

2020 Annual Report to The School Community



School Name: Avondale Primary School (4812)



- 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 26 May 2021 at 10:09 AM by Jill Benham (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 15 June 2021 at 06:22 PM by Isabelle Sawtell (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

Our vision at Avondale Primary is for staff to actively engage every student in their learning. Teachers plan and implement lessons that challenge each student to provide maximum opportunity for growth. Staff engage, inspire and ignite a passion for learning in every student, through immersion in literature, mathematics, arts, physical development, sports, and science. We develop social and environmental awareness by studying world cultures and Australian history. Every student is taught to read independently, speak coherently, express ideas clearly in writing and have basic numeracy concepts and skills. Our shared values at Avondale Primary School are based on Respect, Self-confidence, Persistence, Integrity and Getting Along. Achievement, Confidence and Pride are the foundation to everything we do!

Our Intent, Rationale and Focus have changed slightly, raising the profile of Literacy through authentic reading opportunities, building skills and strategies to effectively decode and comprehend what has been read across a range of genres and then applied across all curriculum areas. Students have opportunities to see connections and apply this learning to the world around them. We continue to have a focus on improving practice, requiring teachers to adopt innovative pedagogies and students to be empowered to play an active role in their learning.

In 2020, the staff profile consists of two principal class members, 22.4 equivalent full time teachers and 8.0 equivalent full time Education Support staff.

Avondale Primary School is located 12 kilometres north west of the Melbourne CBD and services a community that was established in the 1960s. This area is now undergoing rapid population growth as low density housing is replaced by medium density homes. We have 7 International students placed across a number of year levels.

A total of 456 students were enrolled at Avondale Primary in 2020, 205 female and 251 male. 32 % of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

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. Avondale Primary's socio-economic band value is Low - Medium.

The Parent Opinion Survey showed parent satisfaction levels (80%) were slightly below the state average (82.2%), while the annual School Staff Survey saw positive responses (65%) to School Climate being below the state average (77.8%)

Framework for Improving Student Outcomes (FISO)

In 2020 Avondale Primary School continued to work on Building Practice Excellence, Empowering students and building school pride, and Parents and carers as partners.

To develop teacher capacity across the school the following activities were undertaken:

- *Professional Learning sessions focusing on teaching guided reading in the classroom and in an online learning environment

- *Professional learning sessions focusing on the use of online learning platforms to facilitate and support flexible and remote learning

- *PLCs focused on unpacking the Reading achievement standard and content descriptions in the Victorian Curriculum to plan quality teaching and learning experiences with embedded formative assessment opportunities

- *Staff participated in professional learning on the implementing the Fountas & Pinnell benchmarking assessment system. Staff conducted Fountas & Pinnell benchmarking on all students, ensuring comprehension was assessed in a targeted and consistent way (with a consistent script). The data collected was then used to moderate student learning.

In Student Wellbeing, Voice and Agency we:

- *Continued to implement the You Can Do It Social and Emotional Learning program from F-6
- *Built in whole class wellbeing activities during flexible and remote live calls.
- *Encouraged students to use technology to create and present work in a variety of ways and integrated the multiple intelligences across the curriculum.
- *Rewarded students' positive behaviours with class rewards systems, house points and student of the week certificates.
- *Encouraged students to draw upon the skills taught in the You Can Do It, to be confident and persistent when faced with challenges.

During Flexible and Remote Learning, Parents and Carers as partners continued to be a priority and was supported in the following ways:

- *Ongoing communication was established and maintained through the weekly Newsletter and Compass, with a focus on student wellbeing and mental health
- *Support programs were highlighted to families through Compass
- *At-risk students were identified and families were supported with follow up phone calls. On-site learning was provided to reengage students as Flexible and Remote learning continued.
- *Our Wellbeing Coordinator made contact with vulnerable and at risk students and families to check in.

Achievement

In 2020, the school continued work on its Strategic Plan goal of maximising the learning and growth in Literacy and Numeracy for each student. The Avondale P.S. School Performance Report, 2020 indicates:

ENGLISH

- *91.6% of students are at or above age expected standards
- *5% of students are above schools with similar characteristics average
- *5.3 % of students are above state average.

MATHEMATICS

- *89.4% of students at or above age expected standards
- *3.5% of students are above schools with similar characteristics average
- *4.2% of students are above state average.

English and Mathematics for National Literacy and Numeracy tests (NAPLAN) were not conducted in 2020.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

2020 saw student absences at 11.3 days which was a positive outcome of Flexible and Remote learning, when compared to the 13.8 day four year average.

Attendance rates across the school were at 93% or higher for all cohorts, which was equal to and higher in most cohorts in 2019.

Staff followed up with students and families who were not in regular attendance via on-line learning through Microsoft Teams, provided feedback to students and families and built in wellbeing activities to provide a platform for students to engage with their classmates and teachers. We had an emphasis on transitioning positively from flexible and remote learning to on site learning, revisiting what makes a great student and how we work together to promote collegiality. Setting expectations enabled students to tune in to learning in the onsite environment. Staff collected insights into successes and challenges of online learning through surveys, questions, open ended tasks and conferences and embedded this aspect of student voice into teaching and learning in Term 4.

Wellbeing

Avondale Primary School has a strong focus on student wellbeing and engagement, providing an inclusive, respectful environment with positive academic and social outcomes.

When interpreting the Annual Report data on Students Attitudes to School, focusing on both School Connectedness and Management of Bullying, it should be noted that this information may not be a true reflection due to lower participation rates and the collection of this data being beyond the classroom environment. The data suggests figures slightly below the 4 year average for both areas.

In 2020 we continued with the “You Can Do It” Program, a social-emotional program aiming to maximise success, positive relationships and wellbeing. This program was implemented throughout Flexible and Remote learning, providing an additional layer of support and familiarity for students and families, as well as real life contexts for application of learning at home. Students engaged in fortnightly lessons from Foundation – Grade 6, with a focus on the 5 keys of:

- Getting Along,
- Confidence
- Organisation
- Persistence
- Resilience

The 'School Wide Positive Behaviour Support' program was also introduced across the school, following staff professional learning in the seven key components of SWPBS. The Avondale SWPBS Matrix of Behaviour Expectations was developed, focusing on improved social, emotional, behavioural and academic outcomes for students and staff at APS. This enabled teachers and students to focus on building relationships and continuing learning through Flexible and Remote learning as well as the return to on-site learning in Term 4. Students and staff benefitted from increased respectful and positive behaviour, positive and respectful relationships among students and staff and a predictable learning environment with improved perceptions of safety and increased attendance.

In Terms 2 and 3, the Wellbeing Coordinator was largely responsible for referring to the Principal and SSS HaWKC, those students with PSD funding, additional learning needs or at risk in the home, so they could access learning on-site and further support where required. Flexible and Remote learning had a significant impact on attendance, engagement in learning and led to many mental health concerns in relation to students, teachers and families. During this time, the Wellbeing Coordinator and Assistant Principal, alongside classroom teachers, followed up with absences, emails and phone calls to parents and students, continuing to provide support and build even stronger relationships with those families in need (emotionally and financially). With the return of on-site learning in Term 4, APS took a positive approach to building the wellbeing and engagement of the school community and focused on addressing the gaps in student learning across the school.

Financial performance and position

At the end of 2020, Avondale Primary finished with a surplus budget. The implementation of Flexible and Remote Learning saw a reduction in our expenditure across all program budgets across the school, including maintenance, curriculum resources and school utilities. Also the need to employ CRTs to replace teachers who may have been unwell and for Professional Practice Days was significantly reduced, adding to the surplus figures.

\$10, 000 had been raised from fundraising events and allocated to target Classroom Library resources across the school. Due to COVID limitations, the spending of this money will have a consistent, coordinated approach in 2021.

Avondale Primary was successful in receiving a Local Schools Community Fund which enabled the school to purchase 26 Notebooks allocated to classrooms to enhance student learning.

Avondale Primary School received \$63,391 in Equity funding which allowed for the employment of a school psychologist and a speech therapist one day a week.

For more detailed information regarding our school please visit our website at
<https://www.avondaleps.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 456 students were enrolled at this school in 2020, 205 female and 251 male.

32 percent of students had English as an additional language and 2 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.

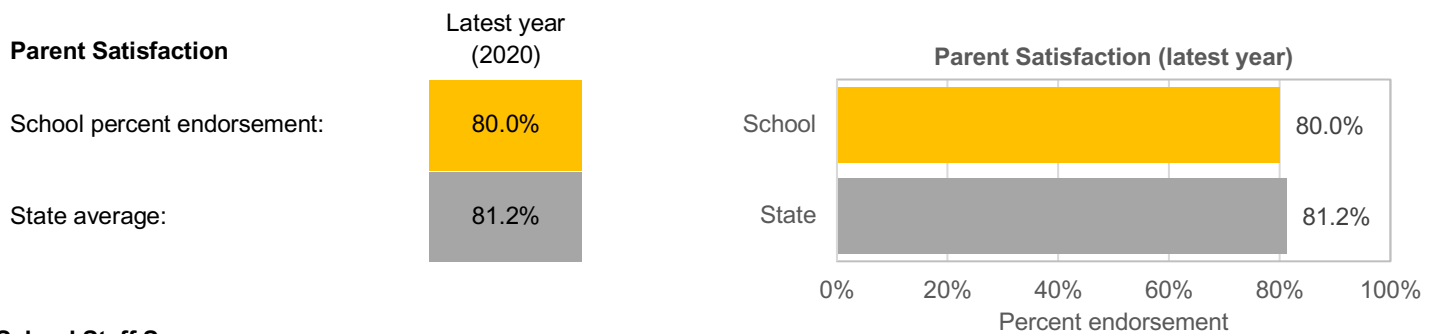
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

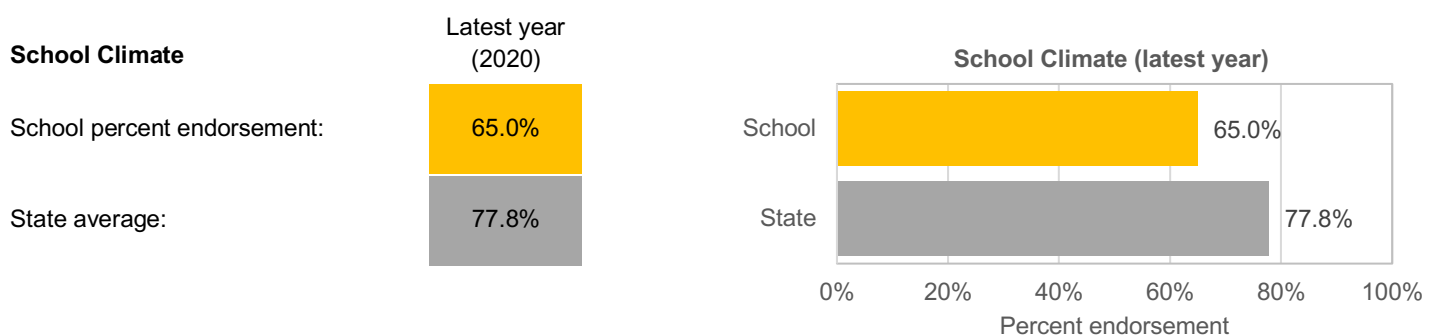


School Staff Survey

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:

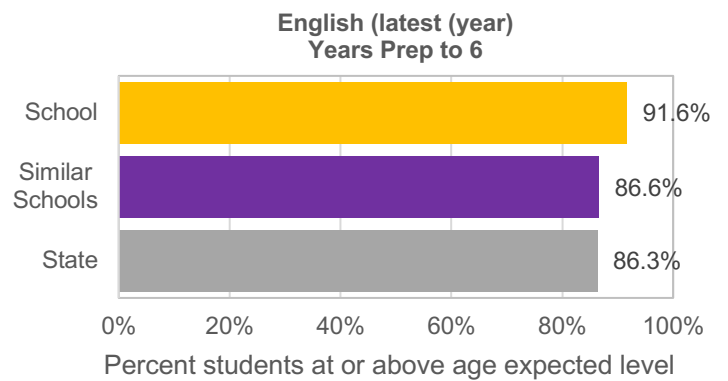
91.6%

Similar Schools average:

86.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

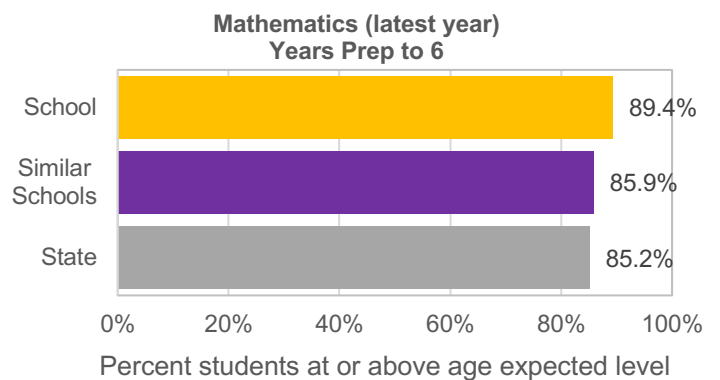
89.4%

Similar Schools average:

85.9%

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

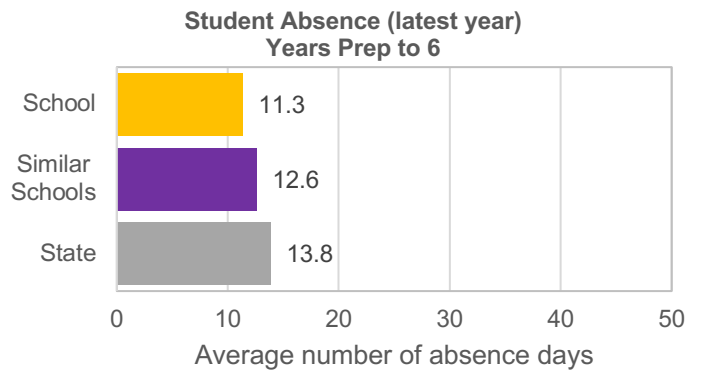
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.3	13.8
Similar Schools average:	12.6	15.0
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):	95%	93%	94%	95%	94%	93%	95%

WELLBEING

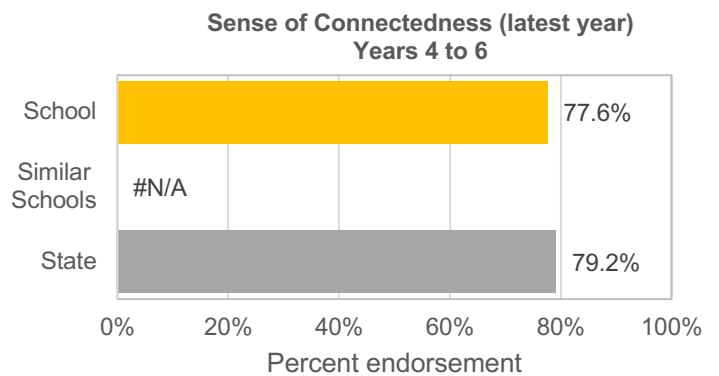
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.6%	79.5%
Similar Schools average:	NDP	80.9%
State average:	79.2%	81.0%



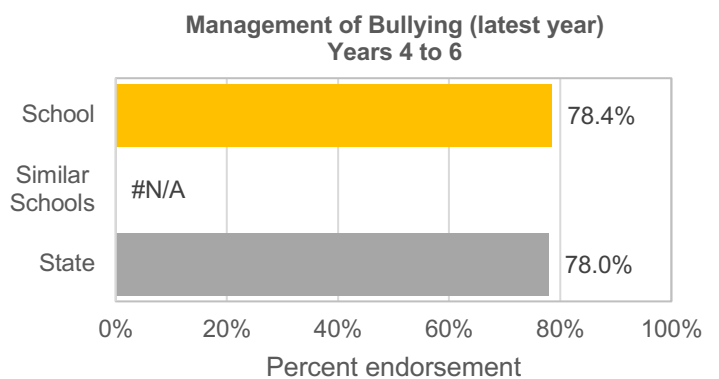
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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%	78.8%
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	\$3,665,803
Government Provided DET Grants	\$410,502
Government Grants Commonwealth	\$1,300
Government Grants State	NDA
Revenue Other	\$9,439
Locally Raised Funds	\$172,151
Capital Grants	NDA
Total Operating Revenue	\$4,259,195

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,391
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$63,391

Expenditure	Actual
Student Resource Package ²	\$3,628,104
Adjustments	NDA
Books & Publications	\$4,945
Camps/Excursions/Activities	\$14,887
Communication Costs	\$6,773
Consumables	\$24,449
Miscellaneous Expense ³	\$25,005
Professional Development	\$4,844
Equipment/Maintenance/Hire	\$84,209
Property Services	\$29,325
Salaries & Allowances ⁴	\$10,030
Support Services	\$112,408
Trading & Fundraising	\$62,277
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$27,979
Total Operating Expenditure	\$4,035,233
Net Operating Surplus/-Deficit	\$223,961
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	\$227,219
Official Account	\$8,158
Other Accounts	NDA
Total Funds Available	\$235,377

Financial Commitments	Actual
Operating Reserve	\$64,981
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$212,683
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	NDA
Maintenance - Buildings/Grounds < 12 months	\$22,694
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$300,358

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.