2024 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 15 March 2025 at 06:24 PM by Jill Benham (Principal)

- As executive officer of the school council, I attest that this 2024 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 02 April 2025 at 07:51 PM by Jill Benham (Principal)

HOW TO READ THE ANNUAL REPORT

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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the '*Performance Summary'* in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Avondale Primary School is situated in Avondale Heights, a suburb 12 kilometres from the Melbourne CBD, with a total student enrolment of 454 students. Our staff consists of a Principal and Assistant Principal, three learning specialists, 30 teachers (some part time) and 16 Educational Support staff. We also have three administrative staff, a part time Canteen Manager and one maintenance staff.

Avondale Primary School's vision is to be a community that strives for excellence through high quality learning, engagement and wellbeing for all. Supporting this vision are our three core values:

Learning

- value organisation and are prepared for success
- try our personal best and demonstrate a positive mindset
- are persistent and never give up
- are confident in our ability and celebrate achievements with pride
- engage positively in all learning experiences

Respect

- acknowledge diversity
- consider other people’s ideas and perspectives
- treat each other fairly
- listen to others
- demonstrate kindness

Responsibility

- are accountable for our actions
- collaborate with others
- promote a safe environment
- look after our school community
- are organised and ready to learn

The school's socio-economic profile, based on families' occupations and education, is considered in the low band, which represents a low level of socio-educational disadvantage.

Our curriculum at Avondale Primary School reflects the Victorian Curriculum framework, including exploration of the new Victorian Curriculum 2.0, with specialist programs in the Visual and Performing Arts, Physical Education, Science and our language other than English program (Auslan).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, learning at Avondale Primary School focused on maximising student learning and growth in Literacy and Numeracy across our school. We continued to implement the Tutor Learning Initiative (TLI), with the focus on reducing potential learning gaps of identified students. Our tutors/intervention teachers continued to implement targeted, research-based learning interventions in Reading, creating Individual Education Plans for these students in collaboration with classroom teachers, working closely with classroom teachers to align classroom and tutor learning, sharing high impact teaching strategies and monitoring student progress. This work has also been supported by our Learning Specialists, engagement with a numeracy consultant and targeted professional learning.

Our NAPLAN data reflected the high quality of this work, with the percentage of students in the Strong or Exceeding proficiency levels in Reading for Grade 3 being 74.3%, slightly below the similar schools average and for Grade 5, 89.2%, well above the similar schools average (80.3%). The percentage of students in the Strong or Exceeding proficiency levels in Numeracy for Grade 3 being 65.7%, below the similar schools average and for Grade 5, 88.9%, higher than the similar schools average (74.5%)

Throughout the year, we have strengthened the practices of our Professional Learning Communities (PLCs) through prioritising collaborative planning sessions and targeted professional learning workshops, focusing on building data literacy and developing researched based teaching practice to maximise student learning outcomes throughout the year, with the support of our Learning Specialists and Leadership team. We continued the work with our Consultant in Mathematics to explore the new Victorian curriculum and develop sequences of learning and unit planners across the school.

Student learning data across Foundation to Grade Six, reflects the effectiveness of the strategies implemented and action taken. Teacher judgement of student achievement against the Victorian Curriculum was maintained with 91.9% of students at or above age expected standard in English and 93.3% of students at or above age expected standard in Mathematics and continues to be slightly above the average of similar schools.

Wellbeing

Avondale Primary School prioritises a high level of wellbeing support and in 2024, we continued to work effectively to use available resources to support this. We started our year with a whole school focus on building the Routines for Success, promoting a positive foundation for student learning and wellbeing, establishing with students an environment where they learn best, promoting safety, happiness, support and engagement.

We continued to embed School Wide Positive Behaviour Support (SWPBS), Respectful Relationships (RR), the Zones of Regulation and cyber safety across the school. We have

focused on building teacher practice to incorporate a range of individualised adjustments as required, focusing on wellbeing where brain breaks are embedded, mindfulness activities available and fidget tools and sensory items provided for students who need support to regulate. Students, staff and families continued to be supported by Student Support Services (SSS team) and Allied health professionals.

In 2024, the Attitudes to School Survey showed both Sense of Connectedness for our Grades 4-6 students at 57.2% and Management of Bullying at 49.9% being considerably lower than the state average. This highlighted the necessity of embedding a multi-tiered support system to cater for all students, building strong relationships between teachers and students and developing transparent and consistent approaches to managing student behaviour. In response to the Attitudes to School Survey results, we implemented PIVOT as a tool to find out more about our student wellbeing and engagement. Short surveys completed by students began to provide teachers with insights into student wellbeing and engagement, with check-ins enabling students to share this information and teachers to implement appropriate follow up, individually, in small groups or during whole class sessions.

As part of our wellbeing focus in 2024, Avondale Primary School employed a Mental Health and Wellbeing Leader who worked closely with the Disability Inclusion Leader. We concentrated on engaging our at risk students in a range of Tier 2 interventions. A key intervention was engaging the Services of both an Occupational Therapist and Speech Therapist one day a week. This enabled us to provide an additional layer of support to those students who required sensory profiles and speech recommendations and further supported our students who engaged in Disability Inclusion Profile meetings

Engagement

Avondale Primary School continued to emphasise the importance of attendance in terms of learning and engagement throughout the school year. We employed a whole school approach to monitoring absences, exploring consistent processes in following up with absences. The importance of School attendance was highlighted through our whole school newsletter, Compass posts and in classrooms, as well as being recorded on Semester Reports and followed up at Parent/Carer Teacher conferences. We also followed up with unexplained absences and those students who are consistently late for school. As a result, our school average number of absence days in 2024 are 19.5 days, which is slightly lower than similar schools (20.2) and state schools (21.8). The 4-year school average absence days was 18.3, approximately the same as similar schools (18) and slightly lower than the state (20.1) average.

Avondale Primary School continued to focus on positive student transitions in 2024, from Kinder to Foundation and Year 6 -7. The K- F school transition program provided school tours and information sessions for parents and carers alongside classroom sessions for our Kindergarten students, being very well attended. Our student leaders supported this process, helping families and students. Our Year 6 students actively participated in sessions in local secondary colleges and attended transition days as well as engaging in workshops with our local council's Youth Services to support a positive start in secondary college.

To further extend student engagement, Avondale Primary School, prioritised the implementation of student Lunchtime Clubs, where students shared their ideas and preferences. These Clubs included the Imagination Club, Crochet Club, Lego Club, Library Club and Art Club. We were able to provide an additional level of engagement for our students at lunch time. Our Student

Representative Council (SRC) continued to gain momentum, exploring a range of protocols to collect and share information between classrooms and the SRC, promoting student voice. This saw our leaders building confidence in sharing ideas from their peers and engaging in decision making, connecting to specific charities and fundraising endeavours, identified by our students. Our special lunch days continued to reflect feedback of our students.

Other highlights from the school year

At Avondale Primary School, our students engaged in a range of excursions, including Werribee Zoo, Edendale Farm, Ceres, Melbourne Zoo, Melbourne Museum, Imax and Strike Bowling. In school events ranged from Marvellous Minibeasts, Foundation Breakfast, Stem Buddies, Toon World and the Parliamentary Process. Through the Swimming in Schools program, our Foundation and Grades 4/5/6 students engaged in learning to develop lifelong water-safety skills and our Grades 1, 2 and 3 students engaged in a nine-day intensive swimming program at East Keilor Leisure Centre. Sporting events included 5/6 summer and winter Gala Days, Athletics Day, Cross Country, 3/4 Cricket Day, Basketball Gala Day, interschool swimming event and F- 6 Sports Day.

We engaged the I Can Network to continue to provide opportunities for our neurodiverse students. Over eight sessions throughout Term Two, a group of 16 students worked with The I CAN Network mentors to empower our autistic and neurodivergent students to develop a confident and capable 'I Can' mindset.

Whole school opportunities to promote community engagement focused on meet and greet sessions between parents/carers and teachers, open classrooms, including Education Week with many families visiting our school and classrooms. The annual Book Week Parade was also a highlight, with students dressing up as their favourite book character, again with family involvement. We also celebrated and acknowledged a range of cultural diverse events, including Harmony Day, NAIDOC Week, ANZAC Day and Remembrance Day. In further building the relationship between school and home, we had volunteers working in the canteen, going on excursions with grades and supporting whole school events. Our partnership with Team Kids, provided us with opportunities to bring our community together throughout the year and our year ended on an extremely positive note, bringing the whole school community together for our now annual Celebration event, with student performances, a family picnic evening and Art Show, showcasing the artistic talents of students across our school.

Financial performance

Avondale Primary School continued to maintain a strong financial position. We ended the 2024 year with a surplus budget, which continues to support our School Strategic Plan and 2025 Annual Implementation Plan.

The Equity funding we received enabled us to engage in a Speech service agreement and our Tier 2 funding supported us to engage in Occupational Therapy. Also using our Tier 2 funding we were able to further support student wellbeing by accessing the Cyber Safety Project and PIVOT.

We have had a focus on building resources to support our approach to reading, purchasing a range of decodable texts across Foundation to Grade 2 and mentor texts across our school. We continued to engage a Numeracy consultant to build staff curriculum knowledge and plan experiences to extend student engagement.

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 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 453 students were enrolled at this school in 2024, 214 female and 239 male.

18 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).

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.

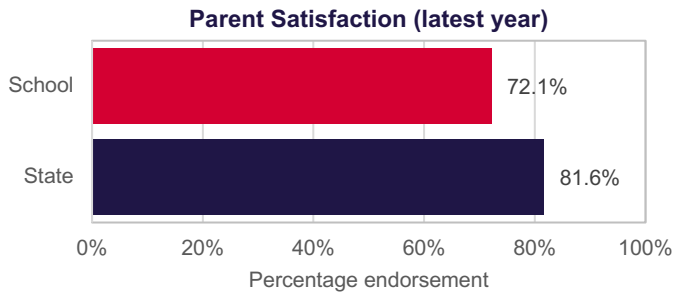
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	72.1%
State average (primary schools):	81.6%



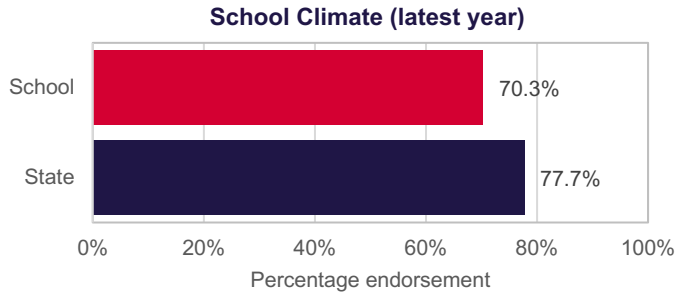
School Staff Survey

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	Latest year (2024)
School percentage endorsement:	70.3%
State average (primary schools):	77.7%



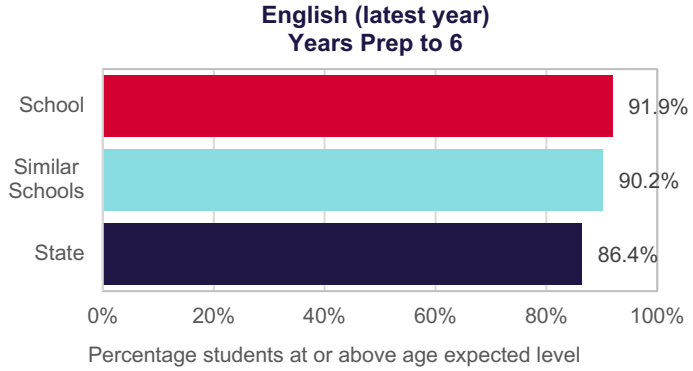
LEARNING

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.***

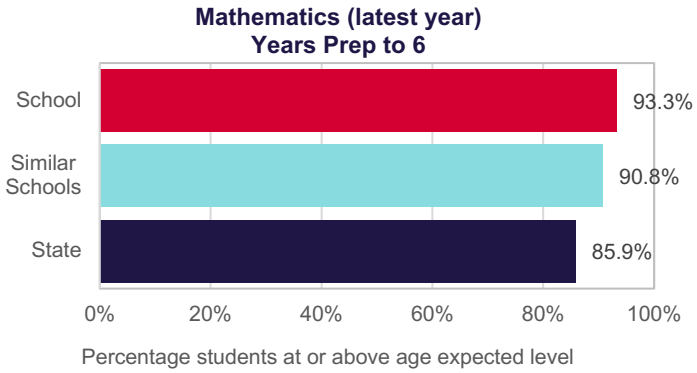
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	91.9%
Similar Schools average:	90.2%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	93.3%
Similar Schools average:	90.8%
State average:	85.9%



LEARNING (continued)

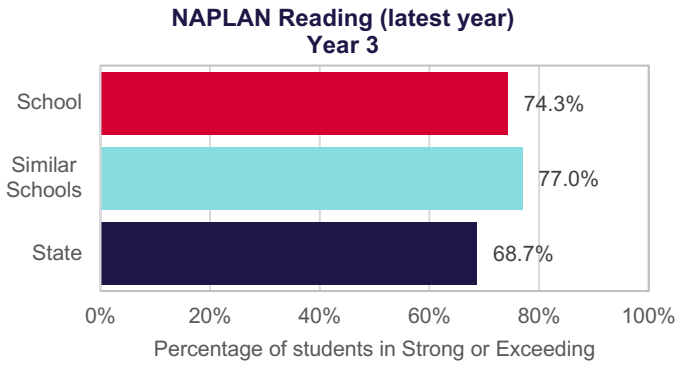
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

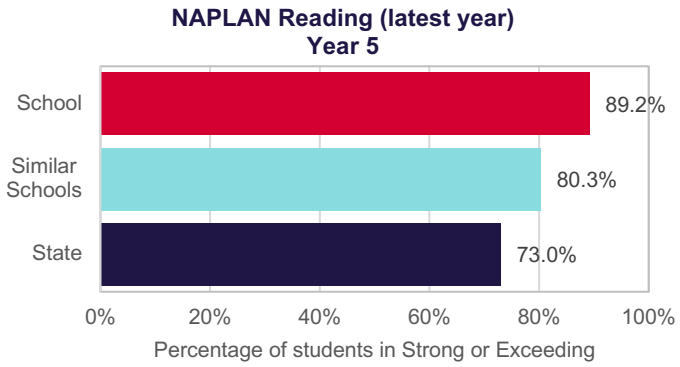
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

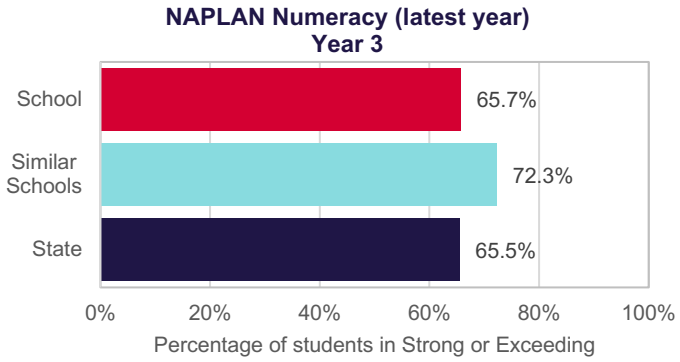
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.3%	73.9%
Similar Schools average:	77.0%	76.7%
State average:	68.7%	69.2%



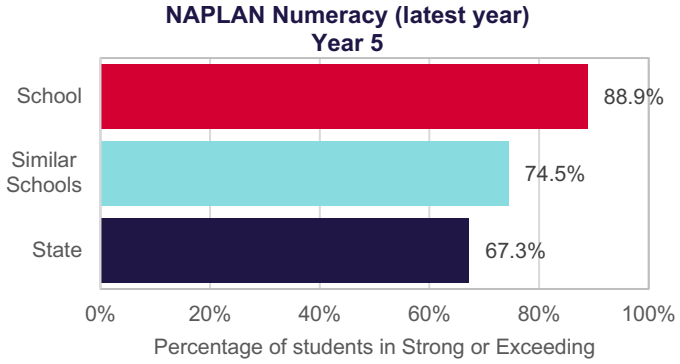
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.2%	90.2%
Similar Schools average:	80.3%	82.3%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.7%	66.2%
Similar Schools average:	72.3%	72.9%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	87.7%
Similar Schools average:	74.5%	75.2%
State average:	67.3%	67.6%



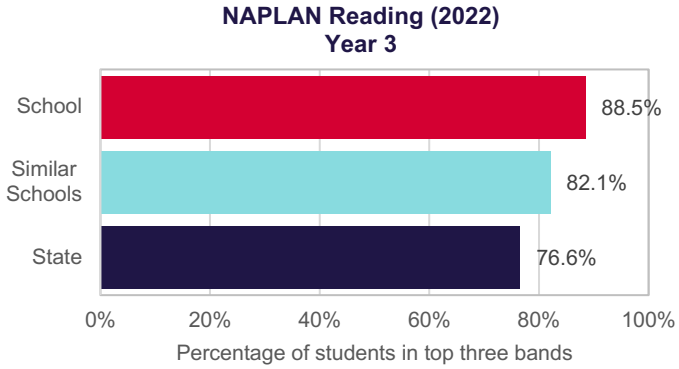
LEARNING (continued)

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.***

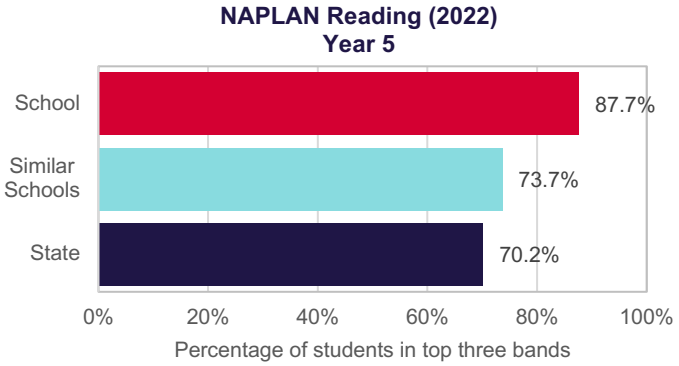
NAPLAN 2022

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

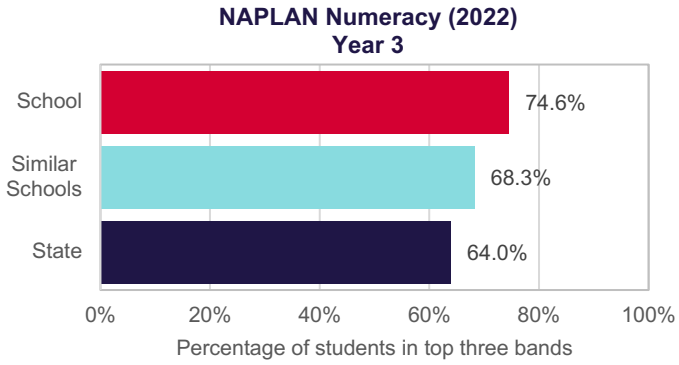
Reading Year 3	(2022)
School percentage of students in the top three bands:	88.5%
Similar Schools average:	82.1%
State average:	76.6%



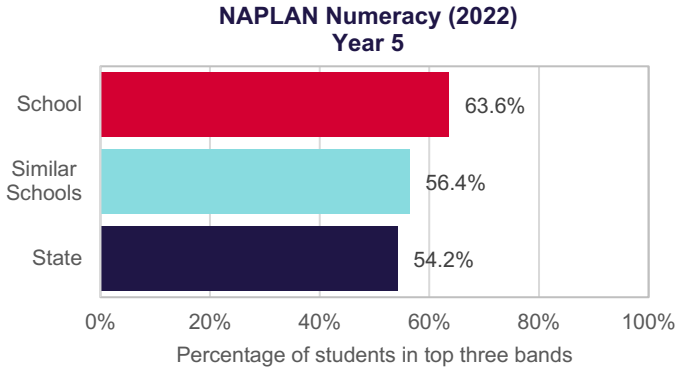
Reading Year 5	(2022)
School percentage of students in the top three bands:	87.7%
Similar Schools average:	73.7%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	74.6%
Similar Schools average:	68.3%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	63.6%
Similar Schools average:	56.4%
State average:	54.2%



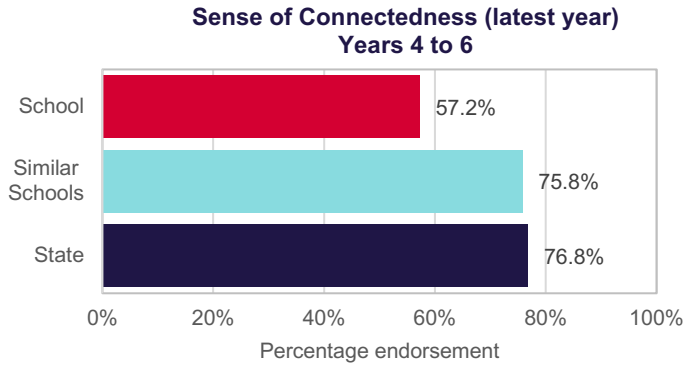
WELLBEING

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 percentage 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).

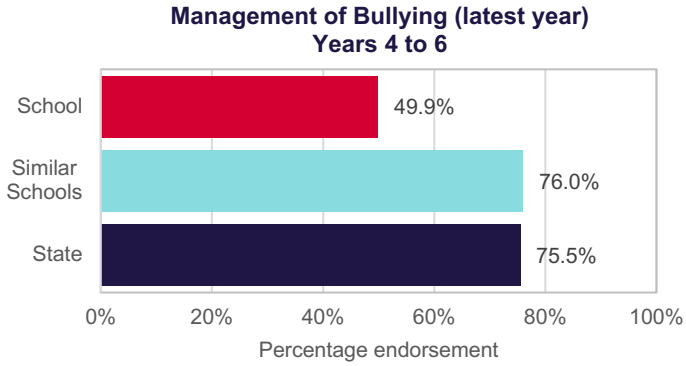
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	57.2%	67.5%
Similar Schools average:	75.8%	77.5%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	49.9%	62.6%
Similar Schools average:	76.0%	76.5%
State average:	75.5%	76.3%



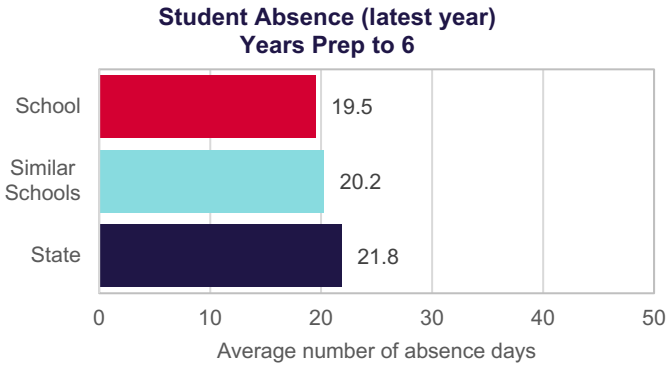
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	19.5	18.3
Similar Schools average:	20.2	18.0
State average:	21.8	20.1



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 (2024):	92%	90%	90%	91%	90%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$4,638,960
Government Provided DET Grants	$720,370
Government Grants Commonwealth	$6,300
Government Grants State	$0
Revenue Other	$49,542
Locally Raised Funds	$301,487
Capital Grants	$0
Total Operating Revenue	**$5,716,659**

Equity [1]	Actual
Equity (Social Disadvantage)	$59,079
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$59,079**

Expenditure	Actual
Student Resource Package [2]	$4,554,442
Adjustments	$0
Books & Publications	$5,253
Camps/Excursions/Activities	$61,316
Communication Costs	$4,668
Consumables	$101,606
Miscellaneous Expense [3]	$58,401
Professional Development	$20,134
Equipment/Maintenance/Hire	$74,891
Property Services	$85,599
Salaries & Allowances [4]	$396
Support Services	$514,297
Trading & Fundraising	$73,758
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$57,743
Total Operating Expenditure	**$5,612,504**
Net Operating Surplus/-Deficit	**$104,155**
Asset Acquisitions	**$116,944**

(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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	$538,256
Official Account	$18,836
Other Accounts	$0
Total Funds Available	**$557,092**

Financial Commitments	Actual
Operating Reserve	$176,948
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$208,394
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	$46,169
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$431,511**

All funds received from the Department of Education, 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.