

# 2022 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](http://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 10 April 2023 at 05:05 PM by Kerryn Baillie (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 10 April 2023 at 05:11 PM by Michael Whiting (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Pakenham Springs Primary School (Pakenham Springs) is located in the South East growth corridor and had 718 students enrolled in 2022. 28% of our students had English as an additional language and 2% were Aboriginal or Torres Strait Islander. In 2022, there were 60 full-time employees at the school which included: three principal class, 2 learning specialists, 41 teachers and 20 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, four new primary schools have been established within seven kilometers of Pakenham Springs that has resulted in a reduction in enrollments – pleasingly, enrollment 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 offered 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 we 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.

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.

In 2022 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 specifically in mathematics.

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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, '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 'mathematics'. There was a strong focus on the teaching of mathematics 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. 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 planned 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.

## Wellbeing

Wellbeing is always a high priority at Pakenham Springs. School Wide Positive Behaviour is a priority with students being explicitly taught the 3 school values of Respect, Responsibility and Resilience. In 2022 PSPS continued a partnership with The Resilience Project to support this value.

77.3% of students reported in the Attitude to School Survey feeling connected to school compared to 70.8% in 2021.

The School Wide Positive Behaviour matrix is well embedded at Pakenham Springs with staff proactively teaching and modelling expected behaviours in all area of the school.

Pakenham Springs is fortunate to have a school chaplain who supports, individual students and families. We also run a highly utilised breakfast program and provide food support to families in need.

## Engagement

At Pakenham Springs, the average day absent was 26.4 days compared to similar schools at 26.1 days. This is significantly higher to our 4 year average of 17.1 days and is attributed to the rules in place regarding Covid 19. 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-attendees in real time. This has provided the necessary link between parents and external services.

To support student engagement during the transition back to onsite learning, our school continued agreed practices and scheduled wellbeing sessions each Monday morning. These sessions focused on the explicit teachings from The Resilience Project including gratitude and mindfulness. Whilst student's participation in remote learning varied, all efforts and contributions were noted and celebrated. Using established whole school practices and expectations of both teachers and students, with strong and embedded procedures in place, students were calm in knowing what was expected of them and what to expect from teachers. Teachers met in Professional Learning Teams to determine the most essential learning topics in reading, writing and numeracy that needed to be reviewed and covered more thoroughly. The leadership team ensured they were present and visited all classrooms to welcome students back. Our wellbeing officer also ensured their availability during the first few weeks was directed largely to those that had drawn on wellbeing support during remote learning

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## Other highlights from the school year

2022 was a full year of onsite learning and although many restrictions were in place which hindered attendance, activities were able to proceed with confidence. We were fortunate to receive two camps under the Positive Start Program allowing camping experiences for more students. this was a great opportunity and allowed staff and students valuable experiences.

The Pakenham Springs Aerobics Team made the national championships on the Gold Coast which was a wonderful achievement and an acknowledgement of the hard work of the staff and students. Infrastructure improvements included a GaGa Pit as requested through student voice, purchased with funds raised in the community. A staff carpark was also installed and a student running track. Facilities were improved with the addition of a running track, a new staff carpark and a Gaga Pit. The Gaga Pit was purchased at student request with money raised through fundraising.

Our School Council is also proud of the addition of quality house uniforms to raise the community spirit.

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## Financial performance

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 2022 school year through the strong budgeting processes and regular monitoring.

The school has been mindful that as we enter our fifteenth 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 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 718 students were enrolled at this school in 2022, 371 female and 347 male.

28 percent of students had English as an additional language and 2 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).

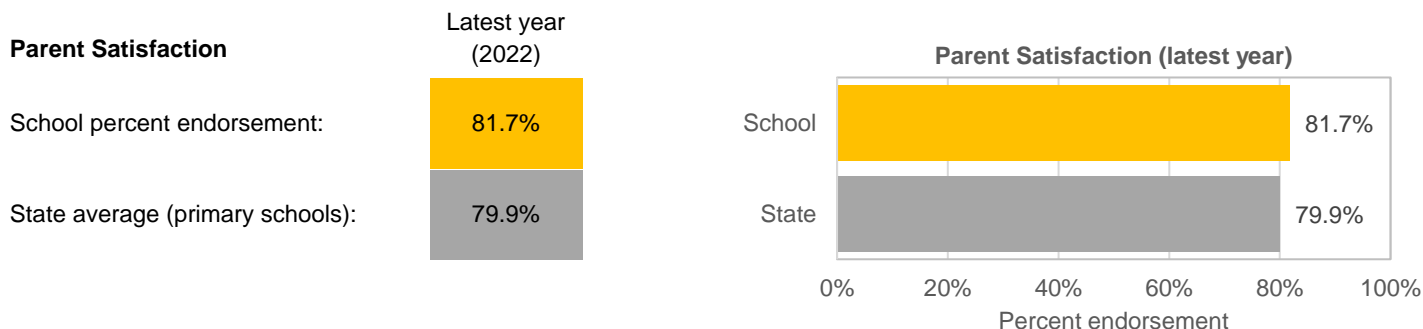
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

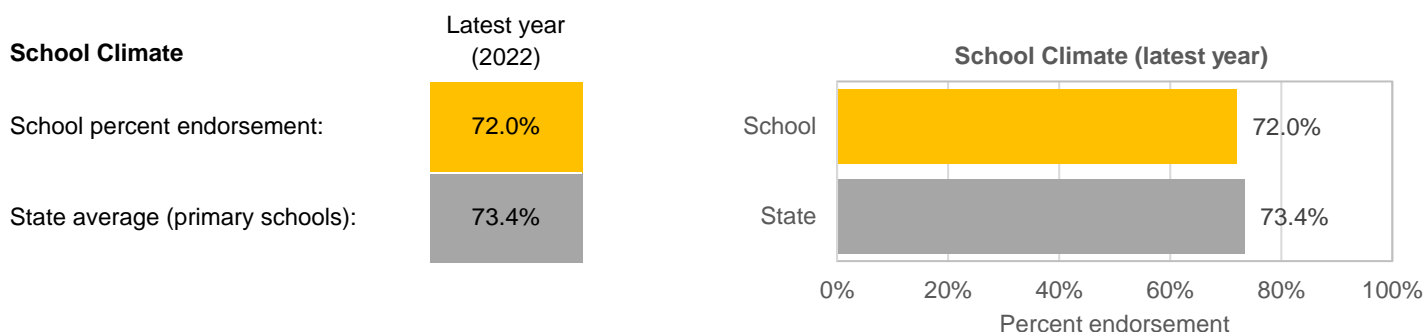


### School Staff Survey

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:

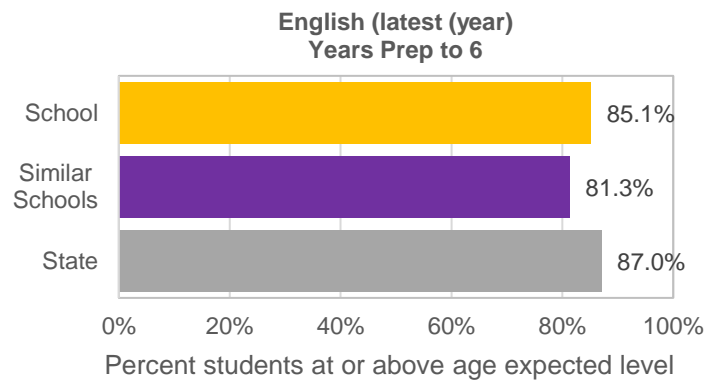
85.1%

Similar Schools average:

81.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

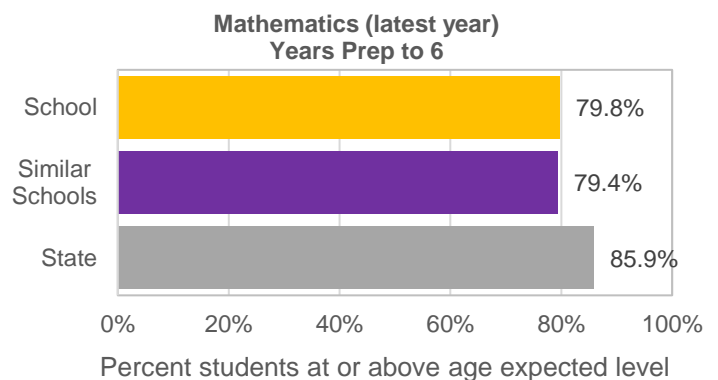
79.8%

Similar Schools average:

79.4%

State average:

85.9%





## 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.

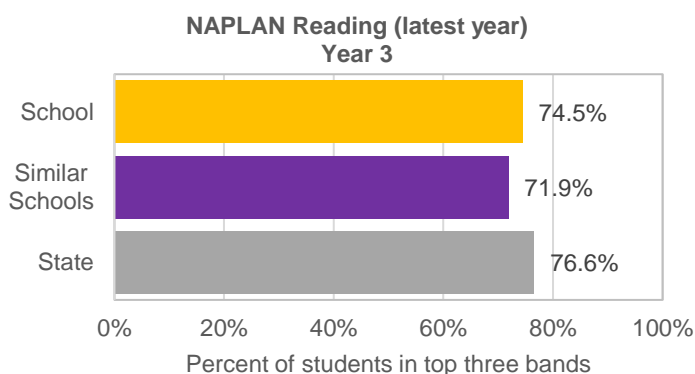
### NAPLAN

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.

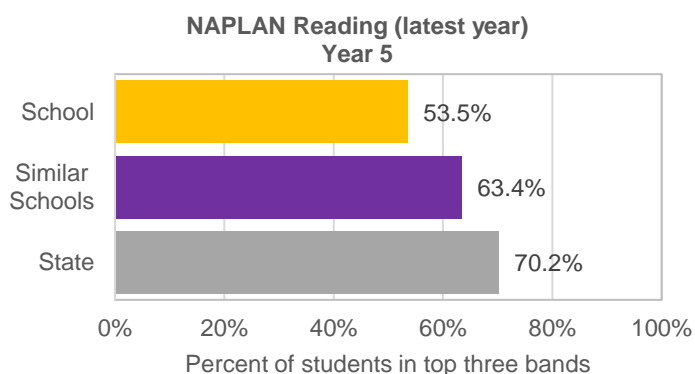
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.5%	70.9%
Similar Schools average:	71.9%	71.8%
State average:	76.6%	76.6%



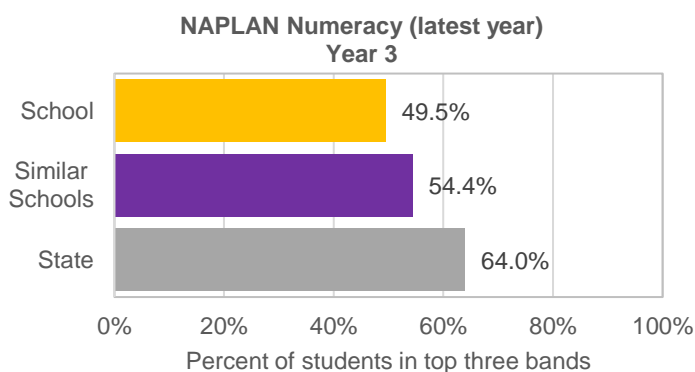
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.5%	57.1%
Similar Schools average:	63.4%	62.1%
State average:	70.2%	69.5%



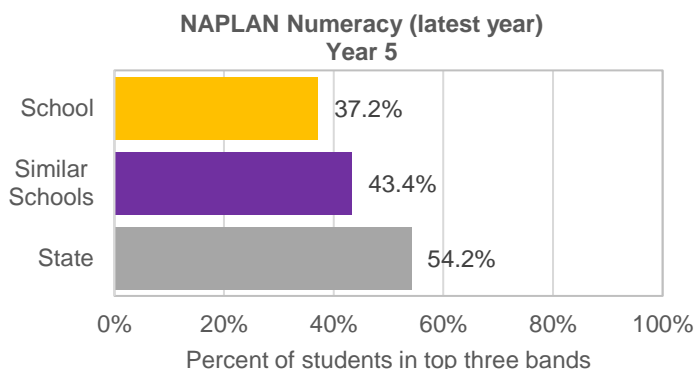
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.5%	57.1%
Similar Schools average:	54.4%	57.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.2%	45.6%
Similar Schools average:	43.4%	48.6%
State average:	54.2%	58.8%



## WELLBEING

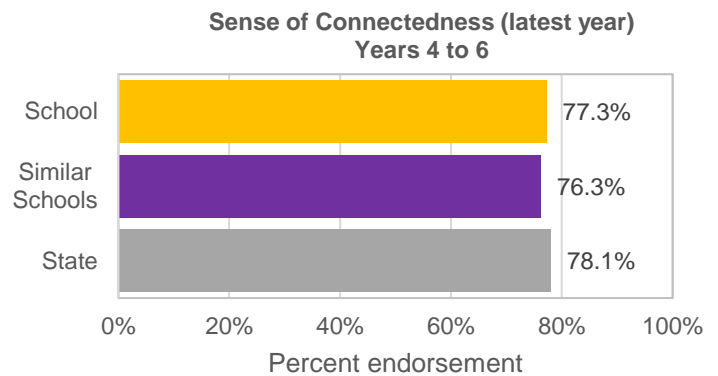
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	77.3%	77.2%
Similar Schools average:	76.3%	77.9%
State average:	78.1%	79.5%

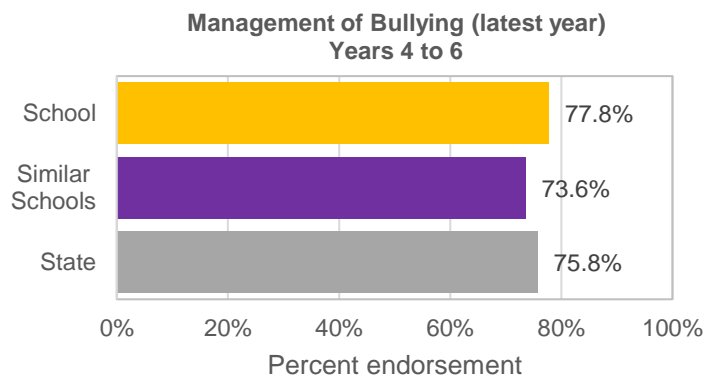


### Student Attitudes to School – Management of Bullying

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:	77.8%	77.0%
Similar Schools average:	73.6%	76.4%
State average:	75.8%	78.3%



## ENGAGEMENT

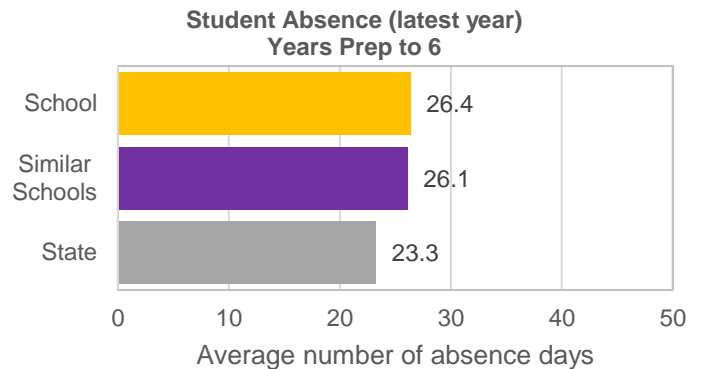
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	26.4	17.1
Similar Schools average:	26.1	19.1
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):	87%	86%	87%	86%	87%	86%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,243,950
Government Provided DET Grants	\$854,246
Government Grants Commonwealth	\$20,486
Government Grants State	\$23,050
Revenue Other	\$23,084
Locally Raised Funds	\$466,486
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,631,302</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$377,859
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$377,859</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,566,267
Adjustments	\$0
Books & Publications	\$12,234
Camps/Excursions/Activities	\$191,583
Communication Costs	\$12,559
Consumables	\$218,498
Miscellaneous Expense <sup>3</sup>	\$53,121
Professional Development	\$16,891
Equipment/Maintenance/Hire	\$107,955
Property Services	\$109,149
Salaries & Allowances <sup>4</sup>	\$150,222
Support Services	\$241,582
Trading & Fundraising	\$31,247
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$843
Utilities	\$73,002
<b>Total Operating Expenditure</b>	<b>\$7,785,153</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$846,149</b>
<b>Asset Acquisitions</b>	<b>\$29,111</b>

- (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 25 Feb 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,109,536
Official Account	\$28,573
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,138,109</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$187,184
Other Recurrent Expenditure	\$2,836
Provision Accounts	\$636
Funds Received in Advance	\$100,890
School Based Programs	\$292,320
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,832
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$107,680
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$435,379
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,129,757</b>

*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.*