

2025 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 \(VIT\)](#)
- 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 20 March 2026 at 05:50 PM by Carmel Lancuba (Principal)

- As executive officer of the school council, I attest that this 2025 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.

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Pascoe Vale South Primary School, our vision is to develop global citizens who belong, learn and thrive. This vision is grounded in our core values of Respect, Caring, Learning and Enjoyment. We are committed to supporting every child's growth across all areas of development, academic, social, emotional, physical and creative. Recognising that each student is unique, we provide a nurturing and inclusive environment where children feel valued, confident and inspired to reach their full potential. High expectations and authentic relationships underpin our approach, fostering curiosity, resilience and mutual respect.

In 2025, the school enrolled 306 students. Our community reflects diverse socio-economic and cultural backgrounds, with low overall socio-educational disadvantage. Twenty per cent of students speak English as an additional language, and two per cent identify as Aboriginal or Torres Strait Islander. This diversity strengthens our learning environment by broadening perspectives and enriching cultural understanding, while reinforcing the importance of First Nations representation.

Across 13 classes, students engaged in high-quality literacy and numeracy programs. Our curriculum was enhanced by a BYOD program in Years 3–6 and iPads in Foundation to Year 2, alongside specialist programs in STEM, Physical Education, Digi-Italian, Music and Visual Arts.

Our team of 28 dedicated staff, including school leaders, teachers, education support staff and a Learning Tutor, remained committed to inclusive education, strengthened by leadership in Mental Health, Wellbeing and Disability Inclusion leaders. Strong leadership promoted a culture of professional learning, enabling staff to build capacity and perform at a high level. Our commitment to recruiting collaborative and student-focused educators was reflected in positive school climate results, with 80% favourable responses in the 2025 Staff Survey.

Our 2025 Parent Satisfaction Survey results were exceptionally strong, with 94.1% of our parents and carers expressing positive satisfaction. This exceeded the state average of 82.0% and the 80.5% reported by similar schools. Our staff are extremely proud of this achievement, as it reflects our ongoing commitment to building strong partnerships between home and school, and to fostering positive, supportive relationships within our community

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our school remained dedicated to the recommendations outlined in the panel reports from the School Review advancing our School Strategic Plan's objective of enhancing English and Mathematics outcomes for all students. Our results showed improvement in most areas. Our

students consistently achieved at high levels based on teacher judgement results, surpassing similar school averages. Notably, our students exceeded state averages.

In 2025, our Teacher Judgement scores revealed:

- In English, an impressive 94.8% of students performed at or above the expected level, surpassing similar schools (91.4%) and the state average (86.5%).
- In Mathematics, 93.4% of students exhibited these levels, which was above similar schools (89.6%) and state (84.4%).

All students supported under the Program for Students with a Disability showcased progress meeting their individual targets.

2025 student achievement data was above State averages in the Year 5 and Year 3 NAPLAN domains and were comparable with similar schools. The NAPLAN results revealed:

- In Year 3 Reading, 75.5% of our students operated within strong or exceeding proficiencies which was higher than state (70.9%) and slightly below similar schools (79.0%)
- In Year 5 Reading, 74.4% of students performed above stage averages, (75.4%) and below similar school average scores (85.0%).
- In Year 3 Numeracy, 83.3% of our students operated within strong or exceeding proficiencies which was higher than the state (66.5%) and similar schools average (67.6%).
- In Year 5 Numeracy 72.1% of students performed above state averages (70.6%) and lower than similar school score of 79.8%.

In NAPLAN, students who achieved high or medium relative growth from Year 3 to Year 5 demonstrated steady improvement in reading (78.0%), which is higher than the State average (74.7%) and 1% lower than similar schools.

In NAPLAN, students who achieved high or medium relative growth from Year 3 to Year 5 demonstrated steady improvement in numeracy (80.0%), which is higher than the State average (74.0%) and higher than similar schools (76.0%)

Complementing the Department's Tutor Learning Initiative, we sustained our self-funded small group targeted intervention programs, benefiting well over 60 students throughout the year. Teaching approaches including Synthetic Phonics Intervention Programs, along with the continuation of classroom intervention in mathematics supporting students who were assessed below their expected achievement level or experiencing slowed progress, identified through team monitoring, discussions and targeted planning.

Wellbeing

At Pascoe Vale South Primary School, we strongly believe in creating a positive school climate including a focus on supporting students' social, emotional, and behavioural development across the school. The wellbeing and resilience of our staff and students continued to be a major focus in 2025. The School Wide Positive Behaviour Support Framework continued to be taught as part of the curriculum across Foundation to Year 6. Alongside this a series of Social Stencil workshops involving Year 5 girls (AtoSS 2024 group) were in progress with the aim of developing students confidence, social awareness, resilience, strengthening friendships and problem solving skills (Social Stencil). This initiative supported mental health at school and at home by teaching simple,

positive strategies that build young people's ability to handle challenges especially in learning and wellbeing.

In 2025, our Mental Health and Wellbeing leader supported the wellbeing and engagement of all students from Foundation to Year 6, achieving positive outcomes in overall student happiness. At the same time, we appointed a Disability Inclusion (DI) leader to develop an action plan that strengthened teacher capacity in applying the disability framework and DI Profiles to better support students requiring adjustments. This work enabled staff to foster a more inclusive and supportive learning environment. The DI leader collaborated closely with staff, students, and families to promote evidence-based strategies and adjustments, ensuring that every student's learning and wellbeing needs remained a central focus.

The results from the Attitudes to School Survey factor highlights the following:

- In 2025, Year 4-6 students endorsed a 76.0% positive sense of connectedness to the school which was slightly lower than similar schools (76.9%) and comparable to state percentages (77.1%).
- Positive percentage responses improved slightly over the 4-year average for Sense of Connectedness.
- In 2025, 74.9% of Year 4-6 students endorsed positive responses for the management of bullying. These results are both comparable with similar school responses (76.0%) and state percentage (76.4%).
- Positive percentage responses remained steady over the 4-year average for Managing Bullying(75.3%).
- The 4-year average for managing bullying at our school remains consistent.

In summary, students, staff and families now demonstrate a stronger understanding of the wellbeing supports and processes available at school. Students could identify who they could go to for help and where support is located, reflecting improved visibility of wellbeing systems and an increasingly strong culture of safety, help-seeking and connectedness across the school.

Engagement

Overall, our 2025 Student absence results indicate that 16.2 days of student absences were due to illness and extended family holidays. This was lower than similar schools (19.2 days) and state (21.5 days). Student absences from Years Prep-6 over the last 4-year average was lower than Similar schools(19.4) and State(21.7)

PVSPS attendance rate in 2025 remained in or above the 90th percentile across all year levels except for the Year 6 cohort(89.0%).

The essence of a respectful and supportive learning partnership continued to resonate throughout our school community in 2025. Collaboratively, staff, students, and families remained dedicated to optimising achievement and growth for every child. We take immense pride in our students' accomplishments and the commitment to supporting learning and wellbeing with the support of families throughout the year. As we look ahead, we are committed to our 2025 motto, *'Be Brave'* and our next 4-year School Strategic Plan (SSP).

Other highlights from the school year

One of our highlights in 2025 was continuing our work in the School Wide Positive Behaviour Support Framework, where we achieved Gold recognition status. Our whole-school SWPBS work continued to strengthen, with the school achieving Gold Accreditation and sharing its successful systems and practices with other principals and schools at the Statewide Principals Conference. Staff, students, and families at PVSPS are very proud of this accomplishment. This success was strongly supported by an Inclusive Outreach Coach, who worked with us throughout the year to strengthen our wellbeing practices and build a more supportive school environment. Together, these actions demonstrate a cohesive and sustained approach to integrating students' physical, social, emotional, cultural and wellbeing through SWPBS, 4Rs and the Victorian Curriculum 2.0 Personal and Social Capabilities.

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 in a net surplus of \$121,112. Expenditure throughout the year was made based on benefiting all students and school community, whenever possible. TheirCare provided OSHCP services for our PVSPS families in 2025.

Fundraising efforts in 2025 enabled the school to create additional outdoor learning spaces. Locally raised funds enabled the school to make improvements to the grounds, furniture for the hub, library books and School based programs such as the Tutor Learning Initiative meant we appointed two tutors 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. Profits made from our key fundraising events for the year consisted of the Bunnings BBQ, Trivia, Shore Reserve Footy, Colour Fun Day, JSC led events and raffles in 2025 was \$54 000. Most of these funds went towards installing the LED digital communication board on Reynards Street, along with purchasing Year 6 sports uniform, a school mascot and the outdoor learning area including chess tables and other ground markings. Our school continued to donate school raised funds to local charities.

Major expenditure items in 2025 included:

- Classroom Libraries - each classroom was supplemented with addition high quality books for students to select as part of independent reading time and home reading books
- Purchased furniture for the Library Hub
- Additional iPads for Foundation to Year 2
- Additional iPads for Foundation to Year 2
- Set up of a new sports shed, seated area and connecting path

- Additional bike rack for the students and staff along with a new volleyball equipment and soccer goals
- swivel camera to be used for staff reflection and feedback on their classroom practice
- MiniLit and MaqLit Intervention Programs set up equipment and resources
- a new shade sail for the newest playground, 2 x counter lever umbrellas and house spirit team marquees

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 309 students were enrolled at this school in 2025, 165 female and 143 male. 17% had English as an additional language and NDP 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**.


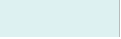

Parent Satisfaction Summary

The 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	94.1%	
	Similar schools	80.5%	
	State	82.0%	

School Staff Survey





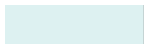

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.3%	
	Similar schools	78.5%	
	State	77.4%	

LEARNING


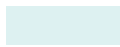


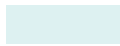







Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	94.8%	
	Similar schools	91.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	93.4%	
	Similar schools	89.6%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


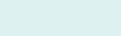


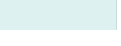

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	75.5%		72.7%
	Similar schools	79.0%		79.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	74.4%		80.1%
	Similar schools	85.0%		86.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	83.3%		76.2%
	Similar schools	77.4%		77.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	72.1%		68.6%
	Similar schools	79.8%		79.0%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	78.0%	
	Similar schools	79.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	80.0%	
	Similar schools	76.1%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.0%		78.4%
	Similar schools	77.3%		77.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	74.9%		75.3%
	Similar schools	76.5%		76.1%
	State	76.4%		75.8%

ENGAGEMENT




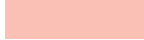



Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	16.2	18.8
	Similar schools	19.2	19.4
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	92.3%	
Year 1	School	93.1%	
Year 2	School	93.1%	
Year 3	School	91.9%	
Year 4	School	92.7%	
Year 5	School	90.7%	
Year 6	School	89.0%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,346,795
Government Provided DET Grants	\$325,916
Government Grants Commonwealth	\$388
Government Grants State	\$20,000
Revenue Other	\$21,060
Locally Raised Funds	\$438,100
Capital Grants	\$0
Total Operating Revenue	\$4,152,259

Equity	Actual
Equity (Social Disadvantage)	\$20,494
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$20,494

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,318,213
Adjustments	\$0
Books & Publications	\$5,260
Camps/Excursions/Activities	\$116,432
Communication Costs	\$4,500
Consumables	\$83,341
Miscellaneous Expenses ²	\$14,820
Agency Staff	\$138,989
Professional Development	\$10,623
Equipment/Maintenance/Hire	\$47,973
Property Services	\$149,971
Salaries & Allowances ³	\$0
Support Services	\$14,659

Expenditure	Actual
Trading & Fundraising	\$80,221
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,288
Total Operating Expenditure	\$4,007,291
Net Operating Surplus/-Deficit	\$144,969
Asset Acquisitions	\$126,243

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$219,353
Official Account	\$47,222
Other Accounts	\$33,906
Total Funds Available	\$300,481

Financial Commitments	Actual
Operating Reserve	\$114,846
Other Recurrent Expenditure	\$7,813
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$41,490
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,658
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,229
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$48,256
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$222,291

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.