

2020 Annual Report to The School Community



School Name: Pakenham Hills Primary School (5370)



- 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 2020 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 18 March 2021 at 03:50 PM by Dale Hendrick (Principal)

The 2020 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 08 April 2021 at 01:37 PM by Elise Chapman (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 Hills Primary School (PHPS) is a medium-sized school situated in Victoria’s outer South-East suburbs. The school was established 24 years ago and runs a stable enrolment of between 400 and 410 students, with a further 40-50 students attending the 6 month Foundation transition program Pakky SEALS. At PHPS our motto is ‘Life is for Learning’. Our mission is to provide each child with the lifelong learning skills, knowledge and social development that will enable them to reach their full potential and participate successfully in our society. We have three expected behaviours which underpin everything we do at our school: Be a Learner; Be Responsible; and Be Safe. During 2020, PHPS staffing comprised of 3 Principal Class Officers, 27 Teachers and 16 Education Support and Officer Administration Staff. During 2020, PHPS operated 18 classrooms and a range of specialist subjects. Specialist subjects offered included Performing Arts, Physical Education and Spanish. The teaching teams were organised into five professional learning communities for planning, organisation and program implementation. The school also offered three enrichment classes, a Language Support Program and an EAL program. Curriculum delivery is based on a differentiated learning model where teacher’s adapt the core curriculum to meet the learning needs of students in their grades. PHPS has a transient population. According to our NAPLAN data at least 30% of our student population changes every two years between grade 3 and grade 5. PHPS has an SFO of 0.6790 and an SFOE of 0.5602 reflecting the low socio-economic status of the area and the considerable disadvantage of the students and their families. During 2020, significant resources are invested into the welfare area of the school including a Student Engagement Assistant Principal, Psychologist (0.8), Speech Pathologist (0.2) and a Chaplain (0.4). The primary focus of the school is to provide a safe and orderly learning environment, a guaranteed and viable curriculum and effective teaching in every classroom. The level of disadvantage in the school has increased over the past 12 months. 2020 was an unusual year due to the COVID-19 pandemic and almost 6 months of remote learning. The school staff did a fantastic job of implementing remote learning and supporting the wide range of needs of both families and students.

Framework for Improving Student Outcomes (FISO)

PHPS has two key FISO Priorities: Positive Climate for Learning and Community Engagement in Learning. PHPS chose these initiatives with the key purpose of further embedding our consistent approach to student engagement, wellbeing and behaviour management, through our Positive School-wide Behaviour expectations and Calmer Classrooms strategies. Due to the significant amount of trauma and poverty experienced within our school community, we made it a priority to strengthen the school wellbeing team by employing an experienced Psychologist. The Psychologist works with the staff, parents and students to develop their understanding of managing trauma and poverty. Within the FISO Priority of Community Engagement in Learning, the school initiative was Building Communities. PHPS chose this initiative Due to our Parent Opinion Survey and Staff Opinion survey suggesting that there is a lack of support and partnership between home and school we chose this initiative as a priority. Our year was interrupted in the implementation of FISO as the school prepared for remote learning in the latter part of term 2 and then implemented remote learning for the best part of terms two and three. The focus in term 4 was around addressing the learning loss for many of our students over terms 2 and 3. A key element of 2020 became a direct focus on student and staff wellbeing, during lockdown and then the return to school in term 4. Many students struggled to cope with a full school day and fatigue and poor emotional health led to an increased range of behaviour issues.

Achievement

As NAPLAN was not conducted in 2020 there is no achievement data as such. To support student learning the school utilised Google Classroom and apps to provide a range of avenues for staff to communicate with students. These avenues were also utilised to provide follow-up work and for students to submit work for assessment. Google meets was used to conduct on-line meetings with students and to also schedule welfare checks. Where students were failing to engage, staff range parents and arranged for individualised support and also help from aides. In the implementation of our strategic plan over the last 4 years all of the following have had a very positive achievement on teacher capability and student learning:

- Embedding Professional Learning Communities (PLCs)

- School wide implementation of Jolly Phonics and Jolly Grammar
- Team-based approach to data analysis, planning and assessment
- Data driven approach to planning for teaching and learning
- Targeted whole school professional learning in the Art and Science of Teaching
- Differentiated literacy and numeracy teaching approach
- Use of ICT to support and enhance student learning
- Pakky SEALS pre-prep transition program
- Improved student classroom behaviour and engagement through consistent whole school pupil management approach
- Language Support Program
- English as an Additional Language program
- Education Staff Support in classrooms
- Extension grades, specifically aimed at extending highly capable learners
- Development and implementation of a focused Learning Design Cycle for curriculum planning and implementation
- Speech Pathologist to provide intervention for language needs of students

Engagement

During 2020 the school implemented a range of strategies to support it's students during remote learning and their return to on-site learning in term 4. The school identified those students who fitted the DET at risk requirements and they were offered on-site places during remote learning. Staff utilised Google meets to meet with all students and do also do welfare follow-ups with small groups of students. Where students were not coming online or engaging, teachers made daily phone calls to follow-up with parents and to ascertain student needs. The school provided devices to all families that were in need of this type of support and also provided families with DET provided web enabled devices. Term 4 was spent re-engaging and monitoring the emotional wellbeing of both students and staff. Many students didn't cope with the return to full school days and for some their afternoon program had to be modified to reduce the stress and high anxiety of many students.

Wellbeing

During 2020 the school implemented a range of wellbeing strategies to support it's students during remote learning and their return to on-site learning in term 4. The school identified those students who fitted the DET at risk requirements and they were offered on-site places during remote learning. Staff utilised Google meets to meet with all students and do also do welfare follow-ups with small groups of students. Where students were not coming online or engaging, teachers made daily phone calls to follow-up with parents and to ascertain student needs. The school provided devices to all families that were in need of this type of support and also provided families with DET provided web enabled devices. Term 4 was spent re-engaging and monitoring the emotional wellbeing of both students and staff. Many students didn't cope with the return to full school days and for some their afternoon program had to be modified to reduce the stress and high anxiety of many students.

Financial performance and position

Pakenham Hills Primary School's financial performance ended with a cash surplus at December 31, 2020. This was due to careful management of the SRP and staffing choices. Throughout 2020 school resources were aligned to support areas of identified need and to improve student learning outcomes. The school received a significant amount of equity funding and used this money to focus on ensuring all students had equal access to academic, social and wellbeing initiatives. Part of this money is used to employ a Psychologist 0.8 and a Speech Pathologist 0.2. The school receives money to provide Chaplaincy services at a 0.4 time fraction. The school continued to work hard to ensure up to date and adequate ICT resources were provided for student use. During 2020 the school continued to invest financially to improve the school environment, including continued improvements in school ground aesthetics, and will continue to invest in school environment improvements into 2020 as part of building school pride. The school uses its equity funding to subsidise a range of activities for its students and to keep its school levy as low as possible. A considerable amount is spent on teacher professional learning to support the implementation of our Strategic Plan and to ensure the best possible instruction is provided in every classroom. During 2020 money was spent on the

implementation of remote learning and what was required to support teachers to provide a range of learning for students.

For more detailed information regarding our school please visit our website at
<https://pakenhamhillsps.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 412 students were enrolled at this school in 2020, 208 female and 204 male.

13 percent of students had English as an additional language and 3 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.

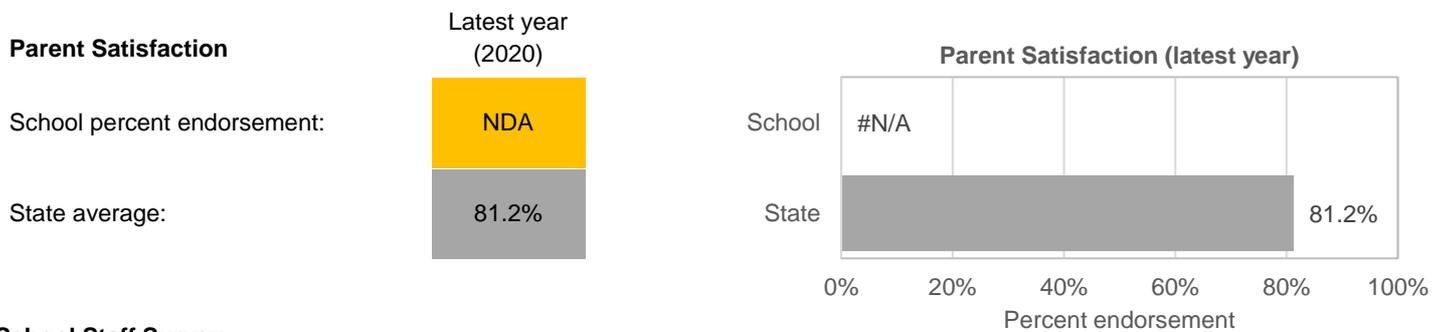
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

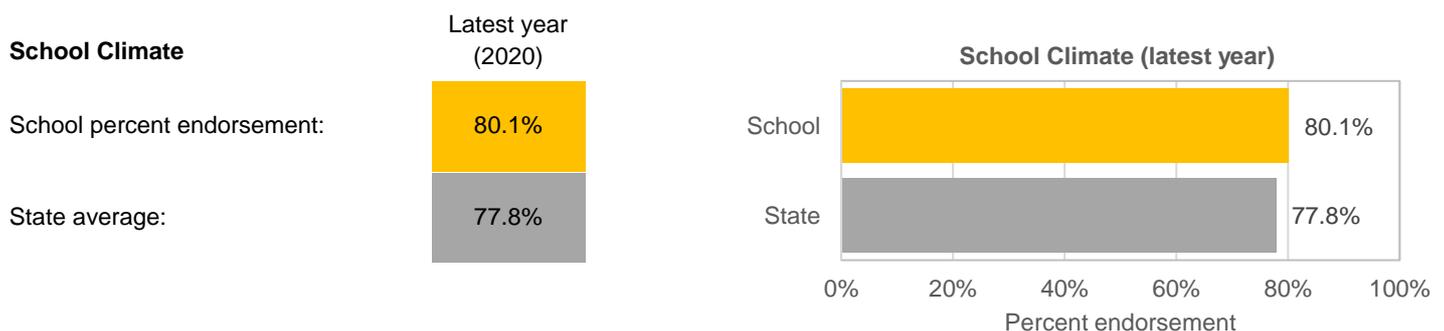


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

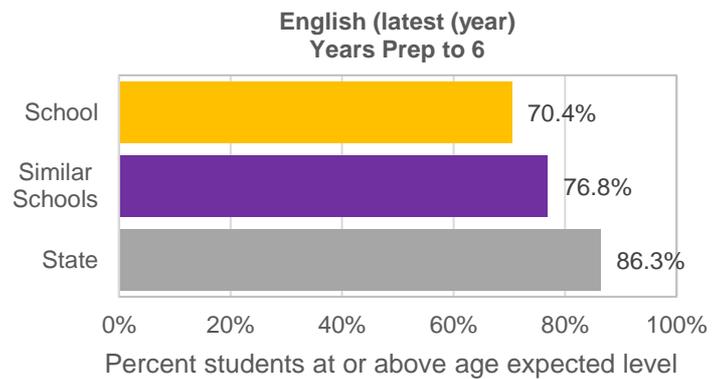
70.4%

Similar Schools average:

76.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

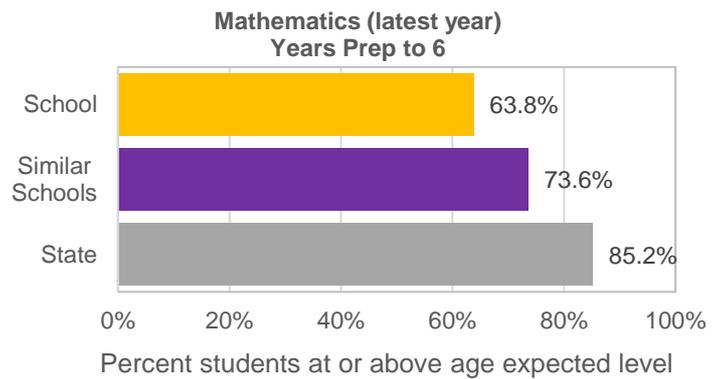
63.8%

Similar Schools average:

73.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

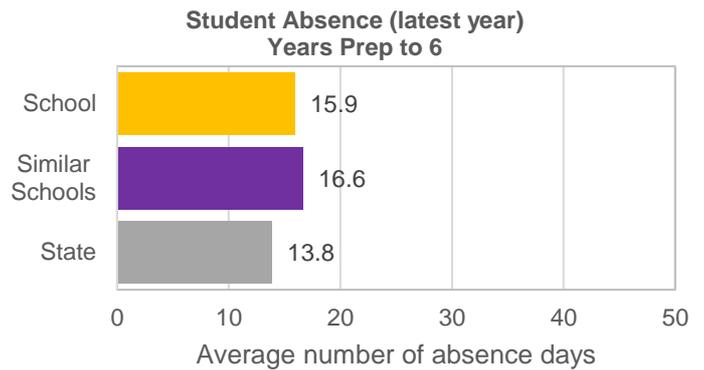
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.9	17.7
Similar Schools average:	16.6	17.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	90%	90%	93%	92%	92%	92%

WELLBEING

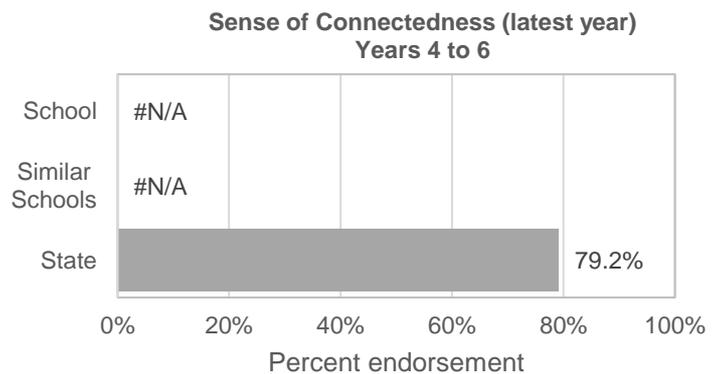
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.3%
Similar Schools average:	NDP	77.2%
State average:	79.2%	81.0%



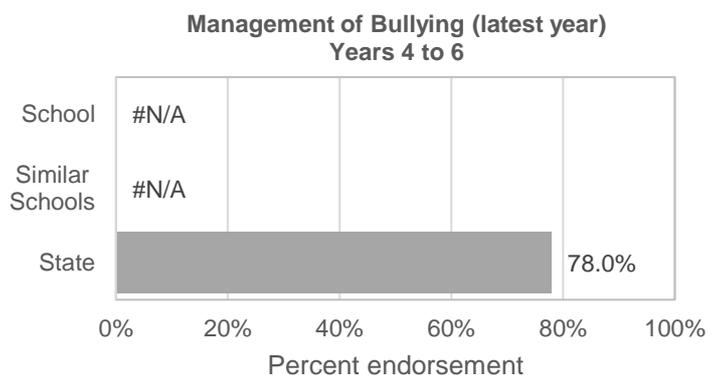
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.1%
Similar Schools average:	NDP	76.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$4,105,700
Government Provided DET Grants	\$913,349
Government Grants Commonwealth	\$9,200
Government Grants State	NDA
Revenue Other	\$31,628
Locally Raised Funds	\$151,892
Capital Grants	NDA
Total Operating Revenue	\$5,211,769

Equity ¹	Actual
Equity (Social Disadvantage)	\$670,169
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$670,169

Expenditure	Actual
Student Resource Package ²	\$4,083,170
Adjustments	NDA
Books & Publications	\$3,291
Camps/Excursions/Activities	\$7,941
Communication Costs	\$15,827
Consumables	\$156,998
Miscellaneous Expense ³	\$45,790
Professional Development	\$17,480
Equipment/Maintenance/Hire	\$159,370
Property Services	\$158,697
Salaries & Allowances ⁴	\$106,372
Support Services	\$133,491
Trading & Fundraising	\$3,590
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$29,404
Total Operating Expenditure	\$4,921,420
Net Operating Surplus/-Deficit	\$290,350
Asset Acquisitions	NDA

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$460,192
Official Account	\$46,755
Other Accounts	NDA
Total Funds Available	\$506,947

Financial Commitments	Actual
Operating Reserve	\$116,506
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$23,507
School Based Programs	\$198,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$910
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$508,923

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.