2017 Annual Report to the School Community

School Name: Avenel Primary School

School Number: 8
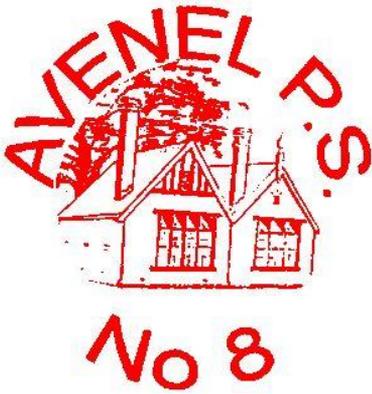
VICTORIA State Government | Education and Training

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 2018, we had 142 students enrolled at census day, marking the largest student population in the school's history.

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 2018 we have continued this focus on consistent, team-based teaching practice underpinned by exemplary curriculum documentation and data analysis.

Building upon this strong foundation, our 2018 Annual Implementation Plan is centred upon the following three priorities: (i) improving student writing by implementing the 6 Traits Framework (ii) increasing student agency in learning tasks and increasing student voice within our school (iii) develop the instructional leadership skills of our middle leaders. These three foci connect strongly to our preceding school improvement word and focus upon embedding leadership structures as we grow into a middle sized school.

Framework for Improving Student Outcomes (FISO)

In 2017, Avenel Primary School focussed upon the following FISO improvement initiatives: (i) Building Practice Excellence (ii) Curriculum Planning and Assessment. Significant school achievements within these initiatives include: (i) the establishment of instructional coaching for all teaching staff (ii) full implementation of the Victorian curriculum through the development of local planning processes such as the school's "Big Ideas in Mathematics" planner (iii) implementation of a Design and Digital Technologies Scope and Sequence and (iv) the schoolwide implementation of the High Impact Teaching Strategy of meta-cognition. As a result of these initiatives, we have observed a growth in the professional efficacy of staff (as measured by the School Survey) and the development of a teacher professional learning culture that is built upon data analysis and local action research projects. In 2018, we are seeking to build upon the string groundwork we have laid regarding key departmental initiatives such as: (i)Practice Principles (ii) HITS Framework and (iii) The Literacy Toolkit.

Achievement

In 2017, our Grade 5 NAPLAN results were outstanding, both in terms of attainment and learning gain from Years 3 to 5. Our numeracy results placed us significantly above the state mean and our like school group. 2017's results in numeracy also continued a strong four year trend of exceeding state median and like school groups. We attribute this success to the overhaul of our curriculum planning, the professional learning undertaken by staff in 2016 and 2017 in relation to the teaching of mathematics and to our focussed coaching and mentoring program. Our Grade 5 reading data also shows that we have achieved significantly above state and like school benchmarks both in 2017 and across the last four years. We attribute this progress to the assessment and teaching processes we have put in place for our middle and upper school students and to the Lexile framework which matches every child to the most developmentally appropriate texts. In 2017, our Grade 3 literacy and numeracy results are of significant concern and have been rigorously interrogated at a school level. Our 2017 Grade 3 results show that we had 38% of students in the top three bands for reading. In the preceding 5 years, our lowest Top 3 bands achievement result had been 62% of students with our preceding 4 year average being 66.5%. In numeracy, our 2017 result was significantly below state and like school benchmarks, resulting in a significant decrease in our four year average. Our four-year average in numeracy from 2012 to 2016 (for Top 3 band achievement) had previously been 63.5% as opposed to 33% in 2017; again, the 2017 results have had a significant impact upon our trend data. Cohort based factors have had a significant bearing upon the achievement of this cohort, which was identified as a high needs group in our 2016 strategic plan. These factors include the up to 25% of this cohort being on our speech and OT caseload and the high number of students on individual learning plans (since Prep entry) to focus upon skill deficiencies.

Engagement

Drawing from our 2017 attendance data, our engagement result places us at a similar benchmark to like school and above the state median benchmark. In 2017, attendance was a key priority within our Annual Implementation Plan (AIP) and a number of new practices and processes were introduced to boost the attendance of at risk students. In 2018, our primary concern is upon boosting the attendance of a small group of at risk students and to case manage the engagement of these families. The implementation of the Compass system has also introduced earlier identification of attendance patterns and the ability to reach parents through alternative communication tools.

Wellbeing

Our Wellbeing result for 2017 places us slightly below the state median and within a similar band for our like school group. Upon analysis, the data reveals an extremely positive result from our Grade 5/6 students and a less positive result from our Grade 4 students. Highlights amongst the Grade 5/6 data including the level of endorsement of the following variables: fourth quartile results for cognitive engagement, teacher student relationships, school safety and social relationships. In contrast our Grade 4 students showed first quartile results for cognitive engagement and teacher / student relations and the non-experience of bullying. This data has fed into our 2018 AIP with a key improvement initiative being the development of student voice and student agency amongst our students. As 2017 was the first year that Year 4 students participated in the survey, we will be interested to monitor their perceptions as Grade 5 students and attend to the broader point of the engagement and wellbeing of our middle school students. We will also be interested to see how the implementation of the Compass system, with its longitudinal tracking of wellbeing concerns, impacts upon our student safety and non-experience of bullying variables.

For more detailed information regarding our school please visit our website at
www.avenel.ps

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 133 students were enrolled at this school in 2017, 60 female and 73 male.

0 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ████████████ ● ◆ 100 Results: Mathematics 0 ████████████ ● ◆ 100	Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 17 % Low — 33 % Medium — 50 % High **Numeracy** 8 % Low — 46 % Medium — 46 % High **Writing** 42 % Low — 50 % Medium — 8 % High **Spelling** 17 % Low — 67 % Medium — 17 % High **Grammar and Punctuation** 25 % Low — 58 % Medium — 17 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

0 ——————————— 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ——————————— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	92 %	94 %	93 %	92 %	92 %	94 %

● Higher

● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ─────────── 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ─────────── 100	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
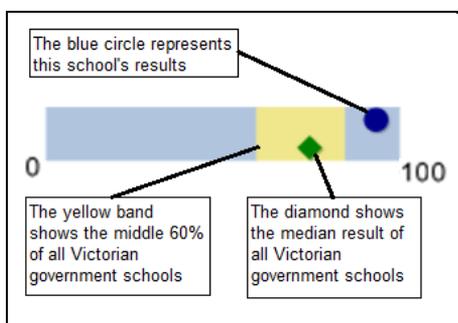
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
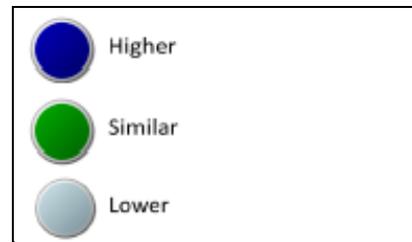
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017, Avenel Primary School returned an operating surplus. The school's staffing profile (3 early career teachers) and our involvement in the Primary Mathematics Specialist Program were the main factors contributing to this surplus. The school's growing numbers ensure that we are in sound financial position for the rest of our Strategic Plan. Our operating surplus is being used to service needs identified in that strategic plan, namely the increasing number of our students marginally above the threshold for Program for Students With Disabilities funding. This is being done through the expansion of our speech therapy and occupational therapy programs. Furthermore, we have tagged surplus funding to self-fund the expansion of physical infrastructure. In 2018, our school will again return a surplus, with this surplus identified used to develop our students services support, continue our coaching and mentoring program and attend to the development of our school infrastructure.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$1,153,483
Government Provided DET Grants	$265,796
Government Grants Commonwealth	$11,200
Revenue Other	$4,668
Locally Raised Funds	$114,800
Total Operating Revenue	**$1,549,947**

Equity[1]	
Equity (Social Disadvantage)	$13,455
Equity Total	**$13,455**

Expenditure	
Student Resource Package[2]	$1,021,473
Books & Publications	$407
Communication Costs	$4,802
Consumables	$29,289
Miscellaneous Expense[3]	$90,401
Professional Development	$5,855
Property and Equipment Services	$91,074
Salaries & Allowances[4]	$119,334
Trading & Fundraising	$37,545
Travel & Subsistence	$886
Utilities	$11,460
Total Operating Expenditure	**$1,412,525**
Net Operating Surplus/-Deficit	**$137,422**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$72,834
Official Account	$7,051
Total Funds Available	**$79,885**

Financial Commitments	
Operating Reserve	$61,884
Capital - Buildings/Grounds incl SMS<12 months	$3,792
Revenue Receipted in Advance	$2,800
Provision Accounts	$11,410
Total Financial Commitments	**$79,885**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.