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 2014.
In 2014 the school had an enrolment of 332 students. 21.9 equivalent full time (EFT) staff: 2 EFT Principal class officers, 17.1 EFT Teaching staff and 2.8 EFT Education Support staff. Our student enrolment has remained consistent over the past few years. All teachers at PVSPS are registered with the Victorian Institute of Teaching.

Our purpose is to ensure that all students will belong, learn and thrive within our school, local and global communities, by fostering a safe and nurturing environment reflecting our values of Caring, Learning, Enjoyment and Respect. We provide an engaging learning environment with a strong commitment to developing the Literacy and Numeracy skills of all students.

Teaching and learning is delivered through a team approach that emphasises high expectations and the provision of targeted, engaging learning at the student’s point of need. Groupings within teams are fluid in response to learning needs. Individual Learning Plans are implemented for students who require significant differentiation of the curriculum to enable them to achieve success. There were 14 home groups, organized within four learning teams of up to two year level cohorts. Three of the four learning teams operated in open learning spaces, providing an environment supporting enhanced flexibility in the implementation of differentiated learning and groupings to improve student learning outcomes.

Our curriculum priorities of Literacy and Numeracy are enhanced through access to specialist programs for Visual Arts, Physical Education and Languages Other than English (Italian). Learning teams incorporate Performing Arts, Physical Education and Sport and inquiry units that include Humanities, Science, Interpersonal Learning, Technology and Communication. A range of technology and digital devices are utilised, and in Years 5 and 6 students are able to bring compatible personal digital devices to use.

Opportunities are provided for students to develop leadership skills through a number of initiatives and programs including a Buddy Program and Junior School Council.

In 2014, teacher assessments of student achievement against the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) in both English and Mathematics showed 40% of students above expected levels, 50% at expected levels and less than 10% of students below expected levels. This reflects the team approach to planning, assessment, moderation and the targeted use of learning groups.

In the 2014 NAPLAN assessments, the average Year 3 student outcome in Reading was higher than the median for other government schools and in Numeracy was similar. The average Year 5 student outcome in Reading and Numeracy was lower than the median for other government schools with 6% below the National Minimum Standard. The NAPLAN Learning Gain for students Year 3 (2012) to Year 5 (2014) shows a range of growth – low, medium and high - for this matched cohort of students. By the end of 2014 100% of students in the Year 5 cohort, in Numeracy and Reading, had achieved C or above against AusVELS and in Writing 97% had achieved C or above.

There will be a continued focus on increasing the number of students making medium and high growth. A range of formative and summative assessment tools will continue to be used, with the results being analysed, in Professional Learning Teams (PLT), the School Improvement Team (SIT) and the leadership team, to inform planning for student learning.

Professional learning was undertaken by staff in relation to the collaborative use of assessment data to inform teaching, coaching, learning intentions and success criteria. In 2015 the SIT will focus on facilitating professional learning with staff to build shared understandings of effective practice and the pedagogical model within the school. Professional conversations, coaching, peer observations and learning walks will continue as strategies for providing focused, informed and productive feedback to improve student-learning outcomes.
**Engagement**

Our student attendance rates were similar to other government schools, with the school wide attendance for students remaining consistent over the past 4 years. The school places a strong emphasis on maximizing attendance, with the expectation that all students are ‘at school, on time every day’ unless unwell. Student attendance is monitored and, where required, support for students and families put in place to optimise their attendance.

Students continued to show a strong desire to undertake and be involved in leadership roles and programs in the school including school captains and vice captains, Junior School Council, Buddy Programs and as monitors facilitating operations across the school such as the sports shed at recess and lunch, recycling and grounds.

Alongside the increasing use of learning intentions in literacy and numeracy sessions, students were supported to develop personal learning goals in literacy and numeracy as a strategy to evolve the gradual release of responsibility for learning. In 2015 a consistent whole school approach to learning intentions, success criteria and the implementation of student learning goals will be developed.

Supporting the transition of students into, through and out of the school saw the continuation of the Year 6 to 7 transition program, with families being provided with information about neighbourhood secondary schools and timely communication about the process and timelines. All Year 6 students were placed in a secondary school by December. The Prep enrolment and transition process commenced in Term 2, with opportunities for children and their families to engage with the school, each other and meet current students and families. Students new to the school throughout the year were supported with buddies from their learning teams. Students in Years Prep to 5 transitioning in the last week of the school year to their new learning teams, facilitating the establishment of relationships with the students and teachers. PLTs and specialist teachers meeting in this week to handover student learning information.

**Wellbeing**

The school values are an integral part of the school ethos. They are reinforced and actioned in interactions, protocols and practices on a daily basis by staff and applied though feedback, recognition and acknowledgement to students on their efforts and achievements.

In 2014 the school continued to use the You Can Do It framework as the proactive approach to building resilience. The student behaviour management process, based on the school values and restorative practice, continued to be implemented across the school. In 2015 we will build on this with learning related to mindsets.

The Year 5 and 6 students in 2014 participated in the annual Student Attitudes to Schools survey, where the *connectedness to school* factor showed results lower when compared to other government schools, with the 4 year average being similar. The average level of parent satisfaction from the DET *Parent Opinion* survey results increased from 2013 to 2014.

Supporting students with their learning, including personal and social needs, sees the leadership team and teachers working with families and engaging with professionals and agencies outside of the school, in addition to the Moreland SSS team, on a weekly basis.

**Productivity**

The school utilized the available DET funding to employ a maximum number of teachers, ES staff and specialists to ensure student learning was supported. Parent helpers were trained and their assistance was used to support learning programs across the school. The school worked in partnership with tertiary institutions throughout the year with preservice teachers supporting student learning. Timetables and term planners reflected time being allocated to the priorities in the Annual Implementation Plan.

For more detailed information regarding our school please visit our website at [http://www.pvsps.vic.edu.au](http://www.pvsps.vic.edu.au)
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

School Profile

School Enrolments

A total of 332 students were enrolled at this school in 2014, 160 female and 172 male.

Overall socio-economic profile

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

Proportion of students with English as a second language.

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

### Achievement

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English

- **Results:**
  - 0 students with grade C or above
  - 100% of students with grade C or above

#### Results: Mathematics

- **Results:**
  - 0 students with grade C or above
  - 100% of students with grade C or above

### School Comparison

- **Similar**

### NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading

- **Results:**
  - Band 1: 0 students
  - Band 2: 0 students
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students

#### Results: Reading (4-year average)

- **Results:**
  - Band 1: 0 students
  - Band 2: 0 students
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students

#### Results: Numeracy

- **Results:**
  - Band 1: 0 students
  - Band 2: 0 students
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students

#### Results: Numeracy (4-year average)

- **Results:**
  - Band 1: 0 students
  - Band 2: 0 students
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students

- **Higher**

### NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Results: Reading

- **Results:**
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students
  - Band 7: 0 students
  - Band 8: 0 students

#### Results: Reading (4-year average)

- **Results:**
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students
  - Band 7: 0 students
  - Band 8: 0 students

#### Results: Numeracy

- **Results:**
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students
  - Band 7: 0 students
  - Band 8: 0 students

#### Results: Numeracy (4-year average)

- **Results:**
  - Band 3: 0 students
  - Band 4: 0 students
  - Band 5: 0 students
  - Band 6: 0 students
  - Band 7: 0 students
  - Band 8: 0 students

- **Lower**

- **Similar**
### Achievement

**NAPLAN Learning Gain Year 3 - Year 5**

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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’.

### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>57%</td>
<td>32%</td>
<td>11%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>44%</td>
<td>47%</td>
<td>9%</td>
</tr>
<tr>
<td>Writing</td>
<td>24%</td>
<td>60%</td>
<td>16%</td>
</tr>
<tr>
<td>Spelling</td>
<td>37%</td>
<td>45%</td>
<td>18%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32%</td>
<td>65%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>92 %</td>
</tr>
</tbody>
</table>

School Comparison

- Results: 2014
  - Average attendance rate: 95%
  - School comparison: Similar

- Results: 2011 - 2014 (4-year average)
  - Average attendance rate: 92%
  - School comparison: Similar
## Wellbeing

### Students Attitudes to School

Measures the Connectedness to School factor derived from the Attitudes to School 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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results: 2014</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Results: 2011 - 2014 (4-year average)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Pascoe Vale South Primary School

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.

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 Indigenous 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.


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, 2014**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$2,118,839</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$209,831</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$59,640</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$10,000</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$6,446</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$216,023</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$2,620,779</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$2,049,096</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$24,205</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$6,199</td>
</tr>
<tr>
<td>Consumables</td>
<td>$65,360</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$199,496</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$16,225</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$151,887</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$1,050</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$33,780</td>
</tr>
<tr>
<td>Utilities</td>
<td>$21,975</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$2,569,271</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit          | $51,508     |

## Financial Position as at 31 December, 2014

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$74,714</td>
</tr>
<tr>
<td>Official Account</td>
<td>$19,304</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$8,091</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$102,109</strong></td>
</tr>
</tbody>
</table>

## Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$30,000</td>
</tr>
<tr>
<td>Revenue Received in Advance</td>
<td>$19,792</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$16,135</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$36,182</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$102,109</strong></td>
</tr>
</tbody>
</table>

**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.

## Financial performance and position commentary

The net operating surplus for the year is reflected in the financial commitments for 2015, related to network funds and maintenance.