

# 2016 Annual Report to the School Community



School Name: Avenel Primary School

School Number: 8



Name of School Principal:	Neil O'Sullivan
Name of School Council President:	Amanda Furletti-Wall
Date of Endorsement:	18/4/2017



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Avenel Primary School is a rural community school located an hour's drive from Melbourne's northern suburbs, just off the Hume Freeway north of Seymour. Our school is one of the oldest in Victoria, being established in 1856, with our historic school building part of Henry Bastow's original "education revolution." The school is at the heart of Avenel community life, representing a focal point for our community and the largest civic institution within our town. In 2016, we had 108 students enrolled at census day.

Our school is proud of its professional learning culture and the privileged time it dedicates to staff learning. Our Professional Learning agenda connects directly to our Annual Implementation Plan goals and to the Performance and Development goals of each teacher. A number of our staff have delivered presentations at network level, regional and state level on topics such as oral language development, data management practices and Team-Teaching.

Team teaching is our core philosophy and every teacher in our school plans, collaborates and teaches alongside their colleagues. We pride ourselves upon a "Stage Not Age" approach to student learning and our innovative approach to grouping and tracking students has won broad acceptance in our community.

In 2016, our school embarked upon a number of innovations designed to improve student learning and engagement. As part of our participation in the Primary Maths and Science Specialist program, we rigorously analyzed our mathematics achievement data and expanded our science curriculum, identifying a clear improvement pathway for 2017 centering on exemplary curriculum documentation, coaching and mentoring and targeted professional development. In response to our 2015 NAPLAN data in writing, we also implemented common assessment and moderation practices in writing, developing common rubrics which are used to identify the next point of growth for students in their writing development. As our school grows, in 2017 we have continued this focus on consistent, team-based teaching practice underpinned by exemplary curriculum documentation and data analysis.

Our School Council has also begun to masterplan new play-spaces for our students, focusing on engaging our older students in active, developmental play. 2016 saw significant work occur on our external play spaces and our internal learning spaces, utilizing insights from research and local paraprofessionals to create an optimal learning environment for our students. Building on this strong foundation, 2017 has focused our Annual Implementation Plan on increased teacher collaboration during curriculum planning, the implementation of a school wide approach to learning expectations, a focus on accelerating our middle band of learners and an emphasis on exemplar curriculum documentation.

### Framework for Improving Student Outcomes (FISO)

In 2016, our three FISO priorities were as follows: Curriculum Planning and Assessment; Building Practice Excellence; Empowering Students and Building School Pride. In addressing each of these initiatives, our Key Improvement Strategies were as follows:

- Implementation of a whole school writing rubric, common text types and writing moderation protocols.
- Development of a Scope and Sequence document in spelling and building of teacher capacity in spelling pedagogy.
- To expand the school's implementation of a social and emotional curriculum
- To develop school wide processes that enable students to provide feedback on their learning.

Each of these initiatives was integrated into teacher Performance and Development plans and supported through the school's Professional Learning program.

### Achievement

Our 2016 academic performance indicates that we achieved a "similar" result in nine of the ten variables within the data sample of Reading and Numeracy results. Our four-year average places us at or above the state median in three areas and slightly below the state median in Grade 3 reading. This data is further supported when supplemented by the data available through the Panorama report. Particular successes were the Grade 5 numeracy result in which low growth was reduced to 9% and 81% of students made either medium or high growth. We attribute this strong result to the curriculum and assessment structures laid down through the 2015 AIP. In 2016, we undertook significant work on the teaching and assessment of writing; while our 2016 writing results show an improvement on 2015, we are confident (based on local assessment data) that our 2017 writing data will further reduce the percentage of students making low growth. While our Year 5 reading result placed us at the state median, we were disappointed by the growth picture for our Grade 5 students in their NAPLAN data; our end of year local assessment data shows a significantly stronger result for our Grade 5 students. Embedding the Lexile reading framework has also provided our school with a rigorous tool for tracking student growth in reading from Years 3 to 6. In setting our improvement direction for 2017, we have clear school goals pertaining to areas of growth in student learning. Our work in 2017 centers on improving the growth of the "middle band" of



learners, developing a culture of reading amongst our Upper School and Middle School students and developing excellence in teacher planning and curriculum delivery through coaching, mentoring and observation. Significant work has also been undertaken in the overhaul of our Individual Learning Plans for at risk students and in the development of curriculum documentation as part of the implementation of the Victorian Curriculum. As part of the school's participation in the FISO group structure, we are also working collaboratively to build teacher capacity in data analysis to inform teaching.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

In 2016, our Engagement result (as measured through student attendance) placed us above the state median and was our strongest result in over two decades. The school has been pro-active in tackling unexplained absences and following up and working with families on the very few students who may be displaying an erratic attendance pattern. Anecdotally students and staff enjoy a special connectedness with friendly staff across the school, our supportive, cross-age student culture and personalization of both instruction and interpersonal interactions. We also seek to finish each term with a number of engaging and family friendly events which seek to keep our students engaged until the last minute of each term. In 2017, we continue our focused work on student attendance as part of the Goulburn Area's attendance strategy. In addition to our existing practices, we have also implemented the following procedures:

- For any student with 3 days unexplained absence alert designated staff member (class teacher, homeroom teacher or identified support teacher) to make personal contact with parents student to offer support in engagement
- Attendance monitoring as a standing agenda item at staff meetings to ensure all staff are aware of students who have repeat absences.

The most significant factor affecting attendance (aside from illness) is family holidays taken during term time, which is fundamentally a financially driven decision by families to book holidays outside of the peak periods.

## Wellbeing

In 2016, our Wellbeing results placed us at or above the state mean and above our four-year trend data. Our 2016 result also builds upon our strong result in 2015, showing a rising trend over the last two years. In particular, we have had significant increases in our Student Morale and Student Distress variables with further strong growth in our School Connectedness and Teacher Empathy variables. On half of the variables within the ATTSS, we achieved results in the top quartile of all Victorian primary schools. Student Wellbeing is a priority item for our 2017 AIP and our 4 Year strategic plan, with the following goals and Key Improvement Strategies being implemented over the life of our strategic plan.

The Safe Minds framework is being introduced to establish knowledge of the protective factors for student wellbeing and mental health.

- You Can Do It education (supplemented an emotional intelligence / mindfulness program) is being implemented to embed a common social and emotional platform for the school.
- All students have the opportunity to provide feedback through student voice protocols. .
- Staff have been trained in the early identification of specific learning disorders and supporting students who display anxious behaviors.

We continue to seek to broaden and personalize our curriculum offerings amongst our Senior students, viewing authentic academic engagement as a lever for student wellbeing. Our Grade 3 to 6 curriculum contains a Personal Inquiry program and we are working on developing leadership and engagement amongst our Senior Students through programs such as our involvement in the You Can Do It program, dedicated leadership programs, the RACV Energy Breakthrough competition and The Kids Teaching Kids program.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 107 students were enrolled at this school in 2016, 52 female and 55 male. There were 0% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55%</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	55%	27%	18%	Numeracy	9%	64%	27%	Writing	30%	60%	10%	Spelling	20%	50%	30%	Grammar and Punctuation	40%	40%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	55%	27%	18%																							
Numeracy	9%	64%	27%																							
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Spelling	20%	50%	30%																							
Grammar and Punctuation	40%	40%	20%																							



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	92 %	94 %	95 %	96 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	92 %	94 %	95 %	96 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

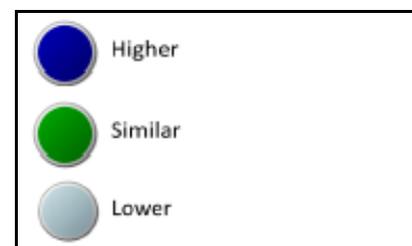
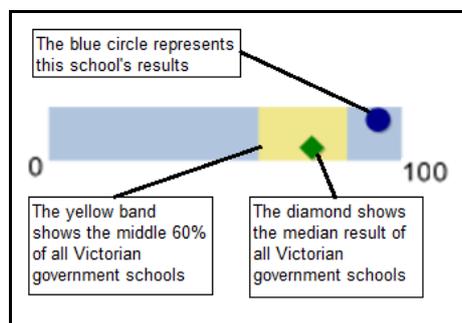
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

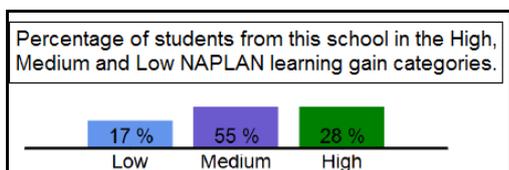
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Through sound financial practices, the school moves forward on a solid financial base. Our financial position places us above the state median for financial viability. The growth in our student numbers in 2016 and 2017 means that our SRP will show a surplus in 2017. Student learning remains the key funding priority and all financial decisions are viewed through the prism of student outcomes. Our current workforce profile also ensures that within the forthcoming years we will have the opportunity to further resource our key strategic priorities and that our SRP will be meet our staffing expenditure. Our strong financial performance ensures that we will be able to continue to implement a coaching and mentoring structure as a key staff development tool in the coming years. We are also in a strong position to upgrade our play facilities, expand our technology assets and maintain our status as a well-resourced school.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$946,183
Government Provided DET Grants	\$178,095
Government Grants Commonwealth	\$10,311
Revenue Other	\$33,888
Locally Raised Funds	\$111,232
<b>Total Operating Revenue</b>	<b>\$1,279,709</b>

Expenditure	
Student Resource Package	\$810,530
Communication Costs	\$3,579
Consumables	\$18,230
Miscellaneous Expense	\$57,756
Professional Development	\$10,244
Property and Equipment Services	\$84,910
Salaries & Allowances	\$95,480
Trading & Fundraising	\$52,140
Travel & Subsistence	\$253
Utilities	\$12,569
Adjustments	(\$660)
<b>Total Operating Expenditure</b>	<b>\$1,145,032</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$134,677</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$69,529
Official Account	\$7,753
<b>Total Funds Available</b>	<b>\$77,282</b>

Financial Commitments	
Operating Reserve	\$52,091
Maintenance - Buildings/Grounds incl SMS<12 months	\$2,577
School Based Programs	\$5,205
Provision Accounts	\$10,210
Asset/Equipment Replacement > 12 months	\$7,200
<b>Total Financial Commitments</b>	<b>\$77,282</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*