



School Philosophy

Our goal for all students and staff, whatever their learning needs, is to be active, life-long learners. We want our students to become active, engaged and responsible citizens of the local and global community.

To achieve this Everton Primary School will provide high quality, child-centered, personalised learning in a nurturing environment that fosters a love of learning and prepares each student to meet the challenges of the future. The school will be a place in which the students develop the following capabilities:

- A positive attitude towards learning.
- Fundamental skills in Literacy, Numeracy and interpersonal development, which will enable them to be successful across all areas of learning.
- The personal, communication and social skills necessary to work independently and within groups.
- Experience in innovation, creativity and problem solving.
- Confidence to deal with technological and cultural change.
- Skills they will use in the wider community and changing workplace.
- The ability to access information and reflect upon it.

Everton Primary School is committed to:

- Providing high quality learning environments with passionate educators.
- Actively engaging students in their learning through inquiry-based investigations in conjunction with explicit and formalised instruction.
- Working in partnership with parents and families to develop connected learning communities.
- Employing best practice across all key learning areas.
- Meeting the academic, social and emotional needs of our students.
- Preparing our students with the required skill set to aim for excellence and meet the challenges of the future.
- The Child Safe Standards as set out by the Victorian Department of Education and Training.

Enactment of school philosophy

The vision of the school will sit at the centre of all work:

- In all practice by students and teachers,
- In work with the School Council and the community
- In all teaching and learning programs
- In all documents,
- In all school initiatives, in all internal and external interactions,
- In all organisational structure and practices

There will be expectations about all work aligning with the school vision. Regular evaluation process will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.



Improving Student Learning Outcomes

Everton Primary School's imperative to build a community of life-long learners forms the school's core purpose. Teaching and Learning at Everton Primary School is focused on developing skills and building capacity in Reading, Writing, Numeracy and Interpersonal Development, in order to ensure that each child has every opportunity to achieve their greatest potential. This curriculum is complemented by other disciplines and extra-curricular programs to give core Literacy and Numeracy meaningful purpose.

When designed our curriculum, Everton Primary School is strategic in identifying the specific skills and next steps each student requires in order to continually progress in Literacy and Numeracy. This provides for explicit learning and teaching at individual point of need to bring about the best possible learning outcomes.

How do we teach?

Everton Primary School has a two year, whole school curriculum plan based on the Victorian Curriculum's Key Learning Areas and Capabilities. This is implemented in our multi age classes. This yearly planner is broken down into terms, with classroom teachers being responsible for weekly and daily implementation of the content. This allows for regular assessment of student progress by ensuring that student's learning is being maximised. Our approach to teaching and learning combines:

- Collaborative planning for teaching and learning informed by student learning data and AUSVELS (moving towards Victorian Curriculum)
- Explicit teaching of skills and concepts delivered at Individual Student point of need.
- Literacy and Numeracy Lesson structure reflecting Hume Region placemat strategy.
- Individual Learning Plans for all students.
- Guided Reading
- NFA Student friendly Scope and Sequence- for visible tracking of students
- The provision of authentic learning experiences to give learning purpose and meaning.(SAKG) This includes a variety of extra-curricular activities beyond the environment of EPS.

- A variety of intervention programs, EG: Small Schools Intervention program, Toe By Toe, Numeracy Fluency Assessment etc.
- Implementing strategies and approaches recommended by Occupational Therapist, Speech Therapist and Psychologist. For example strategies to support Dyslexic students, REVS program, KEAPS program etc.
- Information and Communication technologies
- Annual Implementation Goals
- School Strategic Plan Key Improvement Strategies

How do we know our students are learning?

Student Learning and next steps are determined by a variety of assessment and data sources including:

- Running records
- Observational Survey
- English Online
- On Demand Testing
- National Assessment Program Literacy & Numeracy (NAPLAN)
- Writing samples
- Conferences
- Parent Opinion Survey Data
- Attitudes to School Survey Data
- Engagement/On Task behaviours observations using Classroom Dojo
- Benchmarking
- Anecdotal Observations
- Individual tracking of students in English and Mathematics.

How do we provide feedback to our students and families on learning progress?

Everton Primary school provides feedback to students and families on learning progress through:

- Daily conversations with parents and interviews at point of need
- Regular PSGs for targeted students
- Parent Interviews in Term 1 and Term 3
- Student Report in Term 2 and Term 4
- NAPLAN Student reports
- Informal anecdotal verbal feedback to parents
- Visible Assessment – NFA student Scope and Sequence
- Annual reports
- School Council Meeting – Student Learning Update in Principals Report
- SMART goals on Individual Learning Plan

