

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 12:42 PM by Anne Naughton (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 11:01 AM by Deb Cownley (School Council President)

# How to read the Annual Report

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## 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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## 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.

Pascoe Vale Primary operates from the platform of the following rights and responsibility:

- Everyone has the right to learn.
- Everyone has the right to be safe
- I have personal responsibility (I do the right thing)
- I have communal responsibility (I encourage others to do the right thing)

Underpinning these rights are the following school values: Respect, Responsibility, Resilience and 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. The heritage building between 2020 and 2023 underwent refurbishment and extension including addition of administration and staff facilities. We have four other buildings (including a BER) and five Mod 5 relocatables (10 classrooms). Through 2022 construction of a STEAM facility and extensive development of the school grounds commenced and is still underway with completion expected in 2023. Planning for stage three (A competition gym) has commenced in 2022 for estimated commencement in quarter four 2023.

The student population was 547, which has gradually declined from 2020 from 620. 24% (132) were EAL (English as an Addition Language) students, 15.2 PSD students and 1% (4) were ATSI (Aboriginal and Torres Strait Islander) students. 10% (53) students were equity funded.

In 2022 there were 25 classes: Foundation x 4, grade 1 x 4, grade 2 x 4, grade 3 x 3, grade 4 x 4 and grades 5/6 x 6 We had 34.91 EFT teaching staff with 3 in principal class, 1.2 learning specialists, 15.33 classroom teacher 2, 13.38 classroom teacher 1 and 2.0 Learning Tutors. The school had 7.94 non-teaching staff with 3.22 integration and 4.72 non teaching staff working in administration and the outside school care program.

The school has a low SFOE (Student Family Occupation and Education) index, which has remained fairly stable declining slightly from 0.2593 in 2021 to 0.2569 in 2022. The characteristics of a low SFOE means our community is looking for the education of their children to be future focused, developing 21st Century learning skills, high expectations, innovative practices which support the whole child and building strong home, community, and school connections.

The parent community continues to work with the school to enrich and improve the educational experiences for their children. The school has an active Parents and Friends group who have focused on ways to connect as a priority.

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

### Learning

Student learning data outcomes for Pascoe Vale Primary School in 2022 indicate a continued growth in key areas. There has been an increase in our percentage of students that are at or above expected level in regards to teacher judgement. This is due to building staff capacity in understanding data and using it for target planning to provide accurate learning opportunities for students. These results are reflected in a stronger correlation between teacher judgement and NAPLAN. The 2022 NAPLAN reading achievement in both grades 3 and 5 was significantly above state achievement in the top three bands and was also above similar school results. The 4 year trend in reading outcomes is above that of the state. The 2022 Numeracy achievement in grade 3 was above state achievement in the top 3 bands and was also above similar school results. Grade 5 numeracy outcomes are significantly above state achievements in the top three and are also significantly above similar schools. The 4 year trend in grade 3 numeracy outcomes is above that of the state and similar schools. The 4 year trend in numeracy outcomes in grade 5 is significantly above state and above similar schools. The overall trend for 2022 indicates a notable upward trend in all assessed NAPLAN areas. In 2022 the school continued to expand assessment practices to refine the identification of individual student and cohort learning needs, triangulating NAPLAN outcomes with a range of school wide benchmark and formative assessment data sets. School wide professional learning continued to build the data literacy

skills of staff along with the ability to consistently deliver high impact teaching and learning programs. Team planning effectively supports this process. Future directions include a school wide focus on developing numeracy skills and speaking and listening skills to address student learning confidence in these key areas. This will initially be undertaken through professional learning and PLC's will be supported in the implementation of a school wide FISO inquiry cycles.

## 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 'Meet and Greet' night. Our SEL (Social Emotional Learning) 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. Regular phone calls and posts were made to update parents along with face-to-face sessions were introduced again mid-year 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 were held face-to-face mid-year. Ongoing support was provided for at-risk students. Regular ES (Education Support) staff contact was made directly with PSD (Program for Students with Disability) funded students and their families. Our Social-Emotional Education Learning (SEL) program continued to be delivered regularly in the classroom. 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 parents accessing Dojo and Compass. The parent opinion survey showed a positive endorsement of school communication from 2021 to 2022, this will continue to be an area of focus for PVPS.

## Engagement

Attendance rates have remained high similar to past years and our absence data is lower than similar school and the State average. We had a small number of days absent. Engaging the students was critical throughout 2022 We approached this in varied ways by engaging resources, materials, and programs for teachers to support students in their learning and development. Differentiated and Individual learning programs were provided for a range of students. Individual behaviour support management plans were in place when required and regular meetings were held with parents to support plans. SSG (Student Support Group) meetings were held for children on the PSD (Program for Students with a Disability) and other students considered at risk. At-risk and indigenous students were provided with re-engagement and re-entry plans when required. Our four indigenous students were also provided with regular school and NWVR KESO (Koorie Education Support Officer) contact, and the four students had an ELP (Education Learning Plan). Six students had re-engagement plans and all eligible students had PSD (Program for Students with Disabilities) plans. The internal transitions between grades went ahead with significant work put into assessing children's progress and the impact of learning to plan for 2022. Parents' positive opinion of student connectedness declined in 2022 however our four-year average remains above similar schools and State averages and the student's positive endorsement of connectedness to school has declined.

During 2022, we continued to have vibrant student leadership and student representation across many aspects of school life. Student-led assemblies, reporting to School Council, contributing to school newsletter, and organising school events and fundraisers. We have year six leaders and Junior School Councilors from Years three to six. The leaders and representatives enable student decision making and student voice through the school with regular meetings with leadership. The students raise funds and via collective decision making, choose activities, projects, and charities to support. A highlight from 2022 was the unveiling of an artwork from a Wurundjeri artist, Samantha Roberts, which was commissioned by the Junior School Council. As well as the Student Attitude to School Survey (years 4-6), all children take part in the PIVOT survey (twice yearly). Students are able to give feedback to their teacher through this student Perception Survey to measure the impact of teaching practice and student engagement. Through our learning programs in 2022, we have had a focus on giving students feedback, success criteria, and rubrics guiding and empowering students to set goals and next steps in their learning.

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## Other highlights from the school year

Highlights based on feedback from staff and students

\*Foundation Teddy Bears Picnic with Year 5 buddies

\*Excursions

- \*Learning Progress Reports
- \*Face to face student led conference
- \*School Council
- \*Camps
- \*School athletics, cross country and inter school sports events
- \*Graduation
- \*Indigenous school painting by Samantha Roberts
- \*Professional development
- \*Blu Bot robotics program, including the naming of the Blu Bots competition
- \*Full year of face-to-face learning
- \*Swimming
- \*Special days (book parade)

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## Financial performance

Pascoe Vale Primary School maintained a sound financial position in 2022. The 2020-2024 School Strategic Plan along with the 2022 Annual Implementation Plan, continued to provide the framework for the School Council allocation of cash funds to support school programs and priorities. The School Council finance committee actively monitored and reviewed all financial reports throughout the year, meeting prior to each school council meeting.

The school December program budget shows a deficit of \$314,449. A surplus was held from the previous year of \$190,137, which has reduced the overall deficit to \$124,312. This is a planned deficit which will be recouped from our Outside School Hours Care program income. The school cash funds will cover the deficits in the future years.

In 2022 the school received \$128,933 for the Tutor Learning Initiative and contributed an extra \$94,539 to further assist students who had fallen behind due to covid lockdowns. Our 2022 Equity funding of \$41,942 partially funded the salary of a full-time Wellbeing and Engagement Assistant Principal.

A contribution of \$73,743.42 was paid to DET as part of our stage 2 building contribution.

The school has committed \$250,000.00 to our stage 3 capital works program still in the planning stage.

The school has received \$8700 from the Sporting school grants which was spent in supplementing sporting equipment.

Our Outside School Hours program generated an income of \$522,854. After expenses of \$502,392 including staffing and running costs, a profit of \$20,462 was made.

### 2022 Contracts

Toshiba 4 x photocopiers (leased)

Primary School Wear (PSW) – School uniform

Premier Waste- Waste and recycling disposal

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

**<https://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 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 547 students were enrolled at this school in 2022, 270 female and 277 male.

24 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

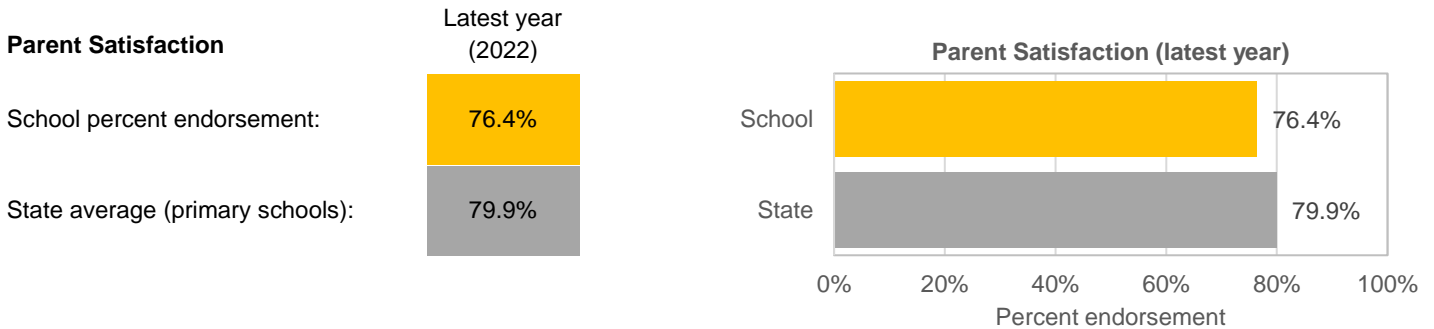
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

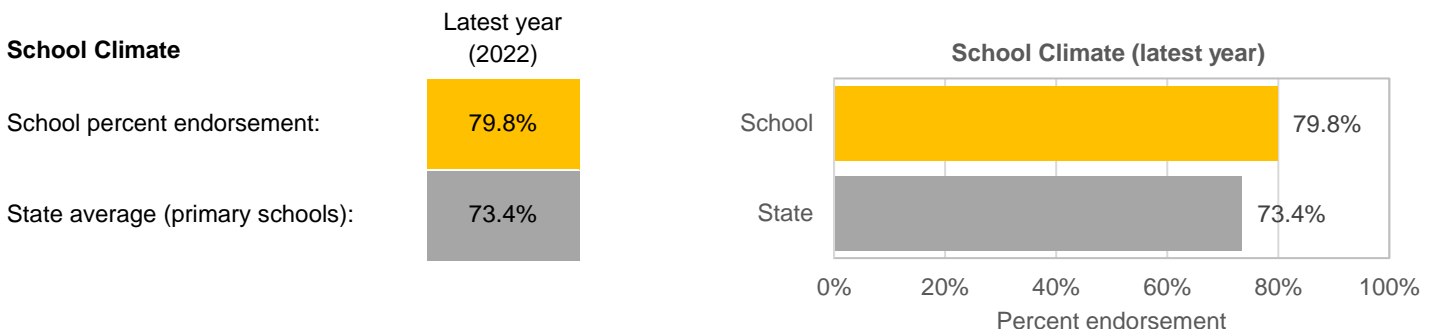


### School Staff Survey

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.





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

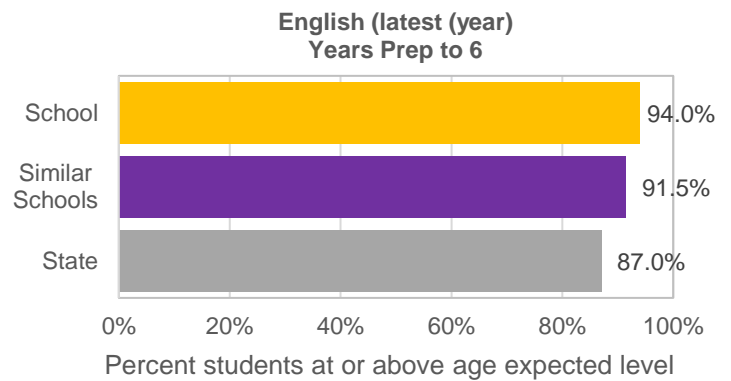
94.0%

Similar Schools average:

91.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

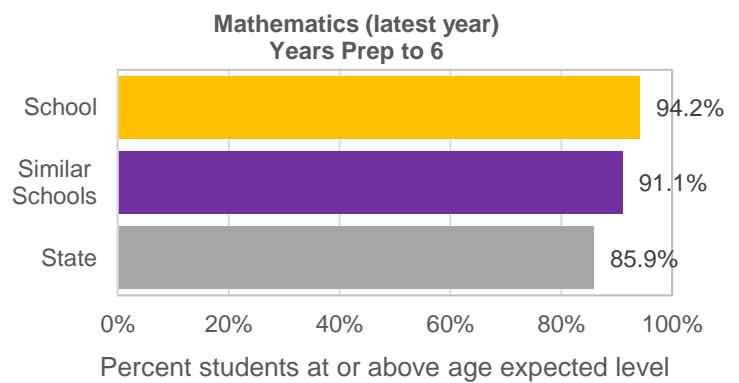
94.2%

Similar Schools average:

91.1%

State average:

85.9%





## LEARNING (continued)

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

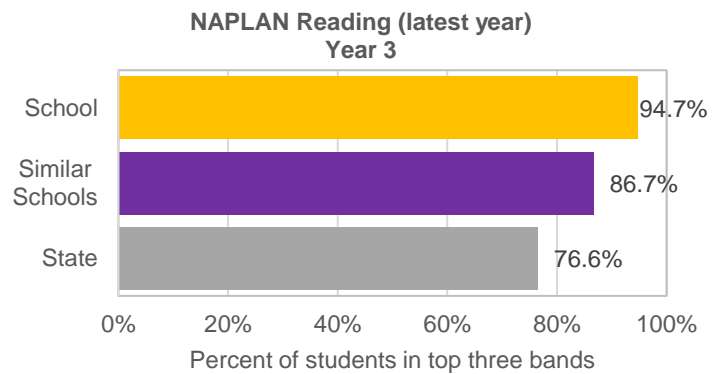
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

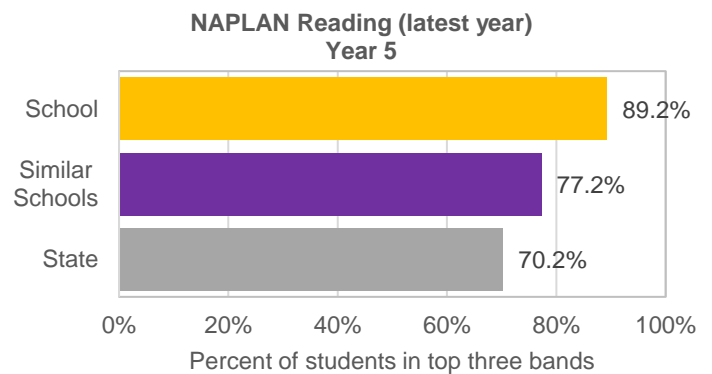
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.7%	91.6%
Similar Schools average:	86.7%	85.7%
State average:	76.6%	76.6%



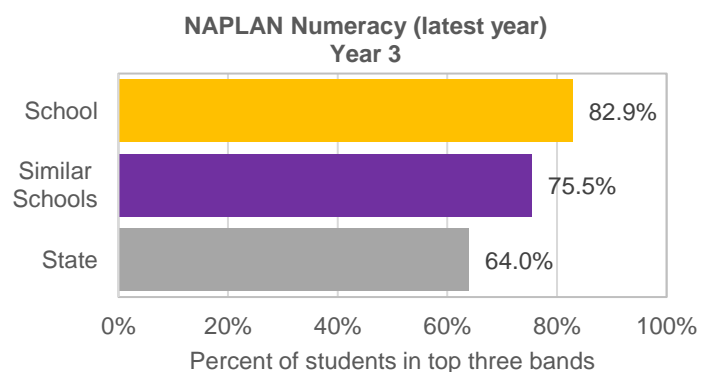
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.2%	82.8%
Similar Schools average:	77.2%	77.9%
State average:	70.2%	69.5%



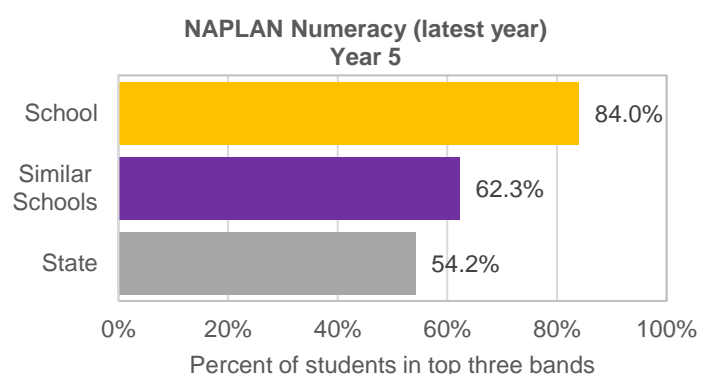
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.9%	81.4%
Similar Schools average:	75.5%	77.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.0%	76.5%
Similar Schools average:	62.3%	68.1%
State average:	54.2%	58.8%



## WELLBEING

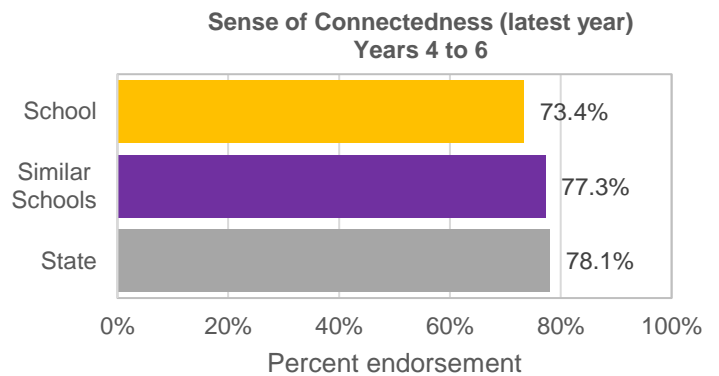
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.4%	80.1%
Similar Schools average:	77.3%	78.7%
State average:	78.1%	79.5%

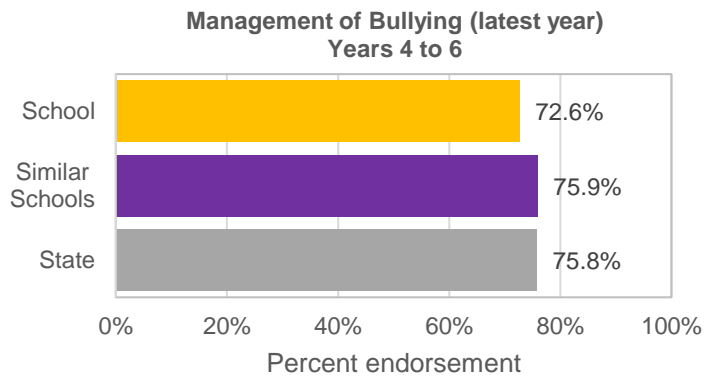


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.6%	77.0%
Similar Schools average:	75.9%	78.0%
State average:	75.8%	78.3%



## ENGAGEMENT

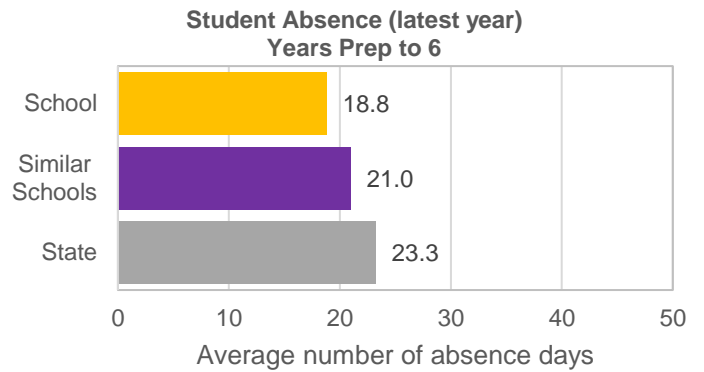
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.8	15.2
Similar Schools average:	21.0	14.6
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	93%	91%	91%	91%	88%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,768,148
Government Provided DET Grants	\$493,822
Government Grants Commonwealth	\$287,984
Government Grants State	\$0
Revenue Other	\$23,274
Locally Raised Funds	\$483,367
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,056,596</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$41,942
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$41,942</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,892,460
Adjustments	\$0
Books & Publications	\$14,900
Camps/Excursions/Activities	\$76,233
Communication Costs	\$6,235
Consumables	\$110,070
Miscellaneous Expense <sup>3</sup>	\$107,000
Professional Development	\$14,691
Equipment/Maintenance/Hire	\$79,588
Property Services	\$111,689
Salaries & Allowances <sup>4</sup>	\$303,024
Support Services	\$193,518
Trading & Fundraising	\$24,128
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,735
<b>Total Operating Expenditure</b>	<b>\$5,962,271</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$94,325</b>
<b>Asset Acquisitions</b>	<b>\$28,120</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,232,323
Official Account	\$38,287
Other Accounts	\$47,972
<b>Total Funds Available</b>	<b>\$1,318,582</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$165,639
Other Recurrent Expenditure	\$6,494
Provision Accounts	\$0
Funds Received in Advance	\$11,886
School Based Programs	\$16,800
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,217
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$69,800
Capital - Buildings/Grounds < 12 months	\$203,352
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$30,000
<b>Total Financial Commitments</b>	<b>\$768,188</b>

*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.*