Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Public education
A world of opportunities

East Victoria Park Primary School

Public School Review

November 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

✔	**Effective**
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

East Victoria Park Primary School is located approximately seven kilometres from the Perth central business district, in the South Metropolitan Education Region. Established in 1914, the school gained Independent Public School status in 2013. The school shares its grounds with the East Victoria Park Education Support Centre.

Currently 360 students are enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1064 (decile 2). There are more than 33 different cultures represented within the student population.

A highly regarded music program is a feature of the school, offering students opportunities to engage in orchestra and instrumental music programs.

The governing body of East Victoria Park Primary School, the School Board, supports the principal in leading the strategic direction of the school.

The Parents and Citizens' Association (P&C) actively raise funds for the school and organise and promote community building activities throughout the school year.

School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- An open and transparent analysis of the school's performance was submitted as part of the school's self-assessment.
- The school regularly engages in self-assessment processes, demonstrating a commitment to ongoing improvement and accountability.
- The embedded culture of self-assessment led to the smooth and efficient collection of analysis and data to inform the school's public school review submission.
- Conversations with staff and community members further enriched the validation process and highlighted areas not captured within the self-assessment submission through the Electronic School Assessment Tool.

The following recommendation is made:

- Ensure a clear alignment between judgements made and the analysis of evidence submitted as part of the self-assessment process.

Public School Review

Relationships and partnerships

The school is viewed as welcoming and friendly with the best interests of children at the heart of all decision making. Staff embrace opportunities to build positive relationships with students, parents and the wider community through key events, celebrations and specialist programs.

Effectiveness	The review team validate the following:
	• The School Board provides sound governance evidenced by their collective capacity and strong understanding of their roles and responsibilities.
	• Class representatives, the School Board and a specialist EAL/D[1] teacher play key roles in proactively supporting families new to the school.
	• The P&C are passionate about bringing the school community together. They are actively involved in fundraising and positively promote the school community through the facilitation and support of key events.
	• With the intent to provide open and transparent communication, the school provides a range of communication strategies to families and staff.
Improvements	The review team support the following actions:
	• Build on existing staff health and wellbeing approaches to facilitate further development of cohesive and collaborative staff relationships.
	• Continue to monitor the effectiveness and explore an upgrade of website communication to streamline and enhance current communication.
	• Enhance the class representative roles to have greater alignment with the P&C.

Learning environment

There is a shared commitment to ensure students are provided opportunities to thrive within engaging and orderly learning spaces which meet their needs. The values of Care, Organise, Respect and Engage underpin whole-school approaches to student behaviour and wellbeing.

Effectiveness	The review team validate the following:
	• A Positive Behaviour Support (PBS) policy, developed in consultation and collaboration with the school community, provides a framework of strategies, procedures and processes that promote and maintain positive behaviours.
	• Expectations for student behaviour in the classroom and playground are explicitly taught and shared. Data are tracked and assemblies are used to reinforce learning concepts and acknowledge positive behaviour.
	• Processes and procedures to support SAER[2] are embedded. The RTI[3] model reflects a strong commitment by the school and all staff to embed evidence-based programs and support in response to student need.
	• Proactive and supportive, the school uses the Student Attendance Toolkit, engagement plans and the school psychologist to maintain positive rates of attendance across all year groups.
Improvements	The review team support the following action:
	• Continue to review and implement the PBS program to incorporate distributed leadership approaches, ongoing data reviews and enhanced community involvement.

Leadership

Under new leadership, a strategic direction has been established with staff to build on the success and achievements of the school. All levels of leadership, from student leadership to the administration, play key roles in the implementation of school priority areas.

Effectiveness	The review team validate the following:
	• Staff expertise is valued and leadership capability is developed through identification of team leaders and distributed leadership structures.
	• The leadership team drive whole-school instructional approaches through the provision of targeted professional learning, coaching, modelling and the application of in-class support.
	• Student leaders advocate positively for the school. They provide a genuine and authentic voice and seek feedback from the student body to drive identified changes.
	• Aligned to the strategic focus, targeted leadership supports plans to embed the music program, digital technologies, humanities and social sciences and sustainability approaches.
	• Enhanced curriculum resources, community engagement and well-attended events reflect a genuine understanding and commitment to drive cultural awareness.
Improvements	The review team support the following actions:
	• Continue to undertake reflection against the *Aboriginal Cultural Standards Framework*, to document current areas of strengths and identify areas of focus.
	• Articulate a common message from the leadership team with regard to school processes and change management.

Use of resources

Supporting and maximising student learning, through targeted intervention programs and the provision of teaching resources, underpins the allocation of resourcing.

Effectiveness	The review team validate the following:
	• The school actively sources sponsorship, grants and fundraising opportunities that support and align to school focus areas.
	• Targeted allocation of resourcing supports the effective implementation of a range of evidence-based literacy interventions.
	• There are documented approaches that reflect how budgets are determined and reviewed to ensure a clear alignment to strategic frameworks.
	• Staff professional learning is prioritised with alignment to whole-school programs and key curriculum areas.
Improvements	The review team support the following actions:
	• Review the current composition and structure of the Finance Committee to ensure transparency and sound decision making.
	• Extend the InitiaLit[4] program beyond Year 1 and continue to provide professional learning and resources as required.

Teaching quality

Whole-school processes and expectations are documented and shared. Engaged staff are committed to the school improvement journey through implementation of whole-school approaches and data-driven decision making, which is underpinned by high expectations of themselves and of students.

Effectiveness	The review team validate the following:
	• Staff regularly collaborate through 'hub' meetings that enable them to plan, review data and moderate student work.
	• An impact coach provides individualised and targeted support to teachers through an observational and coaching framework.
	• Performance management is focused on the professional practice domain of the AITSL[5] Australian Professional Standards for Teachers. Staff value the process which is aligned to a classroom practice continuum, leadership discussions and coaching support.
	• Education assistants provide expertise and valued assistance through classroom support and delivery of intervention programs.
Improvements	The review team support the following actions:
	• Continue the ongoing review and implementation of whole-school literacy and numeracy approaches through the hub model and the provision of time and support for leaders.
	• Build on current processes of class and peer observations for all staff.
	• Through existing induction approaches, explore opportunities to implement a mentoring program for new staff members to ensure whole-school approaches are understood and applied.

Student achievement and progress

Underpinned by a comprehensive data collection cycle, a range of systemic and school-based data is used to inform student achievement, progress and overall success of programs. There is a collective and shared understanding of student achievement and progress.

Effectiveness	The review team validate the following:
	• Year 5 stable cohort data, NAPLAN[6] (2017-2019), indicate high achievement and progress in most areas assessed and high achievement in all areas, when measured against like schools.
	• Best Performance's DataHUB supports the leadership team and staff to analyse data, compare test scores and plan for specific learning needs of students.
	• Pre-primary and Year 1 On-entry Assessment Program data is used to identify cohort progress and inform intervention, planning and programs.
	• In addition to moderation, Brightpath data is used to track individual and cohort growth.
	• A suite of Progressive Achievement Tests are administered and students' progress is tracked and regularly reviewed by staff.
Improvements	The review team support the following action:
	• Continue to embed whole-school literacy and numeracy programs with consideration given to academic extension opportunities for students.

Reviewers

Rebecca Bope
Director, Public School Review

Natalie Mayho
Principal, Eden Hill Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'

Your next school review is scheduled for 2022.

Stephen Baxter
Deputy Director General, Schools

References

1 English as an additional language/dialect
2 Students at educational risk
3 Response to Intervention
4 Evidence-based whole-class literacy program
5 Australian Institute for Teaching and School Leadership
6 National Assessment Program – Literacy and Numeracy