

# 2023 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 \(VIT\)](#)
- 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 06 March 2024 at 02:25 PM by Jacinta Dellavedova (Principal)

- This 2023 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 14 March 2024 at 09:49 AM 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 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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

---

## School context

Avoca Primary School has been a continuous provider of education to the town and surrounds since the 1880s. Situated in the Central Victorian Goldfields region, the school provides the opportunity to learn on a wonderful, expansive and historically significant site. Our enrolment of 103 students includes families from the agricultural and winery sectors as well as the local township, with a small number of students who identify as Aboriginal and Torres Strait Islanders.

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 5 classrooms. We have 4 Full time classroom teachers, 1 full time education support staff, 4 part time education support staff and 6 teachers who work part time across different learning areas. Our Principal is a shared position with our substantive principal working 3 days and our learning specialist as the acting Principal 2 days a week. We currently have no staff that identify as Aboriginal or Torres Strait Islander. Our philosophy of learning applies to students and staff as we strive to employ current educational understandings based on 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 and district level.

Our school app 'School Stream' is used as our main communication avenue which can be downloaded in multiple languages to support families that have English as a second language. We have a 0.8 STAP (speech therapist assistant) who works closely with the Education Department's Speech therapists to support students when communicating and forming sounds for their age. We have an excellent relationship with visiting teachers and psychologists based in Ballarat who work closely with our school to ensure that no student is left behind. As with all schools, we strive to do better, we aim for not only high learning outcomes for all our students, but also for them to become curious independent citizens of the 21st Century. Community expectations are high, as are those of all stake holders. We are responsive to our community and work to resolve all concerns promptly with respect and care. Our School values have been redefined to suit our current school context with respect, inclusion, determination and resilience now at the center of our endeavor. In 2023, our professional learning and improvement continued to embed our professional learning communities by attending Canadian Lead a Pilot school. We were able to work in collaboration with a specialist from within the department, this has led to a restructure of our P-2 Spelling program for 2024. We focused on our school data and identified patterns and trends in our writing processes.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Avoca Primary School prides itself on catering to the learning needs of all students as we strive to prepare the future citizens of our community. In 2023 Avoca Primary School focused on embedding our professional learning community structures to ensure student learning is at individual point of need and we are responsive to the data collected from assessment tasks. Avoca Primary School attended a lead school to witness a PLC in action and with the support of Department representatives have been able to drill down into our writing data to find 'the crumb' and focus on teaching grammar and punctuation in real literacy scenarios rather than just isolation. Reviewing our practices and creating norms and protocols laid the foundations for a data centred approach which allowed us to track student growth and progress.

Avoca Primary School continues to embed dynamic curriculum and rigorous assessment practices to ensure accurate teacher judgements of student achievements. The schools data indicates we are above State and similar schools in Numeracy and just below state in Literacy for teacher judgements. Progressing towards our schools strategic goals has been a collaborative effort across the whole school community as we all worked together to support improvement in our focus areas of learning.

Learning at student point of need continued to be embedded by the creation and monitoring of Individual Education Plans (IEPs). The setting of goals and revisiting of the goals become the focus during student support group meetings and were used to evaluate progress when selecting future goals for the individual students. Our student led conferences had 88% of parents attending with students at the beginning of the year and during Term 3 to set and refine learning goals during 2023. Reading and Writing conferences allow teachers to formatively assess how students are tracking on their individual goals and modify their teaching program to ensure learning to delivered at their point of need.

Our Tutor learning initiative took on a different approach in 2023 with our tutor supporting students in Reading intervention 4 days a week for the duration of 2023. Our tutor specialises in reading recovery and reading instruction. Students were identified at a whole school level during professional learning community meetings. At risk students greater than 12 months behind expected learning

received individual support with others needing additional support receiving small group instruction in classrooms to minimise disruptions to their learning journey but also feel supported as they tackle new learning.

Mathematics understandings continue to be developed by using rich authentic tasks to tune students into mathematics learning. To further develop student understanding of the language used in mathematics each day students complete daily mental mathematics consistent of deliberate practice and exposure of problems and math language everyday. Mathematics extension is provided for students achieving above expected level of achievement which involves real world applications of mathematics. We proudly sit above both state and similar schools in NAPLAN for reading and Numeracy in Year 3 and Year 5 Numeracy, however Year 5 Reading is an area we have fallen below state average.

## 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. Avoca PS formed a partnership with One Red Tree to support the wellbeing of individual students in a professional counselling capacity. It allowed a safe place for students to share thoughts and feelings whilst taking on board strategies to support their future developments. Explicit teaching of Resilience, Rights & Respectful Relationships combined with the zones of regulation strategies allow students to develop confidence in regulating emotions, behaviours and encouraging risk taking during learning.

Our senior school leaders completed the resilience project professional development centred around building student self esteem and bounce back resilience skills. All staff attended a professional development session hosted by the Employee Assistance Line. A key focus for Avoca PS was to build our partnerships with our Indigenous families around Avoca. To celebrate we held an event on Aboriginal and Torres Strait Islander Childrens day. We had members of the Dja Dja Wurrung Corporation and extended members of our school families who identify as Indigenous. We celebrated Indigenous stories, art and musical items whilst completing a smoking ceremony and we look forward to further strengthening these partnerships.

Avoca PS takes great pride in the latest Attitude to Schools Survey data received with over 94% of our school feeling a sense of connectedness to our school. We have a fantastic climate at school where students enjoy coming to school and feel valued in their classroom. Our management of bullying is well above state and similar schools with over 94% of the Attitude to schools survey positively endorsing our school.

Through participation in the DASH program our Year 5/6 cohort of students organised a kindness day across the whole school. This program was in partnership with the Pyrenees Shire, which culminated in a colour run for the whole community. The students created the kindness activities that took place during the day and the colour run was attended by a large proportion of the school community.

## Engagement

Our average days of non-attendance are lower compared to the state and similar schools median, demonstrating our commitment to encouraging attendance and the message that every minute matters and individual parent support meetings are having an impact. Our School Strategic Plan 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 their next steps in the learning process during reading and writing conferences.

According to our Attitudes to School survey our students are motivated and interested in learning and they feel that teachers are concerned about them. Our key improvement strategy is to further develop parents and families in the learning process. Parent participation in Student learning conferences have continued to increase with parents actively taking part in the goal setting process. Our school stream app has continued to embed our communication with parents and carers, extending to notes for permission and a yearly calendar. The apps ability for parents to lodge an absence from their smart phone means our school has less unexplained absences. We continue to strive for every day attendance at Avoca PS. School athletic sports, swimming carnivals, cross country, Education night and our school concert were met with full attendance and evidence of engagement in learning.

Our senior students participated in the Energy Breakthrough with incredible sponsorship and support from throughout the community with great enjoyment and success for all participants.

To support engagement our school hosted a community bush dance for our school families and the wider community. We celebrated the learning of bush dance, in a fun and energetic way with over 150 individuals in attendance.

---

## Financial performance

Avoca Primary School Council in conjunction with the Principal has worked to ensure a strong surplus for the purpose of improving

and updating our school grounds and facilities, as we begin planning for drought proofing and our natural sandpit play area to be developed. Significant levels of equity funding were used to support students in learning by extending our Tutor learning funding to ensure support 4 days a week together with Numeracy extension opportunities being offered. Disability Inclusion Tier 2 funding was used to support student learning and speech developments by our trained Speech Therapist Assistant Program (STAP) and an additional Education Support person. In 2023, a significant amount of money was spent on the purchase of a synthetic phonics program for our early years area. We purchased books, posters and resources to begin the program in 2024. Workbooks including mental maths, sound wave spelling books and reading diaries were purchased for all students. Avoca Primary School completed the second year of the Outside School Hours Care grant, with all money being acquitted for the funding received.

Avoca PS was successful in obtaining sporting school grants to be able to provide students with learning sessions for athletics, swimming, tennis, golf and martial arts. Avoca PS were fortunate to host a live theatre performance and have regional arts Victoria present an African Drumming session with rural funding support discounts.

# 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 102 students were enrolled at this school in 2023, 51 female and 51 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

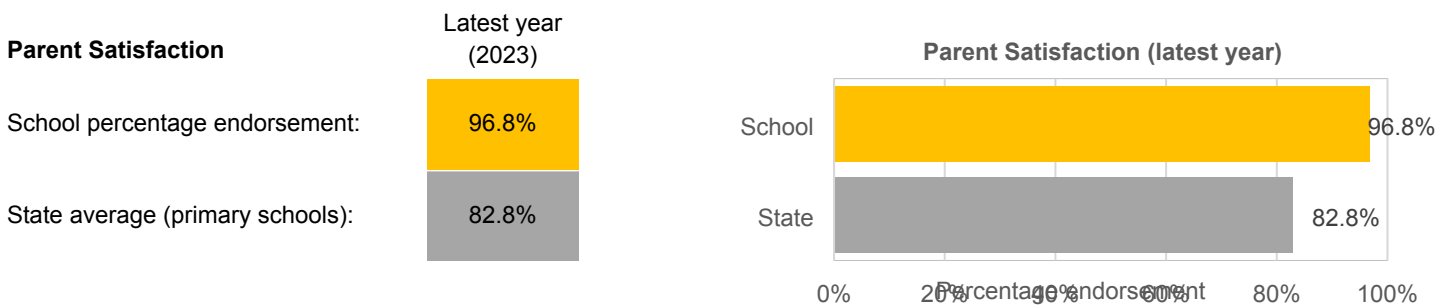
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The 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.

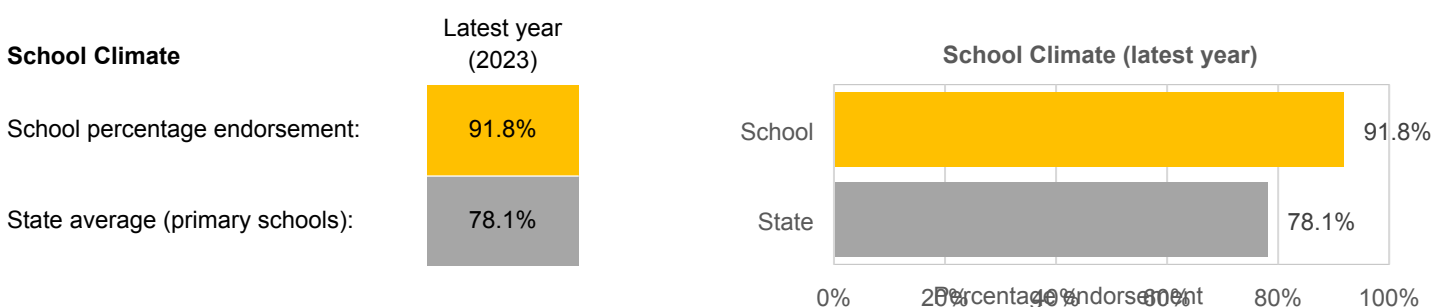


### School Staff Survey

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.



## 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  
(2023)

School percentage of students at or above age expected standards:

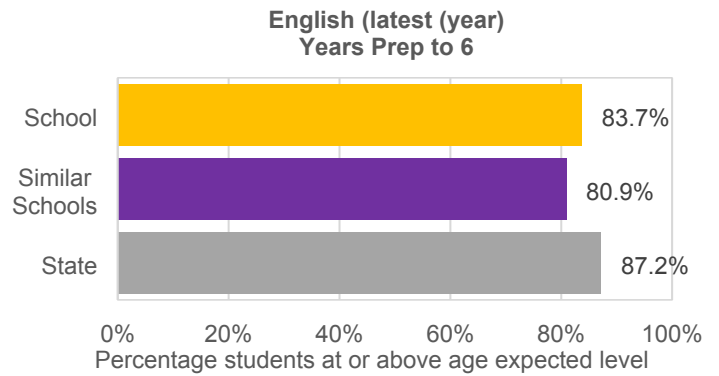
83.7%

Similar Schools average:

80.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

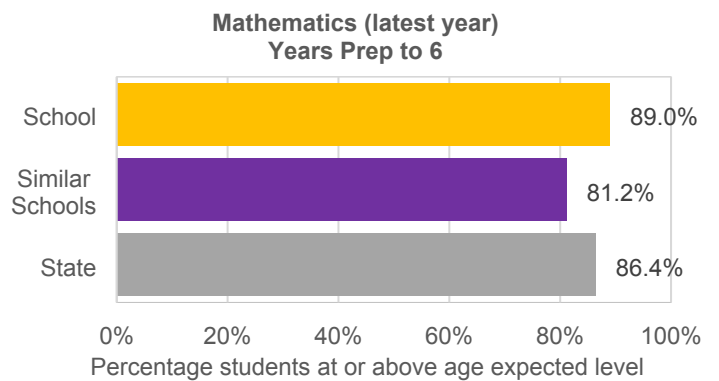
89.0%

Similar Schools average:

81.2%

State average:

86.4%





## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.7%

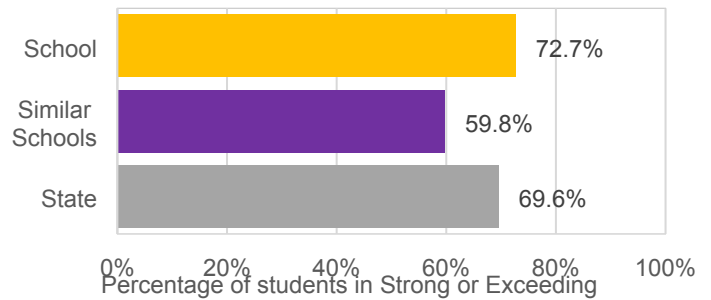
Similar Schools average:

59.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

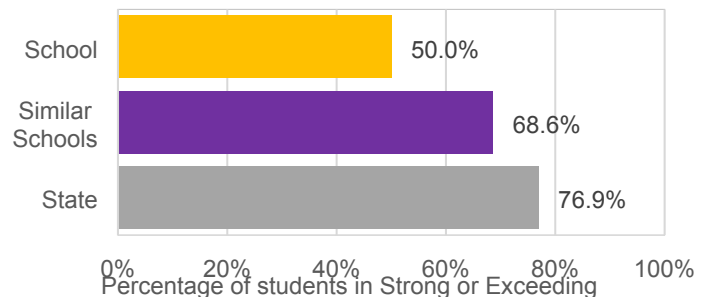
Similar Schools average:

68.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

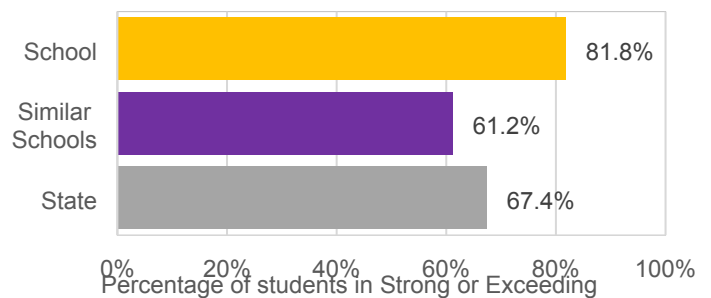
Similar Schools average:

61.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

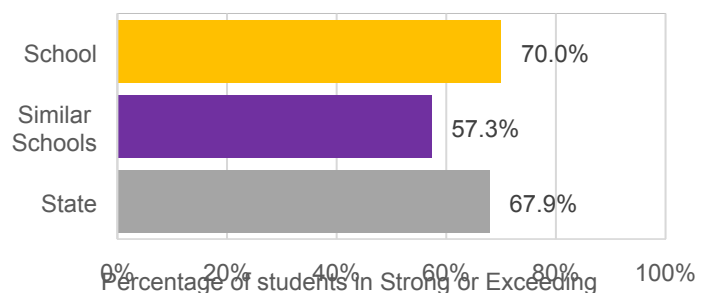
Similar Schools average:

57.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## 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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.9%

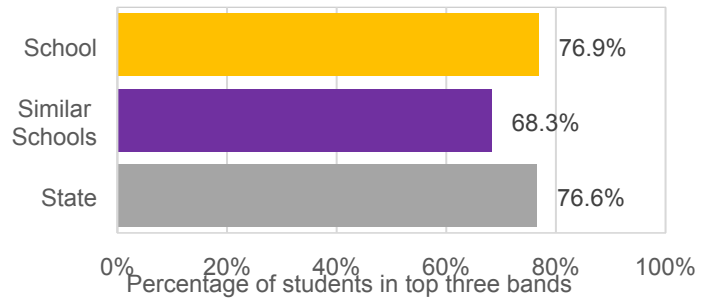
Similar Schools average:

68.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.8%

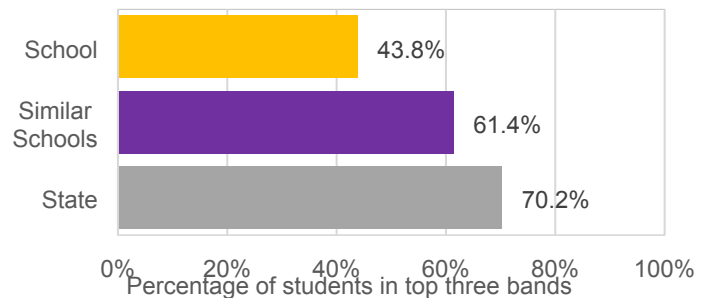
Similar Schools average:

61.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

84.6%

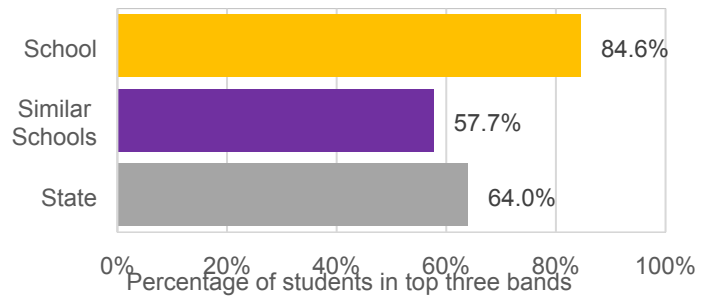
Similar Schools average:

57.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

56.3%

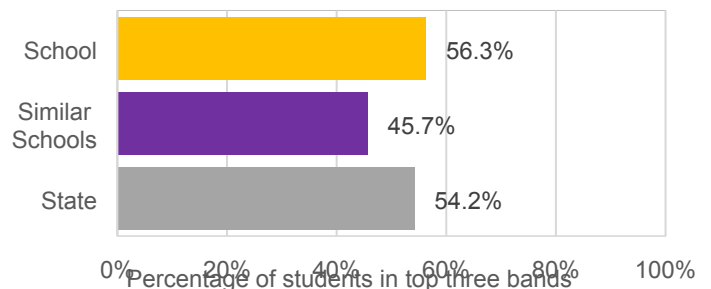
Similar Schools average:

45.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

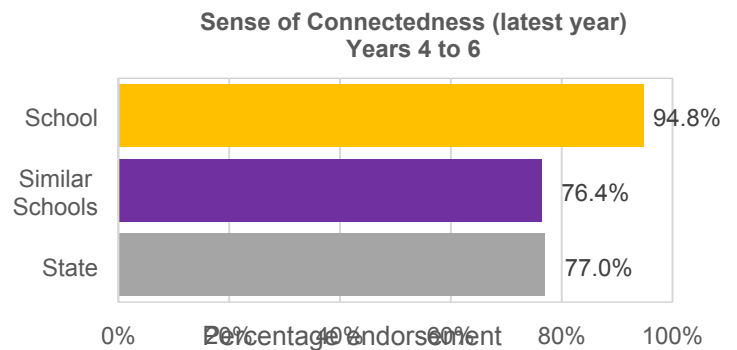
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School percentage endorsement:	94.8%	88.9%
Similar Schools average:	76.4%	78.2%
State average:	77.0%	78.5%

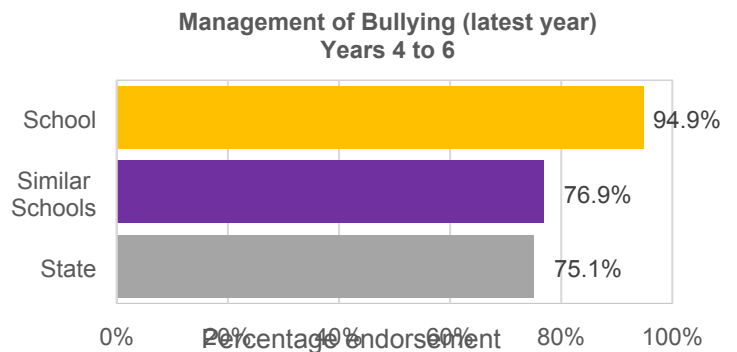


### Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	94.9%	89.6%
Similar Schools average:	76.9%	79.3%
State average:	75.1%	76.9%



## ENGAGEMENT

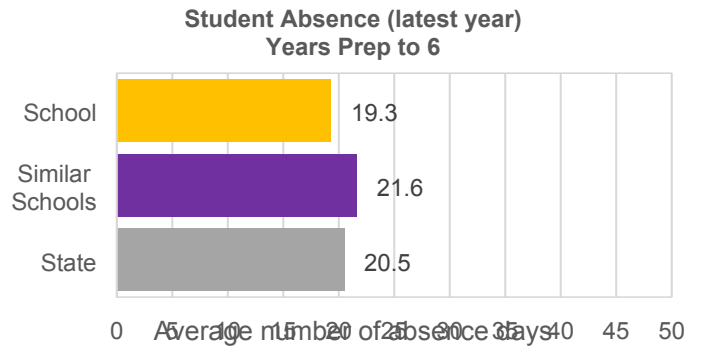
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	19.3	16.9
Similar Schools average:	21.6	19.6
State average:	20.5	18.1



### 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 (2023):	93%	90%	91%	91%	91%	88%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,321,092
Government Provided DET Grants	\$507,757
Government Grants Commonwealth	\$5,986
Government Grants State	\$0
Revenue Other	\$18,424
Locally Raised Funds	\$64,246
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,917,505</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$97,913
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$97,913</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,259,080
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$11,290
Communication Costs	\$2,933
Consumables	\$62,359
Miscellaneous Expense <sup>3</sup>	\$13,725
Professional Development	\$4,270
Equipment/Maintenance/Hire	\$17,747
Property Services	\$65,806
Salaries & Allowances <sup>4</sup>	\$53,255
Support Services	\$104,561
Trading & Fundraising	\$21,166
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,314
<b>Total Operating Expenditure</b>	<b>\$1,629,505</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$288,000</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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$591,279
Official Account	\$16,838
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$608,116</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$55,737
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$663,854
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	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$719,591</b>

*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.*