

# 2025 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 31 March 2026 at 02:57 PM by Colette Davis (Principal)

- As executive officer of the school council, I attest that this 2025 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 31 March 2026 at 02:57 PM by Colette Davis (Principal)

## 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
  - school staff responses to the School Climate area of the School Staff Survey

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')

## 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 Health & Eastern Health ICYMHS). ICYMHS refer students to Avenues Education to provide targeted educational programs 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 lessons 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 learning engagement. In 2025, Avenues Education had 17 equivalent full-time staff: 3.0 Principal Class, 12.6 Teachers and 1.6 Education Support Staff.

**Our Mission:** Provide educational programs to students to reduce the barriers to engagement in learning. Provide tiered educational programs including individual student lessons, targeted group lessons 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 ICYMHS to provide students with the necessary skills to access learning and 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. Our Values are: 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 programs 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 2025, we provided educational programs to 423 students and numerous consults to all members of the team around the learner. Referrals for females (67%) were over double the referrals for males (28%), with less than 5% of students identifying as transgender, non-binary or other. 10% of students were enrolled in a Primary Setting which has remained the same since last year, 77% from Secondary Settings which is a slight increase, 2% from Alternative or Special Settings which has remained the same. The majority of referrals were for Year 9 & 10 students which is a significant increase and referrals for Year 8, 11 & 12 students have decreased. 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 the strain on the capability of the family and school to respond during this time. Whilst Primary age student referrals have remained steady, they are still low, which has resulted in more Avenues Education whole school capability building sessions, consultation and liaison being offered and accessed by Primary schools.

Our instructional framework and explicit teaching model outline our learning cycle approach for inquiry-based teaching and includes student voice, team around the learner, IEP's, curriculum linked direct instruction and assessment and lesson plans, learning progress and reasonable adjustments. In 2025, we embedded the instructional framework and explicit teaching model aligned to the VTLM 2.0 across the school to instil a culture of collective efficacy and high quality teaching practices. We used AERO to build our explicit teaching model last year and have worked to ensure it seamlessly aligns with VTLM 2.0. Our explicit teaching model aligned lesson plan template is being utilised across all programs. We have aligned Positive Classroom Management Strategies (PCMS) to our current practices in the explicit teaching model, VTLM, scope and sequences and assessment schedule. We refined our instructional framework and associated processes to ensure alignment and to further embed consistency of practices across all programs. Peer lesson observations and moderation have been utilised to provide reciprocal learning opportunities, build collective practice and support embedding the explicit teaching model and PCMS to improve student outcomes. The implementation of a universal instructional framework and explicit teaching model aligned to the VTLM 2.0 has enabled consistency in practice across programs and increased the rigor in assessment of student skill development and monitoring of progress.

Students have been provided with differentiated learning and adjustments to respond to their specific learning needs through the explicit teaching of the personal, social and critical creative thinking capabilities curriculums. Collective commitment across the school to 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. We reviewed and redeveloped the curriculum scope and sequence to ensure it demonstrates the areas and levels of the personal

and social capabilities F to 10 being taught across the school. Lesson plans have been audited to ensure explicit links to the capabilities curriculum. The curriculum scope and sequence has been implemented across all programs. The personal and social curriculum scope and sequence has been reviewed and adapted in line with VTLM 2.0. The critical and creative thinking scope and sequence has been developed in line with VTLM 2.0 with a further focus to embed this into teacher practice next year. The assessment map has been reviewed to ensure accurate measurement of learning growth and engagement in learning, and details student entry points and progress. The assessment map is being utilised across all programs, data is being recorded in the assessment compass chronicle and reported in IEP's. The assessment map has been integrated into the scope and sequence is assisting with consistency in assessment practices to monitor student progress. Assessment data is being triangulated and used to inform IEP's and teaching practices across programs. Assessment and IEP chronicles are being used to inform consistency of practices in recording and reporting on student learning progress and participation.

Curriculum linked Individual Education Plan (IEP) template, guide, worked examples and moderation process have been embedded and are supporting universality and consistency of practice. The IEP template and practice resources are assisting us to build consistency in planning and recording of teaching practices and demonstration of student learning progress. Moderation of locally generated assessments and moderation of the IEP goal progress scale is occurring. Consistent collegiate teaching and learning discussions have been formalised in program meetings and in communities of practice. The IEP goal bank has been developed and currently being trialled by all teachers. We have greater consistency in use of the differentiated curriculum mapped lesson plans, pre/post/progress assessments and IEP. We are able to demonstrate an increase in student skills in recognising and using coping, regulation and help seeking strategies which has improved their ability to access learning. The development and implementation of a Curriculum Scope and Sequence, linked lesson plans and IEPs, and Assessment Map are creating consistency in practice across programs and increasing rigor in assessment of skill development and monitoring of progress. Further focus will be to utilise all sources of data to inform instruction and determine our impact on student learning progress.

## Wellbeing

Avenues Education teachers have provided educational programs to students to reduce the barriers to them accessing the education environment. In 2025, we have provided tiered educational interventions including individual student lessons, targeted groups lessons 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. 95% of students reported being extremely well supported to improve their learning progress and engagement in education. 82% of student reported that they were understood and learnt to use and build learning strengths and limit barriers to learning. 71% of student reported increased ability to set goals and skills to achieve them. 71% of students reported that they were understood, listened to and included in decisions about their learning. 65% of students reported being able to re-engage in learning.

In 2025, we have focussed on determining student re-engagement in learning using data collection and evaluation processes that measure and report student engagement in learning. We have embedded consistent teacher practices in using the IEP template, goal bank, rating scale,

closure chronicle and moderation to determine student learning progress against the capabilities curriculums. We have improved the consistency in teacher practices in implementing, recording and reporting of student learning progress and participation. Improved accuracy and efficiency of data collection and analysis processes across the school has resulted in universality of teacher practices in using multiple sources of data to inform instruction and determine impact on student wellbeing outcomes.

Measuring and tracking student engagement in learning has been a strong focus. We have built mechanisms for measuring engagement in learning during participation in Avenues Education programs and tracking learning pathways at exit from Avenues Education programs. These mechanisms include attendance data collection, IEP and surveys, compass IEP closure summary, as well as through the use of a bank of formal student feedback mechanisms during and at the end of sessions with teachers. Data is collected through Compass and Excel Data Reports. These processes support efficient daily data reports for staff to monitor their teaching practices and student learning outcomes. These developments have allowed staff to reflect on the work they have undertaken and 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 learning progress, growth and engagement.

## Engagement

Avenues Education works closely with the team around the learner (TAL) to reduce barriers to the student accessing education. The team around the learner consists of parents, school staff and clinicians directly involved with the referred student. We have effective partnerships with families, specialist mental health providers and schools and work to build the capability and connection of the TAL. 95% of TAL indicated improvement in learning progress and engagement in learning of the student. 72% of TAL reported increased connection and liaison between school/parent/clinician. 68% of TAL reported greater strategies to support the student's attendance and learning at school (coping, regulation, help seeking). 56% of TAL reported building greater skills and confidence to support student re-engagement in learning. 55% of TAL reported that the teacher enabled the student to re-engage in learning and transition into the education environment. 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 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.

We provided 10 school capability building professional learnings to SEVR schools and 3 capability building professional learnings to Department of Education Disability Inclusion Leaders in recognising and responding to student mental health. These sessions provide universal preventative, early intervention and targeted coping, regulation and help seeking strategies, in line with the personal social and critical creative thinking capabilities curriculum, PCMS and specific to supporting students who experience mental health as a barrier to accessing the education environment. Additionally, the base schools of referred 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.

We have provided 9 formal capability building sessions and numerous consults to the clinicians of our Infant Child Youth Mental Health Services (Alfred Health & Eastern Health ICYMHS) partners. These sessions provide understanding of complex education needs, reasonable educational adjustments and resources, strategies to promote mental health in schools, education pathways, understanding of education climate, trends and educational needs, as well as Avenues Education provision, referral processes and school data.

## Other highlights from the school year

The results from our 2025 School Staff Survey were outstanding. Over all domains on the School Staff Survey, our school averaged an 92% overall positive staff endorsement as compared to a 68% state average for specialist schools. 92% of staff positively endorsed our teaching and learning particularly related to improving their practice; seeking feedback; working collaboratively to plan, document and moderate teaching; believing that measuring and evaluating the impact of their teaching will improve practice and student learning; believing that student engagement is a key component for learning; promoting student ownership of learning goals and learning progress; use student feedback to inform and monitor the effectiveness of their teaching practice; and understand how their teaching practice supports achievement of the school's improvement priorities. 92% of staff positively endorsed our school leadership and instructional leadership particularly related to design, implementation and monitoring of curriculum, instruction, practice and assessment; hands-on support for instruction; instructional decisions made using assessment data; accurate determination of how effectively our school enhances student learning; and ongoing commitment to continually monitoring the effectiveness of assessment practices used in our school. 92% of staff positively endorsed our curriculum planning and implementation particularly related to documented high quality curriculum scope and sequence, lesson plans and formative and summative assessment tasks aligned to the Victorian Curriculum, as well as a high quality instructional framework and explicit teaching model used in planning and delivery of teaching and learning.

Our culture is based on using our AIP goals and drive collective teacher efficacy, shared responsibility and collaborative practices to improve student learning and wellbeing outcomes. 97% of staff positively endorsed our school culture as trustworthy and 92% of staff positively endorsed our school climate particularly related to collective efficacy and responsibility, trust in and collaboration with colleagues, academic emphasis, curriculum and student learning and trust in students and parent involvement. Our community of practice is made up of leaders and teachers working across multiple locations and programs to encourage sharing of skills, knowledge, experiences and wisdom, as well as building our culture of shared efficacy, quality and connection. Instructional Leaders utilise an inquiry cycle approach to strengthen, interrogate and monitor the efficacy of curriculum, assessment, pedagogy and practice. We work to assure staff teaching and learning practices are based on research and best practice and have the highest impact in enhancing student outcomes. Staff engage in formal collaborative inquiry to increase evidence-based knowledge and build collective efficacy and responsibility for the collection and evaluation of data that measures student progress and engagement in learning. Staff use moderation and peer observation to embed consistent practices in interpreting assessment results that measure student progress and engagement in learning.

We have successfully completed the key improvement target we set this year and are tracking well against our 4 year goals. In 2026 we will focus on embedding and consolidating the teaching,

learning and assessment skills, practices and guides developed and interrogate the data to inform program delivery. Given we go into review in term 4 2026, our implementation efforts will be targeted to the remaining SSP areas. We will particularly focus our implementation efforts on a) utilising data to determine the impact of teaching practices on student engagement and learning outcomes, b) determine the impact of the instructional framework and explicit teaching model on teaching practice and student learning and c) utilise data to interrogate the impact of teaching and assessment practices on student learning progress.

## Financial performance

In 2025 Avenues Education recorded total revenue of \$876,732.22, derived solely from the Student Resource Package (SRP) cash grant and bank interest. This remains the school's only source of revenue.

The school received Department of Education funding for key programs as outlined below:

- Tier 2 School Level Funding: \$35,316.00
- P–12 Complexity Allowance: \$73,024.00
- Curriculum Support: \$94,170.00
- Mental Health Practitioners in Schools: \$47,869.00
- Respectful Relationships: \$1,500.00
- Tutor Learning Initiative: \$56,500.00
- Schools Mental Health Fund: \$20,603.00
- Equity (Social Disadvantage): \$5,000.00

Major budget commitments during 2025 included the upgrade of the office environment, incorporating the relocation of the Ringwood office, installation of OHS-sit-stand desks, procurement of IT equipment (including monitors), painting and internal fittings, server relocation, onsite IT support, and enhanced professional learning opportunities for staff. Funding from the Equity (Social Disadvantage) and Schools Mental Health Fund was directed towards strengthening the pathways education program and supporting students with specific learning needs.

The year-end surplus is partly attributable to ongoing staffing challenges. As a mental health designated purpose specialist school, we require teachers with several years of experience, which has made recruitment difficult. Throughout the year, the school actively advertised teaching positions and successfully recruited three new staff members on one-year contracts in Term 2-3. This recruitment contributed to increased expenditure and a reduction in the overall surplus. In 2026, the remaining surplus will be utilised to recruitment an additional staff member on a one-year contract, resulting in a further reduction of the surplus.

For more detailed information regarding our school please visit our website at  
<https://www.avenused.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

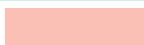

A total of NDA students were enrolled at this school in 2025, NDA female and NDA male. NDA had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

### 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 \_\_\_\_.

### 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.

		2025
% positive endorsement School Climate (School Staff Survey)	School	92.1% 
	State	68.0% 

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$2,580,069
Government Provided DET Grants	\$174,756
Government Grants Commonwealth	\$0
Government Grants State	\$0

<b>Revenue</b>	<b>Actual</b>
Revenue Other	\$36,914
Locally Raised Funds	\$0
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,791,739</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>1</sup>	\$2,180,470
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,147
Communication Costs	\$10,159
Consumables	\$24,921
Miscellaneous Expenses <sup>2</sup>	\$6,480
Agency Staff	\$0
Professional Development	\$20,122
Equipment/Maintenance/Hire	\$69,565
Property Services	\$65,439
Salaries & Allowances <sup>3</sup>	\$1,245
Support Services	\$31,450
Trading & Fundraising	\$0
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$0
<b>Total Operating Expenditure</b>	<b>\$2,412,997</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$378,742</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

**Expenditure****Actual**

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$846,150
Official Account	\$30,583
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$876,732</b>

Financial Commitments	Actual
Operating Reserve	\$38,755
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$456,662
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
<b>Total Financial Commitments</b>	<b>\$495,417</b>

*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.*