

2020 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 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 20 May 2021 at 04:38 PM by Jacinta Dellavedova (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 25 May 2021 at 02:55 PM

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

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 116 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 needs of all students through carefully planned sequences of learning and a commitment to every child's individual learning needs across our 6 classrooms. We have 6 Fulltime classroom teachers, 3 full time education support staff and 4 teachers who work part time across different learning areas. We currently have no staff that identify as Aboriginal or Torres Strait Islander. Our philosophy of learning applies to students and staff as we strive to employ current educational understandings research to all teaching and learning opportunities. Students at Avoca Primary School enjoy the Arts curriculum both performing arts and visual arts, a dedicated Science and Technology specialist subject, LOTE (Indonesian and a range of physical education classes and events at a school level and district level. Our school works within the Ballarat Cluster to support students and families that have English as a Second Language for communication, learning programs and assessment support. Our school app and communication avenues can be downloaded in multiple languages to support families that have English as a second language. We have a 0.8 STAP (speech therapist assistant) who works closely with the Education Department's Speech therapists to support students when communicating and forming sounds for their age.

As with all schools, we strive to do better, we aim for not only high learning outcomes for all our students, but also for them to become curious independent citizens of the 21st Century. Community expectations are high, as are those of all stake holders. 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 endeavor. In 2020, our professional learning and improvement continued to embed reading practices across the school. We continued to develop our curriculum knowledge of writing and embedded our Professional Learning Communities focusing on collaborating around data and planning ideas.

Framework for Improving Student Outcomes (FISO)

In 2020 Avoca Primary School was committed to the FISO areas of community engagement and creating a positive climate for learning. Our specific goals included developing a whole school learning community that builds positive relationships across the school which strengthen connections and develops learning characteristics and capabilities of all students. We focused on goal setting for students and providing timely feedback regarding learning that was shared with parents and carers. Avoca PS began remote and flexible learning by contacting families in regards to resources required for home learning, which included technology and internet requirements. We utilized our school app as a means of communication with parents and carers as we had all families on board and receiving notifications. The app was used to deliver learning videos, engagement activities and one to one conversations with families for clarification. Home learning packs were created weekly for students simulating a day at school that involved reading, writing, maths and an afternoon activity including Science, PE, Art and wellbeing. Our FISO goals became transferrable during remote and flexible learning as teachers were in constant contact with families discussing learning and wellbeing. To stimulate interactions with peers and to keep students engaged we created Web Ex sessions with classroom teachers and introduced fun Friday activities. Engagement and learning responses increased on a Friday and this was celebrated in our school newsletter each week. Our goal of developing our writing curriculum became quite challenging during remote and flexible learning and we plan to dedicate our 2021 AIP to writing.

Achievement

In 2020 Avoca Primary School has performed well considering the challenges involved with remote and flexible learning. Staff were able to utilise online resources for content delivery and assessment and consequently develop new ways of differentiating for students. Students responded well to project based learning tasks during the remote learning period. In 2021, we plan to incorporate more project based learning into our curriculum. During remote learning, teachers adapted activities and made them purposeful for the students, including our 'What's in the roof of Avoca PS?'

writing prompt, which resulted in picture story books, stories and even news report videos as a response. Engagement during remote learning needed to be meaningful for the students and to have a purpose. The use of digital technology programs including google classroom and class dojo meant families could share their learning at home with teachers and receive the targeted individual feedback. Avoca Primary School was slightly below the States average for English but above similar schools. Avoca PS continued its success in Mathematics with our average well above the state and regional levels. Our PSD funding has been used to provide students with individual and small group support for their learning journey at Avoca. It is used to buy resources to support Literacy and Numeracy development as well as purchasing resources for wellbeing including cooking and fine motor skills development. Our Education support staff work closely with classroom teachers to support Individual learning plans for our PSD funded students to ensure equality and access to the curriculum. Our STAP (Speech Therapist Assistance Program) supports students identified as having a speech difficulty to form sounds and blend sounds correctly when speaking and during Literacy. Learning intervention for reading is provided by using systematic phonics and spelling is delivered through Spelling Mastery Year 3 - 6 and Letters and Sounds for Years P - 2.

Engagement

In all areas of engagement our students exceeded State and Regional results. Our average days of non attendance are lower compared to the state median demonstrating that our commitment to encouraging attendance and the message that every minute matters and individual parent support meetings are having an impact. In 2020 our AIP set a goal of improving student voice and agency across the school. Our focus was for students to set their own goals to target their learning and to articulate strategies they can use to support their goal achievements. School pride and connectedness was a focus of Avoca PS and one that became quite difficult during remote and flexible learning. Student data from surveys indicate that students feel connected to Avoca PS, with a higher than state and regional average score. Our new School Stream app has provided greater communication to all school families and accountability for absences we now see very few students with unexplained absences.

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. Health and wellbeing supports such as weekly check ins during remote and flexible learning, access to beyond blue and other Educational Initiatives were prioritized for staff, students and their families at Avoca PS. Avoca PS modified the delivery of our wellbeing curriculum during remote and flexible learning by purchasing a wellbeing journal for all students to work through whilst at home. To support student wellbeing during the transition back to onsite learning, our school made time for students to reflect and share their experiences and acknowledge the challenges students' faced and utilized the Kids Help Line online modules for students. As a school we made time for students to interact and get to know their peers and to reinforce cooperative play for all. Students feel connected to school and feel safe as demonstrated by the Attitudes to School Survey for which Avoca PS was well above both state and regional averages. To support the wellbeing of students in Year 5 & 6, students took part in a professional ran puberty education session with Castlemaine Health.

Financial performance and position

Avoca Primary School Council in conjunction with the Principal has worked to ensure a strong surplus for the purposes of improving and updating grounds and facilities including a new playground to be built in 2021. Significant levels of equity funds were used to support students in learning and speech developments by our trained Speech Therapist Assistant Program (STAP). In 2020, significant purchases were made to update our technology devices that were utilised during remote and flexible learning by our students learning from home. Workbooks including Grammar, Handwriting and wellbeing were purchased to support all students during remote and flexible learning at home as well as extra pencils plastic pockets and paper bags to allow for the transferring of work. As a school we planned on accessing professional development sessions, however these were postponed due to COVID restrictions, we are looking to run these professional development sessions in 2021. The Capital Works building program concluded in 2020, with an updated undercover sporting area, rebound wall and the removal of asbestos and termite damage in the main building of the school, with the project coming in under budget we were able to build a new gaga pit for students to play in.

For more detailed information regarding our school please visit our website at
<https://www.avocaps.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 116 students were enrolled at this school in 2020, 56 female and 60 male.

NDP 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.

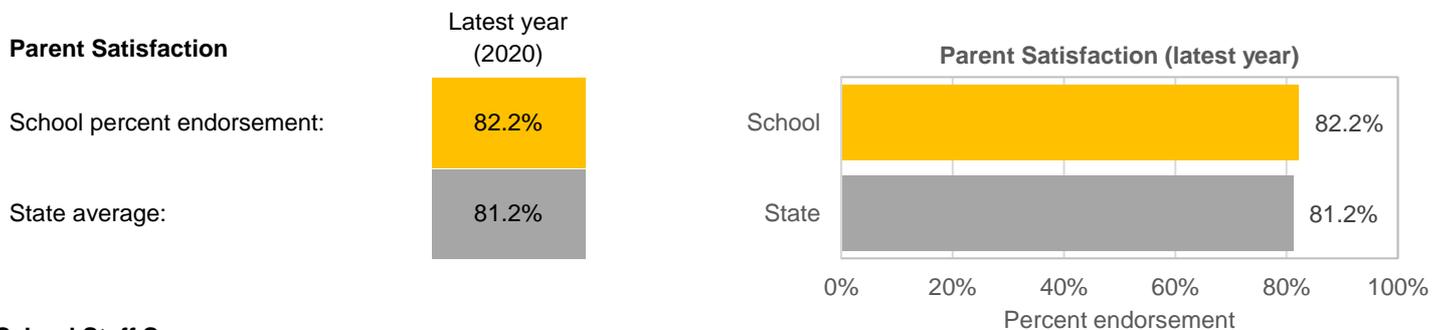
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

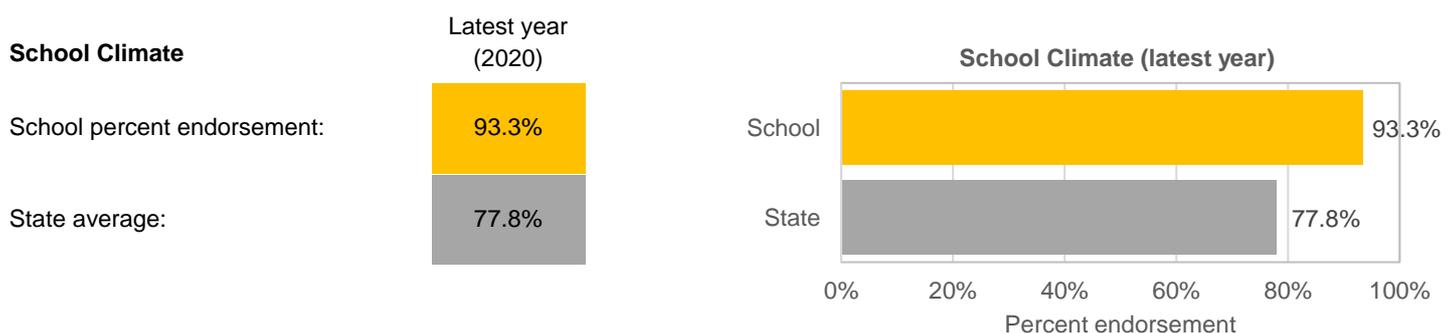


School Staff Survey

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:

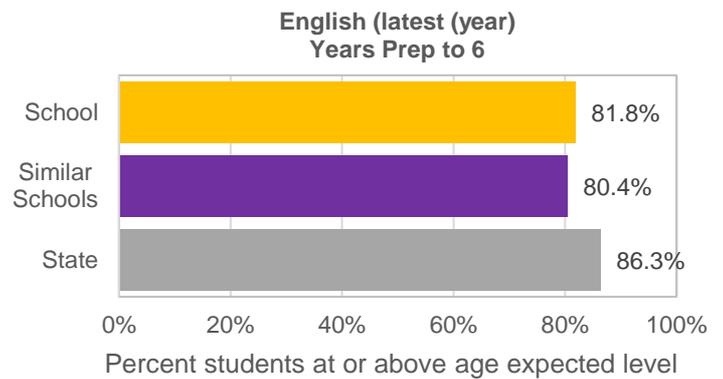
81.8%

Similar Schools average:

80.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

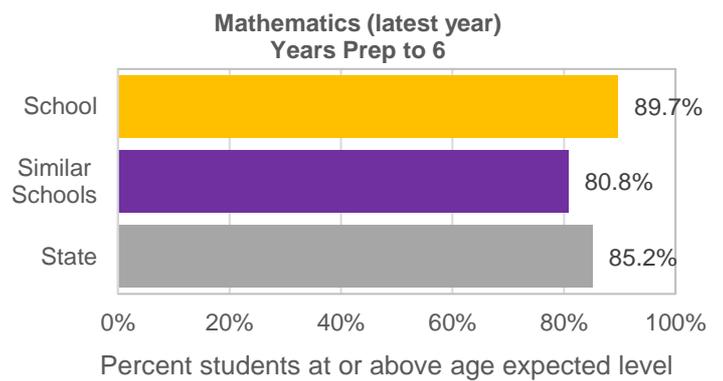
89.7%

Similar Schools average:

80.8%

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

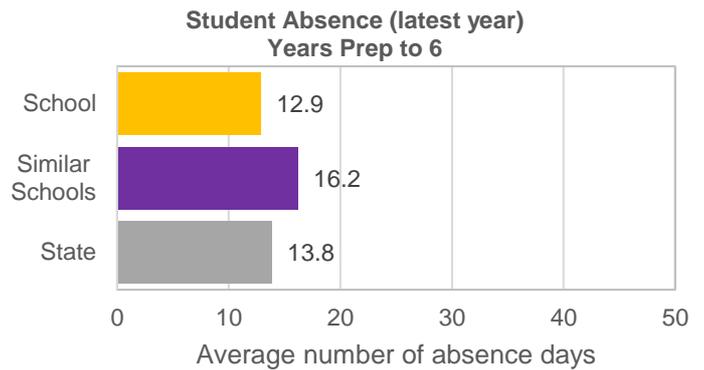
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.9	14.7
Similar Schools average:	16.2	15.8
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):	91%	94%	94%	94%	96%	92%	93%

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.

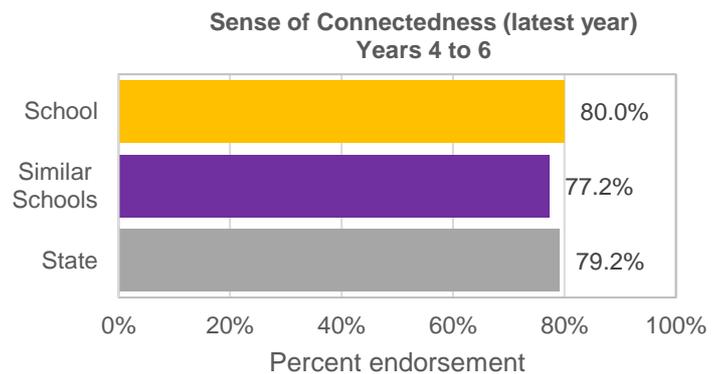
Student Attitudes to School – Sense of Connectedness

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:	80.0%	76.9%
Similar Schools average:	77.2%	79.8%
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.

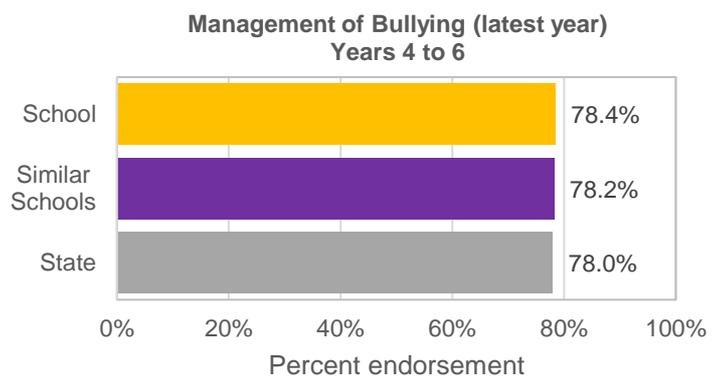
Student Attitudes to School – Management of Bullying

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:	78.4%	79.6%
Similar Schools average:	78.2%	80.8%
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	\$1,237,434
Government Provided DET Grants	\$210,871
Government Grants Commonwealth	\$6,900
Government Grants State	NDA
Revenue Other	\$1,502
Locally Raised Funds	\$25,053
Capital Grants	NDA
Total Operating Revenue	\$1,481,760

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,537
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$83,537

Expenditure	Actual
Student Resource Package ²	\$1,096,625
Adjustments	NDA
Books & Publications	\$2,065
Camps/Excursions/Activities	\$3,909
Communication Costs	\$3,343
Consumables	\$51,451
Miscellaneous Expense ³	\$13,792
Professional Development	\$2,617
Equipment/Maintenance/Hire	\$25,449
Property Services	\$42,974
Salaries & Allowances ⁴	\$33,522
Support Services	NDA
Trading & Fundraising	\$14,789
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$14,324
Total Operating Expenditure	\$1,304,860
Net Operating Surplus/-Deficit	\$176,899
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	\$236,768
Official Account	\$10,021
Other Accounts	NDA
Total Funds Available	\$246,790

Financial Commitments	Actual
Operating Reserve	\$31,892
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$202,850
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$43,940
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$278,682

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.