

2019 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).
- 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 2019 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 05 May 2020 at 10:18 AM by Carmel Lancuba (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 13 May 2020 at 01:55 PM by Carly Debenham (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. These spaces are now in operation.

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, 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 2019 the school had an enrolment of 292 at census. The school community reflects cultural and socio economic diversity with a relatively steady Student Family Occupation and Education Index (SFOE) – 0.2437 in 2019. 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.

Framework for Improving Student Outcomes (FISO)

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, staff analysis the results from the Progress Achievement Tests in mathematics and reading in Years 1 – 6. Teaching groups were formed from these results and explicit teaching formed the basis of student learning.

Implementing the Professional Learning Communities approach across the school in 2019, resulted in building teacher practice within the school's instructional model. Two Learning Specialist were appointed to support teachers in English and Mathematics team planning sessions and, to ensure consistent assessment approaches were embedded in from Grade Prep to Grade 6. F

Achievement

Teacher assessment of student achievement against the Victorian Curriculum (VC) standards in English and Mathematics working at or above the age expected was similar when compared to similar schools. Results for this school indicated that Years Prep to Grade 6 students were working in both English and Mathematics, above the median score of all Victorian Government Primary Schools.

NAPLAN Year 3- The percentage of Year 3 students in the top three bands for Reading and Numeracy scored within the middle 60% of Government schools, but slightly below the medium score of similar schools. The average 4 year growth for Grade 3 students in Reading and Numeracy was slightly above schools similar to PVSPS.

NAPLAN Year 5- Students in Year 5 Reading results scored within the middle 60% of primary schools and slightly below the median of all government primary schools. In Numeracy, the score clearly indicated that students performed above the median, with an overall score similar to similar schools.

NAPLAN Learning Gain Years 3-5- highlights the learning gain for students from Year 3 to Year 5, in the areas of reading, numeracy, writing, spelling, and grammar and punctuation. Students attained medium to high learning growth from Year 3 to Year 5 in the areas of numeracy and writing. Reading, grammar and punctuation showed a high number of students making low growth. The school is focusing on the implementation, research based reading and writing Workshop Model.

The Learning Gain in numeracy indicates most students made medium growth. A continuation of developing a deeper understanding of the Victorian Curriculum and using the mathematical learning sequence, to target students' point of need and extend their learning. As part of a whole school improvement strategy, there will be a focus on building staff capacity to improve student outcomes through a culture of collaboration and professional learning. Embedding research based strategies in all classroom programs, will result in continues improving student outcomes.

The development and implementation of a school agreed Peer Observation Model, will enable teachers to learn through best practice as well consistency throughout the school, which will encourage them to reflect and improve on their pedagogical practice.

Engagement

Pascoe Vale South Primary School places a strong emphasis on maximising the attendance of all students, as this has a significant impact on student learning throughout the year. . The expectation at Pascoe Vale South Primary School 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. The average number of student absence days in 2019 was within the average of all Victorian Government Schools and similar to like schools. This was reflective in the average attendance rate of 92% in 2019, as well as the results shown over a 4 year average, from 2016-2019.

Compass platform was used as the main platform for staff to monitor and follow up on student absences on a daily basis. This was to ensure all students absence were recorded. 2019 school engagement initiatives contributed to increased student engagement.

Wellbeing

The Victorian School Wide Positive Behaviour expectations were implemented in 2019. 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. Identifying major/minor behaviour were established and as a result, the school values of Caring, Learning, and Respect were redeveloped and embedded within the Matrix to gain a common language for all. SWPBS stage that PVSPS is at a Tier one level. Further work and development with the SWPBS coach and the Priority Team will continue throughout 2020.

Students Attitudes to School Connectedness measures below when compared to similar schools, but still within the average score. This has remained stable over a period of a 3 year average (2017-2019) however, a slight positive increase in 2019 is evident.

The Leadership team participated in the School Improvement Partnership program, working with a consultant to enhance parent engagement. As a result, regular opportunities for parents/carers to learn about the school program and develop their understandings of current teaching and learning programs were scheduled. Feedback from the families at PVSPS were recommended and implemented:

- An increase of time allocated for three way conferences and adjusted the format of these meetings
- Regular student learning newsletters, mid and end of term were posted via COMPASS

The school built connections with local kindergartens, including facilitating visits to the school, along with introducing, '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/carers volunteers in the Fundraising and Promotion sub-committee at Pascoe Vale South Primary School organised a schedule of events across the year. Their efforts, with the support of families and local community, raised \$28 870. The money was used to purchase a range of resources for all students, and to add a new 'outdoor passive learning area' for all classes to use throughout the day and for the community to use as a 'meeting place' during assembly and pick up time.

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
pascoe.vale.south.ps@edumail.vic.gov.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: 

School Profile

Enrolment Profile

A total of 292 students were enrolled at this school in 2019, 146 female and 146 male.

22 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).








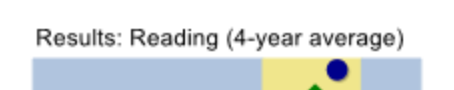





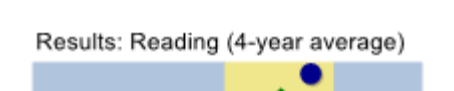




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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Similar </p> <p>Similar </p>

Performance Summary




Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</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>Below </p> <p>Below </p>		
<p>NAPLAN Year 5</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>Below </p> <p>Similar </p>		

Performance Summary








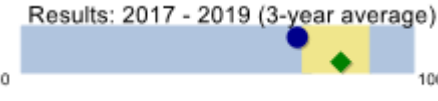


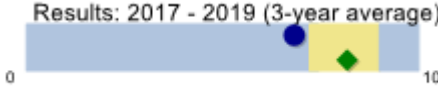

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's 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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Similar </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" data-bbox="544 965 1019 1061"> <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>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	92 %	93 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	92 %	92 %	93 %	92 %	93 %										

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Wellbeing	Student Outcomes	Similar School Comparison		
<p>Students Attitudes to School - Sense of Connectedness</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below </p>		
<p>Students Attitudes to School - Management of Bullying</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below </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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,445,088	High Yield Investment Account	\$301,450
Government Provided DET Grants	\$258,721	Official Account	\$22,427
Revenue Other	\$141,292	Other Accounts	\$41,802
Locally Raised Funds	\$316,217	Total Funds Available	\$365,679
Total Operating Revenue	\$3,161,318		
Equity¹			
Equity (Social Disadvantage)	\$14,496		
Equity Total	\$14,496		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,096,763	Operating Reserve	\$89,437
Communication Costs	\$6,239	Other Recurrent Expenditure	\$1,575
Consumables	\$64,523	Funds Received in Advance	\$22,929
Miscellaneous Expense ³	\$265,827	School Based Programs	\$59,368
Professional Development	\$66,048	Funds for Committees/Shared Arrangements	\$83,958
Property and Equipment Services	\$121,095	Asset/Equipment Replacement < 12 months	\$10,677
Salaries & Allowances ⁴	\$5,033	Maintenance - Buildings/Grounds < 12 months	\$31,125
Trading & Fundraising	\$32,166	Total Financial Commitments	\$299,068
Utilities	\$21,412		
Total Operating Expenditure	\$2,679,106		
Net Operating Surplus/-Deficit	\$482,213		
Asset Acquisitions	\$0		

- (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 26 February 2020 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)

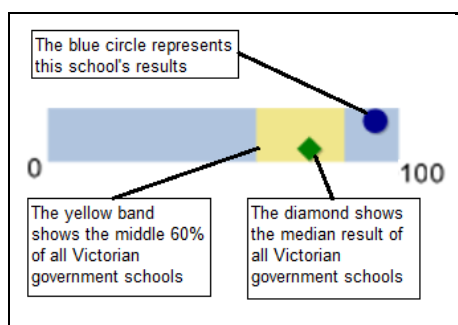
Engagement

- 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).

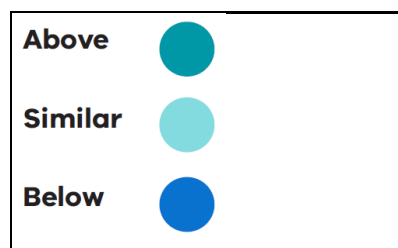


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').