



EAST VICTORIA PARK PRIMARY SCHOOL

ANNUAL REPORT 2018



Highly Effective Leadership

Excellence in teaching and learning

Engaged and Successful Learners

Active and Inclusive Community

INTRODUCTION

OUR VISION

We will empower our students to become resilient and successful students who contribute positively to a global society through an inclusive and highly motivating learning community.

OUR MOTTO

Celebrating Diversity

OUR VALUES - CORE

- **Care:** We care for ourselves and others as well as our environment.
- **Organised:** We are well-prepared and manage our time efficiently.
- **Respect:** We demonstrate mutual respect, active listening and co-operation.
- **Engage:** We show perseverance and actively engage in all activities to the best of our abilities.

FOCUS AREAS, STRATEGIES AND MILESTONES

The 2016-2018 Business Plan brings together system expectations as described in the “Excellence and Equity” Strategic Plan for WA Schools 2012 -2015 and the Plan for Public Schools-Focus 2016, 2017 and 2018: Directions for Schools. Our Business Plan identifies four key areas, which are integral to day-to-day work. It outlines and describes the school’s actions and intent in relation to addressing future directions and working towards our school’s vision. As we move into the new Strategic Plan for WA Schools 2016-2019 ‘High Performance - High Care’ we endeavour to adjust the emphasis of some components of the Business Plan to reflect the ongoing needs of the stakeholders at East Victoria Park Primary School.

To deliver these we will implement a series of targets, strategies and milestones that will be monitored using a range of indicators.

2018 ADMINISTRATION STAFF

Principal:

Bradden Mitchell / Julie Brewer

Deputy Principal:

Julie Brewer / Blair Ranford

Manager Corporate Services:

Lynda Fenton

Contact Us

EAST VICTORIA PARK PRIMARY SCHOOL

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2018 HIGHLIGHTS

TERM 1

- Interschool Swimming Carnival
- P&C Welcome Morning Tea
- Harmony Day Activities
- Easter Raffle

TERM 2

- ANZAC Service
- School Photos
- Interschool Winter Carnival



TERM 3

- Faction Cross-Country
- Magic Coat Incursion
- Interschool Cross-Country
- Year 6 Camp – Nanga Bush Camp
- Faction Jumps & Throws
- Faction Athletics Carnival
- Book Week Costume Day
- Interschool Athletics Carnival
- Massed Choir Festival



TERM 4

- Swimming Lessons
- Paint Storm Incursion
- Book Fair
- Outdoor Classroom Day
- Interschool Summer Carnival
- Book Awards Assembly
- Year 6 Graduation Ceremony

2018 SPECIALIST PROGRAMS

LOTE - JAPANESE

The Japanese program for Year 1 to Year 6 students focused on the development of everyday language acquisition. Students were taught the names of everyday items, numbers, colours, greetings and farewells, introductions etc. In the higher grades students were given opportunities to understand the various scripts that are fundamental to Japanese language and communication.

In addition to basic language skills students were given the opportunities to delve into the cultural icons of Japan and develop an understanding of the country and its people.

Through the use of Harmony Day, the Japanese teacher was able to implement a whole school Japanese cultural day having students participate in a variety of activities and events. A 'taiko' drum incursion was also organised at a whole school level.



MUSIC

The music program for 2018 can be divided into classroom music and ensembles.

Classroom music was delivered to all students from year 1 to year 6 following the Western Australian Curriculum for The Arts (Music). My teaching is inspired by Kodály concept, an approach that believes music is integral to every child's education. Learning is developed largely through the use of voice, as this instrument is easily accessible to every student. Kodály believed that musical instruction should reflect the way that children learn naturally. Through singing games, fun and play the child discovers the musical elements as they are presented sequentially and has the opportunity to enter the world of music through the creative development of the ear and the eye. The musical skills to be achieved in each year as per the WA Curriculum are incorporated sequentially as appropriate in each class. This includes the use of other instruments such as ukulele, recorder, tuned and untuned percussion.

The Music Ensembles:

Vocal Ensemble met once per week to engage in musical development through group singing, or choral singing. They participated in several performances, representing the school at the Victoria Park RSL ANZAC Service and the Massed Choir Festival.

The Instrumental Ensemble largely consists of students who are enrolled in the Instrumental Music School Services instrumental lessons, which are run at EVPPS. The Instrumental Ensemble (Band) is made up of brass, woodwind and percussion instruments. The Instrumental Ensemble performed last year at the Awards of Excellence and the End of Year Concert.

A select group of year 5 and 6 students also participate in group instrumental lessons offered on site by Instrumental Music School Services (IMSS). Instruments offered include: clarinet, flute, trumpet, trombone and percussion.



PHYSICAL EDUCATION

Physical education is a very important part of a child's development. The program at East Victoria Park primary school focuses on developing student's fine motor skills, self-confidence, independence and creating attitudes & values for life long healthy choices. A wide variety of sports are covered throughout the year, which enables students to experience sports that they wouldn't normally play. Students are encouraged to join local community sporting teams with many clinics provided throughout the year to promote clubs and sports. This year our students were extremely lucky to be visited by Commonwealth games athletes Liz Parnov and Nina Kennedy who represented Australia in pole vault. The athletes were joined by Athletics coach John Cowan who continued to work with our students over a four-week period. The students were also visited by Kookaburra hockey player Jake Whetton who spoke about his gold medal and his experience in professional sport.

To promote leadership skills, faction captains are selected for each faction. These students are selected by their peers and teachers and have a variety of responsibilities throughout the year. The Faction captains are given opportunities to develop their skills through setting up and running the morning fitness program that occurs three days a week. To promote a healthy and active lifestyle the before school swimming and running clubs were established. These clubs were hugely popular and were only made possible with the fantastic help of parent and staff volunteers. The school also participated in the Coles Sport for Schools Program which allowed the school to purchase a variety of sporting goods. The Colour Fun Run returned in 2018 with our entire community joining in the fun to raise over \$12, 000.

Highlights and achievements for 2018 included:

Eagles Cup and West Coast Fever Cup

Before school swimming squad

Summer, Winter & Athletics Interschool Carnivals

Commonwealth Games Athlete visits

Faction Athletics Carnival

Lunchtime Staff Vs Faction Captain Volleyball & Netball games

Colour Run Fundraiser

In-term swimming lesson



Assessment in Physical Education included:

Western Australian Curriculum: Movement and Physical activity

Pre-Primary to Year 2: FMS assessment guide, following instructions, following rules and staying within boundaries.

Year 3 to Year 6: Students are assessed on the specialised movement skills, strategies and game sense. Students are also assessed on their ability to adopt different roles, leadership skills and their code of conduct.

SCIENCE

At East Victoria Park primary, the science program centres around an inquiry based approach where students learn through hands-on exploration of scientific concepts. Students are encouraged to make connections between the things they are learning and real world experiences. Scientific skills such as annotated diagrams, predicting, writing observations and analysing data are explicitly taught through the inquiry process. Students are assessed through investigations, formal unit tests as well as PAT testing. Data collected from the PAT testing is then used to help identify areas in the curriculum that need consolidating. The whole school Colour STEM day was another huge success with students participating in a variety of activities. The day concluded with a science show performed by the Nutty Professor brothers.



EAL/D – English as an Additional Language/Dialect

The English as an Additional Language/Dialect program supports students with limited or developing Standard Australian English Language. Students come from many different countries, backgrounds and cultures. Some come with no English knowledge and some have studied English to some degree in their previous school overseas. Students born in Australia who come from a home background where English is not the first language are also EAL/D students.

STAGE 1: Students who are in their first year of schooling in Australia (all Year 1 students and any students newly arrived from overseas).

STAGE 2: Students in Year 2 or in their second year of schooling in Australia.

STAGE 3: Students in Year 3 or their third or successive (4th or 5th) year of schooling in Australia.

Students attended 2 x 50-minute withdrawal sessions. Groups range from on-on-one to groups of 6 or 7 students.

The curriculum/focus is determined by the needs of the students at the time, e.g. phonics, vocabulary development, grammar, sentence structure, comprehension of texts, reading skills, development of academic language in written form in the senior years (4, 5 & 6). Year 3 students had targeted, explicit teaching and learning in developing NAPLAN Reading and Comprehension skills.

At the end of each semester students receive an EAL/D Report collaboratively written with class teachers. They are given a Level (from 1-6) which is reflective of their Standard Australian English language development.

OPERATIONAL PLAN TARGET: *Target: - 90% of students will achieve a minimum of one EAL/D Progress Map Level by the end of one year (from enrolment date). Achievement of a Level will be in all 4 language modes-Listening, Speaking, Reading & Viewing and Writing.*

TOTAL NUMBER OF EAL/D STUDENTS IN 2018	27
TRACIENCY/FLUCTUATIONS IN ENROLMENTS OVER THE YEAR	3 (spent at least one term overseas- in Semester 2)
OPERATIONAL PLAN TARGET DATA REFLECTING NUMBER OF STUDENTS WITH SEMESTER 1 AND SEMESTER 2 REPORTS	24
Exited Program end of Semester 1	0

	Stage 1	Stage 2	Stage 3 and beyond
YEAR 1	7		
YEAR 2		10	
YEAR 3		1	4
YEAR 4		1	
YEAR 5		1	2
YEAR 6			1

Target: the target of 90% was not achieved.

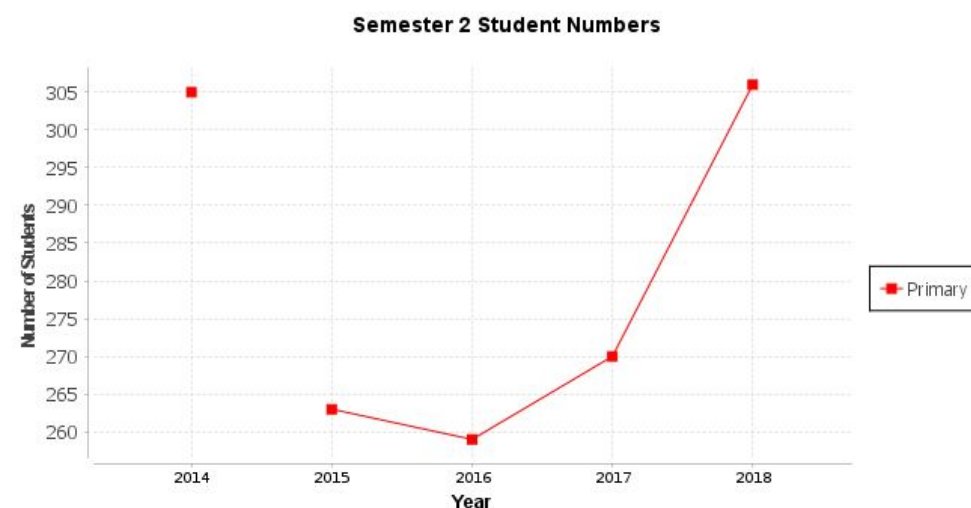
Out of 23 Students receiving a Semester 1 & 2 report: 18 made progress = **78%**

2018 SCHOOL DATA

STUDENT NUMBERS* (as at 2018 Semester 2)

East Victoria Park Primary School has demonstrated consistent growth in enrolments over the past few years. The school's profile in innovative and sustainable curriculum, spacious and beautiful grounds and location in a growth suburb will ensure numbers continue to grow.

**Excludes Kindergarten numbers.*



Semester 2	2014	2015	2016	2017	2018
Primary (Excluding Kin)	305	263	259	270	306

STAFF NUMBERS

Our teachers cater to the needs of each child in the school with the support of our hardworking Educational Assistants and an English as an Additional Language/Dialect Teacher (EALD).

	No	FTE
Administration Staff		
Principals	1	1.0
Deputy Principals	1	1.0
Total Administration Staff	2	2.0
Teaching Staff		
Level 3 Teachers	1	1.0
Other Teaching Staff	22	18.1
Total Teaching Staff	23	19.1
School Support Staff		
Clerical / Administrative	3	1.4
Gardening / Maintenance	1	0.8
Other Non-Teaching Staff	11	7.9
Total School Support Staff	15	10.1
Total	40	31.2

STUDENT ATTENDANCE

Attendance data across most year levels was stable or improving with the exception of Years 1 which declined slightly. Regular reminders through the newsletter and in assemblies, incentives for improved attendance and electronic notification of absences are all strategies in place to promote positive attendance at school. Attendance is above state mean in all year levels.

	PPR	Y01	Y02	Y03	Y04	Y05	Y06	OVERALL
2016	90%	94%	93%	94%	95%	95%	95%	93.7%
2017	94%	96%	95%	96%	96%	95%	94%	95.1%
2018	94%	94%	95%	97%	97%	96%	96%	95.5%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%	92.7%

2018 NAPLAN & SCHOOL PRIORITY ANALYSIS

We aim to fully engage every student in the learning process in order to raise academic standards across all areas of the curriculum. We are very focused on developing resilient and independent thinkers through continuing to provide a tailored and personalised approach to teaching and supporting all students.

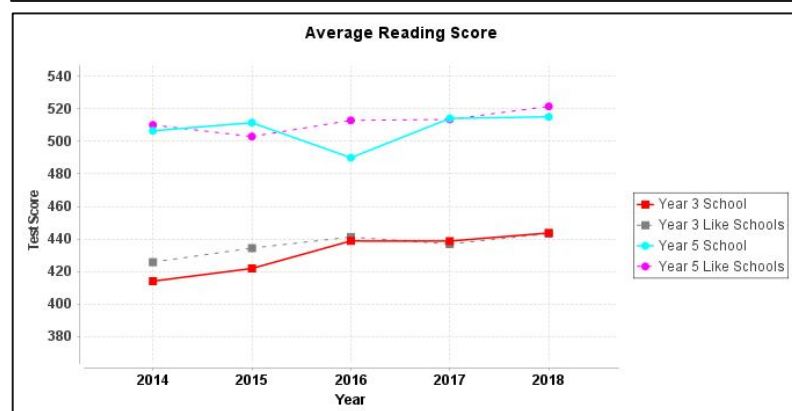
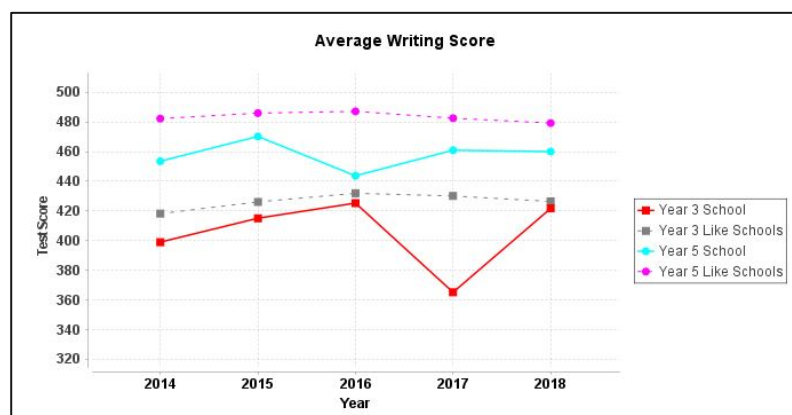
East Victoria Park Primary School uses data to monitor student progress and make informed decisions so that every student will be able to work and play successfully in a safe, positive and accepting school environment.

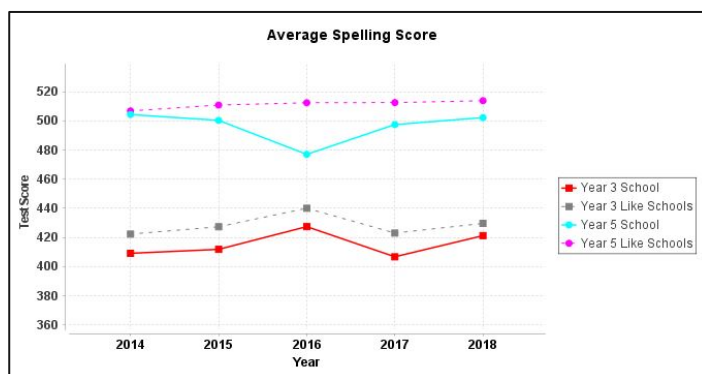
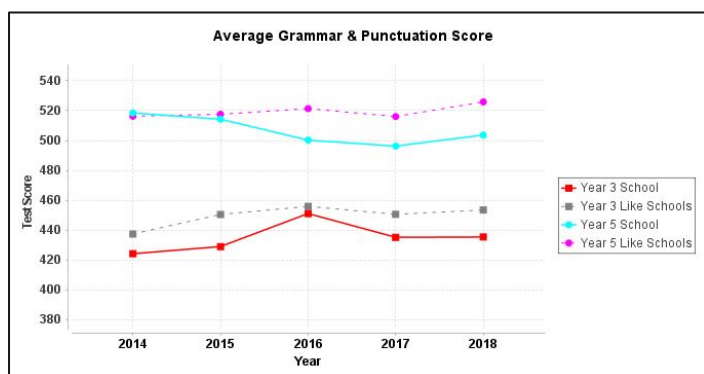
LITERACY

EVPPS **Business Plan targets** were to achieve results that were equal to or above statistically similar schools (Like Schools). We measure this by tracking mean scores over a five-year period.

Year 3 & 5 Literacy mean scores were generally positive with the overall trend in most areas steady or on an upward trajectory. In 2018 Year 3 & 5 mean scores were still below when compared to like schools however hard work is being done to ensure progress from year 3 to year 5 across the school can be maintained.

In 2018 the Year 3's achieved pleasing results in both Reading and Writing when compared to like schools. Grammar & Punctuation and Spelling (next page) are two areas that the school has begun a renewed focus in and we are confident of seeing improvements in these areas as the programs become embedded across the school.





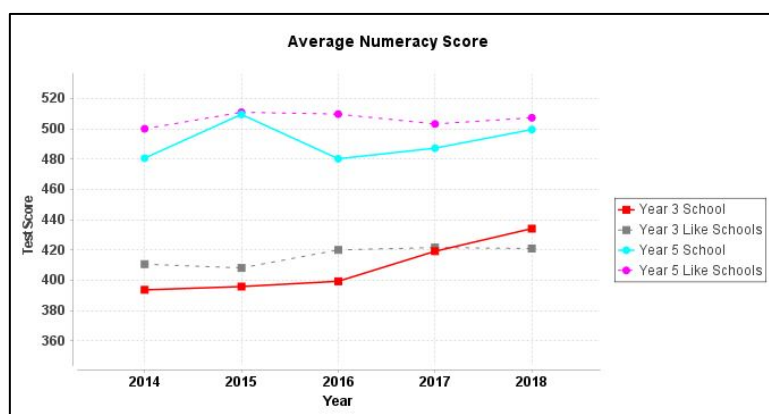
NUMERACY

Building on recent professional learning and supported by new resources and digital technology, East Victoria Park teachers continued to aim for positive results in Numeracy. Numeracy blocks continued to function well across the school. Mental maths activities, whole class modelling sessions and rotational group activities are followed by plenary sessions.

Extensive analysis of our NAPLAN data identified the main areas of focus on a school level. Focus areas included number and algebra, mental computation and word problems. A new Operational Plan was developed in semester two in consultation with staff, identifying explicit strategies and hands on resources available to staff, and how they could be integrated into daily Maths programs to target these concepts. Development of the Proficiency Strands - Understanding, Fluency, Problem Solving, Reasoning – was highlighted in the operational plan through the implementation of a numeracy block, which aims to provide a structured format to enable students to practise a particular skill or concept.

Whole school data collection also continued, with the school implementing the ACER Progressive Achievement Tests (PAT) in order to provide more immediate and relevant feedback for individual students and the school as a whole.

With the **business plan target** of achieving results that are consistent with or above like-schools, EVPPS was pleased in 2018 that both the Yr 3 and Yr 5 results continued to show positive improvements. Year 3 scores were above like-schools with the Yr 5 results only just below. The five-year trend is a more reliable gauge of school performance. The overall trend across the school shows steady improvement.



2018 PARENT, STAFF & STUDENT SURVEYS

In July 2018 surveys were completed by the Parents and Staff of East Victoria Park Primary. Below is a summary of these surveys. Survey data is used as a tool for school self-assessment, reflection and planning.

PARENT SURVEY

96 Parents responded to the 2018 survey with the majority of parents having children in the junior end of the school. (K-3: 72% of responses). Overall the results were pleasing with all questions scoring 4 or more out of a possible 5. Highlights included "My child feels safe at this school," "I can talk to my child's teacher about my concerns," and "My child likes being at this school" - All scoring 4.4 to 4.5 out of 5. The lowest score (4.1/5) was "Student behaviour is well managed at this school." This is currently being addressed as the school moves to embed PBS (Positive Behaviour Support) strategies consistently across the school.

STAFF SURVEY

26 Staff members responded to the 2018 survey with the majority being experienced teachers of between 6 and 20 years' experience (6-20yrs experience: 58% of responses). Of the 26 staff members surveyed, 85% were permanent and 15% were fixed term. The results of the staff survey were positive with scores ranging from 4.0 to 4.9 out of five. Highlights included, "Students like being at this school," "Students feel safe at this school," and "Teachers at this school are good teachers." - All scoring 4.8/5. Areas for review included, "Teachers at this school provide students with useful feedback about their school work," and "The school takes staff opinions seriously." - These items scored 4.0 and 4.1 respectively out of 5.

STUDENT SURVEY

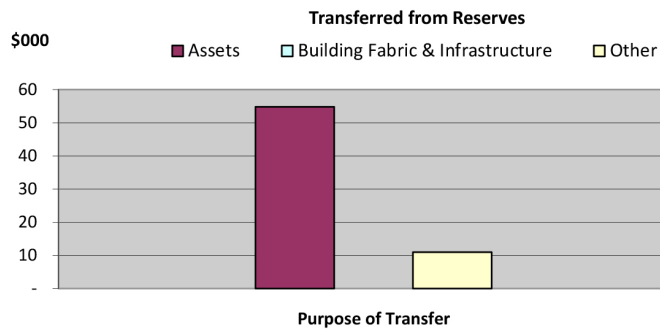
Students are set to be surveyed again in 2019.

BUDGET DATA

Reserve Transfers

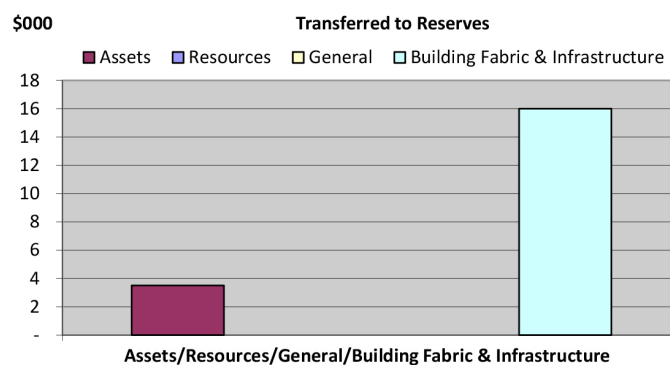
Transferred from Reserves:

Assets	\$ 54,761.15
Building Fabric & Infrastructure	\$ -
Other	\$ 10,948.00
Total	\$ 65,709.15



Transferred to Reserves:

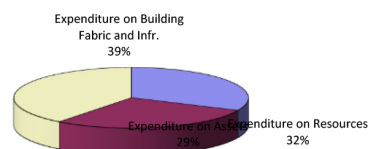
Assets	\$ 3,500.00
Resources	\$ -
General	\$ -
Building Fabric & Infrastructure	\$ 16,000.00
Total	\$ 19,500.00



Asset and Resource Acquisitions

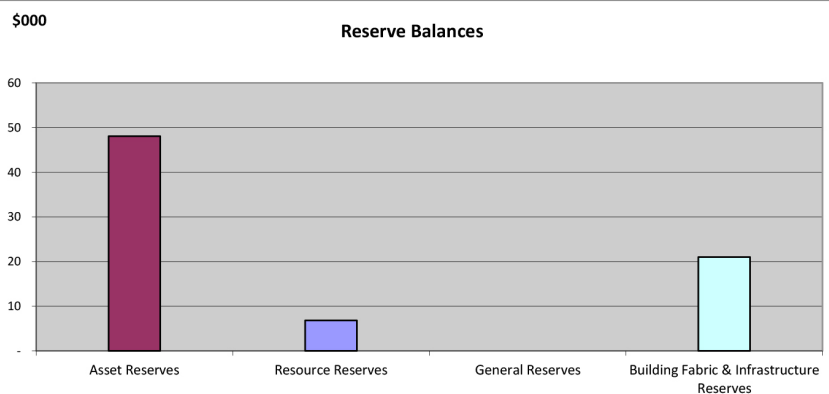
Expenditure on Resources	\$ 50,948.32
Expenditure on Assets	\$ 45,671.15
Expenditure on Building Fabric and Infr.	\$ 63,250.37
Total Resource/Asset Exp	\$ 159,869.84

Asset, Resource and Building fabric & Infrastructure Acquisitions



Reserve Balances

Asset Reserves	\$ 48,082.31
Resource Reserves	\$ 6,816.00
General Reserves	\$ -
Building Fabric & Infrastructure Reserves	\$ 20,999.79
Total Reserves	\$ 75,898.10





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