

2024 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 \(VIT\)](#)
- 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 04 April 2025 at 04:21 PM by Katrina Stewart (Principal)

- As executive officer of the school council, I attest that this 2024 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 04 April 2025 at 04:22 PM by Katrina Stewart (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Pakenham Consolidated School is a primary school located on the Princes Highway in Pakenham. At the start of 2024, the school enrolled 646 students. The school community experiences a relatively high rate of transience, with many families relocating from other states or different parts of Melbourne. This mobility is reflected in the diverse and dynamic nature of our student body.

Our dedicated staff includes 3 principal-class members, 5.5 learning specialists, 34.2 teaching staff, and 45 non-teaching staff, which equates to 29.9 full-time positions. Among our team, we have a range of specialists including a speech pathologist, 4 wellbeing staff, a handyman, and an Out of School Hours Care (OSHC) coordinator. We operate our own OSHC program within a dedicated facility, which also houses a 30-place Early Learning Centre (ELC).

At Pakenham Consolidated School, we are committed to empowering students to become respectful, resilient, lifelong learners. We focus on personalised learning that addresses the academic, social, and emotional needs of each child. By nurturing the whole child, we aim to help students reach their fullest potential. Our equity funding supports a variety of programs designed to enhance the educational experience for specific groups of students, such as the Hands On Program, SEGWAYS, LIFE, and other social groups.

Our student population is diverse, with approximately 13% of students speaking a language other than English at home, and nearly 6% identifying as Indigenous. Around 70% of our parent population was born in Australia, and we are seeing an increasing number of families from Southern Asia joining our community.

To enrich our students' educational experience, Pakenham Consolidated School offers specialist classes in Physical Education, Performing Arts, STEM (Science, Technology, Engineering, and Mathematics), Cultural Studies, and Visual Arts. In addition, our Year 5 and 6 students participate in an Electives Program, which allows them to engage with a range of specialist subjects and explore their individual interests.

Pakenham Consolidated School remains dedicated to fostering an inclusive, supportive, and dynamic learning environment for all students, ensuring that every child is given the opportunity to succeed and grow.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Pakenham Consolidated School, student engagement and learning remain our top priorities. Our teachers work collaboratively within Professional Learning Communities (PLCs) to evaluate the curriculum and design plans that meet each student's individual needs. The PLCs emphasised

collaboration and integrated key High Impact Wellbeing strategies aimed at further engaging students in their learning, while establishing and maintaining clear classroom expectations and routines. Teachers worked closely with each student to co-create personal learning goals in Reading, Writing, and Numeracy, and for many students, Individual Learning Plans are developed to provide targeted support.

By embedding the 6+1 traits of writing and using student assessment data to differentiate instruction, we have fostered professional growth among staff and created a shared teaching language. As a result, student engagement and attitudes toward writing have improved, with students approaching the writing process with greater enthusiasm and clarity.

In 2024, we successfully integrated the new Mathematics Curriculum (2.0) across all classrooms, building staff capacity to differentiate mathematics instruction. Teachers use data to inform tasks, continuing to focus on the inquiry-based model where students engage in problem-solving and collaborate with peers. Each lesson has a clear focus, and the differentiated curriculum ensures that all students can grow and succeed. We also implemented mathematics moderation across the school to ensure consistency in assessment and planning.

The Tutor Learning Initiative (TLI) remained a key part of our success, with 2.6 skilled teachers leading small focus groups and collaborating with classroom teachers. The TLI team also mentored individual staff members, ensuring consistency in curriculum delivery and vocabulary throughout the school. They actively participated in PLC meetings to support data analysis and planning.

Our Year 3 NAPLAN results reflected strong performance, with the percentage of students achieving at or above like schools in Reading, Writing, and Numeracy. Year 5 results are consistent with like schools in Reading.

Wellbeing

In 2024, enhancing the connectedness, resilience, and wellbeing of all students was a key priority. Professional development sessions focussed on our overall goal in order to equip staff with the knowledge to recognise and support students' mental health needs, providing clear pathways for addressing mental health issues. This led to lunchtime activities being held throughout the year, encouraging students to try new experiences. In Term 4, these activities expanded to include both indoor and outdoor facilities, catering to a wider range of student interests and needs. The Zones of Regulation and the 3-Step Rule continued to be embedded across the school to support emotional regulation. The CASEA team worked with both staff and students to manage complex needs, and staff received further training in trauma-informed practices during a residential, curriculum days, and staff meetings. This work has strengthened the foundation for continued progress towards strong connectedness, resilience and wellbeing of all students.

Student wellbeing was further supported with the introduction of the LIFE program and the continuation of the SEGWAYS program, which provided emotional and social support to students. At the conclusion of the programs, students received an 'emotional toolkit' to take home. We also

continued running programs such as the Bucket Filler program, the Hands-On Program, and OnPsych. The addition of a Mental Health in Primary Schools facilitator provided valuable support not only to students and their families but also to staff.

We continued to receive generous support from local community groups, enabling us to maintain a daily breakfast program that was well-attended each day. Food hampers with essential items were made available to families in need, who could collect them directly from the school. Our partnership with EdConnect also brought trained volunteers into our classrooms to support both students and staff.

Engagement

In 2024, student attendance remained a key priority. The attendance committee continued to meet regularly, maintaining consistent communication with families. When student attendance dropped below acceptable levels, absence letters were sent home, often leading to discussions that resulted in the development of personalised attendance plans. We worked closely with the School Attendance Support Program to ensure families felt supported and confident in returning to school. In 2024 our average attendance rate was 86.5% with an increase in those who attended over 95% and decrease of those who attended below 70%. The presence of the Wellbeing dog and the Sensory Room, offering a calming space for a soft start, helped students transition into school more easily.

Many students benefited from support through Care Team meetings, where attendance was regularly addressed. This collaborative approach ensured that all supporting agencies were working toward shared goals.

The Koori worker continued to strengthen our connections with Koori families. This sense of belonging helped increase student confidence, and many students showed improvements in their school attendance.

In Term 4, we trialled a lunchtime program that allowed students of all ages to interact with one another. A variety of inside and outside activities were introduced, including supervised gym activities, Lego club, social games, basketball, football, chalk drawing, colouring, and quiet reading. This initiative provided a broader range of structured activities that many students enjoyed.

Other highlights from the school year

2024 was an exciting year, filled with a wide variety of activities for our students. Our camping program continued with unique events for each year level, including a breakfast for Foundation students, a dinner for Year 1s, a sleepover for Year 2s in our new administration building, and camps for Year 3 through Year 6 classes.

Throughout the year, we organized numerous whole-school events, including monthly house meetings, celebrations for Mother's and Father's Day, a student-led community market afternoon,

school-wide athletics and cross-country events, interschool sports, the Christmas concert, staff versus students' sports matches, a lunchtime disco, Crazy Hair Day, Harmony Day, a Bucket Filler Fun Day, and Footy Day. These events enjoyed strong participation, with students eagerly anticipating them and reflecting on their experiences long after the events had ended.

Financial performance

Pakenham Consolidated School maintained a strong financial position in 2024. Most of the school funding came from the Student Resource Package and government grants. We once again had a good year with locally raised funds, mainly from our LEAP program, contributing to our overall funding. The school was supported by equity funding to allow us to increase program for the students.

Pakenham Consolidated School has a very healthy bank balance. We have been building this for a few years, knowing that we will have additional facilities to manage. This is allocated to support the major building project that began in 2020 and has exceeded the proposed budget. We will also allocate funds to improving our grounds.

Equity funds continue to support engagement programs and classroom assistance.

**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 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 646 students were enrolled at this school in 2024, 313 female and 333 male.

13 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).

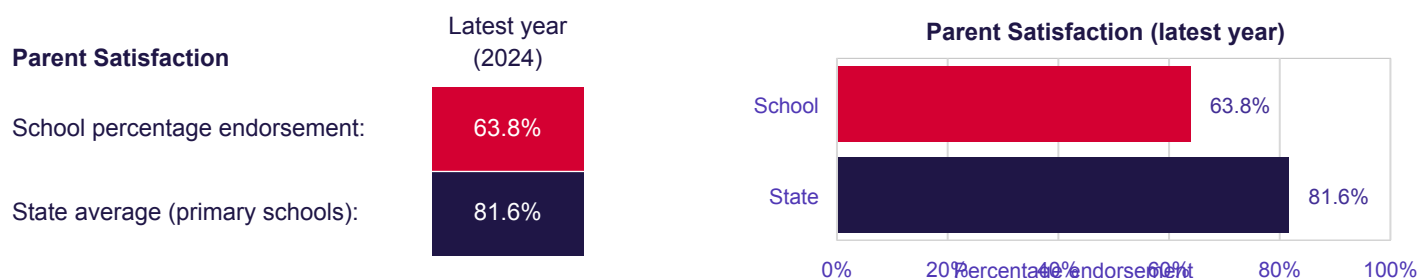
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The 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.

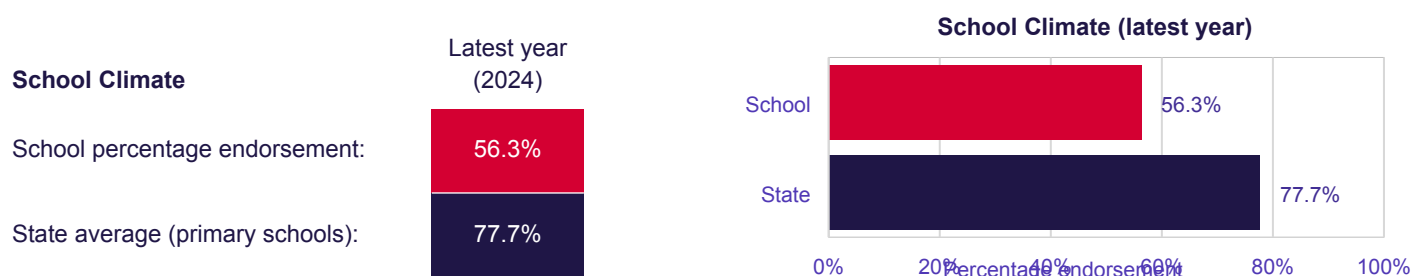


School Staff Survey

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.

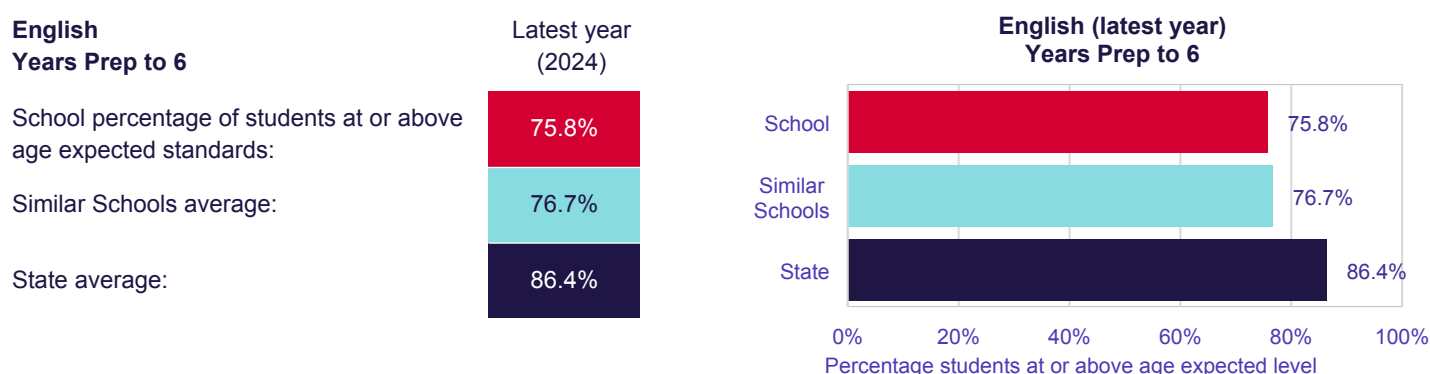


LEARNING

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.



**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above
age expected standards:

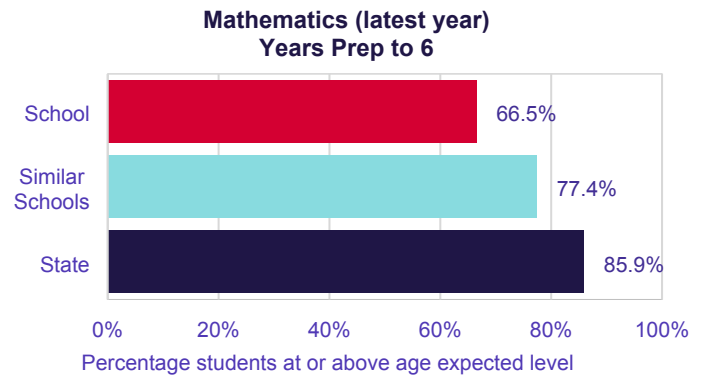
66.5%

Similar Schools average:

77.4%

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.

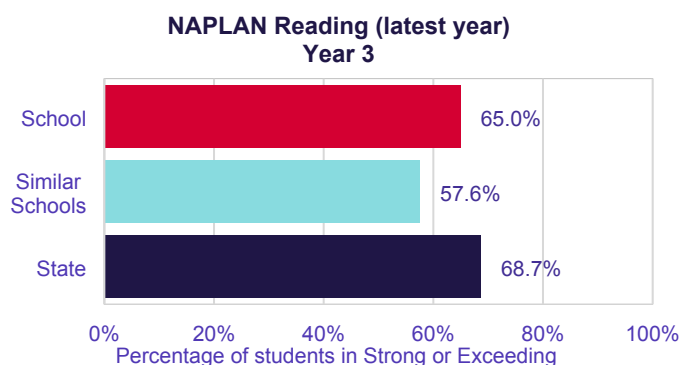
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

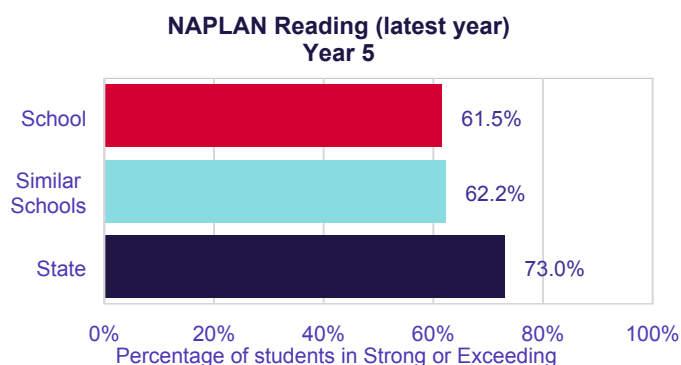
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.0%	60.8%
Similar Schools average:	57.6%	58.0%
State average:	68.7%	69.2%



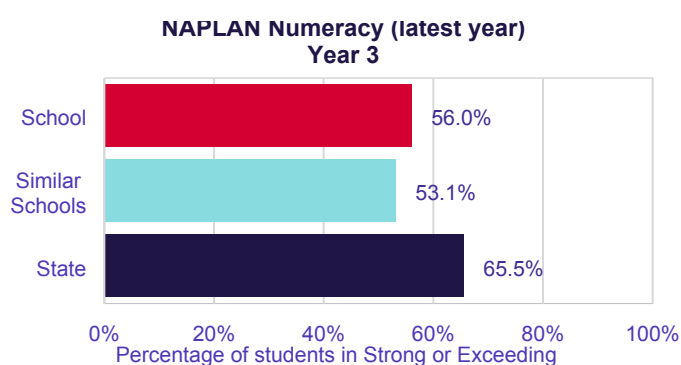
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.5%	68.9%
Similar Schools average:	62.2%	64.8%
State average:	73.0%	75.0%



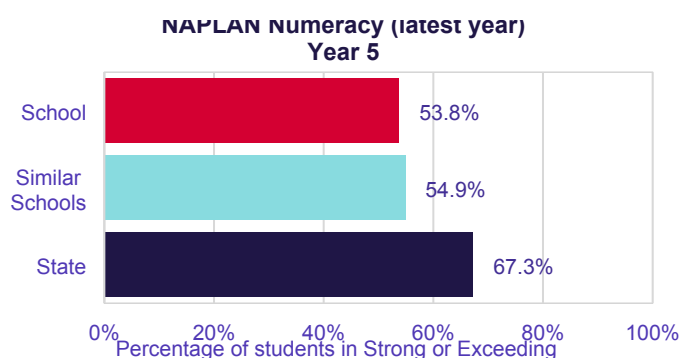
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.0%	54.8%
Similar Schools average:	53.1%	54.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.8%	53.1%
Similar Schools average:	54.9%	54.4%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

68.8%

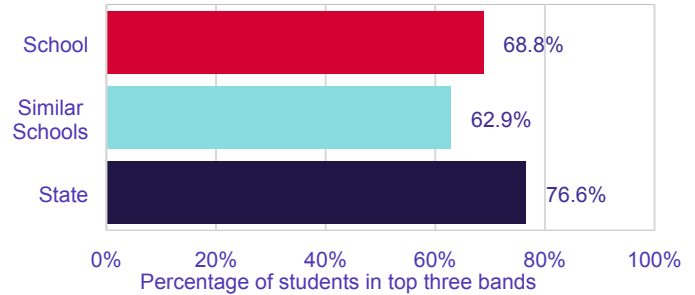
Similar Schools average:

62.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

55.1%

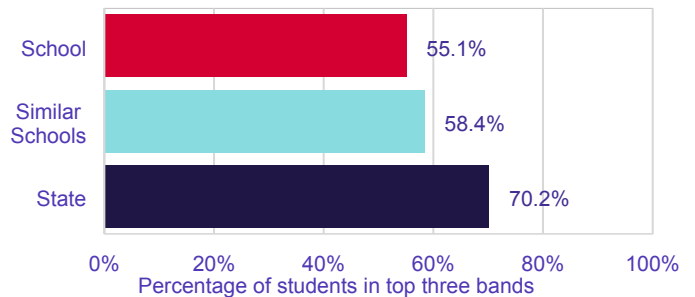
Similar Schools average:

58.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

51.3%

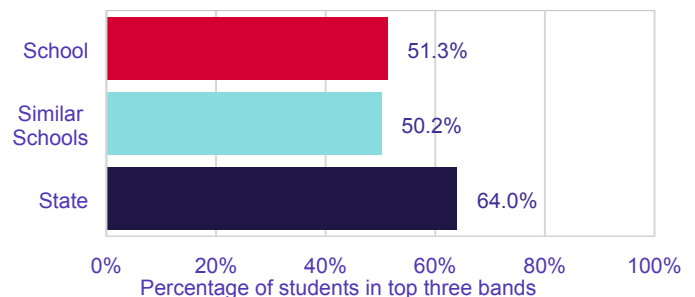
Similar Schools average:

50.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

27.4%

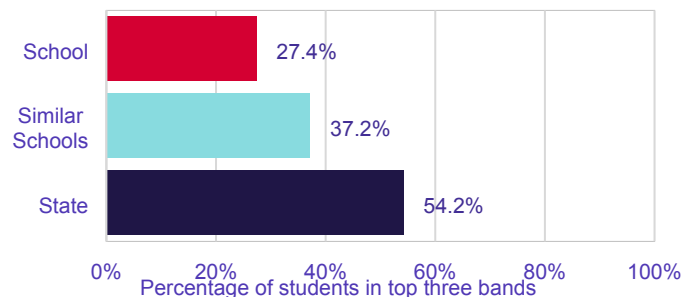
Similar Schools average:

37.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

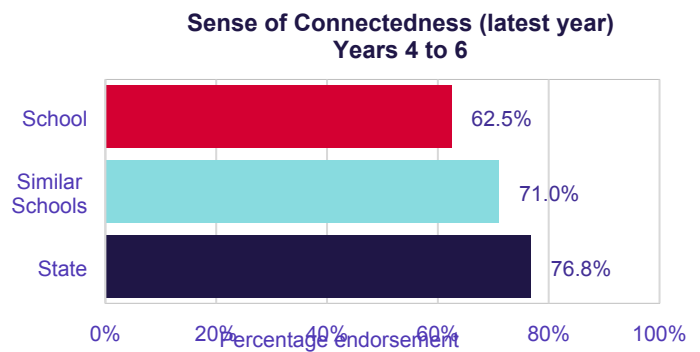
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	62.5%	65.6%
Similar Schools average:	71.0%	73.9%
State average:	76.8%	77.9%

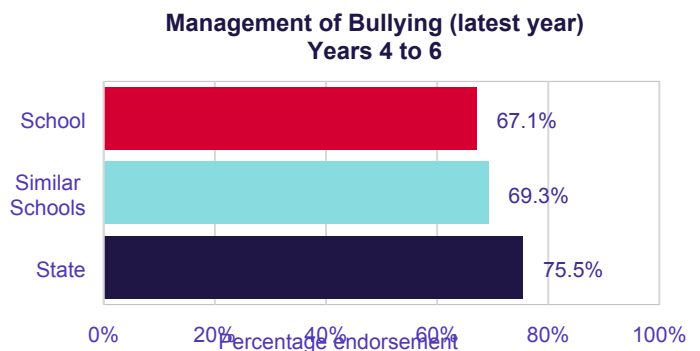


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	67.1%	67.1%
Similar Schools average:	69.3%	71.8%
State average:	75.5%	76.3%

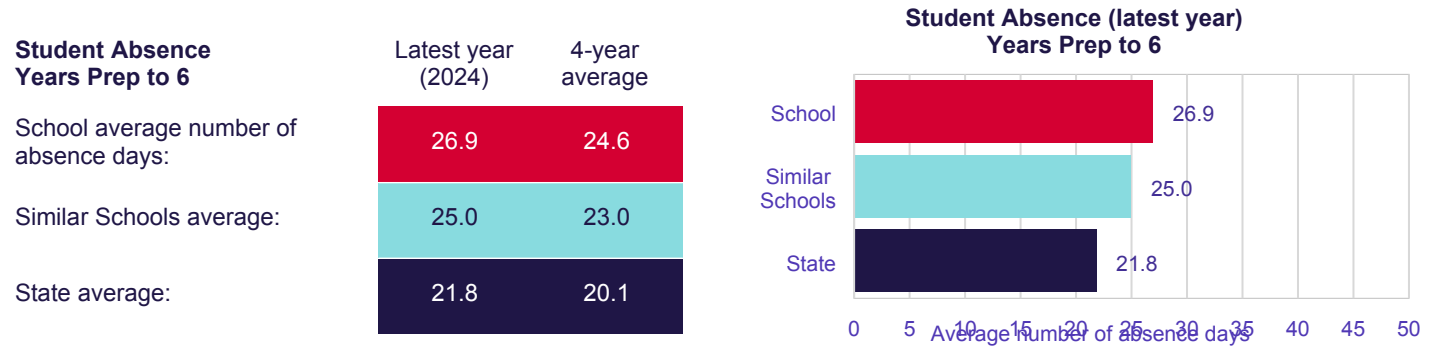


ENGAGEMENT

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.



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$7,735,821
Government Provided DET Grants	\$968,762
Government Grants Commonwealth	\$12,774
Government Grants State	\$0
Revenue Other	\$118,559
Locally Raised Funds	\$1,373,805
Capital Grants	\$0
Total Operating Revenue	\$10,209,720

Equity ¹	Actual
Equity (Social Disadvantage)	\$996,035
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$996,035

Expenditure	Actual
Student Resource Package ²	\$7,758,411
Adjustments	\$0
Books & Publications	\$3,314
Camps/Excursions/Activities	\$200,872
Communication Costs	\$11,359
Consumables	\$191,089
Miscellaneous Expense ³	\$38,896
Professional Development	\$44,115
Equipment/Maintenance/Hire	\$263,438
Property Services	\$330,576
Salaries & Allowances ⁴	\$947,311
Support Services	\$201,267
Trading & Fundraising	\$99,566
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$75,941
Total Operating Expenditure	\$10,166,154
Net Operating Surplus/-Deficit	\$43,566
Asset Acquisitions	\$49,575

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$2,072,027
Official Account	\$298,732
Other Accounts	\$0
Total Funds Available	\$2,370,758

Financial Commitments	Actual
Operating Reserve	\$402,020
Other Recurrent Expenditure	(\$842)
Provision Accounts	\$0
Funds Received in Advance	\$34,780
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	\$1,250,000
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$320,000
Total Financial Commitments	\$2,300,958

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.