



OUR 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.

OUR MOTTO...

Celebrating Diversity

OUR VALUES...

Respect, Tolerance, Cooperation, Care, Fairness

CONTEXT STATEMENT

Established in 1914 East Victoria Park Primary School has been preparing our students for the future for more than a century. East Victoria Park Primary School is a level 5 Independent Public School situated 5km from Perth's CBD with an ICSEA (Index of Community Socio Economic Advantage) value of 1066. The average ICSEA across Australia is 1000. When 'like school' comparisons are referred to in this document they are made with schools with similar ICSEA.

The school has a welcoming environment and is held in high regard by the community. We value our strong and collaborative partnership with parents and the wider community. Through this partnership we ensure a committed direction, a strong sense of belonging and mutual respect for Students, families and staff. We celebrate our diversity teaching students from over 30 different cultural backgrounds. Our Education Support Centre is also on campus and provides integration opportunities for all students with disabilities.

EVPPS A SEEDLINGS SCHOOL

The Seedlings Program has been designed to cultivate a positive school community where children grow with good character and care for their peers, family and the wider community.

All children are encouraged to support one another and apply values such as respect, empathy, gratitude, confidence and self-discipline. Students are also taught strategies they can apply in all areas of their life to assist them in leading healthy, happy lives and provide them with the ability to cope with set-backs that may come their way.



EAST VICTORIA PARK PRIMARY SCHOOL

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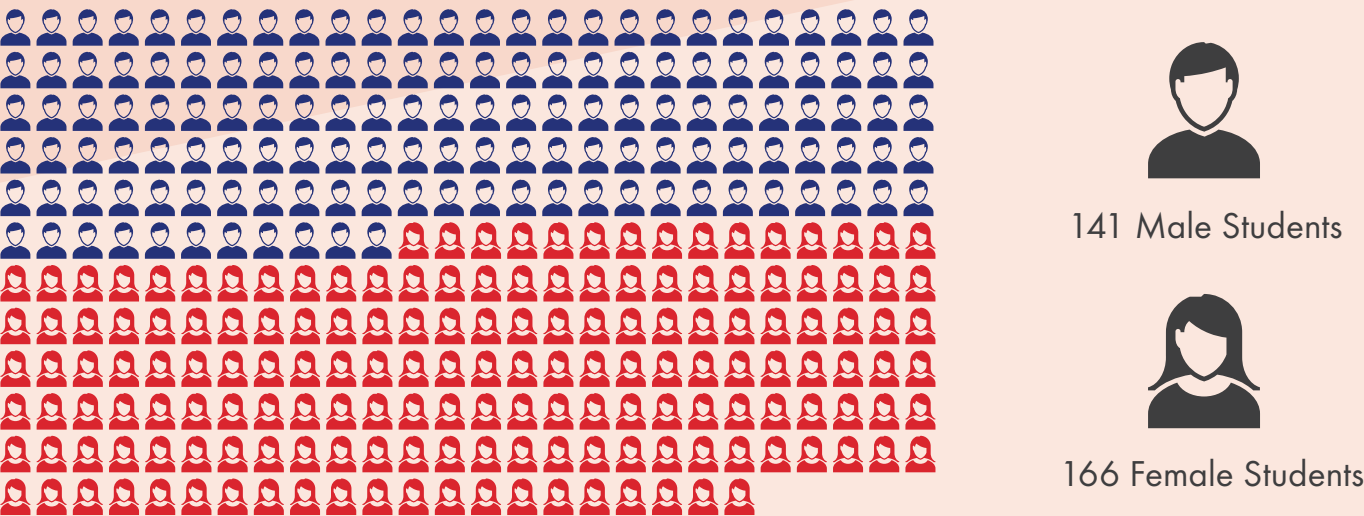
BUSINESS PLAN
2016 - 2018

DEMOGRAPHICS & STUDENT DIVERSITY

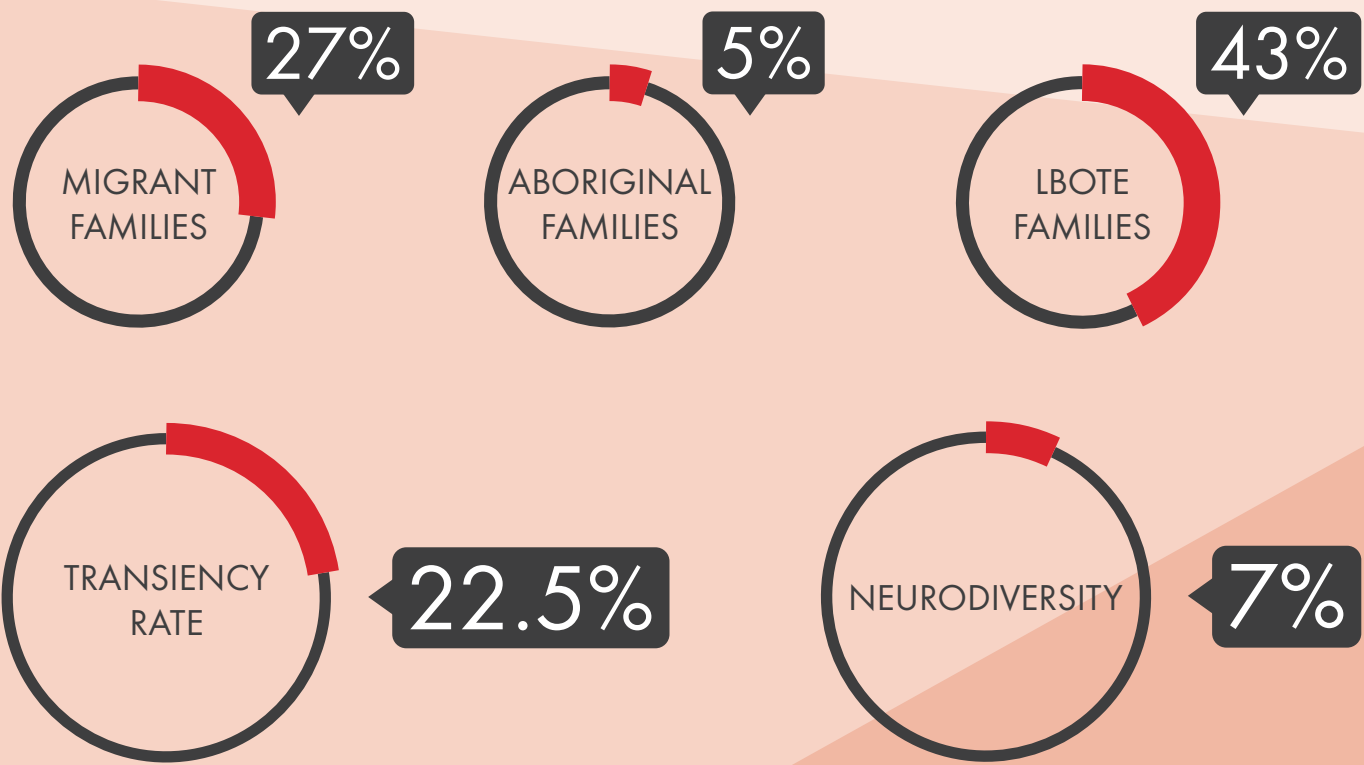
K - 6 ENROLMENTS IN 2016



GENDER DIFFERENCE



FAMILY DIVERSITY



2015 ATTENDANCE RATE



SHARED BELIEFS OF AN EFFECTIVE TEACHER

- An effective teacher models a high level of respect for all students, colleagues and the learning environment to ensure a safe, fair, calm, and conducive space for learning.
- Highly effective staff collaborate and contribute to ensure whole school approaches, practices and resources are embedded. Highly collaborative teachers work efficiently to increase consistency in teaching and learning.
- An effective teacher is highly reflective and prioritises student learning. They continually grow, change and refine their practice to optimise success for all students.
- An effective teacher holds high academic and non-academic expectations of all students enabled through highly developed relationships and a differentiated, explicit approach to teaching and learning.
- Trusting relationships and strong rapport with students enable an effective teacher to make regular informed academic and non academic judgements about student progress to identify teaching opportunities and enable holistic success.



BUSINESS PLAN TARGETS

- Achievement: The Year 3 and Year 5 NAPLAN scores will equal or exceed Like Schools data.
- Progress: The Year 5 stable cohort progress will equal or exceed the NAPLAN Australian Progress Mean in all assessed areas.
- Achievement: 80 % of Pre Primary students will achieve 1.0 points in Literacy and Numeracy by the end of the year.
- 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.
- Social/Emotional: The Implementation of a whole school approach to social -emotional well-being through the “Seedlings” program.
- In the compulsory years of school, to maintain a regular attendance rate above 92% each semester.

BUSINESS PLAN PRIORITIES

HIGHLY EFFECTIVE LEADERSHIP

- Success Indicators:
- High level of collaboration between the school leadership, staff and Board.
 - The School Board leadership reflects a broad skill set and commitment to improve student learning.
 - Professional learning teams are operational in the areas of Literacy, Numeracy and ICT
 - All staff lead within their Professional Learning Team.

EXCELLENCE IN TEACHING & LEARNING

- Success Indicators:
- Highly productive relationships are fostered between staff and students.
 - All staff have high expectations of success for all students
 - Staff work collaboratively to benefit student learning and build professional capacity.
 - A range of evidence based pedagogical approaches and resources underpin all whole school programs.
 - EVPPS students learn in a respectful, safe and orderly environment.
 - Student achievement and progress is closely monitored and assessed using appropriate data collection tools.

ENGAGED AND SUCCESSFUL LEARNERS

- Success Indicators:
- Demonstrate ownership and responsibility for their learning.
 - Teachers engage students with the WA curriculum using a differentiated case managed approach.
 - Timely and relevant feedback is used to support student success
 - Students know what they are learning and how it relates to the real world.
 - Global learning opportunities are provided through the use of digital technologies.
 - Utilise whole school social-emotional skills framework to develop emotional intelligence.

ACTIVE AND INCLUSIVE COMMUNITY

- Success Indicators:
- Community Partnership program provides opportunities for community education and engagement.
 - Engagement with external agencies optimises and supports positive student outcomes.
 - Community consultation and engagement supports campus programs and events.

SCHOOL SELF-ASSESSMENT

School self-assessment is conducted during each year of the Business Plan, to systematically collect academic and non-academic evidence, providing the school with an effective measure of progress within our priority areas of:

- Highly Effective Leadership
- Excellence in Teaching and Learning
- Effective & Relevant Teaching
- Engaged & Successful Learners
- Active and Inclusive Community

