



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

**WELCOMING ALL, ATTAINING EXCELLENCE**



**ANNUAL REPORT 2017**



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# INTRODUCTION

## DEAR PARENTS, CARERS AND SCHOOL COMMUNITY MEMBERS



It is with pleasure that I present the Annual Report for 2017. The 2017 school year was our second year of our 2016-2018 IPS Business Plan and it provided us with the opportunity to consolidate and refine a range of programs and initiatives across the school.

My sincere thanks go to all the members of our school community with special thanks to the EVPPS staff who continue to work tirelessly to improve the educational outcomes for all of our children and to the School Board and P&C for their effective contributions around governance and fund raising events.

There were many highlights which we are very proud of some of which included:

- The permanent appointment of Mr Ugle as our AIEO two days per week.
- The permanent appointment of Mrs Serena Whisson our school psychologist.
- The establishment of the Fathering Project linking in with our champion dads and father figures.
- Successful NAIDOC week celebrations linking in with our Noongar families to engage in cultural activities.
- Increasing our school student enrolment from 304 to 319
- Winning \$20 000 playground grant to complete our ECE nature play scape
- Successful Year 6 Canberra camp
- Two Maggie Dent presentations held at EVPPS by our P&C raising over \$10 000 for the P&C.
- Successfully trialling on-line Year 3 & 5 NAPLAN to assess our network load capabilities
- Classroom Parent Representative meetings each term collecting feedback on school processes.
- Winning the VPASSA Summer carnival

I trust that you find this report to be a practical and informative summary of 2017 school year. Additional information can be found on the Department of Education's 'Schools Online' website at <http://www.det.edu.au/schoolsonline> or the My School website at [www.myschool.edu.au](http://www.myschool.edu.au)

Yours sincerely  
Bradden Mitchell  
PRINCIPAL

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

We started 2017 with some changes to our Board, with Harbrinder Singh Mohal retiring from the Board at the end of 2016 and Paul Valentino, from the Fathering Project, welcomed as a new Community Board member, at our first meeting for the year. Oliver Lindsell also retired from the Board, in May, leaving existing Board members Dom Passalacqua, Paul Whitfield, Srinivasan Ayyalusamy, Jye Flood, Jeff Daddow, Dr Sue Dawkins (Community Member), Bradden Mitchell (Principal), Kate Pittuck and Blair Ranford (School Staff), Lynda Fenton (Registrar - Non Voting Member) and Jesvin Karimi (Chair).

The Board have continued to work collaboratively with the school's administration to ensure that we progress the 2015 review recommendations as we work through our 2016 – 2018 Business Plan focused on sustaining and building upon our school's achievements, whilst always maintaining the students of EVPPS, and their well-being, as our priority.

In 2017, the School Board have worked, alongside the School's administration, demonstrating links to the Delivery and Performance Agreement (DPA) in all our dealings. The School Board have also worked, collaboratively with the school's administration, towards discussing, and ratifying as required, various items, including the Forte School of Music programme, Facilities Hire arrangements with OSH Club and Young Engineers, the Dress Code policy and the 2018 School Fees and Charges.

An Open Board Meeting was held in November 2017, where the school's overall performance, including 2017 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, in all facets of their primary school education.

## **SCHOOL CONTEXT**

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

**PRINCIPAL:** Mr Bradden Mitchell

**SCHOOL BOARD CHAIR:** Mrs Jesvin Karimi

**SCHOOL 2015 ICSEA:** 1074.00

**SCHOOL 2016 ICSEA:** 1064.00

**SCHOOL 2017 ICSEA:** 1064.00

**2017 ENROLMENT NUMBERS:** Semester 1 = 304 Semester 2 = 314

### **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 1064 (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
Aubin Grove Primary School	1066
Bassendean Primary School	1062
Beacon Primary School	1061
Bunbury Primary School	1070
Cadoux Primary School	1064
Edgewater Primary School	1064
Halidon Primary School	1068
Harrisdale Primary School	1063
Jerdacuttup Primary School	1070
Kukerin Primary School	1061
Leeming Primary School	1069
Lesmurdie Primary School	1063
Mindarie Primary School	1063
Mullaloo Beach Primary School	1068

Mullaloo Heights Primary School	1061
Ongerup Primary School	1063
Pickering Brook Primary School	1062
South Padbury Primary School	1062
Wattle Grove Primary School	1067
West Greenwood Primary School	1064

## CELEBRATING DIVERSITY:

Our school motto is *Celebrating Diversity*. We encourage and support all those from diverse backgrounds and cultures. 76 students are represented by 29 different countries.

India	12	Indonesia	7	New Zealand	5
Phillipines	5	Pakistan	4	Bangladesh	1
China	3	England	2	Ireland	2
Libya	1	Malaysia	2	Iran	1
Egypt	5	Singapore	2	Vietnam	4
Jordan	2	Afghanistan	1	Germany	2
Iraq	1	Thailand	1	Saudia Arab	1
Chile	1	Mauritius	1	Nepal	3
Turkey	1	Japan	1	Syria	1
USA	3	Wales	1		

We have enrolled students that have particular needs, for example in our school this includes students with, severe anaphylactic 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 6 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.

## 2017 STAFF PROFILE:

- 1 Deputy Principal, 1 Teacher and 1 EA retirement in 2017.
- Average age for all staff is 46.5 Teaching staff 43.6 and Non-teaching staff 49.7
- 1 inactive teacher on maternity leave
- 2018 fixed term appointments will be made from Graduate and Fixed Term Teacher pool

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

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Teacher	19	14.4	1	1.0	20	15.4
Mainstream EAs	5	3.8	0	0.0	5	3.8
Education Support EAs	4	3.4	0	0.0	4	3.4
AIEO	1	0.4	0	0.0	1	0.4
Admin	3	2.0	0	0.0	3	2.0
Cleaner	3	2.0	0	0.0	3	2.0
Gardener	1	0.8	0	0.0	1	0.8
Other	4	1.2	0	0.0	4	1.2
<b>Total</b>	<b>43</b>	<b>31.0</b>	<b>1</b>	<b>1.0</b>	<b>44</b>	<b>32.0</b>

## Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2014 with the current 2017 data.

**Table 7 Comparison of age profile data**

	2014			2017		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	0	1	3	1	2
25 to 34	7	7	0	7	7	0
35 to 44	15	11	4	7	4	3
45 to 54	15	7	8	15	6	9
55 to 59	6	4	2	5	3	2
60 to 64	2	0	2	3	2	1
65 to 69	2	0	2	1	0	1
70 and over	1	0	1	1	0	1

**Table 8 Average age of all staff members 2014 to 2017**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2014	46.3	42.8	50.9	45.9	46.4
2015	46.7	42.6	51.7	46.9	46.7
2016	47.7	45	50.9	47.9	47.6
2017	46.5	43.6	49.7	41.6	47.8

## 2017 ENROLMENT TRENDS

	Kin	PPR	Pri	Sec	Total
Male	19	16	98		133
Female	25	32	124		181
Total	44	48	222		314

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	2	17		20
Non-Aboriginal	43	46	205		294
Total	44	48	222		314

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(23)	48	41	38	34	41	39	29	293
Part Time	44								

Enrolment numbers continue to show sustainable growth since the Year 7's left in 2014. 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	2017
Pre Compulsory	80	40	38	41	44
Compulsory	261	302	271	266	270
Total	341	342	309	307	314

Aboriginal Students = 19, Students with a disability allocation = 13

EALD Students receiving support = 20, Fee-Paying Visas (except 457's) = 1

2017 Student Transiency = 17.8% , Student Suspensions = 0

## 2018 DESTINATION HIGH SCHOOLS:

Secondary school destination for year 7 2017

Kent St Senior High School: 14

Como Secondary College: 1

Wesley College: 1

Belmont City College: 1

Mercedes College: 1

Southern Hills Christian College: 1

Clontarf Aboriginal College: 1

Lesmurdie SHS: 1

Ursula Frayne Catholic College: 2

Perth Modern School: 1

Willetton SHS: 1

St. Brigid's College: 1

Lynwood SHS: 1

Darling Range Sports College: 1

Cannington Community College: 1

Rehboth Christian School: 1

73% Public secondary institutions

27% Private institutions

## 2017 ATTENDANCE IMPROVEMENT TARGETS

At risk Group	Reason	Semester 2 targets	A	PA	NA	Reason
Whole school P - 7	Unauthorized absences at 5% in compulsory year levels.	Maintain 10% or less (total of all at risk categories)				Unauthorized absences for Semester 2 2017 was 11%
Whole school P - 7	Overall attendance rate at 93.2%	Increase attendance rate to 95% or over across compulsory year levels				Attendance rate Semester 2 2017 was 93.2
Years PP, 2	Both year levels increased but not to the nominated target.	Attendance percentage of 95% or better in nominated year levels				PP- Year 2 attendance rate was 92.9%
Semester 2, 2017 Unauthorised absences P-7	Unauthorized absences PP – reduced to 1% Year 2 reduced to 4%	Percentage will remain stable or decrease (total of all UA).  Percentage will remain stable or decrease (total of all UA in Pre-primary and Year 2).				PP unauthorized 15%  Year 2 unauthorized 9%

## 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. The attendance tool kit was used in school newsletters to inform parents of their obligation around student attendance. A female Year 2 student was placed on a section 24 with a school in the Pilbara as she was attending the region for a family funeral.

### 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
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%
2017	95.7%	94.8%	93.8%	89.0%	92.1%	81.2%	95.2%	94.7%	92.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	87.1%	10.7%	1.4%	0.7%
2016	77.5%	17.6%	3.6%	1.1%
2017	87.9%	8.8%	2.2%	1.1%
Like Schools 2017	85.3%	12.1%	2.3%	0.3%
WA Public Schools 2017	77.0%	15.0%	6.0%	2.0%

## 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.

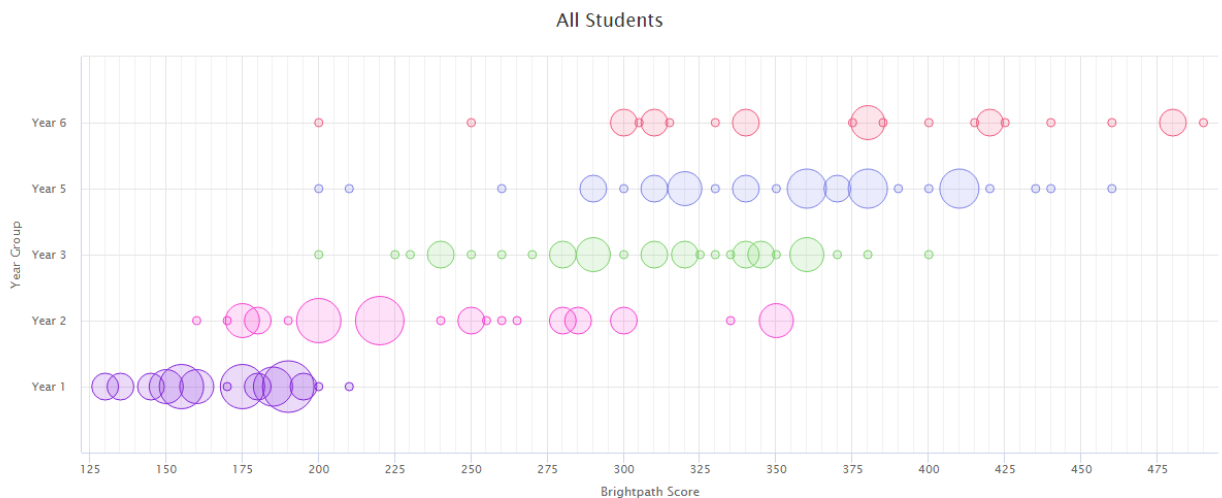
## Brightpath Assessment:

The software for this assessment was used in our school during 2017. 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.

In 2017 EVPPS paid for the complete set of reports in Brightpath so that we could present our whole school data enabling effective analysis and longitudinal data used in target setting. The bubble graph below represents Term 3 achievement using the narrative writing scale.



## NUMERACY – Kath White

For 2017, achievement targets in Numeracy were linked to the Business Plan and Operational Plans and had a focus on developing students' knowledge of Place Value. Whole school resources were developed in a blue file for teachers to have ready access to a range of Paul Swan activities reinforcing Place Value concepts.

### **2017 Numeracy Initiatives:**

- 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 Mathematics and Place Value and how this complements target teaching objectives in existing programmes operating in the school.
- Staff set operational targets in 2017 to accompany the K-2 & 3-6 operational plans linking to Place Value 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, 2017 as part of our data collection strategy to assess progress, and identify areas of need.

## FATHERING PROJECT - EVPaPaS Dads Group



In 2017 EVPPS launched the Fathering project

with the aim to positively promote the important role of fathers and father figures in the school community. Throughout our inaugural year involved in the project we held guest speaker nights, attended skateboard clinics, Bunnings sausage sizzle and Santa letter writing activities and workshops. We continue to grow our Fathering Project data base in order to involve more dads and father figures in school community events. With the assistance of Paul Valentino, WA Schools coordinator and EVPPS School

Board member we have a group of 'Champion dads' who meet regularly to plan and organise the upcoming events.



## PLAYGROUP - Mel Smit

EVPPS Playgroup is a play-based program combining fine motor and gross motor skills, music, craft, healthy eating and social and emotional development. In 2017 we attended The Town of Vic Park's "Teddy Bears Picnic", as we explored our community and sense of 'Belonging'. Our local librarian, Hannah, came to read to us during Book Week and we received a 'Better beginnings' pack to promote our love of literacy. We were also visited by Rebecca Jane Flanagan (Musical Experiences for Children) which enriched our music program. The end of our year, saw Di Wilcox (Australian author of The Magic Coat series) visit us, and read us her 'school readiness' book. Children at EVPPS Playgroup become more confident in their surroundings whilst having fun, and their parents form friendships too. EVPPS Playgroup is a great transition to formal schooling, as evident by the smooth transition of Kindy students.



## NAIDOC day celebrations:

In the weeks leading up to NAIDOC Day our students learnt about Aboriginal culture and dreamtime stories. To commemorate the occasion our students decorated 6 poles representing the traditional Noongar seasons and the school values. A special thankyou to a young Aboriginal artist Bowe Gregory who designed these poles and to Joseph Ugle, Fabiola Whyte and Mel Smit for all their hard work. They look amazing.

On Friday the 30<sup>th</sup> June our school celebrated with a NAIDOC day community event. The day started with a traditional welcome to country that was spoken by local Aboriginal Elder Jenny McEwen. Other activities our students participated in were Damper making, boomerang designs and painting, Dreamtime stories and braiding. There was also a very special performance by the Baldja Moort Noongar dance group. This was a great experience for our students with many chosen to join in the dances. A particular favourite was the Honey Bee dance. After working up an appetite our students were then able to sample the damper they made as well as taste some Kangaroo stew made by Aboriginal Elders. The kids loved it. The day finished with an amazing guest speaker Mr Derek Nannup. Derek had our students sitting on the edge of their seats with his unique storytelling, animal noises and didgeridoo playing. Perth Football Club also awarded footballs to the winners of the colouring in competition and the design a jersey contest. Thank you to everyone who was involved throughout the day.



## 2017 PHYSICAL EDUCATION REPORT - Blair Ranford



In 2017 our Physical Education program continued to focus on the development of student's Fundamental Movement Skills (FMS) and game sense approach. The Year 3 to Year 6 program is aligned to the seasonal sports, with the students participated in a wide variety of sports and skills, encouraging them to join local community clubs. The Pre-primary to Year 2 program emphasizes the development of correct skill acquisition of basic FMS across a range of settings. The schools values are greatly emphasized through lessons, teaching the students to play fairly, Co-operate to ensure inclusivity and set goals to achieve their best. Faction Captains were elected at the start of the year and were responsible for maintaining the sports shed, setting up equipment and assisting teachers during senior sport. Additional leadership opportunities were introduced with development of the whole school morning fitness program. The Morning Fitness program was implemented to help support our students in preparation for learning, as research shows that physical activity enhances cognitive function, concentration and behaviour.

The school also participated in a number of Sporting School grants that provided additional funds, resources and coaching from local clubs and athletes. Through these grants the school was able to purchase 4 table tennis tables and have coaching sessions run by Table Tennis Australia as well as a class set of tennis equipment and coaching from Perth Performance Tennis. The Little Demons after school AFL program was introduced and served as an introduction to learning the skills of the game. The school continued its involvement in the Victoria Park School Sports Association and had some great achievements throughout the year with EVPPS winning the Summer Carnival Champion school trophy for the third year in a row. The inaugural Colour Run Fundraiser was a huge success with the whole EVP community coming together and raising over \$20, 000.

### ***Highlights and achievements for 2017 included:***

Perth Performance Tennis clinics:      Table Tennis Australia Clinics, purchase of 4 table tennis tables

Eagles Cup and West Coast Fever Cup      Little Demons after school Football clinics

Before school swimming squad      Summer Carnival Champion School

Faction Athletics Carnival      Lunchtime Staff Vs Faction Captain Volleyball games

Colour Run Fundraiser      Assessment in Physical Education included:

Pre primary to Year 2: FMS assessment guide, following instructions, following rules and staying within boundaries.

Year 3 to Year 6: Students are assessed on the specialized movement skills, strategies and game sense. Students are also assessed on their ability to adopt different roles, leadership skills and their code of conduct.



## 2017 SCIENCE REVIEW - Blair Ranford

The science program aims to foster a positive attitude towards science, providing our students with an insight and experiences of a real scientist. Through inquiry learning and experimentation students are encouraged to take a hands-on approach to engage in their learning. Through this process students make real world connections with their learning and use their prior knowledge to enhance their understanding. Specific scientific skills such as annotated diagrams, writing observations, graphing and making predictions are all taught through the inquiry process. These skills are assessed throughout the year as well formal testing on units of work. PAT science testing continued in 2017 with our students achieving some great results. Through analysing this data, specific areas can be identified as strengths or weaknesses in learning. Below are the targets and achievements.

2017 PAT Science Targets		
Year	Target	Score
Year 3	80% of students will achieve a scale score of at least 110 or above.	79%
Year 4	80% of students will achieve a scale score of 113 or above.	77%
Year 5	80% of students will achieve a scale score of 116 or above.	86%
Year 6	80% of students will achieve a scale score of 119 or above.	84%

There were many highlights in science throughout 2017. The inaugural Colour STEM day was a huge hit with the Technology and Science programs working together to provide our students with an unforgettable experience. This event was a huge success with the whole school completing a number of STEM activities in multi aged groups.

### Science highlights:

- SciTech visited our school and performed 2 shows
- Inaugural whole school STEM colour day
- Curtin University Research scientists taught our year 5/6 classes.
- Making Ice-cream
- Electronics project

### Assessment in Science included:

Year 3 to Year 6 PAT Science testing

Formal testing on Key Understandings (Semester 1: Chemical Sciences, Semester 2: Earth& Space Sciences)



### **2017 Technology Initiatives:**

2017 was a busy year again for the Technologies learning area at East Victoria Park Primary School. We started the year by electing four ICT captains who could assist the Technologies leader with anything Ipad related around the school. The captains embraced their role and provided invaluable support to both teachers and fellow students. The school successfully undertook a trial for Naplan Online which commences in 2018. The trial was a fantastic learning curve to test the school and departments ability to cope with the testing. Year 3 and 5 students were exposed to the trial and all classes will be looking carefully at the NAPLAN demonstration site before the start of testing in 2018. We continued our purchasing of interactive televisions to ensure consistency around the school with new boards being installed in Rooms 1,2,3 and 4. Subsequently staff were involved in PL to ensure they were equipped with the necessary skills to use the new boards. The school took advantage of the lending library at Sci-tech to experiment with robots called Beebots. They were a great success and proved instrumental in accessing the new technologies curriculum. The school has since purchased 12 Beebots to be used across the early years of learning. The Technologies leader role continued with one day a week being dedicated to supporting staff within their classrooms when implementing the curriculum. The IT support day continues with valuable time spent maintaining the infrastructure and devices around the school. The Technologies leader was also involved in a network called the 'Sci tech' hub which enabled up to date professional learning and resources. Two staff were involved in the DREAM project which involved a network of close schools joining together to explore and share their technologies experiences. EVPPS staff continue to collaborate with staff from other schools and are exploring ways of creating a lending library between schools. Coding club was trialled in Term 4 of the year and proved to be very popular with children attending during their lunch break to take part in coding activities.

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

In Term 1 2017, twelve students commenced the Multilit program. After a Placement Test was conducted, eight students began on Level 1 (single vowel /consonant sounds) due to poor phonemic awareness. One student began on Level 2 (vcc and cvcc words), and another student began on Level 3 (Consonant Digraphs). Two students began on level 7 (Silent 'e' words). These two students had participated in Multilit in 2016 and were continuing the program. They tested high which was evidence that they retained the phonics skills that were taught the year before.

Many of the students who take part in Multilit have memory processing problems and learning disabilities, so the program is run at their pace. These students work on the alphabet and its sequence, sounds and letter names. All of the students concentrate on separate sounds and blending, vowels and consonants, word boundaries, onset-rime, rhyming, and syllables prior to beginning Multilit.

By the end of the first Semester in 2017, three students had completed the program, five students were over halfway through the program (between levels 6 and 8), and four had progressed about one quarter of the way through (between levels 2 and 4). Seven students had completed the Sight Words component of the program.

At the finish of the second semester, five students had completed the program, which allowed five new students to begin the program (4 in Minilit and 1 for Multilit) three students were between level 10 and 13, two were almost half way through at levels 5 and 6, and two were at level 3-having only begun in third and fourth terms. All students had progressed from where they had originally started in Multilit.

**Minilit** is the junior version of Multilit. It is run in small groups of 3-4 and is a scripted lesson which targets phonemic awareness, fluency, vocabulary and comprehension. Students who have fallen behind their peers within the first year of instruction and are in the lower 25% of that group, are eligible to participate in the Minilit program.

Minilit began in Term 3, 2017. Five students from year 2 were assessed and the four students with the lowest scores began the Minilit program. The four students attended two 1 hour lessons per week. In these lessons students are taught to recognise upper and lowercase letters and their corresponding sounds. At the end of every 3-4 lessons there is a test and if there are any errors the last lesson is retaught as revision. Every lesson also involves storybook reading and students are questioned at the end of every story to test their comprehension. The group began on Level 1, Lesson 1 which is Writing Sounds and Words. Over the next 18 school weeks, the students progressed through 19 lessons and almost completed the first level in Minilit.

## **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.

**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 range from on-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).

**OPERATIONAL PLAN TARGET:** ***Target:** - 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 2017	20			
TRANCENCY/FLUCTUATIONS IN ENROLMENTS OVER THE YEAR	5			
OPERATIONAL PLAN TARGET DATA REFLECTING NUMBER OF STUDENTS WITH SEMESTER 1 AND SEMESTER 2 REPORTS	13			
Exited Program end of Semester 1	2			
	Stage 1	Stage 2	Stage 3	
YEAR 1	4			
YEAR 2		6		
YEAR 3			1	

YEAR 4				
YEAR 5		1		
YEAR 6			1	

**EALD Target:** the target of 90% was not achieved.

Out of 13 Students receiving a Semester 1 & 2 report:

5 achieved an increase of 1 Level in each of the 4 modes. 3 Achieved 1 level in 2 modes. 2 Achieved 1 level in 3 modes.

1 achieved 1 level in 1 mode.

3 did not achieve an increase in levels-they remained on the same level throughout the year.

## 2017 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.

- Gate Keeper Training – School Response for Students with Suicidal Behaviour
- Trauma Informed Practice
- Place Value – Maths focus
- Asthma Education
- Brightpath – Narrative and Persuasive moderation
- 7 Steps to Writing
- Autism Spectrum Disorder SENBE
- Blue Earth – Moving Lives
- Sikh culture
- Words Their Way whole school spelling strategy
- Enquiry based learning
- Best Performance NAPLAN Data analysis
- Literacy and Numeracy development NAPLAN target setting
- School self-review framework

# 2017 Highlights

Once again the school year of 2017 was filled with many highlights some of which are included below:

**Baby Books**



**ANZAC Service**



**Seedlings – Awards**



**Faction Athletics Carnival**



**Di Wilcox**



**Stars Morning Tea**



**Playgroup Teddy Bear Picnic**



**Local MP Mr Ben Wyatt**



**Christmas Concert**



**Student Leadership**



**Commendation Medal Winners**



**Yr 6 Canberra Camp**



**Colour Run**



**AIEO Appointed**



**NAIDOC Celebrations**



**2017 EVPPS SCHOOL PSYCHOLOGY DATA ANALYSIS - Serena Whisson**

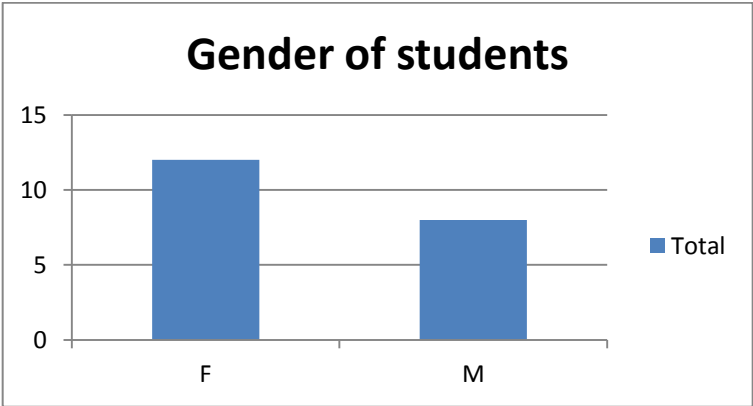
**FTE 0.3**

The school psychologist works at East Victoria Park Primary School one and a half days a week and provides a specialist psychological assessment, intervention and consultation service to the school. She works at an individual, group and school-wide level.

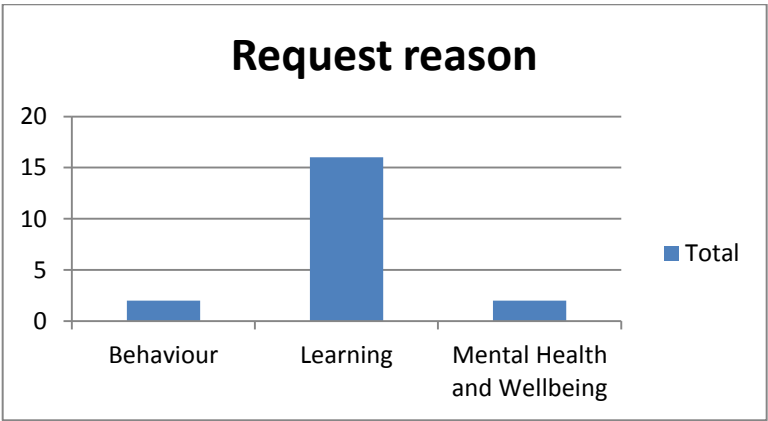
In 2017 a new school psychologist commenced work at East Victoria Park Primary School. A major focus of her work in her first year at the school was on collaborating with the Deputy Principal Students At Educational Risk (SAER) to refine referral processes in the school, and ensure these processes were communicated to staff. The refined processes were disseminated to staff in a document on the role of the school psychologist, followed the presentation of a staff training session.

**Individual student work:**

The School Psychologist was involved with 19 individual students over the course of 2017: 12 female and seven male. The degree of involvement in these individual cases ranged from attendance at a case conference to offer psychological input to individual assessment and reporting on a student.



The reason for the request for school psychology involvement in these 19 cases can be divided into behaviour, learning and mental health. The majority of support from the school psychologist was sought for learning difficulties.



### **Group and school-wide support**

Consultation on individual cases along with group and school-wide initiatives are not captured in the above graphs. However a significant amount of the support provided by the school psychologist in 2017 was in these areas.

A number of school-wide initiatives were commenced in 2017 following analysis of 2016 mental health data and the referral of a number of cases for consultation in early 2017 where childhood trauma was a factor.

1. The School Psychologist provided support to the school to implement the Department's 'Guidelines to Support Schools' Response to Suicidal Behaviour and Non-Suicidal Self-Injury (NSSI)'. The Deputy Principal, SAER attended two days of Gatekeeper suicide prevention training, then worked with the school psychologist to provide whole-staff training on the Guidelines to ensure staff understand their role in supporting students in this area. There are plans for a further staff member to undertake Gatekeeper training in 2018.
2. The School Psychologist worked with the SAER Deputy to engage a Department School Psychologist with expertise in trauma informed practice to provide whole-staff training. This initiative will be continued on 2018 with the provision of further training to teachers on supporting students in their class who may have experienced complex childhood trauma.

## WHAT IS THE 2017 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	435	451	-16
Numeracy	419	422	-3
Spelling	407	423	-16
Writing	365	430	-65
Reading	439	437	+2

Year 5 NAPLAN	EVPPS	Like School	Difference
Gram & Punc	496	516	-20
Numeracy	487	503	-16
Spelling	498	513	-15
Writing	461	483	-22
Reading	514	514	0

### 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	69.12	66	3.12	1.18
Numeracy	81.67	96	-14.33	2.02
Spelling	80.62	92	-11.38	1.39
Writing	47.35	57	-9.65	1.07
Reading	74.29	80	-5.71	1.11

### 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	67%		100%	

## 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	89%		70%	

## On Entry 2017

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. 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.

- 5 Seedlings Assemblies held over 2017
- 1 Year 4 Flourish session at point of need Term 3
- 1 High School Transition session for Year 6 students Term 4
- 2 hours of Seedlings PL held over 2017

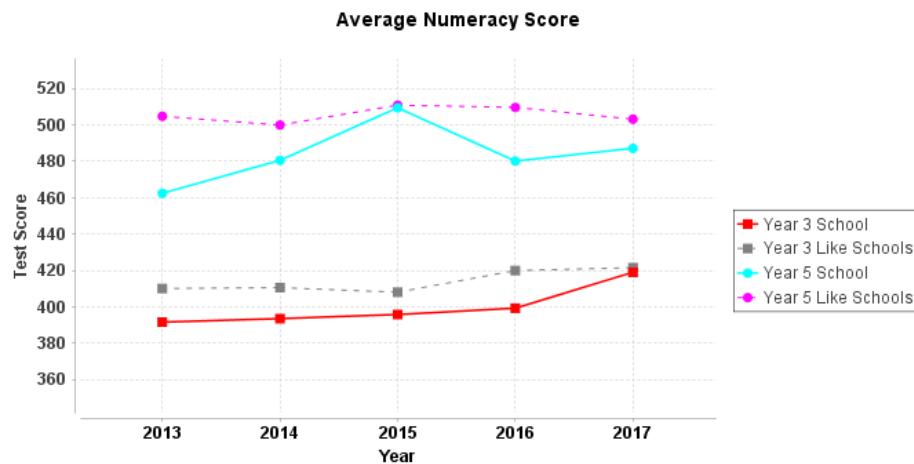
## Business Plan Target # 6

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

Semester 1 2017	95.2%	Target Achieved
Semester 2 2017	95.2%	Target Achieved

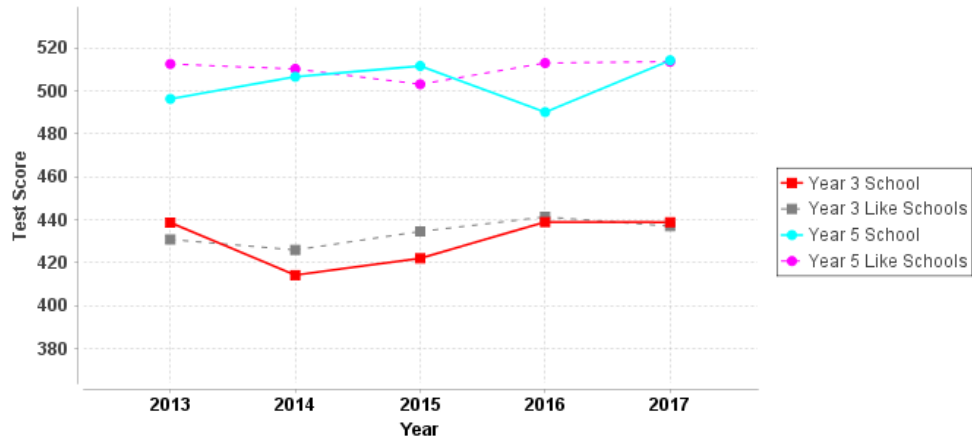
## NAPLAN Longitudinal Data Average Score

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



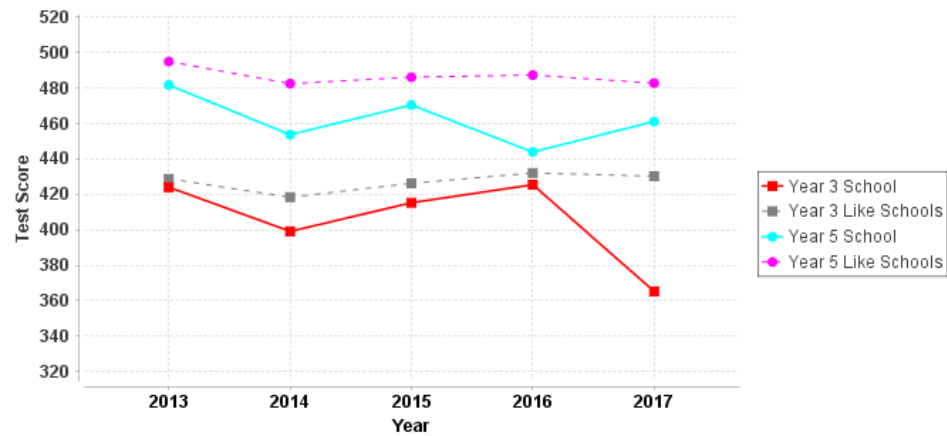
Numeracy	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	419	422	-3	402	+17	409	+10
Yr 5	487	503	16	485	+2	494	7

**Average Reading Score**



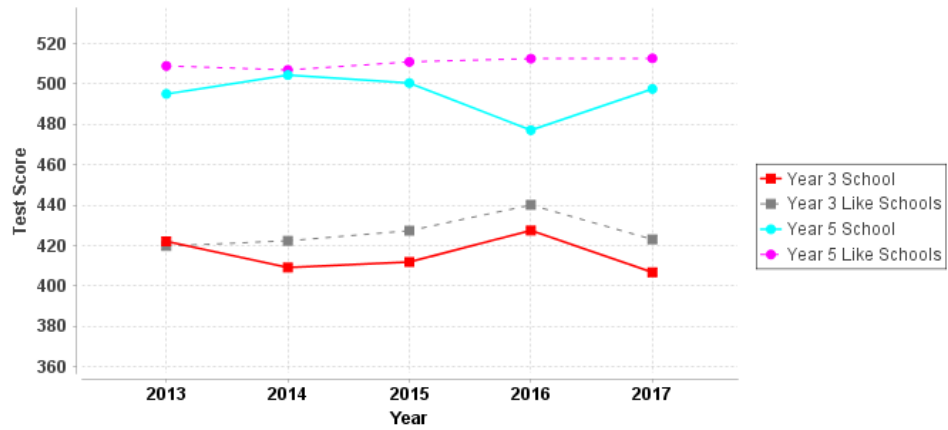
Reading							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	439	437	+2	420	+19	431	+6
Yr 5	514	514	0	499	+15	506	+8

**Average Writing Score**



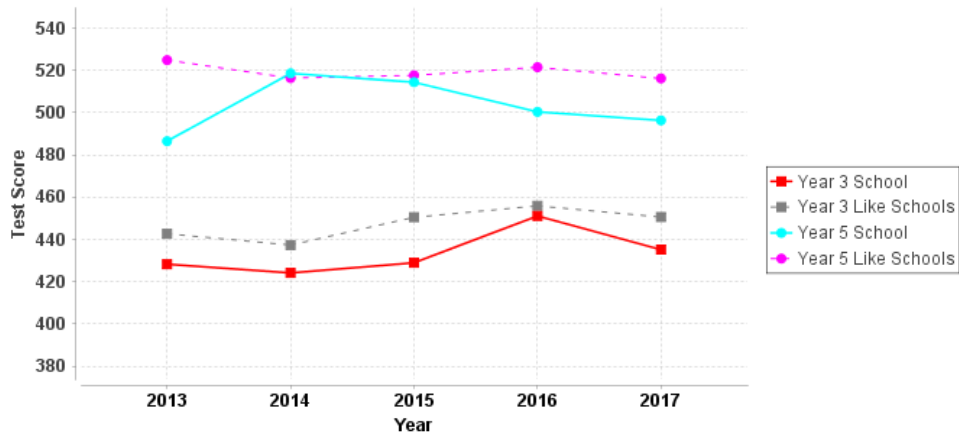
Writing							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	365	430	65	410	45	414	49
Yr 5	461	483	22	469	8	473	12

**Average Spelling Score**



Spelling							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	407	423	16	409	2	416	9
Yr 5	498	513	15	498	0	501	3

**Average Grammar & Punctuation Score**



Grammar							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	435	451	16	429	+6	439	4
Yr 5	496	516	20	492	+4	499	3

## **SUMMARY**

- Reading proved to be an outstanding result for EVPPS with both Years 3 & 5 exceeding average scores for Like, State and Australian schools
- Writing results disappointed across the board due to the focus being on Persuasive writing and the NAPLAN task being a Narrative.
- Both Year 3 & 5 performed within 5% of the Australian average for Grammar and Spelling
- In 2017 the Year 3 cohort performed within 5% of the Like School average in Numeracy, beginning and upward trend in Years 3 & 5
- In two of our priority areas Numeracy and Reading both cohorts were at or exceeded state and national averages

## **RECOMMENDATIONS**

- Continue to embed and resource whole school literacy and numeracy approaches; Place Value, Words Their Way and Brightpath
- Continue to invest in quality PL in priority areas with a particular focus on how to extend out top end students.
- Numeracy leadership position created to plan and implement whole school approaches using a scope and sequence from the WA curriculum resources.
- Continue the case management approach to differentiate the curriculum.
- Continue to use 'Best Performance' data to substantiate teacher judgement and identify and diagnose strengths and areas of concern at a phase of learning and individual classroom level.
- Continue to support teachers to use the 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.

## **ADAM WOODS: 2018 Winner of the Year 7 Madalah Indigenous Wesley College Boarder Scholarship**



## **FUTURE DIRECTIONS:**

**Leadership Team Restructure:** In 2018 Kath White the Deputy Principal will retire. Her vacant Deputy position will not be filled. The additional funds due to the vacant position will be used to expand leadership opportunities to aspirant teachers leading whole school curriculum and special projects.

**Gate Keeper Training:** Staff taken through Gate Keeper training by School Psychologist in response to the school having clear guidelines for students with Suicidal Behaviour and Non-Suicidal Self injury. A second staff member will undertake the Gate Keeper training in 2018 so that we have 3 staff qualified.

**Protective Behaviours:** Staff and community Professional learning sessions accessed through Statewide Services to equip staff with how to effectively use the DoE Protective Behaviour Resources and also inform the community of the content that will be addressed.

**Positive Behaviour Support:** In order to initiate whole school change in our approach to behaviour management and bring consistency in dealing with all types of behaviour, the school will engage the School of Special Educational Needs: Behaviour and Engagement to access professional learning using the Positive Behaviour Support framework. This will also provide staff with leadership opportunities in coordinating PBS across the school.

**Brightpath:** Continue to use Brightpath as a moderation tool, facilitated by the leader of Literacy

**Data Hub:** Through the school's association with Best Performance data analysis, we will utilize their new product 'Data Hub' as a means of collecting and displaying student data representing system and school based assessments. Class teachers will essentially have their student's data centrally stored and accessed through a web based platform, for easy manipulation and analysis. The Data Hub will assist with data storage and case management identification, identifying progress and achievement of students in their class.

**2018 Conference Accredited Training: 'Impact Coach':** Staff member has completed CAT training and provided with time to engage in classroom observation providing feedback to staff on their impact (Quality Teaching). This feedback is then addressed in their Career Development meetings.

**On-Line NAPLAN:** The school will be participating in on-line NAPLAN in 2018

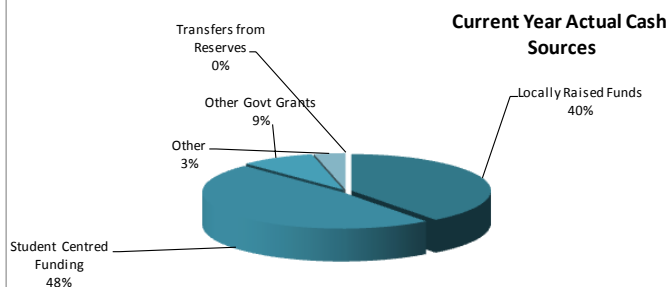
**Pending DES Review:** Coming to the end of the 2016-2018 Business Plan cycle an external review is imminent. With changes in the structure of DoE, the review process may look a little different to the 'old' model. Either way the school is well positioned to demonstrate it's self-reflective practices and looks forward to engaging in a new Business Plan cycle with all stakeholders.



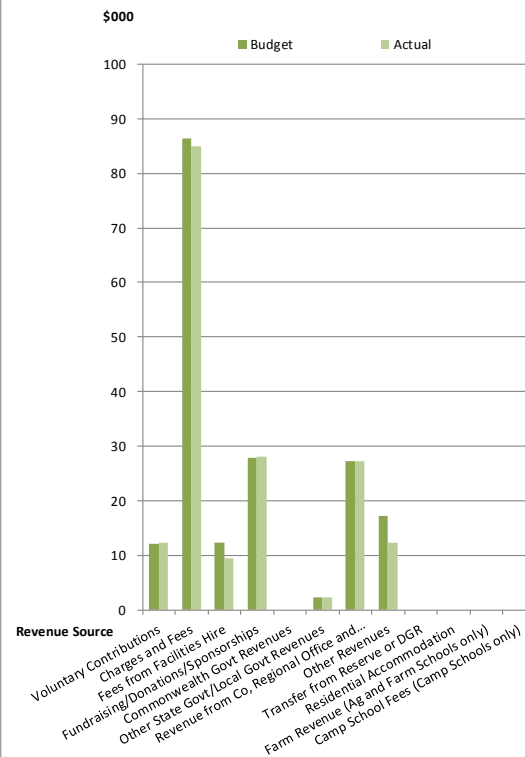
# East Victoria Park Primary School

Financial Summary as at  
31 December 2017

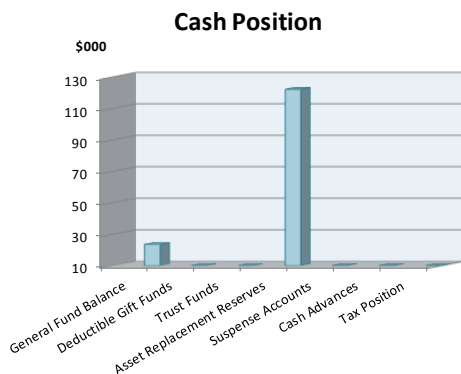
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 12,171.00	\$ 12,271.00
2	Charges and Fees	\$ 86,429.00	\$ 84,941.08
3	Fees from Facilities Hire	\$ 12,400.00	\$ 9,518.17
4	Fundraising/Donations/Sponsorships	\$ 27,791.00	\$ 28,049.41
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,300.00	\$ 2,200.00
7	Revenue from Co, Regional Office and Other Schools	\$ 27,176.00	\$ 27,176.37
8	Other Revenues	\$ 17,219.00	\$ 12,363.12
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 185,486.00</b>	<b>\$ 176,519.15</b>
	<b>Opening Balance</b>	<b>\$ 71,450.00</b>	<b>\$ 71,450.98</b>
	<b>Student Centred Funding</b>	<b>\$ 162,800.00</b>	<b>\$ 162,800.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 419,736.00</b>	<b>\$ 410,770.13</b>
	<b>Total Salary Allocation</b>	<b>\$ 2,935,866.00</b>	<b>\$ 2,935,866.00</b>
	<b>Total Funds Available</b>	<b>\$ 3,355,602.00</b>	<b>\$ 3,346,636.13</b>



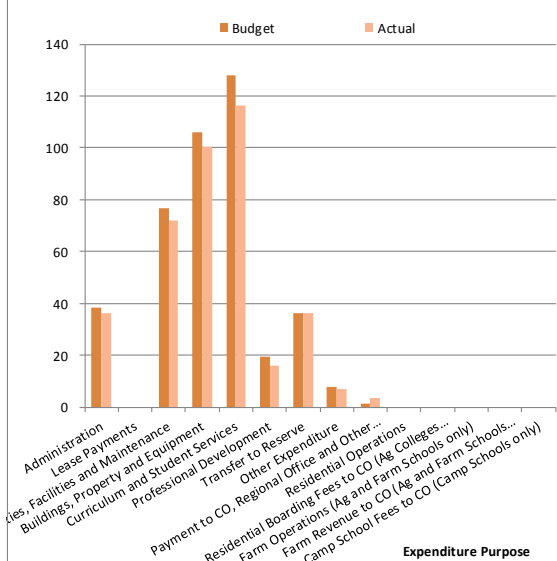
## Contingencies Revenue - Budget vs Actual



	Expenditure	Budget	Actual
1	Administration	\$ 38,154.00	\$ 36,387.66
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 76,500.00	\$ 72,103.91
4	Buildings, Property and Equipment	\$ 105,840.00	\$ 100,407.19
5	Curriculum and Student Services	\$ 128,073.00	\$ 116,299.72
6	Professional Development	\$ 19,420.00	\$ 15,785.08
7	Transfer to Reserve	\$ 36,090.00	\$ 36,090.00
8	Other Expenditure	\$ 7,699.00	\$ 6,842.92
9	Payment to CO, Regional Office and Other Schools	\$ 1,180.00	\$ 3,335.46
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>	<b>\$ 412,956.00</b>	<b>\$ 387,251.94</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 2,862,122.00</b>	<b>\$ 2,862,122.00</b>
	<b>Total Expenditure</b>	<b>\$ 3,275,078.00</b>	<b>\$ 3,249,373.94</b>
	<b>Cash Budget Variance</b>	<b>\$ 6,780.00</b>	



## Contingencies Expenditure - Budget vs Actual



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 149,900.25</b>
Made up of:	
1 General Fund Balance	\$ 23,518.19
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 122,107.25
5 Suspense Accounts	\$ 6,723.81
6 Cash Advances	\$ -
7 Tax Position	\$ 2,449.00
<b>Total Bank Balance</b>	<b>\$ 149,900.25</b>