

2019 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 2019 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 28 October 2020 at 04:37 PM by Kevin Hill (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 October 2020 at 12:49 PM by Maria Schultz (School Council President)

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 Connect, Learn and Grow enables the school, families and community to work closely together to meet the needs of our students. The shared expectations and achievements of the school and community are reflected in our exceptionally positive 'Parent Satisfaction' and 'School Staff' surveys.

The school provides programs in all domains Victorian Curriculum with a key focus on Literacy and Numeracy. The school has a total teaching staff allocation of 1.3 EFT. This comprises of one full time teaching principal (1.0 EFT), and an experienced teacher for one day per week (0.2 EFT), and a graduate for 1 day per fortnight (0.1 EFT). In addition we have a 0.4 EFT Education Support staff member who is our Business Manager. With our current cohort of 6 students, this enables an outstanding teacher to student ratio for Literacy and Numeracy. The school also offers specialist programs of Science and Technology, and Italian. Our students have access to a mobile 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 weekly basis within the school setting for children from birth to five years. Our 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 by 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 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 playground, nature garden and two large grassed ovals. Everton Primary School is a nurturing and inclusive school that caters for all students.

Everton Primary School has 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. This is reflected in our student results to the 'attitudes to school survey' where our senior students' responses about 'connectedness to school' and 'perceptions of safety' was exceptionally positive.

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 students. This is due to the provision of a differentiated curriculum that makes teaching explicit and focuses on improvement for each student. We develop Individual Learning Plans for each student, working closely with students and parents to determine learning goals and targets. Each student has precise learning goals in both Literacy and Numeracy in addition to personal skills 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. Some data and results were not displayed due to too few students participating and subsequent privacy issues. Standardised assessment conducted at our school level shows that our students made pleasing academic progress, particularly in reading.

A planned review was set for completion in term 1 2020, to complete and report on our performance for our current School Strategic Plan, in addition to forming our new direction and focus for the coming four years.

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 aggregated Parent Opinion Survey data 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 at Everton was positive when compared to statewide data. 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 2019. 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, PE and through a weekly 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 Kitchen Garden program we have been able to connect with a local food sharing 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

Everton PS finished the year with a very pleasing surplus of over \$10,000. We had very successful fundraisers (sausage sizzle, Kitchen Garden dinner and calendars), combined with successful grants, which meant we finished the year in very positive territory. We also had careful planning on expenses ensuring that they aligned with our strategic

intent and worked in with our neighbouring school to keep expenditure and CRT costs to a minimum. Equity funding assisted in favourable teacher to student ratio during our literacy sessions. Additional resources were sourced through state funding that included reading assessment programs to assist with the teaching and learning of English. A digital technologies grant further assisted with implementing Vic Curriculum throughout our school in the DT space. Buildings funding was well received and used to increase maintenance and safety aspects of our school buildings.




For more detailed information regarding our school please visit our website at
<http://www.evertonps.vic.edu.au/>



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: 







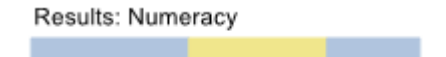
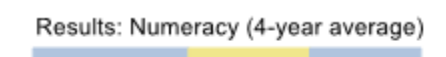
School Profile	
<p>Enrolment Profile</p> <p>A total of ND students were enrolled at this school in 2019, ND female and ND male.</p> <p>ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	No Data Available
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>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>

Performance Summary

Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>No Data Available</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	NA	NA	NA	NA	NA	NA	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	NA	NA	NA	NA	NA	NA										

Performance Summary

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Wellbeing	Student Outcomes	Similar 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>		No Data Available
<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>		No Data Available

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$225,499	High Yield Investment Account	\$27,777
Government Provided DET Grants	\$48,001	Official Account	\$2,731
Government Grants Commonwealth	\$2,409	Other Accounts	\$0
Revenue Other	\$4,966	Total Funds Available	\$30,508
Locally Raised Funds	\$9,348		
Total Operating Revenue	\$290,224		
Equity¹			
Equity (Social Disadvantage)	\$9,617		
Equity Total	\$9,617		
Expenditure		Financial Commitments	
Student Resource Package ²	\$214,876	Operating Reserve	\$11,191
Books & Publications	\$35	School Based Programs	\$10,800
Communication Costs	\$891	Maintenance - Buildings/Grounds < 12 months	\$8,500
Consumables	\$1,950	Total Financial Commitments	\$30,491
Miscellaneous Expense ³	\$25,883		
Professional Development	\$1,609		
Property and Equipment Services	\$20,549		
Salaries & Allowances ⁴	\$10,157		
Trading & Fundraising	\$3,728		
Utilities	\$5,154		
Total Operating Expenditure	\$284,832		
Net Operating Surplus/-Deficit	\$5,392		
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 26 February 2020 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)

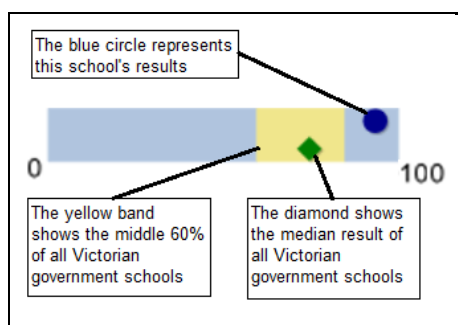
Engagement

- 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).

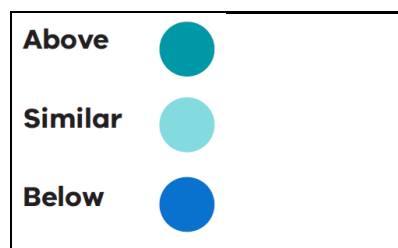


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').