2018 Annual Report to The School Community

School Name: Pakenham Springs Primary School (5507)

- 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 2018 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 23 May 2019 at 04:32 PM by Kerryn Baillie (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 27 May 2019 at 03:19 PM by Alisha Keyzer (School Council President)

About Our School

School context

Pakenham Springs Primary School (Pakenham Springs) is located in the South East growth corridor and had 839 students enrolled in 2018. In 2018, there were 87 full-time employees at the school which included: four principals class, 51 teachers and 32 education support staff. The school is located on Livingstone Boulevard, adjacent the council reserve and opposite Heritage Springs Shopping Centre.

Under an arrangement with Cardinia Shire Council, a kindergarten and maternal health care centre are also located on site. The school has OshClub onsite that runs a before and after school care service, which is open to all students at the school.

Pakenham Springs commenced operation at the beginning of the 2008 school year and experienced rapid growth between 2008 and 2015. Since 2015, three new primary schools have been established within seven kilometers of Pakenham Springs that has resulted in a 19% reduction in enrolments over the three year period – but pleasingly, enrolment levels have now stabilised.

The mission of Pakenham Springs is to inspire, motivate and educate all students, to ensure they learn the necessary skills and knowledge required to be productive and respectful members of the local and global community. In addition to the schools comprehensive literacy and numeracy program, Pakenham Springs offers five specialist programs: Physical Education, Visual Art, Media Art, STEM (year 3-6 only) and Japanese (year P-2 only).

At Pakenham Springs the engagement and wellbeing of our students is paramount and are fortunate to have a school chaplain to support student wellbeing. In addition to the specialist wellbeing services, Pakenham Springs enforces a strong focus on student welfare through the curriculum in the 'School Wide Positive Behaviour Support' framework (SWPBS) introduced in 2018. In consultation with the community our school values were also redeveloped during the year as we commenced with the School Wide Positive Behaviour Support. Expectations of behaviour are clearly and explicitly taught throughout the school and align with the schools values of 'Respect', 'Responsibility' and 'Resilience' (the 3 R's). To further support this initiative, in Pakenham Springs adopted a new whole school behaviour management approach. The aim of this approach is to ensure learning is given the highest priority by managing behaviour so that disruptions within the classroom and school environment are minimised.

Pakenham Springs Primary School has 87 fulltime staff: 4 Principal class, 51 teachers and 32 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2018, our 'Excellence in Teaching and Learning' continued as a primary focus, underpinning the schools ongoing goal to improve student achievements – particularly in the curriculum area of 'writing'. There was a strong focus on extending, and consolidating the whole school approach to consistency in teaching and assessment of writing from Prep to Year 6. Professional Learning Teams began developing shared and binding expectations to ensure uniformity of practice, and build a whole school framework to meticulously teach writing. Professional learning teams meet regularly to plan, observe, assess and evaluate lessons, and to share the outcomes. Teams evaluated and documented the impact of approaches and collaboratively planed further improvements.

For consistency, and to build teacher capacity in curriculum planning and documentation, teachers planned in teams the stages of learning and audited units of work against the Victorian Curriculum.

'Professional Leadership' was an additional area of emphasis in 2018. This area of development was supported

by the introduction of a Leadership Coach, roles and responsibilities were clearly redefined and transparently open to the school community.

Achievement

In 2018 Pakenham Springs Primary School continued to focus on building the skills and knowledge of teachers to ensure they created a stimulating and challenging learning program for all students.

The primary focus of all staff professional learning was on a common framework to the teaching of Writing and the establishment of a consistent Instructional model. Teachers used this framework to enhance their teaching and a whole staff audit was completed which guided the content of professional learning sessions conducted at staff meetings.

Teachers also incorporated aspects into their annual Performance and Development plans. Through this coordinated approach, understanding of effective teaching practices in writing 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 documented in the 2018 Annual Report, demonstrate Pakenham Springs is performing at a similar level to other Victorian Government schools.

NAPLAN progress from Year 3 to Year 5 confirms Pakenham Springs is achieving higher growth in 'Reading' compared to like schools; and achieved similar growth to other schools in the area of 'Numeracy' and 'Writing' and 'Reading'.

All 'Programs for Students with a Disability' showed progress at 'satisfactory or above' standard in achieving each student's personal learning goals, as identified in their Individual Education plans.

Engagement

At Pakenham Springs, student attendance was similar to other Victorian Government schools for 2018 compared to the four-year average from 2014-2018. The average 2018 attendance rate for each year level was between 91% and 93%. 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 absence learning plans.

Daily monitoring of attendance is reported, and contact was made with families of non-attenders in real time. This has provided the necessary link between parents and external services.

Teacher's continual use of visual learning intentions and success criteria will ensure students understand and respond positively to teacher expectations and personal goal setting.

The data from the: 'Students Attitudes to School' survey is lower than other Government schools. This result formed the basis for the introduction Pakenham Springs' new school values under the School-Wide Positive Behaviour Framework that was introduced in term 3.

Wellbeing

During 2018 Pakenham Springs Primary School saw a decrease in enrolments due to the opening of another government school in the Pakenham Township.

The school has an intensive induction program and supports in place to ensure consistency and staff and student engagement. Pakenham Springs has a whole school approach to developing a strong learning climate, which included in introduction of School Wide Positive Behaviour which provides explicit expectations for behaviour and consistency throughout the school. All classes use the school values of 'Respect', 'Responsibility' and 'Responsibility'.

The school has continued to maintain a close relationship with the local kindergartens to ensure the smooth transition to school. Pakenham Springs has continued to implement its 'Step Into Prep' transition program. This program offers children and their families a number of opportunities to visit the school so they become familiar with the school's layout and operations. Similarly, year six students are supported with their journey to Secondary School. The school continues to liaise closely with each of the local Secondary Schools and in 2018 transition programs were established many feeder secondary colleges.

Financial performance and position

Pakenham Springs Primary School continues to consolidate its financial position and has utilised strong accounting procedures to ensure that all Department of Education requirements have been met.

The school has continued to operate with a strong surplus over the 2018 school year.

The school has been mindful that as we enter our eleventh year of operation, that adequate provision has been allowed for asset replacement and repairs. The School Council continues to monitor the school's financial position through the Annual Budget process. The school's Finance Committee continues to meet monthly to closely monitor the school's financial position.

For more detailed information regarding our school please visit our website at
https://pakenhamsprings.vic.edu.au/

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▯
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 839 students were enrolled at this school in 2018, 400 female and 439 male.

15 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Similar

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 16 % / 48 % / 36 % Low / Medium / High **Numeracy** 29 % / 54 % / 17 % Low / Medium / High **Writing** 21 % / 53 % / 26 % Low / Medium / High **Spelling** 27 % / 43 % / 29 % Low / Medium / High **Grammar and Punctuation** 33 % / 52 % / 15 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ☐
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ─── 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ─── 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	91 %	93 %	93 %	93 %	92 %	92 %

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: [yellow box]
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ●◆ 100 Results: 2017 - 2018 (2-year average) 0 ●◆ 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ● ◆ 100 Results: 2017 - 2018 (2-year average) 0 ● ◆ 100	Lower Lower

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$7,436,819
Government Provided DET Grants	$1,092,773
Government Grants Commonwealth	$16,743
Government Grants State	$2,250
Revenue Other	$41,635
Locally Raised Funds	$452,098
Total Operating Revenue	**$9,042,318**

Equity[1]	
Equity (Social Disadvantage)	$484,150
Equity Total	**$484,150**

Expenditure	
Student Resource Package[2]	$6,513,409
Books & Publications	$20,641
Communication Costs	$9,573
Consumables	$234,332
Miscellaneous Expense[3]	$442,944
Professional Development	$12,777
Property and Equipment Services	$484,415
Salaries & Allowances[4]	$159,871
Trading & Fundraising	$41,042
Utilities	$69,043

Total Operating Expenditure	**$7,988,048**
Net Operating Surplus/-Deficit	**$1,054,270**
Asset Acquisitions	**$59,527**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$870,836
Official Account	$50,080
Total Funds Available	**$920,916**

Financial Commitments	
Operating Reserve	$228,896
Other Recurrent Expenditure	$14,040
Funds Received in Advance	$213,026
School Based Programs	$4,605
Asset/Equipment Replacement < 12 months	$257,289
Capital - Buildings/Grounds < 12 months	$51,160
Maintenance - Buildings/Grounds < 12 months	$210,955
Total Financial Commitments	**$979,971**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
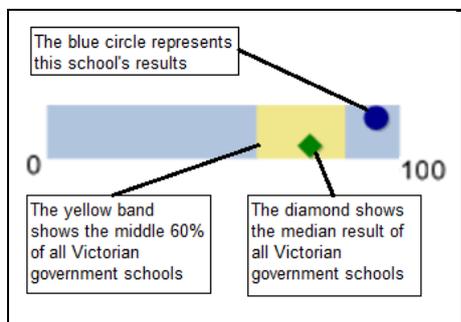
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
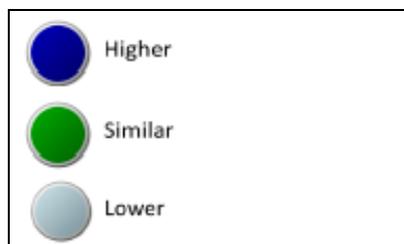
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').