

# 2018 Annual Report to The School Community



School Name: Pascoe Vale South Primary School (4704)



- 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 Regulation 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 2018 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 21 March 2019 at 10:58 AM by Susan Spurr  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 March 2019 at 12:11 PM by Michael Grant  
(School Council President)

## About Our School

### School context

Pascoe Vale South Primary School is in the City of Moreland, bounded by major roads including Pascoe Vale Road and Citylink to the west, Bell Street to the north, and Moreland Road to the south. The school is part of the Hume Moreland 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. Construction of a new teaching and learning building and a new foyer area attached to the administration building commenced in January 2018 and was completed in December 2018.

The school values of Caring, Learning, Respect and Enjoyment underpin the school culture. We recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment and responsibility for ensuring an inclusive, safe and orderly learning environment for children and young people.

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, Languages (Italian), and Personal and Social capabilities. Our core focus is on the teaching of English and Mathematics. Extra-curricular programs including camp, inter-school sport, sports clinics, swimming, gymnastics, dance, excursions and incursions complement the core curriculum.

In 2018 the school had an enrolment of 301 students at census. The school community reflects cultural and socio economic diversity with a relatively steady Student Family Occupation and Education Index (SFOE) – 0.2685 in 2018. This indicates a low level of social disadvantage. This school had 21.6 equivalent full time (EFT) staff: 2.0 EFT Principal Class officers (Principal and Assistant Principal), 15.2 EFT teaching staff and 4.4 EFT Education Support staff.

The percentage of students with 20 or more absence days was 23% for our school. This was similar to school and state. The school places a strong emphasis on maximising attendance, as this has a significant impact on student learning. The expectation is 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. A contributing factor to student attendance is extended family holidays.

### Framework for Improving Student Outcomes (FISO)

FISO improvement initiatives:

1. Curriculum Planning and Assessment. Key improvement strategy: To strengthen the capacity of teachers to use data to implement precise targeted teaching
2. Setting expectations and promoting inclusion. Key improvement strategy: Strengthen the whole school approach to student engagement and wellbeing
3. Building Communities. Key improvement strategy: Provide regular opportunities for parents to learn about the programs of the school and develop their understandings of current teaching and learning programs

The leadership team undertook professional learning to develop our understanding of the Professional Learning Communities approach, including enhancing our use of data to inform learning and planning cycles for literacy and maths. Staff professional learning was integrated into an inquiry cycle, focused on reading. An evaluation of this cycle was undertaken and demonstrated that:

- students were able to articulate the strategies they were using and what they needed to learn next
- teachers used student data from Fountas and Pinnell to understand students' strengths and areas for development
- teachers used High Impact Teaching Strategies and reading strategies such as guided reading, reading

conferences

To strengthen our use of data to assess and monitor student learning growth and inform targeted and precise teaching, we introduced the Progress Achievement Tests in mathematics and reading in Years 1 – 6. These were administered in Semester 1 and Semester 2 to measure growth and to plan for teaching and student learning. In Semester 2, to provide benchmark data, a reading interest survey was conducted with all students.

We reviewed our school approach to student engagement and wellbeing. The key actions were:

- implementation of the DET School Wide Positive Behaviour (SWPB) strategy
- leadership team participation in the School Improvement Partnership program, working with a consultant to enhance parent engagement.

## Achievement

Teacher assessment of student achievement against the Victorian Curriculum (VC) standards in Reading and Viewing showed 41% of students above, 53% of students at and 6% of students below expected levels. In Speaking and Listening, 31% of students were above, 65% of students at and 4% of students below expected levels. In Writing, 37% of students were above, 52% of students at and 11% of students below expected levels. These results aligned to similar and state percentages.

Teacher assessment of student achievement against the VC standards in Measurement and Geometry showed 35% of students above, 58% of students at and 7% below expected levels. In Number and Algebra, 41% of students above, 49% of students at and 10% of students below expected levels. In Statistics and Probability, 31% of students were above, 62% of students at and 7% below expected levels. These results aligned to similar and state percentages.

NAPLAN: The percentage of students in the top two bands for numeracy in Year 3 - 45% (lower than similar schools 54%), in Year 5 - 39% (lower than similar schools 41%). The percentage of students in the top two bands for reading in Year 3 - 67% (similar schools 68%), in Year 5 - 58% (higher than similar schools 50%). The percentage of students in the top two bands for writing in Year 3 - 55% (similar schools 58%), in Year 5 - 10% (lower than similar schools 16%).

Towards 2019:

- Implementing the Professional Learning Communities approach across the school in 2019, to build teacher practice within the school's instructional model, will be supported by the addition of learning specialists in numeracy and English.
- Improving the relative growth for all students in English and Mathematics continues to be a focus. In 2019 this will be aligned to reading.

## Engagement

There has been a percentile increase in the positive response for student voice and agency from 24.1% in 2017 to 29% in 2018. Student attendance is above the results for primary schools with similar characteristics. Our student absence data continues to be impacted by extended family holidays across the school.

Student voice and agency was strengthened as students engaged in identifying targeted learning goals for reading through reading conferences.

Towards 2019:

- We will continue work on the SWPB strategy commencing implementation of the Tier 1 action plan and checklist.
- Students will continue to identify targeted learning goals in reading and explore goals in writing and number.

## Wellbeing

The Victorian School Wide Positive Behaviour was established. Members of the team attended regional professional learning and worked with the SWPB coach to develop the PVSPS Positive Behaviours Matrix, with input from students, staff and families. We commenced the work of identifying major/minor behaviours. We re-conceptualised the school values of Caring, Learning, and Respect.

In Term 4, a positive play program was introduced for targeted students in Years P and 1. It provided explicit teaching for positive interactions in play situations, supporting students to learn to take turns, share, problem solve, negotiate, co-operate and collaborate.

We provided regular opportunities for parents to learn about the programs of the school and develop their understandings of current teaching and learning programs.

In response to feedback from the parent community:

- we increased the time allocated for three way conferences and adjusted the format
- we increased teacher use of Flexibuzz, to make 'in the moment' posts based on student learning in addition to the regular student learning newsletters
- we reviewed the PVSPS Approach to Homework to acknowledge and reflect the input of families that connects learning at home with learning at school.
- we enhanced the biannual celebration newsletters
- we included parent and student participation in Prep enrolment tours

As an outcome of the School Improvement Partnership, we developed the PVSPS action plan (Project Logic) for ongoing parent engagement. In Term 4 we ran a pilot program (Family Conversations) to gather feedback from families about their engagement in their children's learning.

We built connections with local kindergartens, including facilitating visits to the school.

Towards 2019:

- Develop a statement of differentiation aligned to the PVSPS teaching and learning model
- Implement 'Family Conversations' each term, using a variety of strategies to engage with a broad cross section of families in our school community.

### **Financial performance and position**

The team of parent volunteers in the Fundraising and Promotion sub-committee organised a schedule of events across the year. Their efforts, with the support of families and local community, raised \$23005.74. This money was used to purchase a range of resources and furniture for the learning of all students across the school, including furnishing the new building and new classroom furniture for the older children in the school. The surplus reflected in the annual report aligns to the financial commitments summary and casual staffing employment.

**For more detailed information regarding our school please visit our website at**  
<https://www.pvsp.s.edu.au>

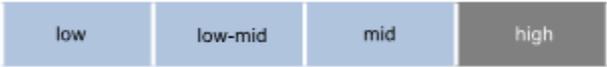
## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 301 students were enrolled at this school in 2018, 143 female and 158 male.</p> <p>22 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>63%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>54%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>53%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>42%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	53%	18%	Numeracy	28%	63%	10%	Writing	41%	54%	5%	Spelling	42%	53%	5%	Grammar and Punctuation	42%	42%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	53%	18%																							
Numeracy	28%	63%	10%																							
Writing	41%	54%	5%																							
Spelling	42%	53%	5%																							
Grammar and Punctuation	42%	42%	16%																							

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	92 %	95 %	92 %	93 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	92 %	95 %	92 %	93 %	92 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Lower</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,176,628	High Yield Investment Account	\$192,558
Government Provided DET Grants	\$437,779	Official Account	\$15,501
Government Grants State	\$42,807	Other Accounts	\$32,690
Revenue Other	\$61,487	<b>Total Funds Available</b>	<b>\$240,749</b>
Locally Raised Funds	\$234,176		
<b>Total Operating Revenue</b>	<b>\$2,952,876</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$10,044		
<b>Equity Total</b>	<b>\$10,044</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,014,804	Operating Reserve	\$30,000
Communication Costs	\$5,140	Other Recurrent Expenditure	\$26,348
Consumables	\$55,995	Funds Received in Advance	\$26,943
Miscellaneous Expense <sup>3</sup>	\$299,946	School Based Programs	\$106,922
Professional Development	\$91,528	Funds for Committees/Shared Arrangements	\$17,847
Property and Equipment Services	\$108,473	Asset/Equipment Replacement < 12 months	\$1,916
Salaries & Allowances <sup>4</sup>	\$17,436	Maintenance - Buildings/Grounds < 12 months	\$30,774
Trading & Fundraising	\$45,475	<b>Total Financial Commitments</b>	<b>\$240,749</b>
Utilities	\$21,308		
<b>Total Operating Expenditure</b>	<b>\$2,660,104</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$292,772</b>		
<b>Asset Acquisitions</b>	<b>\$85,841</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').