

# 2023 Annual Report to the School Community

School Name: Newcomb Primary School (5444)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2024 at 09:39 PM by Blanche Denmead (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 14 April 2024 at 05:40 PM by Gary Winbolt (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

### The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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### Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

#### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

#### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Our school is located six kilometers from the city of Geelong at the approach to the Bellarine Peninsula. Established as Newcomb Park Primary School at the beginning of 1997 following the amalgamation of Newcomb South Primary School and Newcomb Primary School. In 2021 we returned to the original school name of Newcomb Primary School including a new logo and new school uniform. The school draws its students from its designated neighborhood area which provides a diverse and vibrant student population. Newcomb Primary School's vision is for all students to experience success and that each and every student will be valued and nurtured without exception, developing a sense of hope and awe into their lives. We are strong advocates for wellbeing needs to be addressed in order for student's learning potential to be fully realised. Our School Wide Positive Behaviour Support (SWPBS) framework is underpinned by our school values of respect, responsibility and resilience and both SWPBS and the Respectful Relationships initiative underpin the culture within our school. We value inclusion of all cultures, backgrounds and individual needs with a strong emphasis on supporting emotional needs, general wellbeing and engagement. We are immensely proud of our school, and we value partnerships with community groups which enhance our teaching and learning programs. Some of these partnerships include The Bluebird Foundation, Save the Children- Hands on Learning, The Smith Family and Rotary Club of Geelong East.

The school's enrolment has remained stable in recent years with 100 students in 2023, with expected local enrolments to increase. We have a gradual increase of students requiring English as an Additional Language (EAL) and are actively learning new skills in this area and ensuring a positive inclusion and acknowledgment of their cultures, while further valuing our indigenous awareness and inclusion. 10% of students had English as an additional language (EAL) and a small number of Aboriginal or Torres Strait Islander students were included in the enrolment (August census). The school is in the high Student Family Occupation and Education (SFOE) band with an index of 0.6457 indicating a high level of disadvantage in our community. This level of disadvantage is supported by equity funding received by the school each year.

The school employed 6 classroom teachers (across 5 classrooms), 6 Education Support Staff, 3 specialist teachers a business manager and a principal. The school also employs a full-time wellbeing coordinator, and we are supported by the Geelong English Language Centre (GELC) to support our students with English as an additional Language (EAL). We currently employ one Aboriginal staff member. We also access additional support through the networks SSS speech pathologists, psychologists and social workers. The caring and dedicated staff work in a collaborative and reflective manner to ensure quality teaching and learning. The school takes great pride in nurturing individual academic pathways.

We place a strong emphasis on what it is to be a learner - to work hard to solve problems, to seek help and feedback, to learn from others, to learn from mistakes, to have the courage to take risks in learning, to know when you need to practice and apply skills and knowledge into new contexts. Information and Communication Technology is an integral component of the curriculum, and the school is richly resourced with laptops and iPads, large screen televisions in every classroom and the elements of STEM taught by a specialist teacher in 2023. The emotional and social wellbeing of the students is well cared for and supported by the wellbeing coordinator supporting students and families. The daily breakfast program ensures our children are nurtured and ready for learning. The Kelly Club provides our after and before school care program with parents able to access care each day.

Our students are involved with a range of leadership opportunities. School Captains, House Captains and Junior School Councilors work collectively to represent their peers and take on various leadership roles throughout the year. The support and partnership of our parents through our active School Council and Parents and Friends group is welcomed and we value ties with the local and wider community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our curriculum has a strong emphasis on Literacy and Numeracy. Our commitment to accelerating learning growth is evident through use of data and precise teaching to differentiate and personalise learning. No specific programs are provided for overseas students.

We utilise a Response to Intervention (RTI) model to ensure quality evidenced based teaching and learning at tier 1 (whole class) and additional intervention offered at tier 2 and 3 for students who require extra support. Both our teacher judgement and NAPLAN

results have improved over the last 12 months including 68% of our students at or above age expected standards. Our AIP last year focused on our new assessment schedule with a focus on the essential elements for reading instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension) and the Mathematics Online Interview (MOI). The data was used during professional learning communities (PLC) to focus and monitor our teaching and learning and identify students requiring intervention. Our professional learning had a particular focus on reading, as we know reading is the foundation for the future learning for our students. All staff were trained in explicit systematic phonics instruction, and we refined our literacy and numeracy instructional models including a focus on explicit instruction. Learning walks and coaching are assisting us to ensure our tier 1 whole class instruction is implemented with fidelity and focusing our internal professional learning on our observations and monitoring implementation.

## Wellbeing

We started our journey to becoming a School Wide Positive Behaviour Support (SWPBS) school at the beginning of 2021 and through participation in staff training and the development of a SWPBS Team we have established our school wide expectations, routines, and behaviour support systems. The student attitudes to school survey and parent survey were overwhelmingly positive in 2023 including our parent satisfaction, school positive endorsement at 91%, higher than the state average. Our students' sense of connectedness was also above the state average at 80% positive endorsement. We implemented a number of strategies to complement our SWPBS framework including changing our yard duty structures and including supervised lunchtime activities including library and Lego club. Management of bullying had a positive endorsement of 80% also higher than the state average. We employ a full-time wellbeing coordinator as well as learning specialist for inclusive practices. The well-being positions support individual students, small groups, classroom teacher and education support staff practice and our families.

## Engagement

Student engagement is an enormous focus for Newcomb Primary School, and we know that students will have higher learning outcomes when they are engaged in the school setting. Raising awareness of the importance of attendance continues to be a priority. The wellbeing team including the principal meet regularly to monitor attendance, and co-ordinate supports for students and their families to engage with the school and improve attendance and punctuality. Absence plans and holiday plans are provided for students with long term absences. Ongoing messaging regarding attendance and punctuality is provided through school newsletters and through forums such as parent information sessions. Absence data shows no particular pattern across the school, with each year level having similar attendance rates.

The Years 4-6 Attitudes to Attendance data was similar to previous years with students responding to questions: "I always try to attend school," and "My parents believe that going to school is important" with similar strong results. Engagement strategies to assist with attendance in 2023 included breakfast club and provision of lunch and uniform, and alternative programs to support reluctant learners or those at risk of disengagement. Building and maintaining positive connections with students and parents to engage with school and learning is the foundation to developing learners who are confident, resilient, persistent, creative, curious and respectful citizens.

In 2023 we continued to implement our Hands on Learning program in grades 5 and 6. Hands on Learning is a Save the Children practical school program that builds wellbeing, engagement, and attendance by creating opportunities for students to discover their talents and experience success through significant and authentic hands-on projects. The students selected spend each Friday completing hands on projects with 'real life' learning for both the school and community. The Hands on Learning program showed improvements in engagement and motivation of both students who were participating in the program as well as those hoping to be selected.

Explicit instruction with increased opportunities for students to respond has ensured that students are engaged and actively involved in learning.

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## Financial performance

Newcomb Primary School is in a positive financial position due to careful management of funds and the support of equity funding. Equity allows us essential wellbeing support, professional learning, resources, intervention, instructional leadership, and for Education Support Staff to fulfil a range of roles.

We were successful in gaining grants and donations towards:

- Sports equipment and programs: Sporting Schools

- PC for Kids- new laptops
- Geelong East Men's Shed- Hands on Learning
- The Rotary Club of Geelong East- Reading Dog funding, sensory room funding
- Landcare Grant- Chicken coup and chickens
- Atkins trustee grant
- OSHC grant
- Batforce Hands on Learning grant

Each year the allocation of funds is a carefully considered process which takes into account the context of the year: student cohorts, achievement data, responsiveness to student wellbeing and learning needs, and to staff professional learning needs, and responsiveness to DET priorities.

**For more detailed information regarding our school please visit our website at**  
<https://www.newcombps.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 100 students were enrolled at this school in 2023, 51 female and 49 male.

10 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

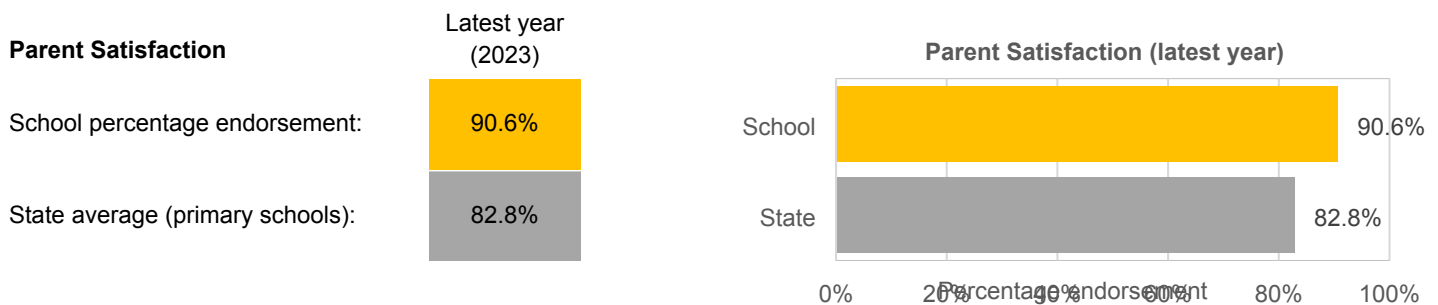
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

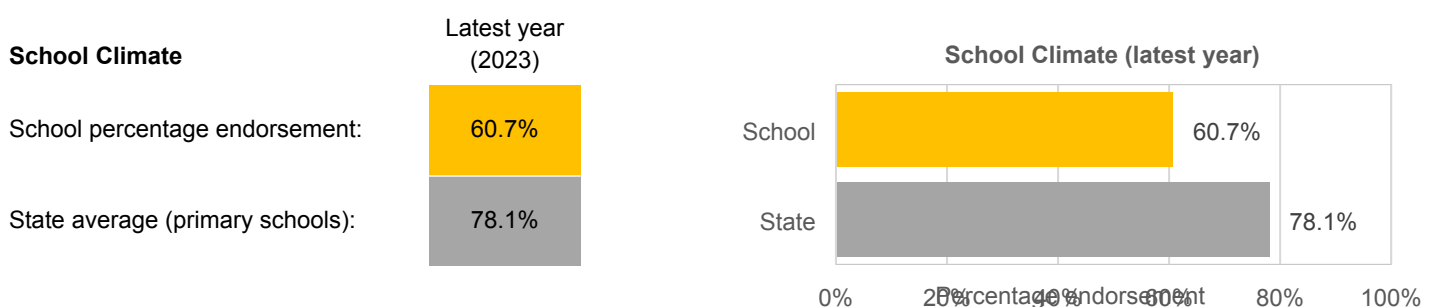


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

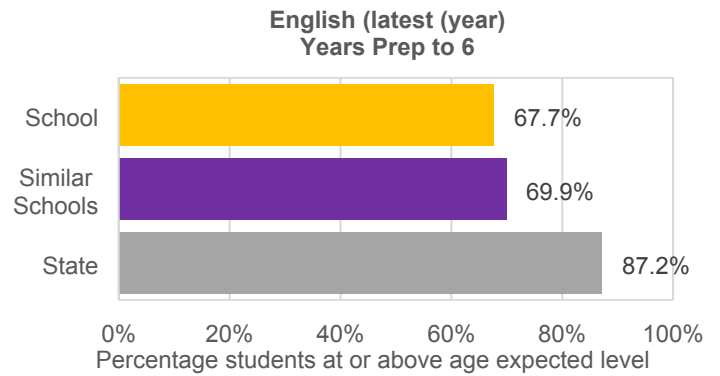
67.7%

Similar Schools average:

69.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

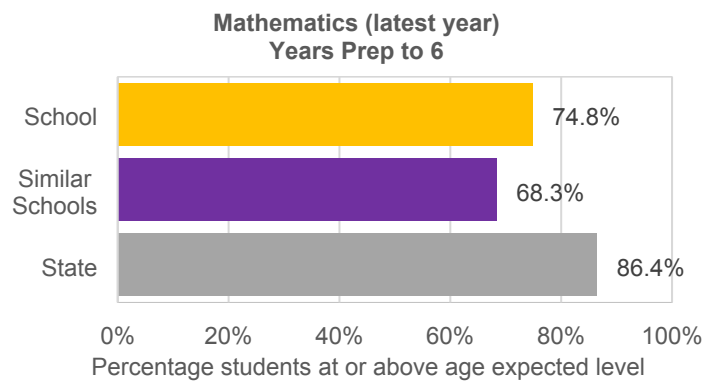
74.8%

Similar Schools average:

68.3%

State average:

86.4%





## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.2%

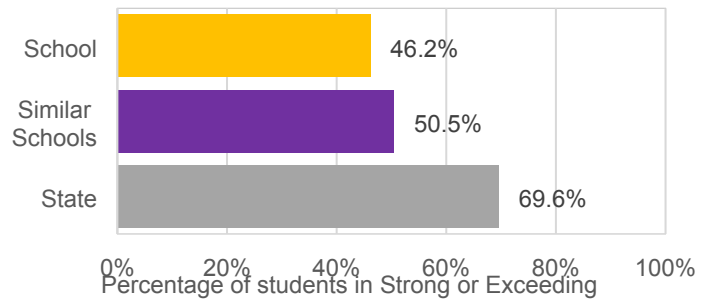
Similar Schools average:

50.5%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

38.5%

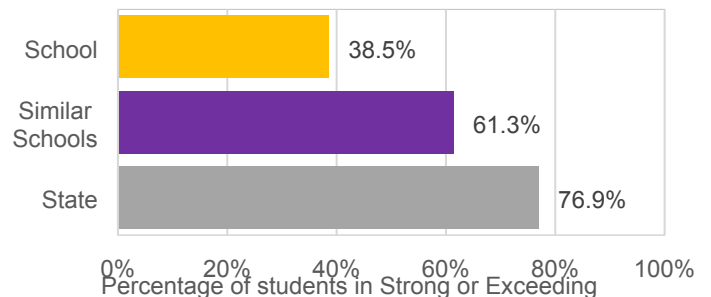
Similar Schools average:

61.3%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

30.8%

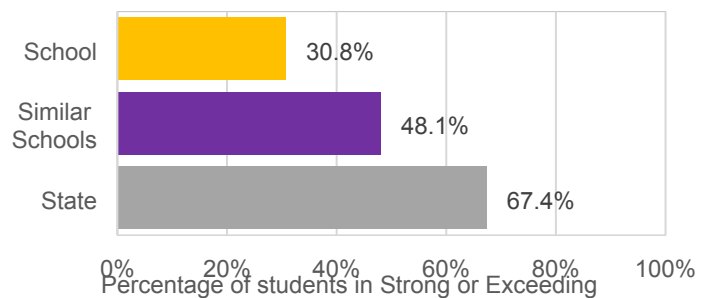
Similar Schools average:

48.1%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

30.8%

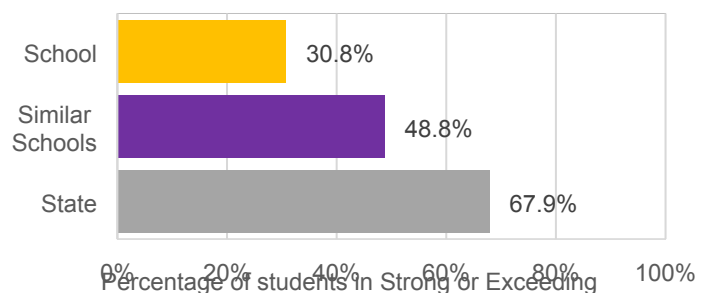
Similar Schools average:

48.8%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



**LEARNING (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN 2022**

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

40.0%

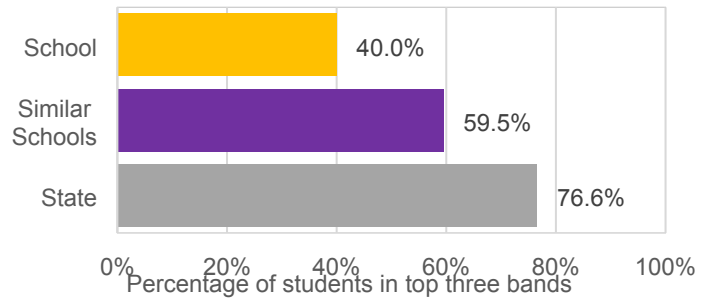
Similar Schools average:

59.5%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

44.4%

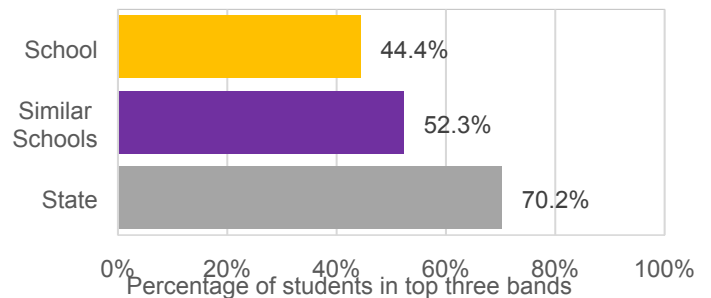
Similar Schools average:

52.3%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

30.0%

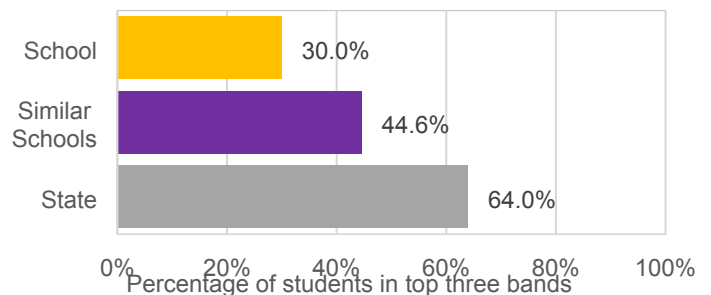
Similar Schools average:

44.6%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

33.3%

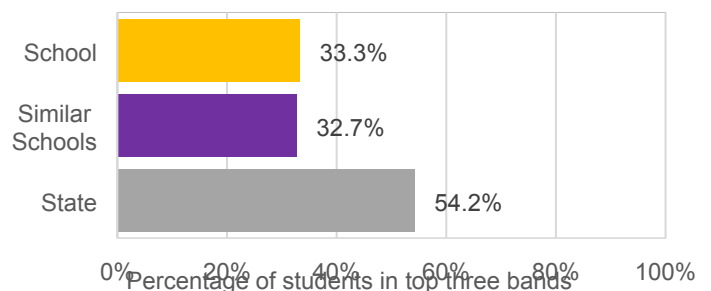
Similar Schools average:

32.7%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

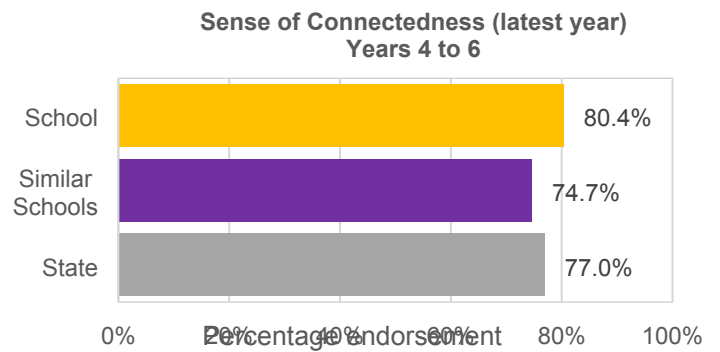
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.4%	81.5%
Similar Schools average:	74.7%	75.8%
State average:	77.0%	78.5%

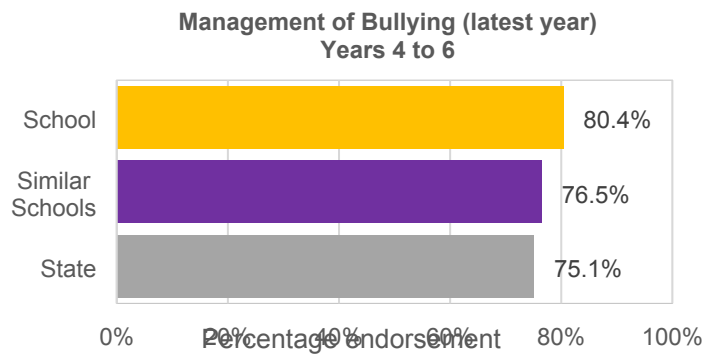


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.4%	79.9%
Similar Schools average:	76.5%	76.9%
State average:	75.1%	76.9%



## ENGAGEMENT

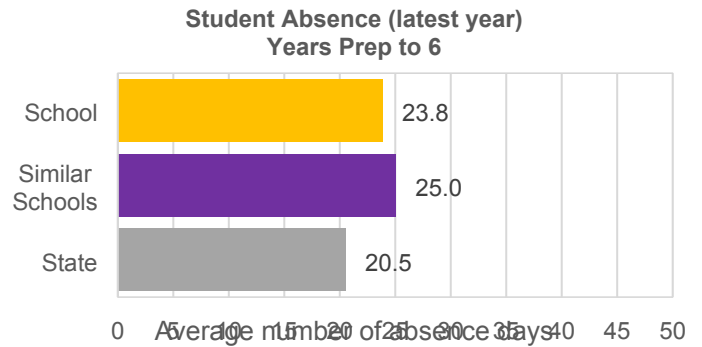
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.8	20.2
Similar Schools average:	25.0	23.5
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	89%	91%	91%	90%	85%	77%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,741,810
Government Provided DET Grants	\$389,793
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$26,394
Locally Raised Funds	\$45,374
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,205,571</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$271,112
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$271,112</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,555,556
Adjustments	\$0
Books & Publications	\$10,785
Camps/Excursions/Activities	\$15,898
Communication Costs	\$2,781
Consumables	\$37,554
Miscellaneous Expense <sup>3</sup>	\$5,777
Professional Development	\$32,050
Equipment/Maintenance/Hire	\$73,608
Property Services	\$95,961
Salaries & Allowances <sup>4</sup>	\$78,238
Support Services	\$188,382
Trading & Fundraising	\$16,738
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$12,784
<b>Total Operating Expenditure</b>	<b>\$2,126,175</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$79,396</b>
<b>Asset Acquisitions</b>	<b>\$5,515</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$132,049
Official Account	\$30,663
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$162,711</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$86,065
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$74,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,541
Repayable to the Department	\$111,241
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$308,847</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*