2025 Annual Report to the School Community

School Name: Delacombe Primary School (5201)

How to read the Annual Report

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.

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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Delacombe Primary School we are a community of learners working in a warm, positive, friendly and engaging environment where all members proudly display the values of: Respect, Kindness, Resilience and Growth in order to produce happy, competent, resilient community minded individuals who can live productive lives. Delacombe Primary School is situated in the southwest corner of Ballarat, a growing residential area. Our Vision since 2023 focuses on making our school : "A great place to grow, achieve and succeed together". The school staffing consisted of a Principal , two Assistant Principals and two extra staff in an Acting Assistant Principal and an Acting Literacy Specialist as part of the Flexible work arrangement initiative. The school continued with a Numeracy Specialist and a Wellbeing Specialist, 29 classroom teaching staff, Specialist teachers (Art, Chinese, PE, Digital Technology and Music), 4 Office staff members,3 Wellbeing officers and a large contingent of Educational Support staff to support students in the classroom. The school continued to fund a kitchen/garden program and this was well supported by volunteers. In 2025 we continued to fund a Wellbeing Co-ordinator who focused on attendance and Disability and Inclusion Program (DIP) Co-ordinator who was heavily involved in the DIP program.

The staffing profile was a small mixture of experienced, accomplished and graduate teachers who continued the consistent approach to teaching & learning across the school. Delacombe Primary school commenced 2025 with 645 students across 29 classrooms and 91 staff. There was a continued growth of students that had English as an additional language and a strong cohort of Aboriginal or Torres Strait Islander students in our school population. Our school SFOE band value is High (high level of socio-educational disadvantage) and as a result we invest a large amount of school equity into our staffing to support students at all levels.

The surveys from parents and staff was generally positive reflecting scores above similar schools and just below state school averages.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Teaching and Learning team comprising of the Literacy team (Assistant Principal, two Literacy Learning Specialists, and Literacy coordinator) and the Numeracy team (Assistant Principal, Numeracy Learning Specialist and Numeracy coordinator) continued to meet weekly throughout 2025, to plan and deliver professional development sessions for staff, unpack data and ensure all

decisions were linked with our AIP goals and targets. The Victorian Teaching and Learning Model 2.0 (VTML 2.0) was a major focus of the work initially in teams and then working with teaching staff to make adjustments to the instructional model and teaching practice.

We had some mixed results in NAPLAN with our Grade 5 data, with our school percentage of students in Strong or Exceeding for Year 5 Reading at 60.5% which was below similar schools, and the school percentage of students in Strong or Exceeding in Year 5 Numeracy at 63%, slightly above similar schools. In Year 3 we managed to see improvement with our results, with the school percentage of students in Strong or Exceeding in Year 3 Reading 67.9% compared to 61.0% in similar schools, and the school percentage of students in Strong or Exceeding in Year 3 Numeracy 63.1% compared to 57.7% in similar schools. Our 2025 results were higher in 3 of the 4 categories and highlighted an overall improved year in NAPLAN in 2025. The Vic Curriculum achievement showed that Prep -6 English was above similiar schools but this was not the case in our Numeracy where we were below expected levels. As a Teaching and Learning team we have unpacked the various NAPLAN data sets and Victorian Curriculum data and have identified students that would benefit from being involved in extension groups based on being on the cusp of strong/ exceeding, as well as identifying which students require additional support and would benefit from either tutoring, numeracy or literacy intervention or extra ES support within their classroom.

We continued to have a significant focus on our Tutor Learning Initiative and Tier 2 intervention, offering this assistance to over 120 students in Literacy and 50 students in Numeracy, throughout the year. Tutoring focused on developing students' literacy skills through engaging games and activities to identify different sounds and spellings from the Sounds Write program. Students then had the opportunity to apply these new learnings to complete dictation sentences and work on encoding words.

Teacher Judgement of student achievement against the Victorian Curriculum for English indicated that the percentage of students from Prep to Grade 6 at or above age expected standards was 83.3% in 2025, compared to 79.9% in similar schools. This is a pleasing result, despite being slightly less than the state average of 86.5%. In Mathematics however, our Teacher Judgement of student achievement against the Victorian Curriculum for Mathematics indicated that the percentage of students from Prep to Grade 6 at or above age expected standards was 70.1%, compared to similar school's average of 77.9% and the state average of 84.4%. The Numeracy team did work on a change in our instructional model that was more aligned with the VTLM 2.0. This resulted in some extensive work in the yearly planners for staff that provided units of works readily available and the ability to focus on the teaching in 2026.

The relative NAPLAN growth of students in High or medium was above similar schools in Numeracy and just below in Reading. The work the continues in driving better attendance across the school will assist in this data set.

One of the highlights was the introduction of the 'Bulldogs read' program that encouraged students who struggled with reading to engage with it through the support of the Western Bulldogs football club and Central Highlands Library. The students really enjoyed the program, the connection to reading and the ability to meet some football stars along the way.

Wellbeing

The Wellbeing team comprising the Assistant Principal, Acting Assistant Principal, Wellbeing Learning Specialist, Wellbeing Coordinator and Wellbeing officers met weekly to focus on the development of wellbeing supports around the school. This encompassed many aspects of Wellbeing. We had a redesigned re-set room to provide more office areas which we used daily for student support in wellbeing. Students had a teacher and education support person there to assist with their learning in almost every classroom. Respectful Relationships program was delivered in the school but was also re-evaluated at the end of the year and positioned more intently in the timetable for 2026.

In the 2025 Attitude to School Survey, the students' positive responses for Sense of Connectedness moved from 67.9% (2023) to 82.1% in 2025. The school management of bullying moved from 63.9% (2023) to 82.6% in 2025. This showed terrific improvement for the school and the programs it had put in place.
We also continued with the "Bully Stopper" tracking tool, giving a voice to our students to feel safe and know that someone was following up their concerns. This contributed to the management of bullying with students seeing that they were being heard. The Prep transition program continued with extra visits to all our local kindergartens throughout the year and very well attended transition session for Kinder students. This culminated in over 93 preps enrolling for the beginning of the school year.

The grade 6 team met with local secondary schools and transitioned 91 students to their new schools. We held a wonderful graduation ceremony and end of year assembly in the stadium to finish the year. A major focus for the year for all staff was working with a consultant Chris Egan. Chris was working on staff wellbeing and how we worked in teams across many levels in the school yet we were one big team. Chris began the year with all staff and then throughout the year we met regularly in two groups. As we grow as a school this was important for everyone. The use of the PERMAH survey and the analysis of the data gained helped staff recognise their own wellbeing goals that we then built into their yearly plan.

School staff survey results indicated that staff climate moved to 76.4% and we continued to work with Chris Egan for the year on staff wellbeing and discussing the blanace between work and life. It should also be acknowledged the school continued to deal with trial over the death of a former staff member that a number of staff were involved in and did make matters complicated at times.

Engagement

The Wellbeing team continued to meet weekly in 2025 to monitor student attendance. We continue to employ an attendance officer to make regular contact with families when a student was absent without reason. We met with individual families and made many adjustments to timetables to assist with the engagement of students at school. Our reengagement room offered an alternative to a mainstream classroom and we had many students transition back to their classroom when offered a different start to the day.

Again we found it challenging to ensure that students were attending school regularly. We saw improvements in our attendance from 2024 and focused heavily on one cohort of Grade 4s that were significantly poor in Grade 3 2024. In 2025, we introduced School Wide positive behaviour

to our school community. This was well received by staff and students and provided great ways to reinforce the right behaviours in the school. These expectations have directly related to our Whole School incentive Reward system, Delacombe Dollars. Students are able to earn a single Delacombe Dollar for displaying the correct and positive behaviours that are expected each day. Students are then able to spend their Delacombe dollars at the Delacombe Market on a product of their choice. The SWPB team along with all staff are continuously striving for promoting the positive behaviours within the school and the wider community. Not only engaging students but also our families and other key stakeholders.

Other highlights from the school year

In 2025 we also held our school Fete that was well attended and provided some terrific fundraising for the school. We also re-introduced the Mother's day and Father's day breakfast, which was well attended by our community in our school stadium. One of the highlights for the year was "Boys program" that provided a range of activities over 5 weeks afterschool for the boys to engage in with their fathers or carers. This involved local community groups and key members of the Delacombe area and at least 50 students attended these sessions afterschool.

At the end of the year our school installed a brand new Grade 5-6 playground that has been a huge hit for the students at the beginning of 2026.

Financial performance

The school finished the year with $867,956 in the accounts. A significant component for this money was set aside for the staffing deficit the school had planned for in 2025 and the Grade 5-6 playground. The deficit to be repaid by the school was $185,510 and was reduced down to $135,000 after reconciliation. In our staffing budget the school was provided with grants in the Flexible Work for teachers and leaders and also the Career Start grant from the department that provided over $110,000 to the school staffing budget. The school also received approximately $1.5 million in Disability and Inclusion funding to support students in the classroom.

The school was planning for a future staffing deficit in 2026 so the funds available in our high yield account would be utilised to cover this expense in staffing in 2026. The school did raise $655,931 in locally raised funds. These funds were provided through our Afterschool care, Parents and Friends fundraising, facility hire (eg stadium and school rooms) and school fete. It allowed the school to dedicate funds towards the new playground and also cover the costs of lease arrangements we still have in place from the Grade 5-6 synthetic area and the Grade 4 shade sail.

For more detailed information regarding our school please visit our website at https://www.delacombeps.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 645 students were enrolled at this school in 2025, 315 female and 328 male. 10% had English as an additional language and 7% 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**79.5%**
	Similar schools	78.4%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**76.4%**
	Similar schools	73.0%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**83.3%**
	Similar schools	79.9%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**70.1%**
	Similar schools	77.9%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**67.9%**	**63.5%**
	Similar schools	61.0%	61.9%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**60.5%**	**64.1%**
	Similar schools	68.3%	68.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**63.1%**	**60.6%**
	Similar schools	57.7%	59.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**63.0%**	**58.6%**
	Similar schools	60.8%	58.6%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**69.2%**
	Similar schools	70.5%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**71.2%**
	Similar schools	67.7%
	State	74.0%

WELLBEING

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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**82.1%**	**75.7%**
	Similar schools	72.4%	73.7%
	State	77.1%	77.3%

Student Attitudes to School – Managing 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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**82.6%**	**73.5%**
	Similar schools	73.0%	73.0%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**25.8**	**24.4**
	Similar schools	22.5	22.8
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**88.7%**
Year 1	**School**	**87.9%**
Year 2	**School**	**86.9%**
Year 3	**School**	**86.6%**
Year 4	**School**	**85.7%**
Year 5	**School**	**86.5%**
Year 6	**School**	**86.1%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$8,246,908
Government Provided DET Grants	$880,575
Government Grants Commonwealth	$637,216
Government Grants State	$0
Revenue Other	$128,545
Locally Raised Funds	$655,931
Capital Grants	$0
Total Operating Revenue	**$10,549,174**

Equity	Actual
Equity (Social Disadvantage)	$573,298
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$573,298**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$8,386,886
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$176,641
Communication Costs	$8,790
Consumables	$298,894
Miscellaneous Expenses[2]	$91,575
Agency Staff	$0
Professional Development	$50,854
Equipment/Maintenance/Hire	$182,549
Property Services	$223,023
Salaries & Allowances[3]	$723,873

Expenditure	Actual
Support Services	$34,905
Trading & Fundraising	$131,158
Motor Vehicle Expenses	$67
Travel & Subsistence	$0
Utilities	$59,321
Total Operating Expenditure	**$10,368,535**
Net Operating Surplus/-Deficit	**$180,639**
Asset Acquisitions	**$230,506**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$747,179
Official Account	$120,776
Other Accounts	$0
Total Funds Available	**$867,956**

Financial Commitments	Actual
Operating Reserve	$330,275
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
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
Total Financial Commitments	**$330,275**

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.