

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2024 at 11:47 AM by Kevin Hill (Principal)

- This 2023 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 20 March 2024 at 03:53 PM by Mary Titcumb (School Council President)

How to read the Annual Report

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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 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, Numeracy, and Well-being.

The school has a total teaching staff allocation of 2.0 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 two days per week (0.4EFT) and a Numeracy leader (0.4EFT). Our Education Support Staff comprise of 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 ceremonies. 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, two large grassed ovals, and an outdoor learning area. Everton Primary School is a nurturing and inclusive school that makes significant adjustments 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

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' depicting 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.

Some areas that the Performance Summary mentions are:

Mathematics teacher judgement results showed the need for a continued focus for the future, and a numeracy leader has been appointed for this focus area.

Attendance and the School Staff Survey, and English which displayed pleasing results that reflected the efforts and resources that were allocated.

Wellbeing

At Everton, our Trauma Informed Practice learnings with our Community of Practice continue to help 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 consolidate learnings from the Growing with Gratitude Program to ensure that this wellbeing program continued and expanded throughout 2024 for sustainability and consistency. Kevin Hill was appointed the Mental Health in Primary Schools leader, and an extensive training program will be undertaken through the Melbourne University throughout 2024.

Engagement

Localised student engagement surveys were exceptionally positive throughout for 2023. 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.

Other highlights from the school year

Our school ensured that all of our students had many highlights throughout 2023. Continued growing enrolments allows us to assist more students on their educational journey, with 10 due for enrolment in 2024. As part of our Arts program we went on multiple excursions to the Wangaratta Performing Arts Centre to watch plays and musicals. Partnering with Carra PS has allowed us to deliver speciality programs such as blueearth, art, respectful relationships and maths problem solving. Events at Easter and Christmas offered all our young people the opportunity to perform in front of an engaged audience. The Marmungan Sports trophy came home to Everton, as all students gave their absolute best while competing along side of peers from neighbouring schools. School camps included a senior camp to Canberra, and a 3/4 camp to 15 Mile Outdoor School.

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 for programs and projects as the resources become available. Major contributors to the positive balances are grants, planned maintenance and OSHC services, all of which have planned spendings when products and services can be provided to our regional school. This trade and product shortage has been a significant challenge for our small school. Planned maintenance items include, painting, plumbing works and electrical upgrades. Our OSHC service agreement with Carragarmungee Primary School means that we have additional budgets coming through our bank accounts. Grant monies included Active Sports, 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 2023, NDP female and NDP 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).

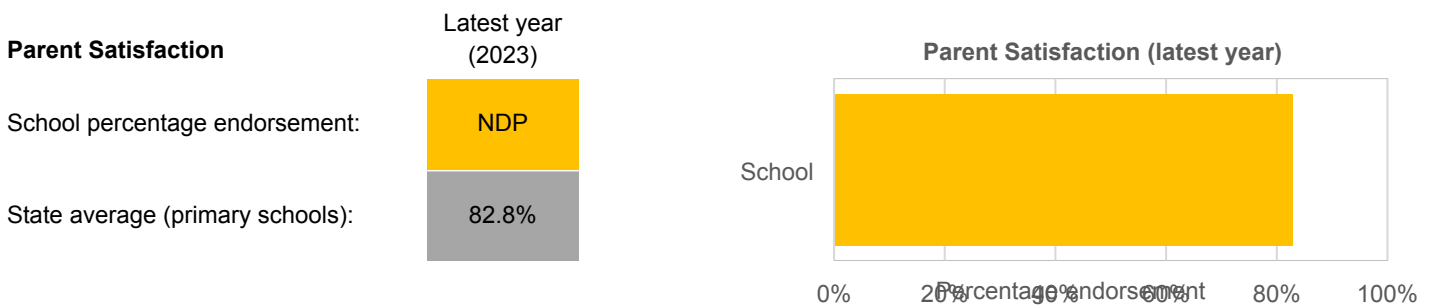
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

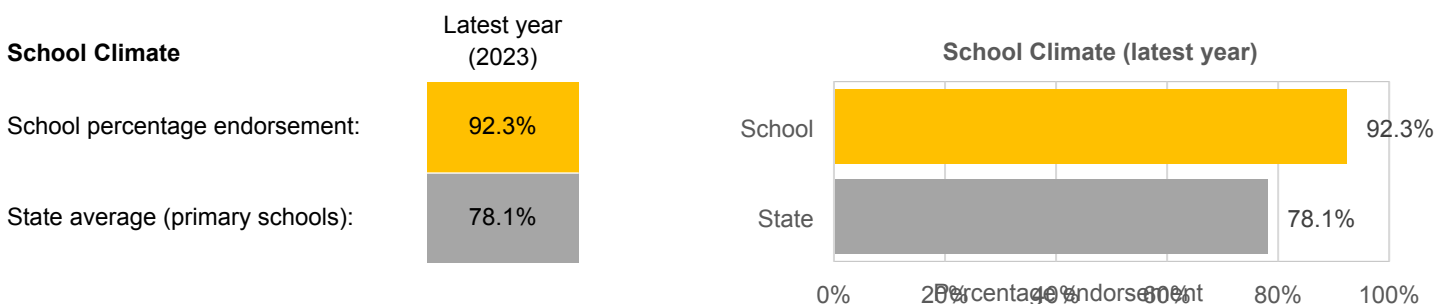


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

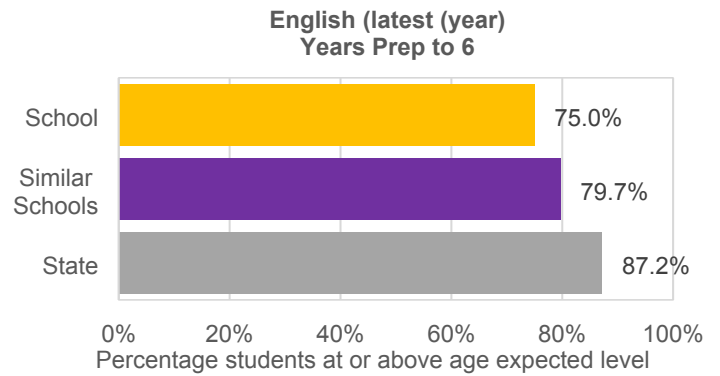
75.0%

Similar Schools average:

79.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

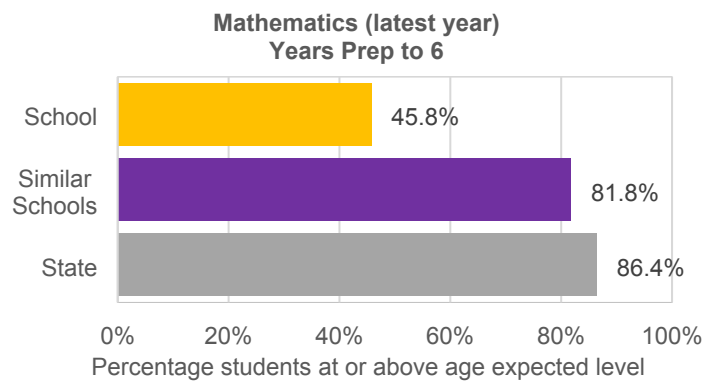
45.8%

Similar Schools average:

81.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

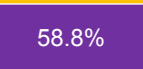
**Reading
Year 3**

Latest year
(2023)

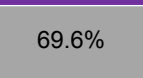
School percentage of students in Strong or Exceeding:



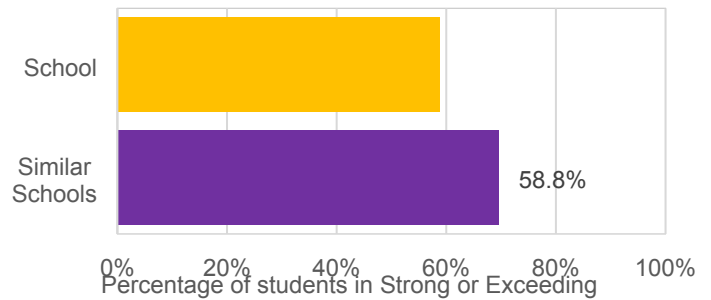
Similar Schools average:



State average:



**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

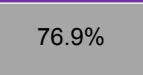
School percentage of students in Strong or Exceeding:



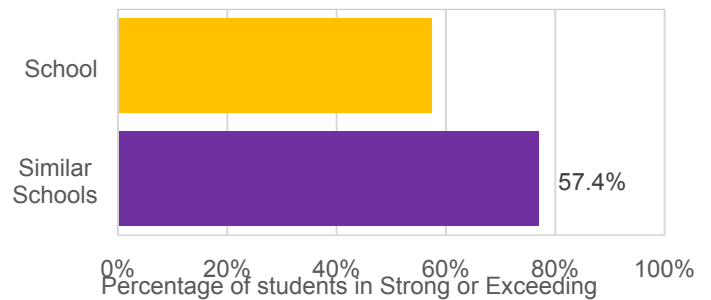
Similar Schools average:



State average:



**NAPLAN Reading (latest year)
Year 5**



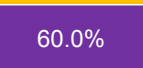
**Numeracy
Year 3**

Latest year
(2023)

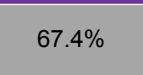
School percentage of students in Strong or Exceeding:



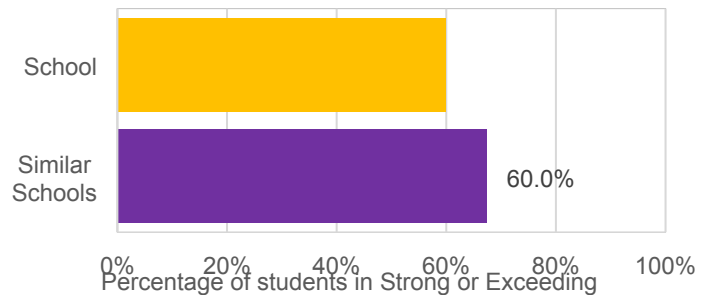
Similar Schools average:



State average:



**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

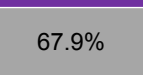
School percentage of students in Strong or Exceeding:



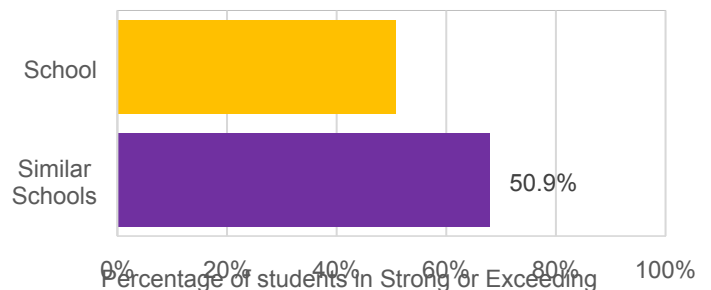
Similar Schools average:



State average:



**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

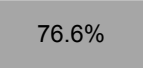
School percentage of students in the top three bands:



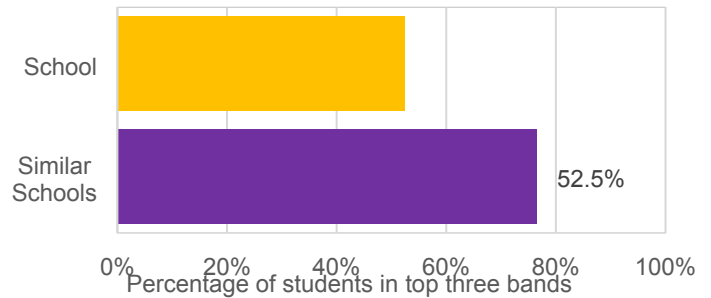
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

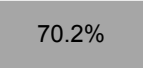
School percentage of students in the top three bands:



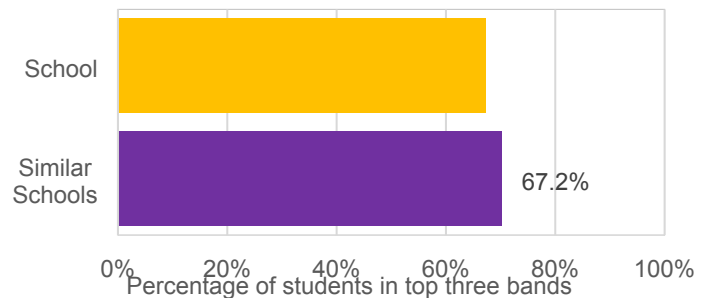
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

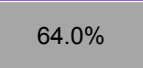
School percentage of students in the top three bands:



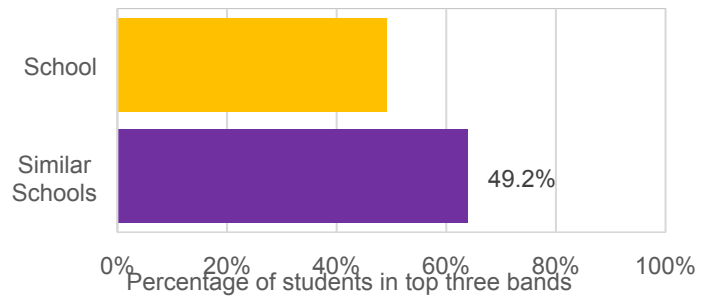
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 3**



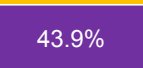
**Numeracy
Year 5**

Latest year
(2022)

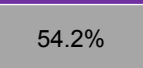
School percentage of students in the top three bands:



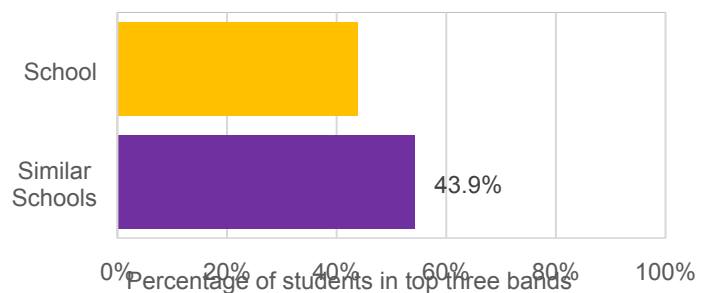
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

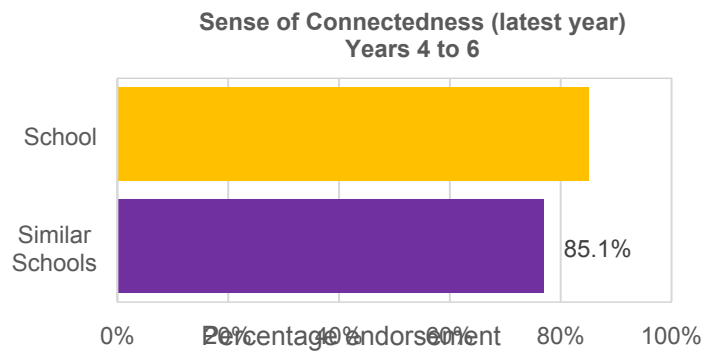
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | NDA | NDP |
| Similar Schools average: | 85.1% | 83.7% |
| State average: | 77.0% | 78.5% |

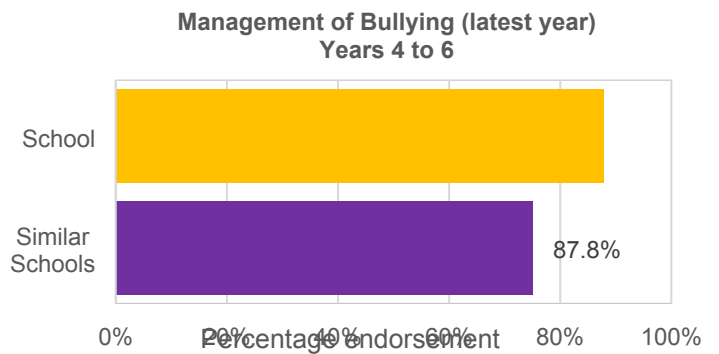


Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | NDA | NDP |
| Similar Schools average: | 87.8% | 85.2% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

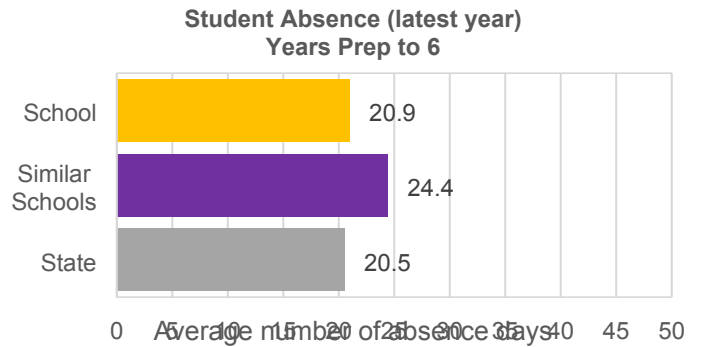
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 20.9 | 22.1 |
| Similar Schools average: | 24.4 | 20.1 |
| State average: | 20.5 | 18.1 |



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 (2023): | NDP | NDP | NDP | NDP | NDP | NDP | NDP |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|------------------|
| Student Resource Package | \$371,025 |
| Government Provided DET Grants | \$91,411 |
| Government Grants Commonwealth | \$180,500 |
| Government Grants State | \$31,000 |
| Revenue Other | \$13,049 |
| Locally Raised Funds | \$3,922 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$690,908 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$5,000 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$5,000 |

| Expenditure | Actual |
|---------------------------------------|------------------|
| Student Resource Package ² | \$339,090 |
| Adjustments | \$0 |
| Books & Publications | \$4,312 |
| Camps/Excursions/Activities | \$4,631 |
| Communication Costs | \$767 |
| Consumables | \$10,864 |
| Miscellaneous Expense ³ | \$4,758 |
| Professional Development | \$963 |
| Equipment/Maintenance/Hire | \$31,529 |
| Property Services | \$77,077 |
| Salaries & Allowances ⁴ | \$20,132 |
| Support Services | \$11,941 |
| Trading & Fundraising | \$65,755 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$10,834 |
| Total Operating Expenditure | \$582,651 |
| Net Operating Surplus/-Deficit | \$108,257 |
| Asset Acquisitions | \$20,764 |

(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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$237,624 |
| Official Account | \$25,203 |
| Other Accounts | \$0 |
| Total Funds Available | \$262,828 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$28,695 |
| Other Recurrent Expenditure | \$29,256 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$46,000 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$20,000 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$20,500 |
| Capital - Buildings/Grounds < 12 months | \$80,000 |
| Maintenance - Buildings/Grounds < 12 months | \$62,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$286,451 |

All funds received from the Department of Education, 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.