

2020 Annual Report to The School Community



School Name: Pascoe Vale Primary School (3081)



- 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 2020 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 22 March 2021 at 01:22 PM by Anne Naughton (Principal)

The 2020 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 31 March 2021 at 02:32 PM by Paul Wise (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

At Pascoe Vale Primary School, our vision is to provide quality, stimulating programs in a safe, collaborative and supportive environment. Students are encouraged to become 21st Century thinkers, problem solvers and reflective learners who are flexible in their approach to their education. Our programs aim to develop behaviours that encourage a healthy, balanced lifestyle, lifelong learning and responsible citizenship in a multi-cultural society.

School Values Respect Resilience Responsibility Inclusion

Pascoe Vale Primary was established in 1891 and is located approximately 8kms north of Melbourne. The main two storey building was erected in 1927 and is heritage listed. During 2020 the heritage building underwent refurbishment and extension including addition of administration and staff facilities. We have three other buildings (including a BER) and five Mod 5 relocatables (10 classrooms). The school has grown rapidly since 2010 when the student population was just over 200. It is an historic site and restrictive in space and layout. This has resulted in huge pressure on play space with the number of children now attending the school. In 2020 we had 607 students, with 35 percent of students with English as an additional language. An enrolment ceiling was established in 2018 of 625 students.

In 2020 there were 26 classes: Foundation x 5, grade 1 x 4, grade 2 x 4, grade 3/4 x 7, grade 5/6 x 6. We had 34.3 teaching staff with 3 in principal class, 2 learning specialists, 17.7 classroom teacher 2 and 11.5 classroom teacher 1. The school had 12.2 non teaching staff with 4.6 integration and 7.6 staff working in administration and the outside school care program.

The school has had a decreasing SFOE with a gentrifying of the population. In 2010 our SFO was 0.4752, in 2020 our SFOE 0.2653 (low) which has stabilised over the last few years after a significant fall. With this change, we are catering for our community by being future focused, developing 21st Century learning, high expectations, innovative practices which support the whole child and building strong home, community and school connections.

2020 has been impacted by the COVID 19 pandemic in a number of ways, one being the delay of the review of the School Strategic Plan in 2020 to 2021. Our Annual Implementation Plan continued to focus on student growth, with a particular focus on English and Maths. Remote and Flexible learning taking place for the majority of our students through significant parts of 2020 meant the wellbeing and engagement of students was an important focus. Our parents had access to unprecedented explicit details and information in regards to their child's learning. We relied heavily on digital communication during 2020, increasing the use of Compass, School Dojo and Webex. Our students in grades 3-6 utilised the Teams/Office 365 applications in their learning more than ever, enabling learning and lessons to take place in remote learning.

Framework for Improving Student Outcomes (FISO)

FISO

In 2020, the School Improvement Initiatives were Building Practice Excellence and Community Engagement in Learning.

Building Practice Excellence Key Improvement Strategies focused on continuing to develop teacher pedagogy and assessment practices to ensure that the progress of each student is closely monitored.

Full implementation of our whole school professional learning was achieved in term one and a modified version was implemented in term two. However, extended remote learning and the staggered start to term four, necessitated a scaled down approach to whole school professional learning in terms three and four, when tailored professional learning was delivered at the team level. This modified approach resulted in the successful development of some new units of work, the development and implementation of a new Probe reading comprehension analysis tool and professional learning in areas such as running record analysis and grade 2 student understanding of number. In this way, Building Practice Excellence continued to be a focus and through tailored professional learning, ongoing classroom coaching and modelling, and team (PLC) planning, the school continued to develop an agreed, viable and documented curriculum implemented via an effective teaching model.

Teachers continued to work together in collaborative teams both during remote and onsite learning. Planning documents remained detailed and differentiated, providing sequenced Victorian Curriculum based learning opportunities for all students. The school continues to prioritise building staff capacity to understand and employ sound pedagogical classroom practice across all grade levels and all areas of study. This was a focus for our end of year

professional learning and forward planning for 2021.

All summative data sets included in the school wide assessment schedule were implemented throughout the year, despite remote learning. This included PAT Maths, PAT Reading, Probe Reading, Running Records and end of unit diagnostic assessments. Thus, staff capacity to analyse data and use this information to inform differentiated planning, continued to develop as expected this year. Assessment practices identified students working above and below expected standards, reported to parents against Victorian Curriculum standards.

Community Engagement in Learning, Key Improvement Strategies focused on informing our parents more explicitly in regards to their child's learning.

The home school partnership continued to be strengthened throughout the 2020 year with an open morning and family "Meet and Greet" night being implemented in term 1. A minimum of ten Learning Progress Reports were provided to all parents across the year, along with written mid and end of year reports. Individual mid year parent interviews were provided by phone due to COVID and then as needed, throughout terms three and four.

Student led mid year conferences will be reinstated in 2021, COVID permitting.

Dojo and One Note platforms were used extensively throughout remote learning to ensure detailed learning requirements, planning documents and online lessons were delivered to all students and families.

Participation in online lessons, class meetings and daily check ins were used as a measure of student engagement during remote learning, along with the posting of completed work. This kept parents involved and informed in their child/children's learning. Overall, student engagement with learning was strong, with the majority of students continuing to complete and submit work throughout the year. End of year data sets confirm learning growth for most students.

Achievement

Achievement.

As indicated in the DET Performance Summary, teacher judgement of student achievement against Victorian Curriculum P-6 indicates that in English, 90.9% of Pascoe Vale Primary students achieved at or above expected standards compared to 91.8% for similar schools and 86.3% average for the state.

Similarly, teacher judgement of student achievement against Victorian Curriculum P-6 indicates that in Mathematics, 92.0% of Pascoe Vale Primary students achieved at or above expected standards compared to 91.2% for similar schools and 85.2% for the state average.

Despite remote learning phases of the year, assessment of student development continued across the school.

Summative end of year internal PVPS data sets indicate continued strong student learning growth across the school for most students in both mathematics and literacy. The goal of 70% of students achieving at or above expected level in PAT M and PAT R was achieved across grades 2-6, although PAT R reading data achievement was stronger than PAT M achievement.

90% of Foundation students achieved minimum level 5 reading measured via end of year Running Records. The goal of minimum level 15 reading for grade 1 students and minimum level 20 reading for grade 2 was achieved by 90% of students in both cohorts respectively.

For 2020, no NAPLAN data is available. However, the school will continue to monitor student learning growth and implement our school wide Assessment Schedule in 2021 including analysing all elements of NAPLAN data.

Engagement

Attendance has remained similar to past years and similar to like school comparison over the four-year average. We have had a small increase in number of days absent, however the school remains below state average and close to similar schools. Engaging students was critical through 2020 with the extended period of remote and flexible learning. We approached this in many varied ways. Participation in online lessons, class meetings and daily check-ins were used as a measure of student engagement during remote learning, along with the posting of completed work. Overall, student engagement with learning was pleasing, with the majority of students continuing to complete and submit work throughout the year. End of year data sets confirm learning growth for most students. Differentiated and Individual

learning programs were provided for a range of students. Individual behaviour management plans were in place when required and regular meetings were held with parents to support these plans. Student Support Groups (SSG) meetings were held for children on the Program for Students with a Disability (PSD) and other students considered at risk. At risk and indigenous students were provided with re engagement plans at the end of remote learning periods. Our three indigenous students were also provided with regular school and NWVR KESO contact and three students had Individual Learning Plans. Six students had reengagement plans and all eligible students had PSD plans.

COVID restrictions had a significant disruptive effect on transition programs particularly supporting students starting prep and year six moving onto secondary education. The internal transitions between grades went ahead with significant work put into assessing children's progress and the impact of the remote learning to plan for 2021. Parents positive opinion of student connectedness continues to stay in the 90% level and the student's positive endorsement of connectedness to school has risen from 78% to 84% in 2020. Both pleasing in one of the most challenging times for connection and engagement.

PVPS continued to offer a range of leadership opportunities for student leaders and Junior School Council. The year six leaders participated in fundraising and actively organised events including crazy hair day, dress up days and art competitions. They delivered fortnightly school assemblies via WebEx to the whole school community.

Wellbeing

Student wellbeing continued to be an important focus for Pascoe Vale Primary School. Building the home school partnership to improve student wellbeing was paramount. During term one we had a "Tea and Tissues" morning for Foundation families, a "Meet and Greet" night and a welcome evening with food trucks. Our SEEL Start up program was implemented as a focus to commence the year by building social and school connections, and supporting the successful transition to new grades. Then, COVID restrictions limited our onsite and face to face activities, however the ongoing reporting strategy, 'Learning Progress Reports' continued throughout the year. A minimum of ten Learning Progress Reports were provided to all parents across the year, along with written mid and end of year reports. Student led conferences did not go ahead due to COVID restrictions. However, individual mid-year parent interviews were provided by phone and then as needed, throughout terms three and four.

During remote learning 94 devices were provided for students. Dojo, WebEx, Microsoft Teams and One Note platforms were used throughout remote learning to ensure detailed learning requirements, planning documents and online lessons were delivered to all students and families. Regular phone calls and posts were made to update parents along with face to face sessions on WebEx and Microsoft Teams. Ongoing support was provided for at risk students. Regular Education Support (ES) staff contact was made directly with Program for Students with disability (PSD) funded students and their families. Our Social Emotional Education Learning (SEEL) program continued to be delivered regularly through both onsite and remote learning lessons. Wellbeing days were scheduled during remote learning as well as screen free days. Our specialist learning areas of Physical Education, Performing and Visual Arts had an emphasis of enjoyment and tapping into children's interests rather than compulsory task completion in the aim to support student's wellbeing.

The SEEL program was focused on student wellbeing in every class as the students transitioned back onsite. Parents were kept informed through our School Dojo, Compass, school website, online school newsletter (provided fortnightly) and our electronic noticeboard, which provides community information. Through the SWAY platform, the school has been able to monitor parent engagement with the newsletter as well as parent accessing Dojo and Compass. The parent opinion survey showed a decline in the positive endorsement of school communication from 86% in 2019, to 76% in 2020, in a year when there was more home school connection than ever before. This will continue to be an area of focus for PVPS.

Financial performance and position

The operating surplus was due to:

There were less expenses for the running of the school during 2020 due to COVID 19 lock downs.

There were less expenses for the running of the Outside School Hours Care OSHC program during 2020 due to COVID 19 lock downs. Income was still received from the government to keep the program going.

The school did make some additional contributions to the building program such as the removal of asbestos and completion of one of the planned maker spaces.

Additional Funding

Local School Community Funds 14,000 used to partially pay for the maker space fit out in our heritage building.

Capital Works Stage two funding \$7.8 million.
Equity Funding \$49,492 which completely went to paying partial salary of a full time wellbeing and engagement Assistant Principal.
Contracts:
4 x photocopiers leased through Toshiba
Primary School Wear (PSW) – School Uniform
Premier Waste – Waste and Recycling disposal.

For more detailed information regarding our school please visit our website at
<http://www.pvps.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.

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 607 students were enrolled at this school in 2020, 294 female and 313 male.

31 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) which takes into account parents' occupations and education.

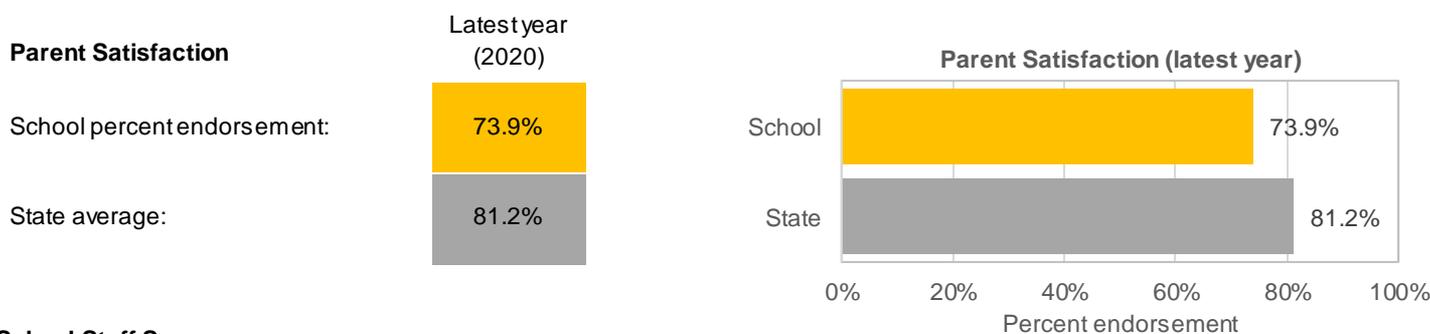
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

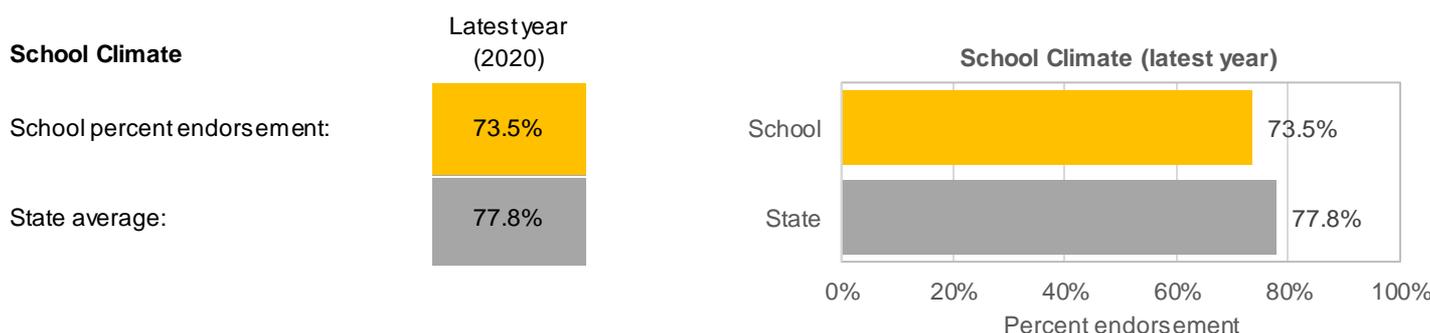


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

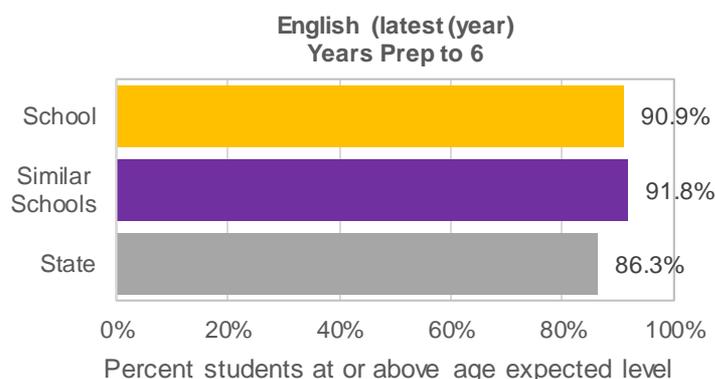
90.9%

Similar Schools average:

91.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

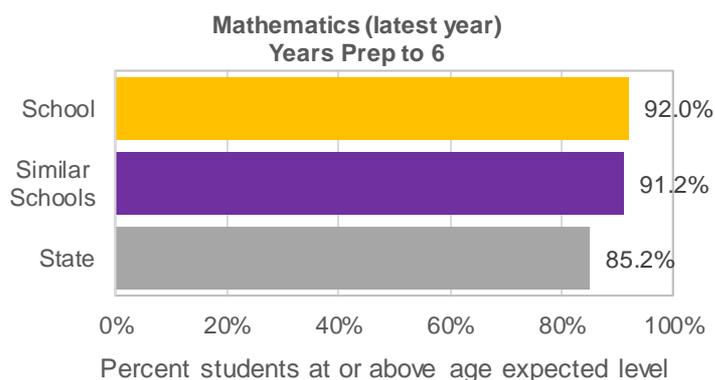
92.0%

Similar Schools average:

91.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

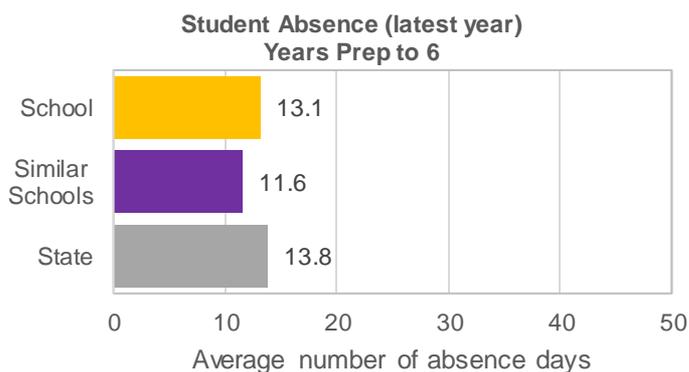
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.1	13.9
Similar Schools average:	11.6	13.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	93%	93%	93%	93%	92%

WELLBEING

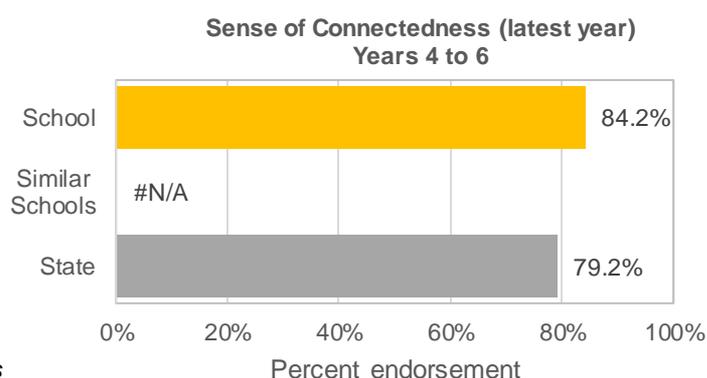
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.2%	84.4%
Similar Schools average:	NDP	80.7%
State average:	79.2%	81.0%



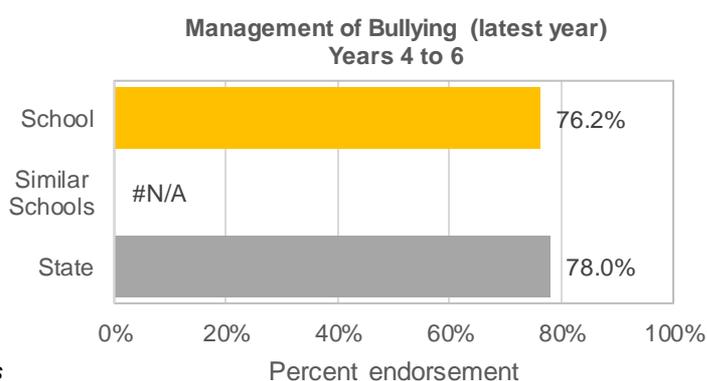
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.2%	80.8%
Similar Schools average:	NDP	80.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,881,132
Government Provided DET Grants	\$539,039
Government Grants Commonwealth	\$546,351
Government Grants State	NDA
Revenue Other	\$8,150
Locally Raised Funds	\$301,567
Capital Grants	NDA
Total Operating Revenue	\$6,276,240

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,492
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$49,492

Expenditure	Actual
Student Resource Package ²	\$4,579,028
Adjustments	\$719
Books & Publications	\$4,267
Camps/Excursions/Activities	\$10,516
Communication Costs	\$25,751
Consumables	\$123,898
Miscellaneous Expense ³	\$71,917
Professional Development	\$5,592
Equipment/Maintenance/Hire	\$187,481
Property Services	\$94,380
Salaries & Allowances ⁴	\$319,616
Support Services	\$65,869
Trading & Fundraising	\$10,146
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$21,974
Total Operating Expenditure	\$5,521,155
Net Operating Surplus/-Deficit	\$755,085
Asset Acquisitions	NDA

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

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$932,228
Official Account	\$1,129
Other Accounts	\$3,960
Total Funds Available	\$937,317

Financial Commitments	Actual
Operating Reserve	\$147,792
Other Recurrent Expenditure	\$41,905
Provision Accounts	NDA
Funds Received in Advance	\$76,440
School Based Programs	\$16,230
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,212
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$80,648
Maintenance - Buildings/Grounds < 12 months	\$163,830
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$538,056

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.