

# 2022 Annual Report to the School Community

School Name: Pascoe Vale South Primary School (4704)



PASCOE VALE SOUTH  
PRIMARY SCHOOL

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 28 March 2023 at 08:45 AM by Michelle Tedeschi (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 29 March 2023 at 07:40 AM by Daniel Coomber (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
- 

### 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

Pascoe Vale South Primary School is in the City of Merri-bek, bounded by major roads including Pascoe Vale Road and City Link to the west, Bell Street to the north, and Moreland Road to the south. The school is part of the Hume Merri-bek Network of schools in the North Western Victoria Region. The school has extensive grounds (2 hectares) with a large playground area and spaces for active and passive play.

In 2022, at census, the school had an enrolment of 285. The school community reflects cultural and socio-economic diversity with a low Student Family Occupation and Education Index in 2022, which indicated a low level of social disadvantage. Our grade structure in 2022 included three Foundation classes, four composite Year 1 and 2 classes, three composite Year 3 and 4 classes, one Year 4 and 5 class and two composite Year 5 and 6 classes. This school had 22.48 staff: 2.0 EFT Principal Class officers (Principal and Assistant Principal), 18 x teaching staff and 5 x Education Support staff.

The school placed learning at the centre of all that we do. We recognised the impact that high quality learning can have on living a healthy and happy life, and we maintain an unwavering focus on learning and teaching. We understand the role that teachers play to enable students to fulfill their potential. The school placed an emphasis on teachers knowing where every child's learning and wellbeing needs were at.

Pascoe Vale South Primary School's vision is to develop global learners, who belong, learn and thrive. The school's values of Respect, Caring, Learning, and Enjoyment continued to underpin the school culture. Our school values have been connected to mascots; Respect-Echidna, Caring-Koala, Learning-Cockatoo and Enjoyment-Platypus. We have continued our House Spirit teams with all students, staff taking part in a number of different events throughout the year. Events such as our whole school picnic at the beginning of 2022 enabled the community to connect with one another. We partnered with The Resilience Project in 2022 beginning with building our staff knowledge in resilience and wellbeing. We were able to embed our social and emotional learning with The Resilience Project and Respectful Relationships. Gratitude, Empathy and Mindfulness (GEM) married well with our School Wide Positive Behaviour Support Framework (SWPBS). The GEM team was borne out of this project to drive a positive resilient growth mindset throughout our school and community.

We recognise the importance of the partnership between school and home to support student learning, engagement and wellbeing. We share a commitment and responsibility for ensuring an inclusive, safe and orderly learning environment for our students. Student voice and agency is highly valued. To set our students up for success at the end of COVID and home learning, we began with co-designing the physical and social learning environment with our staff and students. This enabled classrooms to become well-resourced learning spaces that included flexible seating, appropriate equipment and learning tools.

All staff work collaboratively to deliver a sequential and inclusive curriculum, based on the Victorian Curriculum framework. This includes English, Mathematics, the Humanities, Science, Visual Arts, Health and Physical Education, Personal and Social capabilities. Our core focus was on the teaching of English and Mathematics whilst embedding Wellbeing. Our focus for 2022 was to target curriculum planning and assessment. Working alongside two teaching partners as part of the Differentiated School Support Initiative (DSSI), our middle leaders built their capacity to drive a consistent approach to planning across the school. We continued to have high expectations as we engaged with a stimulating and challenging curriculum that enabled the development of all students, including the implementation of the Tutor Learning Intervention (TLI) and our High Ability Program (HAP).

Extra-curricular programs included camp, inter-school sport, sports clinics, swimming, school band, dance, excursions and incursions that complimented the core curriculum. Developing the 'whole child' was made possible through our specialist areas which were, Italian, Digi-Tech, Music, Visual Arts and Physical Education. Kids Clubs are also included within our extracurricular activities that were planned and led by Year 3 and 4 students; enhancing student voice and agency. School Band, Junior School Council, House Spirit Team Program, and the introduction of the school's first newspaper, The Herald Fun, were some of the many activities that were accessible for all of our students throughout the year. Parents/carers continue to have high expectations for their children and were supportive of the school. Our school was represented by a very active School Council which contributed to our Finance, Education, Fundraising, and Buildings and Grounds sub committees. Participation by the parent community in classroom programs and engagement with school events were well supported to enable our students to be successful.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the school used the Department of Education and Training's priority goals and Framework for Improving Student Outcomes (FISO 2.0) to guide the work of the Annual Implementation Plan.

These priority goals were:

- \* Learning, catch-up and extension priority.
- \* Happy, active and healthy kids priority.
- \* The DET Tutor Learning Initiative, which involved over 60 students, including English as an Additional Language and/or Dialect (EAL/D) received literacy intervention and over 45 students from Year 1-6 received additional teaching support in numeracy. Students were selected based on needs identified when analysing student achievement data from the end of 2021 to determine those students who had been most disadvantaged by the impact of remote and flexible learning.
- \* The High Ability Programs focused on high achieving students who achieved beyond the expected level within the Mathematics Victorian Curriculum.

Key Improvement Strategy 1a: Curriculum planning and assessment

Learning, catch-up and extension priority- Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Actions:

- Embed a targeted tutor learning approach to support students who have not made expected growth in numeracy and literacy.
- Develop reading curriculum, pedagogical and assessment knowledge of leaders and teachers with the guidance and support of DSSI Teaching Partners.

As a result:

Leaders and staff enhanced skills in analysing data and evidence to help identify students who were below or well above expected level in reading and numeracy. Students were identified and supported through targeted teaching with the school TLI Program, small group intervention in the classroom and the High Ability Program. Through the cycle of improvement, and using the Professional Learning Community (PLC) inquiry cycle, targeted teaching groups were monitored and adjusted regularly. Using the PLC inquiry model, staff were able to identify areas for improvement in their pedagogy and teaching practice. This was supported by the DSSI Teaching Partners which had a strong focus on developing and refining our curriculum units of work. Coaching and mentoring of classroom teachers built the capacity of teachers in delivering high quality teaching and learning programs. Well planned learning intentions and the success criteria were developed through the unit planners which guided student learning.

Pascoe Vale South Primary School achieved a rate of 87.4% of students who were at or above expected level for both English and 86.5% for Mathematics according to teacher judgements against the Victorian Curriculum. Whilst this is slightly lower than the rate of similar schools in 2022, the school's NAPLAN results indicate that it has achieved higher in relation to the percentage of students in the Top 3 bands than state average in Year 3 and 5 Reading and Year 3 Numeracy. The 4-year average in Year 3 reading NAPLAN data is slightly lower than the state average, but the Year 5 reading is slightly above. This is the same for Year 3 Numeracy being slightly lower than the state average and the Year 5 above state average.

The Year 3 NAPLAN reading results in 2022 showed a difference of 1% when compared to similar schools. Whilst our results were lower than similar schools, our four-year average was comparable to the state average. Our Year 3 NAPLAN Numeracy results shows we are lower than the similar school average but above the state average for 2022.

The Year 5 NAPLAN reading results in 2022 were positive, with 58.1% of students scoring in the top 3 bands, higher than the state average of 54.2%. In Numeracy, 58.1% percentage of students scored in the top three bands, above the state average of 54.2%, but compared to similar schools we were below. Our 4-year average according to NAPLAN was maintained. Evidence has shown the improvement made from 2021 to 2022. The DET DSSI teaching partners strengthened planning and the Professional Learning Community Coaches supported teacher practice. This then enabled teachers to target and responded to teaching and learning.

## Wellbeing

Key Improvement Strategy 1b: Health and Wellbeing

Happy, active and healthy kids priority

Actions:

- To strengthen our School Wide Positive Behaviours, values and The Resilient Project culture.
- To strengthen school wide social emotional learning model and engagement by developing a GEM mindset.

As a result:

Targeted Professional Learning with all staff was focused on our SWPBS Framework and The Resilience Project. A consistent language and approach was developed and evident throughout the school with staff and students in all school spaces.

Further strengthening our physical and social learning environments was resourced with more flexible furniture and learning resources.

A whole school recognition system began in Term 3 2022, through the GEM team using a ticket system connected to the school values, mascots and SWPBS behaviour matrix.

Health and Wellbeing for students and staff was a priority in 2022. Setting up for a successful return to school, we ensured that our School Wide Positive Behaviour Initiative, along with The Resilience Project established a safe and welcoming school. Activities were based around social connections and emotional regulation. SWPBS Priority Team focused on the 2022 AIP Wellbeing goals. Compass Posts, included end of term storyboards highlighted student learning were sent to families throughout the year. A morning 'soft start' approach helped maintain COVID safe practices and gave students the time to transition into the classroom in a safe, calm and positive manner.

The emphasis on wellbeing for our students and families was positive, as highlighted in the 2022 Parent Opinion Survey. Parent satisfaction results were positive with a school endorsement of 89.0%, well above State average results of 79.9%. The 2022 School Staff Survey was above state levels. Responses to the School Climate was positive overall, with a score at 77.9%, above the state average of 73.4%.

Students Attitudes to school Survey showed a positive sense of connectedness to school was at 82.1% that is comparable to similar school average of 79.1%. As well, students felt in 2022 that the managing of bullying at our school was positive at 77.8%.

## Engagement

Students and staff returned to onsite instruction after two years of remote learning due to COVID. Staff and student connectedness and promoting a sense of belonging with peers and other colleagues was at the centre of our return to school strategy. Ways to support this, included events such as, whole school family picnic, meet and greet the families, lunchtime clubs, learning together outdoors, collaborative learning groups, taking regular brain breaks, movie night and ensuring that our school value of enjoyment was at the centre of our wellbeing AIP goal. Weekly social and emotional lessons through The Resilience Project were timetabled at the beginning of each week to set all students up for success with a positive mindset. Promotion of 'Every Day Counts' within the school and community was a key strategy to encourage student attendance.

The average number of student's absence days in 2022 was 22.3, which is higher than similar schools average but less than the state average. Our 4-year average was similar to similar schools and lower than the state average. The average attendance rate across the school is 89%, with the year 5 cohort being the lowest average of 86%, however the Foundation and Year 6 being the highest at 90%.

---

## Financial performance

Great schools are defined by a strong school culture and vision, so that every student can achieve their personal best every lesson, every day, every week throughout the school year. This philosophy was made possible by the School Resource Package and allocated funds. The overall financial position of the school was a net surplus, reflecting sound financial management in 2022. Expenditure throughout the year was made on the basis benefiting all students and school community, whenever possible. Team Kids continued providing OSHCP services for our PVSPS families in 2022.

Government Grants received in 2022 included the Sporting School Grant (\$5400). During 2022, PVSPS expended the Shade grant to create an additional outdoor learning area. Fundraising efforts in 2022 enabled the school to build more outdoor learning spaces. The school entered a grant application with Transurban and were successful in obtaining \$10 000 for a Community Art Project which will commence in 2023. Pascoe Vale South Primary School partnered with the DET through the Differentiated School Support initiative funded program of \$4977. This supported our staff in strengthening their knowledge of the Victorian Curriculum, assessment practices and developing rich reading unit planners.

Locally raised funds enabled the school to make improvements to the school grounds, library books and references. The Tutoring Learning Initiative funds were used to support students who fell below expected levels in the Victorian Curriculum. The High Ability Program funded by the Department enabled the students who were well above expected levels to be targeted in small groups. Project based Learning was a key strategy to extending our students.

Students at Pascoe Vale South PS were unable to attend swimming and water safety lessons due to the COVID lockdown restrictions. As a result, funds were accumulated and we were able to send every student to intensive swimming or water safety lessons at no cost to the families in 2022.

Major expenditure items in 2022 included:

- New portable PA system for assembly and big screen TV
- IT devices and resources such as Sphero Robots, classroom lego sets and an additional 3-D printer
- Classroom Libraries - each classroom was supplemented with additional high quality books for students to select as part of independent reading time and home reading books
- Purchased additional book cases for the Library Hub
- Installation of Air Conditioning in the Early Years/Visual Arts building
- School values and mascots cutout signs for the Parkstone entry gate and oval fence
- The installation of three new flag poles and flags representing the Australian, Indigenous and Torres Strait Island flags near our assembly meeting place

Other projects that the school remains committed to include:

- The upgrade of the Administration Building and installation of covered outdoor learning area
- Installation of Air Conditioning units in the BER (for all 4x Classrooms)
- Installation of solar panels on Early Years building
- Ongoing resourcing for the Library Hub, ICT resourcing, classroom libraries and resources for Kids Clubs
- Completing of the breeze way from the Early Years building to the office
- Additional iPads for Foundation to Year 2
- Continuation with The Resilience Project to help support the wellbeing of our students, staff and Community

**Landscaping, building, and grounds works to support delivery of the PVSPS learning and wellbeing goals and vision**

**For more detailed information regarding our school please visit our website at**

<https://www.pvsp.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 285 students were enrolled at this school in 2022, 149 female and 136 male.

22 percent of students had English as an additional language and NDP 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.

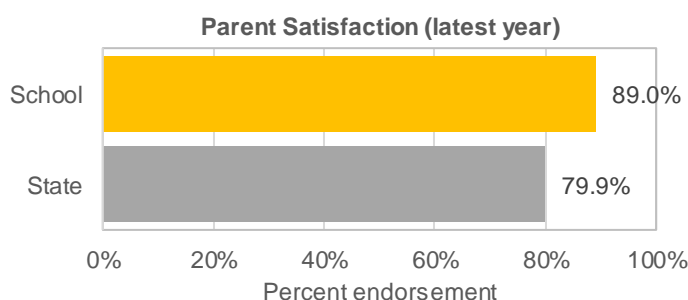
This school's SFOE band value is: Low

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	89.0%
State average (primary schools):	79.9%



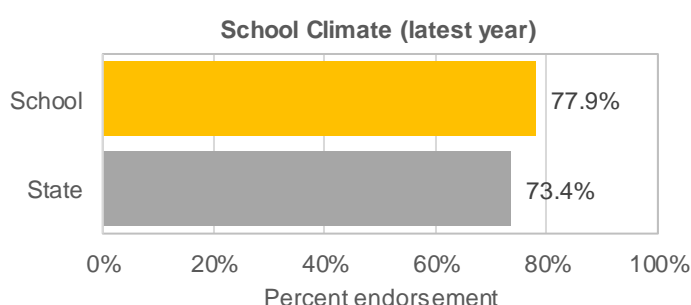
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	77.9%
State average (primary schools):	73.4%





## 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:

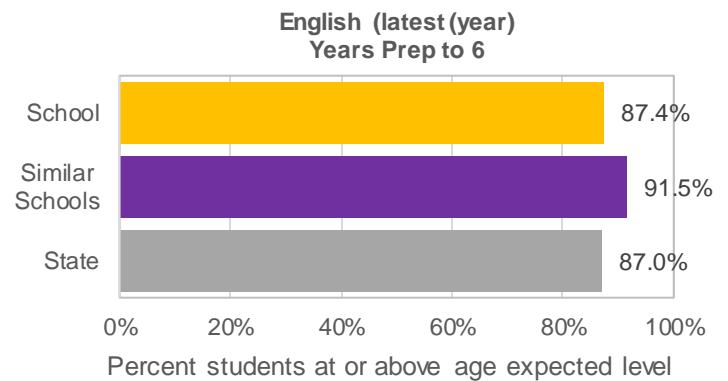
87.4%

Similar Schools average:

91.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

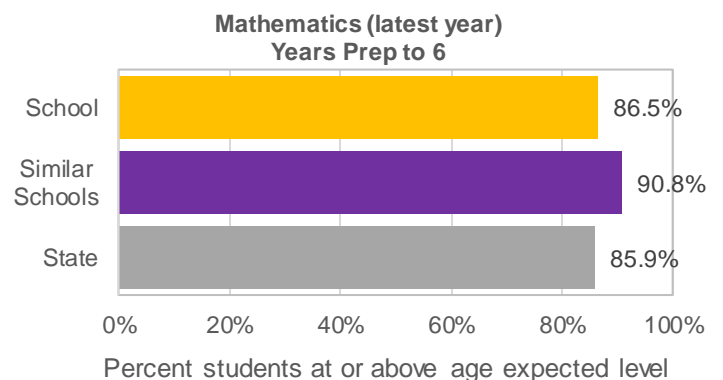
86.5%

Similar Schools average:

90.8%

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.

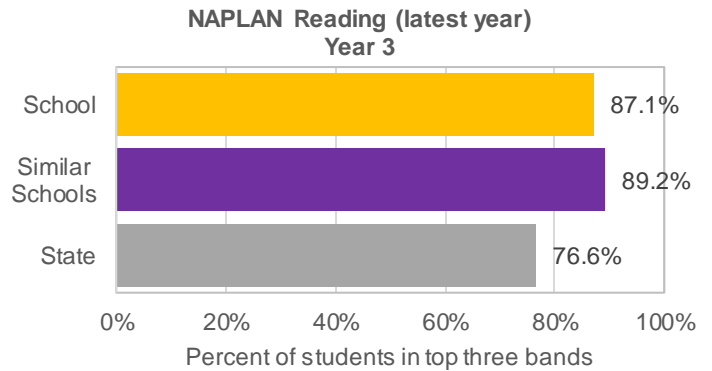
### NAPLAN

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.

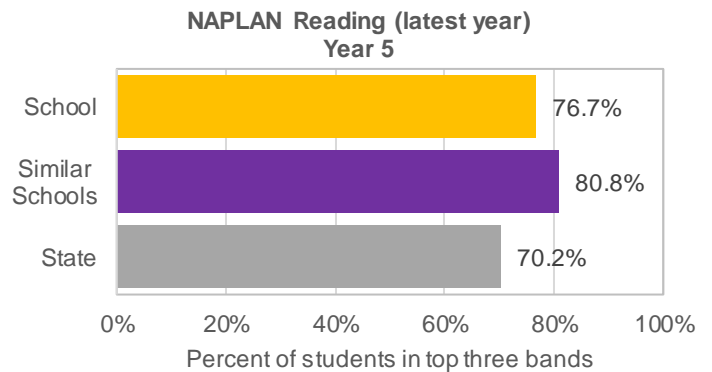
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.1%	75.0%
Similar Schools average:	89.2%	87.0%
State average:	76.6%	76.6%



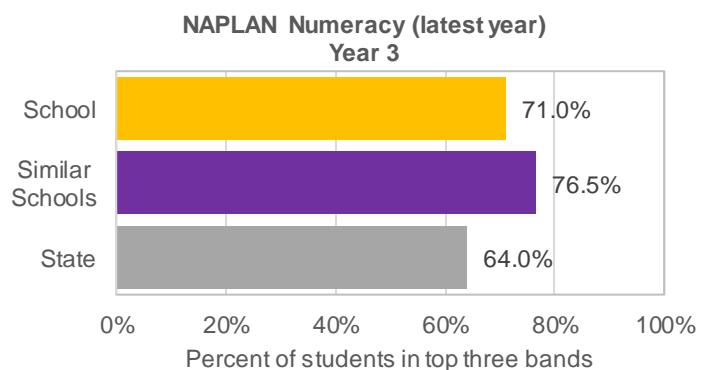
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.7%	72.2%
Similar Schools average:	80.8%	80.2%
State average:	70.2%	69.5%



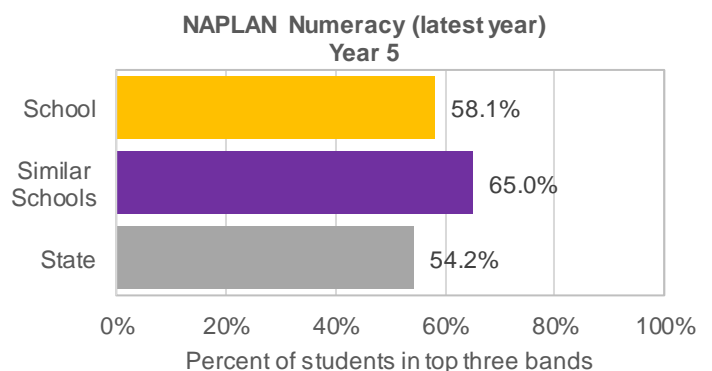
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.0%	64.4%
Similar Schools average:	76.5%	77.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.1%	64.5%
Similar Schools average:	65.0%	70.3%
State average:	54.2%	58.8%



## WELLBEING

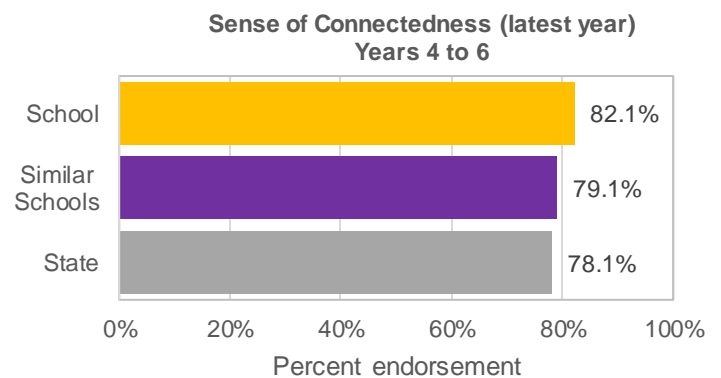
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	82.1%	79.4%
Similar Schools average:	79.1%	79.4%
State average:	78.1%	79.5%

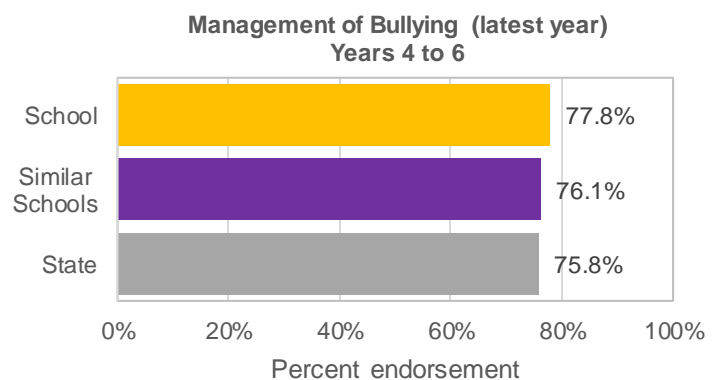


### Student Attitudes to School – Management of Bullying

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:	77.8%	75.2%
Similar Schools average:	76.1%	77.7%
State average:	75.8%	78.3%



## ENGAGEMENT

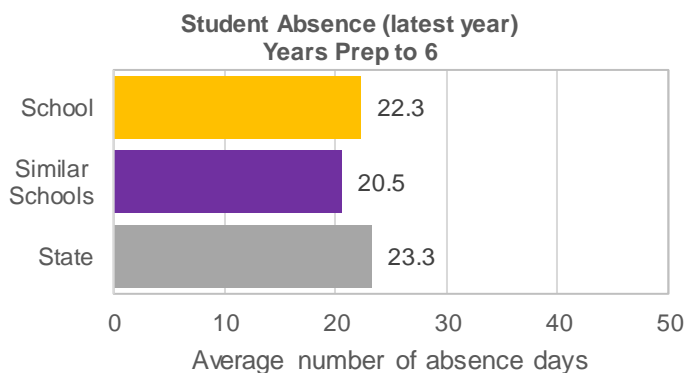
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	22.3	14.7
Similar Schools average:	20.5	14.6
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):	90%	89%	89%	89%	87%	86%	90%