2025 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 17 March 2026 at 10:13 AM by Kevin Hill (Principal)

- As executive officer of the school council, I attest that this 2025 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 26 March 2026 at 03:21 PM by Kevin Hill (Principal)

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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

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 Wellbeing.

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), a an experienced classroom teacher for four days per week (0.8 EFT), and a specialist language teacher (0.2 EFT). Our Education Support Staff comprise of a 0.4 EFT Business Manager, and a 1.0 EFT Education Support member. Our boutique cohort of 11 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, a large grassed oval, 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

In 2025, our school continued to make steady progress toward our learning goals, with a strong focus on explicit teaching, high-quality instruction, and personalised support for every student. Although many performance summary categories are reported as NDP due to small cohort sizes and information-sharing thresholds, internal assessments and teacher judgements provide a clear picture of positive growth across the school.

Mathematics remains a particular strength. Students demonstrated strong achievement and growth in number, place value, and problem-solving, supported by consistent use of hands-on materials, structured lessons, and targeted small-group instruction. Our multi-age setting continues to support differentiated learning pathways, enabling students to work at their point of need and progress confidently through the Victorian Curriculum.

Across all learning areas, teachers used evidence-based practices—including explicit instruction, learning intentions and success criteria, and regular formative assessment—to monitor progress and adjust teaching. Individual learning goals were used to support clarity and ownership, helping students understand what they were learning and why it mattered.

Our commitment to a tiered approach to learning support, aligned with the Department's Multi-Tiered System of Supports (MTSS), ensured that students received timely and appropriate intervention. Universal high-quality instruction was strengthened through consistent routines and shared planning. Targeted supports included small-group literacy and numeracy sessions, while individualised adjustments were provided for students requiring more intensive assistance.

Highlights from 2025 include:

- Strong internal data showing mathematics as a high-performing learning area
- Effective use of differentiated instruction in a multi-age environment
- Improved clarity of learning through consistent use of learning intentions and success criteria
- Successful implementation of tiered supports to address individual learning needs

Overall, our school remains deeply committed to ensuring every student experiences success in their learning through high-quality teaching, personalised support, and a culture of continuous improvement.

Wellbeing

In 2025, our school continued to make strong progress toward our wellbeing goals, with a clear focus on creating a safe, predictable, and inclusive environment where every student is known, supported, and able to thrive. Our wellbeing outcomes remained solid across the year, with

students reporting high levels of connectedness and safety, reflecting the strength of our relationships and the consistency of our whole-school approach.

A key achievement has been the continued refinement of our trauma-informed practice, which underpins all wellbeing and engagement work. Staff use predictable routines, co-regulation strategies, and strengths-based language to support students' emotional safety and readiness to learn. This approach is complemented by our tiered response model, aligned with the Department's Multi-Tiered System of Supports (MTSS). Universal wellbeing practices are embedded across the school, while targeted and individualised supports are provided for students who require additional assistance. These include personalised regulation plans, small-group social-emotional learning, and coordinated case meetings with families and allied professionals.

Our capacity to deliver consistent, high-quality wellbeing support has been strengthened by stable staffing, which has allowed students to build trusting relationships with familiar adults. This continuity has been particularly valuable in supporting students with complex needs and in maintaining a calm, predictable school culture.

The presence of our school chaplain has further enhanced wellbeing provision. The chaplaincy program has offered students and families an additional layer of pastoral care, practical support, and connection to community resources. This has been especially beneficial for students requiring one-to-one check-ins or short-term emotional support.

Highlights from 2025 include:

- Strong individualised wellbeing outcomes for students receiving targeted support
- Continued growth in trauma-informed practice across all classrooms
- Effective implementation of tiered supports aligned with MTSS
- Enhanced pastoral care through the chaplaincy program

Overall, our school remains deeply committed to nurturing student wellbeing through relational practice, early intervention, and a cohesive whole-school approach

Engagement

Student engagement at our school continues to be a significant strength, reflected most clearly in our consistently strong attendance data. In 2025, our average student attendance rate was above the Victorian state average, and our four-year average also exceeded statewide benchmarks. This pattern demonstrates the effectiveness of our proactive, relationship-centred approach and the strong partnership we maintain with families to support regular, meaningful participation in school life.

A key contributor to this success is our implementation of tiered engagement and attendance supports, aligned with the Department's Multi-Tiered System of Supports (MTSS). Universal practices—such as predictable routines, positive behaviour expectations, and strong teacher-student relationships—ensure that all students experience a safe and connected learning environment. For students requiring additional support, we utilise targeted strategies including personalised attendance check-ins, collaborative problem-solving with families, and flexible adjustments to ensure every child can access learning. Where needed, we draw on Department programs such as the School Attendance Support Program, Navigator, and Koorie Engagement Support Officers, ensuring early intervention and coordinated wrap-around support.

Engagement is also strengthened through a range of opportunities that build belonging, voice, and connection:

- Student voice and agency are embedded through leadership roles, goal-setting, and opportunities for students to contribute to school decisions.
- Extracurricular programs, including sports days, swimming, cross-school activities, and community events, broaden students' experiences and strengthen peer relationships.
- Family engagement remains a hallmark of our school, with open communication, community partnerships, and regular celebrations of learning contributing to high levels of trust and participation.
- Our multi-age learning environment fosters collaboration, peer mentoring, and a strong sense of inclusion, supporting engagement across all year levels.

Overall, our school continues to demonstrate strong engagement outcomes, underpinned by positive relationships, early intervention, and a whole-school commitment to ensuring every student feels connected, supported, and ready to learn.

Other highlights from the school year

Our school ensured that all of our students had many highlights throughout 2025. Positive signs around current and future predictions of enrolments allows us to assist more students on their educational journey. As part of our Arts program we went on multiple excursions to the Wangaratta Performing Arts Centre to watch plays and musicals.

Partnering with neigbouring primary schools allowed us to deliver speciality programs such as bluearth, 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 was another highlight of our calendar year, where all students gave their absolute best while competing alongside of peers from neighbouring schools. School camps included a senior camp to Canberra, and a 3/4 camp to Harrietville.

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. Planned maintenance items include, painting and plumbing works. Our OSHC service agreement with Carraragarmungee Primary School means that we have additional budget in and outs coming through our bank accounts. Grant monies included OSHC, 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 8 students were enrolled at this school in 2025, NDA female and 8 male. NDP had English as an additional language and NDP 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 **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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**NDP**
	Similar schools	94.9%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**NDP**
	Similar schools	84.3%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**63.0%**
	Similar schools	81.4%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**88.9%**
	Similar schools	82.7%
	State	84.2%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**NDP**
	Similar schools	68.8%	63.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**NDP**
	Similar schools	69.6%	68.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**NDP**
	Similar schools	70.2%	68.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**NDP**
	Similar schools	68.7%	62.3%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**NDP**	
	Similar schools	71.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**NDP**	
	Similar schools	73.8%	
	State	74.0%	

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**13.1**	**19.3**
	Similar schools	26.1	25.5
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**NDP**
Year 1	**School**	**NDP**
Year 2	**School**	**NDP**
Year 3	**School**	**NDP**
Year 4	**School**	**NDP**
Year 5	**School**	**NDP**
Year 6	**School**	**NDP**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$451,860
Government Provided DET Grants	$129,586
Government Grants Commonwealth	$4,200
Government Grants State	$0
Revenue Other	$5,749
Locally Raised Funds	$1,061
Capital Grants	$0
Total Operating Revenue	**$592,455**

Equity	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$5,000**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$407,002
Adjustments	$0
Books & Publications	$4,350
Camps/Excursions/Activities	$5,472
Communication Costs	$1,505
Consumables	$13,103
Miscellaneous Expenses[2]	$8,381
Agency Staff	$0
Professional Development	$4,482
Equipment/Maintenance/Hire	$19,925
Property Services	$37,499
Salaries & Allowances[3]	$58,601
Support Services	$5,736

Expenditure	Actual
Trading & Fundraising	$52,964
Motor Vehicle Expenses	$61
Travel & Subsistence	$0
Utilities	$4,812
Total Operating Expenditure	**$623,893**
Net Operating Surplus/-Deficit	**($31,438)**
Asset Acquisitions	**$0**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$67,918
Official Account	$16,030
Other Accounts	$0
Total Funds Available	**$83,948**

Financial Commitments	Actual
Operating Reserve	$36,148
Other Recurrent Expenditure	$6,449
Provision Accounts	$0
Funds Received in Advance	$0
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	$37,500
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$30,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$110,098**

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.