



Department of
Education

Shaping the future

East Victoria Park Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed 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 about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

East Victoria Park Primary School is located approximately 7 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.

The school has an Index of Community Socio-Educational Advantage rating of 1073 (decile 2) and currently 389 students are enrolled from Kindergarten to Year 6.

East Victoria Park Primary School is supported by the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of East Victoria Park Primary School was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission included a succinct overview of each domain with evidence on school performance measured against the National School Improvement Tool to support the judgements made.
- The Standard and the domain foci provided guidance and was viewed as a valuable reference for staff.
- The Principal expressed the school's intention to use the outcomes of the Public School Review as impetus for the next level of improvement across the school.
- Staff indicated that the review process was a positive experience that supported their focus on improved student outcomes. They appreciated the opportunity to celebrate the considerable progress made since the last school review.
- A range of informed and enthusiastic staff, students and parents contributed to the discussions held with the reviewers during the validation visit.

The following recommendations are made:

- Continue to review each of the ESAT domains, guided by the Standard and domain foci. Engage staff in ongoing processes for whole-school collaboration in the analysis of data to inform school self-assessment and improvement processes, as part of regular school review processes.
- Continue to embed reflection and analysis of data and evidence as part of the school's self-assessment.
- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data to support school self-assessment.

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Relationships and partnerships

School Board members and P&C representatives are knowledgeable and well informed, representing the community perspective and providing strong advocacy for the school. An enduring spirit of partnership between the school and the community is evident.

Commendations

The review team validate the following:

- A range of communication platforms foster positive relationships and transparency between the school and the community including Seesaw, Facebook, the school's website and newsletter.
- The school collaborates with external partners to connect learning to the real world, provide additional support for students and facilitate valuable professional learning for staff. Significantly, the partnership with Creative Schools, ongoing through FORM, is developing 21st century skills for students.
- A strong collaboration with the Curtin Education Community is providing opportunity for staff to network with other schools and to contribute to committees, such as the Instructional Coaching Steering Committee and participate in the cultural training trial.
- The successful Kindergarten induction program has provided numerous benefits to the school and community, including the establishment of genuine relationships.

Recommendations

The review team support the following:

- Develop clear communication expectations and guidelines to ensure families are provided with information focused on student learning which is consistent across all phases of the school.
- Progress the development of collaborative structures to build professional relationships between staff to effectively implement the instructional coaching model for school improvement.

Learning environment

The school embraces their motto of 'Celebrating Diversity and Welcoming All', valuing the richness of their diverse, multicultural student population. Staff recognise the importance of providing a learning environment where all students and their families feel welcome, safe and valued.

Commendations

The review team validate the following:

- Processes for students at educational risk are well established and embedded in practice. The input from SSEN¹: Disability, SSEN: Behaviour and Engagement and SSEN: Sensory provides valued professional learning (PL), support and guidance for staff. Education assistants (EA) special needs are highly skilled and valued in the implementation of intervention programs and support for students in the classroom and playground.
- Developed in collaboration with the school community, the Positive Behaviour Support (PBS) framework, with an adapted version for relief staff, provides a framework to promote and maintain positive behaviour.
- Data guides the creation of spaces that foster positive interactions and enhance student learning resulting in significant improvements in playground behaviours and increased levels of engagement and participation in classroom instruction.
- A coordinated and cross-curricular approach to sustainability is developing a sense of ownership by students of sustainable practices empowering them to become active and global citizens.

Recommendations

The review team support the following:

- Continue to review and monitor consistency of messaging and practice in the implementation of the PBS program from Kindergarten to Year 6.
- Progress the intention to review the Aboriginal Cultural Standards Framework to inform improvement planning, with a focus on embedding cultural responsiveness throughout learning areas.
- Continue to research evidence-based social and emotional learning programs, selecting and implementing an approach to replace the Grow Your Mind student health and wellbeing program.

Leadership

The Principal and the wider leadership team are committed to providing authentic opportunities for staff to develop their leadership to effectively influence teaching and learning at East Victoria Park Primary School.

Commendations

The review team validate the following:

- The collaboratively developed business plan provides clarity of intent and actions. Shared and reviewed with staff and the School Board, the Department's Focus documents facilitate the monitoring and mapping of future actions required to achieve the business plan targets.
- Operational plans are collaboratively constructed by staff, inclusive of targets, strategies, responsibilities, resourcing and monitoring. They provide guidance to classroom planning and high levels of staff ownership.
- The school has implemented a planned, incremental and supported strategic change management process. The distributed leadership model is key to its success through the support provided from leaders at all levels of school operations.
- A high priority is placed on the development of instructional leaders to lead school improvement through their engagement with the Curtin University Instructional Coaches PL and Growth Coaching International.

Recommendations

The review team support the following:

- Formalise the leadership strategy to ensure continuance of PL for the leadership team, succession planning and identification and access to programs to develop future leaders.
- To ensure whole-school collective understanding and alignment of the school direction, progress the development of a teaching and learning playbook, providing a reference point for staff and to support induction processes.
- Monitor performance management processes to provide accountability, with a focus on students and the development of quality teaching practice.
- Continue to build the instructional leadership model to impact directly on the classroom. Formalise and embed the instructional strategy to support low variability and consistency of teaching practice.

Use of resources

Strong collaborative processes between the Principal and manager corporate services (MCS) ensure there is always a direct link between school budget decisions and strategic and operational expenditure.

Commendations

The review team validate the following:

- The administration staff are a well-oiled machine, providing a warm and welcoming face for families and visitors. The MCS is valued for the knowledge she brings in managing the school's finances and in the provision of support for the Finance Committee, cost centre managers, School Board and staff.
- Staff are provided the opportunity to nominate to be a member of the Finance Committee ensuring broad representation from across all areas of the school.
- Student characteristics and targeted initiative funding has been utilised to undertake a significant improvement program in catering for the learning needs of students with English as an Additional Language or Dialect (EALD) and the implementation of intervention programs. This includes the EALD lead teacher role, PL for staff, implementing MiniLit, MultiLit, LanguageLift in Pre-primary, and MacqLit, including increased EA time to administer.
- A well-articulated workforce plan identifies the gaps, and the present and future needs of the school. Succession planning to mitigate the loss of knowledge and experience as people retire has been prioritised.
- Extensive supplementary funding is provided by the P&C, strongly augmenting the funds the school receives under the Funding Agreement for Schools.

Recommendation

The review team support the following:

- Continue to develop the financial literacy and responsibilities of staff in relation to school resourcing.

Teaching quality

The school's focus on creating the pre-conditions of trust, collaboration and collective efficacy is building a strong foundation to achieve the goal of quality teaching and success for every child.

Commendations

The review team validate the following:

- Guided by the instructional strategies from the Teaching for Impact resource, the school is developing an agreed pedagogical framework, including an evidence-based lesson structure.
- An alignment between strategic, operational and classroom planning is developing. Engagement with the planning aspect of Teaching for Impact is strengthening understanding, moving towards a whole-school process for classroom planning.
- Differentiation of the curriculum occurs through teaching adjustments, intervention programs and the Flourish approach catering for students requiring extension. This is ensuring high levels of engagement and enrichment for students within the classroom setting.
- An increase in consistency of phase of learning hub meetings is facilitating opportunity for more in-depth and frequent professional conversations with a focus on student learning.

Recommendations

The review team support the following:

- Aligned to the Quality Teaching Strategy – Teaching for Impact resource, build on and further strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across the school.
- Continue to embed classroom observations and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model, with fidelity, across the school.
- Maintain a focus on, and further develop, teacher capacity in the use of data and feedback from students, to measure the impact of their teaching on student learning.

Student achievement and progress

Focused on optimising student achievement and progress, the school is taking a targeted and responsive approach to address the decline in student performance over time.

Commendations

The review team validate the following:

- The early years oral language focus and implementation of evidence-based programs has resulted in significant improvements in students' oral language skills from Kindergarten to Year 2.
- The data platform Elastik, is supporting teachers' understanding of using data to inform planning. Teachers value the capabilities of Elastik in generating lesson points and additional support for students.
- Identifying the decline in 2023 NAPLAN² performance for Year 3 and Year 5, the school has been proactive in developing a response.

Recommendations

The review team support the following:

- Continue to develop staff data literacy through a disciplined dialogue model, to increase understanding and proficiency in the use of systemic and school-based data to inform planning at the whole-school, cohort, classroom and individual level.
- Collect and analyse data to measure the impact of the instructional model, whole-school programs and interventions on student learning.
- Continue to monitor closely, the impact of the Instructional Coaching initiative in the implementation of the instructional model and whole-school programs, and the extent to which low variance teaching practice is embedded.
- Closely investigate and monitor progress from On-entry to Year 3, and Year 3 to Year 5, to determine effectiveness of whole-school intervention programs and instructional approach.

Reviewers

Maxine Augustson
Director, Public School Review

Melanie Langley
Principal, Woodvale Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Special Educational Needs
- 2 National Assessment Program – Literacy and Numeracy