



**EAST VICTORIA PARK PRIMARY SCHOOL**  
*An Independent Public School*

**WELCOMING ALL, ATTAINING EXCELLENCE**



**ANNUAL REPORT 2014**



Welcome to the East Victoria Park Primary School's Annual Report. This report provides the school community with information relating to our school's performance.

In May of 2014 I was appointed as acting Level 4 Principal at East Victoria Park PS. The previous principal of 6 years, Mr. Neil Spence won a Level 5 promotion to Kelmscott PS. In term 2 the Government implemented a freeze on advertising. Therefore, my tenure at EVPPS as acting principal was extended until the end of Term 3. Late in term three a selection process was conducted to select the new principal of EVPPS. The process was a Level 5 selection process as the school was being reclassified. From the beginning of Term 4, I was the successful applicant and I'm very excited with the opportunity to lead this school.

2014 was the last year of year seven students being in primary school. The graduating double cohort brought with it many challenges with attempting to provide two cohorts a memorable last year of primary school. This important year led to a restructure of senior student leadership opportunities, an increase in the numbers of students attending the Canberra Camp, working with Kent St and Como High schools to ensure equal transition opportunities into local secondary schools and of course a double graduation. Every effort was made to make 2014 a special year for both groups of students. Judging by the feedback from parents following graduation we definitely achieved this.

As an Independent Public School we have set high standards and expectations for teaching and learning which are evidenced in our Business Plan and operational documents. All staff at East Victoria Park Primary School are focused on providing the best possible outcomes for students through a whole school professional learning culture that values effective relationships between teachers, students and their families.

### **School profile**

The East Victoria Park Primary School was first established in 1914 on Albany Highway and was re-established on its present site in 1977. The attractively presented school buildings cater for 2 kindergarten, 2 pre-primary and 10 year one to seven classes. The school has an iCentre, music room, art room, assembly area, covered play area and canteen. The extensive and well presented grounds include netball and basketball courts, a football and cricket oval, two playground areas and a large free play oval.

The school caters for students from a wide range of socio-economic backgrounds and a significant number of transient students. Our student population is becoming more culturally diverse with students coming from 29 different countries and approximately 25% of our students not speaking English at home. We proudly celebrate and learn from this mix of cultures. The school provides the necessary support and programs to ensure that the students' specific needs are addressed. The parents are involved in many aspects of the school. They are very supportive and interested in their children's education. The school has an active P&C and School Board.

### **Our Vision**

VISION - Welcoming All - Attaining Excellence  
VALUES - Respect, Cooperation, Tolerance, Care, Fairness

Effective Instruction Plan:

### **Performance and Development Culture**

There are three essential components in highly effective schools:

1. **Belief** by all staff that all students can be high performers
2. **Curriculum delivery** - effective curriculum delivery that focuses on the four pillars:
3. The development of a **culture** of teacher and student commitment to high expectations of behaviour, high academic performance, uniform presentation, student movement, class tone and values.

## The Four Pillars

1. *Effective relationships between teachers, students and their families:*

Positive relationships and communication

2. *Teacher directed learning.*

Learning continuums tracking key learning stages in the development of student's understanding of a concept.

3. *Explicit Instruction:*

Revision and reinforcement in all aspects of the curriculum built into our learning programs with an emphasis on literacy and numeracy. Friday testing with constant revision of previously taught learning with an emphasis on literacy and numeracy.

4. *Moving students learning from the short term to long term memory*

Revision and reinforcement in all aspects of the curriculum built into learning programs. Learning Intension, Success Criteria and Plenary



This vision forms the cornerstone of our school operations. Through embracing our school motto 'Celebrating Diversity', we aim to provide the best possible education for all children at East Victoria Park Primary School for what is an unpredictable future. We endeavour to provide learning opportunities to allow students to achieve their potential in an environment that is caring and supportive and respectful of the rights of all.

### **School Board:** Jesvin Karimi, *School Board Chair*

The EVPPS School Board has been proud to contribute to the school and its community in 2014, a pivotal year for our school celebrating our centenary year. The School Board includes, Paul Knapton, Leigh Hays, Oliver Lindsell, Dom Passalacqua, Paul Whitfield, Srinivasan Ayyalusamy, James Ramsay, Dr Sue Dawkins (Community Member), Bradden Mitchell (Principal), Kath White (Deputy Principal), Russell Leslie (Teacher), Lynda Fenton (Registrar - Non Voting Member) and Jesvin Karimi (Chair).

The School Board, in our second year of operation as an IPS School Board, was involved in the selection process for a new level 5 Principal culminating in the appointment of Bradden Mitchell into the role.

Dr Sue Dawkins was welcomed on to the EVPPS School Board as a valued Community Member in 2014. Dr Dawkins is an Early Childhood Educator with a Doctorate in Linguistics and Speech for Early Childhood Education who also taught at EVPPS some years ago and is a welcome asset to the School Board. Two new Board members, James Ramsay and Srinivasan Ayyalusamy, were also welcomed onto the School Board as a result of the resignation of Aaron Orupe, whose family moved away from the school. James and Srinivasan were appointed to the School Board after a Board Election process, calling for nominations to take on the role vacated by Aaron.

In 2014, the School Board have worked collaboratively with the School's administration towards discussing and ratifying various policies, including the homework policy, student placement policy and the bring your own device policy. The School Board has also been involved in discussions around the NAPLAN results and developing an awareness of the student centred funding model and its effects on our school.

The School Board look forward to continuing to contribute towards enabling all students to reach their highest potential.



## COMMITMENTS

As a result of an Individual Staff Contribution audit of the 2013-2015 Business Plan the whole staff made a commitment to the following areas that relate directly to the sections within the EVPPS Business Plan

### ENVIRONMENT

- Event free weeks established each term.
- Monday morning is school assembly – celebrations, expectations and school notices.
- Emphasis on lining up and movement around the school.
- Clearing of time wasting activities so curriculum is free from distractions and interruptions so to minimise interruptions to curriculum delivery.
- PA announcements and phone calls to be kept to a minimum.
- Professional development linked to student performance outcomes.
- Constant adherence of commitments
- New teacher induction conducted at the beginning of the year

### STAFF

- Differentiation of the curriculum
- Correction or at least recognition of all work with date and signature.
- Work routines to be constantly emphasised and reinforced.
- Strong emphasis on the use of student achievement data to guide assessment of curriculum programs and evaluations.
- Individual Education Plans continue to be developed for specific S.A.E.R. children.
- Use SAER profiles (yellow files) to document student's academic / behavioural / social concerns.
- Develop a professional development approach that gives teachers the skills to deliver a curriculum in a manner that will maximise learning and improve teacher quality.

### STUDENTS

- High expectations of presentation - all work.
- Repeating of work not up to standard
- Develop excellent handwriting and presentation skills in all students with a significant emphasis in Term 1.
- High expectations of student performance in behaviour, academics, uniform presentation, class movements, class tone and values.
- The setting of rigorous benchmarks for all students in literacy and numeracy.
- Strong accountability through targeted feedback

### PARTNERSHIPS

- Reporting to Parents once a semester
- Parent-Teacher interviews of SAER and Target students
- OHSClub providing out of hours on site school care
- Creation of a 0-3 playgroup to engage new and existing families
- Functioning School Board
- P&C / Canteen
- Classroom Parent Representatives

## Student Profile

The student population trend at EVPPS has shown a significant increase from 2008-2012. This was a strong indication of community confidence in our school. From 2013, the implementation of the Compulsory Pre-Primary Dept of Ed policy ensured a guaranteed place for students within our local intake. Students outside of our local intake area were advised to enrol at their local school if they resided outside our local intake area. As a result, our enrolments decreased to 341 from K-7. *School population as of the July census over the last six years:*

Figures at Census Semester 2	2008	2009	2010	2011	2012	2013	2014
Pre Compulsory	110	124	134	105	129	80	40
Compulsory	179	212	248	277	278	261	302
Total	289	336	382	382	407	341	342

## Student Attendance Rates

Student attendance rates at EVPPS remain very good. The school is well regarded and supported throughout the community as demonstrated in the accompanying table.

Most absences occur through children accompanying their parents on family holidays and for cultural ceremonies in India and Asia.

To assist parents with the reporting on their child's absence from school we placed on our school website an electronic web form. Parents are now able to report absences via their mobile devices and home computers.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2012	96.8%	94.4%	93.3%	96.1%	90.8%	81.1%	96.8%	94.4%	92.3%
2013	95.6%	94.7%	93.7%	93.3%	89.9%	80.7%	95.5%	94.6%	92.6%
2014	94.9%	93.9%	93.2%	93.0%	87.1%	80.4%	94.8%	93.8%	92.1%

**Total Employment:** Trends in total employment figures and shows the headcount and FTE for each year (2010-2014)

Year	Head count	FTE
2010	51	40.6
2011	55	41.4
2012	59	45.09
2013	45	36.58
2014	46	36.44

**Teacher Data:** Compares the contract type of teachers to identify those employed under permanent and fixed term contracts.

Year	Head count		FTE	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2010	13	13	50%	50%
2011	16	13	55%	45%
2012	18	15	55%	45%
2013	15	9	63%	38%
2014	17	7	71%	29%



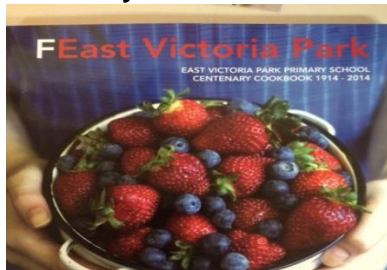
# 2014 Highlights

2014 was a very special year for EVPPS as we celebrated our school's centenary. The year was busy with many commemorative events that were planned by the P&C. Staff and students.

**EVPPS Centenary Fair**



**Centenary Cookbook**



**Centenary Garden**



**Centenary High Tea**



**Harmony Day**



**Minister for Education visit**



**ANZAC Day**



**Faction Athletics Carnival**



**In-Term Swimming**



**Book Week**



**Massed Choir Festival – UWA**



**Year Seven Camp**



**Mothers Day Morning Tea**



**Year 6 Mining Challenge: Kent St. HS**



**Cyber Safety Parent information session**



**Fathers Day Afternoon Tea**



**West Coast Eagles Visit**



**Stars of EVPPS Morning Tea**



### **Participation in Professional Learning.**

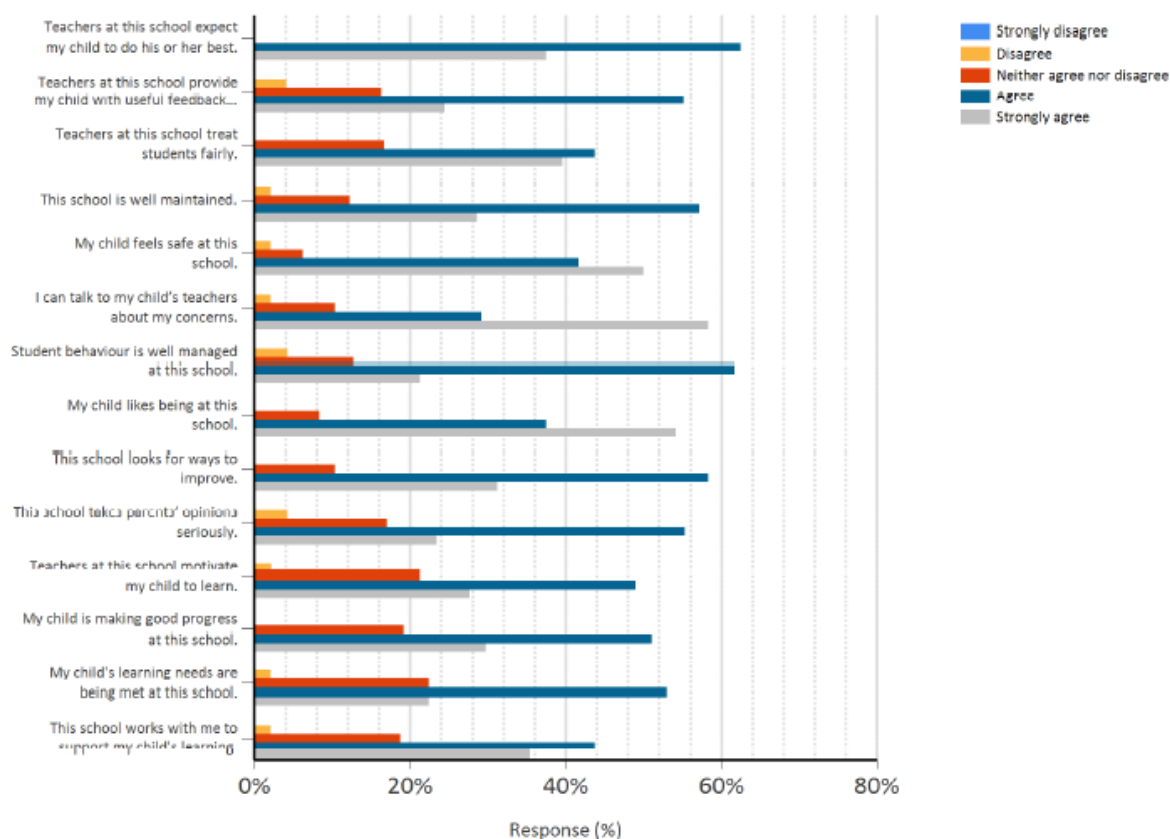
To ensure EVPPS continues to provide a first class educational program for students, all staff have engaged in professional learning throughout the year.

Teaching staff engaged in a minimum of 7 days professional learning centred around:

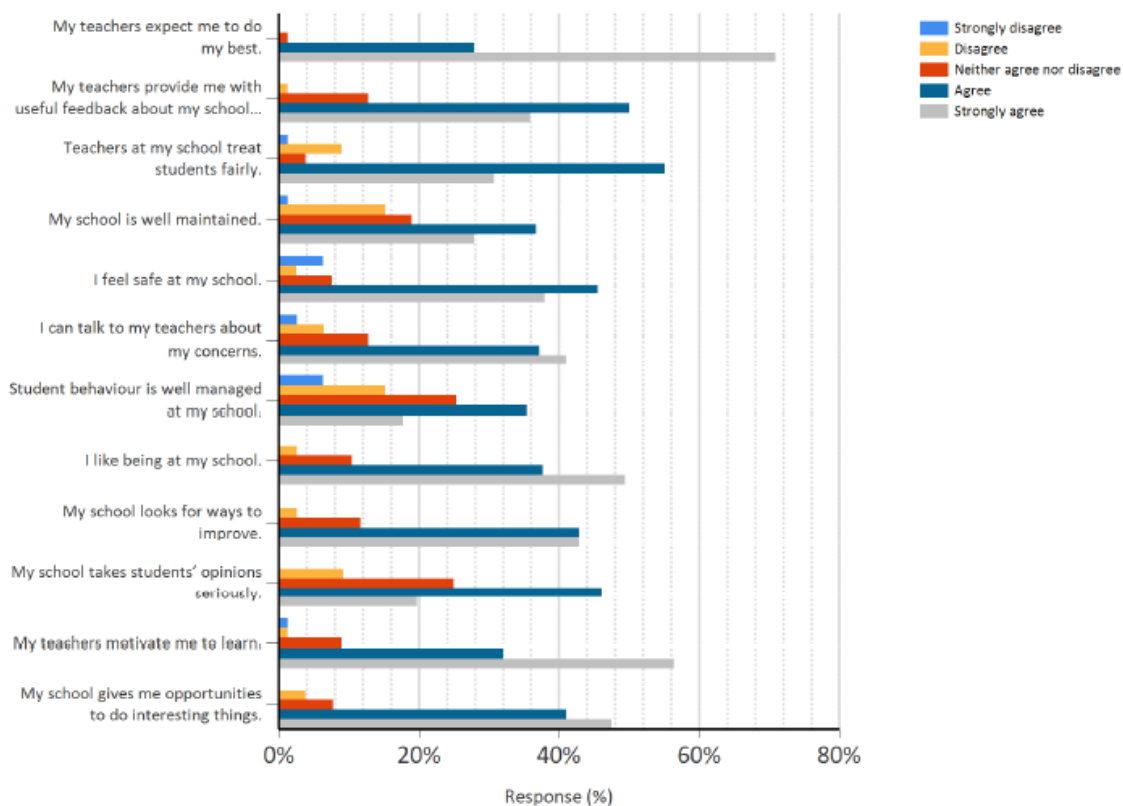
- ICT support
- Progressive Achievement Testing
- Best Performance Data analysis
- Literacy and Numeracy development
- NAPLAN target setting
- Whole School SAER approach
- Special Needs – Case Conferences
- iPad integration
- National Quality Standard training
- Business Plan reflection
- Network Conference with an ICT focus
- Connect – DoE resources
- AITSL teacher standards
- Australian Curriculum: English, Mathematics and Science
- Learning intensions, Success Criteria and Plenaries

## National School Opinion Surveys:

### Parent School Opinion Survey

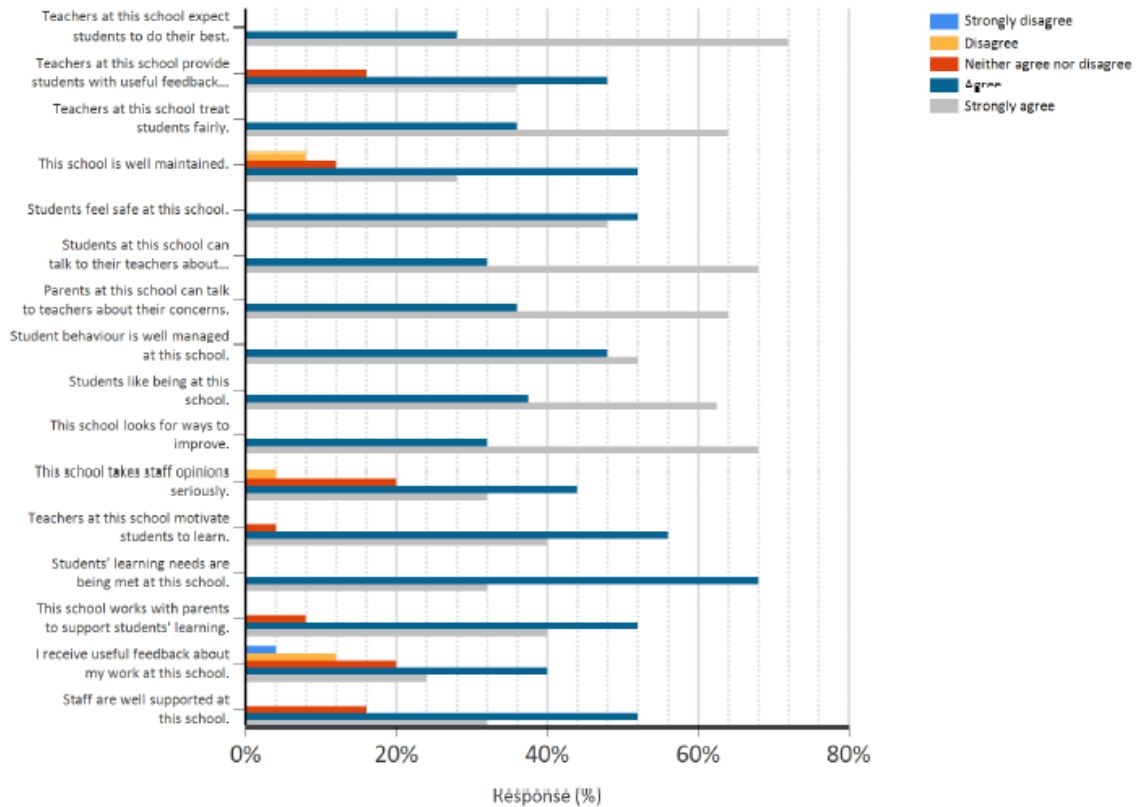


### EVPPS Student Survey 2014





## EVPPS Staff Opinion Survey



Comments:

### Strengths

Supportive Parents  
Community Feel  
My child loves coming to school  
High expectations  
Behaviour management

### Weaknesses

The school is well maintained  
Teachers receiving useful feedback  
Taking staff opinions seriously

As a result of community feedback we have now (2015) undertaken a whole school health program: Zones of regulations that builds resiliency and empathy in children.

We have increased the budget for school maintenance and additional play equipment.

The introduction of a rigorous teacher self-reflection process built into a performance management in 2015. Teachers will be able to target areas in their teaching that they identify they can improve on and receive feedback through classroom observations about their progress. Progress is mapped against the AITSL standards for teachers.

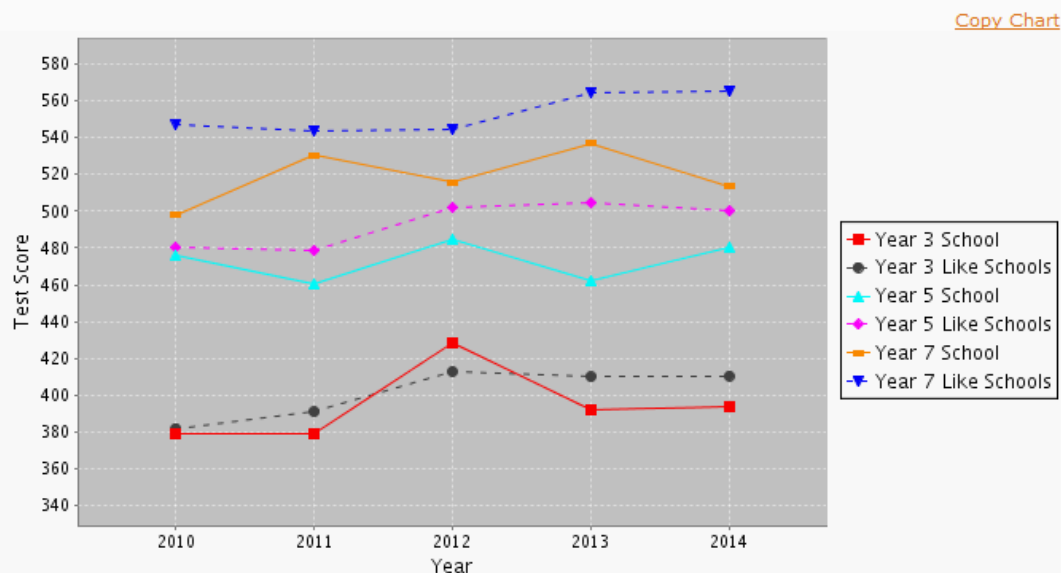
Collaborative opportunities will be enhanced through adopting a multi age class approach across the school. Timetabling for collaborative planning and assessment opportunities

## WHAT IS THE DATA TELLING US?

The success of a school is dependent on the success of every individual student. For every student to be a successful student, East Victoria Park Primary School has implemented strategic initiatives in literacy, numeracy, science and technology, languages and for children with diverse needs. These initiatives are based on curriculum objectives and resources, including whole school and individual approaches, and focus on enhancing the potential of the individual student.

### Mathematics

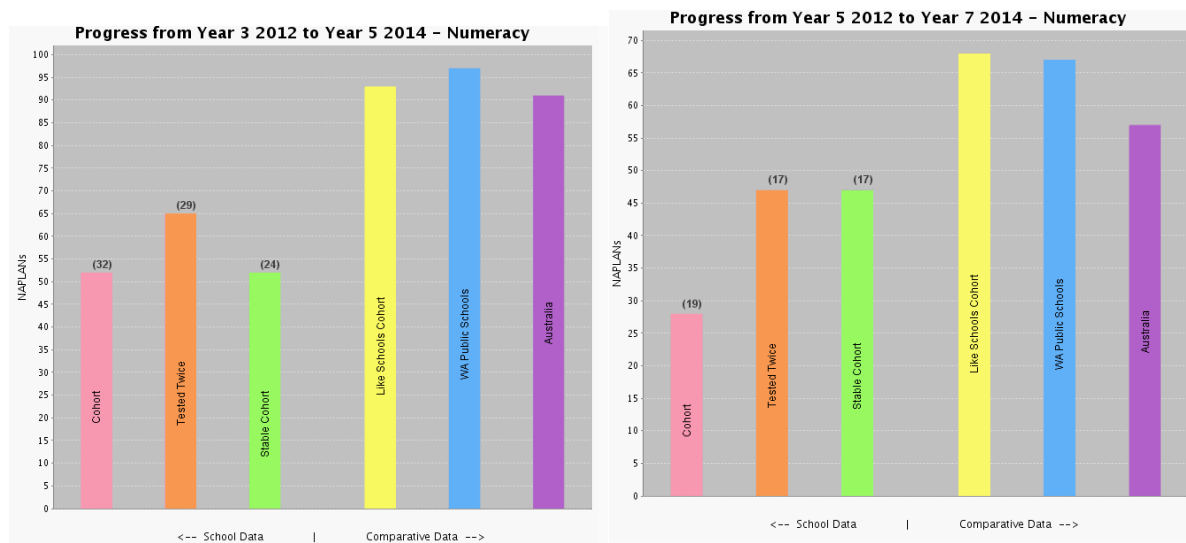
**Average Numeracy Score**



**Proficiency Band Summary**

Band	Numeracy											
	Year 3				Year 5				Year 7			
	2013		2014		2013		2014		2013		2014	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard



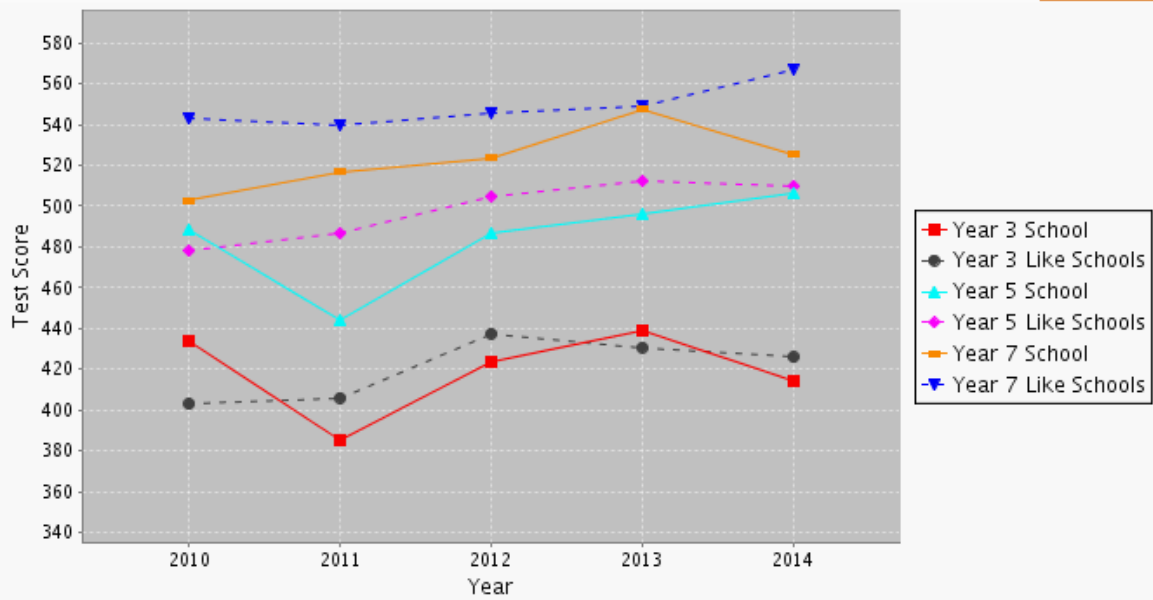
**Analysis** - Compared to like schools, these results demonstrate minimal improvement for the Year 3 and 5 cohorts, however the Year 7 cohort under performed. Analysis of the Best Performance data indicated Number, Algebra and Geometry as weaknesses across all 3 NAPLAN years. While a large percentage of our students are above the National Minimum Standard the progress data illustrates that we are not adding value to our students over two years of NAPLAN testing e.g. years 3-5 & 5-7.

**Conclusion & Future Direction** - To address this negative trend, Maths as a priority area is to receive long term resourcing, improved operational planning incorporating focused professional learning and support in mental math strategies.

- Best Performance data analysis used to identify students and inform targeted planning
- A case management identification system will be used by teachers to identify SAER, Case Management and Target students.
- Once identified, targets will be set for improvement and documented curriculum differentiation plans established using Individual Education Plans (IEP's) and Group Education Plans (GEP's).
- Specialist Mathematics classes focusing on mental math strategies, conducted by Deputy Principal Kath White in years 1/2 & 5/6

Average Reading Score

[Copy Chart](#)



Proficiency Band Summary

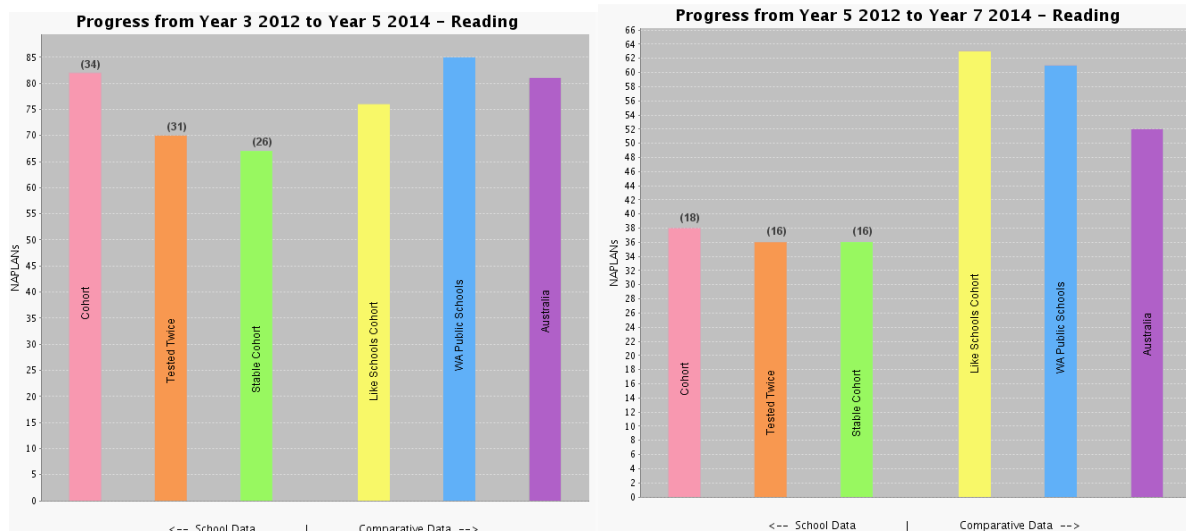
Band	Reading											
	Year 3				Year 5				Year 7			
	2013		2014		2013		2014		2013		2014	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

Above National Minimum Standard

At National Minimum Standard

Below National Minimum Standard





**Analysis** – The above illustrations highlight that compared to like schools, our results demonstrate a negative result for the Year 3 and 7 cohorts, while the Year 5 cohort continued the three year upward trend. Through the Best Performance data analysis Informational, Narrative and Persuasive texts were areas of weakness across all cohorts tested. Question analysis conducted by staff informed planning and identified case management students. Reading continued as a priority through 2014 with National Partnership (ILNPP) resourcing, Target setting, In-class support, Case Management approaches, Guided Reading, Literacy Pro, Mini&Multi-Lit, Teamwork and Parent-Teacher Interviews.

**Conclusion & Future Direction** – Results in Reading disappointed across the board in 2014. With (ILNPP) we were expecting a better return on results. The following strategies were put in place in the second half of 2014 and built on in 2015:

- As the ILNPP funding ceased in 2014 we examined the leadership structure of Literacy throughout the school. We decided on a more distributed leadership approach that was led by two Learning Team coordinators (LTC) rather than being led by the two Deputies. This approach has released the two Deputies to link with their area of expertise and have an impact across the whole school, not just within their learning team.
- Continued with an increase in the time allocated in 2015 to the Multi/Mini Lit withdrawal program.
- Used Best performance and PAT data to identify SAER, Case Management and Target students for curriculum differentiation through IEP's and GEP's.
- Multi Aged classes established in 2015 to facilitate a collaborative approach to planning and assessment of Literacy.

## Multilit- Making Up Lost Time In Literacy

Multilit is an intensive systematic reading instruction which includes phonics, sight word recognition and reinforced reading. It teaches skills and strategies for the learning to read process.

It is designed for one on one instruction and is run 2-3 times a week with half hour lessons per student.

A Placement test for each student determines the appropriate starting point for the program. The test includes nonsense words to ensure students are using decoding skills correctly(not just sight word knowledge).

**Word Attack Skills (Phonics)** - It is broken down into 3 components with 13 levels.

- Accuracy - Ensures students are decoding words
- Fluency - Students need to achieve 100% accuracy within a specified time
- Spelling - Is designed to reinforce the decoding skills taught in the program.

Sight Word recognition - 200 of the most frequently occurring words in books, are broken down into 20 lists of 10 words. This is divided into 3 parts: Current List   Revision List   Cumulative Review

The Cumulative reviews after list 10 and list 20 are designed to test for long term maintenance.

Reinforced Reading - Reinforced Reading, deals with comprehension in real text. In addition, the increase in fluency and accuracy through working through the Word Attack Skills and Sight Words components leads to improved comprehension as the student is no longer using all of his or her mental energy just trying to work out the words.

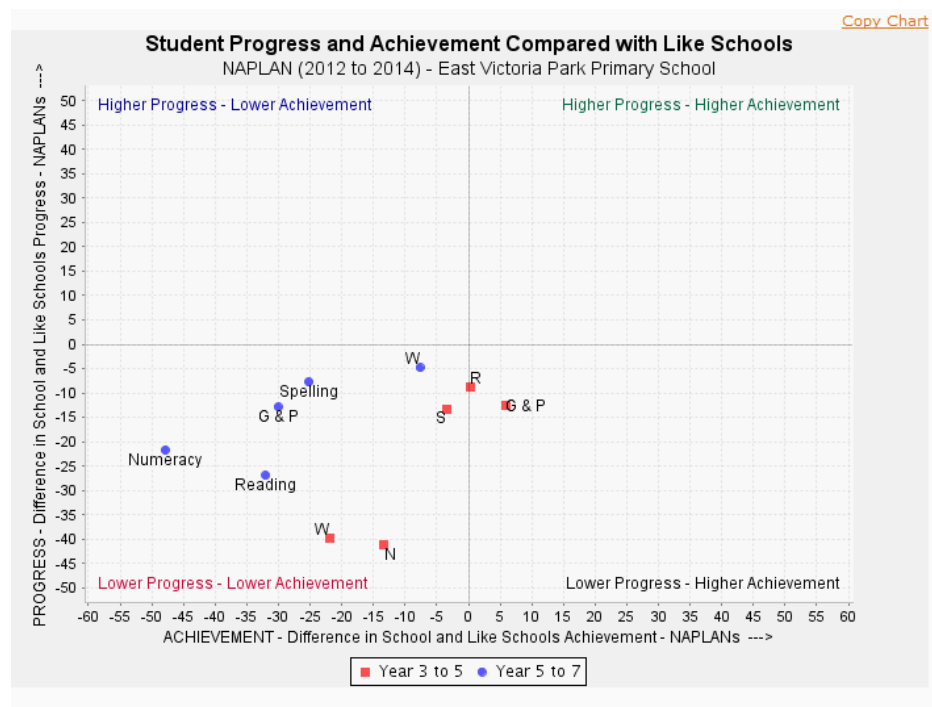
Success: Last year, 4 out of 9 students completed all of the components of the Multilit program. Another student completed the sight words component, and 3 students were close to completing the course (ie up to the second last and last levels of the program). The Multilit program is structured in such a way that it should, on average, take 2 terms to complete with 5 half hour lessons per week. However, there is no hard and fast rule, as students work at their own pace. We have been running the course with 2 or 3 half hour lessons a week per student. Some students who begin the program later in the year, continue the program the following year.

## VALUE ADDING

### Achievement and Progress

**Analysis** - According to our NAPLAN results, the same students from Year 3 to 5 and Year 5 to 7 progressed very well while they underperformed in terms of achievement. This demonstrates that the achievement of both cohorts is under par compared to the same cohorts in like schools.

**Conclusion** - Consolidate this 'Winning Formula' whole school coordinated approach to all strategies. More specifically, develop refined targets and strategies for individual and groups of students across each English and Maths area.



### Interpreting the Data:

*The graphs look at both the achievement and the progress of students.*

Achievement is the average NAPLAN result for a cohort of students.

Progress is the difference between the average NAPLAN score for students tested at the school in two test cycles (stable cohort). Because there is no progress result for Year 3 students, the graphs can only represent the achievement and progress of Year 5 and 7 students.

*The achievement and progress of the school can be compared to three different comparative groups.*

> Like Schools (WA Public schools)

> All WA Public Schools

> All Australian schools.

The two zero (0) lines represent the achievement (horizontal) and the progress (vertical) of the comparative group of students - Like Schools, WA Public Schools or all Australian schools. The dots represent both the achievement and progress of the school's stable cohort in either/or Year 5, 7 and 9

The scale is the difference in NAPLANs (the scale for the NAPLAN results) between the school and the comparative group. Negative numbers indicate performance below the comparative group. Positive numbers indicate performance above the comparative group.

The quadrants identify whether the students are progressing and achieving at a lower or higher rate to the comparative group of students.



## Improving Literacy and Numeracy National Partnership



### National Partnerships

This was the final year of the Improving Literacy and Numeracy National Partnership (ILNPP) which provided funds to identified schools to undertake a range of reforms that would deliver measurable and sustained improvements in literacy and numeracy.

#### STRATEGIC IMPROVEMENT TARGETS (TO BE ACHIEVED OVER THE LIFE OF THE 2012 - 2015 LITERACY AND NUMERACY PARTNERSHIP AND DOCUMENTED IN SCHOOL PLAN)

Increase the percentage of Year 3, 5 and 7 students achieving reading scores in the top two proficiency bands to exceed like schools.

#### 2014 IMPROVEMENT TARGETS (DOCUMENTED IN OPERATIONAL PLANS)

- In reading for 2014, more than 50% of students in the top two proficiency bands.
- In reading for 2014, 60% of Year 5 students in the top two proficiency bands compared with 2012 year 3 results (53%).
- In reading for 2014, 30% of Year 7 students in the top two proficiency bands compared with 2012 Year 5 results (22%).

The ILNPP focused on innovative strategies in three reform areas:

- effective and evidence-based teaching of literacy and numeracy;
- strong school leadership and whole school engagement; and
- monitoring student and school literacy and numeracy performance to identify where support is needed.

#### Whole school engagement and effective and evidence-based teaching of literacy

EVPPS had a Literacy focus and undertook a whole school approach with a specific focus on improved achievement in *Reading*. Literacy Blocks were established in each classroom and staff implemented explicit teaching strategies, using resources which supported high engagement and participation by the students. Specific strategies employed across the school included Guided Reading, Repeated Timed Reading, Shared and Buddy Reading, Reading and Comprehension, Viewing, Phonemic Awareness and Acquisition, Letter and Sound Acquisition, Readers' Theatre, explicit teaching of Specific Reading Strategies, Reading Response Journals, Multi-Lit and Mini-Lit.

### Monitoring student and school literacy

Student performance information, including NAPLAN, PAT Standardised Tests, *ESL/ESD Progress Maps* and On-entry Assessment, informed all school planning processes. Through the whole school engagement with *Reading*, a targeted and case-managed approach was implemented to monitor students identified for intervention. Staff collaboratively analysed a variety of data and identified specific areas for intervention at students' point of learning need in each year level. The data was then used to differentiate curriculum and establish and maintain Individual Education Plans and Group Education Plans to monitor and reflect student learning and progress.

EVPPS: ALL STUDENTS			LITERACY	
	Total no. students	Students on case-management plans	Students with literacy targets	Students on track to achieve literacy targets
K	40	0	0	0
PP	41	13	13	13
Year 1	37	11	11	11
Year 2	38	12	12	12
Year 3	35	9	9	9
Year 4	57	13	13	13
Year 5	33	11	11	11
Year 6	42	6	6	6
Year 7	20	5	5	5

### **Sustainability and the future**

Whole school engagement and effective and evidence-based teaching of literacy are embedded across the school, enabling the sustainability of explicit teaching practices and the case-management approach. Monitoring of student performance will continue to be undertaken through teachers' assessment, professional judgement and feedback, as well as more standardized and formal assessment procedures such as NAPLAN, PAT Standardized Tests, *ESL/ESD Progress Maps* and On-entry Assessment to inform all school planning processes. The school's staff has a commitment to providing a differentiated curriculum to meet the needs of all students and value-adding to their education and progress.

### **ICT –EVPPS**

2014 was a year of consolidation for the ICT program at East Victoria Park Primary School. Students continued to attend the iCentre once a week for the specialist program which focussed on the ICT General Capability from the Australian Curriculum. Students were involved in a variety of projects including creating iMovies, animations, digital artwork and cartoons as well as storing their work digitally using dropbox and Showbie. The ipads were used to record oral histories as part of our centenary and also to assist special needs students within the school. An important part of catering for our students at EVP was to educate them about digital citizenship and students were able to interact using educational social media sites such as Edmodo, as well as attending an incursion talking about digital citizenship. Our parents were also educated with an information evening about the digital age.



The 90 school ipads and three charging trolleys were maintained and updated with the skill and expertise of our IT support technician. Mr George installed a variety of new apps to meet the needs of the students and kept all ipads and computers up to date with the latest operating system. Reflector was installed on all classroom computers to assist with the reflection of ipads on to the interactive whiteboards and students enjoyed seeing their work from their ipad displayed on the screen.

The ICT teacher continued to work alongside teachers and Education Assistants to help them integrate ICT into their classroom learning. Blogging was trialled with one classroom, a paperless classroom with another and finally some teachers were interested to see new apps demonstrated with their class and with the assistance of another teacher in the room. Staff meetings, PD days and team meetings were important times for staff to be introduced to the latest apps and ICT opportunities.

Moving forward, 2015 will see the consolidation of ICT within classrooms by the classroom teacher. Many teachers are demonstrating confidence in integrating ICT into the classroom and are experimenting with a variety of apps and web tools to enhance student learning and prepare our students for the future.



## 2014 Science Recap

Science has always been an integral part of the curriculum at East Victoria Park Primary and with a specialist teacher this subject can be explored to its full capacity. The school is very fortunate to have a science room stocked with a vast array of equipment, allowing students to explore and carry out more in-depth experiments. East Victoria Park's science program is aligned with the Primary Connections learning philosophy as an inquisitive and investigative approach to learning. Students participate in activities and experiments that draw on their prior knowledge and experiences to explain scientific concepts and phenomena. Investigations are done on a regular basis and are an important part of science curriculum which helps capture students excitement and curiosity. Students then use these skills to challenge, evaluate and explore concepts further.

2014 brought about a change, which saw the WAMSE system-wide testing being removed from all government schools. As a result, the EVPPS assessment in science has become more aligned with NAPLAN styled testing. Students demonstrate their knowledge through diagrams, multiple choice, as well as short and long answered questions. This allows for students to show a greater understanding of topics and concepts as well as gaining experience in a more formal type testing.

A variety of scientific topics are covered that are aligned with the Australian curriculum. These include Physical sciences, Chemical sciences, Biological sciences and Earth and space science. Reporting of these topics are done over a two year cycle with Physical science reported on in semester 1 and Biological science reported on in semester 2.



## Future Directions



East Victoria Park Primary School can look forward to 2015 with confidence. These initiatives will enhance and further develop what is already a well rounded and sound education for our students of which approximately 30% originate from a Non-English speaking background. They take into account the needs of the students, as demonstrated through our performance data, the perception of the community and the overall directions of public education. Teaching and learning across all subjects will be the continued focus, with particular attention given to the further implementation of the Australian Curriculum. Particular emphasis will be placed, through staff professional development, in the English, Mathematics and Science Learning Areas as well as the Zones of Regulation Health skills program.

Several new whole school initiatives will be introduced and others consolidated, to ensure the best outcomes for EVPPS students. These initiatives include further improvements with our information, communication technologies, which reflects the vision of the Department's Classroom First policy, whole school programs in Literacy, Numeracy and the refinement of Social Skills.

**Boundary Changes:**

Proposed boundary changes to EVPPS will have an impact on the school sometime in 2015. The boundary changes are due to Victoria Park PS being under enrolment pressure. The proposed boundary changes are currently in front of the minister for approval. In 2015 we will staff the school to a level where we are hopeful that we can increase in enrolments without restructuring classes.

**IPS Review:**

In 2015 EVPPS will engage in the Department of Education Services IPS review due: November 23 & 24

**Distributed Leadership:**

School leadership structure will be altered in 2015 to allow for a more distributed leadership model. Teachers will lead the two learning teams instead of the Deputies. This change in roles will allow the Deputies to lead curriculum across the school. Learning Team Coordinators (LTC) will lead both the K-2 and 3-6 teams. The two LTCs will also participate in Administration meetings in order for them to be familiar with the school's priorities and direction as well as providing a classroom perspective to admin discussions. The two LTC positions will be chosen through an expression of interest process.

**Coordinated Collection of Whole School Data:**

NAPLAN data will continue to be analyzed through Best Performance Pty Ltd so that we, as a school, obtain a clear picture of school, class and individual performance. Accompanying this data collection, operational targets will be set utilizing a whole school basic facts test for numeracy (Westwood) and a high frequency words reading and writing test (Sitton). Literacy Pro will also provide data on student's progress in reading comprehension.

**Case Manage Approach:**

Teachers will engage in identification of students within their classes. Teachers will interrogate more closely system and school data to identify SAER, Case Management and Target students within their class. Whole school learning adjustment plans will be developed by classroom teachers to reflect individual and group learning needs. The learning adjustment plans will also be viewed by parents and signed off each semester. Through our multi age class approach differentiation of the curriculum will occur within Literacy and Numeracy blocks so targeted teaching can improve the achievement of identified students.

**0-3 Early Intervention:**

Engaging our new families in school is always a challenge especially with many of them being our EAL families. As an early intervention strategy we will operate a 0-3 playgroup facilitated by an EA for 2 hours a week. The purpose of this playgroup is to invite parents, families and children between birth to 3 years to come together to socialize, develop new friendships, become part of the EVPPS community, play and have fun together. This time will also be used for parent education involving guest speakers from the schools support team and outside agencies, for example the school psych, school nurse, P&C, local library, canteen association, Kindy teacher and early intervention team.

**Performance Management = Career Development:**

Incorporation of a career development process involving teacher self-reflection of where they see themselves within the AITSL professional standards for teachers. Teachers will reflect on their classroom practice using the 7 professional standards and then identify areas for improvement that is consistent with school priorities. This process will then lead itself into classroom observation in which the teachers decide on what they want feedback on based on their self-reflection.



**Digital Education:**

The consolidation of the iCentre as a hub of Digital Education is enabling students to develop and apply digital technology competencies. The iCentre also offers regular opportunities for staff to engage in relevant professional learning to ensure mobile learning transfers into classrooms. With relevance to all subject areas, students and staff continue to learn how to utilise apps and web tools. Through the use of these tools, students are advancing their learning by creating, communicating and collaborating.





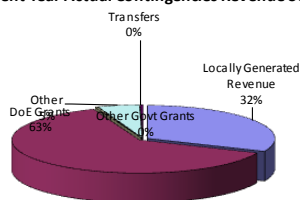


## East Victoria Park Primary School

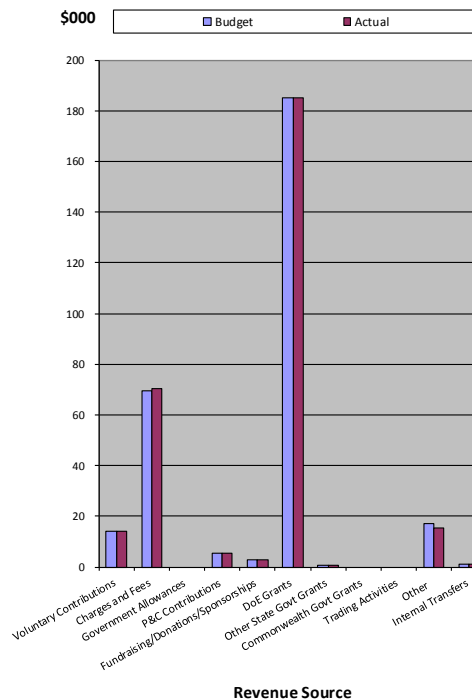
Financial Summary as at  
31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 14,056.00	\$ 14,106.00
2	Charges and Fees	\$ 69,442.00	\$ 70,191.70
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 5,426.00	\$ 5,426.18
5	Fundraising/Donations/Sponsorships	\$ 2,873.00	\$ 2,895.60
6	DoE Grants	\$ 184,896.00	\$ 184,896.19
7	Other State Govt Grants	\$ 700.00	\$ 700.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 17,009.50	\$ 15,551.52
11	Internal Transfers	\$ 1,000.00	\$ 1,000.00
	<b>Total</b>	<b>\$ 295,402.50</b>	<b>\$ 294,767.19</b>
	<b>Opening Balance</b>	<b>\$ 240,949.00</b>	<b>\$ 240,948.95</b>
	<b>Total Contingency Funds Available</b>	<b>\$ 536,351.50</b>	<b>\$ 535,716.14</b>
	<b>Total Salary Allocation</b>	<b>\$ 1,115,000.00</b>	<b>\$ 1,115,000.00</b>
	<b>Total Funds Available</b>	<b>\$ 1,651,351.50</b>	<b>\$ 1,650,716.14</b>

Current Year Actual Contingencies Revenue Sources

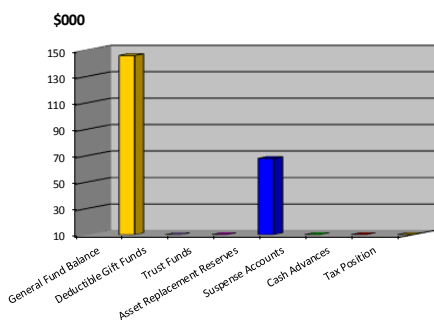


Contingencies Revenue - Budget vs Actual

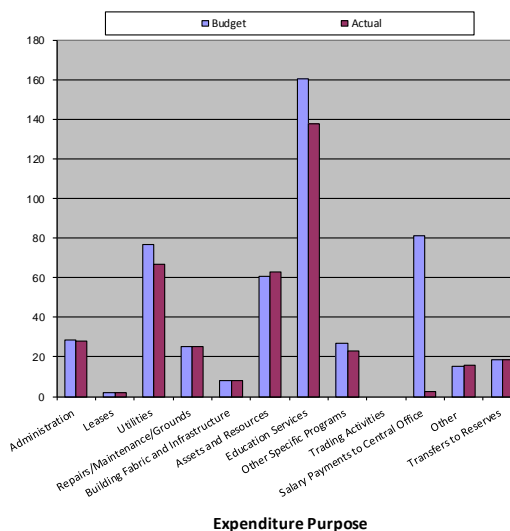


	Expenditure	Budget	Actual
1	Administration	\$ 28,609.00	\$ 27,820.46
2	Leases	\$ 2,100.00	\$ 1,950.94
3	Utilities	\$ 76,472.00	\$ 66,491.13
4	Repairs/Maintenance/Grounds	\$ 25,100.00	\$ 25,190.68
5	Building Fabric and Infrastructure	\$ 8,000.00	\$ 8,045.00
6	Assets and Resources	\$ 60,600.00	\$ 63,029.47
7	Education Services	\$ 160,528.00	\$ 137,394.98
8	Other Specific Programs	\$ 26,943.00	\$ 22,984.13
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ 80,990.00	\$ 2,700.00
11	Other	\$ 15,319.50	\$ 15,944.00
12	Transfers to Reserves	\$ 18,500.00	\$ 18,500.00
	<b>Total Contingencies Expenditure</b>	<b>\$ 503,161.50</b>	<b>\$ 390,050.79</b>
	<b>Total Salary Expenditure</b>	<b>\$ 1,115,000.00</b>	<b>\$ 992,068.00</b>
	<b>Total Expenditure</b>	<b>\$ 1,618,161.50</b>	<b>\$ 1,382,118.79</b>

Cash Position



Contingencies Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 212,563.96
Made up of:	\$ -
1 General Fund Balance	\$ 145,665.35
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 67,758.25
5 Suspense Accounts	\$ 3,279.36
6 Cash Advances	\$ -
7 Tax Position	\$ 4,139.00
<b>Total Bank Balance</b>	<b>\$ 212,563.96</b>