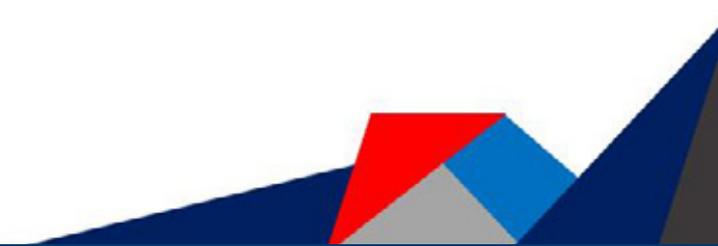


EAST VICTORIA PARK PRIMARY SCHOOL



ANNUAL REPORT 2020



INTRODUCTION

OUR VISION

Welcoming All – Attaining Excellence

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 2019-2021 Business Plan brings together system expectations as described in the Strategic Plan for WA Schools and the Public Schools Focus documents. Our Business Plan identifies two key priority areas; welcoming all - high care and attaining excellence – high performance; which are integral to our 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 of "Welcoming All – Attaining Excellence." Our Business Plan reflects the ongoing needs of key stakeholders at East Victoria Park Primary School. To deliver this we will implement a series of targets, strategies and milestones that will be monitored using a range of indicators.

2020 ADMINISTRATION STAFF

Principal:

Tony Matheson

Deputy Principal:

Julie Brewer

Manager Corporate Services:

Lynda Fenton

Contact Us

EAST VICTORIA PARK PRIMARY SCHOOL

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Message from the Principal

Established in 1914 East Victoria Park Primary School (EVPPS) has been preparing our students for the future for more than a century. EVPPS is a Level 5 Independent Public School situated 5km from Perth's CBD. The school has a welcoming environment and is held in high regard by the community. We value our strong and collaborative partnerships with parents and the wider community. Through this partnership we ensure a committed direction, a strong sense of belonging and mutual respect for students, families and staff.

Never has this sense of community been more important than in 2020. Students, staff and parents came together to ensure that student learning was disrupted as little as possible during the COVID-19 pandemic and subsequent lockdown experienced here in Western Australia during Semester 1, 2020.

I am grateful for the strong governance the School Board and Parents and Citizen's Association provide and extend personal thanks to Board Chair, Lauren Garvey, and P&C President, Nicole Holt, for their work that benefited the entire school community. The active involvement of our community is greatly appreciated.

Teachers have the greatest influence on a child outside of what they bring to school from home. Sincere thanks to all the staff, teaching and non-teaching for keeping what is best for our students at the forefront of our work and for keeping learning at the forefront through what was a very challenging year.

Kim Knowles
Principal

Message from the School Board Chair

2020 was a challenging year, and wonderful timing for me to step into the role of Board Chair. Like all communities and businesses, the focus for EVPPS in 2020 was developing strategies to deal with a global pandemic. I would like to extend my most heartfelt thanks and appreciation to the school teachers and staff, who went to amazing lengths to support our students during the period of home and online learning in the first half of 2020. The time, effort and ingenuity this required was massive and I was overawed by the commitment shown during such a difficult time. The EVPPS staff and teachers have also demonstrated remarkable adaptability in responding to changing circumstances throughout the remainder of the year.

In addition, the School Board continued discussions on the following programs, initiated and led by the members of the school leadership team:

- development of the Reconciliation Action Plan (RAP)
- extension of the Positive Behaviour Support program (PBS)
- engagement in a STEAM mentoring program
- initiating a Learning Extension program
- a focus on play-based learning, beginning in our Early Childhood classes

I would also like to take this opportunity to thank the school administrative team and members of the School Board for their support in my first year as Board Chair. Our discussions are always engaging and robust, and I look forward to many more. I am also grateful to the outgoing Chair, Jesvin Karimi, for her long years of service in the role and leadership by example. In 2021 we will begin developing our next business plan to start in 2022, and I am excited to undertake this process. I believe that together our wonderful school community will continue to build on the achievements of the past and create great things for our future.

Lauren Garvey
School Board Chair

2020 SPECIALIST PROGRAMS

LANGUAGES - JAPANESE

Due to the COVID-19 pandemic the Japanese program was primarily affected in second term and online work packages were utilised. Although this was not ideal, the overall impact on student outcomes was minimal. The 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. Students also engaged in cultural activities including; calligraphy, Japanese style artwork, played with traditional wooden Japanese toys and Japanese games.

MUSIC

The East Victoria Park Music program thrived during 2020 despite the many challenges that arose due to COVID-19 restrictions. During term 1 Concert Band and Choir rehearsals were postponed indefinitely and Senior Choir students were disappointed to find out that the much-loved Massed Choir Festival would be cancelled for 2020.

These drawbacks did not dishearten the music students and during term 2 rehearsals recommenced for Senior Concert Band, Junior Choir and Senior Choir. The ensembles participated in many performances during the year including the Assemblies and the Massed Choir Celebration of Song.

Classroom music was delivered to all students from Pre-primary to Year 6, applying the Kodaly concept, a unique approach of sequential music instruction with a strong focus on singing.

Instrumental Music School Services continued to offer instrumental tuition in Clarinet, Flute, Brass and Percussion to selected students from Year 5 and 6. These students all participate in the East Victoria Park Senior Concert Band.

The year ended with a whole school concert titled 'Derbarl Yerrigan', a story written by our Year 2s and adapted into a musical concert about Noongar culture, sustainability and the Swan River.



PHYSICAL EDUCATION

The physical education program at East Victoria Park primary school focuses on developing student's fundamental movement skills, self-confidence and game sense skills. The aim of the program is to create positive experiences for our students to become lifelong physically active citizens. Throughout the year our students are exposed to a variety of seasonal sports, with local community clubs and organisations providing some specialised coaching clinics. The school competed in Interschool carnivals in Cross Country, Athletics and Summer sports. Students are strongly encouraged to join community sporting clubs and the school endeavours to make those connections.

In 2020, the school continued its relationship with the KIDDO sports program ran by the University of Western Australia. Funding from the Sporting Schools Plus grant allowed our Kindy, Pre-primary and Year 1 students to participate free of charge.

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 a number of additional roles and responsibilities; like setting up for senior sport and leading classes for morning fitness. The faction captains are also used as positive role models for younger students and is seen as a job to aspire to.

Highlights and achievements for 2020 included:

- Before school swimming squad
- Champions in Basketball Interschool Winter Carnival
- Champions in Volleyball Interschool Summer Carnival
- Champions in Newcombe Ball Interschool Summer Carnival
- RAD Skateboard Clinics Years 3-6
- Inflatable Squash incursion
- AFL lunchtime competitions
- In-term swimming lessons



SCIENCE

Our science program centres around an inquiry-based approach where students learn through hands-on exploration of scientific concepts. Lessons are designed to encourage students to make connections between prior knowledge and experiences to build on their scientific understandings. A variety of scientific topics are covered with each aligned with the Western Australian Curriculum. These include Physical Sciences, Chemical Sciences, Biological Sciences and Earth and Space Sciences.

Throughout the year students develop their skills in recording observations and data as well as making real world connections with the content. Students are given a variety of opportunities to display their knowledge using diagrams, oral and written observations, report writing and formal testing. Science was celebrated with a whole school incursion conducted by West Oz Wildlife, and involvement with STEAM activities.

In the Science Courtyard we have a working aquaponics system which allows students a hands on experience of gardening, raising fish and an understanding of the nitrogen cycle. We have three tanks, two are the grow beds for the plants and the other is for the fish. The fish produce 'poop' which fertilizes the plants and the plants filter the water for the fish. They work together to grow organic produce all year round and reinforce practical science concepts.



ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D) PROGRAM

The EAL/D 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 schools overseas. Students born in Australia who come from a home background where English is not the first language are also EAL/D students.

In Semester 1, when at school, students attended 2 x 50-minute withdrawal sessions. In Semester 2, due to the disruption caused by COVID-19 in Semester 1, withdrawal classes continued to operate instead of the usual practice of a mixed program of in class and targeted withdrawal support.

The curriculum focus is determined by the needs of the students at the time. This can vary from phonics, vocabulary development, grammar, sentence structure, comprehension of texts, reading skills and / or development of academic language in written form in the senior years (4, 5 & 6).

At the end of each semester students receive an EAL/D Report collaboratively written with class teachers. They are given a level reflective of their Standard Australian English language development. More information about this proves is included with each child's semester report.

2020 SPECIAL PROJECTS

STEAM (Science Technologies Engineering Arts Mathematics)

Despite COVID-19 interrupting the 2020 school year, STEAM celebrated many successes throughout the school year at East Victoria Park Primary. As a school we joined the STEM Enterprise Project and entered a partnership with Brookman Primary School and Harrisdale Primary to promote STEAM at our school. Staff collected baseline data, which was used to support our first initiative to develop curriculum planning documents for teachers when planning STEAM challenges. The documents link to the science specialist program and staff have found them invaluable when planning. Staff attended regular professional learning throughout the year, along with collaborative staff meetings to showcase a variety of STEAM activities in our classrooms.



LEGO club started in Term 2 and was popular with both senior and junior students during lunch times. We purchased 10 sets of LEGO Spike Prime robotics for use with our upper students and all Year 5/6 staff were upskilled. Students have enjoyed the challenge of using robotics to find digital solutions for real life problems. The STEAM team continued to meet regularly throughout the year to purchase new resources, host a Cyber Safety evening for the school community, and they collaborated with the Positive Behaviour Support (PBS) team to develop the 'Plugged in' series of lessons focussed on Cyber Safety for the whole school.



Sustainability

Implementation of New Bin System: every classroom now has a standardised general and mixed recycling bin. Teachers who opted to have a soft plastics and 1&2 plastics bin have also received a standardised bin. In the staff room, we now have a plastics 1&2 bin, mixed recycling bin and general waste bin. Several staff have requested a compost bin so that may be implemented too. Bin stickers are also being placed on the EVPPS 240L Recycling and 120L General Waste bins to align with the new bin system. The 120L General Waste bin lids are being replaced with red lids to further align with the new bin system standards.

Your Move Program: we implemented the Your Move government school program this year. Your Move encourages students and staff to find more active and sustainable ways of travelling to school. This program aligned with our whole-school approach to sustainability, Health and Physical Education curriculum and PBS matrix. Furthermore, the program will also help reduce the ongoing traffic issues caused within our school community. We also took part in the National Ride2 School initiative.





Permanent Recycle Right Station Established: to make our Recycle Right Station more appealing and visible, we commissioned a Perth-based artist, Olive Monte, to create a sign to be displayed above the station. Students from all year groups submitted their own designs which were incorporated into the final design. This station now acts as the centralised processing area for all specialised school waste, including the blue and purple bins that have been implemented in classrooms.

Waste Wise Warriors / Plastic Patrol: students from Years 2-6 continue to manage food scrap collection, measurement and disposal (via compost or worm farm) during recess and lunch. Students formed a 'Plastic Patrol' group to collect rubbish found on the school grounds during break times. The equipment used has been relocated to our 'Recycle Right Station' so that all processes are localised to one management area.

Waste Wise School: we have continued to be recognised as a Waste Wise accredited school and display this sign at our 'Recycle Right Station'.

Healthy Hero Picture Book: students in Years 2 – 6 participated in brainstorming and planning sessions. A selected group of Year 6 students wrote the picture book. Whole classes participated in the illustration of the picture book.



Positive Behaviour Support (PBS) Program



East Victoria Park Primary School's exciting PBS journey began in 2018 and has continued to evolve each year. The PBS model provides a framework of consistent strategies which are used to promote and maintain positive behaviours in the classroom, around the school and in the community. Students are explicitly taught academic and behavioural expectations which support greater outcomes and management of inappropriate behaviours.

Our students engage in weekly whole school PBS Assemblies that encourage a common understanding of our CORE Values (Care, Organise, Respect & Engage), with each term having a theme of lessons. The lessons have encouraged our students to reflect on how their actions can influence and affect other students as well as to discuss strategies to use when managing these situations.

Behaviour Management practices used by staff teach and promote pro-social behaviours using a PBS matrix and teaching schedule, Protective Behaviours Program and Department Health Curriculum resources. A list of what these expected behaviours look like in a classroom are generated by the students and teachers at the start of the year and are displayed in rooms. The whole school behaviour chart has recently been updated and is used to help students identify and regulate their own behaviour through the visual traffic light system.

Reconciliation

National Reconciliation Week: In 2020, students and staff celebrated National Reconciliation Week with a barefoot reflection circle, led by a Year 6 Aboriginal boy. Throughout the week students reflected on what reconciliation meant to them, in line with the 2020 theme of “In This Together”. Each class created a collage of students’ artistic reflections that were displayed in their classrooms. The staff were also encouraged to reflect on what reconciliation meant to them and created a visual display in the staff room.

NAIDOC: NAIDOC Week in 2020 was celebrated with a small-scale school assembly. The 2020 theme for NAIDOC was “Always was, Always will be”. A Year 5 Aboriginal student, created and taught a dance to a group of Aboriginal girls, to a song inspired by the NAIDOC theme. The girls then performed the dance and created a video to be shared with the school community to celebrate the event.

Community partnerships: Seantelle Walsh, a Noongar artist and past student of East Victoria Park Primary School, created two murals for the school. Due to Seantelle’s incredible work, the sea container near the basketball courts and the wall with the junior block water fountains provide visual reminders of the importance of celebrating and acknowledging Aboriginal culture.

Wirrapanda: 2020, saw the launch of a partnership with Wirrapanda Foundation. Through the foundation, our Aboriginal girls have been involved with two afterschool programs; the Deadly Sista Girls and Wirra Club.

Djook Yorgas: The Djook Yorgas, is a weekly opt-in mentoring group for Aboriginal and/or Torres Strait Islander girls who meet each week. The highlight for the girls was creating a tie-dye library bag and decorating a pair of shoes that represented their journey so far and their unique personalities.

Reconciliation Action Plan: Last May, a group of teachers formed a working group to create the East Victoria Park Primary School, Reconciliation Action Plan (RAP). The team is using Reconciliation Australia’s specific platform and framework for educational settings, Narragunnawali, to create the RAP. There are five dimensions to reconciliation; race relations, equality and equity, institutional integrity, unity, and historical acceptance. A number of the RAP team members first attended professional learning on the process of creating a RAP, and the chairperson, Jeike Benschop, met with the deputy principal of a neighbouring school to seek mentorship and guidance on the process. Following this, the RAP team reflected on our reconciliation journey so far, then collected data on the school’s current reconciliation work and understandings. By the end of 2020, the RAP team had drafted a number of deliverables for the RAP.

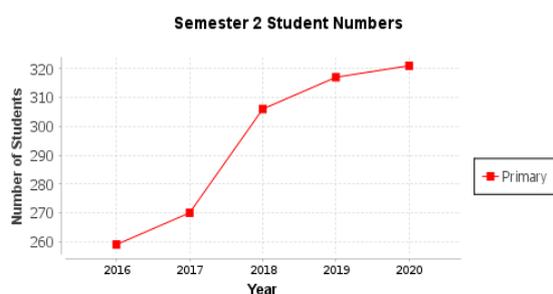


2020 SCHOOL DATA

STUDENT NUMBERS*

East Victoria Park Primary School has demonstrated consistent growth in enrolments over the last 5 years. The school's profile in innovative curriculum, spacious and beautiful grounds and location in a growth suburb will ensure numbers continue to grow.

**Excludes Kindergarten numbers.*



	2016	2017	2018	2019	2020
Primary (Excluding Kindergarten)	259	270	306	317	321
Total	259	270	306	317	321

STAFF NUMBERS

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

	Number	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Vice / Deputy / Associate Principals	1	1.0	0
Total Administration Staff	2	2.0	0

Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	24	18.9	0
Total Teaching Staff	25	19.9	0

School Support Staff			
Clerical / Administrative	5	2.2	0
Other Non-Teaching Staff	12	8.7	0
Total School Support Staff	17	10.9	0

Total	44	32.8	0
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STUDENT ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

2020 BUSINESS PLAN TARGET 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 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.

Due to the COVID-19 pandemic NAPLAN was not conducted in 2020. However, whole school data collection still continued, with the school implementing the ACER Progressive Achievement Tests (PAT), the On-Entry Assessment (Pre-Primary and Year 1) and Literacy Pro (Year 3 to 6) in order to provide more immediate and relevant feedback for individual students and the school as a whole.

On-entry Assessment

Achievement On-entry – 60% of students will achieve a score of 536 in Reading in On Entry Module 2 at the beginning of Year 1.

On-entry Assessment - Performance Summary Report

Assessment Period: Start of 2020

Assessment Module: Module 2



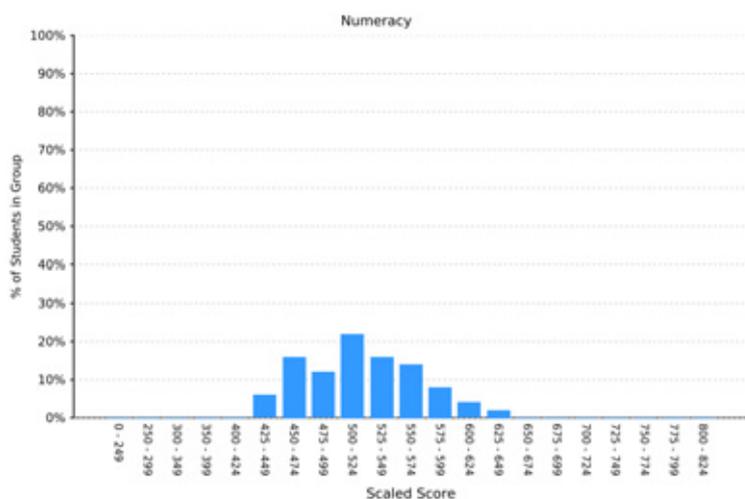
Target achieved – 68% of Year 1 students achieved a score of 536 or more.

Achievement On-entry – 60% of students will achieve a score of 529 in Numeracy in On Entry Module 2 at the beginning of Year 1.

On-entry Assessment - Performance Summary Report

Assessment Period: Start of 2020

Assessment Module: Module 2



Target not achieved – 44% of Year 1 students achieved a score of 529 or more.

Progressive Achievement Tests (PAT)

At East Victoria Park Primary School, we measure student progress annually in August using the online Progressive Achievement Tests (PAT) in Reading and Maths. The data collection tracks progress and is linked to the Australian Curriculum. Assessment data will be used to create individual, group and cohort improvement plans across Reading and Mathematics for 2021.

Achievement: PAT Testing – 60% of students will achieve a mean scale score ‘at or above’ their year level in PAT Reading

Year	Percentage achieving a mean scale score ‘at or above’ their year level
1	38%
2	52%
3	64%
4	66%
5	51%
6	48%

Target achieved by Year 3 and 4 (and Year 2 and 5 ‘close’ to).

Achievement: PAT Testing – 60% of students will achieve a mean scale score ‘at or above’ their year level in PAT Mathematics

Year	Percentage achieving a mean scale score ‘at or above’ their year level
1	94%
2	59%
3	64%
4	54%
5	50%
6	57%

Target achieved by Year 1 and Year 3 (and Year 2 and 6 ‘close to’).

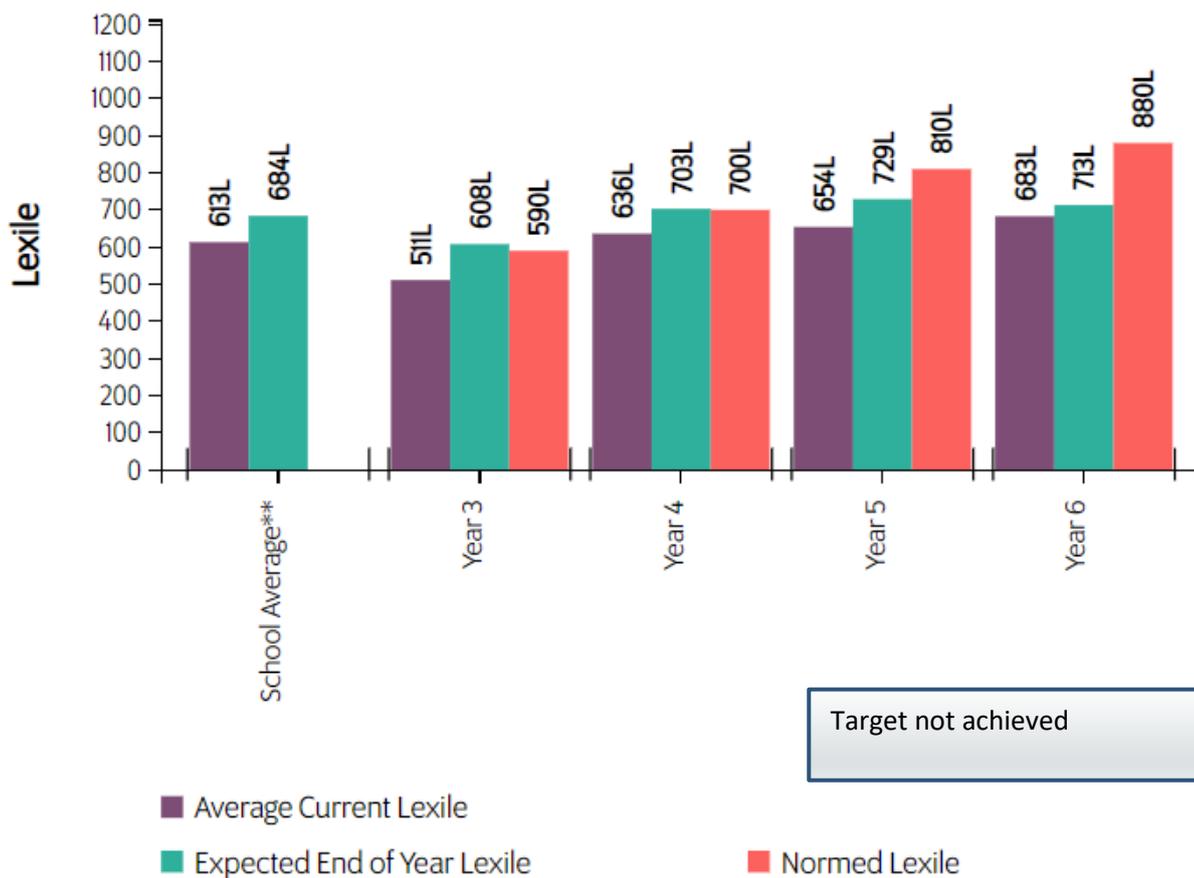
We will continue to implement whole school evidence-based approaches and will continue to ask “why” when we do not meet the targets we aim for.

Literacy Pro Assessment: Reading

Progress: Literacy Pro – 60% or more students will achieve the ‘Expected Lexile score growth’ for their year level over the course of the year.

2020-2020 School Year ▼

East Victoria Park Primary School - 247733

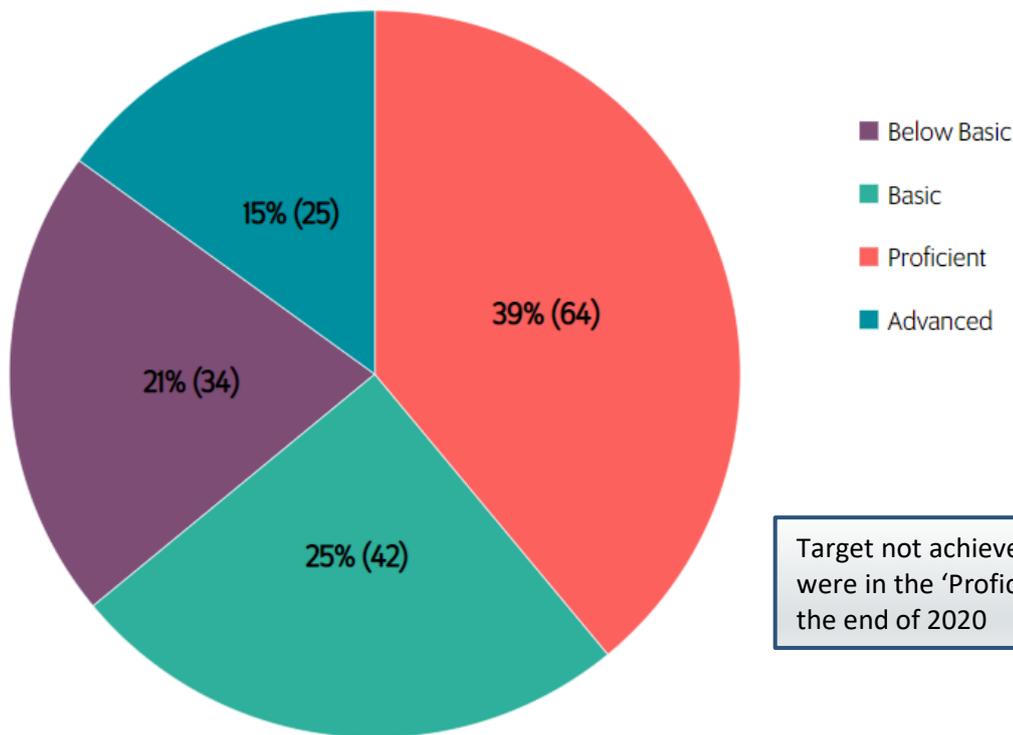


	Total number of students	Number of students achieving ‘expected Lexile score growth’	Percentage achieved
Year 3	47	15	32%
Year 4	54	21	42.5%
Year 5	34	16	39%
Year 6	28	13	46%

Achievement: Literacy Pro – 60% or more of students will be in the ‘Proficient / Advanced level by the end of the school year.

2020-2020 School Year ▼ 📊 📈 🏠

East Victoria Park Primary School - 247733



Target not achieved – 54% of our students were in the ‘Proficient / Advanced level by the end of 2020

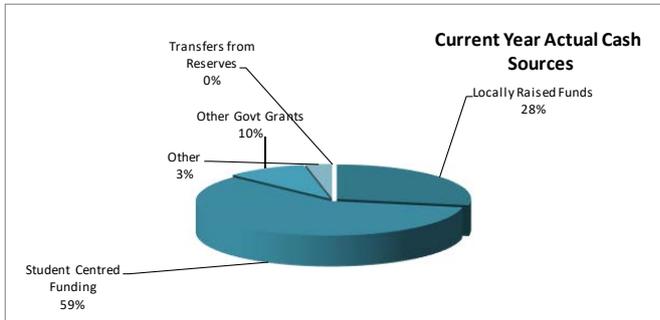
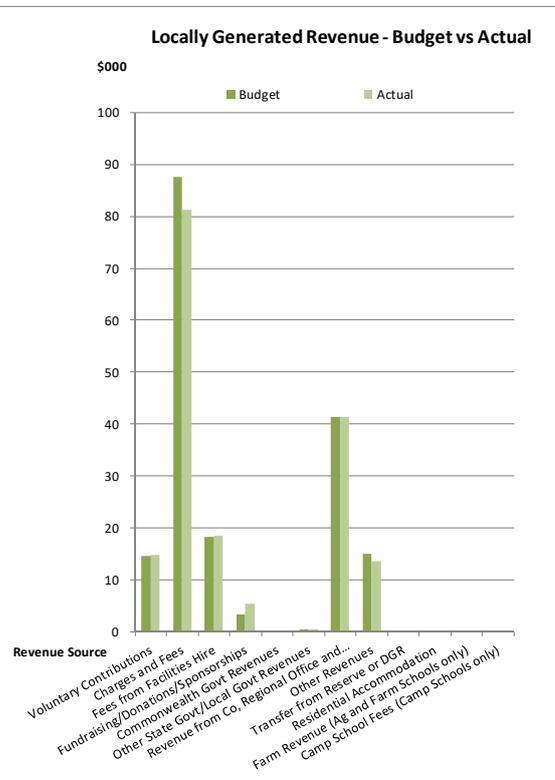
On the surface our Lexile progress results are lower expected, however when looking at individual student data there are numerous causes for celebration with some students making significant growth. There are many ways in which we monitor the achievement and progress of our students, ranging from self-reflections to student-teacher conferences, from writing samples to standardised assessments. Lexile growth is just one way that we monitor progress.

Overall we are pleased with Lexile achievement that saw 54% of our students in the proficient/advanced levels by the end of 2020. We will continue to review and improve the way we use the Lexile program in 2021.

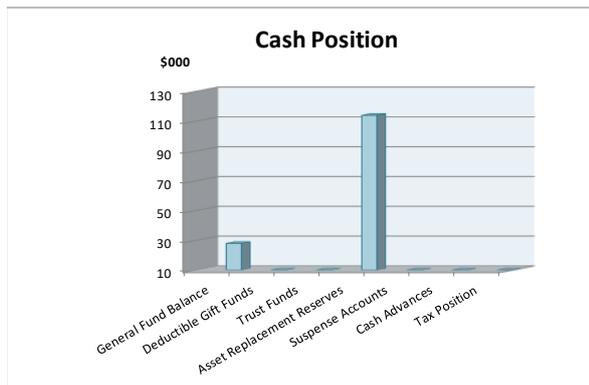
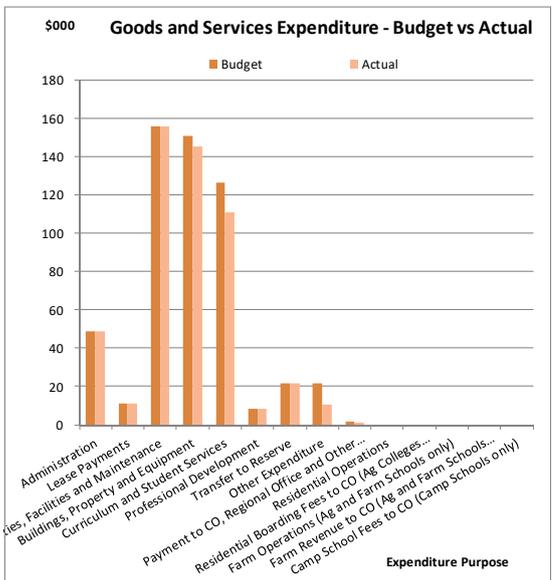


East Victoria Park Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 14,497.00	\$ 14,757.00
2 Charges and Fees	\$ 87,664.00	\$ 81,243.22
3 Fees from Facilities Hire	\$ 18,200.00	\$ 18,454.53
4 Fundraising/Donations/Sponsorships	\$ 3,304.09	\$ 5,452.70
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 400.00	\$ 400.00
7 Revenue from Co, Regional Office and Other Schools	\$ 41,339.00	\$ 41,339.00
8 Other Revenues	\$ 15,077.55	\$ 13,603.75
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 180,481.64	\$ 175,250.20
Opening Balance	\$ 111,537.00	\$ 111,537.19
Student Centred Funding	\$ 253,913.00	\$ 253,913.30
Total Cash Funds Available	\$ 545,931.64	\$ 540,700.69
Total Salary Allocation	\$ 3,504,591.00	\$ 3,504,591.00
Total Funds Available	\$ 4,050,522.64	\$ 4,045,291.69



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 48,606.00	\$ 48,891.27
2 Lease Payments	\$ 11,000.00	\$ 10,996.28
3 Utilities, Facilities and Maintenance	\$ 155,537.00	\$ 155,731.37
4 Buildings, Property and Equipment	\$ 150,510.00	\$ 145,180.78
5 Curriculum and Student Services	\$ 126,444.00	\$ 110,799.01
6 Professional Development	\$ 8,254.55	\$ 8,058.46
7 Transfer to Reserve	\$ 21,500.00	\$ 21,500.00
8 Other Expenditure	\$ 21,414.09	\$ 10,461.19
9 Payment to CO, Regional Office and Other Schools	\$ 1,900.00	\$ 1,138.18
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 545,165.64	\$ 512,756.54
Total Forecast Salary Expenditure	\$ 3,255,792.00	\$ 3,255,792.00
Total Expenditure	\$ 3,800,957.64	\$ 3,768,548.54
Cash Budget Variance	\$ 766.00	



Cash Position as at:	
Bank Balance	\$ 136,472.11
Made up of:	\$ -
1 General Fund Balance	\$ 27,944.15
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 113,898.10
5 Suspense Accounts	\$ 1,282.86
6 Cash Advances	\$ -
7 Tax Position	\$ (6,653.00)
Total Bank Balance	\$ 136,472.11