

2024 Annual Report to the School Community

School Name: Pakenham Lakeside Primary School (5504)



- 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 14 March 2025 at 03:32 PM by Kerrie Kingston-Gains (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 18 March 2025 at 03:37 PM by Kerrie Kingston-Gains (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 Lakeside Primary School (PLPS) commenced the 2024 school year with a student enrolment population of 732. (February census)

The school's core purpose revolves around the provision of excellent teaching and the development of outstanding learning practices. Our aim is to provide an education that supports our students to grow and develop into lifelong learners and responsible and informed citizens. This is reflected through our vision statement:

"At PLPS we endeavor to develop students who are curious, have the capacity to work collaboratively and who connect their learning to the real world. Through learning we seek to foster values that contribute to their development as lifelong learners."

The design of our learning spaces enables the facilitation of a contemporary pedagogical approach through the application of evidence-based teaching practices. Our open and flexible areas allow our teachers to provide for the diverse and individual requirements of our students through our "collective responsibility" model of teaching. At PLPS we believe learning is a social product and our spaces encourage the fluid movements of teachers to facilitate a range of contexts for learning. Independence and interdependence are promoted within our learning environments.

The workforce composition for 2024 at PLPS is as follows; three Principal class officers (3.0 EFT), three Learning Specialist (3.0 EFT), one Leading Teacher (1.0 EFT), forty eight generalist and specialist teachers (44.8 EFT) and twenty six Education Support staff, including office administration, library technician, ICT technician and classroom support staff (20.2 EFT) for a total of 81 staff (EFT 72.0).

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school is extremely well placed in implementing the final year of our current School Strategic Plan due to the significant amount of work our school has undertaken over a sustained period of time around key domains including building practice excellence, developing curriculum content and documentation, as well as continually developing effective leadership teams.

Contemporary educational research continues to indicate that the most effective way to improve student learning outcomes is to expose our students to high quality teaching and learning that is delivered by teachers who are skilled in effective pedagogical practices and strategies.

This key component of continually endeavoring to build teacher capacity continued throughout 2024 with an ongoing professional learning program. Our school continued to advance our School

Strategic Plan through the following strategies in mathematics and writing as outlined in our Annual Implementation Plan:

- continuing to develop knowledge and capacity to effectively work within a PLC framework, utilizing the inquiry cycle to drive individual and collective development of staff,
- finalise Writing Curriculum with supporting 'I can' statements,
- build upon pedagogical knowledge in Writing utilising research-based practice,
- embed knowledge and understanding of elements of science of learning into planning,
- continue to develop staff understanding of the Four Mathematical Proficiencies and their connection to other curriculum areas,
- continue to develop Units of Work, to ensure accessible learning goals that prioritize the proficiencies and related areas of curriculum,
- transition to Victorian Curriculum 2.0.

Specific projects which have been planned and implemented to enhance the above initiatives include; a team participating in a Coaching Partnership with Bronwyn Rylie Jones, professional readings to enhance pedagogical knowledge and teachers practices in writing, finalising a learning continuum in Writing for students from prep to year 8, classroom observations to enhance and refine responsive teaching strategies, continued ongoing professional learning and continued inquiry into the effective collection, analysis and use of student learning data.

A summary of our students' learning as measured by teacher assessments against the Victorian Curriculum in English and Mathematics are contained later in this report as part of our school's Performance Summary.

NAPLAN results for students in years 3 and 5 are also included in the Performance Summary.

Wellbeing

Pakenham Lakeside Primary School continues to be a welcoming school community whereby our five core values of RESPECT, RESPONSIBILITY, TOLERANCE, INTEGRITY and CO-OPERATION play an integral role in guiding and framing our interactions, behaviours and attitudes. These values are articulated through our policies and practices, including our teaching and learning program. Our values education supports;

- our students to understand and apply our values in their daily lives, both at school and in the wider community,
- the application of the values consistently in our school practices and operations within our school community,
- our students to understand and apply the zones of emotional regulation,
- the development and sustainability of a safe, positive and supportive teaching and learning environment.

At PLPS we believe developing students' capabilities to thrive involve fostering resilience and a positive response to challenges through a collective and collaborative focus on student well-being. We strive to develop our students' social competencies by setting high expectations and providing

diverse opportunities for all students, thus creating an environment that encourages growth and achievement. Our school-wide approaches, such as the 5Rs and clearly defined expectations, are supported by Social and Emotional Learning (SEL) programs that are tailored to curriculum goals, respectful relationships, and specific student or cohort needs. The implementation of the Berry Street Educational Model has provided a consistent language and approach across the school, reinforcing predictable routines and promoting a safe learning environment.

Key components of our approach are our Social and Emotional learning program and our Student Booklet which illustrates from a student perspective the behavioral and attitudinal expectations that our students have of themselves and their peers. Our priority is to enhance self-discipline through the acknowledgement of positive attitudes and behaviours. We have established a caring and inclusive environment and continue to promote an environment which maximizes the opportunities for students to strive for growth and development, in both a personal and academic sense.

Our experienced Wellbeing Team consisting of our assistant principals, leading teacher and wellbeing teacher, continues to support all staff and students through proactive and responsive measures. We continue to embed positive mental health and wellbeing approaches in staff professional practices and to consolidate our multi-tiered responsive model to support students' mental health and wellbeing needs.

Engagement

At PLPS, student engagement is a whole school priority and the responsibility of all staff. We are committed to creating an environment that encourages and advocates effective learning.

The promotion of learning is underpinned by a shared pedagogy which is essential for developing consistency and a common approach across all year levels. Characteristics which underpin the promotion of learning include;

- the creation of an orderly, supportive and productive learning environment,
- the consideration of students' needs, backgrounds, perspectives and interests in the planning of programs,
- the development of positive teacher/student relationships based on respect, understanding, empathy and trust,
- the provision of timely and constructive feedback that provides accurate information about attainment and future learning aspirations,
- fair and consistent classroom management practices that are underpinned by learning space norms.

Advocating and continually reinforcing the importance of regular and consistent school attendance is a key component of our student engagement efforts. From the beginning of school in the Prep year, we endeavor to establish effective attendance patterns. This important message is communicated at parent information sessions, as well as regularly communicated to the school community through our school newsletter.

Our approach to school attendance can best be summarized as, *“Every day is important for each student's education. Absence from school means that learning opportunities are reduced, and this can ultimately lead to poorer student achievement. The systematic monitoring of student*

attendance and the degree to which we can address the absence issue is an important indicator of our school's ability to maximize the learning opportunities for all of our students."

Our school wide monitoring of student attendance allows the Wellbeing Team and teaching staff to provide regular support or assistance to students and their families to enable optimum opportunities for students to engage with their learning and their peers.

Other highlights from the school year

The 2024 school year provided many other highlights. Our school events enabled our students to showcase their talents in the Arts and sporting events. Our school Art Show demonstrated the multiple mediums and materials used in the artworks produced by our students in our Visual Arts program. Our students had the opportunity to perform at our various concerts and musicals. The senior school musical 'Alice in Wonderland Jr' entertained a very appreciative audience and enabled our students to demonstrate their talents in singing, drama, and dancing.

The sporting opportunities allowed our students to participate in team and individual events at the school, district and regional level, including House events in Cross Country and Athletics, and a variety of interschool competitions.

Our students in years three, four, five and six enjoyed their respective camps at Phillip Island, Woorabinda, Beechworth and Canberra. The chance for students to experience alternative activities and build on their learning in the wider community is essential for their personal growth and development.

Our SRC became more visible and impactful, with increased action on student-led initiatives. Students across all year levels eagerly sought the role of SRC representative, actively participating in meetings, and reporting back to their classes. Student involvement in decision-making has grown, with notable ownership and commitment shown in large-scale projects such as playground design and equipment selection. Our school assemblies are confidentially led by student leaders with increased participation from students across all years, who regularly share their projects, learning, and activities

Financial performance

Our school continues to operate from a strong financial position. The surplus has been reduced throughout 2024 to maintain additional programs and sustain current staffing profiles. The current surplus will be utilized to fund future staffing requirements, projects in ICT including laptops and screens, the purchase of new furniture and the continued development of our school's grounds.

School expenditure included resources for the learning spaces, general maintenance such as painting, the replacement of air conditioning systems, re-carpeting of learning spaces and general infrastructure. Significant funds were allocated to major grounds works, including development of new climbing and play equipment and surrounding landscaping. Resources were also allocated to our AIP priorities and the ongoing commitment of building teacher capacity through professional learning for staff, including Disability and Inclusion, Mental Health in Primary Schools and a coaching partnership in Mathematics.

Our Equity funding is used for student counselling services, a dedicated student engagement and wellbeing teacher and continues to be used to support students who require additional assistance in the core areas of literacy and mathematics.

**For more detailed information regarding our school please visit our website at
www.plps.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 732 students were enrolled at this school in 2024, 377 female and 355 male.

26 percent of students had English as an additional language and 2 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).

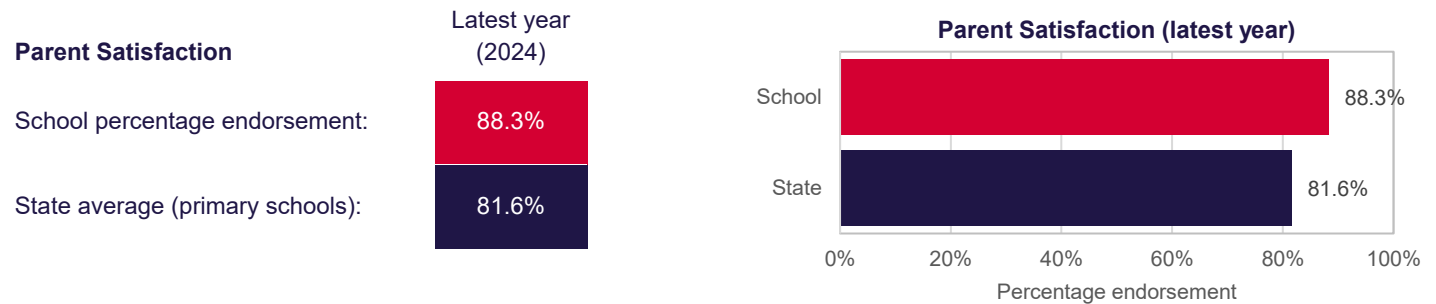
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

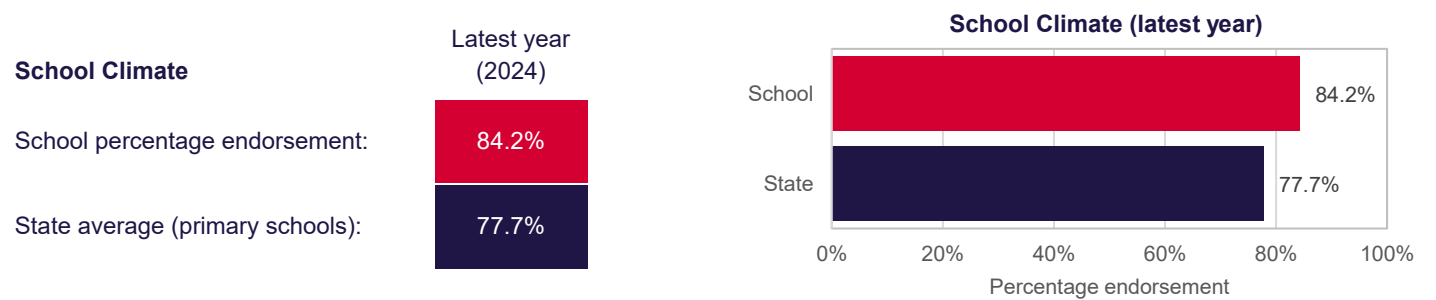


School Staff Survey

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.



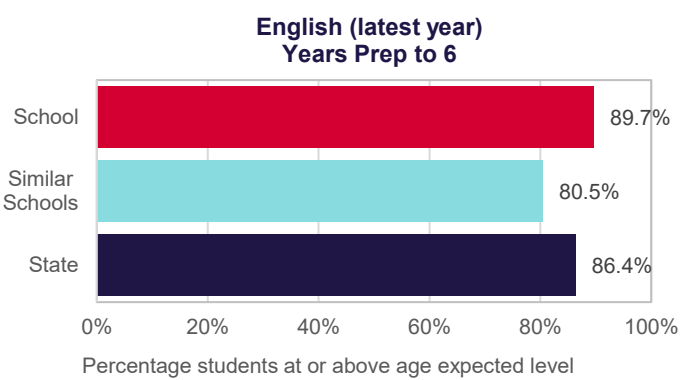
LEARNING

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.

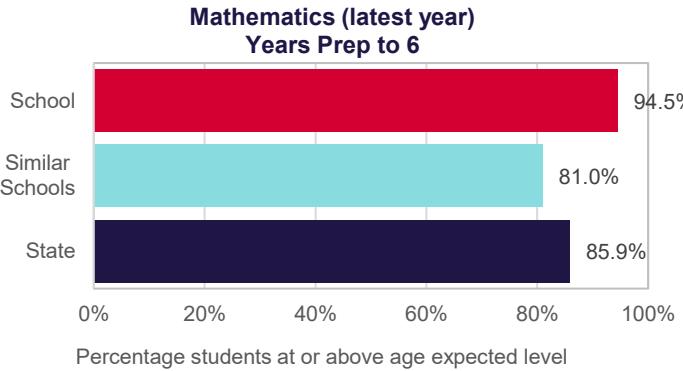
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.7%
Similar Schools average:	80.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.5%
Similar Schools average:	81.0%
State average:	85.9%



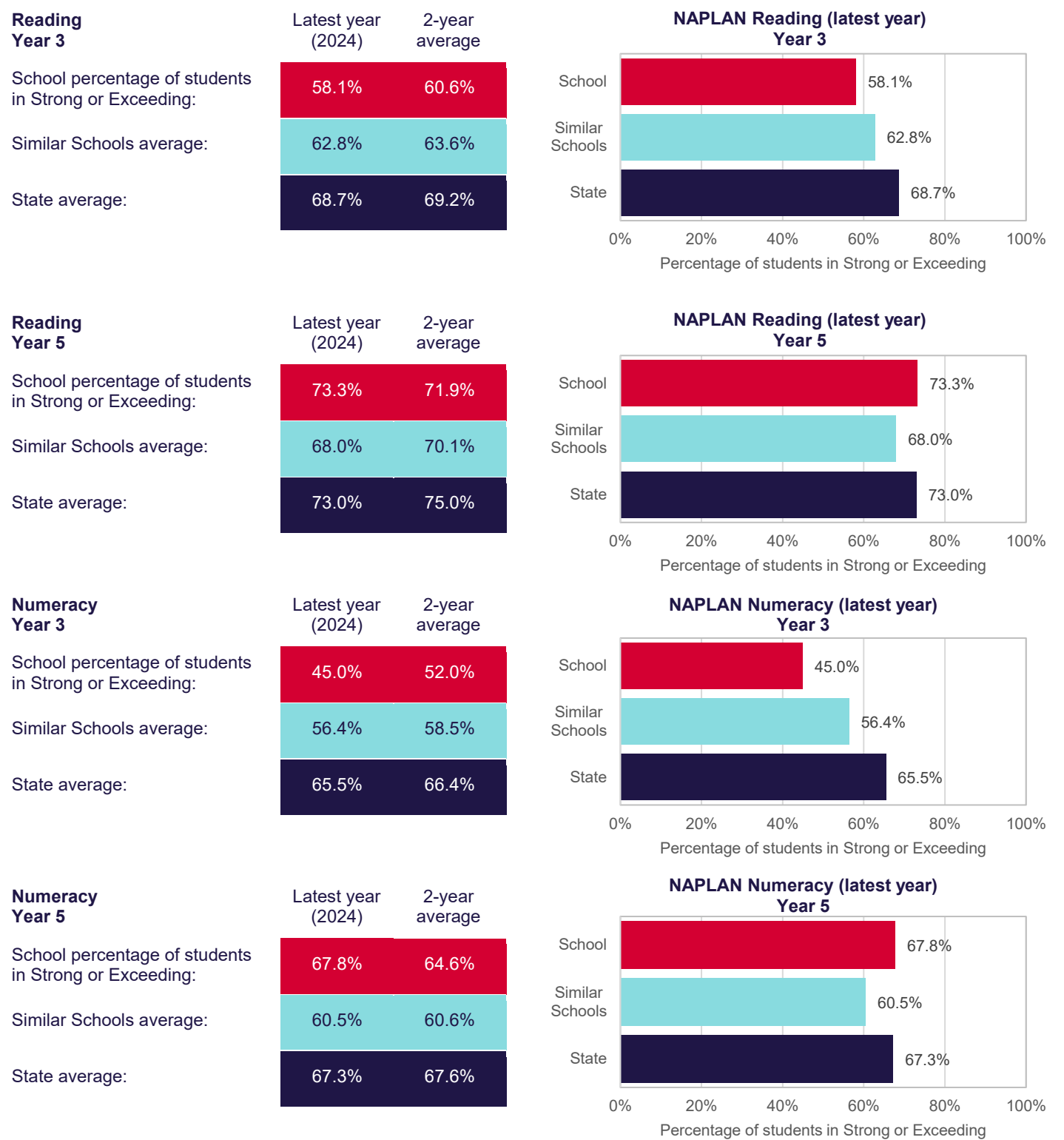
LEARNING (continued)

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.



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:

73.7%

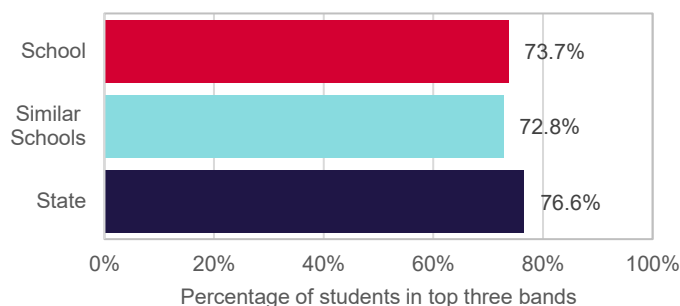
Similar Schools average:

72.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

67.5%

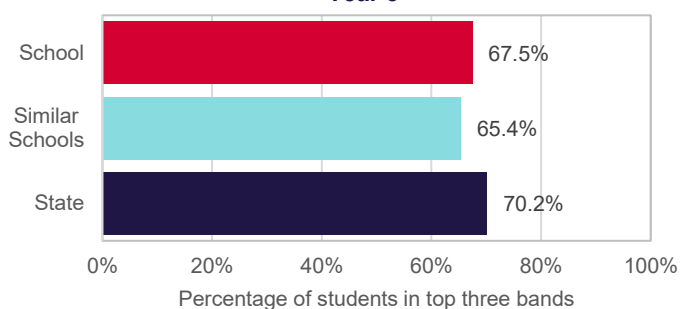
Similar Schools average:

65.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

64.6%

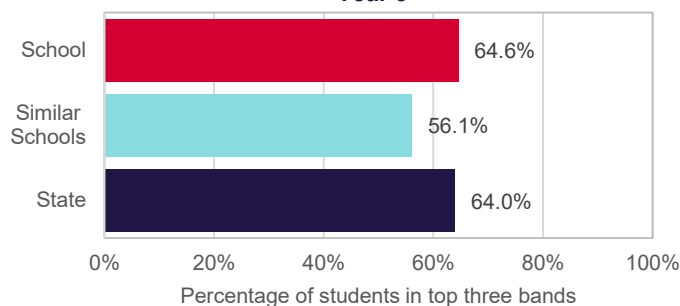
Similar Schools average:

56.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

40.9%

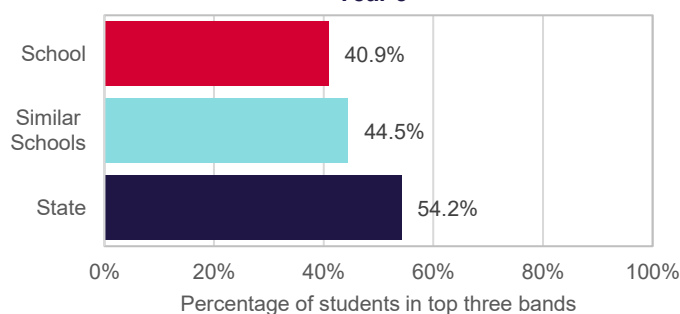
Similar Schools average:

44.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

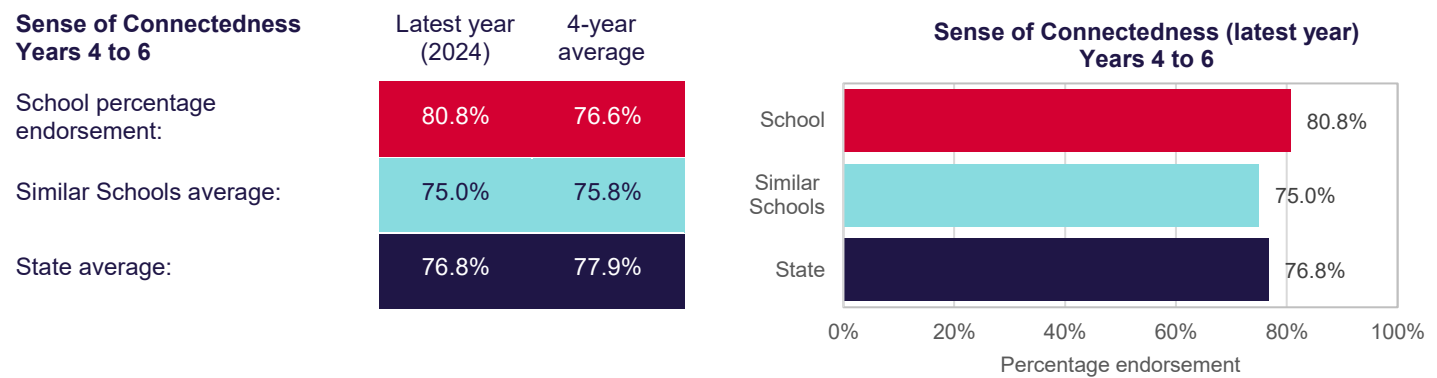


WELLBEING

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.

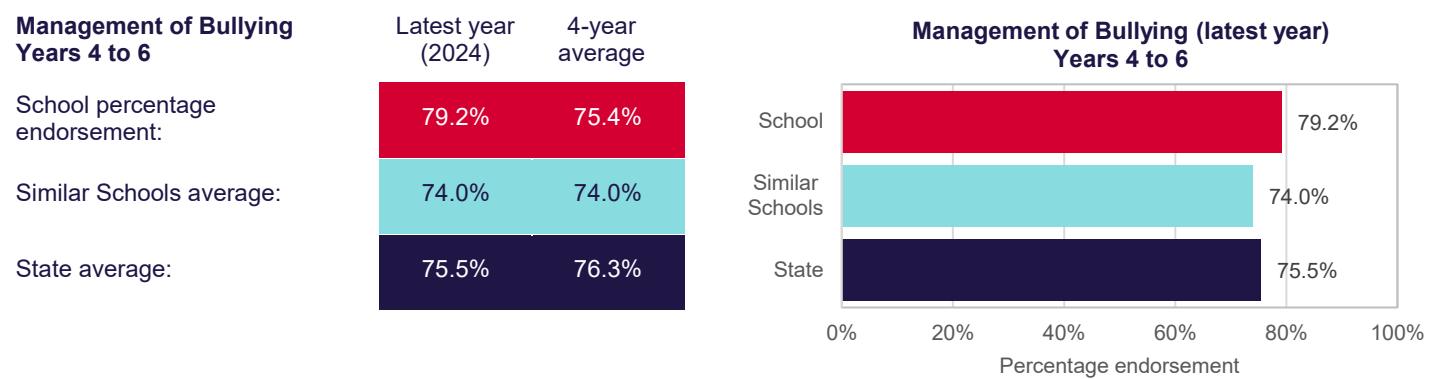
Student Attitudes to School – Sense of Connectedness

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).



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).

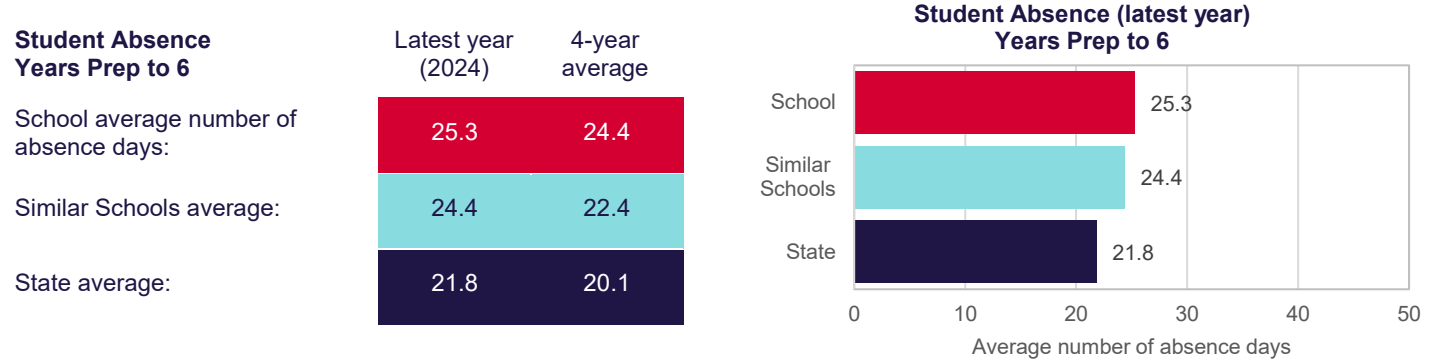


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	88%	87%	88%	86%	88%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,562,361
Government Provided DET Grants	\$864,845
Government Grants Commonwealth	\$5,455
Government Grants State	\$0
Revenue Other	\$96,129
Locally Raised Funds	\$464,522
Capital Grants	\$0
Total Operating Revenue	\$8,993,311

Equity ¹	Actual
Equity (Social Disadvantage)	\$358,293
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$358,293

Expenditure	Actual
Student Resource Package ²	\$7,963,035
Adjustments	\$0
Books & Publications	\$6,544
Camps/Excursions/Activities	\$226,121
Communication Costs	\$18,851
Consumables	\$178,134
Miscellaneous Expense ³	\$21,650
Professional Development	\$38,546
Equipment/Maintenance/Hire	\$103,489
Property Services	\$187,954
Salaries & Allowances ⁴	\$115,901
Support Services	\$319,824
Trading & Fundraising	\$34,728
Motor Vehicle Expenses	\$605
Travel & Subsistence	\$1,433
Utilities	\$52,399
Total Operating Expenditure	\$9,269,214
Net Operating Surplus/-Deficit	(\$275,902)
Asset Acquisitions	\$280,714

- (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	\$875,650
Official Account	\$50,403
Other Accounts	\$0
Total Funds Available	\$926,053

Financial Commitments	Actual
Operating Reserve	\$218,988
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$60,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$300,000
Total Financial Commitments	\$798,988

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.