

2021 Annual Report to The School Community



School Name: Pakenham Consolidated School (6243)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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 14 April 2022 at 03:39 PM by Katrina Stewart (Principal)

- This 2021 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 25 May 2022 at 02:26 PM by Ainslie Thomson (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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.

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.

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

School context

Pakenham Consolidated School is located on the Princes Highway in Pakenham; a suburb in a substantial growth area of Southern Melbourne. We have maintained an enrolment of around 625 students for the last few years, despite many new schools opening in the area. In 2021 we had 27 classes organised in single year groups with 41.7 FTE teaching staff members and 21.5 Education Support staff members. 2 staff members identify as Aboriginal. 5% of our population identify as indigenous, 10% had English as an additional language, 5% are supported by the PSD program and 21 students reside in Out of Home Care. The SFOE at Pakenham Consolidated School is 0.56 with 51% of our community in the bottom quarter of Socio-educational advantage. We have a Wellbeing Centre and wellbeing team to support the social and emotional needs of the students and families. The daily breakfast club is well attended. Pakenham Consolidated School empowers students to become respectful and resilient life-long learners. We promote respect of self, others, learning and the environment. We ensure that all students needs are met, regardless of background or ability. We aim to create a learning community where children become confident and socially skilled, who are literate and numerate and have a sense of connection to their world. Teachers, parents and students share the responsibility to achieve these aims as stakeholders in achieving a successful learning community. The role of the teaching team is to facilitate a comprehensive range of exemplary learning programs within a safe supportive learning environment. We have a strong focus on Literacy and Numeracy as well as the use of technology.

Framework for Improving Student Outcomes (FISO)

2021 was the final year of the Pakenham Consolidated School's strategic plan. The remote and flexible learning time had a large impact on the work towards our SSP goals. During 2021, we shifted the goals of the AIP to align with the wellbeing of all our students while ensuring that they had the opportunities to continue to learn and catch up of some of the learning that was lost during 2020. When working towards Excellence in Teaching and Learning, we have embedded the PLC culture into the school. Teachers plan collaboratively based on the data from student assessment. The Positive Climate for Learning has greatly improved, even over the remote learning. We developed remote learning environments that engaged students in purposeful and meaningful learning while providing a platform for social interactions.

Achievement

There was a great difference in the impact that remote and flexible learning had on the students of Pakenham Consolidated School. Some students thrived and others had trouble maintaining their engagement. All students worked towards their individual goals which were established during Term 1. The remote program had live WebEx sessions four times a day so that students could get assistance when required. Students who were funded through PSD were allocated time onsite, during remote and flexible learning, to be able to work towards the goals on their IEP. All PSD funded students made good progress towards their goals. The tutor learning initiative continued to be delivered online and then with small groups once we returned onsite. The transition back to onsite learning was smooth and we focused on reestablishing routine and friendships.

Engagement

The 2020 remote learning program taught us to be proactive with many things. As soon as remote learning was announced in 2021, we contacted families who needed to stay connected onsite. These families were offered times to come onsite to continue to connect to the school. The daily program replicated the onsite program so the students could predict what they would encounter during the day. On return to onsite learning we enacted our usual start of school program to ensure that students rekindled friendships and felt comfortable in the classroom, with their teachers and in the school environment. The mental health and

anxiety over the pandemic meant that some students did not return to onsite learning and have now chosen to home school.

Wellbeing

During the first 8 days of 2021, all staff built relationships with their students, developing class guidelines, chants and routines. Parents were invited in to meet the teachers. Once remote learning began we had whole school wellbeing days, dress up days, afternoon wellbeing activities and bucket filler sessions. Regular contact was kept with all students and when class teachers identified concerns the wellbeing team made contact with the family. Contactless deliveries of food hampers occurred and other families collected hampers. Vulnerable children were offered places to attend onsite. Devices were supplied to those who didn't have them and paper packs were supplied for those who preferred them. WebEx meetings were held four times each day and the students were always able to contact their teacher. Students onsite were allowed to WebEx with their friends who were at home, at break times. WebEx was used for whole school assemblies so achievements could be recognised across the school. Online psychologists were available to students who required more intensive mental health support. All wellbeing programs were modifications of those that we do regularly and have reintroduced once back onsite. The transition back to onsite learning was smooth and students settled back in well.

Finance performance and position

PCS finished 2021 with a surplus of \$87000 through the Student Resource Package, which will be reinvested in 2022. This surplus came about due to some staffing changes, and long-term leave taken through the year. The cash budget was underspent by about \$50000 because of COVID-19. This had an overall favourable impact across the school with some reduced school expenses (e.g. overheads) resulting from remote learning being conducted for periods of 2021. This small surplus will be reinvested in the 2022 year. PCS entered into an agreement to purchase 200 iPads to support students at school and during remote learning. This saw the school enter into a 3yr finance arrangement with BOQ Equipment Finance. PCS's main source of funding was through the SRP, which included equity funding. PCS also received government funding and parents gap fees for the LEAP trading operations, with the majority being for regular childcare subsidies, along with COVID related support. There was minimal school fundraising last year due to the COVID-19 impact.

For more detailed information regarding our school please visit our website at
www.pakconps.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.

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 630 students were enrolled at this school in 2021, 276 female and 354 male.

10 percent of students had English as an additional language and 5 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).

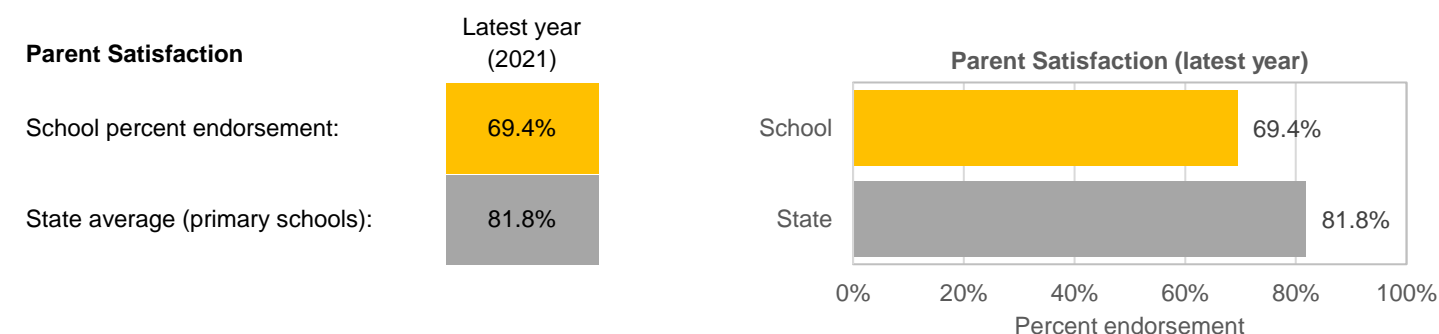
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

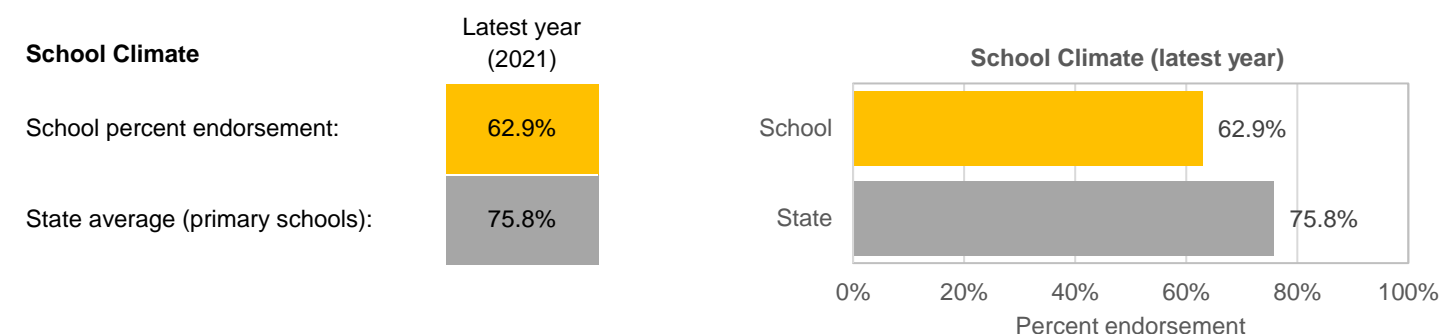


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

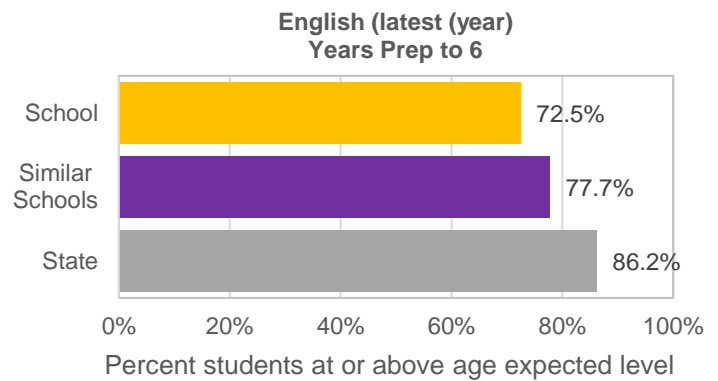
72.5%

Similar Schools average:

77.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

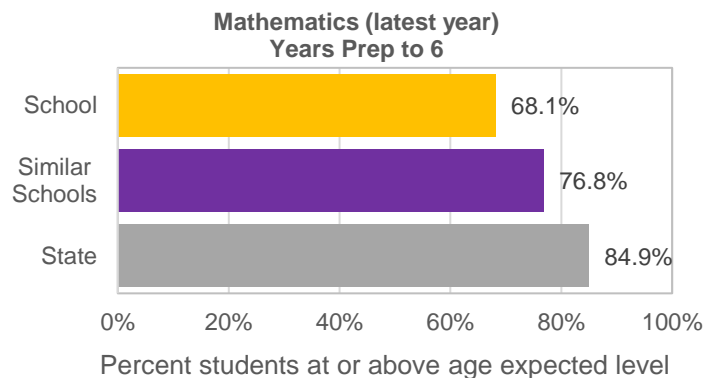
68.1%

Similar Schools average:

76.8%

State average:

84.9%



ACHIEVEMENT (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.

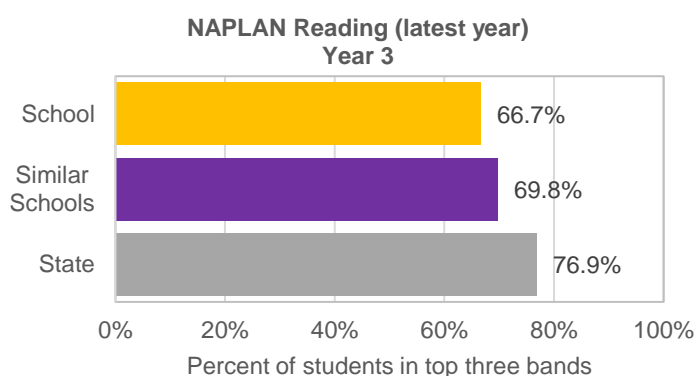
NAPLAN

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 2018, 2019 and 2021 data.

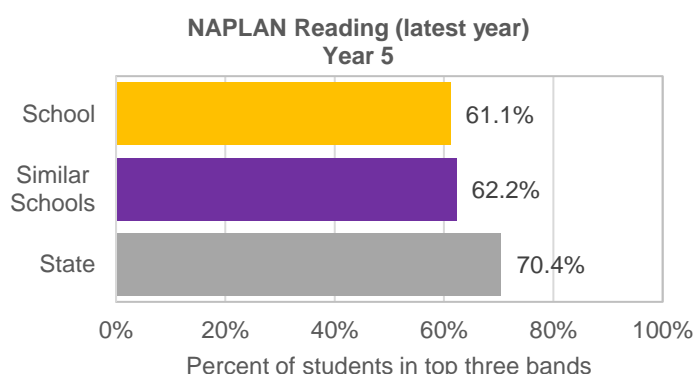
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	64.6%
Similar Schools average:	69.8%	70.3%
State average:	76.9%	76.5%



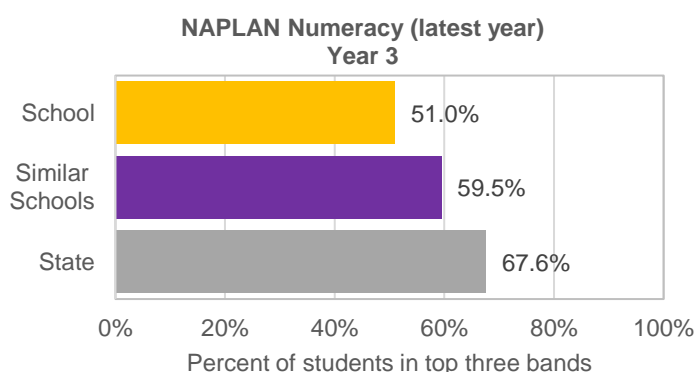
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	51.5%
Similar Schools average:	62.2%	60.3%
State average:	70.4%	67.7%



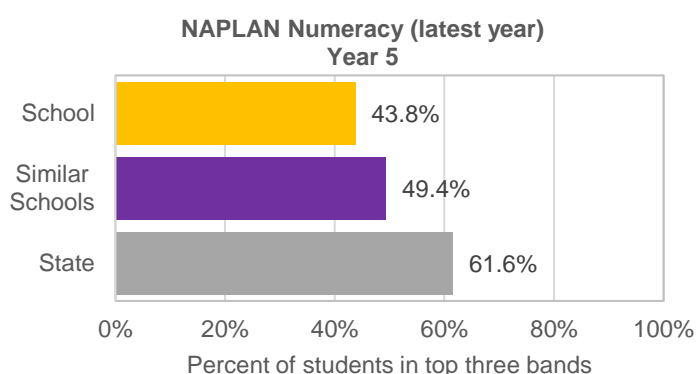
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.0%	51.9%
Similar Schools average:	59.5%	61.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	36.6%
Similar Schools average:	49.4%	49.6%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

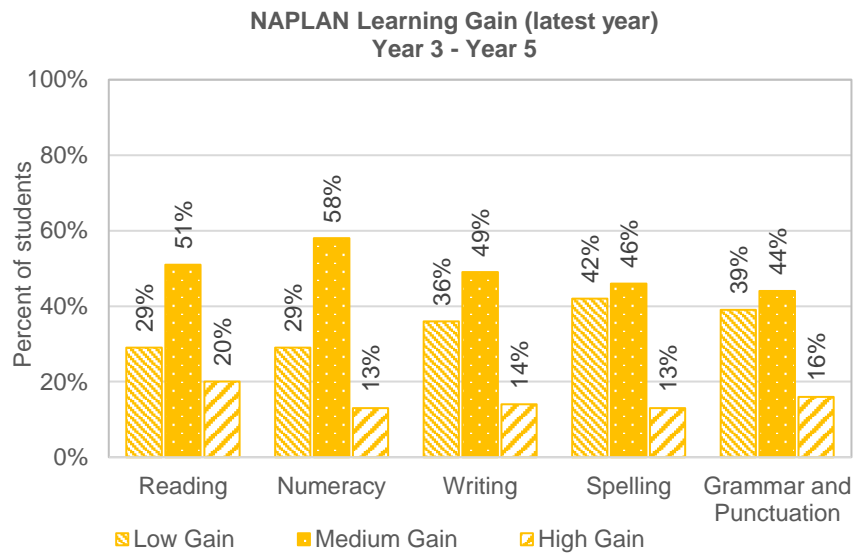
NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	51%	20%	20%
Numeracy:	29%	58%	13%	19%
Writing:	36%	49%	14%	20%
Spelling:	42%	46%	13%	19%
Grammar and Punctuation:	39%	44%	16%	18%



ENGAGEMENT

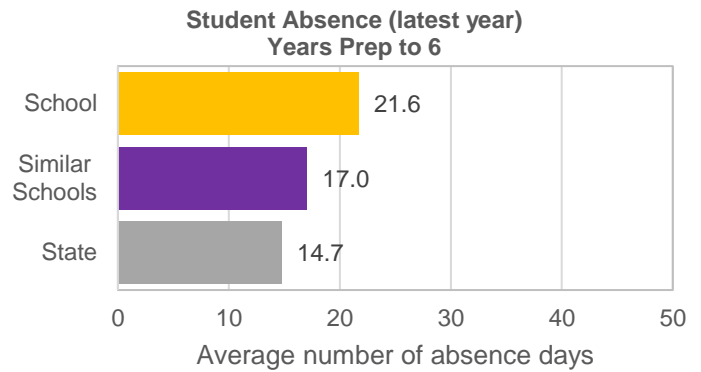
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.6	22.5
Similar Schools average:	17.0	16.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	89%	88%	88%	88%	89%	89%

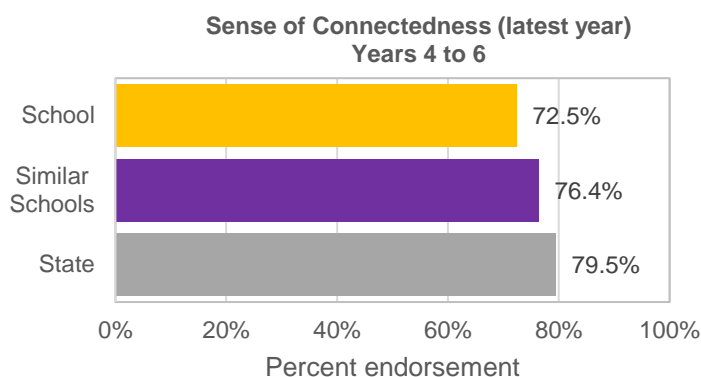
WELLBEING

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 (2021)	4-year average
School percent endorsement:	72.5%	74.3%
Similar Schools average:	76.4%	78.0%
State average:	79.5%	80.4%

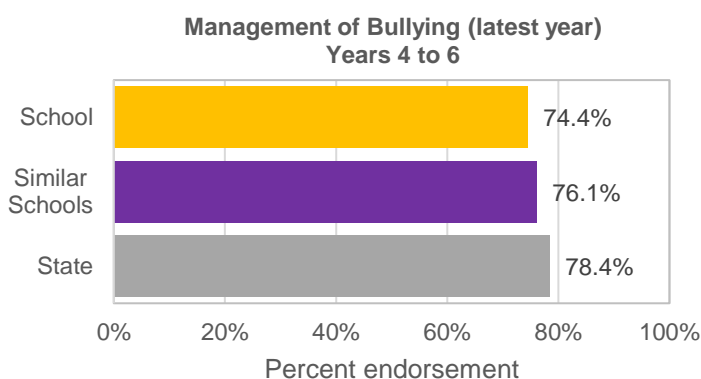


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	74.4%	70.7%
Similar Schools average:	76.1%	77.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$6,147,923
Government Provided DET Grants	\$490,390
Government Grants Commonwealth	\$469,431
Government Grants State	\$0
Revenue Other	\$4,927
Locally Raised Funds	\$517,396
Capital Grants	\$0
Total Operating Revenue	\$7,630,066

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,005,638
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,005,638

Expenditure	Actual
Student Resource Package ²	\$6,059,877
Adjustments	\$0
Books & Publications	\$2,758
Camps/Excursions/Activities	\$118,143
Communication Costs	\$23,598
Consumables	\$153,286
Miscellaneous Expense ³	\$326,423
Professional Development	\$7,245
Equipment/Maintenance/Hire	\$79,279
Property Services	\$73,408
Salaries & Allowances ⁴	\$547,216
Support Services	\$142,332
Trading & Fundraising	\$64,985
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,629
Total Operating Expenditure	\$7,655,178
Net Operating Surplus/-Deficit	(\$25,112)
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$820,665
Official Account	\$59,304
Other Accounts	\$0
Total Funds Available	\$879,969

Financial Commitments	Actual
Operating Reserve	\$258,959
Other Recurrent Expenditure	\$2,919
Provision Accounts	\$0
Funds Received in Advance	\$7,528
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$550,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$869,405

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.