

2022 Annual Report to the School Community

School Name: Pakenham Primary School (5527)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2023 at 12:37 PM by Gail Butterworth (Principal)

- This 2022 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 01 May 2023 at 12:49 PM by Travis Methner (School Council President)

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
- 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

This should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Pakenham Primary School's vision is to create an inclusive school environment that empowers students to achieve their personal best socially, emotionally and academically. Our staff encourage a collaborative and community focused learning environment demonstrating our school motto of 'Inspiring Success'. Our purpose is to create a learning environment where all students take responsibility for their learning in order to reach their personal best. PPS acknowledges that the behaviour of staff, parents, students and carers have an impact on our school community and culture. PPS's three school-wide expectations of 'Be a Learner', 'Be Respectful' and 'Be Safe' reinforce our positive school culture.

Pakenham Primary School is a growing school situated in Victoria's outer South-East suburbs. The school opened in 2019 and in 2022 had a student enrolment of 357. There were 14% of students enrolled with English as an Additional Language, 2 International students and 5 students of Aboriginal and Torres Strait Islander heritage. There were approximately 40-50 students who attended our Foundation transition program, JOEYs. During 2022, PPS had an SFOE (measure of socio-educational disadvantage) band value of medium.

During 2022, Pakenham Primary School's staffing comprised of 2 x Principal Class Officers, 2 x Learning Specialists, 0.4 x School Psychologist, 2 x Tutors, 21 x Teachers, 7 x Education Support Staff, 1 x Business Manager, 2 x Office Administration Staff and 1 x Maintenance Staff. None of our staff were of Aboriginal or Torres Strait Islander heritage. PPS operated with 17 home groups and a range of specialist subjects. Specialist subjects offered included Physical Education, Visual Arts, Performing Arts, STEM, Chinese and Auslan. The school also offered an extensive tutoring program and a range of additional intervention learning groups, as required. PPS facilitated a Student VAL (Voice, Agency, Leadership) team, with student representatives from across the school. The aim of Student VAL was to develop student leadership and decision making capacity, and to contribute to school policy development.

Pakenham Primary School's staff work collaboratively to provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of their students. The teaching teams were organised into five Professional Learning Communities (PLC) for planning, organisation and program implementation. The staff and students worked collaboratively within flexible Learning Communities (LC) organised into LC 1 - Foundation, LC 2 - Year 1, LC 3 - Years 2-3, LC 4 - Years 4-6, and the Specialist Team. Curriculum delivery is based on a differentiated and deep learning model where students take responsibility for their learning in partnership with their teachers.

Pakenham Primary School worked as part of two Community of Practices (CoP) with other local schools to share knowledge and expertise. The focus of the CoP's were aimed at building the capacity of teachers to develop a guaranteed and viable Mathematics and Respectful Relationships Curriculum, and to plan, teach and assess high quality lessons.

The School Performance Report relates to our fourth year of operation. As a new school, enrolments continue to increase steadily. PPS has a managed enrolment boundary which limits enrolments to within the enrolment zone, or where the school has capacity to take additional enrolments in accordance with the DET Priority Order of Placement Policy.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, our academic priority was set by DET: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. The actions PPS set to meet this priority included: Implement the Tutoring Learning Model (TLM) to provide targeted, small group intervention and extension support; Build teacher capacity to effectively develop high quality Mathematics activities as part of our whole school guaranteed and viable curriculum; and Build teacher capacity to effectively use assessment and data to inform teaching and learning in Mathematics. Our learning targets were to increase the percentage of students in top two bands in NAPLAN Year 5 numeracy from 21% in 2021 to 24% in 2022 and to increase the percentage of students achieving above expected level in number from 20% (2020) to 23% by 2022 in teacher judgements. We had 8% of students in the top two bands in Year 5 Numeracy. We had 4 students sitting just under the top two bands. PAT Testing indicates that we have 20% above the level in Year 5. Whilst this target was not met, we have included commentary on PAT Data as testing occurs in November, and we believe this is a more accurate representation of student achievement for 2022.

In 2022, our focus was on re-engaging students in their learning. Time was spent improving teaching and learning across the core learning areas of reading, writing and numeracy. Students received targeted intervention to support or extend their learning

progress. The teachers work as part of Professional Learning Communities (PLC). The dedicated work of the PLC's has ensured that staff collaborate to analyse student achievement data, plan targeted lessons and reflect on student learning progress.

Our staff developed common assessment tasks in the core number areas. These are used to target point of need teaching and are used prior to beginning a teaching sequence. Our strong Community of Practice work with Bridgewood PS continued throughout the year. We worked collaboratively to develop a range of teaching resources to support high quality teaching and learning programs for our students. An activity audit tool was created to ensure activities selected, were of the highest quality.

Our literacy focus was on teachers and students collaboratively setting individual goals based on the CAFE reading strategies and observations made during reading groups, the Levelled Literacy Intervention program and other reading interventions implemented in our learning communities and through the Tutor Learning Initiative. Teachers undertook professional learning towards the end of 2022 to further deepen their understanding of curriculum development and teaching strategies in writing.

In 2022, PPS had 19 students on the Program for Students with Disabilities (PSD). These students each had an Individual Education Plan and/or Staged Response. These plans were developed and reflected on each term in consultation with the student, the parents/carers, the homegroup teacher, the Assistant Principal and/or the School Psychologist. The students on the PSD worked towards their individual goals with all of the teachers and education support staff in their learning communities. The PSD students generally met their individual goals and targets, as discussed and reviewed quarterly.

Wellbeing

In 2022, our wellbeing priority was set by DET: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The actions PPS set to meet this priority included: Build teacher capacity to plan and teach the Respectful Relationships Curriculum as part of our whole school guaranteed and viable curriculum; Engage with mental health services at a school level to support students as required; and Expand the Student Engagement Processes to include a core focus on managing bullying and Respectful Relationships.

Our wellbeing target was, in the area of Respectful Relationships curriculum, to increase the percent of positive endorsement of teachers (prin/teach) on the School Staff Survey to the following factors: Understand curriculum from 83% in 2021 to 86% in 2022 and Collaborate to plan curriculum from 83% in 2021 to 86% in 2022. This target was met. We had a 90% positive endorsement for Understanding curriculum and 100% positive endorsement for Collaborate to Plan Curriculum. PPS worked collaboratively with Pakenham Hills PS to develop staff capacity to understand and teach the Respectful Relationships curriculum. The work included professional development, action planning, the development of scope and sequence curriculum documentation, and the development of parent information letters and resources. Our Student VAL groups completed an audit of our school yard play areas in relation to gender equity. Students found that play areas were shared equally by students of all genders and that our student population believed that our school yard was an inclusive place to play.

PPS continued to engage with the School Psychologist and the onPsych Mental Health service to provide ongoing support to students with and families with complex wellbeing needs. The School Psychologist continued to support staff to increase their capacity to support student specific wellbeing, behaviour and social/emotional needs.

Engagement

Our engagement target was to decrease the percentage of students absent for 20+ days each year from 24% (2019) to 22% by 2022. This target was partially met. We had 19% of students with 20+ days unexplained absence and 38% in total, including explained absence. Explained absence included extended family holidays, illness due to Covid 19 and absence due to isolation requirements. Pakenham Primary School addresses non-attendance by: having an Attendance Coordinator to monitor the implementation of school wide attendance procedures; implementing a tiered approach to managing attendance; monitoring student attendance during PLC Administration meetings; visually tracking and discussing whole school attendance data; developing attendance plans for students who fall below 80% attendance without a valid explanation; communicating with families regarding attendance regularly via Compass, email, phone calls or online/in person meetings.

The Assistant Principal and Learning Specialist worked collaboratively with the Student VAL group to design a flowchart for students and families in relation to identifying bullying and help seeking strategies. Leadership undertook professional development on improving cyber-safety for students, and our staff completed professional development in managing student incidents and occurrences of bullying in a consistent and timely manner.

Our Joey's Transition into School Program operated in Terms 3 and 4 to support the future Foundation students to engage in the processes of school and to develop relationships with the staff in the Foundation team. Kinder visits and transition meetings

occurred as required. Meetings were scheduled with Pakenham Secondary College and Officer Specialist School to support the Year 6 to Year 7 transition process and to support students with additional needs.

Individual pre-enrolment meetings, tours and information sessions were held to strengthen the partnership between home and school and to ensure that individual student needs were discussed and understood to support student engagement and attendance at school.

Other highlights from the school year

2022 was an amazing school year for the students, staff and families of Pakenham Primary School. We would like to congratulate our whole school community on their dedication to student learning throughout the year.

Our students have achieved many milestones this year. They have shown perseverance in their learning and continued to demonstrate our school expectations of Be a Learner, Be Respectful and Be Safe. Our students have experienced success academically, behaviourally and socially throughout the year, demonstrating our school motto of 'Inspiring Success'. There have been many highlights throughout the year, including various dress up days, excursions, camps and our virtual exchanges with our sister school in China. The students loved performing at our School Concert and Christmas Concert this year.

Pakenham PS highlights some outstanding achievements as described in the 2022 School Performance Report including:

- NAPLAN Achievement (Reading) 42.3% of students in the Top Two Bands (Year 5) - increased significantly by 15.6%
- School Climate (School Staff Survey) 93% Positive endorsement in Instructional Leadership - maintained at a very high rating
- Student Attitude 83.3% Positive endorsement in Stimulated Learning (Years 5-6) - increased significantly by 7.2%

We would also like to acknowledge that our Parent Opinion Survey shows outstanding results in the following areas:

- Student Connectedness - 88% Positive endorsement
- Promoting Positive Behaviour - 90% Positive endorsement
- Respect for Diversity - 90% Positive endorsement
- Physical Environment - 96% Positive endorsement
- High Expectations for Success - 90% Positive endorsement

Pakenham PS prides itself on its commitment to providing a safe and inclusive environment for all of our students, families, our rich and diverse cultures, and our LGBTQI+ community.

Financial performance

In 2022, Pakenham Primary School ended the year with a financial surplus despite continuing to pay back a deficit from our inaugural year. The annual financial result of a surplus is due to the careful management of the Student Resource Package (SRP) and strategic recruitment management. Throughout 2022, school resources were aligned to support areas of identified need and to improve student learning outcomes.

The PPS community was extremely supportive of our fundraising efforts with money raised allocated to the Student VAL group for student led improvement projects such as the installation of drinking taps next to the basketball courts, and resources for lunch time programs.

PPS allocated funds to improving the Learning Street; contributing to the outdoor classroom; and installing walls to separate our Specialist areas from our Learning Communities, ensuring enhanced learning opportunities for our students.

For more detailed information regarding our school please visit our website at
pakenhamps.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 357 students were enrolled at this school in 2022, 187 female and 170 male.

14 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).

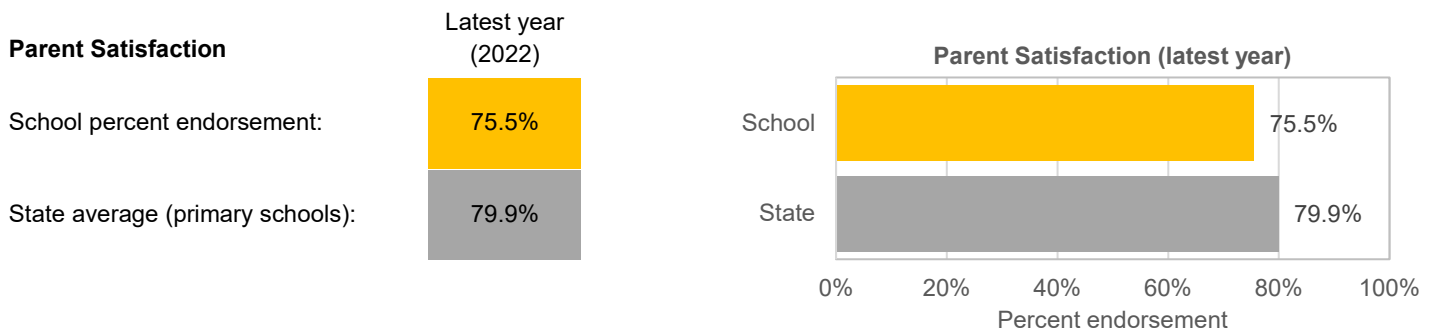
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

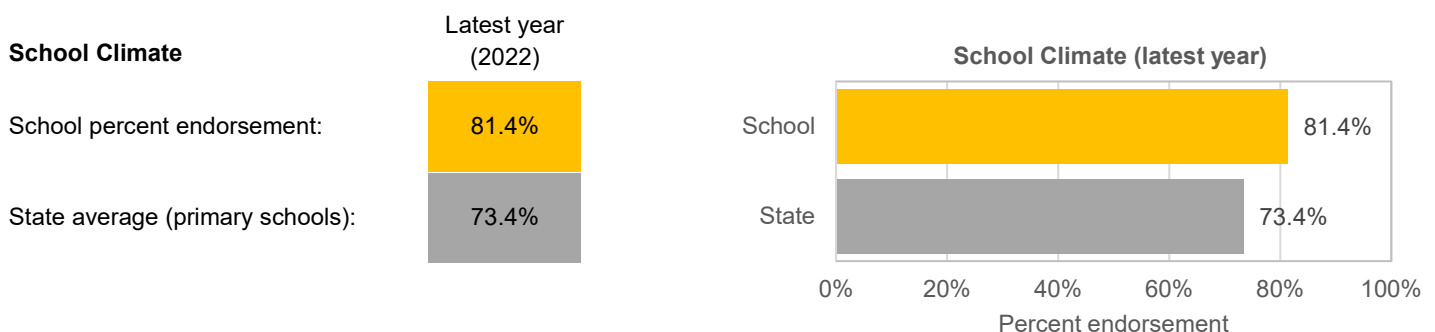


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

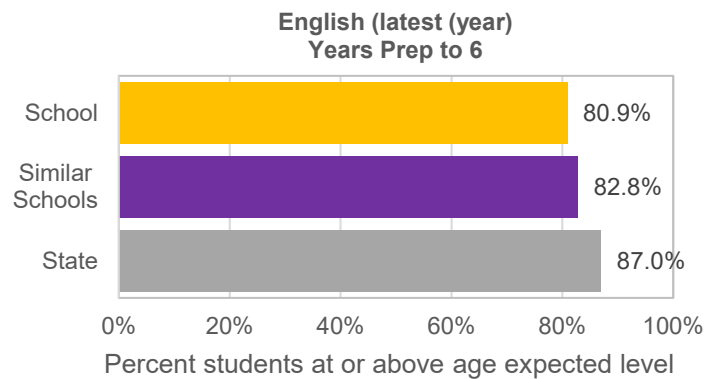
80.9%

Similar Schools average:

82.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

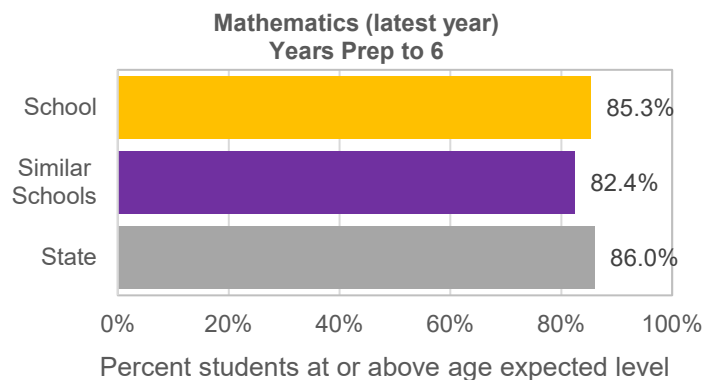
85.3%

Similar Schools average:

82.4%

State average:

86.0%



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.

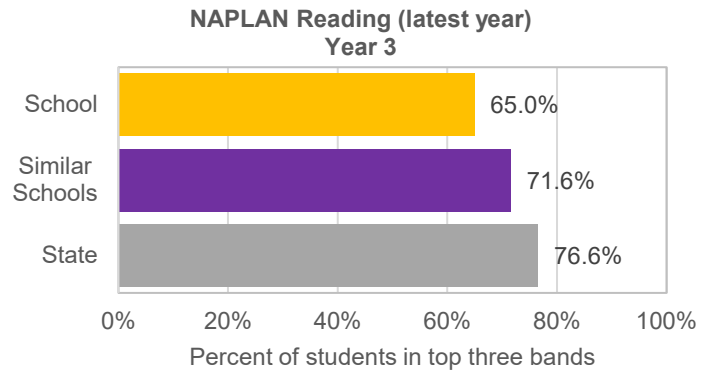
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

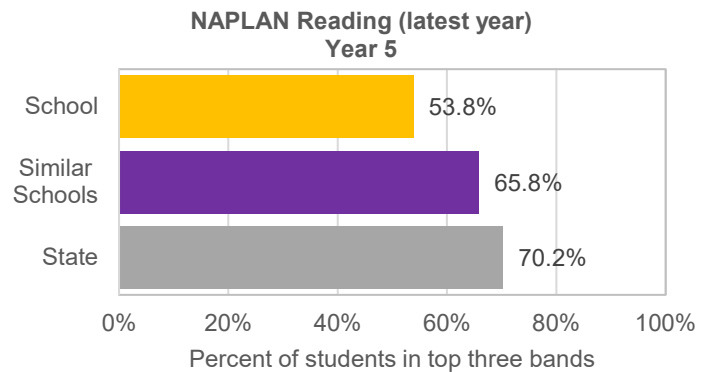
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.0%	67.7%
Similar Schools average:	71.6%	72.2%
State average:	76.6%	76.6%



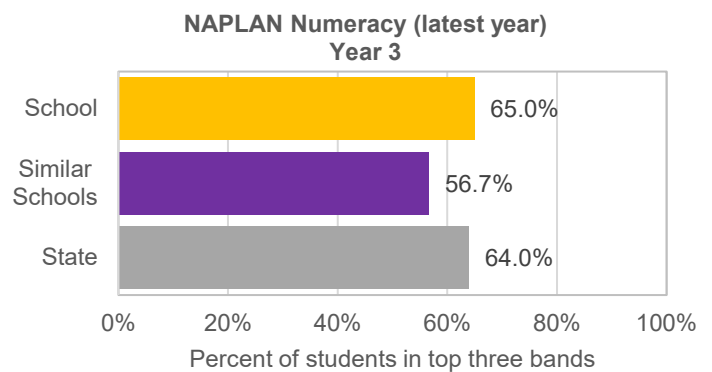
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	63.1%
Similar Schools average:	65.8%	65.0%
State average:	70.2%	69.5%



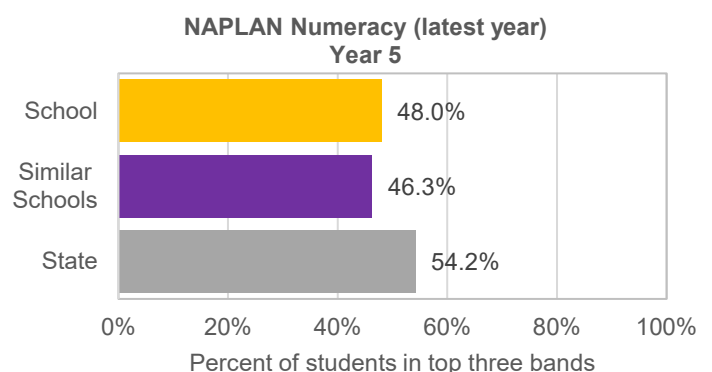
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.0%	69.9%
Similar Schools average:	56.7%	59.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.0%	53.2%
Similar Schools average:	46.3%	51.4%
State average:	54.2%	58.8%



WELLBEING

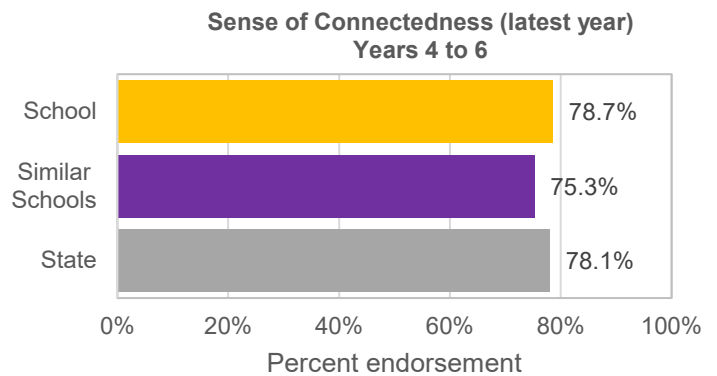
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	78.7%	77.9%
Similar Schools average:	75.3%	77.6%
State average:	78.1%	79.5%

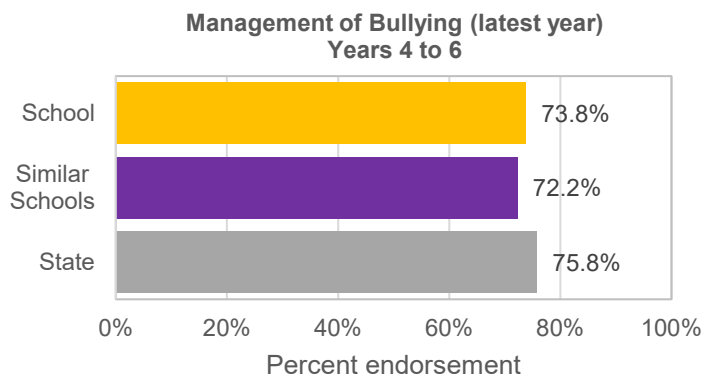


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	73.8%	77.9%
Similar Schools average:	72.2%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

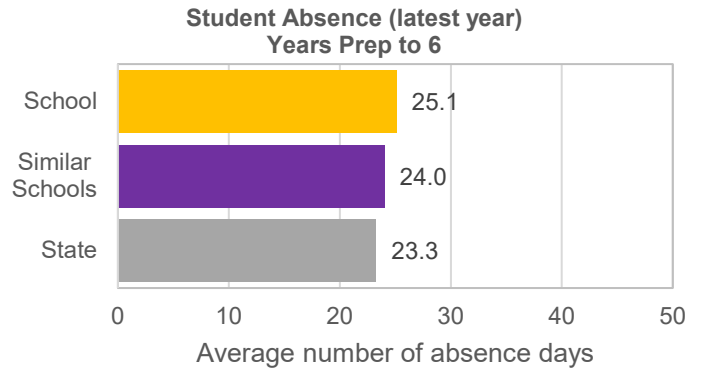
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	25.1	21.1
Similar Schools average:	24.0	18.1
State average:	23.3	17.0



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 (2022):	90%	88%	87%	86%	87%	85%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,293,255
Government Provided DET Grants	\$407,857
Government Grants Commonwealth	\$27,140
Government Grants State	\$0
Revenue Other	\$9,614
Locally Raised Funds	\$200,265
Capital Grants	\$0
Total Operating Revenue	\$3,938,131

Equity ¹	Actual
Equity (Social Disadvantage)	\$104,594
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$104,594

Expenditure	Actual
Student Resource Package ²	\$3,204,138
Adjustments	\$0
Books & Publications	\$10,504
Camps/Excursions/Activities	\$70,091
Communication Costs	\$4,771
Consumables	\$75,053
Miscellaneous Expense ³	\$12,863
Professional Development	\$16,873
Equipment/Maintenance/Hire	\$78,752
Property Services	\$40,618
Salaries & Allowances ⁴	\$14,875
Support Services	\$76,446
Trading & Fundraising	\$12,399
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$364
Utilities	\$44,089
Total Operating Expenditure	\$3,661,836
Net Operating Surplus/-Deficit	\$276,294
Asset Acquisitions	\$68,039

- (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 01 May 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$270,992
Official Account	\$26,570
Other Accounts	\$0
Total Funds Available	\$297,562

Financial Commitments	Actual
Operating Reserve	\$72,351
Other Recurrent Expenditure	\$26,849
Provision Accounts	\$0
Funds Received in Advance	\$10,367
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,346
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$61,000
Maintenance - Buildings/Grounds < 12 months	\$135,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$369,913

All funds received from the Department, 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.