

## 2015 Annual Report to the School Community

Pakenham Springs Primary School

School Number: 5507



Name of School Principal: Vicki Miles

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Name of School Council President: Donna Braden

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Date of Endorsement: 10<sup>th</sup> May, 2016

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

During 2015 Pakenham Springs engaged in both a Self evaluation and a Peer review as part of the strategic planning process. Both processes allowed us to examine the work of the past 4 years and provided us with information to strengthen the work into the next strategic plan period 2016 – 2019.

The future focus continues to revise and further improve teacher practice and professional growth to ensure that all students learn at high levels. The school aims to build a positive future for our students through developing lifelong learners who value themselves and others. The school places an emphasis on its commitment to the following values: Everyone has the right to learn, Everyone has the right to be safe. Everyone will be treated with respect.

Staff are very experienced and dedicated and a range of specialist and support programs are offered. We see view our classrooms as learning communities where children are offered a broad curriculum from Prep to Year 6 with diverse learning experiences in The Arts, LOTE Indonesian, Information Communication Technology and Physical and Sports Education. There continues to be an ongoing emphasis on improving literacy and numeracy. Our teachers plan and work in and across year levelled teams and use the Professional Learning Team (PLT) model in their quest to improve all student learning outcomes and to identify, discuss and develop best teacher practice.

During 2015 the focus continued on embedding the Professional Learning Communities model and ensuring that stringent accountability measures had been established to ensure all teachers were aware of and use elements of the model in their daily teaching practice.

Teacher teams plan collaboratively to ensure that the curriculum is effectively differentiated. This ensures that students are engaged, challenged and supported in their learning. Professional Learning Teams are supported professionally by an Assistant Principal that is dedicated to curriculum development, innovation and implementation. This focus on teacher collaboration and collective responsibility ensures that the teaching is responsive to the specific needs of our students.

There has been a focus on continuing to establish a distributive leadership model where processes and protocols have been introduced to ensure highly effective and rigorous organisational structures allow the focus to remain on the achievement of high levels of learning for all students. Over the year teachers' ability to use a wide range of data to strengthen their capacity to accurately track all students has continued to be developed, to ensure that evidence based teaching practice is employed in all classrooms.

This school has 66.33 fulltime staff: Four Principal class, 52.8 teachers and 13.53 Education Support Staff.

### Achievement

In 2015 Pakenham Springs Primary School, continued to focus on building the skills and knowledge of teachers to ensure that they created a stimulating and challenging learning program for students at the school. The primary focus of all staff professional learning centered on Marzano's Professional Learning Communities Model and "The Art and Science of Teaching". Teachers used this framework to assess their teaching capabilities and a whole staff profile was created which guided the content of professional learning sessions conducted at staff meetings. Teachers also incorporated aspects into their annual performance plans. The school's termly Classroom Observation program also focused on aspects of this framework. Through this coordinated approach, staffs' understanding of effective teaching practices was strengthened.

Collective accountability for assessment of student learning is rigorous and data is used to inform future learning needs. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them.

All assessment measures reported on in the Annual Report show that the school is performing at a similar level to other Victorian Government schools. The NAPLAN relative growth from Year 3 to Year 5 shows that the school is achieving a similar growth to other schools in the area of Numeracy, Writing and Reading and slightly higher rates of growth in the areas of Spelling and Grammar & Punctuation.

All Programs for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals set in their Individual Education plans.

## Engagement

At Pakenham Springs, student attendance is similar to other Victorian Government schools for 2015 and when comparing the four year average. The average 2015 attendance rate for each year level is between 92% and 93%, Year 5 students have the lowest attendance rate of 92%. Again in 2015, the school has a number of students with chronic absenteeism. The school has partnered with parents, with varying degrees of success, to ensure higher attendance rates are achieved. A range of strategies have been used to improve students attendance levels including articles in the school's newsletter, meetings with parents, use of external agencies and home visits by school staff.

The school continues to employ a fulltime Student Wellbeing Officer and a part time Student Wellbeing support Officer who play a major role in community engagement in the school. This has provided the necessary link between parents and external services. The school accesses a number of support services both within the DET and beyond. The school is deeply committed to developing 'cyber-safe' students and in 2015 and was accredited as an 'eSmart' school.

During 2015, the school's focus on formative assessment has ensured that teaching and learning is focused on individual student needs. Teacher's continual use of visual learning intentions and success criteria will ensure that students understand and respond positively to teacher expectations and personal goal setting.

The data for the Students Attitudes to School survey is similar to other Government schools. Students' connectedness to school has continued to be a focus during 2015.

## Wellbeing

During 2015 Pakenham Springs Primary School continued to experience a high degree of student transiency. Whilst the school enrolment stayed relatively the same, there was a large changeover of students through the year. This continues to have an impact on both student learning and the wellbeing of students. The school has continued to utilise a whole school approach to developing a strong learning climate, which includes a focus on student wellbeing, in all classrooms. All classes develop a learning plan at the beginning of the year and continue to maintain the learning and social climate in their classroom according to the plan developed.

The school has continued to maintain close liaison with local Kindergartens to ensure the smooth transition of these children to the school in the following year. The school has continued to implement its "Step Into Prep" transition program. The "Step Into Prep" program offers children and their parents a number of opportunities to visit the school so that they become familiar with the school's layout and operations.

The school continues to maintain close liaison with local Secondary Schools, transition programs were established with the local secondary colleges. In particular, extension programs were offered to students with additional needs in the transition process.

## Productivity

As part of the process of operating as a Professional Learning Community, all the school's resources, including people, time, facilities, funding, professional learning, class structures and timetables, have been aligned to ensure that they assist the school in achieving its mission of high levels of learning for all students. The school's meeting schedule has been revised to ensure that the primary purpose of each meeting held is professional learning focused on improving teacher practice to ensure improved student learning. The school has continued to require new staff at the beginning of 2015. These new staff were involved in an extensive induction program prior to joining the school and during their initial terms at Pakenham Springs. The Professional Learning Team structure has continued to support and encourage all teachers in job embedded professional learning and action research.

Staff receive a generous planning allocation with five hours per week; two and a half hours in excess of the Government Schools Agreement. All teachers are also provided with one planning day per term. Teachers of students with special needs are also allocated a day per term for SSG meetings and planning.

For more detailed information regarding our school please visit our website at <http://www>

## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60% of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

### School Profile

#### Enrolment Profile

A total of **968** students were enrolled at this school in 2015, 488 female and 480 male. There were 9% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>45%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>44%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>43%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>47%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	45%	19%	Numeracy	41%	44%	15%	Writing	32%	43%	25%	Spelling	20%	56%	24%	Grammar and Punctuation	32%	47%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1035 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	92 %	93 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	92 %	93 %										

## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

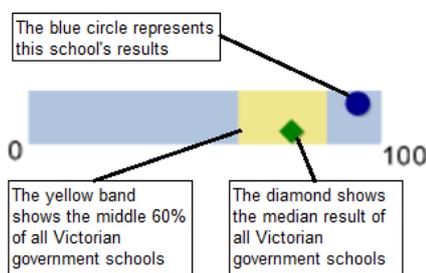
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

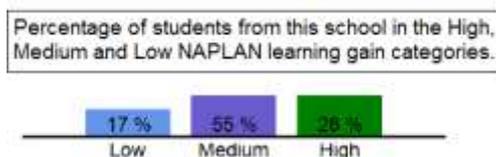
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

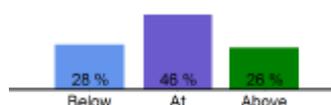


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

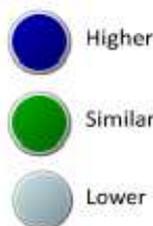


## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

