

2024 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 11 March 2025 at 12:43 PM by Jacinta Dellavedova (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 17 March 2025 at 02:40 PM by Jacinta Dellavedova (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

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

NAPLAN

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

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

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

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

About Our School

School context

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 105 students includes families from the agricultural and winery sectors as well as the local township with a small number of 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, 2 full time education support staff and 7 teachers who work part time across classrooms and specialist subjects. Our Principal is a shared position with our substantive Principal working 3 days a week with our learning specialist in wellbeing also the acting Principal 2 days a week. We currently have no staff who identify as Aboriginal and 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/music and visual arts, a dedicated Science and Technology specialist teacher and we begun our Language other than English using Auslan this year.

Our school app 'School Stream' is used as our main communication platform which can be downloaded in multiple languages for when students of English as a second language enrol in Avoca Primary School. We have a STAP (speech therapist assistant) who works closely with the Education Departments Speech Therapist to support students when communicating and forming sounds for their age. We have excellent relationships with visiting teachers and take part in the One Red Tree provisional psychologist program 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 of respect, inclusion, determination and resilience underpin the fabric of our school culture.

In 2024, Avoca Primary School was fortunate enough to work with a DSSI (differentiated school support initiative) teaching partner in Mathematics. Targeted and focused meetings looked at Data, enhanced teacher knowledge and lead to the development of Avoca's 'non negotiables' for students to graduate Avoca PS with. This work continued to embed our Professional Learning Communities at Avoca Primary School.

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 and beyond. In 2024, Avoca Primary School focused on improving Numeracy outcomes for all students and embedding our knowledge of Numeracy teaching sequences. We aim to ensure the spread is catered for at an individuals' point of need and we were responsive to the data collected from assessments. We analysed our assessment practices to ensure the tasks were relevant and reliable and matched our current teaching practices for the Victorian Curriculum 2.0. After analysing our data collection methods and enhancing our practices for Mathematics teaching we created a 'Playbook' for Mathematics instruction at Avoca Primary School and a list on concepts students will graduate Avoca Primary School with. We continue to embed our Mathematics language as part of our Mental Math practices across the school and extend our students during Numeracy extension sessions twice a week. The schools NAPLAN assessments indicating the percentage of students achieving strong or Exceeding proficiencies is above in state and similar schools for Year 5 Reading, Year 5 Numeracy and Year 3 Numeracy. Our Year 3 Reading is below state and similar school with 50% of our students achieving in the strong or exceeding proficiency levels of NAPLAN. When looking at the top 3 bands of NAPLAN, Avoca Primary School is above state and similar schools in Year 3 Reading, Year 3 Numeracy and Year 5 Numeracy. Our Year 5 Reading is below state and similar schools when looking at the top three bands of NAPLAN.

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 both literacy and numeracy teacher judgements.

Progressing towards our schools strategic goals has been a collaborative effort across the whole school community as we all work together to support improvement in our focus areas of learning. Learning at student point of need continued to be embedded as part of our Individual Education Plans (IEPs). The setting and monitoring of goals become the focus during student support group meetings and conferencing with students. Our Student Led Conferences had over 86% of parents attend in both Term 1 and Term 3 to set and refine learning goals for the students point of need.

Our Tutor Learning Initiative continued to embed our approach of individual and small group support in and out of the classroom. Our reading intervention continued over 4 days a week, students were identified at a whole school level during professional learning community meetings.

At risk students greater than 12 months behind expected level and those needing additional support identified through NAPLAN received individual supports. This support was offered in hybrid model to minimise the disruptions to their learning journey and provide the support needed as they explore new challenges.

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 has continued their partnership with One Red Tree to support the wellbeing of individual students in a counselling capacity with a provisional psychologist under supervision. It allows 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 and Respectful relationships combined with the PIVOT surveys conducted in Year 3 to 6 allowed students to develop confidence in seeking help, regulating emotions and encouraging risk taking behaviours. All staff have completed sessions delivered by the Respectful Relationships team with the Department of Education on managing disclosures and family violence. We have continued to embed our connections with the Indigenous community and the Dja Dja Wurrung corporation by hosting our annual Aboriginal and Torres Strait Islander Children's Day with students participating in Aboriginal painting, making Bush toys and using beads and emu feathers together with a Welcome to Country ceremony.

Avoca Primary School takes great pride in the sense of connectedness at our school and this is evident in the Attitudes to School data with our school having 97.9% of our students feeling connected to school and 99.3% of our students feeling bullying is managed at our school positively. Students enjoy coming to school and feel valued in their connection to school. Our student voice group are very active in sharing their learning success and ways to improve learning at Avoca.

Engagement

Our average days of non-attendance are lower than 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. We are embedding our approaches of student 'goal setting' at the beginning of the school year with over 85% of our school community participating in student led conferences in the allocated time and we are following these goals up during conference times for students.

Through feedback from the Parent Opinion Survey we have created Showcase afternoons and Education nights so our parents and carers can see first hand the incredible learning taking place at Avoca Primary School. These events were well attended with positive feedback.

We had 30% of our student population participate in the Energy breakthrough in HPV, triathlon and robotics. Students trained learnt about sustainability and proudly represent Avoca PS to the best of their ability. Two teams were winners in the overall category and proudly marched along the street showcasing their achievement including visits to the local kindergarten and nursing home. We received incredible support and sponsor from our community extending the enjoyment of our students. Our school athletic sports, cross country and swimming carnivals are all hosted in our town and allow parents and carers to attend and be part of these milestone events for our students.

Our school proudly hosted our annual school Concert where students demonstrated their talents in performing arts and confidence in public speaking. We had a mammoth amount of visitors to our concert for both the matinee and evening performances with all students taking part on stage.

We have a strong link between school and home, with our school app ensuring families stay up to date with what is happening at the school and are able to report any student absences with a touch a button.

Financial performance

Avoca Primary School Council in conjunction with the Principal has worked to ensure a surplus for the purpose of improving and updating our school grounds and facilities, as our sensory play space and sandpit began the planning phase and we completed a building upgrade to the eaves of our classroom buildings and library as part of our Conditions Assessment Report. Significant levels of funding were used to support students in learning by extending our Tutor Learning Initiative funding to be used to support students 4 days a week, together with providing Numeracy extension opportunities for students. Disability Inclusion Tier 2 funding was used to support student learning and speech developments by a Speech Therapist Assistant Program (STAP) and an additional education support staff member. Workbooks including mental maths, sound wave spelling books, reading diaries were all purchased for individual student use. Avoca Primary school completed the final year of the Outside school Hours Care grant, with all money being acquitted for the funding received.

Avoca PS were successful in obtaining educational opportunities for our students including Regional Arts Victoria performances and obtaining a regional and rural school grant to provide a discount on the performance. Our Mental Health Funding was used to support our Dogs Connect initiative, to provide Tier 3 support with our partnership with One Red Tree and utilising PIVOT to measure wellbeing across the school.

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. Where centrally paid salaries were intended for specific programs/ targeted initiatives, the salaries have been paid to staff employed to deliver specific programs/ targeted initiatives, consistent with Department policies and School Council approvals.

**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 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 103 students were enrolled at this school in 2024, 52 female and 51 male.

0 percent of students had English as an additional language and 6 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).

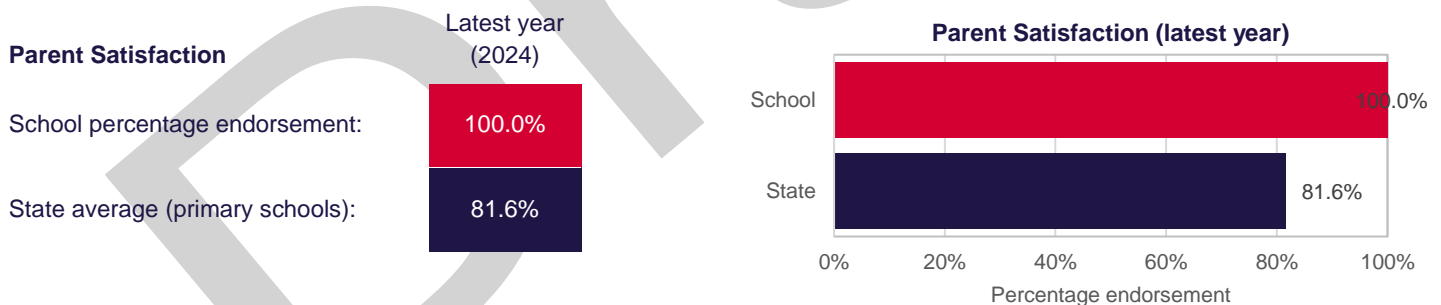
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

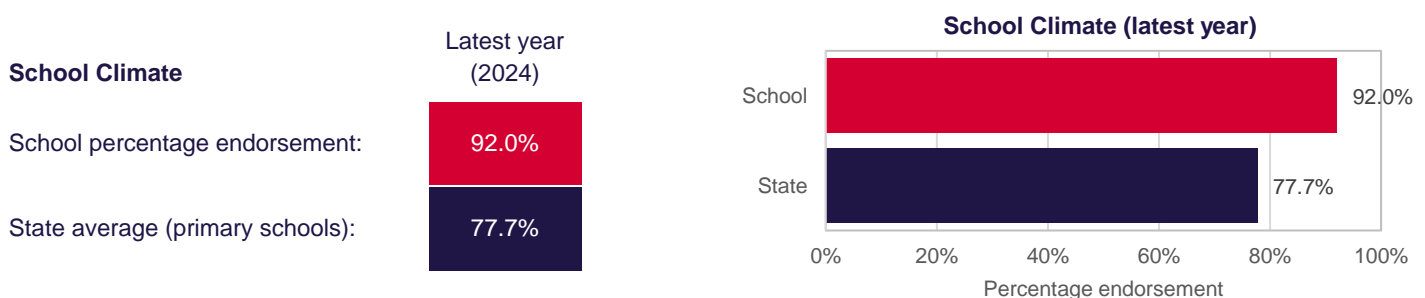


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2024)

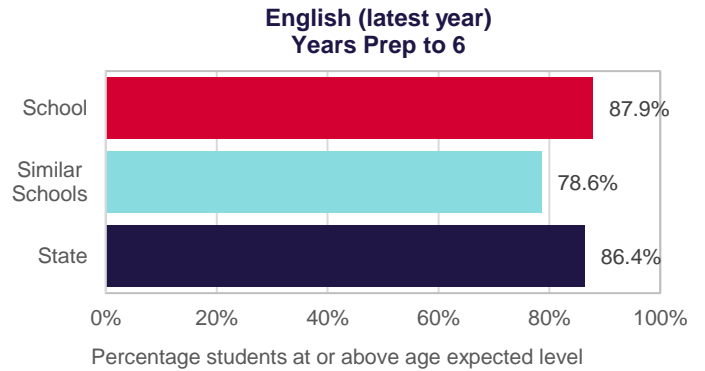
87.9%

Similar Schools average:

78.6%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

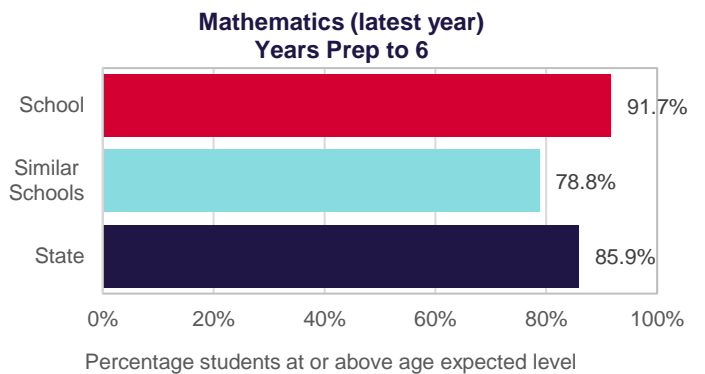
91.7%

Similar Schools average:

78.8%

State average:

85.9%



LEARNING (continued)

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

NAPLAN

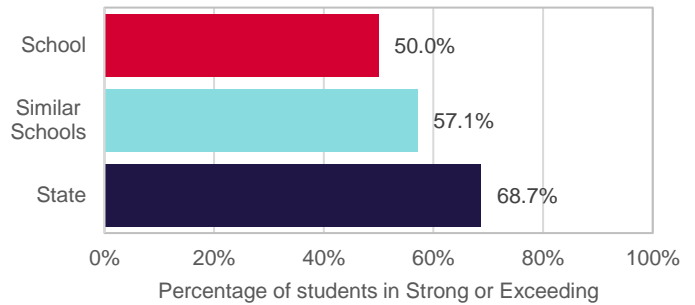
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	59.3%
Similar Schools average:	57.1%	57.4%
State average:	68.7%	69.2%

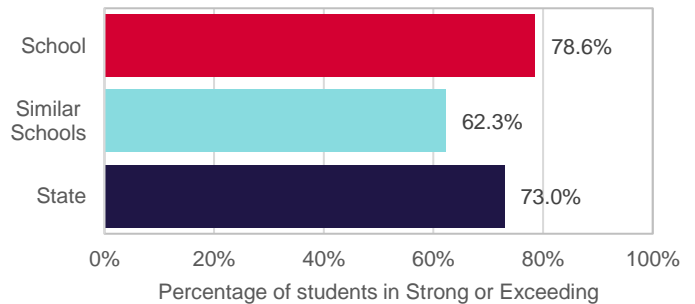
NAPLAN Reading (latest year) Year 3



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.6%	61.8%
Similar Schools average:	62.3%	64.2%
State average:	73.0%	75.0%

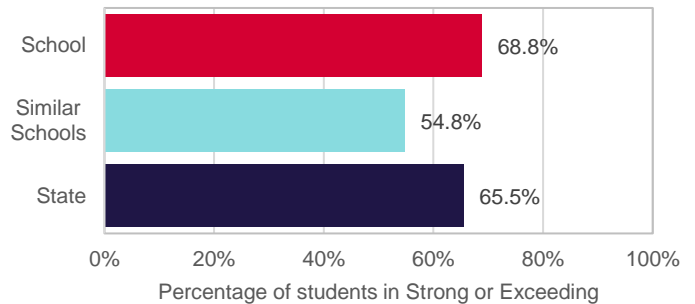
NAPLAN Reading (latest year) Year 5



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.8%	74.1%
Similar Schools average:	54.8%	55.9%
State average:	65.5%	66.4%

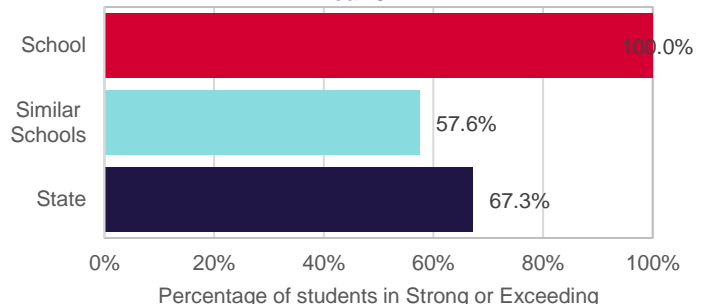
NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	82.4%
Similar Schools average:	57.6%	56.2%
State average:	67.3%	67.6%

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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

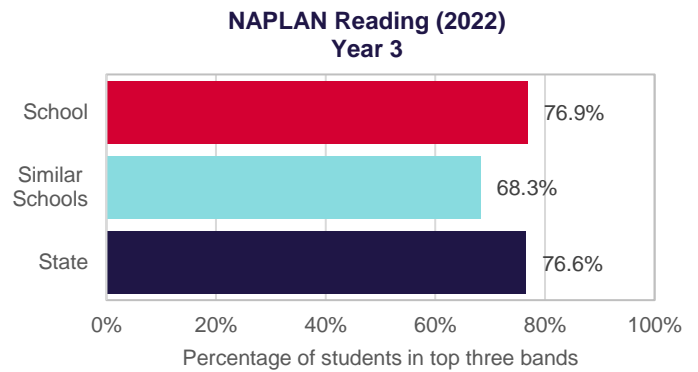
76.9%

Similar Schools average:

68.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

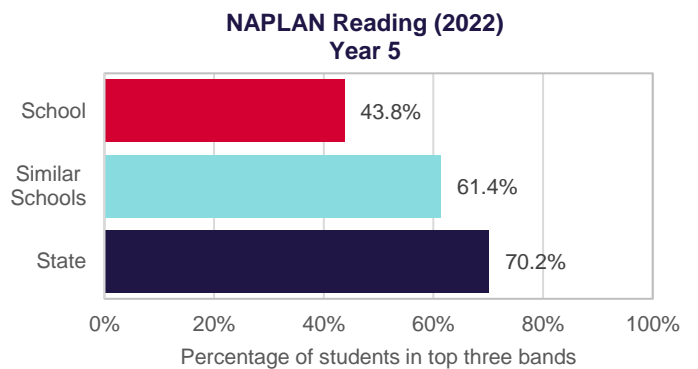
43.8%

Similar Schools average:

61.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

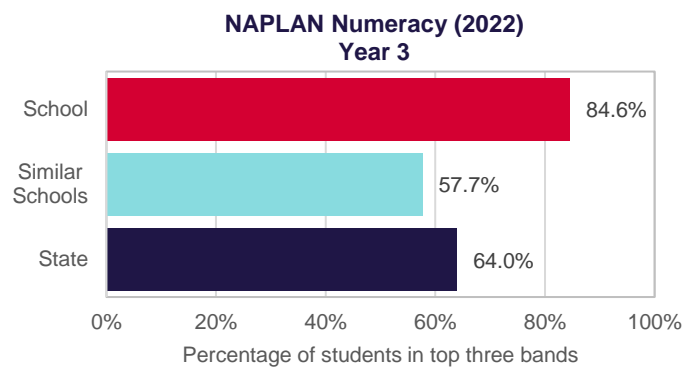
84.6%

Similar Schools average:

57.7%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

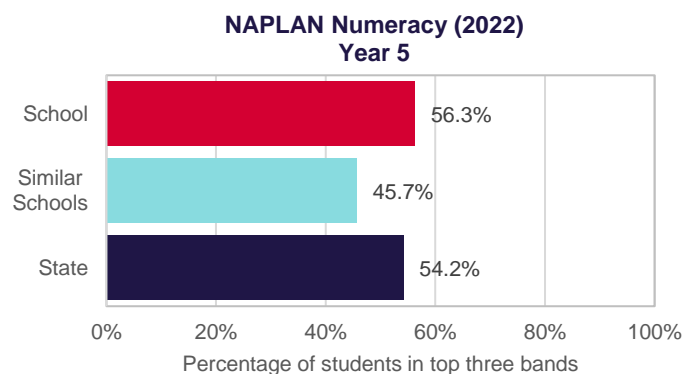
56.3%

Similar Schools average:

45.7%

State average:

54.2%



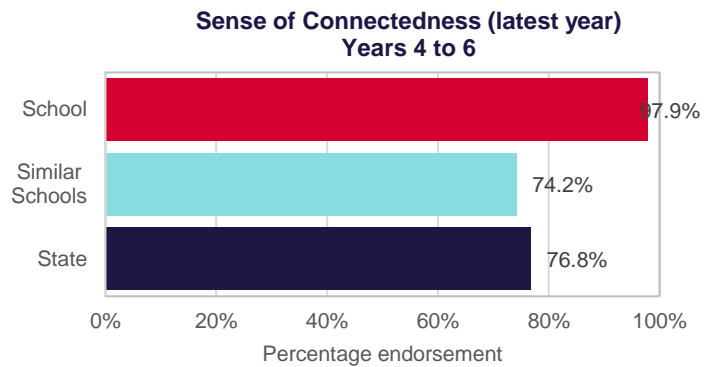
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

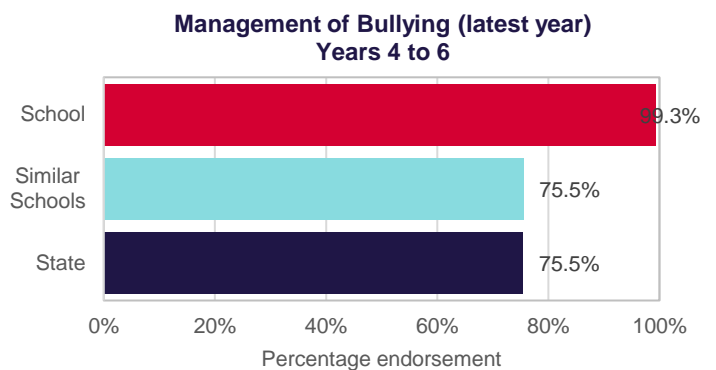
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	97.9%	93.3%
Similar Schools average:	74.2%	77.2%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	99.3%	94.8%
Similar Schools average:	75.5%	78.2%
State average:	75.5%	76.3%



ENGAGEMENT

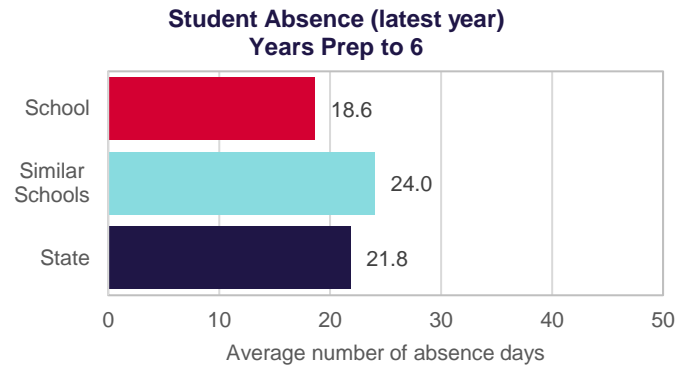
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	18.6	18.4
Similar Schools average:	24.0	22.6
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	90%	90%	91%	93%	91%	90%

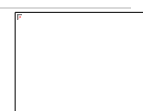


Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,445,892
Government Provided DET Grants	\$283,563
Government Grants Commonwealth	\$8,511
Government Grants State	\$0
Revenue Other	\$29,486
Locally Raised Funds	\$66,887
Capital Grants	\$0
Total Operating Revenue	\$1,834,339
Equity ¹	Actual
Equity (Social Disadvantage)	\$103,620
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$103,620
Expenditure	Actual
Student Resource Package ²	\$1,385,351
Adjustments	\$0
Books & Publications	\$772
Camps/Excursions/Activities	\$18,971
Communication Costs	\$3,191
Consumables	\$55,939
Miscellaneous Expense ³	\$34,911
Professional Development	\$8,771
Equipment/Maintenance/Hire	\$13,881
Property Services	\$140,073
Salaries & Allowances ⁴	\$52,545
Support Services	\$95,393
Trading & Fundraising	\$18,798
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,937
Total Operating Expenditure	\$1,838,533
Net Operating Surplus/-Deficit	(\$4,194)
Asset Acquisitions	\$5,771

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$553,884
Official Account	\$17,848
Other Accounts	\$0
Total Funds Available	\$571,732

Financial Commitments	Actual
Operating Reserve	\$75,544
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$571,732
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
Total Financial Commitments	\$647,276

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.

