

“Welcoming All–Attaining Excellence”



East Victoria Park Primary School
strives to empower students to become
resilient, creative, collaborative
contributing citizens of the world.

BUSINESS PLAN

2022 – 2026



An Independent Public School

OUR VALUES

East Victoria Park's CORE values underpin our expectations of students. This is supplemented with our Positive Behaviour Support (PBS) framework which helps create and maintain a common approach to behaviour management.

CARE

We care for ourselves and others as well as our environment.

ORGANISE

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.

Teaching

Teachers at EVPPS:

- have a shared commitment to improve practice
- foster a love of learning
- have high expectations of what their students can achieve.

Relationships

At EVPPS we:

- foster a sense of belonging
- are culturally responsive
- welcome all.



Leadership

Leaders at EVPPS:

- have an explicit improvement agenda
- are committed to a culture of opportunity and capacity building.

Learning Environment

At EVPPS we:

- place a high priority on community, staff and student wellbeing
- have safe, secure and supportive learning environments.

Resources

At EVPPS we:

- make financial decisions that support the implementation of the Business Plan
- value the expertise and resources of the Board and the P&C.

Quality Teaching

What does this look like?	Strategies
<ul style="list-style-type: none"> Teachers collaborate with their year level colleagues and use data to drive effective planning. A high priority is placed on the discussion and analysis of data to inform teaching and learning programs across the school. There is common planning and assessment across each year level. Teachers have an overt shared commitment to the improvement of their practice. 	<ul style="list-style-type: none"> Common DOTT is provided for all year level teachers. Hub Meetings take place three times a term with student achievement at the forefront of all discussion. Planning is completed collaboratively. Use Best Performance for data analysis. Class observations, walk throughs and feedback is regular from K-6 and the professional learning required to do this is provided. Professional Development is aligned to the Australian Institute for Teaching and School Leadership (AITSL) standards. Continued professional learning to inform evidence-based best practice in teaching and learning. Implement the National Quality Standard (NQS) Quality Improvement Plan and self-assess our performance in delivering quality education and care in Kindergarten to Year 2.
<ul style="list-style-type: none"> All teachers foster a love of learning within their classrooms and connect learning to the real world. The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn. There is a strong emphasis on the effective teaching of literacy and numeracy. Teaching is explicit and is supported by a play-based approach in K-2 and inquiry-based learning in Years 3-6. 	<ul style="list-style-type: none"> Increase the capacity for K-2 teachers to plan for student centred play and for Year 3-6 teachers to implement inquiry-based learning in HaSS and Science. <ul style="list-style-type: none"> Continue to implement an inquiry approach to Humanities and Social Sciences (HaSS) across all year levels. An inquiry approach to Science is developed, implemented and shared. Teachers follow a whole school approach to the teaching of literacy and numeracy that is developed by staff using evidence-based practices. The Aboriginal Cultural Standards Framework is embedded into all learning areas and we continue to implement the Reconciliation Action Plan (RAP) recommendations. Sustainability is embedded across learning areas.
<ul style="list-style-type: none"> Teachers have high expectations of all students and ensure that learning experiences are challenging and rigorous. Teachers work to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations. Tailored, early and sustained interventions are in place for students identified as requiring additional support. 	<ul style="list-style-type: none"> Teachers encourage and assist students to monitor their own learning and to set goals for future learning. Develop and implement professional learning for staff on the Flourish approach to catering for students who are above expected developmental level in their learning. The Students at Educational Risk (SAER) identification processes are clear, consistent and meet the needs of all students. Engage the support of the Schools of Special Educational Needs (SSEN) to support educators to cater for students at educational risk. Intervention programs such as English as an Additional Language/Dialect (EAL/D), MiniLit and MultiLit are provided.

Targets for Improvement

- The mean performance of Year 3 and Year 5 students in the National Assessment Program Literacy and Numeracy (NAPLAN) is equal to or above that of like schools in all learning areas.
- Maintain and/or improve the performance of students in each year level on the ACER Progressive Achievement Tests (PAT) in Mathematics, Reading, Spelling and Grammar.
- The mean Lexile performance of students improves term by term.
- Achieve, as a minimum, a performance level of 'High' in the following National School Improvement Tool (NSIT) components:
 - o 1. An explicit improvement agenda
 - o 2. Analysis and discussion of data
 - o 6. Systematic curriculum delivery
 - o 8. Effective pedagogical practices.
- Increase the number of areas that we are 'meeting' or 'exceeding' in the seven quality areas of the National Quality Standard (NQS).

Quality Learning Environments

What does it look like?	Strategies
<ul style="list-style-type: none"> • A high priority is placed on staff and student wellbeing and staff develop trusting relationships with students, staff and the community. • Students have a strong sense of identity, connectedness and belonging, and ultimately a strong sense of wellbeing. • Students have a high rate of attendance. 	<ul style="list-style-type: none"> • Develop a health and wellbeing plan that describes all strategies, programs and expectations in support of student social and emotional learning. • Implement a staff wellbeing survey and monitor from year to year. • Implement the social and emotional learning program 'Grow Your Mind'. • Monitor and share data from the South Australian Wellbeing and Engagement Survey. • Continue to implement the Positive Behaviour Support (PBS) program. • Ensure that attendance is tracked and support plans are in place for those that need them.
<ul style="list-style-type: none"> • There are safe, secure and supportive learning environments. • Classrooms are responsive to the learning needs of students and have whole class, small group and individual learning spaces. 	<ul style="list-style-type: none"> • Continue to develop and maintain outdoor classroom environments that promote exploration, curiosity, creativity, appropriate risk-taking and independence. • Explore and trial the use of classroom spaces, furniture and other resources to create flexible learning spaces aligned to the different needs and strengths of individual students and teachers. • Provide professional learning for staff on the redesign of educational spaces with a focus on increasing student engagement, encouraging student led learning and incorporating technology in the classroom.

Monitoring and Indicators of Success

National School Improvement Tool (NSIT) components:

- o 4. Targeted use of school resources.
- South Australian Wellbeing and Engagement Census (Students in Years 4-6)
- School attendance rates are 95% or better.

Leadership and Capacity Building

What does it look like?	Strategies
<ul style="list-style-type: none"> The leadership team has an explicit improvement agenda to increase the educational outcomes for all students, that is clearly articulated to staff and the school community. Explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community. 	<ul style="list-style-type: none"> Professional development is provided to staff that is aligned with the priority areas of the school. Provide professional learning and time for aspiring leaders to develop their skills; plan and develop resources; and build staff capacity. The School Board meets regularly and the principal provides regular updates on how the school is going in relation to meeting explicit targets for improvement. Actively recruit School Board members with diverse skill sets to support strategic directions.
<ul style="list-style-type: none"> The leadership team are committed to embedding a culture of high expectations, collaboration and professional growth so that high quality outcomes are achieved for all students. 	<ul style="list-style-type: none"> Strengthen performance development processes with a focus on classroom observations, feedback, coaching and mentoring. The school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school. School leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies.
<ul style="list-style-type: none"> There is a distributed leadership model in place that ensures that teacher leaders are identified and opportunities to develop leadership capacity are provided. Work force planning is systematic and strategic. 	<ul style="list-style-type: none"> The Executive Team, Level 3 Teachers and Senior Teachers have clearly defined roles and responsibilities that are shared with staff. Develop current and aspirant Level 3 teachers through professional learning and leadership opportunities. Workforce planning is comprehensive and attracts high quality educators. Create opportunities for teacher leaders such as priority area projects, Hub Leadership, School Board membership and committee leadership and membership.

Monitoring and Indicators of Success

- National School Improvement Tool (NSIT) components:
 - 1. An explicit improvement agenda
 - 5. An expert teaching team
 - 8. Effective pedagogical practices.
- National School Opinion Survey (NSOS) – School Board Effectiveness
- Performance and development
- Student and staff surveys



Relationships

What does it look like?	Strategies
<ul style="list-style-type: none"> • East Victoria Park Primary is a welcoming, thriving and diverse community that promotes and fosters a sense of belonging to the school. • Parents are recognised as integral members of the school community and the foundation of student learning and wellbeing. • Students have strong and respectful relationships with staff. 	<ul style="list-style-type: none"> • Build stronger links with parents, affiliated high schools and the wider Victoria Park community through keeping abreast of local initiatives and opportunities for collaboration. • Parent meetings with teachers and allied health professionals are regular and meet the needs of the child. The school welcomes parents to our school site and provides opportunities for parents to attend incursions, be a parent helper or other volunteer roles. • The diverse multicultural context of our school is visible, valued and celebrated through events such as Harmony Day. • The PBS program and opportunities for student leadership mentoring and student committees are provided.
<ul style="list-style-type: none"> • East Victoria Park is a culturally responsive school that values and respects the traditional custodians of the land and the wider Aboriginal and/or Torres Strait Islander Peoples. 	<ul style="list-style-type: none"> • Professional learning is provided so that staff embrace opportunities to enrich our cultural understanding of, and celebrate Aboriginal and/or Torres Strait Islander Peoples. • The implementation of the Reconciliation Action Plan (RAP) for staff and parents is explicit and visible. • The school works with Aboriginal and/or Torres Strait Islander students, their parents and families to support students at key transition stages of schooling. • Reconciliation Week, National Sorry Day and NAIDOC Week are important events on the school calendar.
<ul style="list-style-type: none"> • The school and the P&C work together to create an inclusive and cohesive school community that supports students and their families, and collaborates to raise funds to meet the needs of the school. 	<ul style="list-style-type: none"> • The leadership team and the P&C work closely together to raise funds for targeted initiatives. • Implement P&C Class Representatives to promote a better sense of community and to improve communication so that parent needs can be better articulated to the school by the P&C.
<ul style="list-style-type: none"> • Teachers seek to collaborate with external partners to connect learning to the real world. • The school engages with external partners to maintain and improve upon existing sustainability practices. 	<ul style="list-style-type: none"> • Form alliances with organisations from the STEAM industries to promote meaningful learning within the classroom. • Promote opportunities for staff to network with other schools within the Curtin Education Network. • Engage Containers for Change to drive fundraising for the P&C. • Continue to embed and improve upon existing sustainability practices within the school.

Monitoring and Indicators of Success

- National School Improvement Tool (NSIT) components:
- National School Opinion Survey – students, staff and parents
- Annual Report



Targeted Use of Resources

What does it look like?	Strategies
<ul style="list-style-type: none"> The school applies its resources in a targeted manner. Human resources and funding are deployed to maximise outcomes for students; student and staff wellbeing; professional learning for all staff; and high levels of access for students and teachers to a range of digital resources. 	<ul style="list-style-type: none"> Regular meetings are held by the finance committee to oversee, understand and endorse the financial planning of the school. Annual budgets are structured to reflect resourcing priorities, and are directly aligned to the implementation of the Business Plan and annual operational plans. Prioritise resource acquisition to improve priority curriculum areas.
<ul style="list-style-type: none"> Asset management is reviewed annually to ensure that reserve accounts are aligned to strategic planning and support the implementation of the Business Plan. 	<ul style="list-style-type: none"> Continue the work of the Grounds Committee to ensure that long term plans for the outdoor learning environment is planned and budgeted for. School resources are audited annually to ensure they are culturally responsive and fit for purpose.
<ul style="list-style-type: none"> Physical spaces and technology are used effectively to maximise student learning. 	<ul style="list-style-type: none"> The Technology Leader will ensure staff are trained and supported in the use of current digital technology resources. Conduct an annual review of technology and ensure that future technology needs are planned for. Learning spaces will be set up to utilise technology effectively. Support pedagogical approaches by investing in flexible and innovative learning spaces and increased access to digital technologies.

Monitoring and Indicators of Success

- National School Improvement Tool (NSIT) components:
 - 4. Targeted use of school resources.
- Annual governance and compliance measures are met.





**EAST VICTORIA PARK PRIMARY SCHOOL STUDENTS
are ready to take on the challenges of the world.
They are resilient and seek out experiences to
expand their horizons.**

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