

2021 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 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.

«PrincipalSignDescription»

- 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

«PresidentSignDescription»

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 varying enrolment of between 390 and 40 students, with a further 30-40 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 2021, PHPS staffing comprised of 3 Principal Class Officers, 20 Teachers and Education Support and Officer Administration Staff. During 2021, PHPS operated 18 classrooms and a range of specialist subjects. Specialist subjects offered included Performing Arts, Physical Education and Science. The teaching teams were organised into five professional learning communities for planning, organisation and program implementation. The school also offered a Language Support Program, GRIN and an EAL programs. 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 0.6554 and an SFOE of 0.5434 reflecting the low socio-economic status of the area and the considerable disadvantage of the students and their families. During 2021, significant resources are invested into the welfare area of the school including a Student Engagement Assistant Principal, Psychologist (0.8), Speech Pathologist (0.2), Inclusion Leading Teacher 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. 2021 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. During 2021 the school underwent review and developed a new strategic plan for 2021 - 2025.

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 Inclusion Leading Teacher. The Inclusion co-ordinator oversees the implementation all all extra programs implemented to support student learning. They also oversee the implementation of all school individual learning programs. The school also has a 0.6 School 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 again interrupted in the implementation of FISO, as the school was in remote learning for most of term 2 and 3. 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 2021 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

NAPLAN result in 2021 were very good for PHPS. The school made improvement in all areas of performance, according to the 2021 School Performance Report. The school moved all performance domains from Transform to Stretch and improved reading from Transform to Influence. This was the result a a number of years of hard work and

is an outstanding performance achievement after two years of pandemic and multiple lockdowns and remote learning sessions.

During remote 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

Pakenham Hills PS implements a range of processes and supports for all it's student on the PSD program. Students are provided with individual learning plans, access to a range of learning support activities and in class learning support from integration aides. SSG's are set up and implemented according to DET guidelines and larger care teams are set-up for students with more complex needs. Academic data indicates that our PSD students make appropriate progress with their learning.

Engagement

During 2021 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

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Finance performance and position

Pakenham Hills Primary School's financial performance ended with a cash surplus at December 31, 2021. This was due to careful management of the SRP and staffing choices. Throughout 2021 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 2021 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 2022 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 2021 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://pakenhamhillsp.vic.edu.au/>