

2015 Annual Report to the School Community

Everton Primary School

School Number: 5399



Name of School Principal: Haley Quayle

Name of School Council President: Suzanne Briggs

Date of Endorsement: 22/3/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Everton Primary School, situated 22 kilometres from Wangaratta is a small 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 vision of Small School, Big Heart,' enables the school, families and community to work closely together to meet the needs of our students. The shared expectations of the school and community are designed to promote eight key values of: *Respect, Honesty, Care, Responsibility, Tolerance, Friendliness, Excellence and Optimism.*

The school provides programs in all domains of Victorian Essential Learning Standards with a key focus on Literacy and Numeracy. The school has one full time teaching principal, an experienced teacher for three days per week, a graduate for two days per week as well as 0.5 Education Support staff. This enables an outstanding teacher to student ratio of 1:7 (Foundation to Year Two) and 1:11 (Year Three to Year 6) for Literacy and Numeracy. The school also offers specialist programs of Science and Technology, Music (general) Music (guitar) 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 playgroup that operates on a monthly basis within the school setting for children from birth to five years. Everton Homework Club offers after-school hours supervision three days per week. Ort Foundation Transition program is extensive with Kindergarten children attending one day per week in Term 4 from 9.00am until 2.00pm leading up to four full days in December. 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 OLC 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 relies solely on community volunteers to run both Kitchen and Garden Classes. 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 who reflect our values and the "Everton Way", by being happy, responsible, active and high achieving members of our community.

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 generally higher outcomes than like schools.

Everton registers at similar or higher in Australian Curriculum and NAPLAN in comparison to other schools. This is due to the provision of a differentiated curriculum that makes teaching explicit and focuses on improvement for each individual.

We develop Individual Learning 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.

Engagement

Our goal is to promote Learning For Life by nurturing socially competent and healthy students in learning environment that is safe and caring,' underpins all our work in Student Engagements.

Student attendance at Everton PS is outstanding and well above the state median. Our students love their school and are proud to be Everton PS students that model 'The Everton Way.' They enjoy coming to school each and every day.

Student Voice is a strength within the school. Students have input into decisions about how they learn and formulate their own learning goals. Students also run 'Kids Council' as a forum for airing their views and having their say in the operation of the school. Kids Council elect office bearers each semester for Captain, Vice Captain, Secretary and Treasurer. By being given positions of responsibility allows our students to promote and model our school's eight key values.

Students participate in a variety of Leadership Programs and are given the opportunity to develop their Leadership skills from the time they begin school.

Wellbeing

There is a strong sense of community within the school, with students, staff and parents working together to ensure our students are happy, positive and optimistic citizens.

We use a variety of approaches and well-being programs to educate students about our key values. These include: Bounce Back, Circle Time as a forum to discuss issues, "Restorative Practices" to develop compassion and self-monitoring and You Can Do It to develop positive self-esteem. We also run a "Bringing Up Better Kids" Program Which is aimed at building resilience. Every student has an interpersonal goal within their Individual Learning Program.

Our students continue to work closely with five other primary schools with the Ovens Learning Community cluster. Shared cultural performances, sports days, camps and excursions enable our students to establish links with their peers and develop their social and adaptive skills.

In 2014, we began "Everton PS and Whorouly PS Community Partnership Program." The program enables students to develop social networks as well as provide additional educational opportunities and access to specialised programs.

Productivity

Being a small school with a tight budget, we work hard to gain the most from our physical, human and financial resources at the school.

Since 2014, in order to maximise both human and financial resources in our school, we began a partnership program with our nearest local school, Whorouly PS. We are currently in the third year of our 'Happily Ever-ouly After program.' The program operates by each school coming together on a fortnightly basis for students to gain access to programs such as Blueearth, science, speech pathologists and team teaching in both Literacy and Numeracy. We also work very closely with 5 other schools in the Ovens Learning Community Cluster. Staff receive their professional learning through this team of schools and attend fortnightly PLTs. Last year we were successful in a cluster grant application to cover the cost to employ Key Cobbin to improve student's writing outcomes. We also share the costs for camps and excursions and joint cluster days.

Our AIP/Strategic Plan underpins the direction of our school based on past performance and is aligned with Staff and Principal Performance Plans.

The SRP supports how we can best plan the implementation of the AIP/SP. It also determines how we prioritise spending to maximise the most from our resources. Last year we have also been able to target the needs of individual students through the use of Equity Funding.

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 19 students were enrolled at this school in 2015, 6 female and 13 male. There were 0% of EAL (English as an Additional Language) students and < 20% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



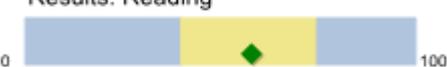
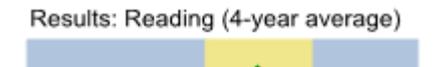
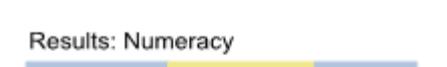
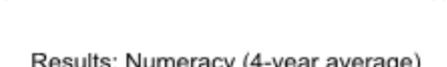
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

| Achievement | Student Outcomes | School Comparison |
|--|---|--|
| <p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Higher</p> |
| <p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p> | <p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p> | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> |

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

| 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> Higher</p> <p>No Data Available</p> <p> Similar</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 year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

| 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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 year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

| 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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>95 %</td> <td>96 %</td> <td>95 %</td> <td>93 %</td> <td>96 %</td> <td>92 %</td> <td>95 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 95 % | 96 % | 95 % | 93 % | 96 % | 92 % | 95 % | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Higher</p> <p> Higher</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 95 % | 96 % | 95 % | 93 % | 96 % | 92 % | 95 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---|
| <p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Lower</p> <p> Similar</p> |

How to read the Performance Summary

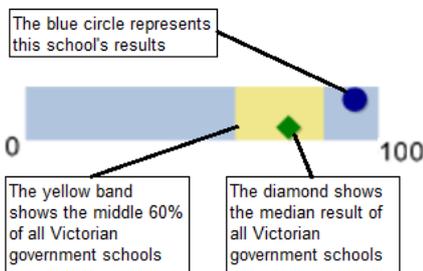
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

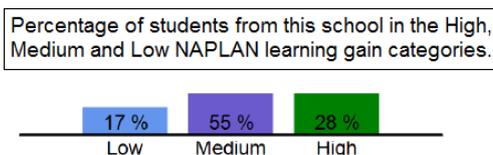
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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.

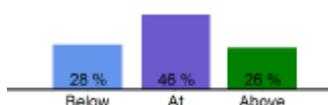
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

| Revenue | Actual | Funds Available | Actual |
|---------------------------------------|------------------|------------------------------------|-----------------|
| Student Resource Package | \$343,919 | High Yield Investment Account | \$151 |
| Government Provided DET Grants | \$105,504 | Official Account | \$2,887 |
| Government Grants Commonwealth | \$1,300 | Other Accounts | \$29,935 |
| Government Grants State | \$1,142 | Total Funds Available | \$32,973 |
| Revenue Other | \$5,227 | | |
| Locally Raised Funds | \$27,236 | | |
| Total Operating Revenue | \$484,329 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package | \$319,816 | Operating Reserve | \$22,394 |
| Books & Publications | \$1,308 | DET Central Coordination | \$10,579 |
| Communication Costs | \$1,451 | Total Financial Commitments | \$32,973 |
| Consumables | \$18,741 | | |
| Miscellaneous Expense | \$20,996 | | |
| Professional Development | \$3,245 | | |
| Property and Equipment Services | \$30,300 | | |
| Salaries & Allowances | \$55,505 | | |
| Trading & Fundraising | \$1,980 | | |
| Travel & Subsistence | \$4,033 | | |
| Utilities | \$6,706 | | |
| Total Operating Expenditure | \$464,081 | | |
| Net Operating Surplus/-Deficit | \$20,248 | | |
| Asset Acquisitions | \$0 | | |

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

Investment funds will be used to purchase a new MACC van in early 2016.