# 2019 Annual Report to The School Community

**School Name: Pakenham Springs Primary School (5507)**

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- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](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 2019 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 05 March 2020 at 09:39 AM by Kerryn Baillie (Principal)

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The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 March 2020 at 10:11 PM by Alisha Keyzer (School Council President)

# About Our School

| School context |
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Pakenham Springs Primary School  (Pakenham Springs) is located in the South East growth corridor and had 817 students enrolled in 2019. In 2019, there were 85 full-time employees at the school which included: four principals class, 51 teachers and 30 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 20% reduction in enrolments over the four 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) and Japanese (year P-2).

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, Pakenham Springs adopted a 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 85 fulltime staff: 4 Principal class, 51 teachers and 30 Education Support Staff.

| Framework for Improving Student Outcomes (FISO) |
| --- |

In 2019, 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 'reading'. There was a strong focus on extending, and consolidating the whole school approach to consistency in teaching and assessment of reading 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 explicitly and consistently teach reading.
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 2019. This area of development was supported by a Leadership Coach, roles and responsibilities were clearly redefined and transparently open to the school community and consistency of student learning was monitored and reviewed by structured leadership learning walks.

| Achievement |
| --- |

In 2019 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 Reading and the consistent use of our agreed 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 reading 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 2019 Annual Report, demonstrate Pakenham Springs is performing at a similar level to other Victorian Government schools.

## Engagement

At Pakenham Springs, student attendance was similar to other Victorian Government schools for 2019 compared to the four-year average from 2016-2019. The average 2019 attendance rate for each year level was between 90% and 92%. 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 higher than other Government schools, this is a great cause for celebration and resulted from the introduction of new school values under the School-Wide Positive Behaviour Framework that was introduced in term 3, 2017.

## Wellbeing

During 2019 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 2019 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 2019 school year through the strong budgeting processes and regular monitoring. 2019 saw a large investment into school furnishing with new student tables and chairs going into all 37 classrooms.

Pakenham Springs also received an Inclusive Schools Fund allocation of $130 000 to install a new inclusive playground.

The school has been mindful that as we enter our twelfth 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 twice a term 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 817 students were enrolled at this school in 2019, 395 female and 422 male.

18 percent were EAL (English as an Additional Language) students and 1 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.

| low | low-mid | mid | high |
|---|---|---|---|

### 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

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|
| Teacher Judgement of student achievement<br><br>Percentage of students in Years Prep to 6 working at or above age expected standards in:<br><br>• English<br>• Mathematics<br><br>For further details refer to *How to read the Annual Report.* | Results: English<br>0 ——————————— 100<br><br>Results: Mathematics<br>0 ——————————— 100 | Below 🔵<br><br><br>Below 🔵 |

# 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: 🔶

**Key:** Similar School Comparison
🔵 Above  🔵 Similar  🔵 Below

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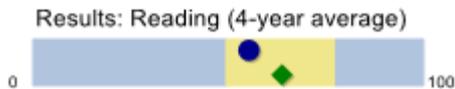
# Performance Summary

| Achievement | Student Outcomes | Similar 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'.

**Student Outcomes**

**Reading**

| 34 % | 50 % | 16 % |
|---|---|---|
| Low | Medium | High |

**Numeracy**

| 30 % | 48 % | 22 % |
|---|---|---|
| Low | Medium | High |

**Writing**

| 15 % | 62 % | 23 % |
|---|---|---|
| Low | Medium | High |

**Spelling**

| 33 % | 44 % | 24 % |
|---|---|---|
| Low | Medium | High |

**Grammar and Punctuation**

| 38 % | 44 % | 18 % |
|---|---|---|
| Low | Medium | High |

**Similar School Comparison**

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

| 25% | 50% | 25% |
|---|---|---|
| Low | Medium | High |

Statewide Distribution of Learning Gain
(all domains)

# Performance Summary

| Engagement | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Average Number of Student Absence Days**<br><br>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.<br><br>Absence from school can impact on students' learning<br><br>**Similar School Comparison**<br>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected. | Results: 2019<br><br>0 ░░░░░░░░ 50<br><br>Few absences <------> Many absences<br><br>Results: 2016 - 2019 (4-year average)<br><br>0 ░░░░░░░░ 50<br><br>Few absences <------> Many absences | **Similar** ◯ |

| Average 2019 attendance rate by year level: | | Similar school comparison not available |
|---|---|---|

| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
|---|---|---|---|---|---|---|
| 90 % | 91 % | 90 % | 92 % | 91 % | 92 % | 92 % |

# Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ▢ <br> Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison <br> ● Above  ● Similar  ● Below |
| --- | --- | --- | --- |

| Wellbeing | Student Outcomes | Similar School Comparison |
| --- | --- | --- |
| **Students Attitudes to School - Sense of Connectedness** <br><br> 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: 2019 <br><br> Results: 2017 - 2019 (3-year average) | Similar |
| **Students Attitudes to School - Management of Bullying** <br><br> 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: 2019 <br><br> Results: 2017 - 2019 (3-year average) | Similar |

# 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, 2019 | |
|---|---|
| **Revenue** | **Actual** |
| Student Resource Package | $7,421,600 |
| Government Provided DET Grants | $965,136 |
| Government Grants Commonwealth | $11,407 |
| Government Grants State | $788 |
| Revenue Other | $18,902 |
| Locally Raised Funds | $461,425 |
| **Total Operating Revenue** | **$8,879,258** |

| **Equity[1]** | |
|---|---|
| Equity (Social Disadvantage) | $457,699 |
| **Equity Total** | **$457,699** |

| **Expenditure** | |
|---|---|
| Student Resource Package[2] | $6,631,196 |
| Books & Publications | $13,122 |
| Communication Costs | $8,539 |
| Consumables | $220,529 |
| Miscellaneous Expense[3] | $487,696 |
| Professional Development | $18,309 |
| Property and Equipment Services | $743,648 |
| Salaries & Allowances[4] | $130,201 |
| Trading & Fundraising | $31,888 |
| Utilities | $70,579 |

| **Total Operating Expenditure** | **$8,355,709** |
|---|---|
| **Net Operating Surplus/-Deficit** | **$523,549** |
| **Asset Acquisitions** | **$24,268** |

| Financial Position as at 31 December, 2019 | |
|---|---|
| **Funds Available** | **Actual** |
| High Yield Investment Account | $590,736 |
| Official Account | $23,876 |
| **Total Funds Available** | **$614,612** |

| **Financial Commitments** | |
|---|---|
| Operating Reserve | $253,918 |
| Other Recurrent Expenditure | $14,445 |
| Funds Received in Advance | $95,799 |
| School Based Programs | $66,438 |
| Funds for Committees/Shared Arrangements | $19,458 |
| Asset/Equipment Replacement < 12 months | $30,447 |
| Maintenance - Buildings/Grounds < 12 months | $108,941 |
| **Total Financial Commitments** | **$589,446** |

(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 26 February 2020 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)
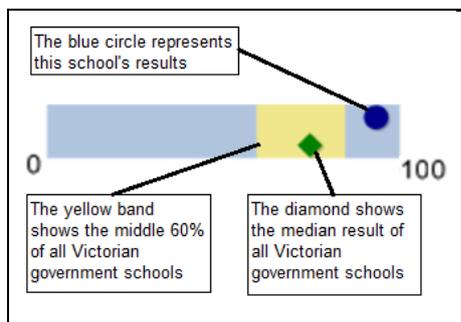
**Engagement**
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

**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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.
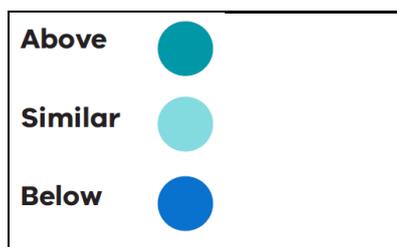


**What does '*Data not available*' or *'ND'* mean?**

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').