



Government of Western Australia
Department of Education Services

East Victoria Park Primary School

2015

Independent Review Findings



**Independent Review of
Independent Public Schools**

Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school self-review has been complemented by information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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School and Review Details

Principal:	Mr Bradden Mitchell
Board Chair:	Mrs Jesvin Karimi
School Location:	30 Beatty Avenue, East Victoria Park WA 6101
School Classification:	PS Class 5
Number of Students:	
Reviewers:	Prof Chris Forlin (Lead) Ms Margaret Brede Mr Tom Campbell
Review Dates:	23 and 24 November 2015

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- the Department of Education School Performance Monitoring System
- Schools Online reports.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

School Context

What are the important features of this school's context that have an impact on student learning?

East Victoria Park Primary School is located on an extensive site in East Victoria Park, close to the City of Perth. The site includes netball and basketball courts, a football and cricket oval, two small playground areas and a large oval; together with an adequate number of classrooms utilised as specialist rooms for music, art and science. The school buildings range from the original rooms around a central quadrangle to new buildings obtained through the Building the Education Revolution program. The school is well resourced with a range of information communication technologies available in all classes. To meet the National Quality Standard for early years in 2016, a new playground has been designed.

The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1066 and a culturally diverse student population with students representing 30 different countries. Students are from a wide range of socio-economic backgrounds with 15.1% student transiency rate. The rate of student transiency is accounted for in the main by newly arrived families relocating within their first year of arrival. Approximately 25% of students do not speak English at home. Attendance rates are consistently above like schools and in 2014 there was a very small number (3%) of students indicated at risk. There is a co-located Education Support Centre that allows for mutual benefits in supporting learners with disability. Under Section 24 of the *School Education Act 1999* two students with Autism Spectrum Disorder (ASD) access programs at the onsite Education Support Centre every morning.

The school celebrated its centenary in 2014 and has been located on the existing site since 1977. A strong and enthusiastic Parents and Citizens' Association (P&C) supports the school with fund raising and activities and was fully involved in the 2014 celebrations. Many families are long-time residents of the area with second generation children attending the school. The school upholds long-established traditions including the school band which plays at various community functions.

As of Semester 2, 2015, the school has a total of 303 students of which seven are identified with a disability and 11 are of Aboriginal and Torres Strait Islander descent. Student numbers have been relatively stable over the triennium with a slight decrease in 2015 due to the loss of Year 7 students.

An application for restructuring of the student admission requirements is currently under review in order to allow for students out-of-boundary to be able to enrol in the school.

The school has a principal (appointed May, 2014), two deputy principals, 15 teaching staff and 10.3 school support staff. Staffing is stable with very few retirements and resignations over the triennium of the DPA. There has been a continual decrease in fixed-term contract teachers with 77% of teachers permanent. The education assistants effectively support the early years' curriculum and students identified with a disability are included in mainstream classes across all year levels. The support staff resignation rate was 17.6% in 2014. Many education assistants have been at the school for longer than five years, with the longest for more than 30 years. All school staff are committed to providing an education that recognises and values cultural diversity.

There is a strong 13 member Board which has been maintained over the past three years, and has wide representation from the school community. The Board provides an extensive range of expertise and skills and is actively engaged in governance duties. The Board, together with the leadership team and parents, are united in their efforts to provide a safe and welcoming learning environment for their culturally diverse community.

The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

The school self-review in 2014 was clearly linked to the Business Plan. National Assessment Program—Literacy and Numeracy (NAPLAN) targets were evaluated together with four priorities of *Environment, Staff, Students and Partnerships*. The staff's analysis of performance against the targets to determine standards of student achievement and progress made, included comparisons with like schools. All teaching staff were involved in the review by participating in an 'Individual Staff Contribution audit'. The Board was involved in the review process providing feedback on the self-review documentation from the school. The self-review led to the identification of a range of issues encountered with the existing targets and procedures for monitoring and assessing student learning. Areas of strength and weaknesses were realistically identified and where targets had not been achieved, this was discussed in relation to the way forward for the next Business Plan.

During the review process the staff determined a need to reflect on the nature and number of current targets which have proven limited in effectively measuring student achievement across all year groups and student levels. It is proposed that this will be addressed in the new Business Plan through a more focused approach, with strategic priority goals and targets closely linked to effective measurement strategies for monitoring them.

Evidence obtained during the school visit reflects a genuine concern by the staff for a more critical ongoing review process informed by quality longitudinal data. It was evident that since the self-review was undertaken, processes were beginning to be established that would ensure this occurs. The staff, nonetheless, acknowledged that while there is progress towards improving data-collection to allow for longitudinal monitoring this is not yet fully embedded across all curriculum areas and school years. It is recommended that the current reliance on NAPLAN data is reduced, supplemented by the use of consistent professionally recognised tools for obtaining school-wide data, and reviewed annually to monitor whole-school student improvement against Business Plan targets.

There was clear evidence that the school's self-review had led to a strong commitment to developing a whole-of-school approach to data-collection and analysis and an agreement to make changes as necessary to ensure a more consistent approach to pedagogy and monitoring student learning. It was confirmed in discussions with staff that a culture of action learning and continuous improvement was being established in 2015.

Supporting documentation, analysis and evidence presented to the reviewers focused on strategies and inputs to address identified concerns and to improve student learning, particularly in the areas of reading, spelling and numeracy, and to establish a whole-school approach to monitoring overall achievement.

School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The Business Plan focuses on four key priorities: environment, staff, partnerships and students. Within each of these priorities, broad strategies have been selected and milestones set against each strategy. The reviewers' attention was drawn to the fact noted by the administration and Board Chair that when the Business Plan was formulated, not all stakeholders were fully involved. Within the self-review documentation, comment is also made that staff found the targets difficult to assess. This was confirmed in discussions with administration and teachers.

Latterly, staff conducted an audit of the Business Plan to thoroughly familiarise themselves with its content and, through individual self-reflection, specifically identified how it translates to classroom pedagogy. This elicited a school-wide commitment from teachers to focus clearly on embedding the practice required to improve student learning. It was noted that staff are now feeling more confident with the current review process and are in a position to set more appropriate targets in the next Business Plan.

School leaders and teachers identified poor student performance and progress in literacy and numeracy as highlighted by the NAPLAN results. Over the course of the current Business Plan, significant energy and effort had been employed to achieve an improvement in student learning, but until recently, have not produced the desired result. The school now appears to be on-track to implement a range of whole-school programs and strategies to provide greater consistency and continuity across the school with a clear agenda for improvement.

For the 2013–15 Business Plan, targets were set for numeracy, reading, writing, spelling, grammar and punctuation, science and on-entry progress. Reviewers confirm staff have correctly identified the aspirational targets as a concern. In numeracy, this was to increase by 15% the number of students (Years 3–5 and Years 5–7) in the top two proficiency bands compared to 2012. This target was not achieved.

Similar targets in reading, writing, spelling, grammar and punctuation were also not achieved.

It is recommended that future target setting be based on deeper analysis of the academic achievement of sub-groups of students to ascertain more realistic targets.

In each of the learning areas, a target relating to like schools was also set. This was to raise the achievement to be equal to or exceed like schools by 2014. In numeracy, this was not achieved in Year 3 or Year 7, with a concerning downward trend in the latter year level. In Year 5 numeracy, however, the trend has been upwards and while still below like schools in 2014 was closer to like schools in 2015.

In reading, the target was not achieved by Year 3 or Year 7 students with the latter trending down from 2013 where it had been close to like schools. In 2014, Year 5 reading results were close to like schools and in 2015, were slightly above.

In writing, all year levels have performed below like schools and similarly in grammar and punctuation with the exception of Year 5, where results have trended upwards since 2013 close to like schools in 2015. The spelling target to be equal to or exceed like schools has not been met at any year level.

An on-entry target set for Pre-primary that 80% of all students will achieve 1.0 Victorian Essential Learning Standards (VELS) at the end of Semester 2 was achieved. A similar target for Year 1 students, focusing on 80% achieving 2.0 VELS, staff considered not to be realistic, since these students are not tested at the beginning of the year.

A target set for science to increase by 20% the number of Year 5 and Year 7 students in the top 20% WAMSE could not be measured or assessed due to the WAMSE test being discontinued in 2013.

In response, the staff has taken account of the self-review findings by implementing a number of initiatives which are beginning to have a positive impact on student learning. Following the staff audit of the Business Plan in 2014, a set of commitments was agreed to by staff in an effort to enhance student learning:

- a learning environment with fewer distractions leading to effective student work habits
- professional learning linked to relevant outcomes
- implementation of curriculum differentiation

- effective evaluation of student work, with programs selected on the basis of student achievement data
- strategies for specific children to be informed by profiles and plans for students at educational risk
- implementation of a professional learning program to enhance teacher skills in curriculum delivery, maximise learning and improve teacher quality
- raise student expectations to be high, benchmarks rigorous and strong accountability supported through targeted feedback.

The reviewers saw evidence of these commitments beginning to be implemented. With continued effort this initial progress should continue.

In 2015, new operational plans were developed for Years K–2, 3–6 and English as an additional language or dialect (EAL/D) students. Within these plans, targets have been set accompanied by a series of strategies designed to lead the school to further improvement. There is an expectation that learning strategies will focus on explicit teaching, cooperative learning and cater for multiple intelligences. A variety of programs including *Minilit*, *Multilit*, *Literacy Pro*, *Let's Decode (K-2)*, *Cars and Stars (3–6)*, *Reading Eggs* (online) and *Mathletics* (online) were evident, having been implemented in 2014 in an endeavour to improve outcomes.

Evidence provided by the Literacy Coordinator indicates that the *Minilit*, *Multilit* and *Literacy Pro* programs have successfully impacted on the learning of at-risk students. *Reading Eggs* is used by early childhood teachers and is included in the literacy block. *Cars and Stars* was introduced to provide for those children in Years 3–6 who were performing significantly below their peers. The Literacy Coordinator provided evidence indicating that children who have been involved in the program have made significant gains in reading scores. The intention is also to place a renewed emphasis on *Words Their Way* in 2016.

In literacy the K–2 staff include a variety of strategies in their teaching. For children at risk, *Minilit* has also been implemented for small groups of Pre-primary to Year 2 children working in one-hour sessions two to four times a week. In line with changed school policy, a reading block approach has been implemented where a number of effective strategies (e.g., guided reading) are used to enhance the children's learning. Similarly, in spelling and phonics the teachers have implemented a number of new strategies.

These include regular sessions during the week with programs such as *Jolly Phonics* and *Jolly Grammar*. There is also a focus on high frequency words, a home reading program is in place and literacy centres have been set up in the classrooms. Given the concern with the NAPLAN literacy data, the selection of these strategies appears appropriate. Discussions with early childhood teachers indicated they were confident about the potential for improving student outcomes and felt that the implementation process had been positive.

The Year 3–6 staff have also implemented a reading block approach incorporating strategies such as guided and shared reading in their teaching. Home reading is also important for the children in these classes and is particularly engaging as a result of the implementation of the *Literacy Pro* program, which is also offered to Year 2 children who are reading well above their peers. The results to date have been impressive. Data provided demonstrates significant improvement in student performance since March 2015. The number of students in the advanced reading levels increased from 16 to 30 and at the proficient level from 55 to 72.

In spelling and phonics for Years 3–6, the *Soundwave* text is used with teachers placing an emphasis on daily practice of spelling words, use of spelling journals and explicit teaching of spelling rules and generalisations. Spelling is a subject which requires ongoing attention.

Students at risk are engaged in intensive instruction in phonics, sight word recognition and reinforced reading. In 2015, 11 students participated, with five having successfully completed the program. The staff report students enjoy the lessons, are more confident and have a higher self-esteem by the time they complete the program. The reviewers concluded that evidence-based programs are well chosen and should go some way to address the concerns that derive from the current literacy data. In addition to this program, literacy support is provided for the Year 3–6 classes through an extension group.

Explicit teaching in writing is also emphasised in all year levels with daily writing and modelled writing strategies in place. There is also a strong focus on narrative and expository writing, in addition to practice in other forms, including procedures and recounts. Punctuation and grammar is also highlighted as an area of learning requiring emphasis. Staff are committed to a philosophy which is supported by *First Steps* strategies.

In numeracy, which in the past has lacked consistency, a concerted effort is being made by administration and staff to implement effective strategies and resources. This is a work in progress aimed at significantly improving student outcomes. The Numeracy Coordinator provided evidence indicating significant improvements in the performance of the Year 1–6 children during the period 2014 to 2015 as a result of the full implementation of the *Mathletics* program.

Under the direction of the Numeracy Coordinator, several initiatives have been put in place. An important focus agreed to by staff has been whole-school implementation of an emphasis on Calculate Strategies. In working with teachers, the Numeracy Coordinator has successfully introduced a variety of support devices which have assisted the introduction of the approach. One initiative has been the creation of posters for P–Year 2 and Year 3–6 classrooms which provide an excellent resource for teachers for the explicit teaching of the Calculate Strategies. The Numeracy Coordinator is also leading the development of a scope and sequence document for teachers. With the intention of increasing the teachers' content knowledge and pedagogy the curriculum has been broken down into more specific detail, making it possible for staff to more accurately decide on sequences for teaching. A future plan is to build a bank of resources to link with this. Currently, this has been developed for K– Year 2 staff with the object of doing the same for Years 3–6 in 2016.

Of significant importance has also been the Numeracy Coordinator's role in building capacity of teachers through the provision of in-class support in Years 1–2. It is expected that this modelling will inform teachers through demonstrations of explicitly teaching each calculation strategy. In 2016, the intention is for the Numeracy Coordinator to spend more time teaching in classrooms which should enhance this modelling capability.

In response to concerns with data, the staff have also made a decision to vary the testing regime and provide more than the current NAPLAN information. Numeracy is an example where Progressive Achievement Test data is used to identify differentiated and targeted maths groups across Years 4–6. These groups are flexible with children making changes according to progress. In 2015, the school has also introduced the Westwood One Minute Test of Basic Facts to measure student progress and teachers are encouraged to use *First Steps Mathematics* diagnostic tests.

Future plans for numeracy, which include the extension of classroom support, audit and consolidation and development of resources, the introduction of a problem-solving focus, and parent workshops, should add to the quality of the program.

The administration and staff have begun to implement a variety of strategies in literacy and numeracy which have the potential to make a difference to student outcomes. In the light of the overall school data, success will require a sustained effort by all staff.

School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?

The school vision describes *a learning community where members work collaboratively to assist children to realise their full potential and become positive citizens whilst striving for Educational Excellence, Leadership and Collaboration*. Through observation of school practices and discussions with teachers, students and parents, it was clear to the reviewers that a strength of the school is the level of collaboration amongst all parties, including the leadership team, parents and the School Board. It was also noted that the school values of *Respect, Tolerance, Cooperation, Care and Fairness* were clearly visible and well-known by staff and students, who were readily able to quote them in entirety.

Families from diverse cultural backgrounds are welcomed through the school embracing the motto, 'Celebrating Diversity'. New families arriving at the school from overseas with little or no English are supported through prompt connection with the EAL/D teacher and welcomed informally by existing parents. The EAL/D teacher has run before-school classes for newly arrived students and parents. At the beginning of 2015, the school established a 0–3 year old playgroup run by an education assistant. This group has also welcomed newly-arrived parents, often introduced by the EAL/D teacher, familiarising them with the school environment and supporting them in the establishment of relationships and networks.

Inclusivity is also evident in the integration of students from the onsite Education Support Centre with both schools joining together for assembly and sharing a joint P&C. Students from the centre wear the same uniform, share the playground with a joint staff supervision roster, and are included in a number of lessons such as physical education, sports carnivals and specialist subjects of art, music and Japanese language, as deemed appropriate by the teachers in both schools. Joint case-conferences are also conducted when required. Staff consider this inclusive arrangement has provided significant learning experiences for all children involved, including some students from the primary school with specific learning difficulties who might attend some literacy and numeracy lessons at the Education Support Centre.

Within the K–2 Operational Plan there is evidence that account has been taken of the National Quality Standard with procedures and strategies being aligned with key quality areas. It is also clear from discussions with early learning teachers that the Early Years Learning Framework has been embedded in their practice. From an analysis of the 2015 Operational Plan it was also evident that focus has been placed on key structures and strategies in an endeavour to enhance learning outcomes. The early childhood staff take part in regular team meetings where collaborative planning and sharing of resources is important. Development of the early learning playground will enable the school to meet the relevant element of the National Quality Standard when it is implemented in 2016.

In response to disappointing NAPLAN results, a whole-school strategy was implemented in an endeavour to increase the rigour of all aspects of the students' learning. This was to make the learning more visible in each lesson by including clearly stated learning intentions and anticipated success criteria. Teachers report a confidence that students are responding positively to the clarity of this routine.

Across the school, a case-management approach has been adopted to facilitate differentiation of learning programs. This involves the establishment of three groups in every class:

- students at educational risk
- case-managed students
- targeted students.

Students are identified through analysis of individual assessment data and the curriculum adjusted accordingly to meet individual needs. Teachers report positively that this has resulted in more targeted teaching and a heightened knowledge of students' learning and progress.

To support teachers in the implementation these strategies significant adjustment was made to the structure of the learning teams. At the conclusion of the school's involvement in the Improving Literacy and Numeracy National Partnerships project (ILNNP), the two deputy principals were given responsibility for leading the curriculum in their areas of expertise, specifically literacy and numeracy across the whole school. Subsequently, two classroom teachers were appointed to lead the K–Year 2 and Years 3–6 learning teams respectively with the added intention of building teacher capacity.

The Principal reports this structure has enhanced staff collaboration through a more collegial culture with timetabled common Duties Other Than Teaching (DOTT) time and regular learning team meetings.

This identified need for greater staff collaboration in order to develop consistent whole-school goals and practice was further developed through the implementation of multi-age classes. Within this structure there has also been some data-driven streaming of students in some areas of literacy and numeracy. Teachers reported more frequent professional conversations and sharing of expertise as a result. Staff and students also believed this structure developed broader student relationships and enabled peer mentoring, although parents reported initial misgivings.

The Principal conducted a parent satisfaction survey that elicited a strong return rate, with 49 surveys completed. Although the vast majority were positive about the management of student behaviour, a small number of concerns prompted the staff to initiate a system where students take a tracking sheet to specialist classes to maintain consistent application of expected behaviour based strongly on the school values. Teachers report that in conjunction with restorative practice and positive rewards such as commendation letters to parents, commendation medallions, merit certificates and faction tokens, this process has been sufficiently effective that it is now only applied if the standard of behaviour falls below expectations. Parents reported they were very satisfied with the level and ease of communication with both the teachers and the Principal. The newly established 'school app' is proving popular and effectively complementing the newsletter, parent assemblies, emails and formal semester reports. Parents described how they believed they are a team working together with the school listening to their concerns and that 'the enthusiasm of the teachers is contagious'.

A number of partnerships are maintained by the staff to support student learning and well-being to strengthen the involvement of families and the local community in the school. Participation in the Curtin Education Community provides a network forum with local primary and secondary schools and the Education Faculty at Curtin University. This partnership has facilitated student involvement with seven primary schools and Year 9 and 10 student mentors in the Mining Challenge.

The staff have also worked with Kent St Senior High School, particularly in the support of the science program, South-East Metropolitan Language Development and Outreach Centre, the Behaviour Management Centre with an individual student, the Autism Intervention Team, the Dyslexia SPELD Foundation, the School for Special Educational Needs: Disability (SSEND) and the Disability Resource Centre.

Parents and staff report that an initiative by the school to provide parent information and education sessions has been effective in building parents' and the community's capacity to prepare their children and support them as partners in the educative process. Staff call this the Partnership Program. It involves inviting guest speakers to present to parents and families at regular school meetings. Speakers have included those from the South-East Metropolitan Language Development and Outreach Centre; Ngala; Western Australian School Canteen Association Inc; Town of Victoria Park; and Victoria Park Library, among others.

Such has been the successful impact of this program through the school community that a private external consultant has been engaged to lead staff and students in the development of the pastoral care program through the *Seedlings* project.

It was clearly evident that the welcoming, inclusive environment and range of cultural activities embrace the motto of *Celebrating Diversity*. This ethos, openly led by the school leadership and Board, is proudly supported across the school community. With the renewed focus on rigorous whole-school collaborative planning, practice and assessment cycle, the school is well on the path to fulfilling its vision of *Welcoming All, Attaining Excellence*.

School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

Documentation provided and discussions during the review visits showed little evidence of on-going self-review practices prior to 2014. The processes in place leading to the *IPS Self-review 2015*, however, showed clear evidence of the development of procedures and practices across the school. These appear to have the capacity to assess the effectiveness of programs to enhance student-learning and well-being through sustaining and developing successful practice.

At the end of 2014, the organisational structure of the school was changed. The distributed leadership model now aligns the curriculum roles of the deputy principals firmly with their areas of skill, expertise and experience while creating new leadership roles, learning team coordinators K–Year 2 and Years 3–6. School leaders reported these positions have already led to professional growth and increased capacity of the teachers involved. Staff believe this has resulted in better communication and collaboration amongst teachers with increased community engagement. Professional learning is readily available to teachers and education assistants, although these resources could be more efficiently applied by aligning them more closely to student learning targets.

There is now an agreed whole-school assessment schedule that provides data to drive planning and support the case management approach. This also targets teaching strategies to the needs of individual students and has the capability to direct on-going school improvement.

It was evident that members of the Board bring a broad skill set with capacity and a will to fulfil the governance role. The almost full representation of board members at the review meeting demonstrated their commitment to the school and their genuine interest in the cycle of self-review and school improvement. Parents' awareness of the membership and role of the Board demonstrated the high profile it maintains within the school community. It was reported that membership was eagerly sought by parents, simplifying the succession planning process.

The school's human resources have a balance of age and gender profiles with the future employment pool identifying personnel with the skills to meet anticipated teaching and learning requirements.

A significant challenge for the school is the declining student numbers and the resultant reduction in funding. A school boundary issue is being addressed in an effort to build numbers so the existing programs, highly valued by students, staff and parents, can be maintained.

The collaborative, whole-school planning processes are now established and openly supported by staff. This has given staff the opportunity to refine their goal-setting processes through reviewing targets in the original Business Plan, developing operational plans and further reviewing the targets involved. School leaders and staff expressed confidence that their ability to set realistic, challenging targets for student learning had greatly improved through their engagement in these processes. With the increased use of student learning data in collaborative planning processes, the school is well placed to develop the next Business Plan and build upon the effective self-review practices now established.

Conclusion

East Victoria Park Primary School is well established and held in high regard by the community. Staff embrace the cultural diversity where all students are accepted and welcomed in a warm and friendly atmosphere. There is a strong sense of belonging with mutual respect for children, families and staff.

The school self-review has provided an opportunity to critically review progress against the Business Plan. Realistic evaluation of the Business Plan targets is underpinning the new direction for the school. It was evident during discussions, that while the leadership team, staff and community share a commitment to the direction of the Business Plan, there is still work to do for the desired level of student achievement to be realised. The focus on enhancing a whole-school approach to provide a more consistent pedagogy and the establishment of effective longitudinal monitoring of student learning will enable the school to improve its achievement against newly structured targets.

The strong, enthusiastic and cohesive staff guided by the effective leadership team and supported by the robust Board augurs well for future directions for the school.

Commendations

The following areas are commended:

- the high level of collaboration between the school leadership, staff and Board
- the ethos of value and inclusion, embodied in the welcoming environment across the culturally diverse school community
- the *Community Partnership* program which strengthens family and community involvement in the school
- the leadership team that maximises curriculum expertise, builds staff capacity and encourages staff engagement in whole-school planning
- the development of whole-school approaches in literacy and numeracy which have the potential to make a difference to student outcomes
- the strong leadership from the Board noting a broad skill set and commitment to improve student learning.

Areas for Improvement

The following areas for improvement are identified:

- maintain a strong, whole-school focus on the implementation and embedding of programs and strategies required to improve student learning, particularly in literacy and numeracy
- supplement the current reliance on NAPLAN data with the use of consistent professionally recognised tools for obtaining school-wide performance data to evaluate the effectiveness of new programs and monitor whole-school student improvement against Business Plan targets
- increase the effectiveness of professional learning through greater alignment with student learning targets
- prioritise the development of the early learning playground in 2016 in order to meet the National Quality Standard
- base future target setting on a greater depth of data interrogation to ascertain more realistic targets.

Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by East Victoria Park Primary School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Prof Chris Forlin, Lead Reviewer

25 January 2016

Date



Ms Margaret Brede, Reviewer

25 January 2016

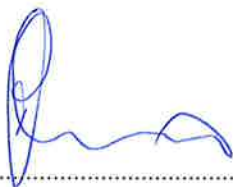
Date



Mr Tom Campbell, Reviewer

25 January 2016

Date



Mr Richard Strickland, Director General,
Department of Education Services

25/2/16

Date

