

# 2022 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 of the previous calendar year 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 30 March 2023 at 05:15 PM by Kevin Hill (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 05:20 PM by Mary Titcumb (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 disabilities 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

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## 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 caring culture. 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 1.5 EFT and Education Support staff of 1.4 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 one and a half days per week (0.3EFT). In addition we have a 0.4 EFT Business Manager, and a 1.0 EFT Education Support member. Our boutique cohort of 7 students enables an outstanding teacher to student ratio for Literacy and Numeracy. The school also offers specialist language program, Italian. Our students have access to a mobile Library and Art program delivered fortnightly. We pride ourselves on 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 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

We are once again very proud of the efforts and results from our small cohort of students, both academically and emotionally. Understandably, many official reports have 'NDA' No Data Available, which is due to our small cohort and privacy considerations. We track each individual's learning journey closely and report back to students and their parents and carers regularly to ensure maximum growth and understandings.

Our Strategic Plan highlights key learning areas that we focus on, both academically and social and emotionally. There are many pleasing results and individual stories of achievement that to be noted and recognised.

Two areas that the Performance Summary mentions are Parent Satisfaction, and School Staff Survey which were both pleasingly well above state averages. We work closely with our families to ensure everyone understands that all students need to be at school as much as possible, however our absences for 2022 were considerably above state averages. Our aggregated data over a number of years is slightly above state averages.

### Wellbeing

At Everton, our Trauma Informed Practice learnings with our Community of Practice, helped our staff further understand student behaviours and their effects on learning and growth. Partnering with neighbouring schools allowed Everton to access a wide a deep pool of knowledge from each other, in addition to some industry experts such as the Australian Childhood Foundation. Wellbeing was also at the forefront of all of our decision making, for example, a healthy eating program, kitchen garden program, and

excursions to neighbouring schools. Planning also begun to ensure that the wellbeing program continued and expanded throughout 2023 to ensure sustainability and consistency.

## Engagement

Localised student engagement surveys were exceptionally positive for 2022. Our focus was on building student voice and agency to ensure that students knew how to drive their own learning journey. This resulted in an increase in student engagement throughout both academic and social emotional sessions. Students are given multiple entry points into each lesson and day with a specific focus on the teaching staff being ready for student when they are ready to learn. Parent engagement around the school was exceptionally pleasing with new families being welcomed to add their skills and talents to our growing school community. Parent engagement projects included reviving the kitchen garden program by taking ownership of the garden produce.

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## Other highlights from the school year

Our school ensured that all of our students had many highlights throughout 2022. As part of our Arts program we went on multiple excursions to the Wangaratta Performing Arts Centre to watch plays and musicals. Everton's Got Talent was a huge success and showcased our amazing local talent, while offering all young people the opportunity to perform in front of an engaged audience. The Marmungan Sports day was held and all students gave their absolute best while competing along side of peers from neighbouring schools. School camps included a senior camp to Beechworth to further their history studies.

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## Financial performance

Our small school is in a solid financial position as mentioned in the Performance Summary report, with the monies held being both budgeted and allocated. Major contributors to the positive balances are grants, planned maintenance and OSHC services, all of which have planned spendings when products and services become available. This trade and product shortage has been a significant challenge for our regional small school. Planned maintenance items include, resurfacing of sports areas, outdoor learning space, and gutter guarding. Our OSHC service agreement with Carraragarmungee Primary School means that we have additional budgets coming through our bank accounts. Grant monies included Active Sports, Shade sail grant, FRRR, OSHC establishment, and Sporting Schools.

**For more detailed information regarding our school please visit our website at**  
<https://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 2.0 (FISO 2.0).

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 7 students were enrolled at this school in 2022, 0 female and 7 male.

0 percent of students had English as an additional language and NDP 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).

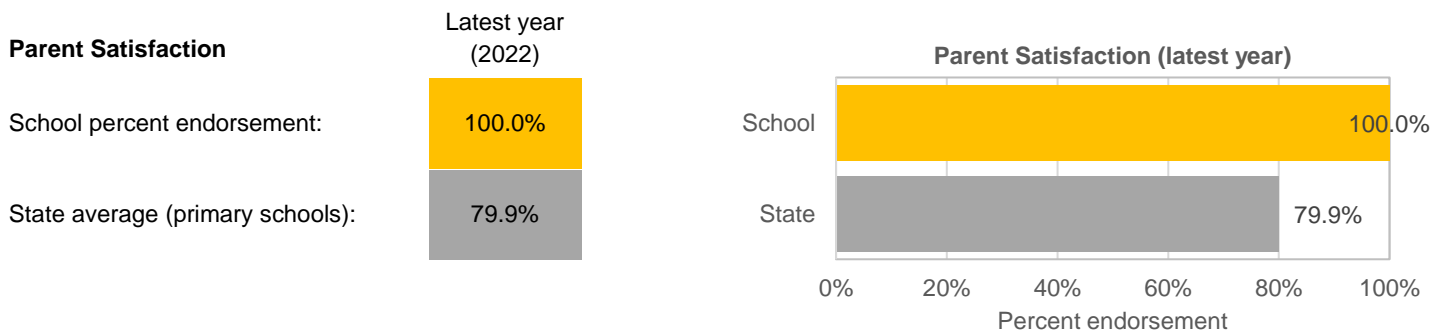
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

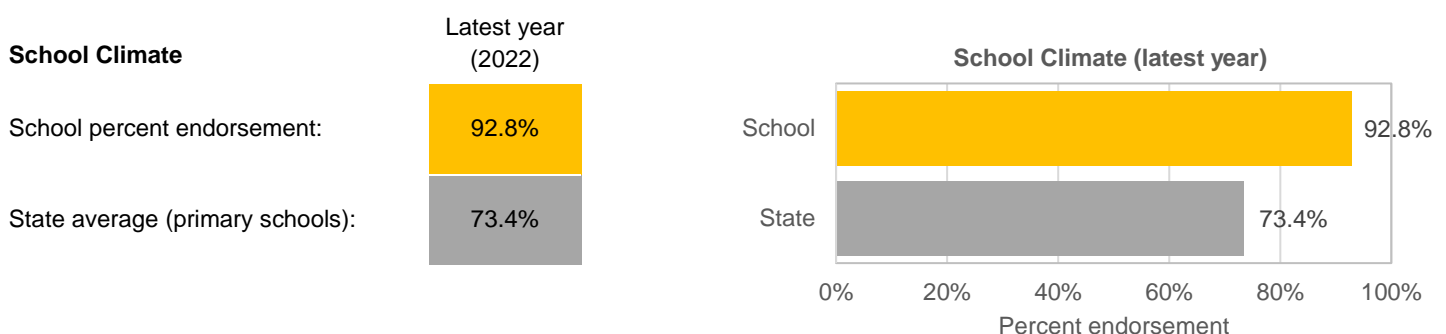


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

NDA

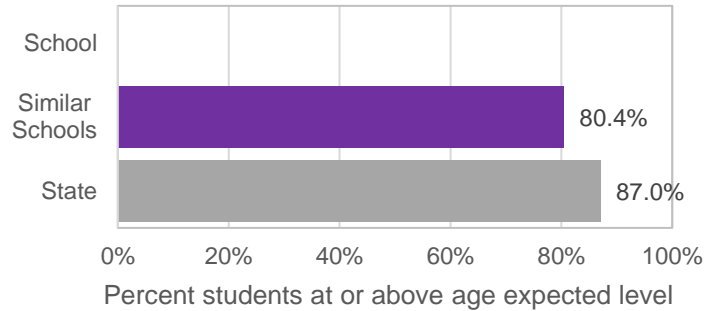
Similar Schools average:

80.4%

State average:

87.0%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

NDA

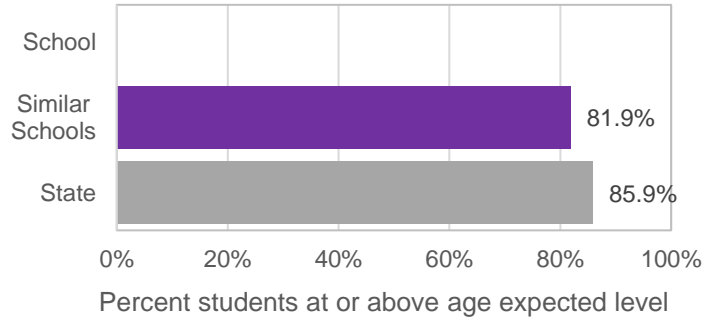
Similar Schools average:

81.9%

State average:

85.9%

#### Mathematics (latest year) Years Prep to 6



## LEARNING (continued)

**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.

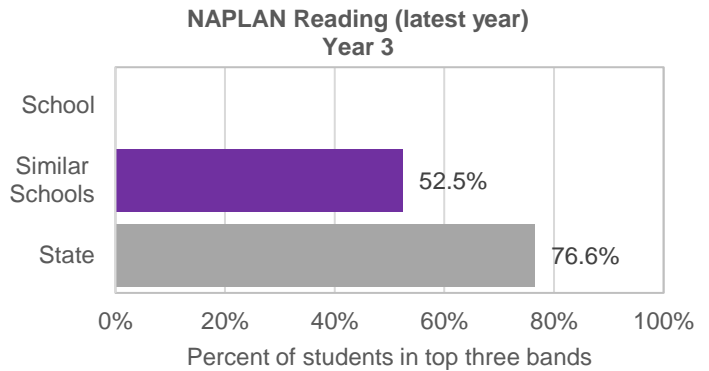
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

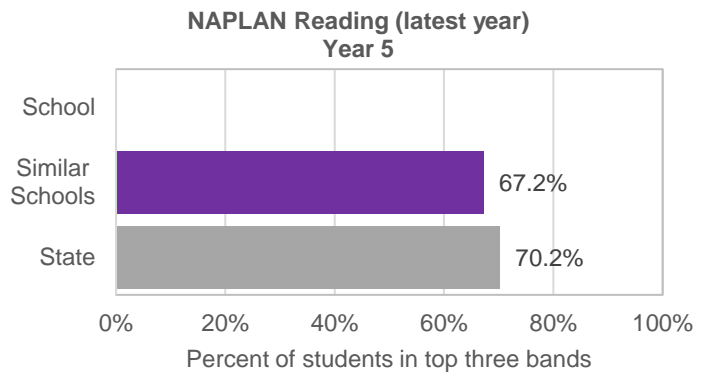
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	52.5%	61.7%
State average:	76.6%	76.6%



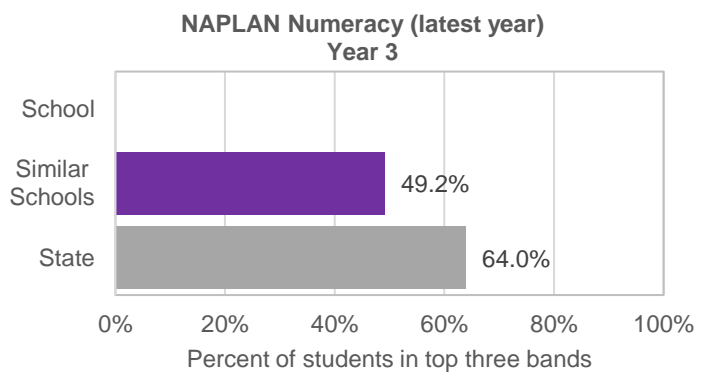
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	67.2%	63.3%
State average:	70.2%	69.5%



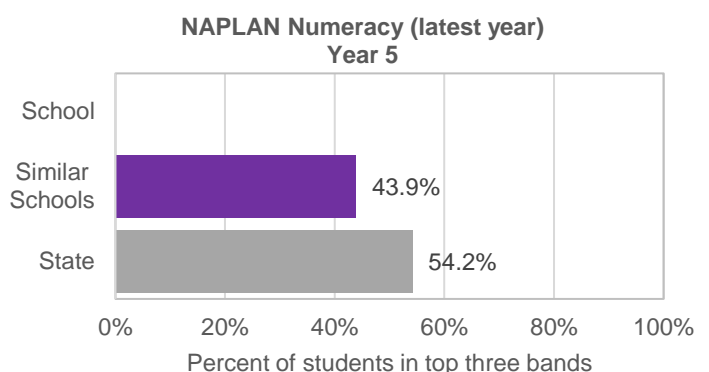
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	49.2%	58.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	43.9%	46.8%
State average:	54.2%	58.8%





## WELLBEING

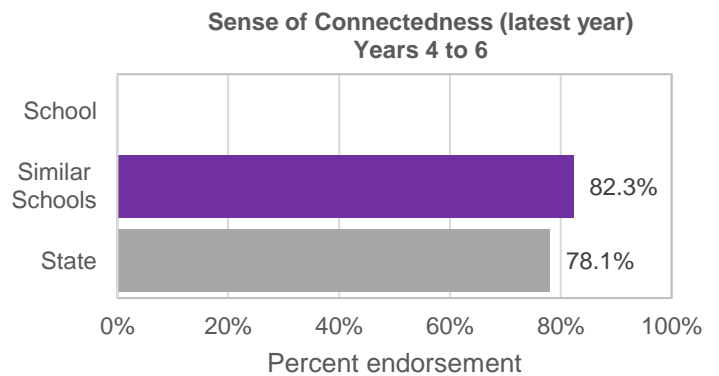
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	88.0%
Similar Schools average:	82.3%	81.6%
State average:	78.1%	79.5%

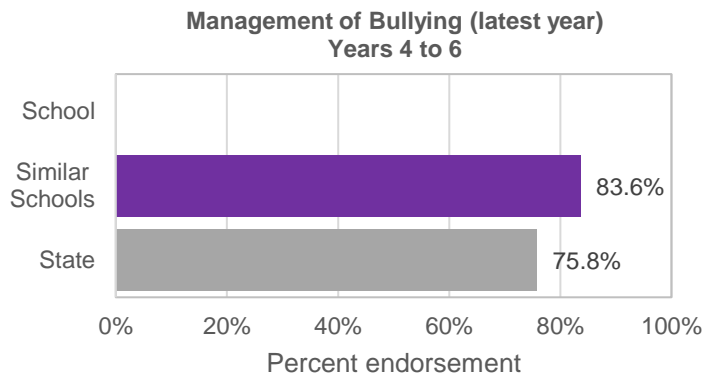


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	73.3%
Similar Schools average:	83.6%	83.7%
State average:	75.8%	78.3%



## ENGAGEMENT

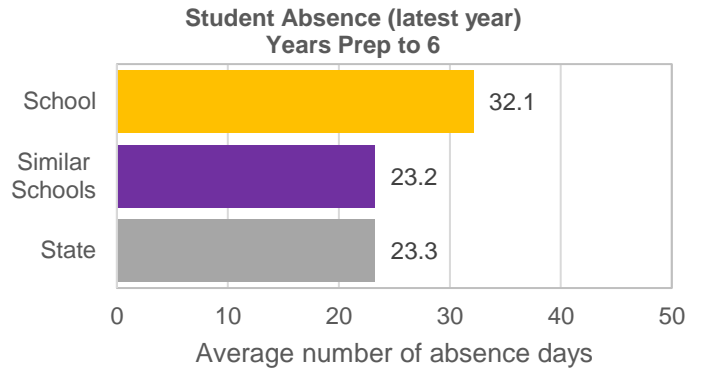
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	32.1	21.6
Similar Schools average:	23.2	18.9
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	NDP	NDP	NDP	NDP	NDP	NDA

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$350,804
Government Provided DET Grants	\$56,935
Government Grants Commonwealth	\$228,000
Government Grants State	\$59,893
Revenue Other	\$4,830
Locally Raised Funds	\$2,966
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$703,429</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,850
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,850</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$318,250
Adjustments	\$0
Books & Publications	\$575
Camps/Excursions/Activities	\$2,250
Communication Costs	\$644
Consumables	\$8,424
Miscellaneous Expense <sup>3</sup>	\$8,570
Professional Development	\$2,663
Equipment/Maintenance/Hire	\$18,614
Property Services	\$109,002
Salaries & Allowances <sup>4</sup>	\$11,380
Support Services	\$4,107
Trading & Fundraising	\$47,360
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,359
<b>Total Operating Expenditure</b>	<b>\$538,196</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$165,233</b>
<b>Asset Acquisitions</b>	<b>\$0</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$165,928
Official Account	\$24,427
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$190,355</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$20,281
Other Recurrent Expenditure	\$7,521
Provision Accounts	\$0
Funds Received in Advance	\$113,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$38,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$188,802</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.*