

# 2020 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](http://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 2020 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 01 April 2021 at 09:55 AM by Kevin Hill (Principal)

The 2020 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 21 April 2021 at 01:12 PM by Maria Schultz (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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

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 localised '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 1.4 EFT and Education Support staff of 1.1 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 Tutor for two half days per week (0.2EFT). In addition we have a 0.4 EFT Business Manager, and a 0.7 EFT Education Support member. 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 and Art 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 specific focus on writing 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. Our planned Review was completed early in 2020, which was agreed upon and is currently being implemented. During Remote Learning our students remained connected to our school and their learning through the use of daily Video conference meetings and a variety of online programs that enabled daily feedback on student progress and learning opportunities.

**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**

The health and wellbeing of our students is at the core of what we do at Everton PS. We genuinely believe that to get the most out of your learning opportunities students must feel valued, rested, nourished and safe. Throughout 2020 we continued to implement and improve upon many strategies, spaces and resources to assist our students to be at their best and ready to learn. This includes:

- Remodelling our sensory room
- Adjusting the timetable to allow for shorter, more frequent breaks
- Breakfast club, fruit throughout the day
- Chaplain chats weekly

We also planned for additional staff hours for Educational Support and teaching staff in 2021 to assist students to transition between Onsite and Remote learning with maximum support.

**Financial performance and position**

Everton PS finished the year with a pleasing surplus. We had 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. Our additional funding holdings are planned for use in significant maintenance of buildings, playground and arborist work around our grounds. There are also planned internal upgrades to furniture, interactive boards and acoustic panelling.

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

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 6 students were enrolled at this school in 2020, 0 female and 6 male.

0 percent of students had English as an additional language and 0 percent 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) which takes into account parents' occupations and education.

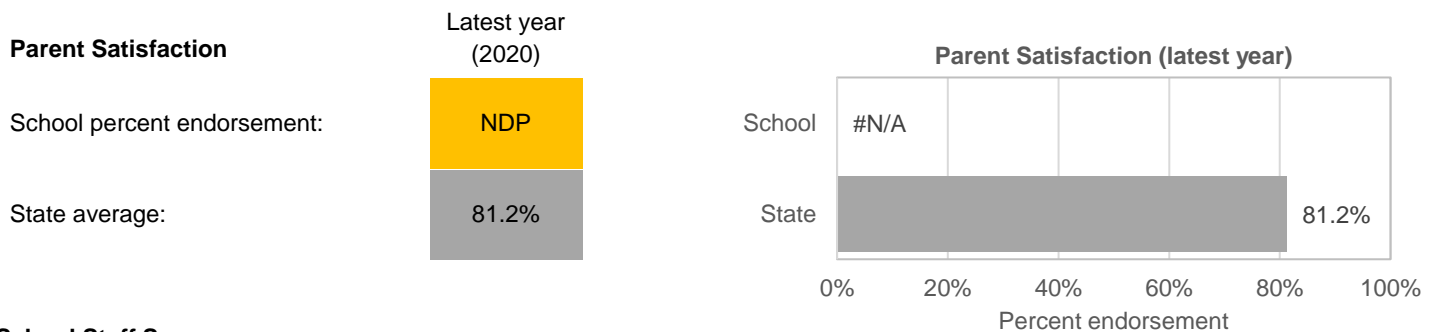
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

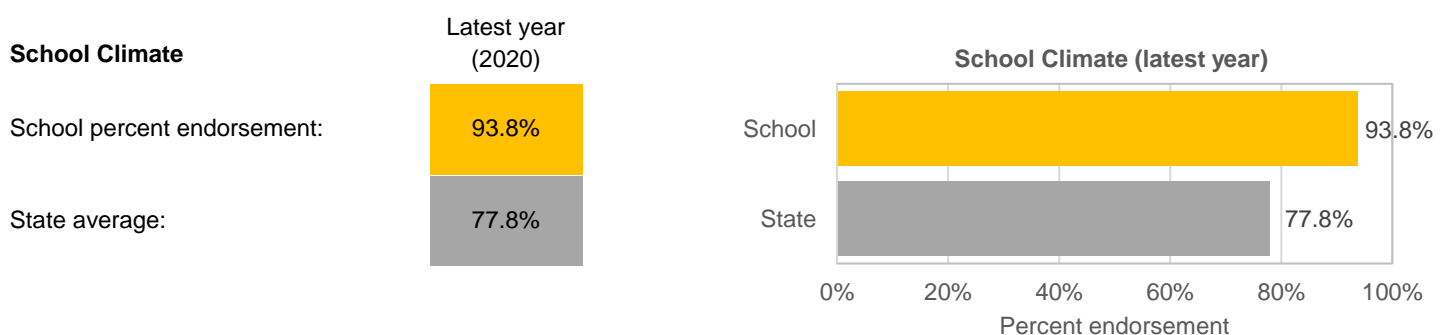


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

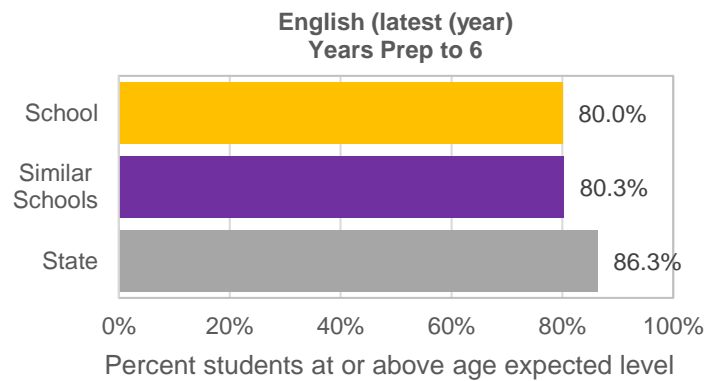
80.0%

Similar Schools average:

80.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

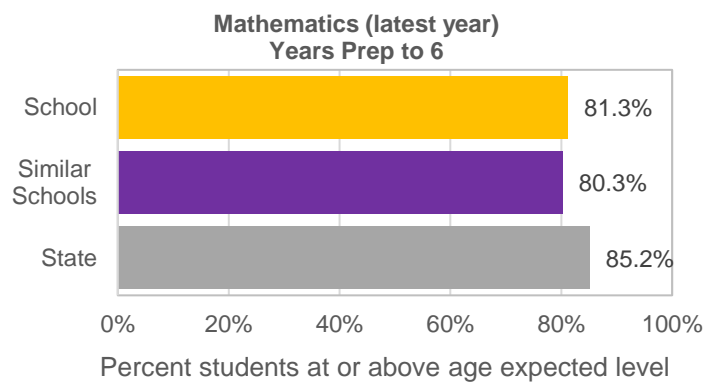
81.3%

Similar Schools average:

80.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

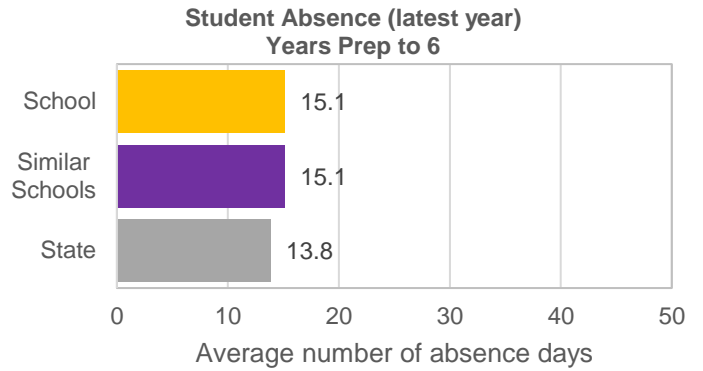
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.1	10.6
Similar Schools average:	15.1	16.7
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	NDP	NDA	NDA	NDA	NDP	NDP

## WELLBEING

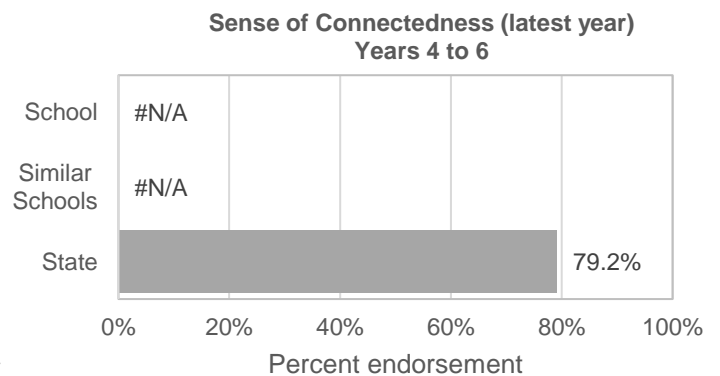
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDP	81.1%
Similar Schools average:	NDP	83.0%
State average:	79.2%	81.0%



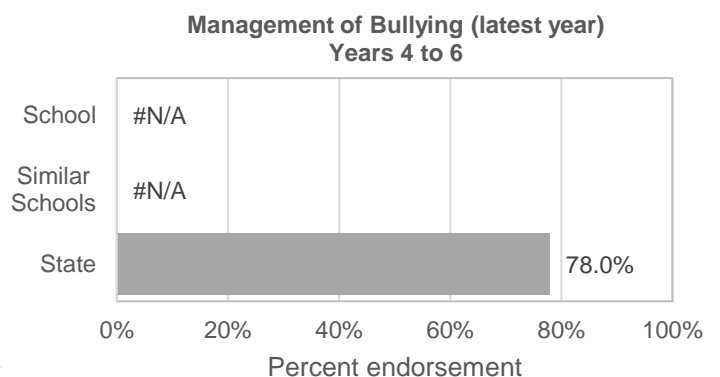
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDP	81.5%
Similar Schools average:	NDP	84.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$229,815
Government Provided DET Grants	\$77,928
Government Grants Commonwealth	\$8,731
Government Grants State	\$167
Revenue Other	\$1,411
Locally Raised Funds	\$3,549
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$321,600</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$212,353
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$3,005
Communication Costs	\$882
Consumables	\$2,062
Miscellaneous Expense <sup>3</sup>	\$2,382
Professional Development	\$664
Equipment/Maintenance/Hire	\$8,169
Property Services	\$20,563
Salaries & Allowances <sup>4</sup>	\$16,214
Support Services	\$100
Trading & Fundraising	\$2,229
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$5,681
<b>Total Operating Expenditure</b>	<b>\$274,303</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$47,297</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$54,144
Official Account	\$8,729
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$62,873</b>

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$20,728
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$3,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$28,145
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$61,873</b>

*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.*