

2023 Annual Report to the School Community

School Name: Pakenham Primary School (5527)



- 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 13 March 2024 at 04:40 PM by Gail Butterworth (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 18 April 2024 at 02:39 PM by Travis Mether (School Council President)

How to read the Annual Report

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.

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').

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

School context

Pakenham Primary School's vision is to create an inclusive school environment that empowers students to achieve their personal best socially, emotionally and academically. Our staff encourage a collaborative and community focused learning environment demonstrating our school motto of 'Inspiring Success'. PPS's three school-wide expectations of 'Be a Learner', 'Be Respectful' and 'Be Safe' reinforce our positive school culture.

A total of 373 students were enrolled at Pakenham PS school in 2023, 204 female and 168 male, 17 percent of students had English as an additional language and a small number were Aboriginal or Torres Strait Islander. There were approximately 50-60 students who attended our Foundation transition program, JOEYs. During 2023, PPS had an SFOE (measure of socio-educational disadvantage) band value of medium.

During 2023, Pakenham Primary School's staffing comprised of 2 x Principal Class Officers, 2 x Learning Specialists, 1 x Leading Teacher, 2 x Tutors, 20 x Homegroup Teachers, 4 x Specialist Teachers, 10 x Education Support Staff, 1 x Business Manager, 3 x Office Administration Staff and 1 x Maintenance Staff. None of our staff were of Aboriginal or Torres Strait Islander heritage. PPS operated with 18 home groups and a range of specialist subjects. Specialist subjects offered included Physical Education, Visual Arts, Performing Arts, STEM, Chinese and Auslan. The school also offered an extensive tutoring program and a range of additional intervention learning groups, as required.

Pakenham Primary School's staff work collaboratively to provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of their students. The teaching teams were organised into six Professional Learning Communities (PLC) for planning, organisation and program implementation. The staff and students worked collaboratively within flexible Learning Communities (LC) organised into LC 1 - Foundation, LC 2 - Year 1, LC 3 - Years 2, LC 4 - Years 3-4, LC 5 - Years 5-6, and the Specialist Team.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, our academic priority was set by DET: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. The actions PPS set to meet this priority included: Implement the Tutoring Learning Model (TLM) to provide targeted, small group intervention and extension support; Build teacher capacity to effectively develop high quality Mathematics activities as part of our whole school guaranteed and viable curriculum; and Build teacher capacity to develop a whole school guaranteed and viable curriculum in Measurement and Geometry; and Statistics and Probability.

Due to the changes in the NAPLAN bands, the data set is no longer comparable. However, in Year 3 we have maintained being above similar schools, and comparable to the State average percentage of students in the Strong or Exceeding category. In Year 5 our data is slightly lower, being comparable to similar schools. While NAPLAN indicates that we have 66.7% of Year 3 and 57.6% of Year 5 students in the Strong or Exceeding category, our Teacher Judgements indicate that we have 90.1% students at or above the age expected standards. This is comparable as Teacher Judgement is inclusive of the 6 months below, and it is relatively easy to achieve the Foundation to Year 2 standard. In 2023, time was spent improving teaching and learning across the core learning areas of reading, writing and numeracy. Students received targeted intervention to support or extend their learning progress.

The teachers worked as part of Professional Learning Communities (PLC). The dedicated work of the PLC's has ensured that staff collaborate to analyse student achievement data, plan targeted lessons and reflect on student progress. Our staff developed Scope and Sequence documentation, high quality activities and Common Assessment Tasks for non-number Mathematics.

Our literacy focus was teachers further deepening their understanding of curriculum development and teaching strategies in writing. We also expanded the Levelled Literacy Intervention program, and other reading interventions, throughout our learning communities and the Tutor Learning sessions. Our Reading data indicated that we needed to focus on improving student outcomes in Reading, which is a focus for 2024.

Wellbeing

In 2023, our wellbeing priority was set by DET: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The actions PPS set to meet this priority included: Develop an action plan to support the

implementation of the Disability Inclusion (DI) Reforms; Engage with mental health services at a school level to support students as required; Expand the Student Engagement Processes to include a focus on cyber-safety.

The wellbeing goal set for the PPS 4 year Strategic Plan is: Improve the personal and social capabilities of students across the school in both the Attitudes to School Survey (ATOSS) and the Parent Opinion Survey.

In 2023, positive ATOSS endorsement for Sense on connectedness was 77% and Teacher concern was 79%. Positive Parent Survey endorsement for General school improvement was 76%, Confidence and resilience skills was 86% and Student motivation and support was 80%. 2023 percentages are on track to meet Strategic Plan targets.

To support improvement in relation to the planned actions of the AIP and targets of the SSP, PPS has completed the following; Engaged in a community of practice for Disability Inclusion to support the change from PSD to DI, developed a school expectations and transition program 'Inspiring Success', allowing very clear expectations of student behaviour and learning across the school, appointed a Wellbeing Administration ES to provide student support, wellbeing programs and family support, developed a Cyber Safety Focus Improvement Team to review our school's policies and procedures, the team set out a plan for 2024.

PPS staff continued to engage with SSS and Assessments Australia as well as Orange Door, and other Allied Health providers to increase the capacity to support student specific wellbeing, behaviour and social/emotional needs.

Engagement

In 2023, the average number of absence days for Pakenham Primary School was 18.9 with a 4 year average of 21. Common reasons for non-attendance included illness and family holidays. PPS performed better than both similar schools and the State average in 2023.

The Attendance Officer worked in collaboration with the Core Leadership Team to develop a staged response to managing attendance, inclusive of late arrivals and early departures. The Attendance Coordinator has been integral in supporting teachers to follow up absences each week, sending out letters to families weekly, and calling families daily, as required. Teaching staff have followed the staged response to follow up on student absences. High level absenteeism, school refusal, and regular late arrivals and early departures have been referred to the Attendance Officer for individual family meetings, review of attendance plans, and referral to support agencies as required. The Attendance Coordinator has updated the staff and leadership regularly on the success of the staged response interventions.

PPS facilitated a Student VAL (Voice, Agency, Leadership) team, with student representatives from across the school. The aim of Student VAL was to develop student leadership and decision making capacity, and to contribute to school policy development. PPS has successfully reduced the percentage of non-positive/neutral responses to Attitudes to School Survey under the category of 'Teacher Concern' from 33% (20% neg/13% neutral) in 2022 to 21% (11% neg/10% neutral) in 2023. Most of the reduction occurred in the non-positive responses, being reduced by 9%.

Other highlights from the school year

There have been many highlights and memorable moments throughout the year including the many inflatable characters of the front gate, Book Fair, Grandparents Day, The Easter Bonnet Parade, Dress Up days, Discos, Kaboom, School Concert, whole school swimming, camps, and the beautiful Christmas Concert.

Another highlight is the results of the 2023 Staff Opinion Survey exceeded the similar schools, network schools and state results in all areas. Some particularly high results included; Collective responsibility 99%, Cultural Leadership 98%, and Staff trust in colleagues, Guaranteed and viable Curriculum and Collective focus on student learning all at 96%.

Pakenham Primary School highly values the long term Community of Practice established with Bridgewood PS. The focus of this CoP was aimed at building the capacity of teachers to develop a guaranteed and viable Non-Number Mathematics Curriculum to support staff to plan, teach and assess high quality lessons. Over the course of the year, we have refocused the CoP to develop a model for staff accountability. This model is designed to centralise best practice, and associated resources, in a document that staff can use to map out a plan for improvement, independently.

Financial performance

In 2023, Pakenham Primary School ended the year with a financial surplus. The annual financial result of a surplus is due to the careful management of the Student Resource Package (SRP) and strategic recruitment management. Throughout 2023, school resources were aligned to support areas of identified need and to improve student learning outcomes.

The PPS community was extremely supportive of our fundraising efforts with money raised allocated to the Student VAL group for student-led improvement projects such as the installation of air conditioning across the school and new outside play equipment for the sandpit area.

PPS allocated funds to create an additional learning area in the PAPE, installing shade over the Junior Playground and purchasing resources for our Writing Program, ensuring enhanced learning opportunities for our students.

The PPS School Council chose not to renew the License Agreement for the Canteen provider, opting to run a school based service in the future.

PPS applied for and was successful in receiving a grant from Sporting Schools, to support programs and equipment for our PE program. In addition to the SRP, we also received a License Fee from Big Childcare and a commission from our uniform supplier, Noone.

For more detailed information regarding our school please visit our website at pakenhamps.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 373 students were enrolled at this school in 2023, 204 female and 168 male.

17 percent of students had English as an additional language and 1 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).

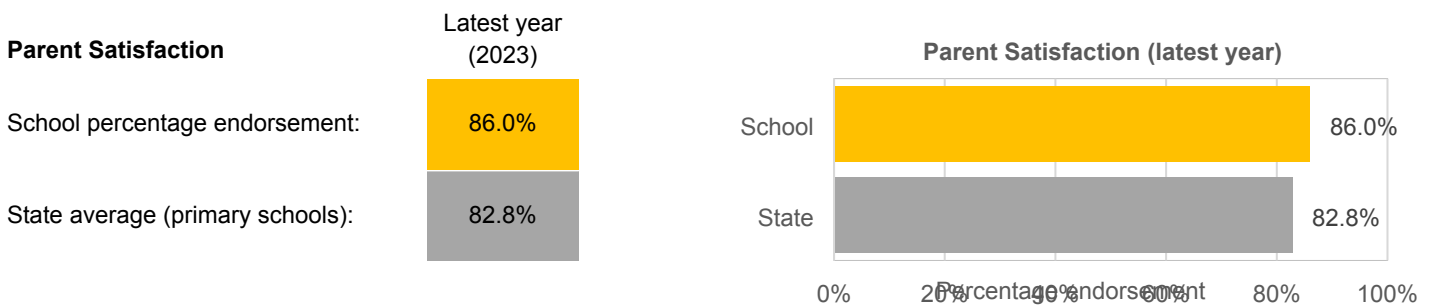
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

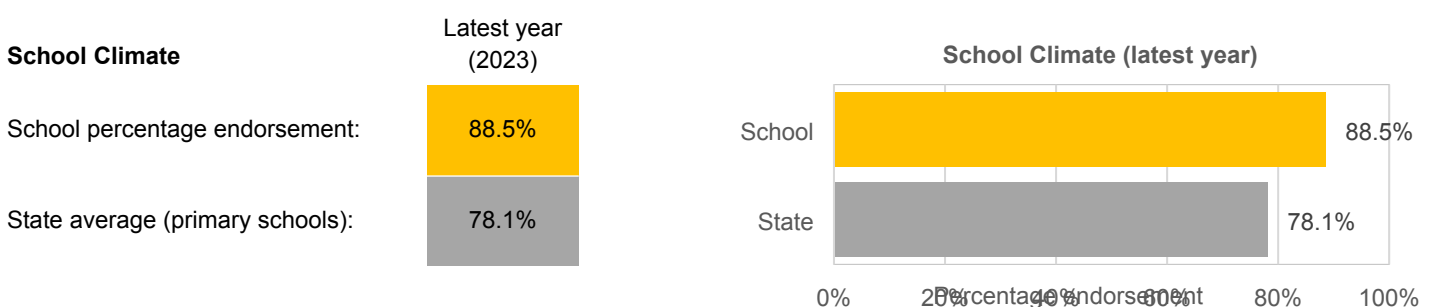


School Staff Survey

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:

79.0%

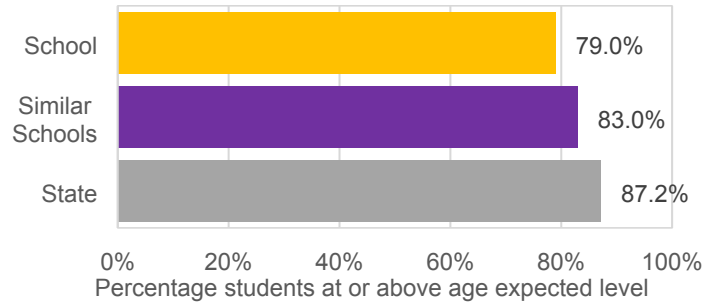
Similar Schools average:

83.0%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

90.1%

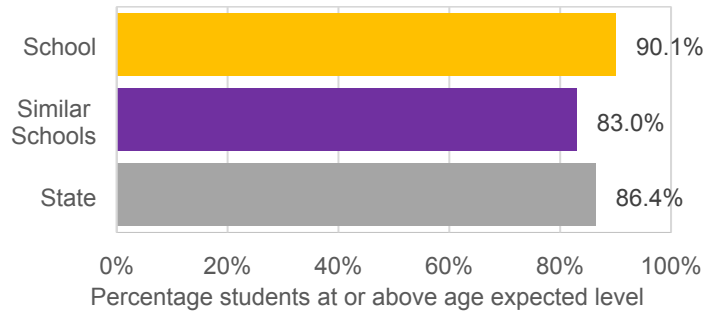
Similar Schools average:

83.0%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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:

69.1%

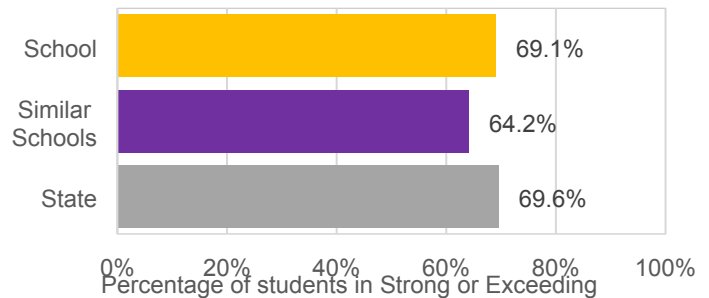
Similar Schools average:

64.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.5%

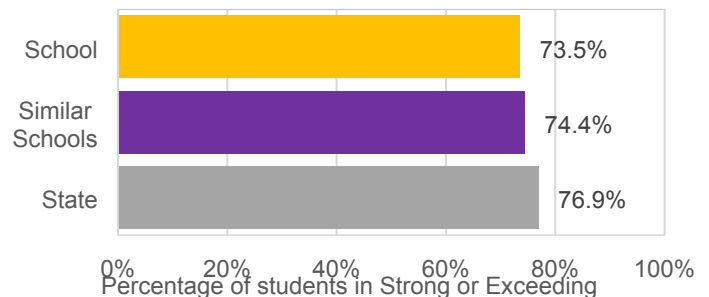
Similar Schools average:

74.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

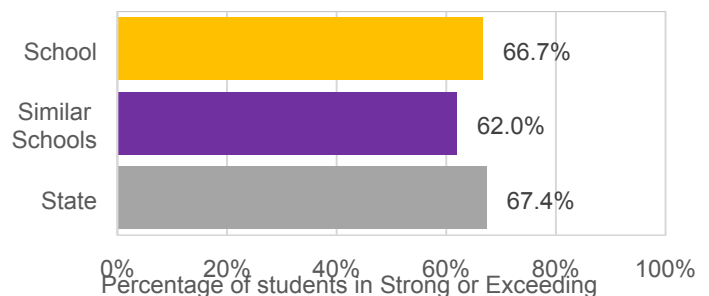
Similar Schools average:

62.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.6%

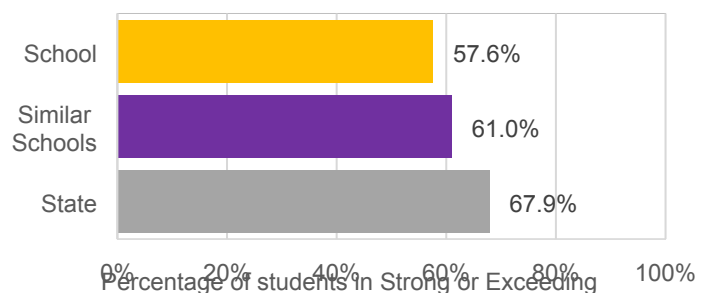
Similar Schools average:

61.0%

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:

65.0%

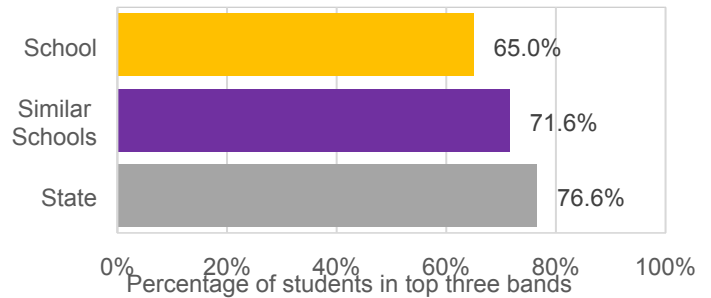
Similar Schools average:

71.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.8%

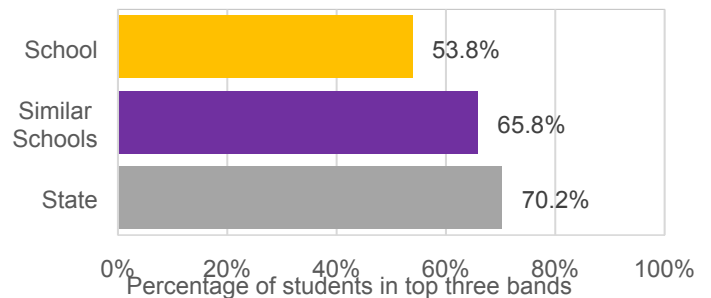
Similar Schools average:

65.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

65.0%

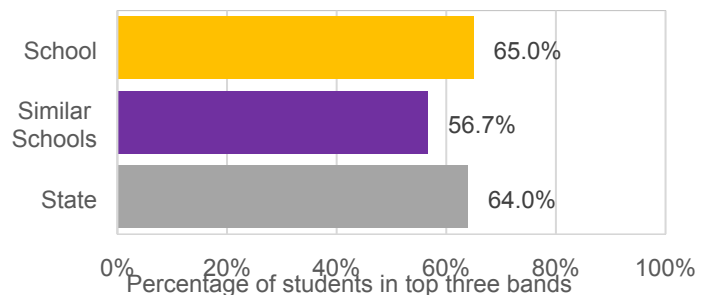
Similar Schools average:

56.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.0%

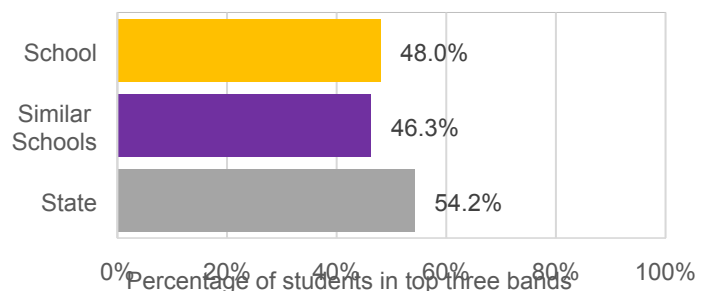
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

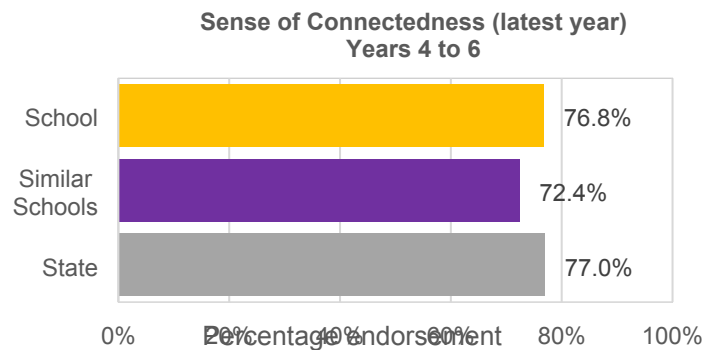
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	76.8%	78.5%
Similar Schools average:	72.4%	75.7%
State average:	77.0%	78.5%

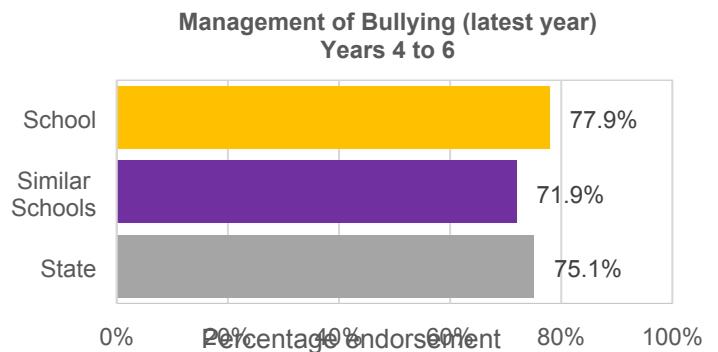


Student Attitudes to School – Management of Bullying

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:	77.9%	78.0%
Similar Schools average:	71.9%	74.5%
State average:	75.1%	76.9%



ENGAGEMENT

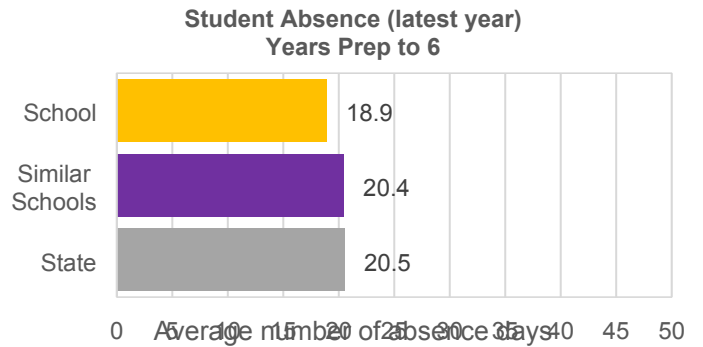
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.9	21.0
Similar Schools average:	20.4	19.0
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):	91%	93%	91%	89%	91%	90%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,016,218
Government Provided DET Grants	\$456,507
Government Grants Commonwealth	\$12,184
Government Grants State	\$0
Revenue Other	\$13,596
Locally Raised Funds	\$216,872
Capital Grants	\$0
Total Operating Revenue	\$4,715,378

Equity ¹	Actual
Equity (Social Disadvantage)	\$114,830
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$114,830

Expenditure	Actual
Student Resource Package ²	\$3,834,026
Adjustments	\$0
Books & Publications	\$12,958
Camps/Excursions/Activities	\$73,390
Communication Costs	\$2,768
Consumables	\$94,892
Miscellaneous Expense ³	\$9,629
Professional Development	\$20,505
Equipment/Maintenance/Hire	\$146,489
Property Services	\$80,579
Salaries & Allowances ⁴	\$51,385
Support Services	\$105,497
Trading & Fundraising	\$10,577
Motor Vehicle Expenses	\$340
Travel & Subsistence	\$316
Utilities	\$42,340
Total Operating Expenditure	\$4,485,692
Net Operating Surplus/-Deficit	\$229,686
Asset Acquisitions	\$148,704

- (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

Funds available	Actual
High Yield Investment Account	\$154,967
Official Account	\$25,256
Other Accounts	\$0
Total Funds Available	\$180,222

Financial Commitments	Actual
Operating Reserve	\$98,066
Other Recurrent Expenditure	\$6,792
Provision Accounts	\$0
Funds Received in Advance	\$3,580
School Based Programs	\$31,190
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,660
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$65,000
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$278,288

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.