2025 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 26 March 2026 at 08:11 AM by Jill Benham (Principal)

- As executive officer of the school council, I attest that this 2025 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 04 May 2026 at 10:39 AM 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
    - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
    - school staff responses to the School Climate area of the School Staff Survey
- Learning
    - English and Mathematics for Teacher Judgements against the curriculum
    - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
    - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
    - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
    - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
    - average absence days per student
    - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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 434 students. Our staff consists of 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 member.

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 2.0 framework, 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 2025, learning at Avondale Primary School focused on maximising student learning and growth in Literacy and Numeracy across our school.

We continued to strengthen early literacy instruction through a structured synthetic phonics approach from Foundation to Year 2. This work ensured a consistent, evidence-based sequence for teaching phonemic awareness, phonics and early spelling. Foundation and Year 1 teachers implemented the approach as part of their core literacy program, while Year 2 teachers engaged in further exploration and refinement to determine how the sequence best supported students who required additional consolidation, as indicated through ongoing assessment and classroom data. The school also invested in a wide range of decodable texts across all year levels, enabling students to practise newly learned phoneme grapheme correspondences in connected reading and supporting greater reading accuracy, confidence and fluency.

Our continued work with a Mathematics consultant supported the exploration of the new Victorian Curriculum 2.0 and development of sequences of learning and unit planners across the school. This work also supported the development of common assessment tasks, strengthened formative assessment practices and differentiation.

We continued to embed the Tutor Learning Initiative (TLI), alongside a multi-tiered targeted Intervention program, with the focus on reducing identified learning gaps of students not making expected progress. Our tutor/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 monitor progress and sharing high impact teaching strategies.

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 72%, slightly below the similar schools average and for Grade 5, 69.8%, below the similar schools average (79.4%). The percentage of students in the Strong or Exceeding proficiency levels in Numeracy for Grade 3 being 70%, slightly below the similar schools average and slightly higher than our three year average and for Grade 5, 78.3%, higher than the similar schools average (75.7%).

Relative growth is determined by comparing a student's current year result relative to the results of all similar Victorian students. Our students achieved high or medium relative growth in both Reading and Numeracy, 77.2% and 76.4% respectively, both being slightly higher than similar schools.

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 90.3% of students at or above age expected standard in English, which is the same as similar schools and 86.8% of students at or above age expected standard in Mathematics, slightly below the average of similar schools.

Throughout the year, we have strengthened the practices of our Professional Learning Communities (PLCs), 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, led by our Learning Specialists and Leadership team. We continued to build the capacity of our PLC Leaders, with time prioritised each week to engage in professional learning.

Through ongoing professional learning, staff deepened their understanding of the Victorian Learning and Teaching Model (VLTM) 2.0, with a strategic approach to the elements of learning. This included strengthening knowledge of cognitive load to ensure instruction was clear, purposeful and manageable for students and embedding responsive teaching practices to adjust instruction based on real time student needs and evidence.

Wellbeing

Avondale Primary School prioritises a high level of wellbeing support and in 2025, 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. Staff also engaged in Day 1 of the Berry Street Education Model, strengthening our trauma-informed practice with a focus on student regulation, body awareness and building readiness to learn. Students, staff and families continued to be supported by Student Support Services (SSS team) and Allied health professionals.

In 2025, the Attitudes to School Survey showed positive endorsement for both Sense of Connectedness for our Grades 4-6 students at 64% (2024 - 57.2%) and Management of Bullying at 62.7% (2024 - 49.9%) being lower than the state average. This increase in endorsement from 2024 has reflected the work we have engaged in, 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 continue to use PIVOT as a tool to find out more about our student wellbeing and engagement. Short surveys completed by students on a regular basis provided teachers with insights into student wellbeing and engagement, check-ins enabling students to share this information and teachers to implement appropriate follow up, individually, in small groups or during whole class sessions.

An integral component of our wellbeing focus in 2025, was the ongoing work of our Mental Health and Wellbeing Leader who liaised closely with the Disability Inclusion Leader. We concentrated on engaging our at risk students in a range of Tier 2 interventions, including 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 promoted 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 and with attendance meetings. 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 per student is 19.7 days (2024 - 19.5 days), which is the same as similar schools. The 4-year school average absence days was 20.2 days, approximately the same as similar schools (19.8) and slightly lower than the state (21.7 days) average.

Avondale Primary School continued to focus on positive student transitions in 2025, from Kindergarten 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 and was very well attended. Our student leaders supported this process, helping families and students have a positive and engaging start to school life. Our Year 6 students actively participated in sessions at 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 to 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 and provided 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. Our student leaders built confidence in sharing ideas from their peers and engaging in decision making, connecting to specific charities and fundraising endeavours, identified by our students as well as our special lunch days reflecting SRC feedback.

Other highlights from the school year

At Avondale Primary School, our students engaged in a comprehensive camping program, ranging from a Foundation Breakfast and a Grade 1 Stay Late afternoon to our Grade 2 Day Camp at Lake Dewar, the Grade 3/4 Camp to Lady Northcote, and the Grade 5/6 Camp to Phillip Island. To further extend student learning, we participated in a wide range of excursions, including the Foundation excursion to the Werribee Zoo and Wildlife Sidekicks in-school event; the Grade 1 Super Science in-school event; the Grade 1 and 2 Tiny Chef excursion; and the Grade 5/6 Life Education sessions.

In-school events included our Foundation Firefighter visit; Foundation, Grade 4 and Grade 5/6 Lifesaving sessions; the Foundation Wildlife Sidekicks visit; the Grade 1 Science in-school event; and the Grades 3–6 Protective Policing Unit talks. Through the Swimming in Schools program,

our Foundation and Grades 4/5/6 students developed lifelong water-safety skills, while our Grades 1, 2 and 3 students participated in a nine-day intensive swimming program at East Keilor Leisure Centre. Sporting events included the Grade 5/6 summer and winter Gala Days, Athletics Day, Cross Country, the Grade 3/4 Cricket Day, Basketball Gala Day, the interschool swimming event and our F–6 Sports Day.

We engaged the I CAN Network to continue providing opportunities for our neurodiverse students. Over eight sessions in Term Two, a group of 16 students worked with I CAN mentors to build confidence, connection and a strong 'I Can' mindset.

Whole-school opportunities to promote community engagement included meet-and-greet sessions between parents/carers and teachers, open classrooms during Education Week and our annual Book Week Parade, with students and staff proudly dressing as their favourite book characters. We also celebrated a range of culturally significant events, including Harmony Day, NAIDOC Week, ANZAC Day and Remembrance Day.

This year also saw the whole school participate in STOMP dance workshops, culminating in a vibrant community concert that brought families together to celebrate student creativity and performance. In addition, our whole school Colour Fun Run fundraiser was a highlight, promoting physical activity, school spirit and community involvement.

To further strengthen the partnership between school and home, volunteers supported our canteen, attended excursions and assisted with whole-school events. Our partnership with Team Kids continued to provide opportunities to bring our community together and the year concluded in an engaging and interactive annual Celebration event, featuring student performances, a family picnic evening and our Art Show, showcasing the artistic talents of students across our school.

Financial performance

Avondale Primary School continued to maintain a strong financial position throughout 2025. We concluded the year with a surplus of $30,689, providing a solid foundation to support the ongoing implementation of our School Strategic Plan and the 2026 Annual Implementation Plan.

Equity funding supported the school to continue engaging a Speech Pathologist one day per week, ensuring targeted support for students requiring additional language and communication development. In addition, Tier 2 funding allowed us to retain an Occupational Therapist one day per week and to deliver targeted wellbeing teaching and intervention programs through the Cyber Safety Project and PIVOT initiatives.

A significant area of expenditure this year was the increased use of casual relief teachers, driven by unplanned and higher-than-usual staff absences and several periods of unexpected extended leave. Ensuring continuity of learning remained a priority, and although CRT costs exceeded initial projections, these expenses were managed responsibly within the broader financial framework.

The school also invested in strengthening teaching and learning resources. A key focus was expanding materials to support the Foundation to Year 2 Reading Approach, including extending our collection of decodable texts in line with Department of Education expectations. We continued to build our whole-school library of mentor texts to enhance literacy instruction across all year levels. In mathematics, we continued to engage a curriculum consultant to deepen staff knowledge and support the planning of rich learning experiences designed to extend student

engagement and achievement. We have also implemented the Berry Street Education Model, with our first whole staff professional learning in Term 3, with this approach continuing into 2026.

School Council/School Leadership-led fundraising initiatives throughout the year enabled the construction of two Gaga pits, the development of a nature-based sensory playground, the purchase of moveable soccer goals.These projects enhanced student learning, engagement and wellbeing, reflecting our school's commitment to creating inclusive and dynamic learning spaces.

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 434 students were enrolled at this school in 2025, 200 female and 234 male. 17% had English as an additional language and NDP 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**71.0%**
	Similar schools	79.3%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**72.2%**
	Similar schools	78.5%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**90.3%**
	Similar schools	90.3%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**86.8%**
	Similar schools	89.1%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**72.0%**	**73.4%**
	Similar schools	76.7%	76.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**69.8%**	**83.6%**
	Similar schools	79.4%	81.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**70.0%**	**67.2%**
	Similar schools	74.1%	73.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**78.3%**	**84.7%**
	Similar schools	75.7%	75.4%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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 current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**77.2%**
	Similar schools	74.3%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**76.4%**
	Similar schools	74.6%
	State	74.0%

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**64.0%**		**65.4%**
	Similar schools	76.1%		76.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**62.7%**		**61.6%**
	Similar schools	76.6%		76.1%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**19.7**	**20.2**
	Similar schools	19.7	19.8
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**89.4%**
Year 1	**School**	**92.1%**
Year 2	**School**	**90.2%**
Year 3	**School**	**91.5%**
Year 4	**School**	**89.8%**
Year 5	**School**	**88.0%**
Year 6	**School**	**89.4%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$4,816,832
Government Provided DET Grants	$678,334
Government Grants Commonwealth	$4,128
Government Grants State	$0
Revenue Other	$126,752
Locally Raised Funds	$352,383
Capital Grants	$0
Total Operating Revenue	**$5,978,427**

Equity	Actual
Equity (Social Disadvantage)	$61,277
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$61,277**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$4,839,282
Adjustments	$0
Books & Publications	$824
Camps/Excursions/Activities	$150,588
Communication Costs	$4,138
Consumables	$113,690
Miscellaneous Expenses[2]	$47,892
Agency Staff	$273,026
Professional Development	$27,642
Equipment/Maintenance/Hire	$56,544
Property Services	$94,475
Salaries & Allowances[3]	$405
Support Services	$216,315

Expenditure	Actual
Trading & Fundraising	$64,876
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$58,042
Total Operating Expenditure	**$5,947,739**
Net Operating Surplus/-Deficit	**$30,689**
Asset Acquisitions	**$28,495**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$404,156
Official Account	$58,689
Other Accounts	$0
Total Funds Available	**$462,844**

Financial Commitments	Actual
Operating Reserve	$184,743
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$121,799
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	$109,124
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$415,665**

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.