

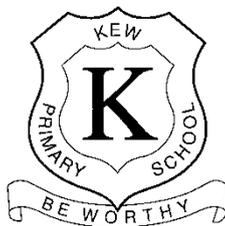
PRINCIPAL'S REVIEW & EVALUATION

KEW PRIMARY SCHOOL

JAMES PENSON



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INTRODUCTION

This year, 2015 has been a very significant year for our school community. It is clear to me that this success comes from our highly dedicated staff, a strong curriculum, improved resources and facilities and a proactive home school partnership all combining to create a supportive and stimulating learning environment.

On the first day of school this year when our staff returned after the summer holidays I outlined a theme of "Stepping It Up". This was based on challenging everyone to try and improve on the achievements and actions from 2014. I believe this evaluation highlights how our whole school community united in this challenge and were successful in completing it.

I would like to take this opportunity to thank all of our teachers and our dedicated support staff for their amazing contribution to our school. Kew is a very dynamic school to be a part of and the energy, professionalism and commitment of our staff is something that should always be treasured and celebrated.

Thank all of those people who gave so willingly of their time to make the school what it is. This includes our wonderful parent helpers, School Council, PTA and other committee members. Our school would not be able to offer our students such rich educational opportunities without these contributions.

Congratulations and thank you to every single member of our Kewmunity for stepping it up and enabling our whole school to "Be Worthy" in 2015!

LIST OF EVENTS & ACTIVITIES

This list highlights the amazing number and broad range of successful events and extra-curricular programs the school has organised this year. Please note that it is not fully comprehensive as we have run many more school, community and fundraising events during the year.

Meet the Teachers Information Evening

Welcome to 2015 Peppercorn BBQ

Prep Information evenings

Meet with the Principal morning teas

Working Bees

Year 4, 5, & 6 Camps

Sports Gala days, District Carnivals (notable our winning of the District Cross Country & District Athletics)

SEDA sports program

House Sport Events – Swimming, Cross Country & Athletics

Incursions, Excursions

Kewriosity Challenge – Family Evening

Community Forum - School Finances / Grade Structures

Home School Partnership Events including guest speakers such as Kids Safe (Cyber safety), Steve Biddulph (Parenting expert and author) and Michael Ymer (Maths consultant).

Fathers Association events including the camp out night

Swimming lessons across all grades

Year 6 Leadership Day

CARE Program including tabloid sports day

Kewriosity Program each term

Maths Olympiads and other enrichment programs
3 Way Learning Conferences
Footsteps Dance Fiesta
Art & French Extension Programs
Victorian State Schools Spectacular
ANZAC Day Memorial Event
Year 6 Billycart Program
ICAS UNSW testing
Adidas Lap-a-thon
Life Education
Kids Fest
French Day
Middle School Bike Ed and Bike Hike
Run as One - Melbourne Marathon Events
Middle School Market day
Kick Start Kew – Start up Program
Book Week, Visiting Authors & Premiers Reading Challenge
Look in the Library sessions and family reading evenings
Interschool Debating Competition

STAFF PROFESSIONAL LEARNING PROGRAM

In 2015 we continued to implement a very detailed and targeted professional learning program. This included building on our previous experience with Michael Ymer with a curriculum day and also four days of in class modelling sessions for each of our teams.

Significantly we also strengthened our teaching teams approach to include higher levels of professional learning and conversation within the weekly meeting structure. School Improvement Team leaders at each level facilitated professional learning and action around rich maths tasks, teaching and learning protocols, cohort writing plans and the use of student achievement data to differentiate and target teaching.

This style of professional learning model is the future direction we must take if we are to further develop and extend our staff learning culture and optimise professional learning at KPS.

Our professional learning program also included whole staff sharing and modelling sessions such as the walking bus tour of our school by staff, leadership planning day, writing moderation session, inquiry planning meetings, Boroondara Network meetings each term, a curriculum day for some staff to visit other schools and an in house Stepping It Up Leadership program attended by 12 staff members. Both of our leading teachers also attended courses delivered by the Bastow Institute of Educational Leadership.

The impact of the professional learning program has been very pleasing. 2015 Staff Opinion Survey data indicates a 10% improvement from 2014 in staff trust, 5.6% improvement in teacher collaboration and an 8% improvement in school climate overall. Kew Primary School rated 1-7% higher in 4 out of the 5 survey areas as compared to all other primary schools in Victoria.

2015 student achievement data also indicates improvements in the areas of maths and spelling across the school as outlined further in this evaluation.

In 2016 we will continue to make a strong investment in our staff professional learning program. I am excited to continue our work with Michael Ymer through more sessions of in class modelling and planning meetings with teachers. We are also excited about the opportunity to work with Sheena Cameron at a curriculum day in Term 1. Sheena is world renowned for her work in literacy and in particular writing.

Developing deeper inquiry processes will also be a focus for us. In this area we will work with educational consultants from No Tosh.

PEDAGOGY, POSITIVITY, PROCESSES, PERSISTENCE

At the start of this year, I outlined that our school would focus on four key platforms: pedagogy, positivity, processes and persistence.

Our pedagogical approach has continued to be refined and developed. Our teachers work in professional learning teams supported by a distributed leadership model. Each team had a School Improvement Team leader and a School Management Team leader. The SIT leaders worked closely with the leadership team on whole school improvements in the teaching of maths and writing. A deeper understanding of practice excellent was delivered through the development of teaching and learning protocols in maths and a common understanding of the elements of an effective maths lesson.

Our processes across the whole school also continued to improve. These changes have started to become more embedded in how we operate and function. The Skoolbag app increased our communication reach with over 800 members. The term payment process for optional extra activities was received well by parents. We look forward to the rollout of Compass in 2016. This will further streamline the organisation and communication of events, collection of permission forms and payments.

The strengthening of our Home School partnership was a significant positive. Events such as evenings with Michael Ymer and Steve Biddulph provided our community with valuable insights and information into the role parents can play to support their students learning. Parent input and involvement along with community confidence was increased through our Kewriosity Challenge, 3 Way Conferences and other events where students were able to share and showcase their learning. A great example of this was the "Words Worth Listening To" night where a large number of Year 5/6 parents were in attendance to listen to student debates, speeches and poetry recitals.

EVALUATION OF ANNUAL IMPLEMENTATION PLAN (AIP) 2015

This year we set out to achieve the following key goals:

- To foster the achievement of high quality educational outcomes for all students with a particular focus on mathematics, spelling and writing.
- To ensure all students achieve their optimum level of literacy, numeracy and curiosity.
- To build teacher capacity to monitor and assess student learning and use this data to inform teaching at point of need.
- To enhance engagement and wellbeing through the provision of positive relationships and whole school approaches.
- To implement an effective roles and responsibilities structure and leadership structure which enables and strengthens pedagogy and planning around collaboration, feedback, improved teacher practice and teacher consistency.
- To strengthen student transitions into, through and beyond the school by embedding additional transition program as implemented in 2014.
- To provide clear and transparent communication to parents.
- To align key teaching resources and staffing expertise to priority areas as identified in AIP – including TASK, Gifted & Talented Program, Mathematics, Writing, Spelling, Student Engagement & Wellbeing and ICT.

STUDENT OUTCOMES & ACHIEVEMENT

What did we achieve?

NAPLAN targets AIP 2015

55% of students to be in the top 2 bands of NAPLAN. (Year 3 – Bands 5 & 6 and Year 5 Bands 7 & 8).

YEAR 3

Reading	68%
Writing	61.6%
Spelling	71.2%
Grammar & Punctuation	61%
Numeracy	50%

YEAR 5

Reading	44.5%
Writing	37.8%
Spelling	37.8%
Grammar & Punctuation	31.1%
Numeracy	44.5%

To have Year 3 and Year 5 NAPLAN matched cohort equal or exceed the State mean growth in Literacy and Numeracy.

Reading	X
Writing	✓
Spelling	X
Grammar & Punctuation	X
Numeracy	✓

Reduce the percentage of students deemed capable who are achieving at or below the National Minimum Standard in reading, writing, spelling and numeracy to zero.

	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
Year 3	✓	✓	✓	1.7%	3%
Year 5	✓	✓	✓	2.2%	✓

Increase the percentage of students deemed capable achieving in the top two NAPLAN bands for reading, writing, spelling and numeracy at Year 3 and Year 5 as follows:

STRATEGIC PLAN – ACHIEVEMENT GOALS 2013 - 2016

	Year 3				Year 5			
	2013	2014	2015	2016	2013	2014	2015	2016
Reading	63.9	74	68	70	55.1	54.1	44.5	60
Writing	67.2	62.6	61.6	65	18.4	31.5	37.8	60
Spelling	54.1	63.8	71.2	70	44.9	52	37.8	55
Grammar & Punctuation	59.1	73.8	61	65	34.7	49.3	31.1	60
Numeracy	44.2	63	50	55	32.7	39.2	44.5	60

What factors supported or inhibited our success?

Overall I am pleased with the progress of our student achievement data. Our focus on maths is starting to have real impact on student learning. This is evidenced by a 5% increase each year over a three year period in the percentage of students achieving in the top 2 bands of NAPLAN testing. (These bands indicate a level well above the required standard). It is interesting to note that the matched cohort data for our 2 focus areas of maths and writing equalled or exceeded the State mean growth.

Extensive professional learning in maths is the key factor for these improvements. Teaching and learning protocols around effective maths teaching and support to develop a broader scope of rich maths tasks have enabled our staff to implement a more engaging and relevant maths curriculum.

Teachers have also become more skilled in using student performance data to inform their planning and teaching. This was evidenced by a range of visible data tracking tools which each team used to monitor cohorts of students achieving below, at and above the level required. There was also strong evidence of teachers planning learning tasks with different entry and exit points for students. This increased the level of differentiation that was delivered across the curriculum with a notable emphasis on mathematics.

The School Improvement and Management Team distributive leadership model also enabled effective sharing and professional learning resulting in a direct impact on student outcomes. I would expect these strategies to yield further gains in 2016 and beyond.

As we move into the final year of our current strategic plan, the ambitious targets set will challenge us. Further professional learning to build teacher capacity will best equip us in our endeavours to reach these goals.

STUDENT ENGAGEMENT & WELLBEING

What did we achieve?

Our four values of Co-operation, Acceptance, Respect and Excellence were on prominent display in words and actions during 2015. The year was launched with our Kick Start Kew program which included the design of individual class flags. Staff retrained in the effective use of circle time and this became a focus for the whole school throughout the year.

The CARE Personal Development Program and the Kewriosity inquiry program were both implemented during one half of each term. Once again the CARE teams operated as multi age grouping across the school led by Year 6's. The program was extended to include a range of action based projects in Term 3. This saw students undertake a wide variety of different projects designed to broaden student awareness and appreciation and extend the CARE values beyond the regular classroom.

Several key student and engagement focused policies were developed and endorsed by School Council. This included Equal Opportunity, First Aid, Parent & Carer Participation, Mandatory Reporting, On-site Supervision and Student Leadership.

Our students were also engaged with ICT. The Bring Your Own Device (BYOD) 1:1 iPads program continued and other ICT resources were added to increase the seamless utilisation of technology within the classroom. Several schools continued to visit to learn more about our program and the way it operates.

Our Bullystoppers grant was linked effectively with a cyber safety program. Kidsmart delivered a range of sessions to students, staff and parents. Awareness campaigns were organised by students and a whole school competition provided an authentic action to bring this learning together.

Other notable achievements in the student engagement and wellbeing area included:

- A detailed and cohesive buddy system built on cross age tutoring and mentoring

- Year 6 Actions teams that saw each Year 6 students participate in developing leadership and actions to improve our school
- An extended Year 4/5 leadership apprenticeship program entitled “Life Skills for Leadership” combined with a “Make a Difference” project initiative.

A personal highlight was the Year 6 billycart program. This was a hands on program that assisted these students to learn more about teamwork and leadership as they built a billycart, developed a corporate profile and compete in a race around the school. The race day itself was a great day enjoyed by all the school. Our Year 6 leaders rose to the challenge and I’m sure they will remember this for a long time into the future.

PRODUCTIVITY & PATHWAYS

The key goals in this area were:

- To align key teaching resources and staffing expertise to priority areas as identified in Achievement / Engagement & Wellbeing sections.
- To strengthen the school community by improving the experience of inclusivity, consultation, engagement and accessibility through school events, information dissemination, communication and other whole school processes (as measured by improvements to all areas of the 2014 Parent Opinion Survey School Climate variables by the end of 2014).
- To implement an effective roles and responsibilities structure and leadership structure which enables and strengthens pedagogy and planning around collaboration, feedback, improved teacher practice and teacher consistency.
- To strengthen student transitions into, through and beyond the school by embedding additional transition program as implemented in 2014.
- To provide clear and transparent communication to parents.

What did we achieve?

Whilst we did not reach all of the AIP targets relating to the Parent Opinion Survey we did receive increased parent satisfaction levels (as indicated by the general satisfaction element of the survey).

PARENT OPINION SURVEY 2015

AIP TARGETS & TRACKER

SURVEY DIMENSION	2015 ACTUAL	2015 AIP TARGET	2014 ACTUAL	2014 AIP TARGET	2013 ACTUAL
TRANSITIONS	5.49	5.7	5.47	5.3	5.13
APPROACHABILITY	5.46	5.7	5.51	5.5	5.27
SCHOOL IMPROVEMENT	5.6	5.7	5.52	5.2	4.92
PARENT INPUT	5.59	5.7	5.59	5.2	4.94

The Parent Opinion Survey data tracked between 2013 and 2015 has improved in 15 of the 18 dimensions as highlighted.

PARENT OPINION SURVEY 3 YEAR TRACKER 2013-2015

SURVEY DIMENSION	2013 ACTUAL	2014 ACTUAL	2015 ACTUAL	IMPROVEMENT
TRANSITIONS	5.13	5.47	5.49	+0.36
APPROACHABILITY	5.27	5.51	5.46	+0.19
SCHOOL IMPROVEMENT	4.92	5.52	5.6	+0.68
PARENT INPUT	4.94	5.59	5.59	+0.65
TEACHER MORALE	5.43	5.44	5.77	+0.34
STIMULATING LEARNING	5.3	5.48	5.63	+0.33
BEHAVIOUR MANAGEMENT	5.16	4.8	5.12	-0.04
REPORTING	4.73	4.97	5.04	+0.31
LEARNING FOCUS	5.26	5.24	5.47	+0.21
EXTRA-CURRIC	4.82	4.78	5.32	+0.5
HOMEWORK	4.75	4.78	4.99	+0.24
GENERAL SATISFACTION	5.39	5.5	5.74	+0.35
STUDENT SAFETY	5.21	5.45	5.55	+0.34
CLASSROOM BEHAVIOUR	3.86	3.17	3.38	-0.48
CONNECTEDNESS TO PEERS	5.83	5.98	5.85	+0.02
STUDENT MOTIVATION	5.73	5.78	5.84	+0.11
SOCIAL SKILLS	5.67	5.75	5.6	-0.07
SCHOOL CONNECTEDNESS	5.61	5.88	5.84	+0.23

Specific goals as outlined in the 2015 communications plan were also delivered:

- To strengthen the sense of community and connectedness amongst all members of the school.
- To strengthen the home school partnership.
- To maximise and enhance effective communication processes amongst staff, parents, carers and school groups e.g. School Council and PTA.
- Build parental knowledge and understanding of school processes, policies, educational goals and approaches which will enable the school to maintain focus on purpose and vision.
- Build parental knowledge and understanding of how DET schools operate and are funded and how resources are allocated.
- Provide suitable, purposeful and manageable outlets and opportunities for parents to get involved with the school.

This was demonstrated by an increase in parent and community attendance at events, increase in the number of Skoolbag subscribers and improved data collected via the Parent and Staff Opinion Surveys.

What factors supported or inhibited our success?

The organisation of a broad range of relevant and engaging home school partnership events such as the Kewriosity Challenge, expert guest speakers, student demonstrations and open classrooms encouraged more parental involvement and knowledge of what happens at the school. Three Way Conferences were run for the second year in a row and these have now started to become a more accepted and valued component of the partnership. The conferences will continue to provide an important forum for students, parents and teachers to work together and discuss learning progress and areas for improvement and they are a dynamic and meaningful part of the reporting process.

The alignment of support resources to specific areas of need and identified strategies was very effective. This included extending our Targeted Support @ Kew Program (TASK) to include a full Reading Recovery program and support programs in Junior School maths and spelling.

Significant positive feedback was received from Prep parents around the transition program which was extended again. This continues to be a very important program for our school and has strengthened confidence in our school across our local community.

Overall the school has continued to be promoted positively through the provision of different forums. These provide a voice for all members of the community, bring the community together and enrich the home school partnership.

THANK YOU

I would like to take the opportunity to acknowledge and thank all members of our school community this year for your contribution and commitment to our school. I hope you agree that we did "Step it Up" in 2015.

I again wish to pay tribute to our staff for their hard work and dedication this year. All of our staff team work incredibly hard and they contribute well beyond what is expected. The work we have achieved this year has been largely the result of the good will of our entire staff team.

Thank you also to all of our students for the way they have approached their learning in 2015. I am always impressed with how our students can rise to the challenges put before them.

We continue to work together as a Kewmunity, united in the aim of ensuring that all of our students are provided with the highest quality teaching and learning. Our focus is to continue to build a positive and proactive home school partnership that can fully harness the potential of all members of our school.

We have much to be proud of but the work continues and we will set new challenges for 2016.

