



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

**WELCOMING ALL, ATTAINING EXCELLENCE**



**ANNUAL REPORT 2016**



## FROM THE PRINCIPAL



2016 was the beginning of the school's second Business Plan cycle. The positive DES (Department of Education Services) review in November of 2015 and its recommendations provided the school with a springboard into the new Business Plan cycle. Our next strategic step in 2016 was to ensure that this process was a collaborative one in which all stakeholders were consulted and that the 2016-2018 Business Plan represented a cohesive plan for school improvement.

As a starting point in designing an effective Business Plan we wanted to set aspirational yet achievable goals. In order to achieve this we consulted with Best Performance, an external company who have analysed our NAPLAN data for the past three years. The facilitator took the leadership team and key personnel such as our Learning Team Coordinators, through a process where we were able to design both achievement and progress targets that reflected our cohort data. This process directly addressed one of our DES recommendations of *'basing future target setting on greater depth of data interrogation to ascertain more realistic targets.'*

Engaging in this process with Staff, School Board, P&C and Students, reminded me that we really do have a fantastic school and that it is a pleasure to work in each day. I really enjoy engaging with our P&C and School Board who do an amazing job behind the scenes supporting our school. The fantastic staff, supportive parents and wonderful students make East Victoria Park Primary School an engaging community school with a small country school vibe.

2016 has seen the school again achieve tremendous outcomes for our students not only academically but socially and emotionally as well. As a school we acknowledge that we under performed in the 2016 NAPLAN results, however as we interrogated the NAPLAN data at an individual level we were able to celebrate significant individual achievement and progress. Our school based school performance data (PAT & On-Entry) reflected positively on our whole school approaches especially in Mathematics.

At EVPPS we have provided opportunity to learn and develop socio-emotional skills through our involvement in the Seedlings program, be exposed to sustainability models through our Science program's aquaponic garden, participate in athletics and swimming carnivals; celebrate our diversity through Harmony Day celebrations and book week events; participate in music performances at Crown, jog a thon, P&C discos and the Year 6 students were able to attend our annual Canberra Camp.

I hope you enjoy reviewing our achievements throughout the year and our plans for continual school improvement.

## CONTEXT

**EAST VICTRIA PARK PRIMARY SCHOOL:** Level 5

**PRINCIPAL:** Mr Bradden Mitchell

**SCHOOL BOARD CHAIR:** Mrs Jesvin Karimi

**SCHOOL 2015 ICSEA:** 1066.00

**SCHOOL 2016 ICSEA:** 1074.00

**2016 ENROLMENT NUMBERS:** 307

### **SCHOOL VISION:** Welcoming All, Attaining Excellence

*We will empower our students to become resilient and successful individuals who contribute positively to a global society through an inclusive and highly motivating learning community.*

### **SCHOOL MOTTO:** Celebrating Diversity

**VALUES** - Respect, Cooperation, Tolerance, Care, Fairness

## 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. Located just 6 kilometres from the Perth CBD on Beatty Avenue, the school buildings cater for Kindergarten, Pre-Primary and Year 1-6 classes. The school has extensive and attractive grounds, a resource centre, music room, ICT centre, general multi-purpose room, state of the art assembly area, Science/Art room, 0-3 Playgroup, Onsite Before and After School Care and a canteen that operates 4 days per week.

East Victoria Park Primary School is a Level 5 Independent Public School. We have a reputation for being a very positive and welcoming school and we work hard at maintaining this school culture. We celebrate our diversity through special events throughout the year and have close links with our community, through local sporting clubs and volunteers.

Our dedicated staff at EVPPS hold a high level of respect for all students, colleagues create a learning environment that ensures a safe, fair, calm and conducive space for learning. Our dedicated staff are highly collaborative, embedding effective whole school approaches, practices and resources across each phase of learning. Our staff reflect on their teaching to optimise student outcomes. We hold high academic and non-academic expectations through developing trusting relationships and a differentiated and explicit approach to teaching and learning, creating a strong rapport with students enabling holistic success.

## Index of Community Socio Economic Advantage

East Victoria Park Primary School has an ICSEA of 1074 (State decile rank of 2) When “like schools” comparisons are referred to in this report, they are made with schools with a similar ICSEA. The average ICSEA across Australia is 1000. The ICSEA has replaced the SEI: (Social Economic Index) and represents a more accurate ranking of our community. Like school comparisons include the following schools;

Name	ICSEA
Caladenia Primary School	1077
Campbell Primary School	1070
Connolly Primary School	1068
Creaney Primary School	1074
Dianella Heights Primary School	1075
Edgewater Primary School	1075
Glen Forrest Primary School	1065
Goollelal Primary School	1074
Gooseberry Hill Primary School	1075
Halidon Primary School	1071
Harmony Primary School	1066
Kardinya Primary School	1078
Lathlain Primary School	1071
Millen Primary School	1078
Mindarie Primary School	1068
Mullaloo Beach Primary School	1072
Newborough Primary School	1078
Springfield Primary School	1074
Wattle Grove Primary School	1065
Yokine Primary School	1066

### CELEBRATING DIVERSITY:

Our school motto is *Celebrating Diversity*. We encourage and support all those from diverse backgrounds and cultures. One third of our school population is represented by 30 different countries.

India	18	Indonesia	10	New Zealand	10
Phillipines	9	Pakistan	5	Bangladesh	4
China	3	England	3	Ireland	3
Libya	3	Malaysia	3	Iran	2
Egypt	2	Sri Lanka	2	Vietnam	2
Canada	1	Colombia	1	Germany	1
Iraq	1	Jersey	1	Kazakhstan	1
Lebanon	1	Mauritius	1	Nepal	1
Nigeria	1	Oman	1	Syria	1
USA	1	Venezuela	1	Wales	1

We have enrolled students that have particular needs, for example in our school this includes students with, severe nut allergies, diabetes, ASD and other physical disabilities. We ask for your patience and tolerance when working in our school. Being co-located with the Education Support Centre brings many mutual benefits in being able to cater for the students with disabilities through integration and accessing expert teaching skills across both staff. The most recent example of this is a year 3 male student with ASD (Level 4) who under section 24 of the Education Act engages in his Literacy and Numeracy at the ESC in the morning then resumes back in his main stream class for the rest of the day.

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

We saw some changes to our Board in 2016, with Paul Knapton, Leigh Hayes and Russell Leslie retiring from the Board at the end of 2015. New Board members Harbrinder Singh Mohal, Jeff Daddow, Jye Flood, Blair Ranford and Kate Pittuck were welcomed and joined existing Board members Oliver Lindsell, Dom Passalacqua, Paul Whitfield, Srinivasan Ayyalusamy, Dr Sue Dawkins (Community Member), Bradden Mitchell (Principal), Kath White (Deputy Principal), Lynda Fenton (Registrar - Non Voting Member) and Jesvin Karimi (Chair).

The 2015 independent review provided the School Board with various commendations and recommendations that have driven our focus in creating our current Business Plan. The Board have worked collaboratively with the school's administration to ensure that our 2016 to 2018 Business Plan addresses the 2015 review recommendations and sustains and builds upon our school's achievements.

In 2016, the School Board have also worked alongside the School's administration towards discussing, and ratifying as required, various items, including feedback models, the school boundaries and the 2017 School Fees and Charges. The School Board has also been involved in discussions around the overall school performance and the NAPLAN results.

An Open Board Meeting was held in 2016, where the school's overall performance, including 2016 NAPLAN results, were shared and discussed with school community members.

The School Board look forward to continuing to support the school community with our focus on sustaining our high level of collaboration between the school leadership, staff and Board to deliver upon continued success for our students.

## 2016 STAFF PROFILE:

- Four retirements in 2016. 3 Teaching and 1 non-teaching.
- Average age for all staff is 48.6 Teaching staff 45.2 and Non-teaching staff 52.9
- 2 inactive teachers, 1 returning 0.4 FTE in 2017 and 1 resigned her permanency after extended parental leave expired.
- 2017 fixed term appointments will be made from Graduate Teacher pool

**Table 1 FTE and headcount of staff for occupation groups**

Occupation Groups	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Heads of Dept/ Coordinators	0	0.0	0	0.0	0	0.0
Teacher	18	14.0	2	2.0	20	16.0
Education Assistant	9	6.6	1	0.7	10	7.3
Admin	3	2.0	0	0.0	3	2.0
Cleaner	3	2.0	0	0.0	3	2.0
Gardener	1	0.9	0	0.0	1	0.9
Other	3	0.9	0	0.0	3	0.9
<b>Total</b>	<b>40</b>	<b>29.4</b>	<b>3</b>	<b>2.7</b>	<b>43</b>	<b>32.1</b>

**Table 7 Comparison of age profile data**

Age	All Staff		Teaching staff		Non-teaching staff	
	2012	2016	2012	2016	2012	2016
Under 25	2	0	2	0	0	0
25 to 34	11	6	11	5	0	1
35 to 44	16	8	9	5	7	3
45 to 54	15	15	7	8	8	7
55 to 64	3	9	2	3	1	6
Over 65	1	3	0	0	1	3

**Table 5 Gender profile**

Year	All Staff (Headcount)		Teaching Staff (Headcount)		Non-teaching Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2012	10	45	6	27	4	18
2013	7	39	3	24	4	15
2014	6	40	3	24	3	16
2015	7	37	4	21	3	16
2016	7	34	4	19	3	15
Year	All Staff (FTE)		Teaching Staff (FTE)		Non-teaching Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2012	8.5	36.0	5.3	22.5	3.2	13.5
2013	4.7	31.3	2.3	20.1	2.5	11.1
2014	4.6	31.8	2.3	20.9	2.3	10.9
2015	5.0	30.0	3.4	18.2	1.6	11.8
2016	5.0	27.1	3.4	15.6	1.6	11.5

## 2016 ENROLMENT TRENDS

	Kin	PPR	Pri	Sec	Total
Male	11	13	111		135
Female	29	28	107		164
Total	40	41	218		299

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	3	12		16
Non-Aboriginal	39	38	206		283
Total	40	41	218		299

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	41	31	30	37	35	29	56	280
Part Time	40								

Enrolment numbers continue to show little to no growth since the Year 7's left in 2014. Imposing tight boundary restrictions at the request of Regional office continue to impact on our enrolment growth. New boundaries between Victoria Park PS and East Victoria Park have been gazetted by the State Government to be in place by 2018. Based on population growth models this will increase EVPPS enrolment numbers over the next 5 years.

A student transiency rate of 22.5% is a contributing factor that impacts negatively on school improvement measures. This is why the school examines closely the stable cohort data to measure student improvement.

## STUDENT PROFILE:

Figures at Census Semester 1	2013	2014	2015	2016
Pre Compulsory	80	40	38	41
Compulsory	261	302	271	266
Total	341	342	309	307

Aboriginal Students = 16, Students with a disability allocation = 7

EALD Students = 54, Fee-Paying Visas (except 457's) = 3

Student Transiency = 22.5% (7), Student Suspensions = 1

## 2017 DESTINATION HIGH SCHOOLS:

Secondary school destination for year 7 2017

Kent St Senior High School: 24

St Norberts College: 4

Como Secondary College: 3

Ursula Frayne Catholic College: 2

Perth Modern School: 1

Wesley College: 1

Belmont City College: 2

Shenton College: 2

Aquinas: 1

Penrohos College: 1

Applecross SHS: 1

Willetton SHS: 3

Trinity: 1

Australian Islamic College: 1

Churchlands SHS: 1

Mt Lawley SHS: 1

John Curtin College: 1

Clontarf college: 1

Donneybrook SHS: 1

Hale: 1

Mercedes College: 1

Harrisdale SHS: 1

Thornlie SHS: 1

77% Public secondary institutions

23% Private institutions

## 2016 ATTENDANCE IMPROVEMENT TARGETS

Assess your targets as follows by ticking the relevant box:

- a. **A** achieved;
- b. **PA** partly achieved;
- c. **NA** not achieved;
- d. **ST** same target will be rolled over for next semester. This option should be used in conjunction with either PA or NA.

### Semester 1

At risk Group	Reason	Semester 1 Target	A	PA	NA	Reason
Whole school P - 7	Percentage decreased to 9% (total of all at risk categories)	Maintain 10% or less (total of all at risk categories)			✓	Percentage increased to 16% (total of all at risk categories)
Whole school P - 7	Attendance rate at 95.1% across compulsory year levels. Years 1, 4, 5, 6 above 95%	Maintain attendance rate at over 95% across compulsory year levels			✓	Attendance rate at 93.7 % across compulsory year levels. Year 5 above 95%.



## Semester 2

At risk Group	Reason	Semester 2 Targets	A	PA	NA	Reason
Whole school P - 7	Percentage increased to 16% (total of all at risk categories)	Maintain 10% or less (total of all at risk categories)	✓			Unauthorised absences at 5% in compulsory year levels.
Whole school P - 7	Attendance rate at 93.7 % across compulsory year levels. Year 5 above 95%.	Maintain attendance rate at over 95% across compulsory year levels		✓		Overall attendance rate at 93.2%  Year 5 above 95%

### STUDENT ATTENDANCE RATES:

Student attendance rates at EVPPS remain above that of WA Public Schools. 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. In 2016 we also had a family trialing with home schooling and the school supported the parents with this to the detriment of the attendance figures for year 3 and 6.

### Attendance Overall

#### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	94.9%	93.9%	93.2%	93.0%	87.1%	80.4%	94.8%	93.8%	92.1%
2015	95.3%	94.5%	93.8%	92.0%	89.7%	81.2%	95.2%	94.4%	92.7%
2016	94.0%	94.5%	93.7%	87.8%	88.0%	80.7%	93.7%	94.4%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	85.7%	11.3%	2.5%	0.3%
2015	87.1%	10.7%	1.4%	0.7%
2016	77.5%	17.6%	3.6%	1.1%
Like Schools 2016	83.8%	12.6%	2.9%	0.5%
WA Public Schools 2016	77.0%	15.0%	6.0%	2.0%

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## **ATTENDANCE SUMMARY**

- East Victoria Park PS continues to have above average attendance
- EVPPS has caring, inclusive environment achieved through an appreciation and understanding of cultural obligations that may lead to extended absences.
- Cultural obligations overseas can be attributed to the increase in indicated at risk absences.
- Parents are made aware of the school app and website tools to report student absences.
- Parents inform the school in writing if a family holiday occurs throughout the school year. The admin then inform parents of students' attendance rates.
- Admin follow up with parents for individual case management.
- A general report comment is made in Semester 1 & 2 reports referring to SAER attendance rates if the absentee rate falls below 85%.

## **RECOMMENDATIONS**

- Continue providing positive whole school initiatives.
- Continue with the school app and website as a means of reporting student absences
- Alert parents when students are regularly late via a letter.

## **SUCCESS FOR ALL STUDENTS - Julie Brewer**

### **Assessment Practices at East Victoria Park PS**

The practice of assessment and data collection is led by our engagement in the "High Care, High Performance" guidelines of the Department. We set high expectations and targets for the specific progress of students (or groups) based on rigorous analysis of data. Our data is derived from On-Entry testing, Naplan Assessment, Progressive Achievement Testing, Westwood Numeracy Testing, Brightpath Writing Assessment and Lexile Assessment (Literacy Pro).

Teaching Staff agree that using a range of assessment tools each year enables consistent data collection.

### **Progressive Achievement Testing (PAT)**

Progressive Achievement Tests are a series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas.

The approach focuses on assessing and monitoring student growth over time and is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development.

Using the PAT assessment data, teachers identify what their students need to know and be able to do to improve. Teachers work with their colleagues to use PAT data, evaluating learning and teaching, identifying interventions and modifying teaching practice.

The school tests all students in years 1 to year 6 in Mathematics and Reading Comprehension.

Students in Years 3 to Year 6 are also tested in Science, Spelling, Punctuation & Grammar and Vocabulary.

Progressive Achievement Tests in Reading assess students' reading comprehension skills, vocabulary knowledge and spelling. Comprehension assesses retrieving directly stated information, interpreting explicit information, interpreting implied information and reflecting on texts in multiple-choice format.

Vocabulary assesses word knowledge through synonyms.

Written Spelling requires students to identify and correct the misspelt words in a written sentence.

Punctuation and Grammar assesses a range of language convention skills including the usage and purposes of grammar and punctuation at the word and sentence level.

Progressive Achievement Tests in Mathematics assess students' skill and understanding in multiple-choice format in the six strands of:

- Number
- Algebra
- Geometry
- Measurement
- Statistics & Probability

The assessments also address the mathematical processes of understanding, fluency, problem solving and reasoning. The skills assessed by each question are mapped against the Australian National Curriculum for Mathematics.

Progressive Achievement Tests in Science assess science knowledge, scientific literacy and understanding of scientific principles, as well as their application in four broad areas:

- Physical systems (e.g. energy and change)
- Chemical systems (e.g. materials)
- Geological and space systems (e.g. earth and space)
- Living systems (e.g. life and living).

### **Administration**

All tests are automatically scored and reports generated into our school's Online Assessment and Reporting (OARS) account. Interactive features enable teachers to:

- interrogate the data in a variety of ways
- drill down from class to student to individual items
- easily and clearly monitor student progress.

PAT Data is available immediately after testing. Data identifies students individually (Raw Score & Scaled Score), or as a cohort (PAT Band Scales). We use the student Scaled Score as a performance improvement measure in our Operational Targets. Each year we refine the process and become more competent in identifying further teaching and learning needs as well as student improvement.

The testing is conducted in the latter part of term 3. Additionally, new students are tested at the start of the school year they arrive. They are only tested in Comprehension and Maths. Students achieving high scores (less than four answers incorrect) are re-tested at a Year level above.

Students use i pads to complete the assessment.

We now have 2 consecutive years of PAT Data. All Staff (both teaching and support staff) are familiar with the PAT process and more importantly how to locate and interpret the online data. The immediacy of student results makes this a highly efficient mode of assessment. The online delivery has the added advantage of keeping data information available continuously from year to year. Towards the end of term one this year, ACER will activate a “Longitudinal Reporting” function giving us improved access to manipulate the data and export in Excel format.

We have collated our “bank” of student achievement data by creating a one page spreadsheet detailing all information in one document. This time saving addition was further refined this year to include student class placement so all teaching staff began the year with the data arranged into their class groups ready for them to make accurate planning and teaching judgments.

Monitoring progress is an integral part of high quality classroom teaching. The data collection enables teachers to identify students in their class for Case Management.

Early in term one, each year teachers identify students who:

- present as being at educational risk (SAER)
- are capable of improvement with strong classroom practice and continued high expectations (Case Managed)
- are consistently demonstrating capacity beyond their year level. (Target)

### **Brightpath Assessment:**

The software for this assessment was trialled in our school during 2016. Brightpath is a 2 stage method of assessment. Students complete a writing task according to the text form. The text forms include:

- Early Childhood oral narrative
- Early Childhood recount
- Information report Writing
- Narrative Writing
- Persuasive writing

Rather than working from a rubric or a set of criteria, teachers compare their students work to a calibrated exemplar and decide which exemplar the writing sample is closest to in terms of the skills being assessed. Teachers refer to these as “on-balance” judgments. The text form determines the skill features the teacher is looking for when assessing the writing sample. Teachers have a hard copy “guide” to help them make their assessment decisions and they collaborate with year level colleagues to make their judgements. Gone are the days when writing was marked according to presentation and punctuation. The assessment targets the skills and the content. Using the Brightpath “Ruler” allows us to accurately measure student improvement and identify specific teaching targets for future teaching and learning.

## **NUMERACY – Kath White**

For 2016, achievement targets in Numeracy were linked to the Business Plan and Operational Plans and had a focus on developing students' repertoire of Calculate strategies. Whole school posters were developed which were used as anchor charts for explicit teaching, with opportunities to apply strategies learnt across a variety of contexts using a range of materials.

### ***2016 Numeracy Initiatives:***

- A continued Case Management approach: Teachers engage in NAPLAN data prepared by Best Performance to identify SAER, Case Managed and Targets students.
- Introduction of Numeracy Resource files for all teachers. The files contain Learning Sequences (P-2); Scope and Sequence for every Mathematics aspect; Detailed Scope and Sequence and planning documents for Place Value and Calculate strategies; Whole school Calculate Strategy Posters; Diagnostic tasks and assessments; Recommended resources to promote hands-on learning to achieve outcomes.
- Differentiated teaching through a variety of student groupings.
- Individual Education Plans and Group Education Plan documents used to plan for improvement through small achievable goals.
- Collaborative planning and support opportunities with the Deputy Principal leading Numeracy.
- Continued Professional Learning for staff on Mathletics and Calculate Strategies and how this complements target teaching objectives in existing programmes operating in the school.
- Staff set operational targets in 2015 to accompany the K-2 & 3-6 operational plans linking to calculate strategies with the aim of improving basic fact recall using the Westwood Basic Facts Test to measure progress.
- On-line PAT testing carried out Term 3, 2016 as part of our data collection strategy to assess progress, and identify areas of need.

## **PLAYGROUP - Mel Smit**

An exciting initiative started in 2015 was the playgroup run by our co-ordinator Mrs Smit. The purpose of the playgroup was to provide a free program for parents and children 0-3 years of age living in the local area to come together to socialise, develop new friendships, become part of the EVPPS community, play and have fun together. We encourage parents to participate in all aspects of the program with an emphasis on developing the readiness of students to begin Kindy the following year.



## **2015 PHYSICAL EDUCATION REPORT - Blair Ranford**

The physical education program at East Victoria Park primary school focuses on developing student's fundamental movement skills and game sense skills. A wide variety of activities and skills are used to ensure development of fine motor skills, self-confidence and sportsmanship. 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. Students are strongly encouraged to join community sporting clubs and the school endeavours to make those connections.

To encourage leadership and responsibility faction captains are selected by staff and students. The faction captains are given a number of additional roles and responsibilities; like setting up for senior sport, leading groups for running club and lunchtime activities with the pre-primaries. The faction captains are also used as positive role models for younger students and is a job seen to aspire to.

To provide our students with additional opportunities to be physically active, the morning running club and morning swimming squad were continued in 2016. The running club promotes parents to join in the fun and get physically active. East Victoria Park primary school has a proud history in the Interschool carnivals, having many successes and a fierce rivalry with Kensington Primary school. Our students are super competitive, organising additional training sessions at lunchtimes to ensure they are ready for carnivals. Below is a table that shows our results in all interschool events for 2016.



## VPSSA CARNIVAL RESULTS

Swimming	<ul style="list-style-type: none"><li>- Football (2<sup>nd</sup>)</li><li>- Netball (2<sup>nd</sup>)</li><li>- Minkey (3<sup>rd</sup>)</li><li>- Basketball (3<sup>rd</sup>)</li><li>- Soccer (3<sup>rd</sup>)</li></ul>	Cross Country	Athletics Carnival	Summer <ul style="list-style-type: none"><li>- Boys Cricket (1<sup>st</sup>)</li><li>- Girls cricket (1<sup>st</sup>)</li><li>- Newcombe ball (3<sup>rd</sup>)</li><li>- Volleyball (2<sup>nd</sup>)</li><li>- T-Ball (3<sup>rd</sup>)</li></ul>
4 <sup>th</sup> Place	Overall Champion School	2nd	2 <sup>nd</sup> Overall	Overall Champion School

## 2016 SCIENCE REVIEW - Blair Ranford

At East Victoria Park primary school we are very fortunate to have a science specialist and great facilities like the science lab. The 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 in order 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 science. Famous scientists and their contributions to society are also celebrated.



2016 was a huge year for science at East Victoria Park primary. The students got their hands dirty with many practical experiments and investigations. Some highlights from the year include making ice cream, electronics, aquaponics and of course the Sphero robots. Science Week was an opportunity for our students to celebrate with a spectacular show from Professor Ranford. Our students spent the day participating in a number of science activities within the classroom. To further help celebrate Science Week, the school also hosted an Incursion from “Animal Ark”. Animal Ark’s unique sessions allowed our students to have unforgettable hands on experiences with friendly reptiles, amphibians and mini beasts. Some of the favourite animals that visited include Snowflake the blue-tongued lizard, Jet the black-headed python, Freddy the green tree frog and Twiggy the stick insect.

Throughout the year students developed 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. Students in years 3-6 were also involved in PAT science using the iPads. The results achieved by our students were very pleasing. The use of PAT testing helps to identify common areas that students need consolidating, with students given a scale score that can be used to monitor development over time.

### **2016 Technology Initiatives:**

- 2 days planning and maintenance at the beginning of the year by ICT leaders
- Introduction of class emails as a communication tool
- Operation manual written for the projector in the undercover area
- Assembly PowerPoint created for use by all teachers
- Student councillors integrating technology and movies into assemblies
- Introduction of Brightpath
- Wifi adaptors purchased and reflector upgraded to allow teachers to reflect the iPad on to the board
- DoE Wireless infill project in readiness for Online NAPLAN 2018
- 4 interactive TV's purchased for senior rooms.
- PL in Easiteach for the teachers with new interactive TV's

### **MAKING UP LOST TIME IN LITERACY – Petra Hess**

Multilit is an acronym for **M**aking **U**p **L**ost **T**ime **I**n **L**iteracy. It is an intensive, systematic reading program that teaches skills and strategies for the learning to read process. Multilit is one on one instruction for half an hour, 2-3 times a week, for years 3-6. Students are withdrawn from class for this time.

A Placement Test determines where each student will begin the program. Multilit is broken into three parts which look at phonics, sight word recognition and reinforced reading. Before beginning Multilit, however, I work with the students to make sure they can sequence the alphabet, know the letter names, know the letter sounds, and know the difference between consonants and vowels. We look at vowels and why they are special. We also work on syllables, as this can help them with spelling and reading later. Once I feel they have a sound understanding and knowledge of how to apply all this information for reading and spelling, then we commence with Multilit. Many of these students have poor memory, processing issues, and learning disabilities. They need time to learn and process a new concept, so it can be a slow process.

#### Success:

2016 began with eleven students participating in the Multilit program. After having done the Placement Test, nine students were placed on level 1 (single vowel/consonant sounds), as their vowel and consonant sound knowledge was poor. Two students began Multilit on Level 5 (initial cc blends). These students participated in Multilit in 2015. By the end of Term 2, three students had left the school, and one had completed the program. This allowed space for other students to begin Multilit. In Term 4, there were 14 students participating in Multilit. This was because the hours for Multilit increased from 3 days a week to 4 days a week and there were a number of students who were attending 2 sessions a week and a small number attending 3 sessions a week.



By the end of term 4, seven students had completed the program, four were two thirds of the way through the program, and three students began the program towards the end of the year, and are continuing in 2017. Students work at their own pace and take their time to learn the strategies and skills for reading.

In 2017, the hours for Multilit, have remained at 4 days a week, so students can attend more sessions. Currently twelve students are participating, with nearly all having three sessions a week. Six have continued the program from last year, and six are new to the Multilit program. Two students, who continued from last year, are close to completing the program, possibly by the end of Term 1 or beginning of term 2.

## **ENGLISH as an ADDITIONAL LANGUAGE (EALD) - Ilona Vincze**

The English as an Additional Language/Dialect 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 school overseas. Students born in Australia come from a home background where English is not the first language.

**STAGE 1:** Students who are in their first year of schooling in Australia (all Year 1 students and any students newly arrived from overseas).

**STAGE 2:** Students in Year 2 or in their second year of schooling in Australia.

**STAGE 3:** Students in Year 3 or their third or successive (4<sup>th</sup> or 5<sup>th</sup>) year of schooling in Australia.

Students attended 2 x 50 minute withdrawal sessions. Groups ranged from one-on-one to groups of 6 or 7 students.

The curriculum/focus is determined by the needs of the students at the time, e.g. phonics, vocabulary development, grammar, sentence structure, comprehension of texts, reading skills, 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 (from 1-6) which is reflective of their Standard Australian English language development.

**OPERATIONAL PLAN TARGET: *Target: Achieved 100%***

*90% of students will achieve a minimum of one EAL/D Progress Map Level by the end of one year (from enrolment date). Achievement of a Level will be in all 4 language modes-Listening, Speaking, Reading & Viewing and Writing.*

TOTAL NUMBER OF EAL/D STUDENTS IN 2016	31
TRACIENCY/FLUCTUATIONS IN ENROLMENTS OVER THE YEAR	8
OPERATIONAL PLAN TARGET DATA REFLECTING NUMBER OF STUDENTS WITH SEMESTER 1 AND SEMESTER 2 REPORTS	23

Stage 1 Students	YEAR 1 = 7	YEAR 2 = 1		YEAR 4 = 1		
Stage 2 Students		YEAR 2 = 5			YEAR 5 = 1	YEAR 6 = 2
Stage 3 Students			YEAR 3 = 1	YEAR 4 = 3		YEAR 6 = 2

**2016 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 centered around whole school approaches. In 2016 staff traded off the school Development day in term 4 creating the opportunity to have 8 after hours contact during terms 2 & 3.

- Brightpath – Narrative and Persuasive moderation
- 7 Steps to Writing
- Words Their Way whole school spelling strategy
- Best Performance NAPLAN Data analysis
- Updating school Vision Statement for the Business Plan
- Literacy and Numeracy development NAPLAN target setting
- Seedlings themes and resources
- Emotional regulation skills for children
- Geography, Civic & Citizenship, Business & Economics - key concepts
- Visual literacy – Hass Integration
- Calculate strategies & resources
- School self-review framework

# 2016 Highlights

Once again the school year of 2016 was filled with many highlights some of which are included below:

**Community Focus**



**ANZAC Service**



**Seedlings – Di Wilcox**



**Faction Athletics Carnival**



**Morton Bay Fig Festival**



**Book Week Dioramas**



**ECE Parent Busy Bee**



**Year Six Canberra Camp**



**Stars Morning Tea**



**Student Leadership**



**EVPPS Parent Assemblies**



**Science Incursion**



**Commendation Medal Winners**



**Baby Books**



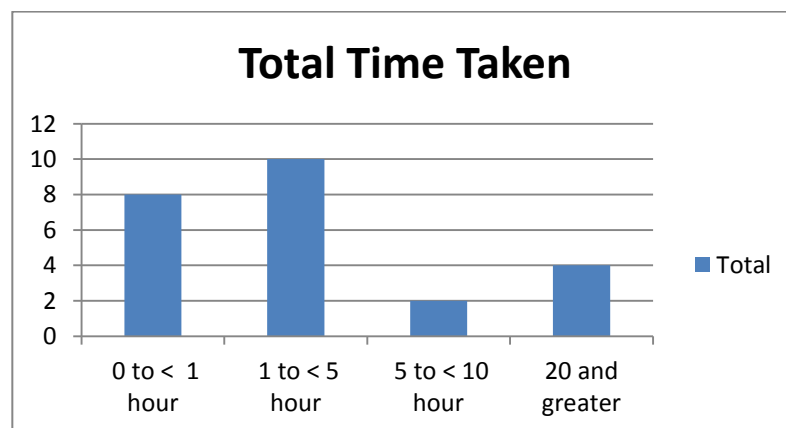
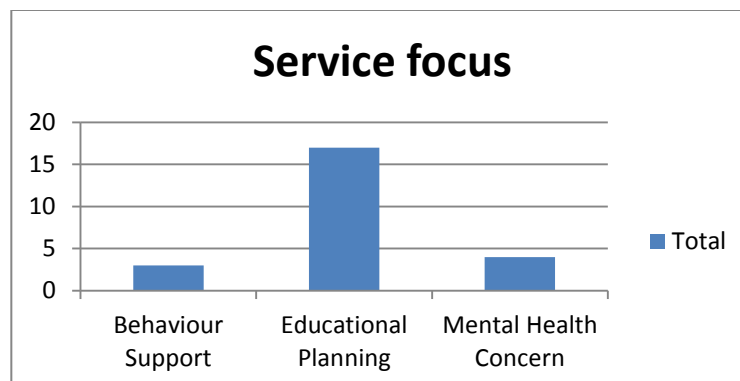
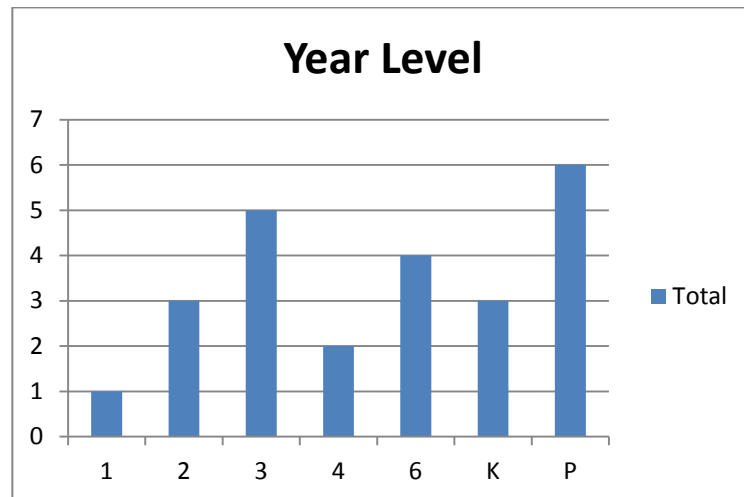
**Christmas Concert**



## 2016 EVPPS SCHOOL PSYCHOLOGY DATA ANALYSIS - Jenny Elliott

### FTE 0.08

The graphs below indicate where the School Psychologist time was used and what it was used for. Our refined referral processes have resulted in many more referrals being made in Kindy and Pre-Primary. After analyzing the school psychologist data it became obvious at the end of the year that we had a real need to increase of school psychologist time.





## COMMUNITY PARTNERSHIPS:

**ECE PLAYGROUND:** Links were made with parent groups to hold busy bees preparing the playground area for the new Nature Play area to be built in 2017.



The school has a strong history of building and maintaining respectful relationships across the community. We strive to develop and strengthen the involvement of local families and the wider community in our school. We have a commitment to engage parents as partners in the educative process through the design and implementation of a suite of parent learning opportunities.

To facilitate this, a range of community based and external providers has enabled the school to offer a diverse range of topics of interest or concern to parents and the wider community. Sessions delivered in 2016 were:

- Spelling Strategies – Kirsty Ambrose
- Learning Numero Workshops – Kath White
- Mental Maths Strategies – Kath White
- Seedlings workshops for Parents – Di Wilcox
- Victoria Park Library Services

Many workshops have provided hands-on experiences for attendees and/or take-away packs of information and resources. To ensure we are meeting the needs of our community, we have provided feedback sheets at a number of sessions.

### CLASSROOM PARENT REPRESENTATIVES (CPR):

A parent forum was established in 2016 with one representative from each class. This forum met with the Principal once a term and were consulted on aspects of the school's policies and procedures.

Term 1 : The first six weeks. How did we go?

Term 2: The new 2016-2017 Business Plan layout and function

Term 3 : Reporting to parents.

Term 4 : NAPLAN what the data is telling us and how the school is using NAPLAN data



Survey the Landscape activity. CPR parents gave feedback on how they found the first six weeks of school identifying what we did well and what we could improve from a parents perspective.

## WHAT IS THE 2016 DATA TELLING US?

Not achieved	Similar	Achieved
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### Business Plan Target # 1

Achievement: The Year 3 and Year 5 NAPLAN scores will equal or exceed Like Schools data.

Year 3 NAPLAN	EVPPS	Like School	Difference
Gram & Punc	451	456	-5
Numeracy	399	420	-21
Spelling	428	440	-12
Writing	425	432	-7
Reading	439	441	-2

Year 5 NAPLAN	EVPPS	Like School	Difference
Gram & Punc	500	521	-21
Numeracy	480	510	-30
Spelling	477	513	-36
Writing	444	487	-43
Reading	490	513	-23

### Business Plan Target # 2

Progress: The Year 5 stable cohort progress will equal or exceed the NAPLAN Australian Progress Mean in all assessed areas.

Year 5 NAPLAN	Stable Cohort Progress Mean	Australian Progress Mean	Value Add / Value Loss Stable Cohort	Effect Size
Gram & Punc	77	79	-2	0.56
Numeracy	92.84	91	1.84	1.12
Spelling	68.25	81	-12.75	0.89
Writing	45.05	73	-27.95	0.62
Reading	78.09	83	-4.91	0.74

### Business Plan Target # 3

Achievement: 80 % of Pre Primary students will achieve 1.0 points in Literacy and Numeracy by the end of the year.

	Literacy		Numeracy	
Achievement Target	72%	- 8%	90%	+10%

### Business Plan Target # 4

Progress: 80% of Pre Primary students with an entry level VEL of 0.6 or below will progress 0.6 VELs in Literacy and Numeracy by the end of the year.

	Literacy		Numeracy	
Progress Target	81% (27 students)	+1%	75% (8 students)	- 5%

## On Entry 2016

Early in Term One all Pre Primary students were interviewed using On Entry assessment, a nationwide compulsory assessment for Pre Primary students attending Department of Education schools. Students participated in Literacy and Numeracy based activities to inform classroom Teachers of some of the skills and understandings held by students upon entry into compulsory schooling.

The data collected through On Entry by classroom Teachers was used to inform a collaboratively planned, differentiated and targeted program for students. The information gathered through assessment combined with Teacher judgement enabled easy identification of Case Managed students. The On Entry teacher resources provided direct Teaching Focus links. This supported teachers to create Group and Individual Education Plans that immediately addressed the points of need of all students.

In recognition of our wonderfully diverse cohort, it was decided that in addition to Academic Targets for Literacy and Numeracy, the inclusion of Progress Targets would importantly highlight the outstanding growth of student achievement, irrespective of overall academic success.

We are very proud of the academic progress made by all students in Pre Primary, particularly our SAER Literacy cohort of 27 students who progressed by 0.7 VELs this year. The embedding of 'Lets Decode' and explicit strategies into a rigorous yet balanced academic and social emotional program, largely underpinned student success.

Retesting of On Entry at the conclusion of the year is one method of measuring student growth and success in Literacy and Numeracy. Further reflection of the data assists collaborative conversations between Pre Primary teachers to revise and refine Teaching programs with a focus on gauging program success and optimising student learning.

### Business Plan Target # 5

**Social/Emotional:** The Implementation of a whole school approach to social -emotional well-being through the "Seedlings" program.

- 7 Seedlings assemblies held over 2016
- 3 hours of Seedlings professional development held over 2016
- Positive parent comments on community survey  
*"Love the Seedlings program and the continued focus on relationships"*  
*"Glad there is a focus on socio-emotional learning."*

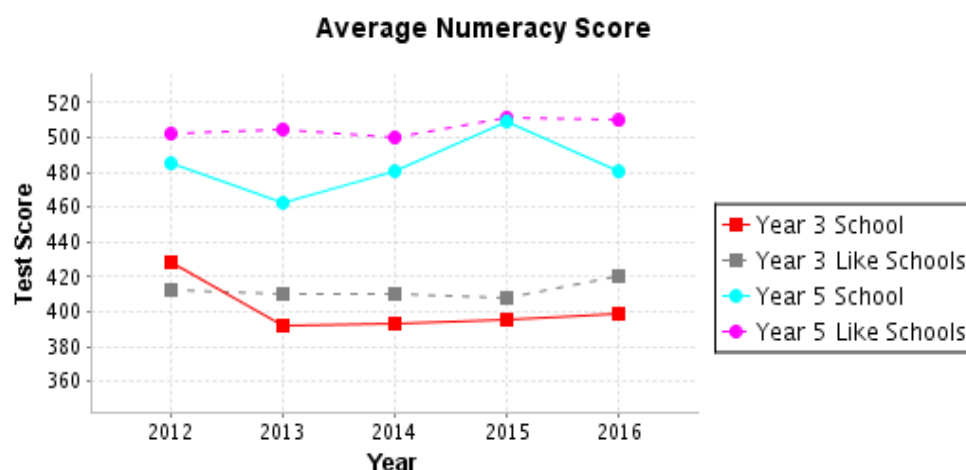
### Business Plan Target # 6

In the compulsory years of school, to maintain a regular attendance rate above 92% each semester.

Semester 1 2016	93.7%	Target Achieved
Semester 2 2016	93.1%	Target Achieved

### NAPLAN Longitudinal Data Average Score

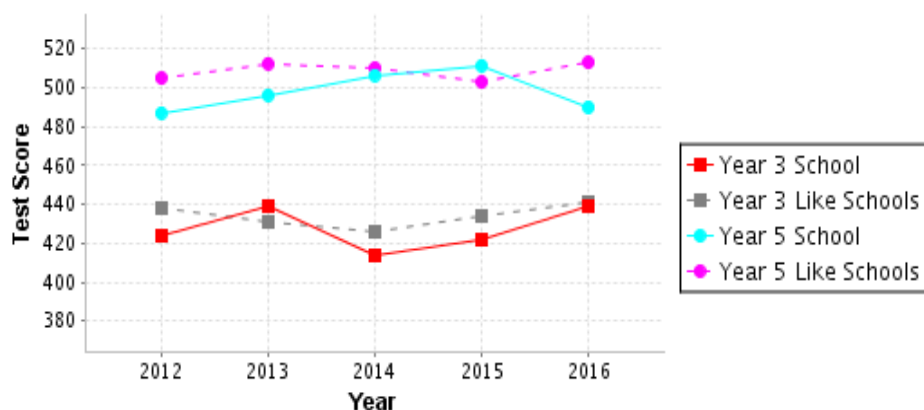
	Above average
	Within 5% below average
	Over 5% below average



Numeracy							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	399	420	21	379	+20	396	+3
Yr 5	480	510	30	476	+4	487	7

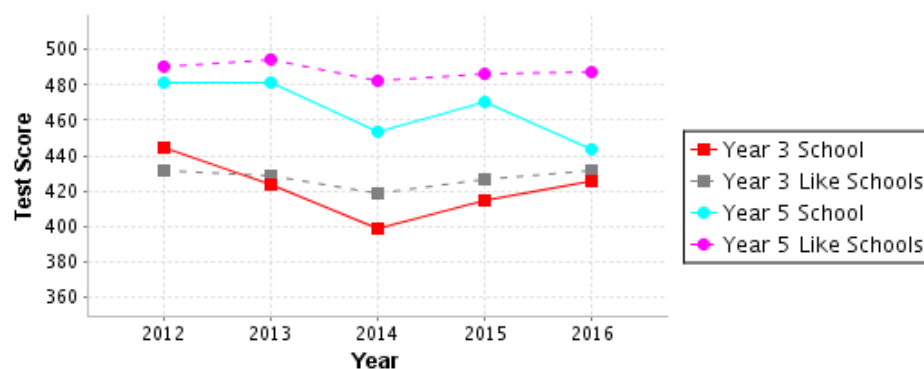


### Average Reading Score



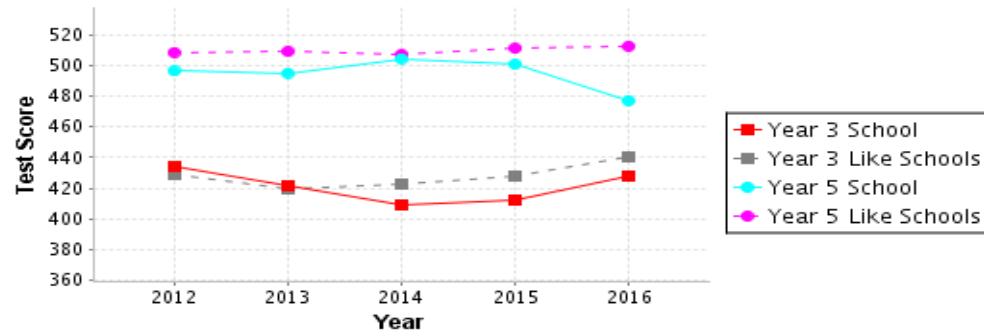
Reading							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	439	441	2	400	+39	420	+19
Yr 5	490	513	23	485	+5	501	11

### Average Writing Score



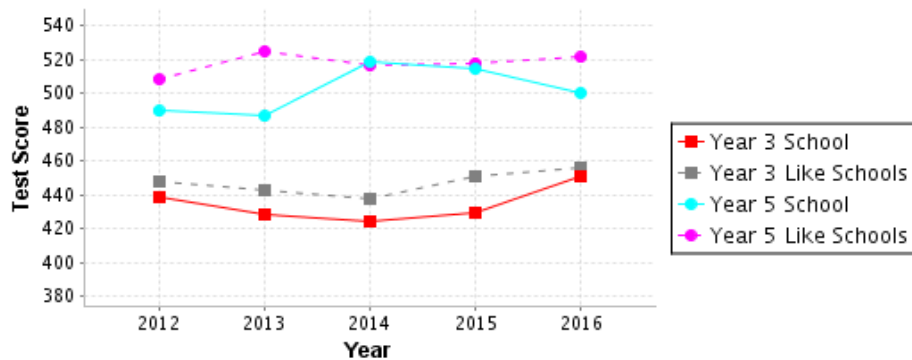
Writing							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	425	432	7	403	+22	416	+9
Yr 5	444	487	43	459	15	468	24

### Average Spelling Score



Spelling							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	428	440	12	396	+32	414	+14
Yr 5	477	513	36	487	10	498	21

**Average Grammar & Punctuation Score**



Grammar							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	451	456	5	401	+50	424	+27
Yr 5	500	521	21	487	+13	504	4

## SUMMARY

- Both year 3 & 5 performed below like schools in all areas.
- In 2016 the year 5 cohort performed below expected level only exceeding the state average in Numeracy, Reading and Grammar
- In 2016 the Year 3 cohort exceeded the state and national average NAPLAN score in every test.

## RECOMMENDATIONS

- Continue to embed whole school literacy and numeracy approaches; Calculate strategies, Words Their Way, Brightpath
- Continue to invest in quality PL in priority areas
- Maths focus 2017 will be Place Value using Paul Swan resources and 'Maths tracker'
- Continue the case management approach to differentiate the curriculum.
- Continue to use 'Best Performance' data to identify and diagnose strengths and areas of concern at individual classroom level.
- Use SEN planning tool to create IEP's with purposeful learning objectives for those students that are below bench mark or receiving a 'D' grade.
- Work with parents to retain student enrolment through to Year 6 instead of leaving in Year 5 to attend private schools.

## COMMUNITY SURVEY DATA SUMMARY

East Victoria Park PS continued the National School Opinion Survey in 2016 which included surveys to parents, students and staff.

The rating key used was

1. Strongly Disagree    2. Disagree    3. Neither    4. Agree    5. Strongly Agree

### 2016 Students

#### Highest ranking items

Item	Mean Score
I like being at my school	4.5
I feel safe at my school	4.4
My teachers expect me to do my best	4.4

### 2016 Students

#### Lowest ranking items

Item	Mean Score
My school takes students; opinions seriously	3.6
Student behaviour is well managed at my school	3.8
My teachers provide me with useful feedback	4.0

### 2016 Parents

#### Highest ranking items

Item	Mean Score
Teachers at this school expect my child to do their best	4.3
My child feels safe at this school	4.3
I can talk to my child's teachers about my concerns	4.3

### 2016 Parents

#### Lowest ranking items

Item	Mean Score
My child's learning needs are being met at this school	3.8
Teachers at this school provide my child with useful feedback	3.9
This school works with me to support my child's learning	3.9

### 2016 Staff

#### Highest ranking items

Item	Mean Score
Students like being at this school	4.7
Teachers at this school motivate students to learn	4.7
Students at this school can talk to their teachers	4.6
Teachers at this school expect students to do their best	4.6

## 2016 Staff

### Lowest ranking items

Item	Mean Score
Student Behaviour is well managed at this school	3.8
I receive useful feedback about my work at this school	3.9
Staff are well supported at this school	3.9

### SUMMARY

- No items fall into the negative / unsatisfactory range from any of the surveyed groups.
- Providing useful feedback to both staff and students were common themes occurring in the lowest ranking. This is being addressed through performance management and peer observation goals.
- 'Student behaviour' was the lowest amongst students and staff. A behaviour management review was conducted in second semester to coordinate a common approach amongst the year 3-6 classes.
- An interesting comparison between 2014 and 2016 student survey results. The following is affirmation of our strong inclusive culture and the way we care for our kids. The figure in brackets represents the 2014 survey result.  
"I feel safe at my school" Strongly agree = 61% (38%)  
"I like being at my school" Strongly agree = 55% (49%)
- Open question responses from parents indicated the desire to have more contact with the classroom teacher and be better informed about student progress. As a result of these comments we have initiated classroom teacher weekly emails informing parents of the week ahead and two open nights / learning journey each semester.

## **FUTURE DIRECTIONS:**

**Brightpath:** In 2016 EVPPS took up an opportunity to participate in the SCSA Brightpath trial as the teaching and assessment of writing was identified as an area of concern through making consistent teacher judgments and NAPLAN results. By participating in the trial, Brightpath writing PL was undertaken to support teachers to plan learning opportunities for students using the *West Australian Curriculum and Assessment Outline* through the use of the Brightpath software. Narrative writing being the initial focus for Year 2-6 and Recount a focus for K-1

**Management of School Psychologist time:** In 2017 in consultation with Regional Office sort to exercise the IPS flexibility of managing our own School Psychologist FTE for the first time. A process was conducted in term 4 of 2016 to access the School Psychologist pool to select an applicant who would best suit our needs in catering for our students but also build the capacity of staff in their knowledge of referring students.

**2017 Conference Accredited Training:** Building onto the work around peer coaching commenced in 2016 the school will engage with the School of Special Educational Needs (Behaviour & Engagement) to train a staff member developing their skills in classroom observation practice and conference skills.

**Technologies Leader:** In 2017 time will be allocated for a staff member to lead Technologies, with the view of linking with Curtin University and the Curtin Education Network to build their capacity and in turn work with teachers in the classroom to build their capacity to teach this learning area.

**AIEO:** Through the transition links with Kent St Senior High School in 2017 we will be appointing a graduate from the SEDA program that worked with the indigenous coordinator at the high school. With 19 indigenous students the school feels that an Aboriginal and Islander Education Officer would be an outstanding appointment for a range of students with a focus on academic engagement, family connection and attendance.

**3 Year old Playgroup:** The 0-3 playgroup offered in 2016 was a huge success as far as creating a safe environment for new families and young children to engage with the school. By the end of 2016 the playgroup coordinator felt that because of the range of ages, the playgroup was benefiting the parents socially much more than achieving the academic and social goals the program originally started with for the children. It is to this end that in 2017 we will restrict participants to 3 years of age with the specific purpose to preparing them for Kindy the following year. 3 Year Old Playgroup.

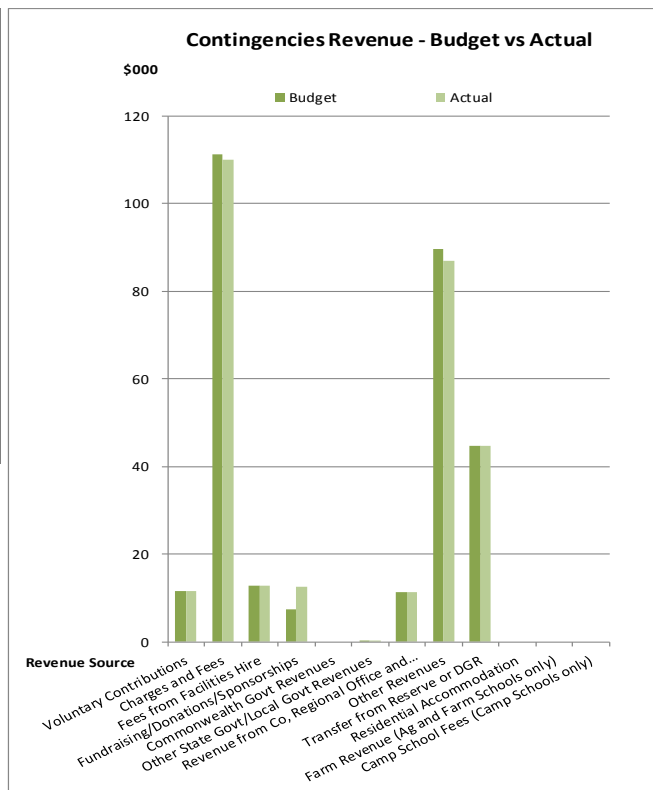
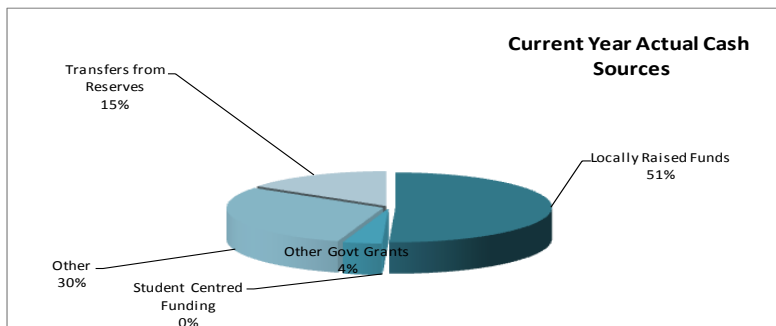
**Dyslexia training:** Professional Learning (PL) sort in 2017 on teaching Dyslexic students. This acknowledges the fact that 1 in 5 students have dyslexia, either diagnosed or undiagnosed. The teaching strategies learnt through Dyslexic PL will assist those students with a range of learning difficulties.

**NAPLAN On-Line trial school 2018**

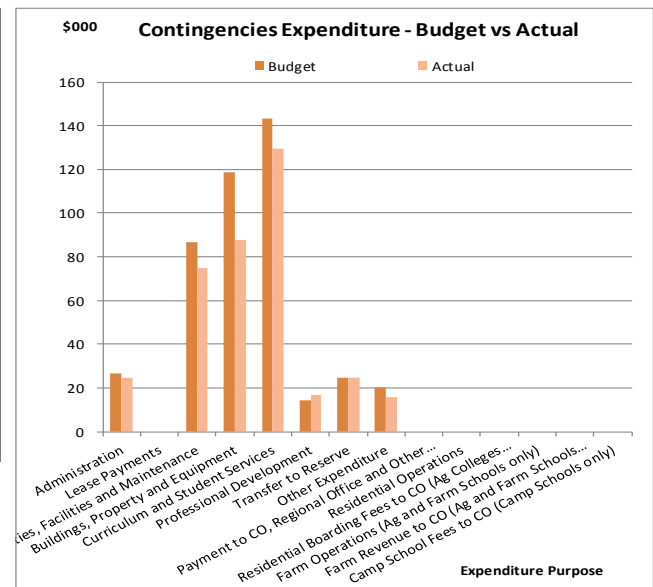
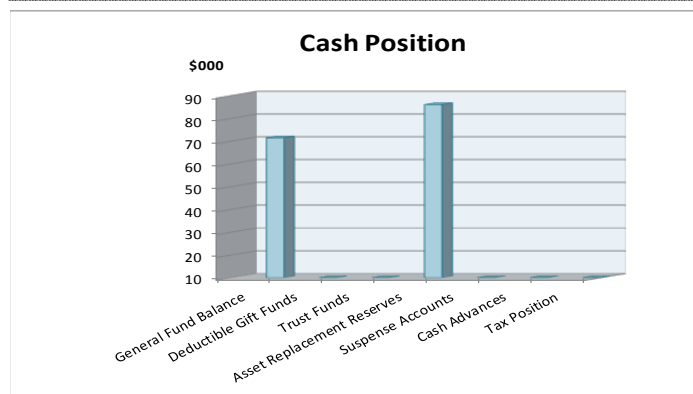


# East Victoria Park Primary School Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 11,600.00	\$ 11,600.25
2	Charges and Fees	\$ 111,359.00	\$ 110,066.58
3	Fees from Facilities Hire	\$ 12,772.00	\$ 12,772.73
4	Fundraising/Donations/Sponsorships	\$ 7,307.00	\$ 12,566.85
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 300.00	\$ 300.00
7	Revenue from Co, Regional Office and Other Schools	\$ 11,326.00	\$ 11,326.37
8	Other Revenues	\$ 89,713.00	\$ 86,868.30
9	Transfer from Reserve or DGR	\$ 44,741.00	\$ 44,741.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 289,118.00	\$ 290,242.08
	<b>Opening Balance</b>	\$ 154,410.00	\$ 154,409.95
	<b>Student Centred Funding</b>	\$ -	\$ -
	<b>Total Cash Funds Available</b>	\$ 443,528.00	\$ 444,652.03
	<b>Total Salary Allocation</b>	\$ 2,806,416.00	\$ 2,806,416.00
	<b>Total Funds Available</b>	\$ 3,249,944.00	\$ 3,251,068.03



	Expenditure	Budget	Actual
1	Administration	\$ 26,339.00	\$ 24,423.12
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 86,547.00	\$ 74,877.34
4	Buildings, Property and Equipment	\$ 118,621.00	\$ 87,439.71
5	Curriculum and Student Services	\$ 143,108.00	\$ 129,438.87
6	Professional Development	\$ 14,153.00	\$ 16,589.01
7	Transfer to Reserve	\$ 24,500.00	\$ 24,500.00
8	Other Expenditure	\$ 20,272.00	\$ 15,933.00
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ 433,540.00	\$ 373,201.05
	<b>Total Forecast Salary Expenditure</b>	\$ 2,672,276.00	\$ 2,672,276.00
	<b>Total Expenditure</b>	\$ 3,105,816.00	\$ 3,045,477.05
	<b>Cash Budget Variance</b>	\$ 9,988.00	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 159,997.93</b>
Made up of:	
1 General Fund Balance	\$ 71,450.98
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 86,017.25
5 Suspense Accounts	\$ 7,592.70
6 Cash Advances	\$ -
7 Tax Position	\$ 5,063.00
<b>Total Bank Balance</b>	<b>\$ 159,997.93</b>