

2019 Annual Report to The School Community



School Name: Avoca Primary School (0004)



- 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 03 March 2020 at 08:32 AM by Jacinta Dellavedova (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 24 June 2020 at 01:08 PM by Stacey Blair (School Council President)

About Our School

School context

Avoca Primary School has been a continuous provider of education to the town and surrounds since the 1880s. We provide the opportunity to learn on a wonderful, expansive and historically significant site. Our enrolment of 117 students includes families from the agricultural and winery sectors as well as the local township. Avoca Primary school delivers high quality Literacy and Numeracy programs that meet the learning needs of all students through carefully planned sequences of learning and a commitment to every child's individual learning needs. Our philosophy of learning applies to students and staff as we strive to employ current educational understandings and research to all teaching and learning opportunities. Students at Avoca Primary School enjoy Arts, Music/performing arts, a dedicated Science and Technology specialist subject, LOTE (Indonesian) and a huge range of Physical Education classes and events including the highly successful Energy Breakthrough Team. As with all schools, we strive to do better, we aim for not only excellent learning outcomes for all students, but also for them to become curious and productive citizens of the 21st Century. Community expectations are high, as are those of all stakeholders. We are responsive to our community and work to resolve all concerns promptly with respect and care. Our values are well reflected within our school community and we keep students at the centre of our endeavour. Our focus for professional learning and improvement has centred around continuing to ensure a sharp and narrow focus on reading instruction and we are beginning to develop our writers workshop model. We are continuing to embed our PLCs to ensure we have collective efficacy.

Framework for Improving Student Outcomes (FISO)

In 2019, our two priority areas were Building Practice Excellence and Curriculum planning and Assessment. Our specific goals included to build the capacity of every staff member to use data to teach to each students' point of need. We have been able to embed consistency within teacher practice for collaborative shared planning, use of High Impact Teaching Strategies and improved student learning outcomes. As we worked through current assessment approaches we refined tasks and techniques to develop an Assessment Plan for Reading and Numeracy. We used current skills to begin coaching conversations with teachers focused on student learning and developing our individual skills. In 2020 we will see the development of peer observation checklists and our schools vision for providing feedback on observations to successfully build our culture of peer observations for Avoca. Staff attended extensive professional learning in 2019 with 80% of staff trained in Leading Literacy to ensure we are delivering the most up to date practices to our students in literacy.

Achievement

In 2019 Avoca PS has performed well, when measured against the National Standards and schools which have similar characteristics to Avoca PS. Graphical evidence demonstrates that we are within the state band when looking at teacher judgements of student performance. Our NAPLAN data which is an external measure, shows that our Year 3 and Year 5 students are performing above similar schools and the states average. Our learning gain from Year 3 to Year 5 is exceptional in nearly all areas with a very small percentage of students achieving low growth. 100% of students achieved medium and high growth in Numeracy and Grammar and Punctuation. Writing is an area we will continue to focus on with 60% of students achieving medium growth. In 2019, we continued to refine and review our comprehensive planning documentation for all learning areas to include scaffolding and extension where required. Our focus centred around identifying students in the top 2 bands of NAPLAN reading and tracking their developments across the 2 year NAPLAN period. We maintain high expectations of our students and strive for clarity of purpose and we are building a strong culture of continuous learning for our staff. Following a year of refining and aligning reading resources, we will work towards embedding our writing approaches and developing our curriculum and assessment practices.

Engagement

Avoca PS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity. This year Avoca PS focused on empowering students, this work is ongoing and intentional. Our student voice representatives and school leaders had regular meetings to discuss their views on the school and ran charity days to support those in need. Other programs include the GRIP leadership conference for Year 6 students, our Grade 5/6 Leadership camp to 15 Mile Creek and our school leaders attend the ANZAC legacy in Melbourne each year. There were a range of opportunities for student voice and the development of student agency was nurtured. The school had a focus on goal setting and motivation for students, we are working on developing our goal setting further by the use of conferences in reading and writing for 2020.

in 2019, Avoca PS continued to work with families to ensure students were at school and learning. The use of Flexibuzz helped families to report absences with an explanation, and the school would make phone calls after an extended amount (3days) of being absent. Our average days of non-attendance are lower compared to the state median demonstrating our commitment to encouraging attendance and the message that every minute matters and individual parent support meetings are having an impact. Our parent community is aware of the need to come to school and that poor attendance does impact on learning.

Wellbeing

Student health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. The connection students have to their school, their teacher, their peers is fundamental and data is gathered annually from "The attitudes to school survey" to gain insight to student opinions. in 2019 our school connectedness fell below 60% of all Victorian schools and below similar context schools. At Avoca PS we have responded to the data, and for 2020 will be focusing on developing student agency and voice to ensure all students feel connected to their school, teacher and peers. All staff are working towards providing a safe and stimulating environment, to ensure that we are a community of learners focused on growth and communication with all stakeholders including parents.

Financial performance and position

Avoca Primary School Council in conjunction with the Principal have worked to ensure a surplus. In 2019, we saw the improvements of many areas across the grounds, including the Basketball court resurfacing and the construction of a new metal fence. Significant levels of our equity funding have been used to provide an Oral Language specialist and professional learning for all staff in all curriculum areas. In 2019, we once again had an effective Energy Breakthrough fundraising effort for which we could purchase a new Tryathlon trike. Additionally significant investment was made into the acquisition of reading comprehension materials and professional reading resources for all staff.

For more detailed information regarding our school please visit our website at
<https://www.avocaps.vic.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 117 students were enrolled at this school in 2019, 57 female and 60 male.

0 percent of students had English as an additional language and np 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 - Medium

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	59.1	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	68.9	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.2	89.7	81.7	95.0	Similar
Mathematics	92.2	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	90.0	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	90.0	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	87.5	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	86.7	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	71.1	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	80.9	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	68.5	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	74.1	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	6.3	25.0	68.8
Numeracy	0.0	28.6	71.4
Writing	26.7	60.0	13.3
Spelling	6.7	46.7	46.7
Grammar and Punctuation	0.0	46.7	53.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.6	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	14.7	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	92	91	93	93	90	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	62.7	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	76.9	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.9	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	80.6	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,200,936
Government Provided DET Grants	\$217,945
Government Grants Commonwealth	\$7,475
Government Grants State	\$0
Revenue Other	\$6,041
Locally Raised Funds	\$64,312
Capital Grants	\$0
Total Operating Revenue	\$1,496,709

Equity ¹	Actual
Equity (Social Disadvantage)	\$87,626
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$87,626

Expenditure	Actual
Student Resource Package ²	\$1,113,925
Adjustments	\$0
Books & Publications	\$39
Communication Costs	\$2,946
Consumables	\$67,081
Miscellaneous Expense ³	\$62,422
Professional Development	\$5,493
Property and Equipment Services	\$140,984
Salaries & Allowances ⁴	\$62,748
Trading & Fundraising	\$24,378
Travel & Subsistence	\$0
Utilities	\$12,602
Total Operating Expenditure	\$1,492,617
Net Operating Surplus/-Deficit	\$4,092
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$159,887
Official Account	\$10,092
Other Accounts	\$35,141
Total Funds Available	\$205,121

Financial Commitments	Actual
Operating Reserve	\$47,358
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$47,358

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 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, 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 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').