

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 07 March 2024 at 12:15 PM by Renee Cotterell (Principal)

- This 2023 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 22 March 2024 at 01:17 PM by Taryn LaGreca (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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

## 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 720 students enrolled in 2023. 29% of our students had English as an additional language and 2% were Aboriginal or Torres Strait Islander. In 2023, there were 60 full-time employees at the school which included: three principal class, 2 learning specialists, 38 teachers and 19 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 enrolments – 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 offered four specialist programs: Physical Education, Visual Art, Media Art and Japanese (Year P-5).

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 2023 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 2023, '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 embedded mathematical vocabulary and the Instructional Model approach to ensure consistency in all classrooms.

Professional learning teams met 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. Professional Learning was provided in PLT and PLC meetings throughout the year.

There was a particular focus on embedding Challenging Maths Tasks in all classrooms to encourage problem solving, logical thinking and team work within all students.

Pleasingly, NAPLAN results for students in Mathematics were strong, with 73.8% of Year 5 students achieving 'Strong' or 'Exceeding'.

## Wellbeing

Wellbeing has always been a high priority at Pakenham Springs. School Wide Positive Behaviour is embedded, with students being explicitly taught the 3 school values of Respect, Responsibility and Resilience. In 2023, Pakenham Springs also began implementing the Respectful Relationships Curriculum, with weekly lessons taking place and communication with families increasing.

75% of students reported in the Attitude to School Survey feeling connected to school, with 89% feeling a sense of inclusion. In our parent survey, 82% reported a positive response to student connectedness and 83% reported a positive response to student confidence and resiliency skills.

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, small groups and families. Our Breakfast Club expanded to 5 days per week and also included providing food packs to families in need.

## Engagement

At Pakenham Springs, the average day absent was 22.7 days, down from 26.4 days in 2022. 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 throughout the year, we maintained our emphasis on creating safe and supportive learning environments for all students. Our staff worked hard to create positive relationships with students as well as their parents/carers and ensured that all students had a strong connection to their peers. Student voice was emphasised, with the profile of our Student Representative Council raised and their findings fed back to the school community.

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## Other highlights from the school year

Pakenham Springs was proud to expand our camping program in 2023. We added an overnight experience for Year 3 and 5 students and also changed our Year 6 Camp to a city experience which attracted lots of positive feedback.

After the previous years being limited with the number of people we could have on site, it was a pleasure to again run bigger events which invited the community to come and be a part of the school. We enjoyed putting on our Springfest celebrations which really highlighted the hard work and excellent results our students were achieving in their specialist classes. We also enjoyed our end of year Christmas Celebration which saw all students perform on stage and many families join us to celebrate the end of the school year.

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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 2023 school year through sound 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**  
**[www.pakenhamsprings.vic.edu.au](http://www.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 706 students were enrolled at this school in 2023, 357 female and 349 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).

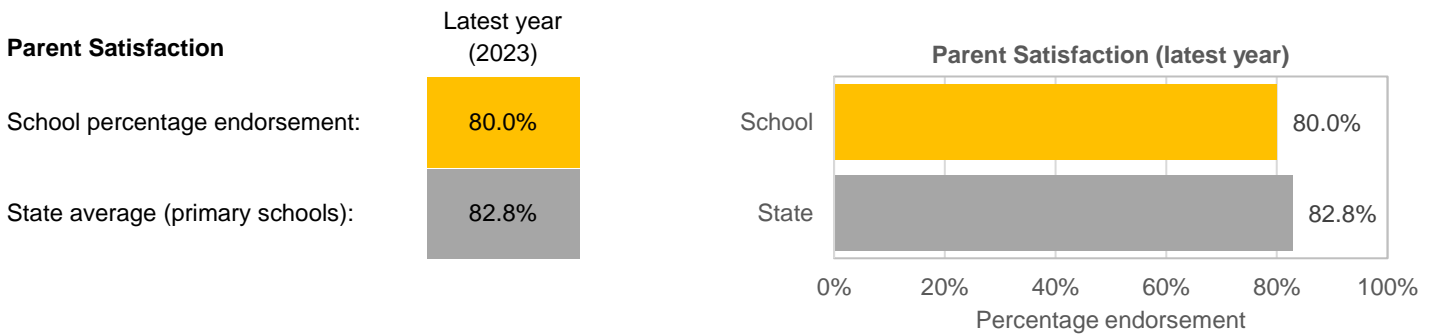
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

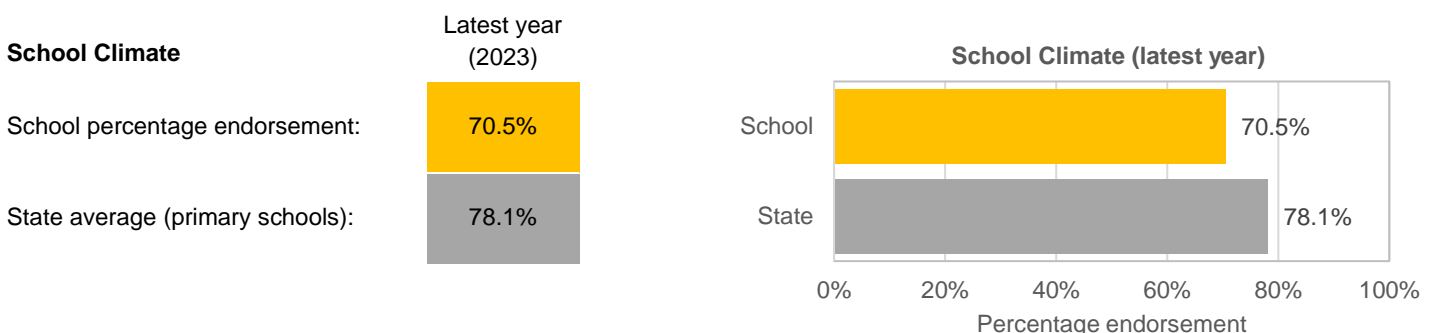


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

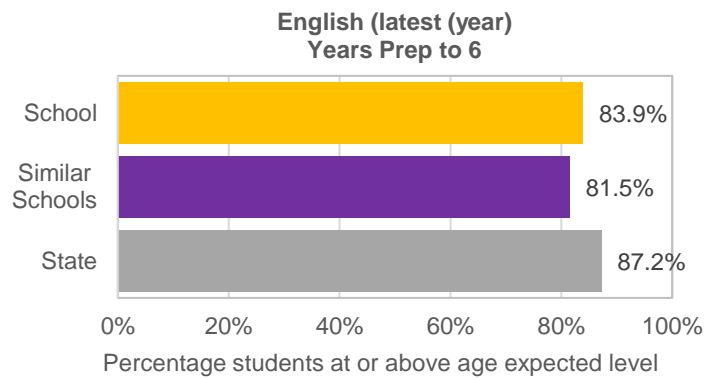
83.9%

Similar Schools average:

81.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

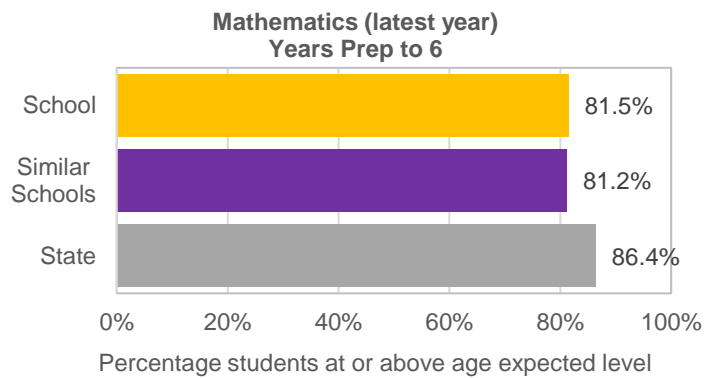
81.5%

Similar Schools average:

81.2%

State average:

86.4%





**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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

61.3%

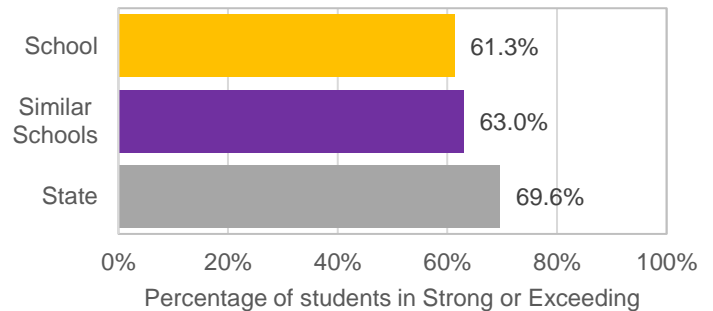
Similar Schools average:

63.0%

State average:

69.6%

**NAPLAN Reading (latest year)  
Year 3**



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

82.1%

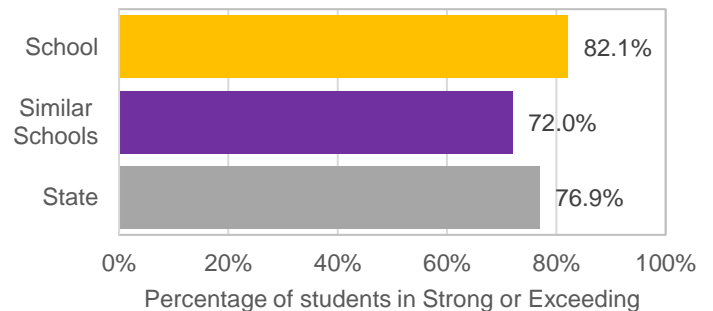
Similar Schools average:

72.0%

State average:

76.9%

**NAPLAN Reading (latest year)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

59.3%

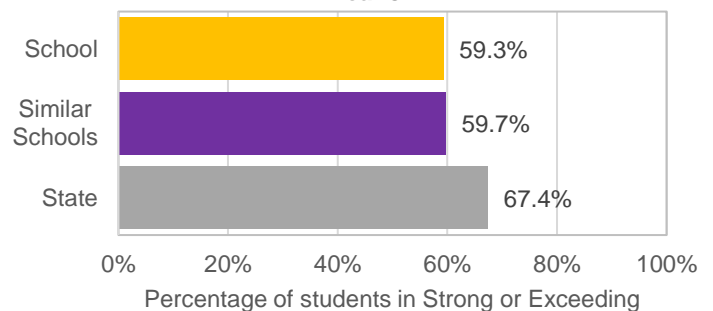
Similar Schools average:

59.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

73.8%

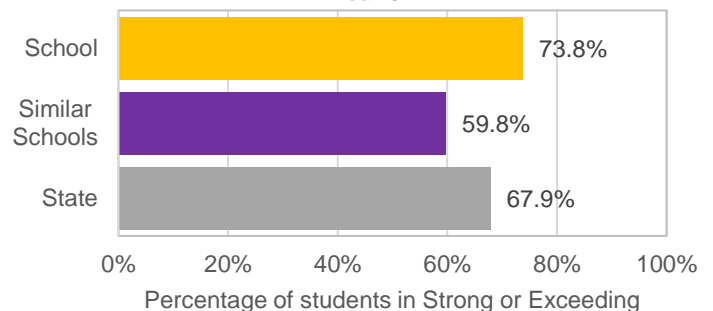
Similar Schools average:

59.8%

State average:

67.9%

**NAPLAN Numeracy (latest year)  
Year 5**



## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

74.5%

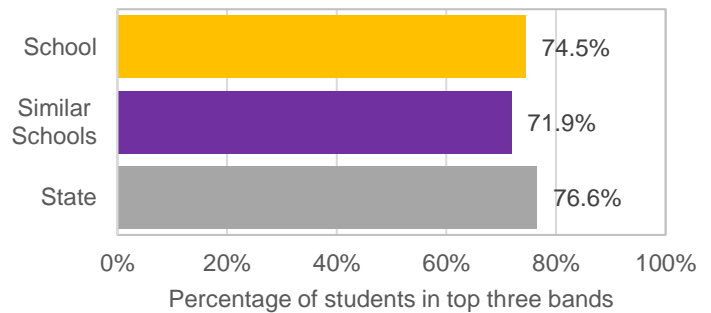
Similar Schools average:

71.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.5%

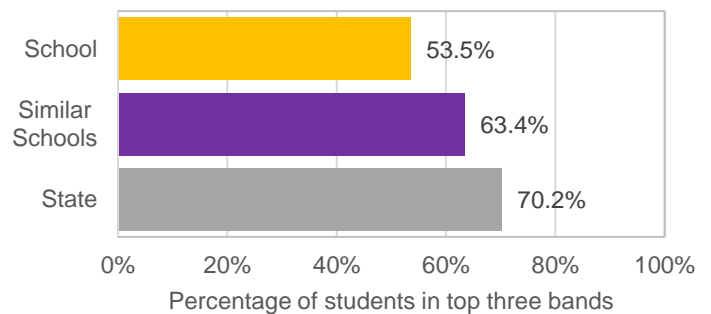
Similar Schools average:

63.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

49.5%

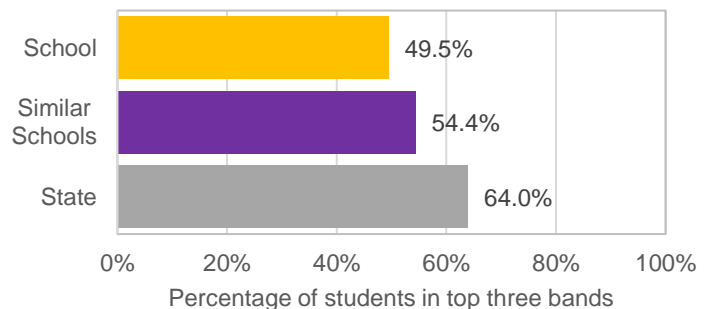
Similar Schools average:

54.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

37.2%

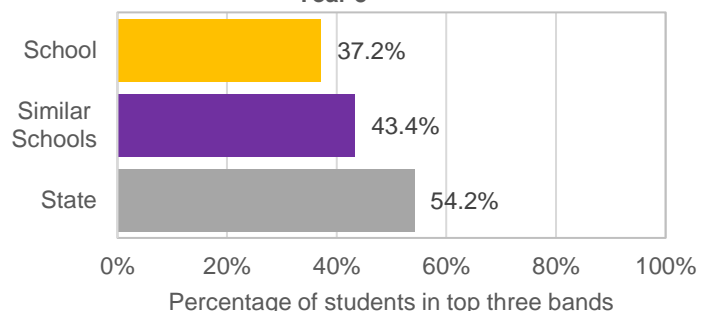
Similar Schools average:

43.4%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

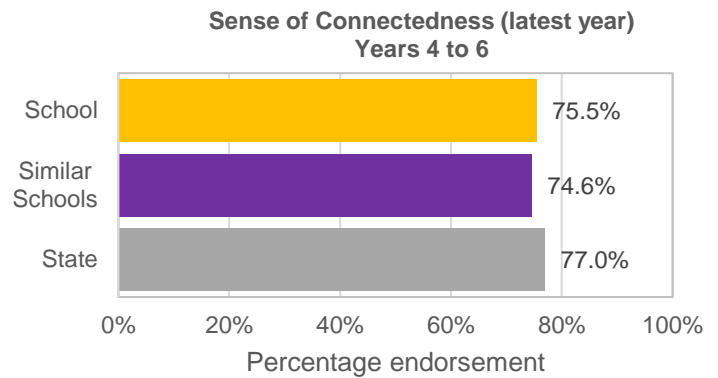
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	75.5%	75.5%
Similar Schools average:	74.6%	76.8%
State average:	77.0%	78.5%

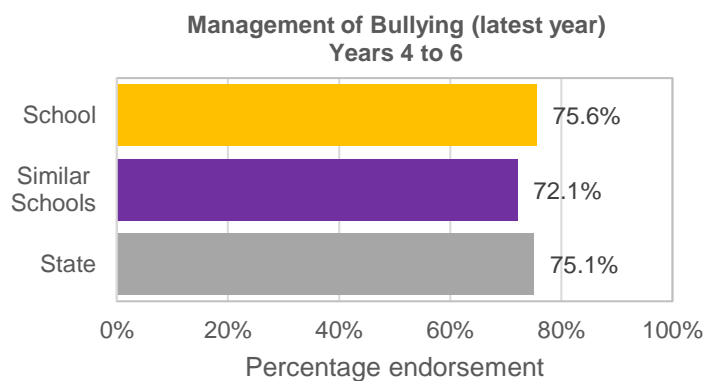


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	75.6%	75.5%
Similar Schools average:	72.1%	74.7%
State average:	75.1%	76.9%



## ENGAGEMENT

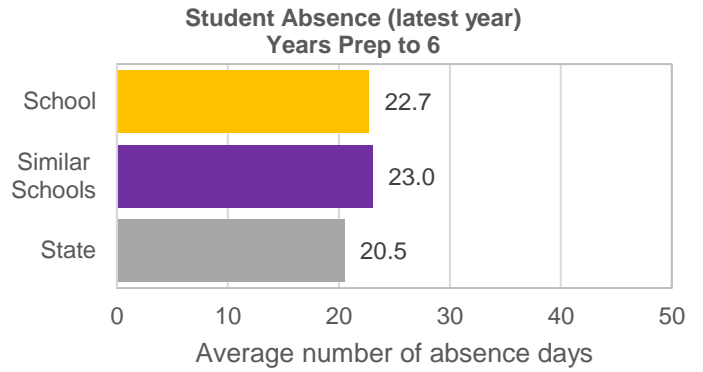
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	22.7	18.5
Similar Schools average:	23.0	20.4
State average:	20.5	18.1



### 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 (2023):	89%	89%	89%	90%	87%	89%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$7,473,441
Government Provided DET Grants	\$889,074
Government Grants Commonwealth	\$8,194
Government Grants State	\$0
Revenue Other	\$52,088
Locally Raised Funds	\$374,872
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,797,669</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$357,434
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$357,434</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,752,924
Adjustments	\$0
Books & Publications	\$9,847
Camps/Excursions/Activities	\$137,814
Communication Costs	\$10,807
Consumables	\$216,351
Miscellaneous Expense <sup>3</sup>	\$19,989
Professional Development	\$28,178
Equipment/Maintenance/Hire	\$142,177
Property Services	\$239,770
Salaries & Allowances <sup>4</sup>	\$176,927
Support Services	\$298,897
Trading & Fundraising	\$27,969
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,633
<b>Total Operating Expenditure</b>	<b>\$8,120,283</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$677,386</b>
<b>Asset Acquisitions</b>	<b>\$6,840</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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,132,333
Official Account	\$20,193
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,152,526</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$192,033
Other Recurrent Expenditure	\$57,345
Provision Accounts	\$636
Funds Received in Advance	\$83,236
School Based Programs	\$285,171
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	\$87,180
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$232,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,140,433</b>

*All funds received from the Department of Education, 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.*