

2018 Annual Report to The School Community



School Name: Everton Primary School (5399)



- 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 2018 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 14 March 2019 at 11:57 AM by Kevin Hill
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 28 April 2019 at 02:49 AM by Maria Schultz (School
Council President)

About Our School

School context

Everton Primary School, situated between Wangaratta, Myrtleford and Beechworth, is a boutique rural school that offers an outstanding learning environment. Established in 1878, the school is very proud of its history and the sense of 'family' culture it boasts. The school, families and community work closely together to meet the needs of our students through Individualised Learning Plans. The shared expectations and achievements of the school and community are reflected in our exceptionally positive 'Parent Satisfaction' and 'School Staff' surveys. 2018 saw the introduction of a new school vision and values statement of; Connect, Learn and Grow.

The school provides programs in all domains Victorian Curriculum with a key focus on Literacy and Numeracy. The school has one full time teaching principal, an experienced teacher for one day per week, a graduate for two days per week as well as 0.5 Education Support staff member. This enables an outstanding teacher to student ratio for all students. The school also offers specialist programs of Science and Technology, the Stephanie Alexander Kitchen Garden Program and Italian. Our students have access to a mobile Visual Arts and Library program delivered fortnightly. We pride ourselves in providing an outstanding range of extra-curricular activities throughout the year to supplement our classroom programs.

Everton Primary School works hard to meet the needs of the community. We offer a vibrant playgroup that operates on a weekly basis within the school setting for children from birth to five years. Our Foundation Transition program is extensive as well. We also place high emphasis on our Secondary Transition Program building strong links with our local secondary schools, as well as providing additional social networking opportunities within the Ovens Learning Cluster. This is to ensure our senior students are fully prepared to begin the next phase of their education.

Everton Primary School also hosts and participates in community events including Australia Day Breakfast and ANZAC day celebrations. Our Stephanie Alexander Kitchen Garden Program consistently receives great support from community volunteers to run both kitchen and garden classes. We are very proud of our new kitchen which has meant we now have wonderful spaces for cooking and it opens out to our vegetable garden for easy access. Participation of different groups within the school community is vital to the success of our classroom and out-of-school programs.

Our school also has excellent facilities with an open learning plan classroom that enables students to be grouped according to their current achievements and abilities. There are computers for all students, including the use of iPads. The grounds are expansive and well maintained and include four tennis courts, netball/basketball court and two large grassed ovals. Everton Primary School is a nurturing and inclusive school that caters for all students.

Framework for Improving Student Outcomes (FISO)

Everton Primary School is focused on further improving student learning outcomes with a focus on English and Mathematics by building teacher capacity to teach and assess students' skills, strategies and abilities. Everton's FISO initiative to further 'build our practice excellence,' is key to achieving this goal. The learning is visible and measurable using an agreed instructional model and by analysis of student data. We have grouped with specific schools from the region to implement evidence-based professional learning practices that will assist our teachers to be even more effective. By aligning the whole school curriculum plan with the Victorian Curriculum, in addition to the school's assessment schedules, Everton Primary School will ensure that all of our students will be learning in a challenging and rewarding way. We have a strong commitment to our local network of schools in Benalla, Mansfield and Wangaratta and have established Communities of Practice with local cluster schools, including having regular Professional Learning Community meetings that study student data and outcomes.

Achievement

Our results are testament to attaining our student learning goal of improved individual outcomes for all students. The overall measures in student learning indicate similar outcomes when compared to like schools. This is due to the provision of a differentiated curriculum that makes teaching explicit and focuses on improvement for each

student. We develop Individual Educational Plans for each student, working closely with students and parents to determine learning goals and targets. Each student has precise SMART learning goals in both Literacy and Numeracy to ensure continual student improvement and focused teaching. We also incorporate student's strengths and interests to tailor the curriculum to our student's needs. NAPLAN data was not displayed due to too few students sitting the test to make comparisons. Standardised assessment shows that our students made pleasing progress in reading, in particular reading comprehension.

Engagement

At Everton our vision and values are connect, learn and grow. Engagement is prioritised through our connections with student, parents, staff, cluster schools and our wider community. We are proud of our results in our key surveys that show positive trends and data results. Examples of this are evident in our Parent Opinion Survey which shows our parent satisfaction levels are pleasingly high, significantly better than state averages. Communities of Practice work with Carraragarmungee PS is assisting students to connect and engage with their learnings in multiple environments. This leads to authentic Professional Learning Communities work with Carra with teaching staff and principals from both schools collaborating to increase student outcomes. Attendance throughout 2018 at Everton was significantly higher than state averages with average number of days absent at 4 compared to 15 days absent for the state. Students participate in a variety of Leadership Programs and are given the opportunity to develop their leadership skills from the time they begin school with targeted cross-age peer tutoring.

Wellbeing

Wellbeing was at the forefront of learning throughout 2018. Due to small cohorts some data is shown as 'np', indicating that there are too few students enrolled to make comparisons. To establish wellbeing outcomes students were assessed on their learnings in Respectful Relationships, Blueearth and through the Your Dream counselling service. Specialised curriculum areas such as Catching on Early were accessed through our Communities of Practice partners at Whorouly PS. Students' anecdotal responses towards wellbeing surveys were consistently positive. Through our Stephanie Alexander Kitchen Garden program we have been able to connect with a local Carevan program to feed people in need, building our students' empathy and levels of understanding.

The Ovens Learning Community incorporating six nearby rural schools, continues to develop our students' wellbeing by sharing cultural performances, sports days, camps and excursions that enable our students to establish links with their peers and develop their social and adaptive skills. Regular excursions and incursions and a community partnership program, enables students to develop social networks as well as provide additional educational opportunities and access to specialised programs.

Our students are empowered emotional intelligence learners. Programs such as our regular Kids Council meeting ensure that all of our students have a voice and feel connected to our great school and their learning. We use a variety of approaches and well-being programs to educate students about our key values including "Respectful Relationships" and "Restorative Practices" to develop compassion and self-monitoring of behaviours.

Financial performance and position

With a revenue of \$438,511 and operating expenditure of \$412,108 Everton had an operating surplus of \$26,000. A significant portion of this surplus is accounted for by the MACC service that was operating out of Everton in 2018 and therefore we will be transferring excess funds in 2019. Overall Everton Net operating situation could be described as sustainable. Locally raised funds through fundraisers such as the Everton High Tea, Bunnings sausage sizzles and catering for the Celtic Walk were promptly reinvested into our SAKG program through purchasing additional kitchen equipment and upgrades. An electronic automatic GPS lawnmower was purchased to increase safety in our school. A digital technologies grant assisted with implementing Vic Curriculum throughout our school in the DT space. Equipment boost funding was well received and used to purchase equipment to assist our students to gain full access to the Victorian Curriculum and authentically engage in their learnings.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

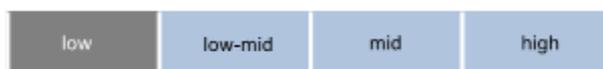
Enrolment Profile

A total of 8 students were enrolled at this school in 2018, 3 female and 5 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>

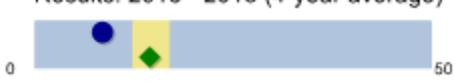
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>96 %</td> <td>98 %</td> <td>97 %</td> <td>97 %</td> <td>99 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	NA	96 %	98 %	97 %	97 %	99 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	NA	96 %	98 %	97 %	97 %	99 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p>No Data Available</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p>No Data Available</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$335,104	High Yield Investment Account	\$21,722
Government Provided DET Grants	\$69,020	Official Account	\$1,626
Government Grants Commonwealth	\$4,909	Other Accounts	\$8,448
Revenue Other	\$14,045	Total Funds Available	\$31,796
Locally Raised Funds	\$15,433		
Total Operating Revenue	\$438,511		
Equity¹			
Equity (Social Disadvantage)	\$9,663		
Transition Funding	\$4,758		
Equity Total	\$14,420		
Expenditure		Financial Commitments	
Student Resource Package ²	\$322,744	Operating Reserve	\$14,220
Books & Publications	\$299	Funds Received in Advance	\$3,521
Communication Costs	\$1,271	School Based Programs	\$5,271
Consumables	\$12,282	Asset/Equipment Replacement < 12 months	\$8,448
Miscellaneous Expense ³	\$6,101	Maintenance - Buildings/Grounds > 12 months	\$1,100
Professional Development	\$2,094	Total Financial Commitments	\$32,560
Property and Equipment Services	\$27,203		
Salaries & Allowances ⁴	\$28,239		
Trading & Fundraising	\$4,117		
Travel & Subsistence	\$3,216		
Utilities	\$4,543		
Total Operating Expenditure	\$412,108		
Net Operating Surplus/-Deficit	\$26,403		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

Results are displayed for the latest year, as well as the average of the last four years (where available).

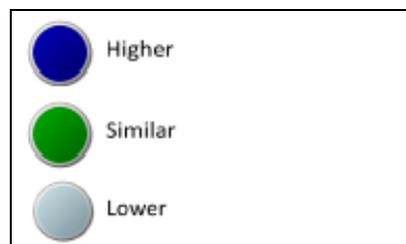


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').