

# 2019 Annual Report to The School Community



School Name: Avenues Education (6363)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 March 2020 at 11:37 AM by Andrew Kinniburgh (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 04 June 2020 at 01:31 PM by Lynne Allison (School Council President)

## About Our School

### School context

Avenues Education is a multi-site school that provides educational services to students aged 4–18 years. We work in partnership with the Alfred and Eastern Health Child and Youth Mental Health Service (CYMHS) located in SE Victoria Region and NE Victoria Regions. CYMHS settings are multi-disciplinary and offer a comprehensive range of psychiatric assessments and services for children, youth and families experiencing difficulties related to social, emotional, behavioural and developmental problems.

Our Mission is to improve the educational outcomes of our students through our collaborative partnerships with Child and Youth Mental Health Services (CYMHS), families, schools and other agencies by:

- Advocating and facilitating educational engagement
- Building capacity within the broader education system through the provision of innovative, high quality specialised support
- Facilitating specialised group programs
- Leading initiatives that support the development of mental health awareness across educational communities.

We adhere to Child Safety Principles and embed them into our practice.

Our school values are:

Professionalism - We demonstrate accountability, confidentiality, empathy and respect at all times.

Excellence - We have high expectations, and a belief that students can achieve their personal best.

Advocacy - We advocate for the provision of equal educational opportunities for students with mental health issues.

Inclusion - We are inclusive and collaborative in our approach with our students, families, colleagues, CYMHS personnel and other professionals.

Innovation - We strive for continuous improvement by challenging our practices and embracing opportunities for positive change.

Integrity - We act with openness, honesty and transparency in all interactions.

The teachers at Avenues Education work as members of the CYMHS multidisciplinary teams to provide educational support to children and young people. They are also involved in consultation, liaison and professional development to schools and other agencies.

Education programs based on DET guidelines are provided at each site and in an outreach capacity. The primary focus of these programs is to support the emotional, social and behavioural goals for the student as identified in partnership with CYMHS. Services offered include educational, and/or vocational assessments and individual or group programs to address student needs.

In 2019, Avenues Education had 15.6 equivalent full time staff; 2.0 principal class, 11.4 teachers and 2.2 support staff.

### Framework for Improving Student Outcomes (FISO)

In 2019, Avenues Education focused on improvements within the dimensions of Excellence in Teaching and Learning, Community Engagement in Learning and Positive Climate for Learning. Particular improvement initiative areas are outlined below:

Building Practice Excellence - A focus for the school in 2019 was to devise an Avenues Education Teaching and Learning Model that clearly defines procedures and documentation for the four stages of intervention. All staff engaged in a collaborative process to develop the model and as a result, developed a common language and deeper understanding of the stages as aligned to specific programs. The Professional Learning Team (PLT) approach to the development of the model developed a growth mindset across the staff and facilitated increased collaboration.

Curriculum Planning and Assessment - In 2019, a Social Emotional Learning (SEL) curriculum reference document aligned to teaching and learning was created to guide professional practice and support enhanced student outcomes.

Evaluating Impact on Learning – A PLT approach was employed across the school to enhance systems of practice to effectively track and monitor student progress. Student, parent/carer and school surveys were developed along with processes to support their implementation. The school explored a variety of electronic management systems and identified COMPASS as an appropriate system. The COMPASS system was individually designed for the school's unique context and staff training was facilitated to support full implementation at the beginning of 2020. Staff also participated in professional learning sessions to enhance their understanding of school wide systems and processes for collecting, analysing and reporting of data. Potential data sources at a whole school level were identified. This was supported by engagement in the Hospital School Community of Practice. In 2020, further work will involve the implementation of processes to collect and analyse a range of data sources and increase data literacy amongst staff.

Parents and Carers as Partners - Avenues Education identifies parents and carers as important partners in raising student outcomes. In 2019, school documentation regarding parent and carer collaboration was reviewed and a school policy and protocols document was developed and shared with staff and the community.

Empowering Students and Building School Pride - A PLT approach enabled the school to develop clear structures, roles and responsibilities in terms of representing Student Voice and Agency across the school. As a result, teachers are able to articulate how student voice and agency is supported throughout the stages of the Teaching and Learning Cycle and within school documentation.

## Achievement

Avenues Education provides educational intervention programs and supports that are designed to re-engage students with the learning process and to help support the emotional and social interventions provided by the clinical staff of Alfred and Eastern Health CYMHS.

Across 2019, the school provided educational support and guidance to 862 students. In terms of the educational setting students were enrolled in, 19% were from Primary or Pre-Primary Settings, 65% from Secondary or College Settings, 9% from Alternative or Special Settings and 7% were not enrolled on referral. 66% of all students engaged with Avenues Education identified themselves as female, 31% identified themselves as male and 3% described themselves as transgender or gender diverse.

Educational goals are designed in consultation with CYMHS staff, parents/ carers and students and the progress towards the achievement of these goals is recorded on the student's Individual Education Plan (IEP). Goal achievement data indicates that 70% of students made good to excellent progress towards achieving their goals. 84% of Intervention Outcomes were recorded as being complete whilst 16% of Intervention Outcomes were disrupted due to external factors such as the student leaving the CYMHS service.

## Engagement

Avenues Education has a commitment to support each student to improve their education outcomes. Pathways

planning and supports are provided for students who are having difficulty at school due to various mental health presentations. Transitions between educational settings, hospitals, schools and higher education are supported. Avenues Education teachers also support students to transition from Kindergarten to Foundation and Primary To Secondary School.

The programs developed by Avenues Education teachers are highly individualised and are delivered, as needed, at the students' enrolled school, home or in the community. In addition, Avenues Education teachers provide professional development and broader systems support within the educational and mental health systems.

In the Groupworx, Adolescent Inpatient Unit (AIPU) and Eating Disorders programs, students engage in a variety of group experiences to develop greater confidence and access positive experiences to assist in their recovery. The Groupworx and AIPU programs provide opportunities for students to engage in the wider community. These experiences have included visits to local parks, recreational spaces, museums and galleries and engaging in activities such as bowling, equine therapy, cooking and mini golf.

Other student group experiences that were provided by Community Team Teachers in 2019 included:

- Zines Group – A small group experience where students enhance communication and social skills, develop planning, organisational and time management skills and explore and design personalised zines through mixed media.
- Study Mates – an opportunity for students of all levels to meet with a teacher weekly to assist with organisational, study skills and receive homework support.
- Barista Training – An opportunity for a small group of students within the 15-18 year age range to develop Barista skills in order to support work place experience and employment opportunities.
- Secret Agents Society – A social skills program for primary-aged students with a diagnosis of ASD. This program was facilitated collaboratively with CYMHS Clinicians and consisted of small-group student sessions, parent and teacher information sessions and resources to monitor and reward social skills development at home and at their mainstream school.

## Wellbeing

The role of an Avenues Education Teachers is underpinned by a collaborative and consultative approach working with CYMHS and all stakeholders to increase the educational outcomes for students experiencing social, emotional, behavioural and developmental difficulties. The social, physical and emotional wellbeing and inclusion of each individual student is highly regarded and central to all aspects of each school program. Support provided by Avenues Education is defined by the following five dimensions: Enrolment, Attendance, Engagement, Educational Progress and Building School Capacity. A variety of teaching strategies are utilised to improve outcomes by providing support to each student's wider support system. A major part of the teacher's role at Avenues Education is to provide specialist consultation to leadership and welfare teams in schools. This may also involve targeted professional development sessions to teachers with the aim of providing improved wellbeing outcomes for all students.

Staff are provided with a range of professional learning opportunities to ensure that the school continues to uphold its values and provide a high level of knowledge and expertise, within the area of education students with mental health needs. In 2019, a focus was placed on further developing an understanding of working directly with Transgender and Gender Diverse Young People.

In 2019, the school continued to work actively to support the wider educational community. Members of the School Leadership engaged and presented at a variety of networks and supported a number of Communities of Practice groups (COPs). This included involvement in the Hospital Schools COP and supporting the organisation of the annual Extraordinary Educational Schools (EES) Conference. The Principal also led the Community Engagement COP within

the Kingston Network.

### **Financial performance and position**

Avenues Education completed the school year, 2019, with a surplus of \$204,326. This figure is fairly consistent with the Annual Financial Report from 2018 as projected increase in program delivery did not occur.

This surplus has been an accumulation of funds carried over from the last two previous years which have been reserved for the employment of additional teaching staff in 2020.

As our student numbers continue to increase, the need for additional teachers to expand our student support programs and continue to enhance our partnership with Child Youth Mental Health Services services is essential.

Included in these funds is \$2512 in Equity (Social Disadvantage) funding.

## 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 Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 0 students were enrolled at this school in 2019, 0 female and 0 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent 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>	No Data Available
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	No Data Available
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard 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 Annual Report</i>.</p>	<p><b>Results: English</b></p> <p>No Data Available</p> <hr/> <p><b>Results: Mathematics</b></p> <p>No Data Available</p>

## Performance Summary

Engagement	Student Outcomes												
<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.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	ND	ND	ND	ND	ND
Year	2016	2017	2018	2019	4-year average								
Average absence days	ND	ND	ND	ND	ND								
<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	ND	ND	ND	ND	ND
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## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,048,219	High Yield Investment Account	\$431,788
Government Provided DET Grants	\$157,218	Official Account	\$1,921
Revenue Other	\$6,938	<b>Total Funds Available</b>	<b>\$433,710</b>
<b>Total Operating Revenue</b>	<b>\$2,212,374</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,860,122	Operating Reserve	\$19,800
Communication Costs	\$7,699	School Based Programs	\$219,100
Consumables	\$17,722	<b>Total Financial Commitments</b>	<b>\$238,900</b>
Miscellaneous Expense <sup>3</sup>	\$15,848		
Professional Development	\$13,483		
Property and Equipment Services	\$21,452		
Salaries & Allowances <sup>4</sup>	\$33,068		
Trading & Fundraising	(\$73)		
Travel & Subsistence	\$9,601		
<b>Total Operating Expenditure</b>	<b>\$1,978,922</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$233,452</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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 26 February 2020 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.

# 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 key areas:

### Achievement

Student achievements in :

- English and Mathematics

### 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)

## What is the meaning of '*Data not available*' or '*ND*' 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.

## Towards Foundation Level Victorian Curriculum

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.