

2015 Annual Report to the School Community

Pakenham Consolidated School

School Number: 6243



Name of School Principal: Tanya Roberts

Name of School Council President: Ainslie Thomson

Date of Endorsement: 11/4/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

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 125 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

Pakenham Consolidated School has an SFO density of 0.62 which places it within the 15th to 30th percentile range regarding socio economic status against all other government schools. The school is located in the South East Growth corridor and is therefore a large primary school. The influx of new students and the building of 3 new schools in the Pakenham / Officer Area over the past 5 years challenge the culture of the school and therefore continual development and maintenance of that culture is important. At the February 2015 Census the school enrolments numbered 652 students. The focus for our school is continuous improvement and achieving excellence in teaching and learning at every level. We have a focus on literacy and numeracy. We also provide quality learning programs in all other curriculum areas. Our programs are designed to cater for the individual needs of a diverse range of students. This includes a variety of extension programs, both within and beyond regular classrooms.

The school population is predominantly Australian born with less than 2% of students being from other cultures. Koorie student's enrolments have grown substantially over the past 2 years and currently accounts for 4% of the student population. Student mobility accounts for 34% of the student population and up to 40% in Year 3 to Year 5 NAPLAN participants. 4% of the student population are PSD funded with another 2.5% of students with learning difficulties, which do not qualify for PSD funding, but are working on ILP's and supported by Teacher Aides funded by the school.

The current staff comprises of 59 personnel including 38 equivalent full-time teaching staff: 2 Principal class officers, 3 Leading Teachers, 1 Leadership Level ES Staff Member and 21 Education Support Staff.

The physical environment allows for high quality programs in the areas of Science, Visual and Performing Arts, Information and Communication Technology, Health and Physical Education. The school takes great pride in its strong specialist programs and the excellent facilities and learning opportunities offered to students through these programs.

Achievement

The Pakenham Consolidated School Community expects that all students will be successful in their learning and has a strong focus on ensuring that they are able to access academic, social and emotional programs that allow them to achieve success. Pakenham Consolidated School is proud of its achievements in Student Learning with the overall measures of performance comparing favourably in both student outcomes relative to all other Victorian Government Primary Schools and in comparison with similar schools.

Pakenham Consolidated School teacher assessments against AusVELs standards demonstrate that the percentage of student in Years Foundation to Year 6 with a grade of C or above in English and Mathematics is similar to all Victorian government schools. Pakenham Consolidated School is proud of its success in catering for the individual needs of a diverse range of students. The school has a comprehensive and well-resourced Program for Students with Disability. In 2015 the school catered for 42 (39.4EFT) students funded through the Program for Students with Disability. All of these students showed progress as satisfactory or above in achieving their individual learning goals.

2015 saw the consolidation of key Literacy teaching programs: CAFÉ / Daily Five (Years 1 – 5) and the Single Word Spelling Test (Years 3 – 6). These programs had significant effect almost immediately in the areas of Reading and Spelling as evident by AusVELs Teacher Judgments especially with a higher proportion of students being marked as a B or A.

In the area of Numeracy, the Maths Masters Skills program, which is implemented for Foundation to Year 6, continues to engage and motivate strong learning growth in the area of basic number fact skills.

The school based Literacy Coaching Program continued in 2015 and a school based Numeracy program was also introduced with year level teaching teams developing Action Research Projects focusing on the Literacy and Numeracy needs of their students.

The Year 3 results for Reading were below the State median, however within the 60% band for all Victorian Government Schools and compared similarly to schools with a similar SFO (Student Family Occupation). 61% of year 3 students were in the top 3 bands for reading and 76% of Year 3 students were in the top 3 bands for writing. The 2015 reading, writing and spelling results had improved from the 2014 cohort.

The Year 5 Spelling, results were excellent, with students achieving the best year 5 Spelling results for the past 5 years. Overall the Naplan results for the 2015 year 5 cohort of students were mixed as the individual performance of students varied. The growth of students' spelling results from Year 3 – Year 5 were above that of both the National and State average. The Year 5 writing results improved considerably from the 2014 cohort with 41% of students in the top 3 bands for writing.

The Year 3 NAPLAN results for Numeracy were below the state median for all Victorian Government Schools; however these results are within the 60% band for all Victorian Government Schools and compared similarly to schools with a similar SFO. The 2015 data for Numeracy shows 13% of students are at the National Minimum Standard for numeracy whilst 82% are above this level. The 2015 Numeracy results for Year 3 showed an improvement in all areas in comparison to the 2014 data.

The Year 5 NAPLAN results for Numeracy were below the state median for all Victorian Government Schools. These results sit within the 60% band for all Victorian Government Schools and minimally lower when compared to schools with a similar SFO. The 2015 data for Numeracy shows 0% of students below the National Minimum Standard. The Learning Gain from Year 3 to Year 5 for this cohort of students indicated 52% showing medium level growth and 16% demonstrating a high level of growth.

Engagement

In 2015 the school continued to focus on Student Engagement as a priority area. The Electives program for Years 5 and 6 that replaced the traditional model of Specialist Programs allows students at this level to select from a broad range of activities catering to their interests and skills. This has resulted in improvements in attendance of a number of school refusal students.

The continuance of whole school curriculum topics contributed to enhancing the connection of students across year levels and bringing the school population together with a common purpose.

The reintroduction of the Visual Arts program for F – 2 as a Specialist Program to complement the programs in Physical Education, ICT, Science and Performing Arts has proven popular with students across year levels.

The Student Attendance Data for 2015 is higher than the median for all Victorian Government Schools and lower than that for similar schools. The rate by year level shows a 1 to 3% drop in attendance rates across year levels. The teaching staff and the Primary Welfare Officer have continued to work with families and

outside agencies to ensure that student absences are explained and students are supported to maximize their attendance at school.

A comprehensive Foundation Transition Program which operated throughout Terms 3 and 4 ensured that students and families were well placed to connect with school life. 2015 saw 95% of the 2016 Foundation enrolments attending the majority of the transition program.

Wellbeing

Student wellbeing at PCS is defined as a state of positive psychological functioning that allows students to thrive, flourish and learn. Wellbeing is a positive emotional and social functioning that we aim to nurture in all our students.

The Bully Busters Program continued in 2015, providing students and staff with common language and strategies to be utilized in implementing actions and behaviors to prevent bullying. All students, teachers and 15% of the parent community have completed training linked with the Bully Busters Program. Great Mate awards are given out each week at the whole school assembly and signs have been erected around the school playground and corridors promoting the Bully Busters' message.

The school based 'Community Hub' has allowed parents and community groups to meet in a safe and inviting facility to discuss and participate in programs that develop their skills in a range of areas. The extension of our Primary Welfare Officer role to include the management of the Community Hub provides a point of contact for parents and outside agencies.

The 'Multi – Sensory' room facility continues to address both the behaviours and the needs of the PSD students at our school. This facility provides a safe and secure space for special needs students to self-calm, relax and participate in individual learning programs.

The provision of a safe and supportive learning environment that caters for the needs of individual students is central to our work at Pakenham Consolidated School.

A clearly articulated code of behavior, along with whole-school behavior management strategies, have ensured ongoing improvements in student behavior and parent perceptions of the school as a safe learning environment for their children.

Success in this area can be contributed to a broad range of programs and strategies that have been implemented to support students

Productivity

The aim at PCS is to give every child a great start in life through a quality education. We have invested our resources, both financial and human, where they are needed most and work in partnership with parents (through School Council and Parents and Friends), business (sponsorship for sporting teams, shared use of facilities) and the wider community (Local Council committees & local schools) to support teachers and students to deliver and experience educational excellence and opportunity for all.

There has been a strong focus on enhancing student learning through teachers having a better understanding of student achievement levels and the introduction of a Professional Learning Program focused on building instructional capacity. The implementation of a new leadership structure through the school with all Principal class officers and Leading Teachers out of the classroom on a fulltime basis. A middle leaders succession planning program has been devised and implemented at each grade level. This multi layered support has

enabled all staff to focus on the implementation of the PCS Educational Framework.

The school continues to operate with a surplus while ensuring that programs are adequately resourced financially to ensure that high quality physical and human resources are available to students and staff alike.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 608 students were enrolled at this school in 2015, 283 female and 325 male. There were 5% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



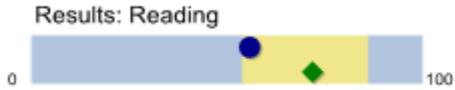
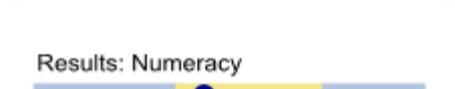
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>45%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>45%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>44%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	45%	16%	Numeracy	32%	52%	16%	Writing	38%	45%	17%	Spelling	33%	42%	26%	Grammar and Punctuation	40%	44%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	91 %	90 %	92 %	90 %	90 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	91 %	90 %	92 %	90 %	90 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p>

How to read the Performance Summary

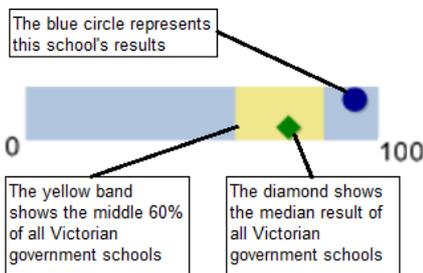
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

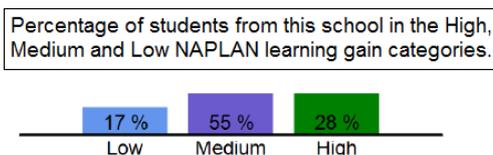
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

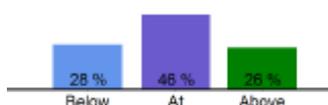


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,687,454	High Yield Investment Account	\$249,759
Government Provided DE&T Grants	\$476,833	Official Account	\$70,701
Government Grants Commonwealth	\$266,980	Other Accounts	\$492,732
Revenue Other	\$24,422	Total Funds Available	\$813,192
Locally Raised Funds	\$370,958		
Total Operating Revenue	\$5,826,648		
Expenditure		Financial Commitments	
Student Resource Package	\$4,423,739	Operating Reserve	\$171,209
Books & Publications	\$5,501	Asset/Equipment Replacement < 12 months	\$65,200
Communication Costs	\$23,751	Capital - Buildings/Grounds incl SMS<12 months	\$68,000
Consumables	\$94,525	Maintenance - Buildings/Grounds incl SMS<12 months	\$54,500
Miscellaneous Expense	\$265,698	Revenue Received in Advance	\$106,187
Professional Development	\$42,415	School Based Programs	\$33,096
Property and Equipment Services	\$260,871	Asset/Equipment Replacement > 12 months	\$3,000
Salaries & Allowances	\$287,094	Capital - Buildings/Grounds incl SMS>12 months	\$27,000
Trading & Fundraising	\$69,625	Maintenance -Buildings/Grounds incl SMS>12 months	\$40,000
Travel & Subsistence	\$1,018	Total Financial Commitments	\$568,192
Utilities	\$49,140		
Total Operating Expenditure	\$5,523,378		
Net Operating Surplus/-Deficit	\$303,270		
Asset Acquisitions	\$10,550		

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

The majority of money received this year was from the Students Resource Package (SRP) and DE&T grants. The school operates its own Out of School Hours Care Program which raises a significant amount of money throughout the year. There was an increase in the number of students attending the Out of School Hours Care resulting in a greater amount of income than expected. The 2016 financial commitments will come out of the funds available. With the increasing student numbers at the school, we have a net operating surplus to enable us to buy buildings when required.