

2023 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 \(VIT\)](#)
- 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 28 March 2024 at 08:49 AM by Colette Davis (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 April 2024 at 09:41 AM by Lynne Allison (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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:

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.

What is the 'Towards Foundation Level Victorian Curriculum'?

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

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

'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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

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

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

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

About Our School

School context

School Context: Avenues Education is a South East Victoria Region (SEVR) outreach government school that works in partnership with Infant Child Youth Mental Health and Wellbeing Services (Alfred Health & Eastern Health ICYMHAWs). ICYMHAWs refer students to Avenues Education to provide targeted educational services for individual and groups of students experiencing social, emotional, and/or mental health difficulties in accessing education. Students participating in Avenues Education retain enrolment in their school of origin. Depending on the program and individual health needs, students undertake sessions with Avenues Education either at their school of origin or at Avenues Education locations. Avenues Education provides tiered support directly to SEVR schools, including mental health prevention and promotion activities, school capability building sessions, professional learning, consultation and liaison. We provide schools with interventions to assist them in recognising and responding to the mental health needs of students and reduce the barriers to engagement in learning. In 2023, Avenues Education had 15 equivalent full-time staff: 2.0 Principal Class, 11.4 Teachers and 1.6 Education Support Staff.

Our Mission: Provide educational services to students to reduce the barriers to engagement in learning. Provide tiered educational interventions including individual student support, targeted groups for students, mental health prevention and promotion, professional development, consultation and liaison. Provide early intervention to prevent educational disadvantage of students whose learning has been interrupted due to social, emotional, and/or mental health difficulties. Provide schools with tiered interventions to assist them in recognising and responding to the mental health needs of students. Work in partnership with ICYMHAWs to provide students with the necessary skills to access educational pathways.

Our Values: We aim to create a positive and safe learning environment that enables the student to learn the necessary skills to access education. Our values establish what behaviours should look, sound and feel like for our students. We explicitly teach these behaviours as skills. We introduce, model and reinforce these with each student, based on their individualised needs. These skills are necessary for students to successfully navigate their life in a positive, safe and meaningful way. Values: Be Hopeful - plan for your future, accept your strengths and build on your gaps, advocate for yourself, practice problem solving, find your people. Be a Learner - use coping and regulation strategies, seek help, communicate your thoughts and clarify instructions, track and celebrate your growth, know how you learn. Be Kind - take time to care for your physical and mental self, uncover what brings you enjoyment, use a growth mindset of "I haven't got it yet", take supported risks, have courage to make mistakes.

Progress towards strategic goals, student outcomes and student engagement

Learning

Avenues Education provides tiered educational interventions to reduce barriers to student achievement across a variety of contexts. We have provided responsive and targeted individualised one to one and group programs to support student learning, wellbeing and inclusion. In 2023, we provided educational support to over 500 students and numerous consults to all members of the team around the learner. Females (67%) were almost three times more likely to be referred than males (27%), with less than 6% of students identifying as trans gender, non-binary or other. 6% of students were enrolled in a Primary Setting, 62% from Secondary Settings, 10% from Alternative or Special Settings with only 3 students who were not enrolled on referral. As in previous years, the majority of referrals were for Year 10 & 11 students, with a high increase in referrals for Year 8 & 9 students. The increase in referrals for these levels may be influenced by the fact that the students in these year levels were transitioning from primary school to secondary school during the pandemic, which impacted student mental health acuity and severity, connection to peers and to school, as well as placing strain on the capability of the family and school to respond during this time. The low number of Primary age student referrals is a concern, which has resulted in more Avenues Education whole school capability building sessions, consultation and liaison being offered and accessed by schools. Students have been provided with individualised and differentiated learning and adjustments to respond to their specific learning needs through the explicit teaching of the Capabilities Curriculum. Collective commitment across the school to build and embed curriculum and assessment processes that increase teacher efficacy in progressing student learning is high. Avenues Education has developed and implemented research and evidence-based practices to effectively teach, measure and map student progress. The development and implementation of a universal Instructional Model, Curriculum and Assessment Map and lesson plans is creating consistency in practice across programs and ability to assess student skill development and progress. Building robust systems and processes for capturing data to inform practice and measure impact will be a further focus for 2024. Professional Learning Community and Curriculum Community Inquiry Cycles are aligned to AIP goals and drive collective teacher efficacy, shared responsibility and collaborative practices to improve student learning and wellbeing outcomes. Instructional Leaders and School Leaders engaged in PLC Core Professional Learning and implemented an

inquiry cycle approach based on Simon Breakspear's Teaching Sprints to build the AE Instructional Model and Curriculum. Staff have utilised teaching sprints to implement teaching and learning practices based on research and evidence. Teaching Sprints are utilised to build teacher collective efficacy and responsibility for the collection and evaluation of data that measures student re-engagement in learning, teacher engagement in formal collaborative inquiry to increase evidence-based knowledge and data literacy in re-engagement in learning. Teacher participation in moderation will be used to create consistency in practice to interpret assessment results that measure student engagement in learning. School-wide meeting norms, protocols and templates, inquiry cycle sprint process and a culture of effective collaboration has been created and embedded. PLC and Curriculum Communities are made up of teachers working across multiple locations and programs to encourage sharing of skills, knowledge, experiences and wisdom, as well as build our culture of shared efficacy, quality and connection.

Our school staff, including education support, teachers and leadership, focus on promoting inclusion and reducing barriers to engagement in learning with all students referred for education support. Evaluating the impact on learning is currently reported in individual education plans as a student progress measure. The use of Individual Education Plans (IEPs) are well embedded across the school and each student IEP identifies goals, strategies and student progress. The IEP includes student agency in progressing their own learning, their strengths, interests, motivation to attend, educational history, barriers to learning and engagement. IEP goal review with students enables them to share their understanding of their learning and the next steps to progress their learning. IEP's report on goal attainment, learning progress against the curriculum, assessments and adjustments and includes student voice. The IEP and student assessment measures are being re-developed across the school to reflect curriculum delivered and represent actual student progress more accurately against their learning goals.

Wellbeing

Avenues Education teachers have provided educational interventions to students to reduce the barriers to them accessing the education environment. In 2023, we have provided tiered educational interventions including individual student support, targeted groups for students, mental health prevention and promotion, professional development, consultation and liaison. We have provided early intervention to prevent educational disadvantage of students whose learning has been interrupted due to social, emotional, and/or mental health difficulties. We have provided targeted support directly to schools, including mental health prevention and promotion activities, school capability building sessions, professional learning, consultation and liaison. We have provided tiered support to base schools of these students to promote the individual student's learning, wellbeing and inclusion. Our instructional model outlines our learning cycle approach for inquiry-based teaching, includes student voice, team around the learner, IEP's, curriculum linked direct instruction and assessment, learning progress and reasonable adjustments. The building of an Instructional Model based on the 5e's through extensive research, investigation and collaboration has provided a structure for teaching and learning across the school. We will continue to work through each phase of the model to collaboratively build practice guides and templates to build collective practice and efficacy to improve student outcomes. We have developed differentiated curriculum mapped lesson plans and pre/post/progress assessments that increase student skills to recognise and use coping, regulation and help seeking strategies and improve their ability to access learning. We have devised an assessment schedule that provides a visual depiction of assessments available that can be selected to measure student learning progress. As a result of Avenues Education involvement, 67% of school staff surveyed from students' base schools reported a large improvement in the student's behaviour in relation to self-management and a good improvement in student ability to work with others. 94% of students reported a positive experience on all five survey questions specifically relating to personalised learning experience.

In 2023, we reviewed processes and practices in eliciting, evidencing and amplifying student voice and engagement in learning. We are developing consistent practices for gathering information from the TAL and the students to elicit authentic student voice and agency. Review and re-development of Rating Situations at School Scale and Self Awareness and Management Questionnaire has assisted in eliciting student voice and the tracking of student progress. Student voice and agency documentation and practices in IEP's will be a future focus for improvement. Collection of data on student attitudes to their involvement with Avenues Education is a continued developmental area. An annual data and evidence schedule, clinician surveys, protocols for case closure, exit points and processes for the collection of further data and evidence has been begun. There has been a significant increase in the number of surveys that have been distributed. Stakeholder survey summary data is available to all staff at the end of each term to assist their practice. These developments have allowed staff to reflect on the work they have undertaken and the anecdotal evidence of their practice. This is a continued area for improvement and re-development to ensure we are able to triangulate our data to accurately measure student progress and learning growth.

Engagement

Avenues Education has effective partnerships with families, specialist mental health providers and schools and we focus on building the capability of and connection with the team around the learner (TAL). TAL relationships and communication is embedded into

phases of the Instructional Model which has consolidated common understanding and practices for written and verbal communication with TAL regarding student progress. During 2023, 87% of parents/carers indicated that they felt supported by the Avenues Education Teacher and 75% indicated that the teacher supported them to represent their views in the wider team around their child. 80% parents reported that the teacher provided them with improved liaison and connection to the team around the learner with 74% expressing that they were more confident to support their child with their education as a result of their involvement with Avenues Education. 60% of parents indicated that that the Avenues Education teacher supported staff to have a greater understanding of the impact that mental health difficulties can have on learning. 100% of school staff surveyed from students' base schools indicated that the partnership with Avenues Education was productive, 100% indicated that the partnership improved the engagement and/or educational outcomes for the student. 100% of school staff surveyed agreed that the Avenues Education teacher impacted positively on staff capabilities to support the referred student. Working together in the TAL to develop further processes for collection and sharing of data and formalise communication and tools that demonstrate student progress will be a focus in 2024. Our teachers collaborate with students, parents/carers, staff from the student's school of origin, ICYMHAWS staff and other relevant professionals to plan and implement a range of strategies individualised to each student. 90% of school students surveyed, strongly agreed that they felt a sense of achievement after working with their Avenues Education Teacher and 85% indicated they felt confident that their future education will be successful after engaging with Avenues Education. 80% of parents felt the teachers supported their child to reach their goals.

Working with schools to prevent or limit disengagement from school when a student has experienced a mental health episode is a particular focus for Avenues Education. 80% of school staff surveyed from students' base schools reported that Avenues Education were helpful in assisting the students return to school and supporting the school with the transition, strategies and resources to support the student. 80% of students were engaged in a learning pathway after completion of Avenues Education involvement. Of the 20% of students not engaged in a learning pathway, most required further mental health treatment and were not ready to return to school, with a small percentage moving into employment. A focus in 2024 will be to build rigorous data sets to further demonstrate the impact of programs provided on learning progress and engagement in education. We also provided 8 teacher capability building sessions to SEVR schools in recognising and responding to student mental health through prevention and promotion activities, professional learning, consultation and liaison. These sessions provide universal preventative, early intervention and targeted coping, regulation and help seeking strategies, in line with the personal and social capabilities curriculum and specific to supporting students who experience mental health as a barrier to accessing the education environment. The base schools of students have been provided with teacher capability building learning opportunities in recognising and responding to the specific student learning social/emotional/mental health needs, as well as the provision of whole school universal and targeted classroom strategies.

Other highlights from the school year

In 2023, Avenues Education's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the FISO Dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Evaluating Impact on Learning, Parents and Carers as Partners and Empowering Students and Building School Pride. Leadership has redefined and communicated the strategic direction of the school and explained the deployment of resources to create and reflect the shared goals and values of DET, ATSL and the school. Achievement of student learning outcomes is reflected in what our students know and what they can do due to the targeted education practices the school utilised. Curriculum, assessment and teacher practice development requires greater focus in 2024. Leadership has established the SIT team as a distributed leadership model to drive school improvement, set high expectations and promote a positive, safe and orderly learning environment. Leadership created Professional Learning Communities (PLCs) and Curriculum Communities (CC's) with a focus on curriculum, assessment and evidence based teacher practice. PLC Leaders and Curriculum Leaders are a pivotal part of the SIT Team and drive instructional leadership to progress student outcomes and teacher practices. Leadership developed shared Statement of Expectation goals focusing on curriculum, assessment and learning progress. Statement of Expectation Meetings are aligned to the AIP in the delivery of effective teaching and learning programs and resources. An instructional leadership structure has been developed to drive practice improvement, collective efficacy and universality of practice to improve student learning growth. All leaders are members of the SIT Team and work with leadership to monitor and evaluate the efficacy and fidelity of PLC and Curriculum approaches in line with AIP and DET priorities. Instructional leaders build teacher practice and technical capability and embed our culture of trust, quality relationships and individual and collective accountability. Instructional leaders are supported by School leadership to implement the inquiry model and build leadership skills through regular meetings and reflection. A combined sessional program meeting with an embedded peer reflective practice session has provided teachers with an opportunity to reflect upon and review teaching practices and interventions, and to draw upon the collective skills/knowledge/wisdom/experience and moderation of the other teachers in discussing specific students and practices. We are using meetings, PL and informal collegiate discussions to consolidate commonality of understanding, practices and processes. Curriculum Communities build differentiated, and curriculum mapped practices and documentation to gauge curriculum entry points, build growth measures and inform direct instruction.

Establishing a professional learning calendar aimed at building teacher practices to operationalise the instructional model and enhance outcomes for students has been important. All staff are trained and refresh every three years in Mental Health First Aid and Berry Street Training to ensure a solid base for working with students experiencing mental health as a barrier to accessing education.

Financial performance

Avenues Education completed 2023 with a combined bank balance of \$777,475.

Bank interest received from both High Yield and Official accounts was \$29,169. Bank interest is the only source of revenue Avenues Education receives.

The school received funding for:

- Equity Funding for Social Disadvantage of \$5001
- Tier 2 School Level Funding of \$34,334
- Tutor Learning Initiative Funding of \$50,000
- Mental Health Practitioner in Specialist Schools Funding of \$45,613

The overall reduction of expenditure has enhanced the surplus carried over from 2022. This has occurred due to difficulties with staff recruitment availability. We have continuously advertised teacher contracts throughout 2023. We have filled three contracts and will continue to recruit for a further two staff vacancies in 2023. Staffing vacancies have occurred due to retirement, paternity leave, maternity leave, time fraction reductions, transfers and long service leave. Considering all of these factors, we will use the 2023 accumulated budgeted salary surplus to advertise two 12-month contract positions.

For more detailed information regarding our school please visit our website at
<https://www.avenuesed.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 0 students were enrolled at this school in 2023, 0 female and 0 male.

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

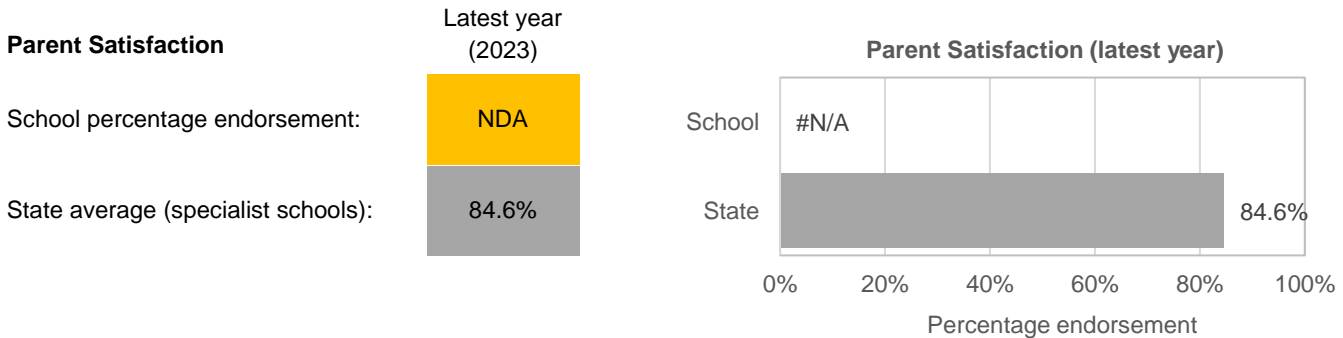
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

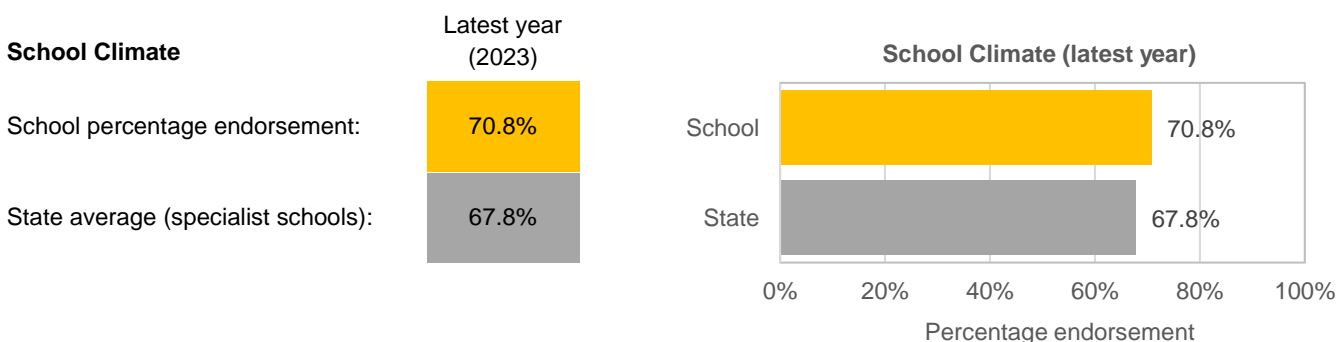


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



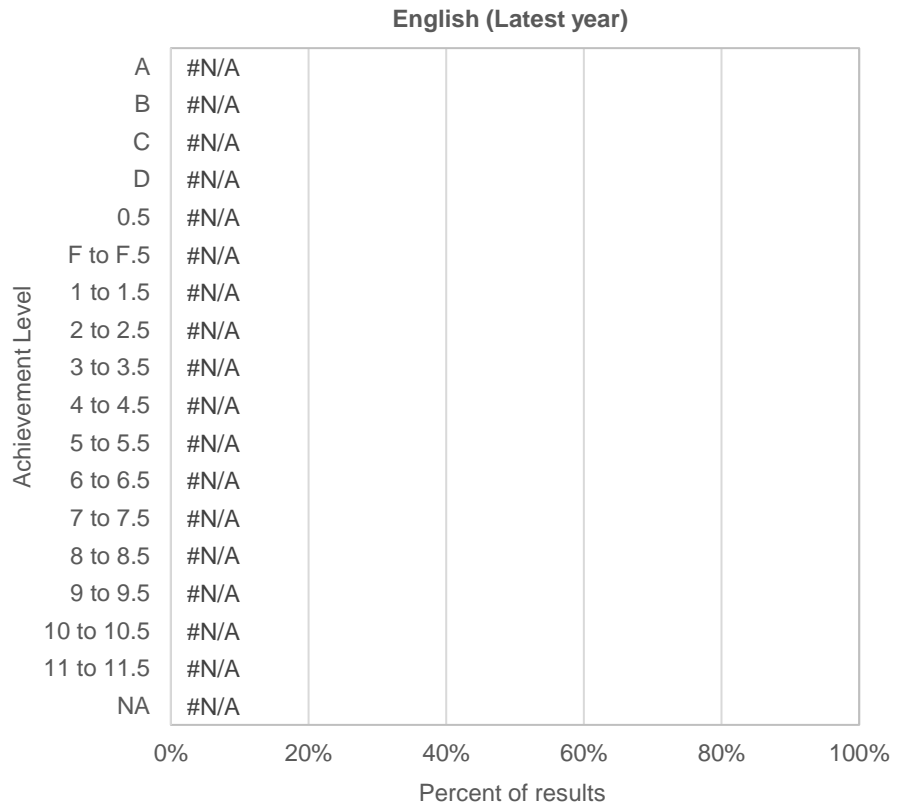
LEARNING

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

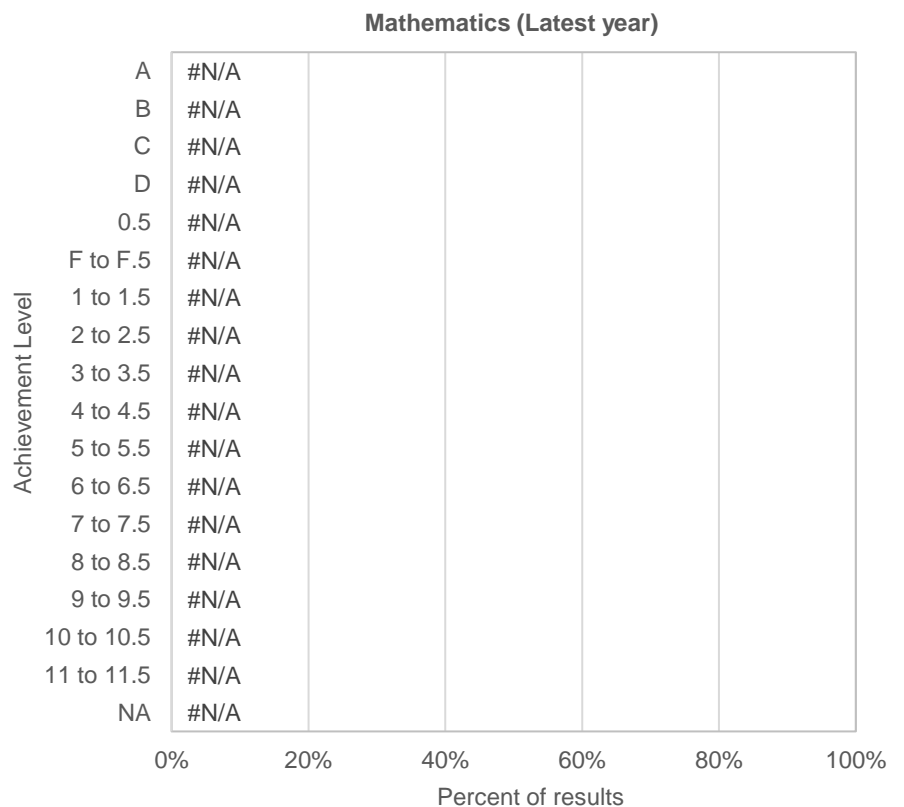
English

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

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	2020	2021	2022	2023	4-year average
School average number of absence days:	NDA	NDA	NDA	NDA	NDA

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDA	NDA	NDA	NDA	NDA

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,901,212
Government Provided DET Grants	\$207,332
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$30,542
Locally Raised Funds	\$0
Capital Grants	\$0
Total Operating Revenue	\$3,139,085

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,884,651
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,946
Communication Costs	\$10,244
Consumables	\$11,634
Miscellaneous Expense ³	\$3,615
Professional Development	\$54,006
Equipment/Maintenance/Hire	\$28,949
Property Services	\$20
Salaries & Allowances ⁴	\$2,046
Support Services	\$10,052
Trading & Fundraising	\$5
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$20
Utilities	\$0
Total Operating Expenditure	\$2,009,187
Net Operating Surplus/-Deficit	\$1,129,898
Asset Acquisitions	\$16,925

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$752,748
Official Account	\$24,728
Other Accounts	\$0
Total Funds Available	\$777,475

Financial Commitments	Actual
Operating Reserve	\$20,756
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$680,281
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	\$701,037

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.