

# 2021 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](http://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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 March 2022 at 12:48 PM by Jacinta Dellavedova (Principal)

- This 2021 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 28 April 2022 at 02:03 PM by Stacey Blair (School Council President)

## 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

---

### 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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

---

### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 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').

## 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 enrollment of 114 students includes families from the agricultural and winery sectors as well as the local township. Avoca is located in Central Victoria, about 50 minutes North of Ballarat and our closest secondary schools are in Maryborough a 20minute drive away.

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. 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. We have 6 Full time teaching staff and 4 part time teachers together with 5 Educational support workers helping to create a supportive and engaging environment for the students of Avoca PS.

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. Student Voice and agency are strong drivers to improve learning and our school grounds. Our student voice have assisted in designing and selecting our new playgrounds to ensure all student ideas were acknowledged and catered for. 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 endeavour. Our School Vision was developed during collaboration with student voice and school council during 2021 to reflect our current direction. Our vision is as follows, we are committed to providing a dynamic learning environment that is caring and challenging, to motivate students to reach their full potential. We pride ourselves on engaging students in lifelong learning in all aspects of school life and within the wider community.

In 2021, our professional learning and improvement continued to embed writing practices across the school. We continued to develop our curriculum knowledge of writing and embedded our Professional Learning Communities focusing on collaborating around analysing data and planning ideas. We have a strong curriculum scope and sequence for all years levels to drive in-depth planning and preparation for point of need teaching. The tutor learning initiative focused on developing student confidence in writing and spelling. We strive to support students from KOORIE families and English as a second language and we look forward to welcoming families into our school for 2022. We incorporate customs and traditions from the cultures of our school families into our assemblies and curriculum understandings.

---

### Framework for Improving Student Outcomes (FISO)

Avoca primary School delivered on our key improvement strategies from our Annual implementation plan for 2021. However some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by conducting meetings, moderation of learning tasks and Professional Development sessions online via Web Ex. As a school we completed the 6 plus one traits of writing and implemented this research across the school to engage students in the writing process. The school embedded our approach to Professional learning Communities by developing termly meeting schedules which lead to teachers being prepared and and increase in collaboration across the school. Learning walks and Peer Observations were modified during periods of remote and flexible learning, teachers were taking part in Web ex sessions and watching videos prepared to support student learning sent out to families via our school app. Remote learning for Avoca Primary School was a combination of paper based learning materials and twice a day web ex engagement and socialisation sessions for all students. Extra support videos and links were sent to families via the school app to access each day. To boost our engagement of students staff introduced 'Wacky Wednesday' which involved fun videos of teachers dressed up in the theme of the day and corresponding activities students could choose to complete for the day and upload to Google classroom (3-6) or Class dojo (P-2) depending on the year level of the student. Platforms displaying work completed at home were a fantastic way for teachers to provide meaningful feedback and also to use to promote learning in our school newsletter. During

our observations whether they were informal videos we watched or in the classroom after our return the staff developed rich reflective conversations, shared resources and ideas with the aim of making all learning meaningful and engaging for all students. Reading and Writing conferences occur daily in all classrooms with students actively involved in setting goals and reflecting on their progress. As a school we focused on the well-being of students and provided as many opportunities for students to be connected to school, we were able to run our athletics, cross country and end of year concert outdoors whilst adhering to all restrictions in place at the time and involved our community by videos and attendance where ever possible. During Professional learning Community meetings, teachers audited our current well-being curriculum documentation to ensure it met the required Vic Curriculum standards and incorporated corresponding Department resources from Resilience, rights and respectful relationships learning program. The leadership team investigated ways to support social and emotional regulation and completed the Zones professional development to implement with staff and students in 2022. Student Voice and agency was a key focus for our school, choice in remote learning on wacky Wednesday and during conferences in reading and writing highlighted the choice students have in book selection, writing topics and how the final product is completed are very important to student learning as indicated by students in our monthly student voice meetings. Student Voice were key drivers in selecting the type of playground and held voting sessions and information sessions with their peers across the school. The student voice coordinated fundraising efforts for our local community restoration of the war memorial and many other charities students suggested.

---

## Achievement

In 2021 Avoca Primary School has performed well considering the continued challenges involved with multiple remote and flexible learning periods. Staff were required to be flexible in the shifts for online teaching and learning and then the shift back to face to face learning. Staff needed to adapt resources and learning tasks to suit the individual learning needs of students including online resources for content delivery and assessment tasks. Our focus centered around student engagement in meaningful learning, consequently developing new ways of differentiating for students. Technology skills for both staff and students have improved and developed as a result of the remote learning experiences and uploading work go our online platforms, web ex sessions and project based learning tasks that required research.

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 games, cooking supplies 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. Our achievements in NAPLAN have continued to exceed both state and similar schools for Numeracy in both Year 3 and Year 5 and Reading for Year 5 students. Learning Gain for students identified by NAPLAN demonstrated higher high growth than all similar schools in all areas except spelling. Spelling is an area we have elected to trial a new program called Sound Waves for student learning and engagement in spelling, that is taught in the classroom.

---

## Engagement

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. Our SSP 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 during reading and writing conferences with the classroom teacher. School pride and connectedness is a focus of Avoca PS and one that became quite difficult during remote and flexible learning periods. To support student engagement during the transition back to onsite learning, our school was out greeting students at the gates, re-establishing routines and creating an environment for students to engage in hands on learning activities. Student data

from AtoSS indicate that students feel connected to Avoca PS. According to our Attitudes to School Survey data our students are motivated and interested in learning and they feel that teachers are concerned for them. Our Key Improvement Strategy of building relationships with students and families to support learning is now embedded as a culture for Avoca PS. Our School Stream app has provided greater communication to all school families especially when parents were not able to attend events and assemblies this platform was used to keep the relationship between home and school. Our app has been used to send home important notes, permissions and has increased the 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 well-being supports such as weekly check ins and a visiting psychologist were prioritised for staff, students and their families at Avoca PS. Explicit teaching of strategies to regulate emotions, behaviours and encouraging risk taking during learning especially in mathematics and writing were focuses for Avoca PS. As a school we are implementing the Zones of emotional and social regulation across the school to give students a visual support and common language to managing the different scenarios of school. To support student well-being 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 utilised 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. During Professional learning Communities teachers audited our well-being curriculum to embed high impact teaching strategies and incorporate social and emotional learning.

---

## Finance 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 two new playgrounds to be completed in 2022 with rubber fall matting totaling \$147,000. Significant levels of equity funds were used to support students in learning and speech developments by our trained Speech Therapist Assistant Program (STAP) and additional Education Support personal. In 2021, significant purchases were made to update our technology devices including new computers, server equipment and an air conditioner to keep our equipment in working order. Workbooks including Mental Mathematics and Handwriting 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. Avoca Primary School has entered a contract with Ballarat Shade and Sails to complete our outdoor learning space and utilise the \$25,000 grant. The school has been successful in obtaining a grant to begin an outside school hours care program for the next 3 years, as such we have entered a contract with OSHclub. Avoca PS was successful in obtaining sporting school grants to be able to provide students with learning sessions in gymnastics, bike education, golf and swimming.

**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 114 students were enrolled at this school in 2021, 52 female and 62 male.

0 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).

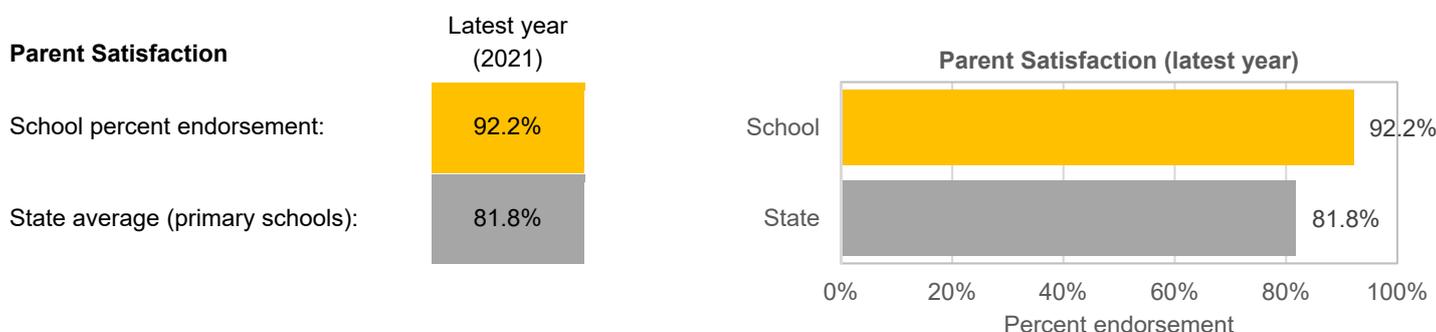
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

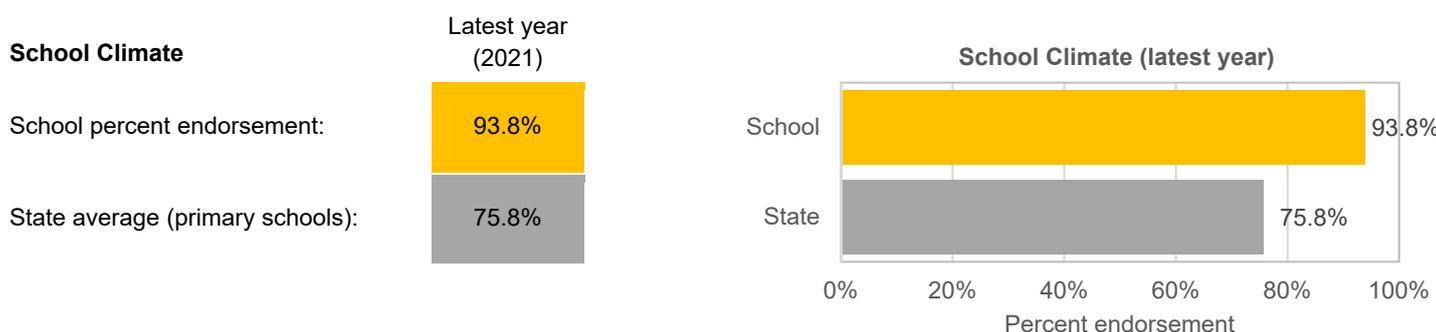


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

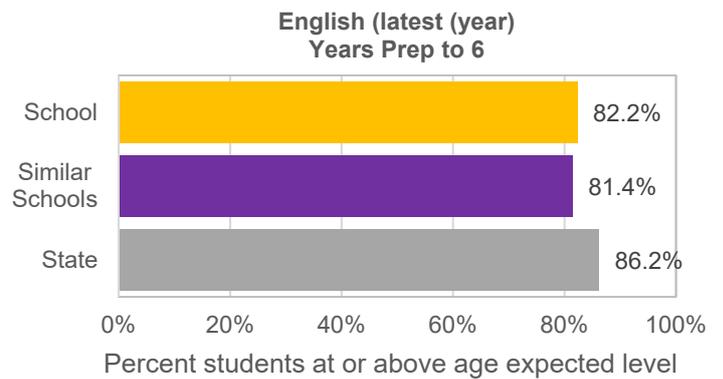
82.2%

Similar Schools average:

81.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

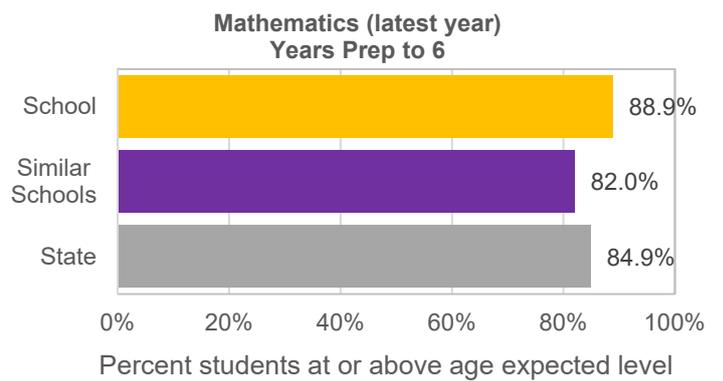
88.9%

Similar Schools average:

82.0%

State average:

84.9%



**ACHIEVEMENT (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.

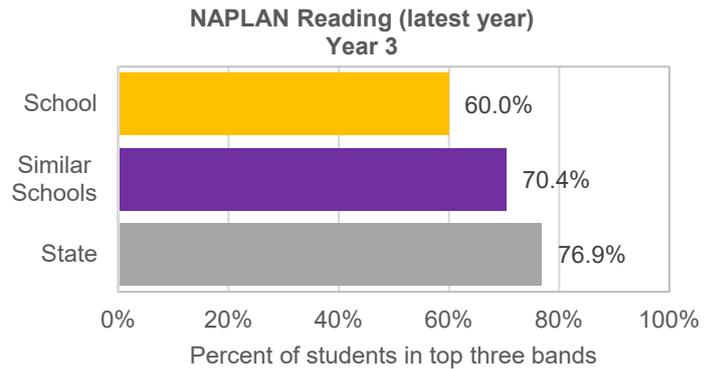
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

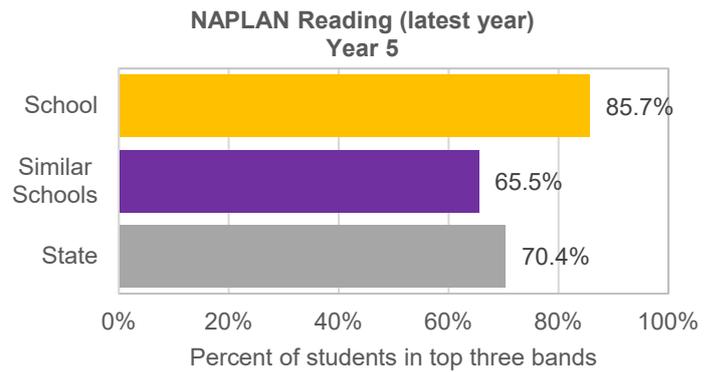
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	69.2%
Similar Schools average:	70.4%	70.2%
State average:	76.9%	76.5%



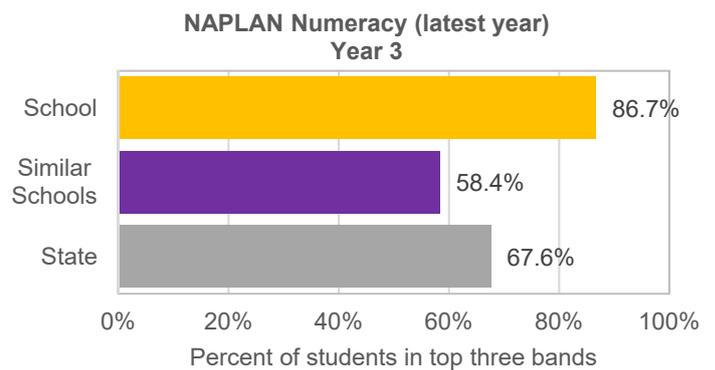
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	80.0%
Similar Schools average:	65.5%	60.1%
State average:	70.4%	67.7%



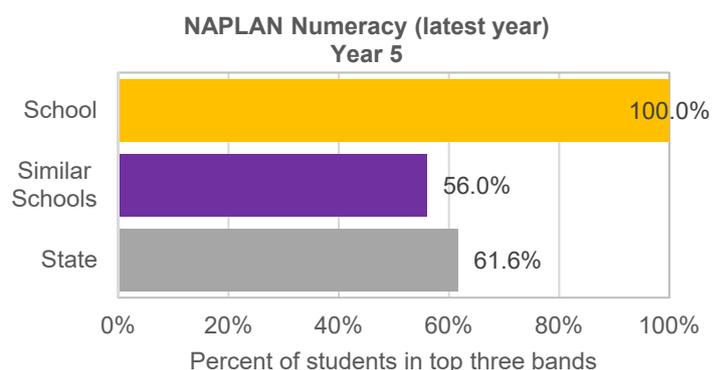
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.7%	85.4%
Similar Schools average:	58.4%	62.7%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	92.5%
Similar Schools average:	56.0%	51.0%
State average:	61.6%	60.0%



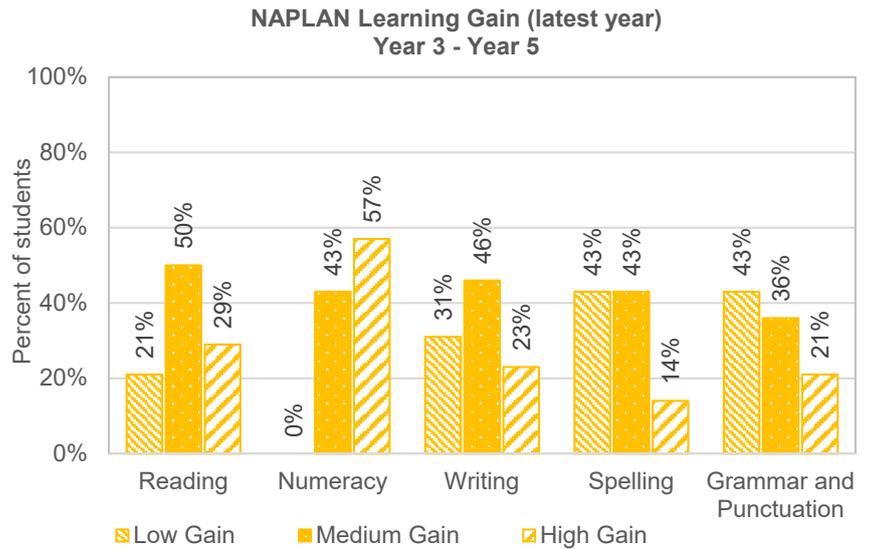
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	50%	29%	21%
Numeracy:	0%	43%	57%	20%
Writing:	31%	46%	23%	17%
Spelling:	43%	43%	14%	18%
Grammar and Punctuation:	43%	36%	21%	16%



## ENGAGEMENT

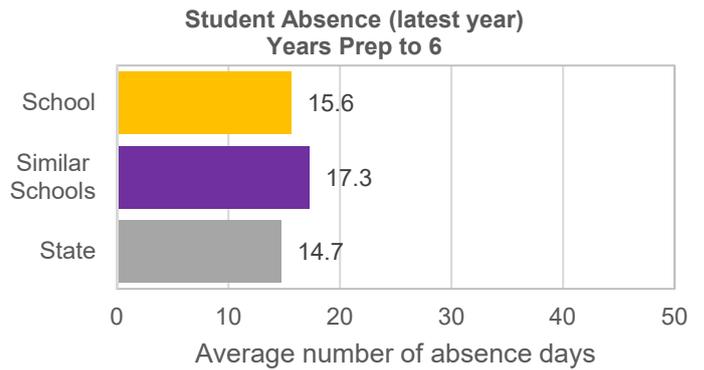
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.6	15.0
Similar Schools average:	17.3	16.1
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	89%	94%	93%	92%	95%	89%

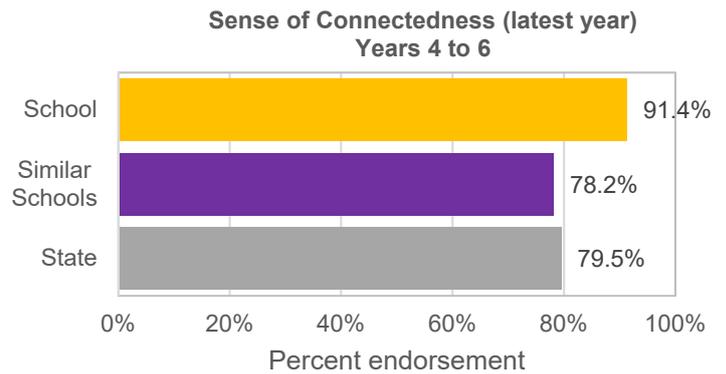
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	91.4%	78.4%
Similar Schools average:	78.2%	78.7%
State average:	79.5%	80.4%

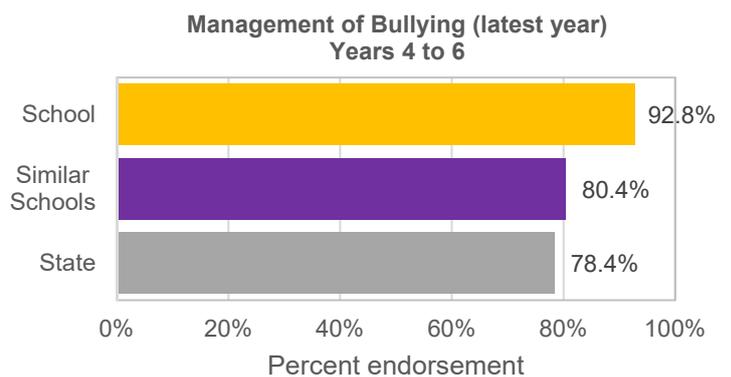


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	92.8%	82.1%
Similar Schools average:	80.4%	80.4%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,348,993
Government Provided DET Grants	\$216,807
Government Grants Commonwealth	\$12,200
Government Grants State	\$0
Revenue Other	\$1,175
Locally Raised Funds	\$59,828
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,639,004</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$88,087
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$88,087</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,171,880
Adjustments	\$0
Books & Publications	\$2,112
Camps/Excursions/Activities	\$24,780
Communication Costs	\$3,115
Consumables	\$54,513
Miscellaneous Expense <sup>3</sup>	\$9,227
Professional Development	\$8,612
Equipment/Maintenance/Hire	\$16,312
Property Services	\$65,042
Salaries & Allowances <sup>4</sup>	\$43,957
Support Services	\$0
Trading & Fundraising	\$20,809
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,356
<b>Total Operating Expenditure</b>	<b>\$1,432,713</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$206,291</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$267,689
Official Account	\$9,626
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$277,315</b>

Financial Commitments	Actual
Operating Reserve	\$38,310
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$277,315
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$315,625</b>

*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.*