

2022 Annual Report to the School Community

School Name: Puckapunyal Primary School (1855)



- 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 of the previous calendar year 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 16 March 2023 at 12:44 PM by Kevin Warne (Principal)

- This 2022 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 17 May 2023 at 08:30 PM by David Allen (School Council President)

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

Puckapunyal Primary School is one of 20 schools that form the Mitchell Network. However, Puckapunyal Primary School is a unique Australian school. The children of Defence Force Personnel, stationed within the Puckapunyal Military Area, currently comprise 60-65% of our school's enrolment, and annually from 30-50% of the children transfer interstate or overseas. In the past between 80-95% of students have traditionally come from defence families.

However, in the last few years, many more families from off the base have chosen our school as their preferred school. Most of those come from other neighbouring towns.

The high level of mobility has a significant effect on continuity of school programs and consequently student achievement. This is therefore our biggest challenge. For instance, very few children who began school in Foundation in 2023 will be at the school for 3 or more years. It is difficult then to be specific about Academic Performance Targets when, for the 4 year life of a Strategic Plan, the school will be dealing with a totally different cohort each year. For instance, some years less than 20% of Year 5 students who complete NAPLAN were at our school in Year 3 two years earlier. Annual Implementation Plans can potentially deal with up to a 50% turnaround of students from year to year. The challenge is therefore to quickly know the needs of new students who arrive at the beginning of each year to ensure we are relevant.

Our new arrivals from defence families come from a diverse range of educational backgrounds eg. each State and Territory of Australia, Great Britain, U.S.A., New Zealand and Malaysia. Many of our Malaysian students require extra English as Additional Language support such as extra tutoring, on-line programs or some '1 on 1' support in the classrooms.

Even though we now have a national curriculum, we find that students coming from different states have had different educational experiences. Most of our students from defence families are minorities in their previous schools who for one reason or another 'fall through the cracks' and haven't been a high priority before. Our initial testing tends to show that about 90% of new students are behind where they need to be academically. That makes achieving targets very difficult. Prolonged absence of the military member of the family during the year over the 2-3 years of a posting can provide social and emotional problems that impact on student achievement. We can have several families who have a parent who works interstate/overseas for weeks/months at a time. We have a full time Defence School Mentor (funded by Defence) who provides support for those students and families. However, many of those students affected do not always cope that well.

In late 2020 a school fire destroyed our whole main building while we were in a COVID world. The last 2 years have been a challenging time for everyone. For the last 2 years, we have been in temporary accommodation with a series of portables we called 'the village'. We are looking forward to 2023 as we move into our new permanent school.

In 2022 at Census Day, there were 221 students enrolled and a full time teaching equivalent of 14.2 made up of 9 classroom teachers including 2 specialist teachers in the areas of Visual Arts and Library, 6 Education Support Staff, 0.8 Leading Teacher, 1 Learning Specialist and 1 Principal.

Our School Vision: Puckapunyal Primary School aims to provide a caring and supportive environment that enables all individuals within our population, to reach their full potential. Sitting at the centre of our core business, the school believes in high expectations for all students and a commitment to effort and the embracing of our motto 'Striving for Excellence'.

We are committed to the following strategies:

- Encouraging friendship
- Improving self-concept and resilience
- Developing pride in the school
- Promoting sharing, tolerance and compassion
- Developing respect, acknowledging diversity
- Applying consistent, logical discipline
- Encouraging responsible play.

Our School Values: The following values are seen as being central to the life of our school and how all members of the school community should conduct themselves: Honesty, Respect, Resilience, Responsibility, Kindness, Compassion, Confidence, Enthusiasm, Tolerance, Reliability, Caring and Striving for Excellence (school motto).

As a school community, we apply these central values in our everyday dealings with each other and the development of our programs and policies. In our community these values are also demonstrated when:

- Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated

lifelong learners

- Diversity is seen as enriching our school and is valued and respected
- Partnerships between students, staff, families and the wider community are fostered and valued
- Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active responsible citizens
- Students are expected to take responsibility for their learning and their behaviour

Our current Strategic Plan states that we are aiming to achieve the following goals:

1. To improve students' Writing outcomes
2. To improve student engagement, voice and agency
3. To improve student wellbeing All 3 goals will continue to be school priorities for the remaining 2 years of the School Strategic Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Puckapunyal Primary School continued to work collaboratively to plan and deliver teaching and learning programs to meet the needs of all our students. Through Implementing the Key Improvement Strategies of our Annual Implementation Plan, we provided staff with professional learning that focused on building data literacy skills, supporting student goal setting and improving knowledge and skills to support implementation of the school's new Instructional Model. Professional Learning was planned and delivered by the school's leadership Team in line with the best practice models outlined by the DET.

Working in Professional Learning Communities, our teaching staff completed several cycles of collaborative Inquiry throughout the year. Each cycle involved deep analysis of student learning data and the development of teaching and learning plans to respond to specific trends evident in the data. This approach supported all students to receive instruction at their point-of-need and marked improvements in all cohorts were observed.

The continuation of the Tutor Learning Initiative in 2022, allowed us to offer catch-up and extension programs to small groups of students to ensure continued learning growth. Throughout 2022, 91 students participated in the program, representing approximately 44% of our student population.

Complementing our classroom teaching program, intervention and specialised therapies such as speech pathology and occupational therapy were offered to students at need.

According to the School Performance Report for 2022, key improvements in learning data include:

TEACHER JUDGEMENTS

-Foundation to Year 6 English – 87% of PPS students at or above the age expected standards, compared to 87% similar schools and 84.6% state average

-Foundation to Year 6 Maths – 90.2% of PPS students at or above the age expected standards, compared to 85.3% similar schools and 85.9% state average

NAPLAN

-Years 3 Numeracy – 56% of PPS students in top 3 bands, compared to 64.8% similar schools and 64% state average (our average for the last 4 years is 72.8%)

-Years 3 Reading – 64% of PPS students in top 3 bands, compared to 74.6% similar schools and 76.6% state average (our average for the last 4 years is 73.9%)

-Years 5 Numeracy – 48.3% of PPS students in top 3 bands, compared to 51.5% similar schools and 54.2% state average (our average for the last 4 years is 72.4%)

-Years 5 Reading – 60% of PPS students in top 3 bands, compared to 69.4% similar schools and 70.2% state average (our average for the last 4 years is 75%)

Wellbeing

Student wellbeing is also a high priority at Puckapunyal Primary School. There are a range of programs in place to support student's wellbeing, including a focus on both academic and non-academic achievement, access to Student Support Service workers and attention to the social and emotional wellbeing of students. We are apart of the initial rollout of the Mental Health in Schools program. This allows us to have a Mental Health and Wellbeing Leader to work across the school to implement a whole-school approach to mental health and wellbeing for students, staff and families based on a broad knowledge of the needs of the school community. We have a full-time Defence School Mentor whose focus is the wellbeing of all students. She conducts many programs for individual, small group and whole school participation.

We aim to increase student wellbeing by continuing to provide and promote a caring, safe and secure learning environment for students. We achieve this through the implementation of a range of programs including: providing leadership opportunities for our senior students, positive behaviours program, incorporating extra curricula activities to support classroom centred learning and further developing the roles and responsibilities of SRC. At Puckapunyal Primary School there is a strong focus on students taking responsibility and ownership for their actions and the concepts of all actions having consequences whether they are negative or positive. This is supported at the weekly assembly where one of the school values is highlighted and students are reminded of school rules. In PLC meetings student attendance data is monitored and tracked by the wellbeing team, paying close attention to the students who fall below 80% attendance. Strong communication links are set up between the wellbeing team and families of vulnerable students, particularly those with low attendance.

One of our 2020-2023 Strategic Plan goals is to improve student wellbeing:

-AToSS positive endorsement for managing bullying Years 4-6 was 80% in 2022 compared to 78% for similar schools and 76% for state schools

-AToSS positive endorsement for not experiencing bullying Years 4-6 was 85% in 2022 compared to 82% for similar schools and 82% for state schools

Engagement

The school proactively involves students in their learning. Teachers and students, together, conference in their classrooms, discussing their goals and the strategies and resources needed. We see many students taking responsibility for their learning and becoming independent, self-regulating learners. Data collected indicates a consistent understanding in the classrooms where students show that they know what they are learning and where they can get the help and support needed.

The school has a clear understanding of what student leadership involves and ensures its student representative models are inclusive. Students have access to a well-developed range of student leadership roles and forums that build their skills and capacity across the school community.

In 2023, we will continue to our focus on consistency throughout the school so that all classrooms have all students involved in regular feedback and learning decisions to improve teaching quality.

Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic backgrounds. The school's values and vision are explicit in all policies and guidelines and these are shared with the community. Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support our students.

In 2023, however, we are well aware that moving into a new building is a big change for students and can have an impact. We will continue to build their capacity to self-regulate their behaviour. Last year, we effectively managed difficult behaviour, student wellbeing and safety practices.

The school communicates high expectations about all aspects of schooling, including school attendance, behaviour and learning progress. Students' learning growth is regularly measured and informs goal setting for individual students. Teachers give many students a choice of learning activities based on agreed goals. They encourage students to reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them. Teachers support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning. The school invests in time, tools and training to build all teachers' capability in student assessment and targeted teaching. Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests. With a large influx of new enrolments last year, we continued to ensure that all students set high expectations for themselves and their peers and support each other to reach these high expectations. For 2023, we will need to ensure a whole of community commitment to the school's vision, values and high expectations policies supports a learning environment that maximises success for all students.

One of our 2020-2023 Strategic Plan goals is to improve student engagement:

-AToSS positive endorsement for student voice and agency Years 4-6 was 59% in 2022 compared to 68% for similar schools and 65% for state schools

Other highlights from the school year

For the last 2 years we have worked closely with the Victorian Schools Building Authority, Barpa Constructions, FMSA Architects and Turner and Townsend Project Managers to design and rebuild our beautiful new school. Our whole school community including students, families and staff have been very patient, adaptable and understanding as we have been in the temporary school site that we called 'The Village' for the last 2 years.

We thank everybody who helped us throughout that time. We are looking forward to 2023 as we move into our new permanent school.

Financial performance

In 2022, our school's Finance Committee comprised of several School Councillors (staff and parents) who met twice per term.

The committee's aims were:

- to propose a school annual budget,
- to examine Account Summary statements for all school accounts,
- to examine Bank Reconciliation statements for all school accounts,
- to examine Cash Receipts and Payments Statements and Journals for all school accounts,
- to recommend to School Council that 'unpresented cheques' be passed for payments,
- to recommended to School Council that payments be ratified, and,
- to assess and report on budget expenditure/income in relation to School Strategic Plan and School Priorities.

At the end of 2022, the following accounts were in surplus:

High Yield Investment Account	
Balance: \$184,410.83	
Account Balance:	\$681,363.79
	= \$865,774.62

***NB there are significant Committed Funds from 2021 for the following (approximately \$57,376.70): Including: Southern Hume Principal's Network Fund, Cleaning Invoices, Leases, Furniture, Books, Stationery, Sport, etc

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 221 students were enrolled at this school in 2022, 98 female and 123 male.

7 percent of students had English as an additional language and 6 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).

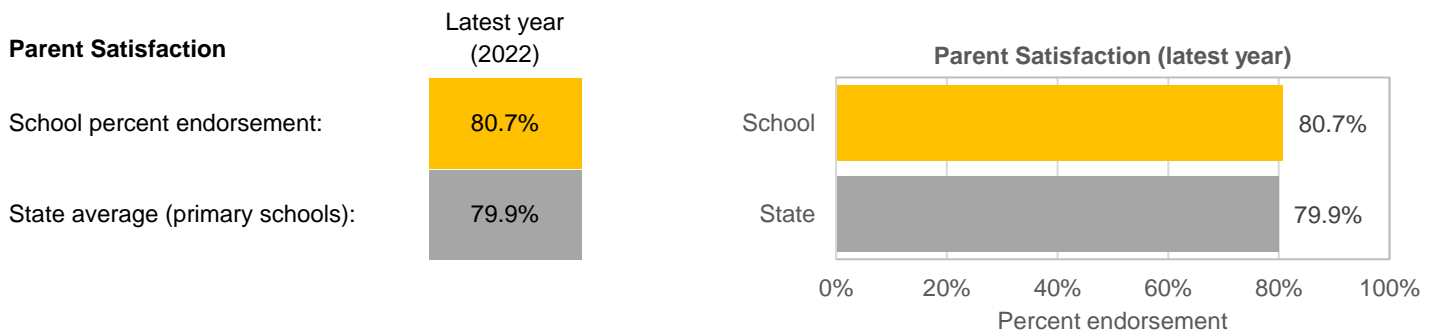
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

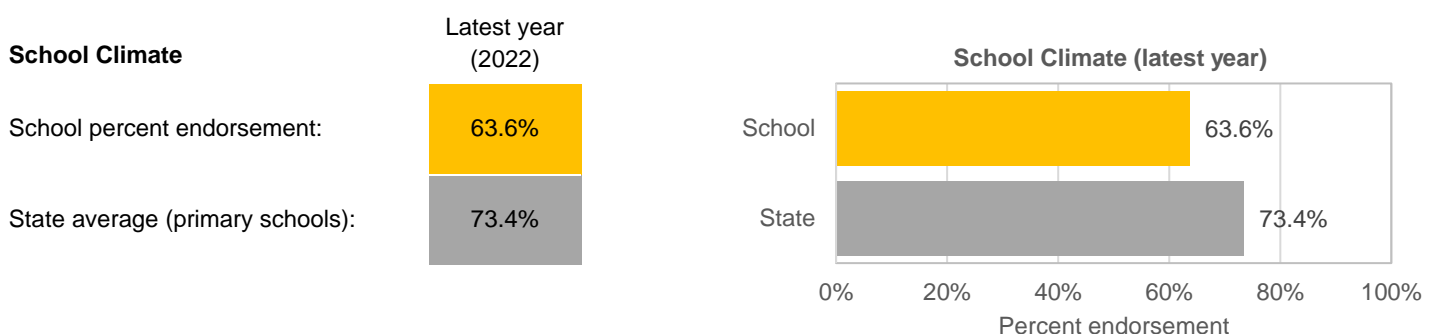


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

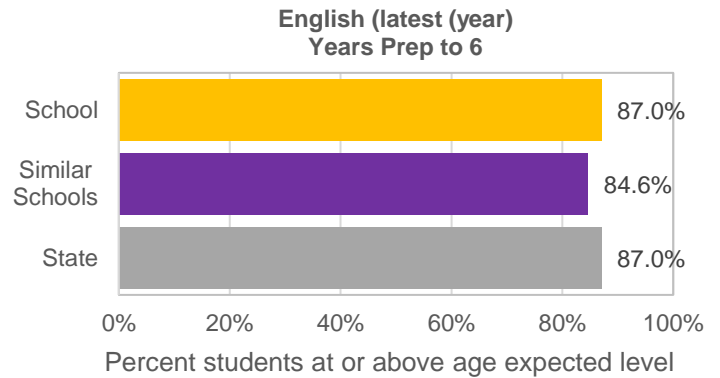
87.0%

Similar Schools average:

84.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

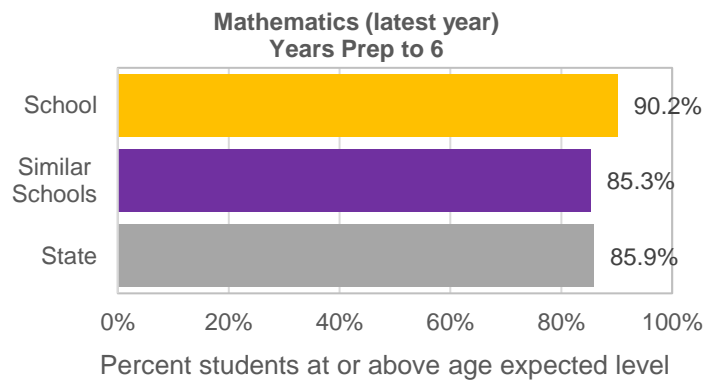
90.2%

Similar Schools average:

85.3%

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.

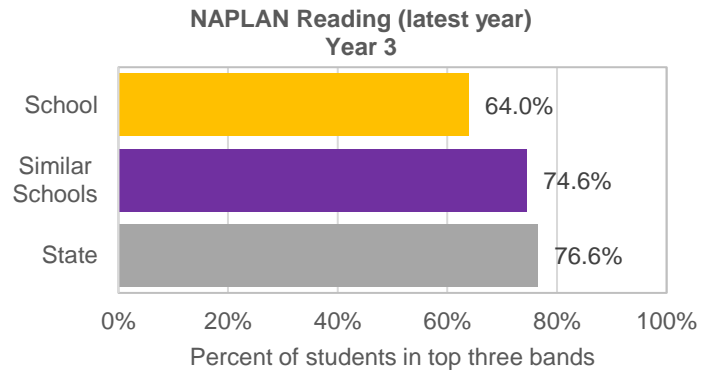
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

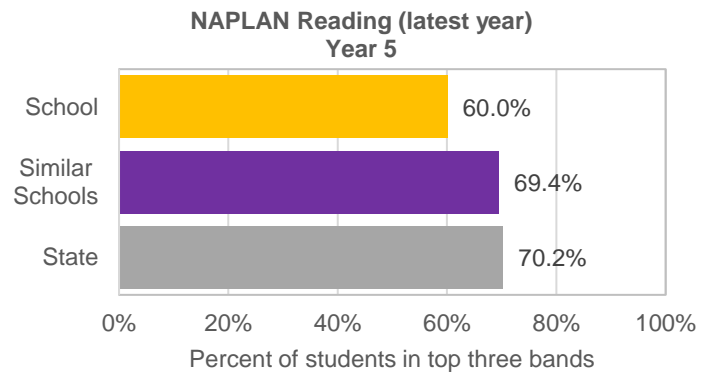
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.0%	73.9%
Similar Schools average:	74.6%	74.1%
State average:	76.6%	76.6%



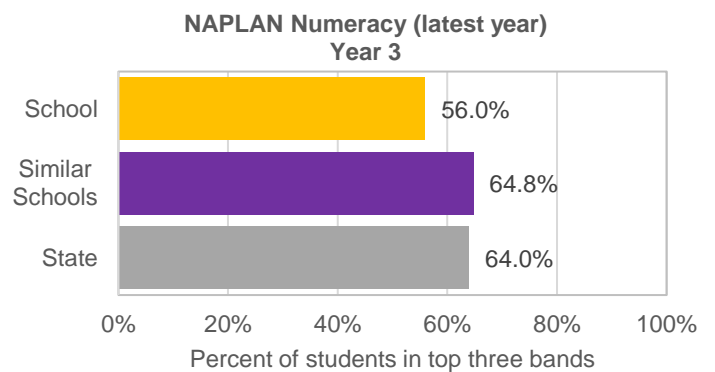
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	75.0%
Similar Schools average:	69.4%	68.6%
State average:	70.2%	69.5%



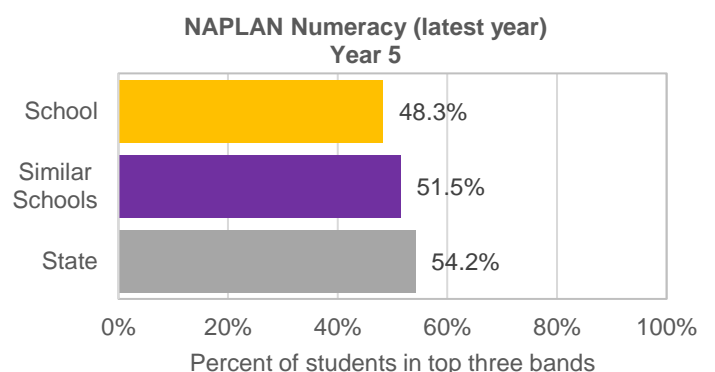
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.0%	72.8%
Similar Schools average:	64.8%	66.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.3%	72.4%
Similar Schools average:	51.5%	55.4%
State average:	54.2%	58.8%



WELLBEING

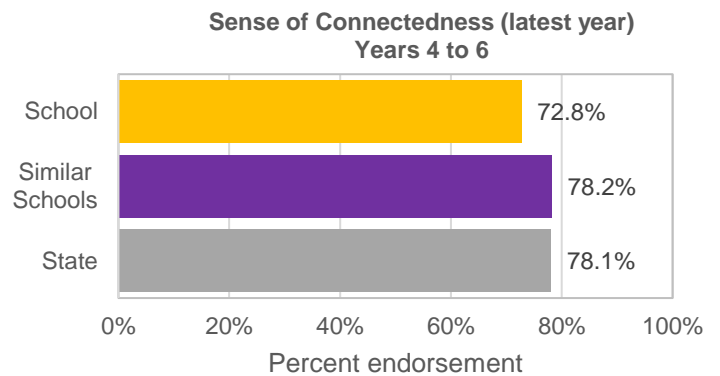
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.8%	80.5%
Similar Schools average:	78.2%	79.7%
State average:	78.1%	79.5%

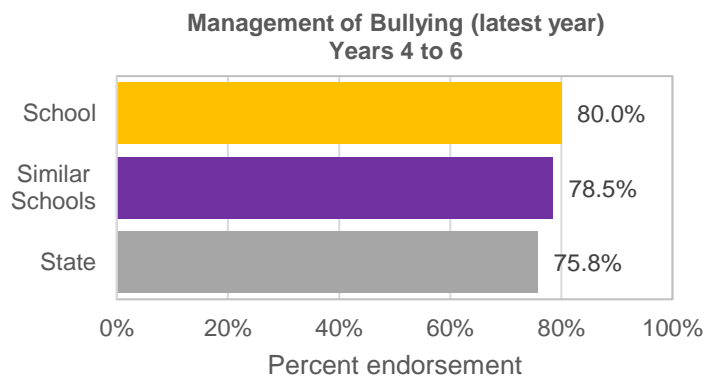


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.0%	85.8%
Similar Schools average:	78.5%	80.2%
State average:	75.8%	78.3%



ENGAGEMENT

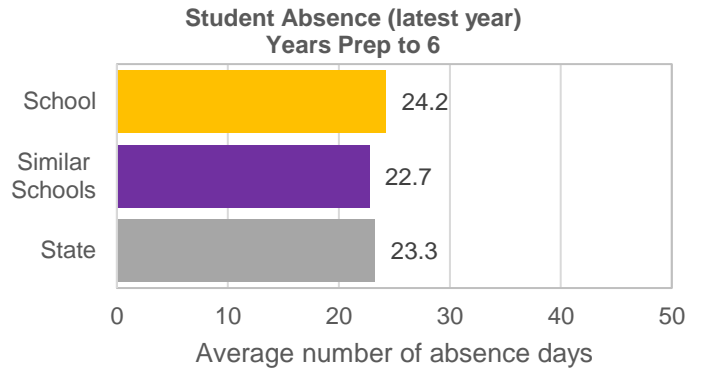
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.2	15.0
Similar Schools average:	22.7	16.9
State average:	23.3	17.0



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 (2022):	89%	87%	90%	90%	87%	86%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,188,650
Government Provided DET Grants	\$326,801
Government Grants Commonwealth	\$52,800
Government Grants State	\$0
Revenue Other	\$798,319
Locally Raised Funds	\$122,208
Capital Grants	\$0
Total Operating Revenue	\$3,488,778

Equity ¹	Actual
Equity (Social Disadvantage)	\$40,977
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$40,977

Expenditure	Actual
Student Resource Package ²	\$2,020,945
Adjustments	\$0
Books & Publications	\$1,572
Camps/Excursions/Activities	\$38,715
Communication Costs	\$2,625
Consumables	\$46,504
Miscellaneous Expense ³	\$12,166
Professional Development	\$2,993
Equipment/Maintenance/Hire	\$36,444
Property Services	\$112,577
Salaries & Allowances ⁴	\$223,748
Support Services	\$8,760
Trading & Fundraising	\$29,926
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,760
Total Operating Expenditure	\$2,555,736
Net Operating Surplus/-Deficit	\$933,042
Asset Acquisitions	\$17,356

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$184,411
Official Account	\$681,364
Other Accounts	\$0
Total Funds Available	\$865,775

Financial Commitments	Actual
Operating Reserve	\$88,444
Other Recurrent Expenditure	\$8,512
Provision Accounts	\$0
Funds Received in Advance	\$6,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,581
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,284
Capital - Buildings/Grounds < 12 months	\$23,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$145,821

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.