

2019 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 2019 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 28 August 2020 at 04:00 PM by Katrina Stewart (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 October 2020 at 01:18 PM by Ainslie Thomson (School Council President)

About Our School

School context

Pakenham Consolidated School is a Foundation to Year 6 primary school and has played a significant role in the history of Pakenham and its surrounding districts. The school first opened with an enrolment of 22 students on a site next to Toomuc Valley Creek approximately 130 years ago. In May 1951, a number of smaller schools in the area were consolidated onto one site in Main Street and became known as Pakenham Consolidated School. In 1997, the school relocated from Main Street to the present site in Rundell Way which provides a modern and vibrant teaching environment. The growth in the area has seen many new schools open recently and we have maintained our enrolment numbers.

In 2019 there were approximately 630 students in 29 straight grades. We have a diverse socio-economic population with an increasing cultural diversity. In 2019, 5% of our students identified as indigenous Australians. The current staff comprises of 81 personnel including: 3 Principal Class Officers, 1 Leading Teacher, 3 Learning Specialists, 1 speech pathologist, 39 teachers and 34 Education Support Staff. PCS operates specialist classes in Science, ICT, Visual Arts, Performing Art and PE. An electives program operates as part of the specialist program, for the year 5 and 6 students. We also offer an oral language program, supervised by an onsite qualified speech pathologist, a Hands On Program and a sensory room to ensure that all students are catered for.

Pakenham Consolidated School empowers students to become respectful and resilient life-long learners. We have high expectations of all students to strive to reach their full potential.

We have an onsite, school operated, Out of School Hours program and Early Learning Centre. The school vacation program is utilised by many students.

During the year we have had many arts and sports events to involve our students and their families.

Framework for Improving Student Outcomes (FISO)

The Leadership team continued to work with the whole staff on developing and embedding a consistent learning model across the curriculum with a specific focus on reading and writing blocks. Professional Development sessions were run with staff on HITS, explicit teaching and questioning. The leading teacher responsible for Literacy ran regular PD sessions with staff on reading and writing. Staff also had access to two Literacy Learning Specialists to observe best classroom practice. Leadership learning walks and classroom observations confirmed that there was consistency in classroom displays, planning and lesson structure for both the reading and writing blocks.

The Assistant Principal responsible for curriculum worked with each PLC to develop a common practice of semester smart goals developed and managed through the FISO inquiry cycle. The PLCs were focused on improving student outcomes through developing teacher knowledge and skills, each team used student assessment data to assess student learning needs and then documented an inquiry cycle that examined the effectiveness of pedagogies in addressing these needs.

The Principal class team worked with the Leading Teacher and Learning Specialists as a school improvement team to monitor progress on the AIP. The SIT (School Improvement Team) met termly to look at progress and had a second meeting with the SEIL to check that milestones were being met and where foci for the following term had to be. Job descriptions and responsibilities for the Principal class team were communicated to the whole staff to improve role clarity.

The main outcomes of these actions were an improved use of data to support improving student learning outcomes and an understanding that student growth was the principle measure of success. Consistency has been developed in the implementation of reading and writing blocks in terms of structure and the language used to teach. The leadership team developed protocols to focus learning walks as a means of evaluating the impact of this work on classroom practice. Across the staff opinion survey section Teaching and Learning-Evaluation there was moderate improvement;

with strong improvement on monitoring effectiveness using data (70% 2018-88% 2019).

Achievement

In 2019 NAPLAN results showed both strong benchmark and relative growth for Grade 5 in Reading, Writing and Numeracy.

High Growth by Percentage of Cohort

Year	2018	2019
Reading	18%	25%
Writing	10%	24%
Numeracy	13%	39%

As well as the ongoing development of a consistent teaching and learning model all staff had a focus from areas analysed as being weak in 2018 (The Big Three) and students from the top two bands in year 3 were identified to ensure appropriate plans for extension were in place. The targets within the AIP were met and in several cases were comfortably exceeded. Year 3 data also improved in Reading, Writing and Numeracy. We continue to monitor our early years' interventions and the impact of programs such as S2S, which supports language development, and teacher based classroom interventions for students who are funded with special needs. All students on with PSD funding had individual education plans and were able to achieve their goals. From years 3-6 we continue to monitor the impact of the Hands On Program to engage students who can struggle to engage in a mainstream classroom. We continue to develop teacher data analysis skills and our PLC structure to support continuous improvement in student outcomes. In 2020 we have begun a focus on our Numeracy program and building consistency across the school in the teaching of Numeracy.

Engagement

Attendance at school is essential to engagement and maximising every student's ability to learn and the teacher's ability to teach. The first two weeks of each year all students participate in 'Getting to Know You' activities setting expectations and building relationships with their peers and class teacher. This program is designed to help create a learning community that provides a safe, secure and stimulating learning environment. Pakenham Consolidated has embraced the 'It's Not Okay to be Away' approach with student attendance being celebrated in weekly assemblies. The 'It's Cool to be at School' class awards for the highest attendance for the junior and senior classes are presented each week. Attendance is monitored daily, teachers ring students if they are away for 3 days, offering support and keeping the student up to date with what is occurring in the class. High absences are tracked by our Critical Case manager and SASP is offered to all families where high absence or frequent lateness occurs. We have a breakfast club that operates in conjunction with local community groups to support wellbeing, attendance and engagement.

Wellbeing

2019 continued to see a focus on high expectations for all. This included behaviour inside and outside the classroom and the overall standard of work. Individual goals were set for reading, writing and numeracy with students being given the opportunity to discuss how they would achieve these goals and what supports were required to enable them to achieve their goals. Restorative Practice based principles were used, encouraging behaviours that are supportive and respectful to build, maintain and restore relationships to create a safe and supportive space. The 'Hands on Program', focussed on the 5/6 students offering a highly engaging hands on activities that created real life tasks for numeracy and literacy in small group sessions, with a high level of support. Our school continued to adapt the 'Bucket Filler' program which is designed to encourage students to use their words and actions in a positive way, to treat others with respect, to be accountable for the choices they make and to take responsibility for their own behaviour and attitude. The Wellbeing Team ran individual programs for students, Breakfast Club, lunchtime activities, small group sessions, social skills programs, they assisted with support programs including glasses in schools, State school relief and

provided food hampers for families requiring extra support. The team continued to support students and their families and link them with agencies to ensure the health and safety of our students.

Financial performance and position

Pakenham Consolidated School had an overall deficit in 2019. This was managed and planned for, with the funds that had been saved during previous years and previously put aside for upgrades to the student toilets and Early Learning Centre used for these purposes. Most of the school funds came from Government grants, Equity Funding and locally raised funds from our LEAP (OSHC) program. Equity funds were used to support the engagement of children at risk of disengaging from the education system as well as operating and staffing a comprehensive oral language and wellbeing program. Additional funds for the Koorie Literacy and Numeracy program were received and spent on enhancing the education of our Koorie students.

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

Performance Summary

The Government School Performance Summary 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

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 603 students were enrolled at this school in 2019, 269 female and 334 male.

8 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	76.9	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	53.8	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	79.0	89.7	81.7	95.0	Below
Mathematics	72.4	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	70.5	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	51.1	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	56.4	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	38.0	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	53.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	46.0	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	43.9	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	31.3	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	22.4	52.2	25.4
Numeracy	27.5	33.3	39.1
Writing	21.2	54.5	24.2
Spelling	16.2	67.6	16.2
Grammar and Punctuation	26.5	44.1	29.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	20.5	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	19.7	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	90	89	91	90	91	89	87

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	74.6	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	71.1	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.0	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	66.9	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,372,465
Government Provided DET Grants	\$760,824
Government Grants Commonwealth	\$296,403
Government Grants State	\$0
Revenue Other	\$15,437
Locally Raised Funds	\$570,054
Capital Grants	\$0
Total Operating Revenue	\$7,015,183

Equity ¹	Actual
Equity (Social Disadvantage)	\$861,060
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$861,060

Expenditure	Actual
Student Resource Package ²	\$5,893,691
Adjustments	\$0
Books & Publications	\$296
Communication Costs	\$20,963
Consumables	\$182,194
Miscellaneous Expense ³	\$350,626
Professional Development	\$12,406
Property and Equipment Services	\$449,978
Salaries & Allowances ⁴	\$299,675
Trading & Fundraising	\$107,839
Travel & Subsistence	\$0
Utilities	\$73,225
Total Operating Expenditure	\$7,390,894
Net Operating Surplus/-Deficit	(\$375,711)
Asset Acquisitions	\$221,749

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$488,435
Official Account	\$6,438
Other Accounts	\$0
Total Funds Available	\$494,873

Financial Commitments	Actual
Operating Reserve	\$197,519
Other Recurrent Expenditure	\$3,231
Provision Accounts	\$0
Funds Received in Advance	\$86,847
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,565
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$7,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$402,162

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').