

2022 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).
- 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 of the previous calendar year 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 29 March 2023 at 09:58 AM by Colette Davis (Principal)

- This 2022 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 03 April 2023 at 09:24 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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'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').

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 Services (Alfred & Eastern Health ICYMHS). ICYMHS 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. ICYMHS provides a comprehensive range of psychiatric assessments and services for children, youth and families experiencing mental health, social, emotional, behavioural and developmental difficulties and refer to Avenues Education for a range of educational interventions. We work in partnership with ICYMHS to provide students with the necessary skills to access educational pathways. 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 and professional learning as well as consultation and liaison. We provide schools with tiered interventions to assist them in recognising and responding to the mental health needs of students and reduce the barriers to engagement in learning. In 2022, 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 Infant Child and Youth Mental Health Services 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 2022, we provided educational support to over 390 students and numerous consults. 9% were enrolled in a Primary or Pre-Primary Settings, 77% from Secondary or College Settings, 7% from Alternative or Special Settings and 3% were not enrolled on referral. Students have been provided with curriculum (personal, social, critical and creative thinking) and adjustments to respond to their specific learning needs. The base schools of these 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. The school has provided 8 professional development opportunities for staff at schools who currently do not have an individual student referral with Avenues Education. These sessions provide universal preventative, early intervention and targeted coping, regulation and help seeking strategies, in line with the personal and social capabilities curriculum, specific to students who experience mental health as a barrier to accessing the education environment.

The 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. Documenting curriculum, planning and sharing pedagogical approaches has been the strongest focus this year. Assessment for learning and development will become the focus now the curriculum documentation has progressed. Evaluating the impact on learning is currently reported in individual education plans as a student progress measure. Student IEP progress indicates 82% of students with completed interventions met their IEP goals in 2022. Teachers utilised the school capabilities IEP matrix to assess and make judgements about student progress and reported

progress in IEP's. Leaders and teachers are prioritising the tracking and monitoring of individual student progress and the utilisation of high impact teaching and assessments as part of a tiered approach. This approach will be a focus for further development to ensure it leads directly into goal-setting within the IEP and lesson planning with students.

Teachers have demonstrated a greater awareness of the need to use data and evidence to drive practice and support student achievement in 2022. A variety of school-wide teaching and learning templates have been developed and utilised to support students to re-engage with their Learning. Individual Education Plans (IEPs) are well embedded across the school and each student has an IEP that identifies goals, strategies and student achievement. Our teachers collaborate with students, parents/carers, staff from the student's school of origin, ICYMHS staff and other relevant professionals to plan and implement a range of strategies individualised to each student. IEP goal achievement data indicates that 60% of students who exited our programs made good to excellent progress towards achieving their goals. 90% of secondary 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.

We are continuing to develop and refine our teaching and learning framework and will build our instructional model. Documenting the teaching and learning cycle has progressed and started with defining dimensions of the work and building goal banks and strategies. Teacher practice has become a strong focus for PLC's in building practice excellence, building the teaching and learning framework, curriculum mapping and teacher pedagogy. Reporting documents such as Individual Education Plans (IEP), Return to School Plans (RTSP), including behaviour support planning, has been developed and implemented. Observations templates have been developed and utilised, as well as the development of a Disability Inclusion Profile Record of Special Involvement that documents AE teacher involvement with referred students, in response to school requests.

Wellbeing

Avenues Education teachers have provided educational services to students to reduce the barriers to them accessing the education environment. At the core of our work is vulnerability, inclusion and diversity. In 2022, 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. The school has begun to leverage the work of the PLC's to evidence student progress in teaching practices, processes and policies. Lesson/Unit Plans are being utilised to support student engagement and wellbeing using the lens of tiered interventions aligned to the curriculum areas of personal and social capabilities, critical and creative thinking and ethical thinking, as well as documenting high impact teaching strategies Teachers implement a multi- tiered framework to support students to engage in learning and regulate their behaviour. The framework is underpinned by response to intervention, school wide positive behaviour support, prevent teacher reinforce, zones of regulation and high impact teaching strategies.

The school has effective partnerships with families, specialist mental health providers and schools. During 2022, 85% of parents/carers felt supported by the Avenues Education Teacher and 62% indicated that the Avenues Education teacher supported them to represent their views in the wider team around their child. 94% of school staff surveyed from students' base schools indicated that the partnership with Avenues Education was productive, 72% indicated that the partnership improved the engagement and/or educational outcomes for the student. 75% of school staff surveyed agreed that the Avenues Education teacher impacted positively on staff capabilities to support the referred student. 60% 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.

In 2022, a review of IEP's began to increase the collection and use of student voice and agency in teacher practice and documentation. 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 and processes for the collection of further data and evidence have 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. Future focus will be to improve student wellbeing by establishing a universal instructional model, assessment matrix, progress scales and embed the team around the learner model.

Engagement

In 2022, our school focused on improving student, voice and agency to support student health, wellbeing and engagement. The student survey was re-developed to rate and incorporate student voice by including strengths, interests, challenges, possible goals, predicted outcomes, personalised learning experience, educational progress and teacher concern at Avenues Education. 94% of students reported a positive experience on the five questions specifically relating to personalised learning experience. A student snapshot has been added to return to school plans to identify student strengths, interests, challenges, possible goals/strategies/recommendations and predicted outcomes that can be used across all school settings. Embedding student voice and agency into school documentation and processes has allowed staff to implement student voice and agency as an integral component of their work, rather than as an additional consideration. Staff have gained greater knowledge and confidence in using the Amplify document. A future improvement is the further embedding of student voice and agency in IEP and RTSP documents and building teacher capability and data in this area. All programs are consistently using the student voice document with students, parents and the team around the learner, particularly in the inpatient and sessional programs. We also provided 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. Working with schools to prevent or limit disengagement from school when a student has experienced a mental health episode will be a future focus.

Enabling ease of referral, access and engagement to our school was a priority focus. Redesign of a user-friendly school website was launched to include clear information for students, parents/carers and the community. Student feedback was sought and utilised in the development of the website design and artwork for promotional material. The website includes direct links to further mental health supports for students and for the team around the learner to access. A key improvement feature of the website has been the introduction of a secure referral portal to assist with timely and streamlined access for student referrals by ICYMHS and school referrals for teacher capability building sessions.

Other highlights from the school year

In 2022, 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.

Building a universal documented F-10 Curriculum Map in 2022 was a priority development area within the dimension of Building Practice Excellence. Building commonality of practices, systems and documents began by developing targeted IEP's and devising a goal and strategy bank aligned to each AE dimension of work to support teaching and learning goal setting and formulation. The F-10 Curriculum was documented with a specific focus on personal, social, critical and creative thinking. Adjustments are being to be integrated into the map to ensure we can respond to the specific learning needs of referred students experiencing disengagement or disruption to their learning as a result of their social, emotional and mental health difficulties. Students experienced learning through individual 1:1 and group 1:8 modes with learning intentions aligned to IEP goals using HITS, differentiated learning (levels) and incorporating student voice and student activities. Mapping the curriculum has uncovered more areas for growth and development. Building the curriculum further including an assessment matrix will be a focus of the next 4-year strategic plan.

Professional Learning Communities (PLCs) were developed with a mix of teachers across our programs and sites and specifically with a focus on curriculum. PLC's used the improvement cycle in developing the individual and group curriculum aligned to the F-10 Curriculum of Personal, Social, Critical and Creative Thinking. PLC's utilised evidence from DET policy and processes, F-10 curriculum, observations of other schools and documentation, current research and engagement with DET PLC Coaches.

Professional Learning has occurred to establish PLCs as an integral part of our approach to school improvement. Avenues Education will participate in the DET PLC Core Professional Learning in 2023 to strengthen the rigor and quality of teacher practice, curriculum and assessment to improve student outcomes.

Response to Intervention (RTI) is evident in our school PLC and teaching practices, policies and programs. Students have been provided with the necessary curriculum and adjustments that respond to their specific learning and wellbeing needs. Avenues Education lessons evidence planning and implementation of the Victorian Curriculum areas of personal and social capabilities, critical and creative thinking and ethical thinking, as well as high impact teaching strategies to support student learning, engagement and wellbeing. Teachers implement a multi-tiered framework to support students to engage in learning and regulate their behaviour. The framework is underpinned by response to intervention, school wide positive behaviour support, prevent teacher reinforce, zones of regulation and high impact teaching strategies.

Shared and inclusive practices have also been a focus in 2022. Increased staff collaboration, sharing of skills, knowledge and practices has been a major achievement. Building consistency of practice, documentation, structures, processes, language and shared understanding of evidence-based practices as a DET school is being developed. We are beginning to develop a shared common understanding of multi-tiered frameworks of support, disability inclusion profile and the national consistent collection of

data. Staff Training and development has occurred in these areas across the year. Staff flexibility, adaptability and the learning of new skills to move thoughtfully into remote learning for students with mental health difficulties was a major achievement.

Financial performance

Avenues Education completed 2022 with a combined bank balance of \$681,289.68

Bank interest received from both High Yield and Official accounts was \$9,141.70. Bank interest is the only source of revenue Avenues Education receives.

The school received funding for:

- Equity Funding for Social Disadvantage of \$5,000.00 Tier 2 School Level Funding of \$16,411.00
- Tutor Learning Initiative Funding of \$50,000.00
- Mental Health Practitioner in Specialist Schools Funding of \$22,262.00
- Curriculum Enhancement Grant of \$1,264.00

The overall reduction of expenditure has enhanced the surplus carried over from 2021. This has occurred due to a reduction in some program activities and difficulties with staff recruitment availability. All programs are now running and we have continuously advertised teacher contracts throughout 2022. We have filled three contracts and will continue to recruit for a further two staff vacancies in 2023. Staffing vacancies have occurred due to paternity leave, maternity leave, time fraction reductions, transfers and long service leave. Considering all of these factors, we will use the 2022 accumulated budgeted salary surplus to advertise two 12-month contract positions.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://avenuesed.vic.edu.au/](http://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 2022, 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).

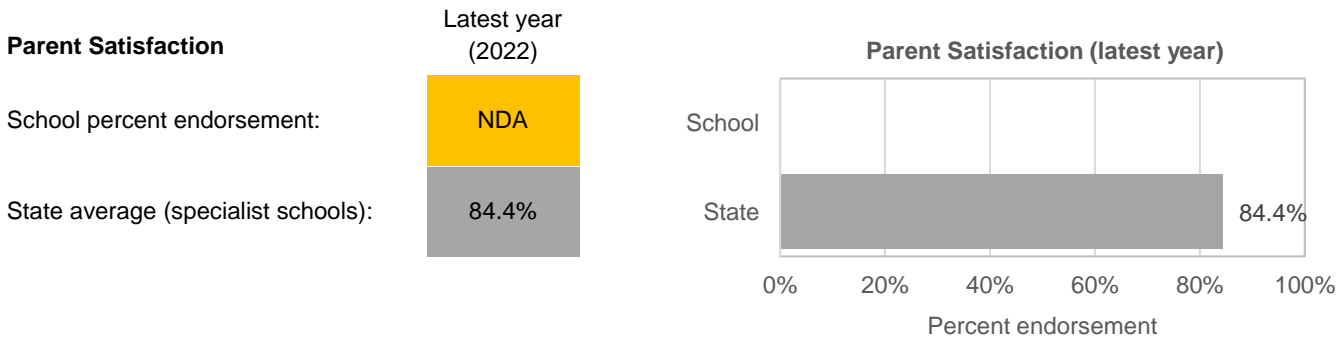
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

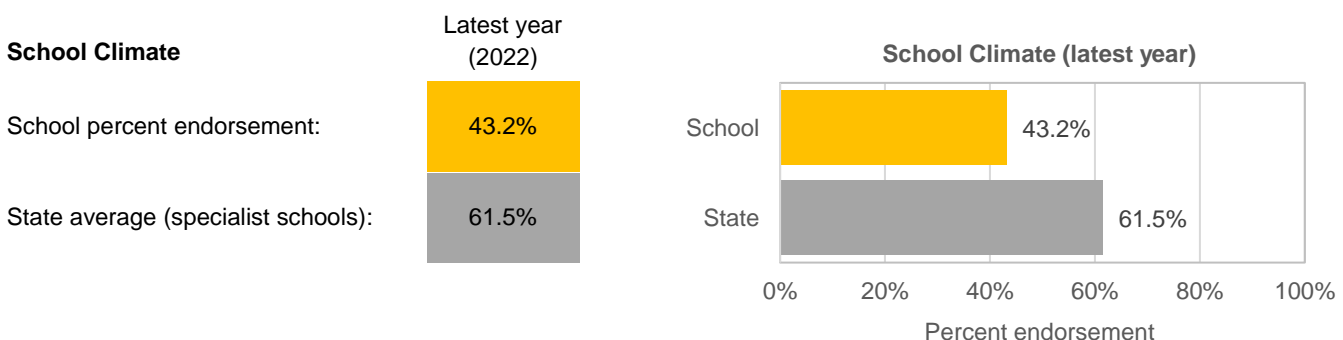


School Staff Survey

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

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

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



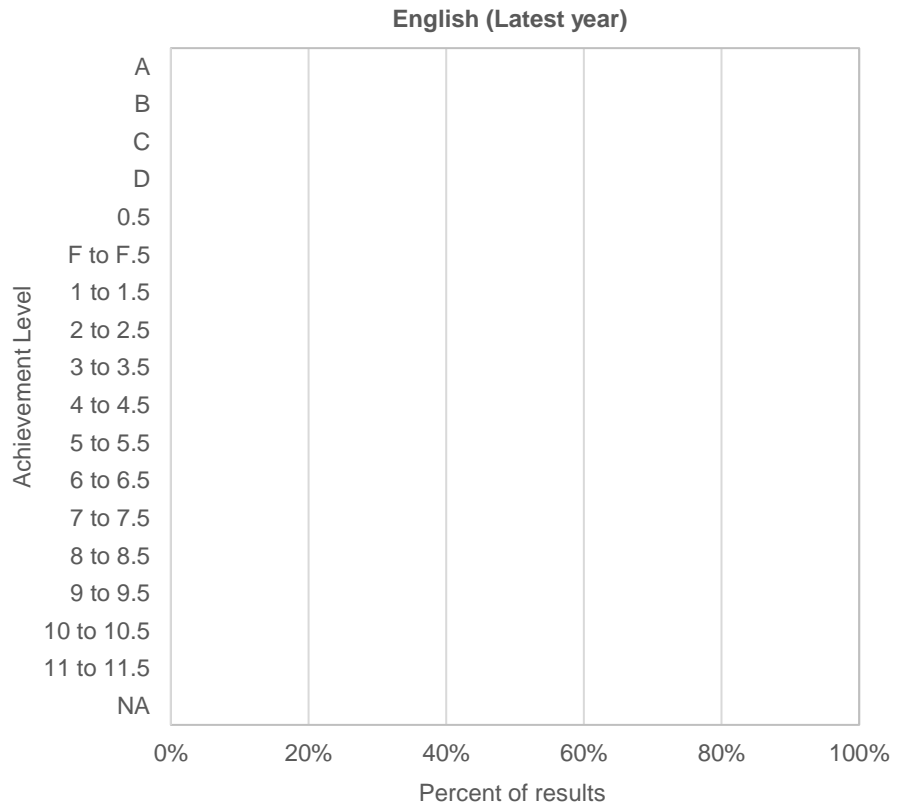
LEARNING

Teacher Judgement of student achievement

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

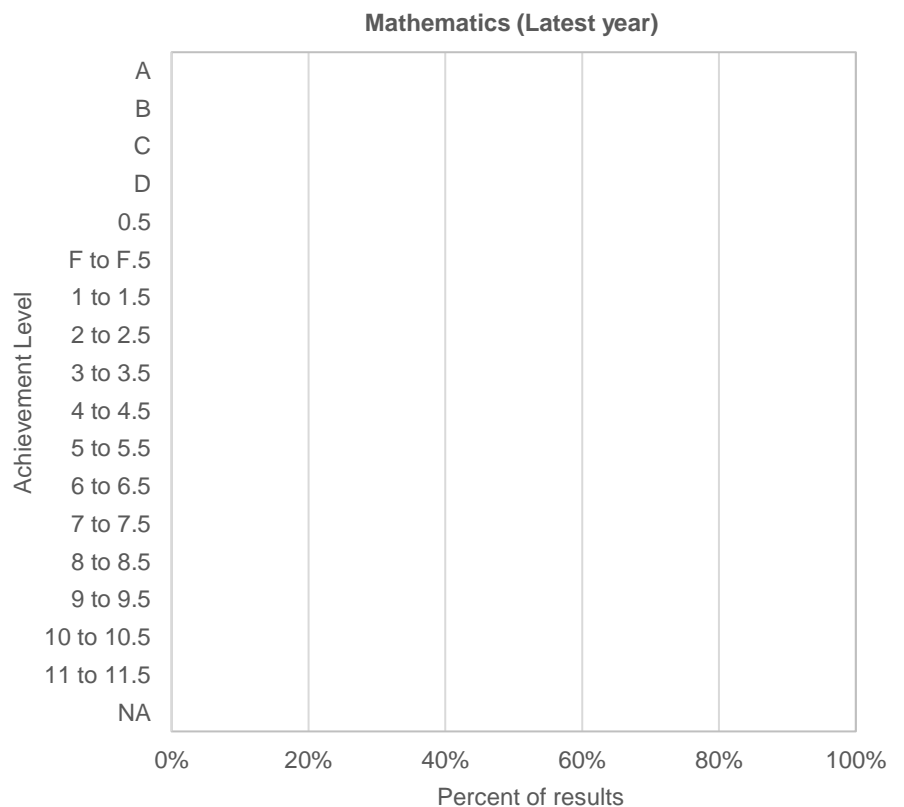
English

Achievement Level	Latest year (2022)
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 (2022)
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	2019	2020	2021	2022	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	2018	2019	2020	2021	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, 2022

Revenue	Actual
Student Resource Package	\$2,177,622
Government Provided DET Grants	\$160,880
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$9,144
Locally Raised Funds	\$0
Capital Grants	\$0
Total Operating Revenue	\$2,347,645

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	\$1,544,901
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$0
Communication Costs	\$8,297
Consumables	\$5,899
Miscellaneous Expense ³	\$8,231
Professional Development	\$14,531
Equipment/Maintenance/Hire	\$20,358
Property Services	\$702
Salaries & Allowances ⁴	\$0
Support Services	\$4,191
Trading & Fundraising	\$0
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$573
Utilities	\$0
Total Operating Expenditure	\$1,607,682
Net Operating Surplus/-Deficit	\$739,963
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$666,378
Official Account	\$14,912
Other Accounts	\$0
Total Funds Available	\$681,290

Financial Commitments	Actual
Operating Reserve	\$10,464
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$510,750
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	\$521,214

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.