PRINCIPAL’S REVIEW & EVALUATION
KEW PRIMARY SCHOOL
JAMES PENSON
INTRODUCTION

As I reflect on the year, I am very proud of what our whole school community has achieved. This year it has been frequently commented on by students, parents and staff that we have a renewed sense of optimism and positivity around the future direction of our school. I am also very excited about the future for Kew Primary. Over the course of this year we have been able to make some key decisions and implement some new processes that will enable and drive our future direction.

2014 has also been a very big year for our staff. We have embraced a very extensive professional learning program and implemented many changes to the way our staff functions. I thank all staff for their commitment and support and acknowledge their hard work and professionalism this year.

PERSONAL HIGHLIGHTS

There have been so many highlights in my first year as Principal of Kew. The one that stands out the most though is our SPLASH Art Show Family Fun Day. This day was the culmination of many hours of planning by large numbers of parent, teacher and student volunteers. It encapsulated how we can all work together for the benefit of our whole school community. The day itself was also very family friendly and relaxing. It was a wonderful atmosphere to be part of and as such there was a significant level of positive feedback. I will also never forget the large queue of friendly and some not so friendly faces ready to “Paint the Principal”. In fact even my own mum and dad got in on the act!

Next year I am very keen for our school to run a “Kids Fest” style of event. We are also looking for ways to celebrate our cultural diversity.
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 2014 Peppercorn BBQ
Prep Information evenings.
Meet with the Principal morning teas.
Working Bees
Kew Festival
Year 4, 5, & 6 Camps
Sports Gala days, District Carnivals (notable our winning of the District Cross Country)
SEDA sports program
Incursions, Excursions
Race around Kew – Family Evening
4 x iPad Parent Information Evenings including the Think u Know Cyber-safety presentation.
2 x Community Forums (School Oval Redevelopment Project & School Finances / Grade Structures)
Family Maths Night
SPLASH – ART Show & Family Fun Day
Fathers Association events
Swimming lessons across all grades
Year 6 Leadership Day
CARE Program including tabloid sports day
Kewriosity Program x 2
Maths Olympiads
Enrichment programs
3 Way Learning Conferences
Cirque De Kew – Little Devils Circus Skills Performance
Gratitude Day
Middle School Bike Ed and Bike Hike
Run as One - Melbourne Marathon Events
Middle School Market day
Year 5 Film Night
Kick Start Kew – Start Up Program
Book Week, Visiting Authors & Premiers Reading Challenge

STAFF PROFESSIONAL LEARNING PROGRAM

Our school demonstrated a very strong commitment to professional learning this year through a very robust and extensive program. This has included working with external consultants such as Michael Ymer in maths and David Hornsby in spelling. We have also conducted many in house sessions run by our leadership team and other teacher leaders across our school. These have included: Walking Bus Tour, Leadership Planning Day, Writing moderation sessions and Boroondara Schools Network meetings each term.

The impact of this program has been significant. We are now embedding a more consistent and relevant spelling approach across the whole school. Consequently our students are being taught spelling strategies at their appropriate spelling level. Our teachers are also using a consistent assessment tool to identify this level and track progress. This information will be handed on to the teacher for next year and then continually built on each year.

We will continue to make a strong investment in our staff professional learning program and tailor our program to the needs of the school, teams and individuals. Many elements of our 2015 program have already been
confirmed. This includes having Michael Ymer return and model effective maths lessons in the classrooms with our students.

THE FOUR “C’S”

At the start of this year, I outlined that our school improvement journey would focus on four key areas: COMMUNICATION, CONSISTENCY, CONNECTIONS & CHALLENGE.

We have progressed significantly in all four areas.

Our communications processes now includes more detailed and comprehensive newsletters, term calendars of events, meet with the principal forums and a range of other opportunities that promote fluid and functional communication between school and home. The rollout of our Skoolbag App has been very successful and to date we have 355 people signed up and using it.

Our classroom programs continue to be strengthened through a team approach. Each team has developed improved planning processes and a greater commitment to delivering programs at the point of need for students. Moderation sessions and a consistent student data tracking process have been an important achievement. The development of our teaching and learning protocols is also well underway. This work will continue to be a major focus as we strive towards focusing not only on what we teach, but on who we are teaching and how we are teaching.

Our ability to capture and harness student voice has increased. This began with the successful launch of our Kick Start Kew program and continued with our CARE and Kewriosity sessions. The Year 6 Action Teams student leadership program was also another important way in which our students built a stronger sense of connectedness to school and peers.

A wide range of enrichment and extension programs was delivered across all levels of the school. This included specialist areas and also the Maths Olympiad and Maths Challenge. Most importantly we continued to strive to ensure that the daily classroom programs included a greater range of rich and open ended tasks with a focus on higher order thinking, questioning and a higher level of challenge.

EVALUATION OF ANNUAL IMPLEMENTATION PLAN (AIP) 2014

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 and spelling.
- 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 strengthen student transitions into, through and beyond the school.
- To develop and implement sustainable processes to deliver a strong financial future for the school.
- To improve communication and engagement across the school community.
STUDENT OUTCOMES & ACHIEVEMENT

What did we achieve?

NAPLAN DATA

50% of students to be in the top 2 bands of NAPLAN. (Year 3 – Bands 5 & 6 and Year 5 Bands 7 & 8).

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<td>Grammar &amp; Punctuation</td>
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<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<td>Grammar &amp; Punctuation</td>
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To foster the achievement of high quality educational outcomes for all students with a particular focus on mathematics & spelling.

(To maximise the achievement of high quality learning outcomes in literacy and numeracy for all students within a broad curriculum that fosters self-motivated learners).

| Numeracy | 63%   | Numeracy | 39.2% |

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

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<td>Reading</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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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.

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<tr>
<td>Year 3 – all areas</td>
<td>✓</td>
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<tr>
<td>Year 5 – all areas</td>
<td>✓</td>
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Increase the percentage of students deemed capable achieving in the top two NAP bands for reading, writing, spelling and numeracy to at Year 3 and Year 5:

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<tr>
<td>Reading</td>
<td>63.9</td>
<td>74</td>
<td>70</td>
<td>55.1</td>
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<td>60</td>
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<td>Writing</td>
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<td>62.6</td>
<td>65</td>
<td>18.4</td>
<td>31.5</td>
<td>60</td>
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<tr>
<td>Spelling</td>
<td>54.1</td>
<td>63.8</td>
<td>70</td>
<td>44.9</td>
<td>52</td>
<td>55</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>59.1</td>
<td>73.8</td>
<td>65</td>
<td>34.7</td>
<td>49.3</td>
<td>60</td>
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<tr>
<td>Numeracy</td>
<td>44.2</td>
<td>63</td>
<td>55</td>
<td>32.7</td>
<td>39.2</td>
<td>60</td>
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STRATEGIC PLAN – ACHIEVEMENT GOALS 2013 - 2016
**What factors supported or inhibited our success?**

The maths data at our school has improved. One of the chief supporting factors of success in this area is the extensive professional learning which resulted in rich staff conversations about our teaching of maths across the school. Teaching and Learning Protocols are in draft formation and are now part of regular conversations and consultation across staff planning meetings. We also engaged in significant work to support teachers making judgement against AusVELS achievement standards. Our curriculum teams used planning sessions and common release times to moderate both within their own levels and also across levels. This allowed for an increase level of differentiated curriculum.

These improvements are also the result of all teachers using performance data and visible data tracking tools to inform planning and teaching and track cohort and individual points of need. This has been significant work lead by our leading teachers. We now have a colour coded whole school tracking process using Google Drive.

We will continue to work with Michael Ymer through in class modelling sessions to further consolidate our maths teaching, planning and curriculum documentation.

**STUDENT ENGAGEMENT & WELLBEING**

**What did we achieve?**

Our school values of Co-operation, Acceptance, Respect and Excellence remained at the centre of all the work across our school community. Each day we strove to operate in a manner that reflected these values.

Restorative Practice became a regular and embedded element of our student engagement and wellbeing process. We also developed a staged or stepped behaviour management approach that was developed in consultation with all staff. This resulted in a greater level of consistency for our staff and students.

The year began with our very first Kick Start Kew program. We then moved into our whole school CARE program that saw students work in multi age groups (Prep -Year 6) each week. The sessions were facilitated by Year 6 leaders with the support of all staff who were allocated a team.

CARE culminated with a Tabloid Sports Day at the end of Term 3. Once again our Year 6 leaders demonstrated outstanding leadership by running each of the activities and also helping with the scoring and BBQ lunch.

Our Student Engagement & Wellbeing PLT developed a very comprehensive Student Engagement and Wellbeing Policy. This was endorsed by the school community and then ratified by School Council. Our work in this area over the course of 2014 means that we now have well defined policies and processes to further promote student engagement and wellbeing.

Another important element of student engagement at Kew Primary is the continuation and further development of our Bring Your Own Device (BYOD) 1:1 iPad program for Years 3-6. This program, along with the use of banks of iPads in the Junior School and Prep area enabled us to further embrace technology and ensure that it is integrated into what students do each day in the classroom. In 2014 our students used a range of blogs and other applications such as Evernote to track their learning and share their progress via a digital portfolio. In this way the use of iPads further strengthened the home school partnership.

Our staff continued to be lead users in the way iPad’s are used in curriculum programs. Many schools from across our own network and across the State visited to learn more details about our high quality program. Our staff also presented at Boroondara Network meetings and at an interstate iPad and ICT conference.

Our parents were also engaged with ICT at our school. Each term we ran a family information session with a different theme including cyber-safety and the use of Evernote.
We also took the next step as we strive to become an eSmart accredited school with the school formally moving into the implementation phase (after completing all the requirements of the planning phase). We were also successful in gaining a “Bullystoppers” grant of $5,000 which will be used to enrich and extend our Kick Star Kew program in 2015. The funds will also be used to support our whole school personal development “Be Worthy” inquiry unit.

In 2015 we will continue on our journey to ensure the full inclusion of technology in our classroom and specialist programs.

**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).
- Improve and strengthen transitions into, through and beyond the school.

**What did we achieve?**

We did receive increased parent satisfaction levels (as indicated by overall parent survey and other feedback collected through year).

All targets relating to the Parent Opinion Survey were reached.

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<tr>
<td>Transitions</td>
<td>5.13</td>
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<td>5.47</td>
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<tr>
<td>Approachability</td>
<td>4.92</td>
<td>5.2</td>
<td>5.51</td>
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<tr>
<td>School Improvement</td>
<td>4.92</td>
<td>5.2</td>
<td>5.52</td>
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<tr>
<td>Parent Input</td>
<td>4.94</td>
<td>5.2</td>
<td>5.59</td>
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We also noted an increased parent involvement and engagement in a variety of school events including: Meet the Teacher Information Night, Race around Kew, Community Forums, Parent Helpers, Fathers Association events and other community and fundraising events.

Our teacher resources were aligned to support specific areas of need and to maximise the effectiveness of these programs. This included programs such as our Targeted Support @ Kew Program (TASK) which was delivered via a strategic and staged approach initially directed at Year 1 students in the first semester and then Preps in the second semester.

In 2014, we also implemented a more comprehensive transition program. This included our traditional “It’s Time” sessions for our future Preps and the addition of 5 x 1 hour “Step into Prep” sessions as well. These sessions were organised and delivered by all 3 of our Prep teachers for 2015. They were very positively received.

Our Prep Coordinator worked closely with our feeder kinders and we continue to develop strong links with these including making our facilities available to them for events.

We also ran two half day whole school transition sessions where all students were able to work with their 2015 teacher in their 2015 classroom.

**What factors supported or inhibited our success?**
There was major work undertaken to ensure the resources of the school are matched and aligned with the vision and strategic plan of the school. It was also important to ensure that our resources are not overextended in the longer term. This has included working with staff through the Workforce Bridging process to address the significant deficit facing the school. During this time I have also worked to ensure that the focus was on building a positive school environment through continuous improvement and professional growth. Evidence of successful resource management was the introduction of our Targeted Additional Support @ Kew Program (TASK). This program ensures that students achieve their optimum reading development and progress in the early years of school.

There has been considerable focus and work on developing community involvement and confidence with our school. Improved and extensive communication processes have been employed including “Meet with the Principal” forums, community meetings, a range of events such as “Race around Kew”, improved transition sessions and the introduction of the Skoolbag App. The parent opinion survey results highlight a large shift in parent involvement with many other areas of the survey expected to improve in 2015 and beyond. Significant positive feedback from parents and students has been recorded throughout the year.

Overall the school has been promoted positively through the provision of different forums that provide a voice for all members of the community and events that brought the community together and enriched 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.

As you can see much has been achieved and this can be largely attributed to the positive way in which everyone has engaged and worked with each other. Our Kewmunity is fortunate to have such a varied set of skills, knowledge and backgrounds and this diversity and the way we have harnessed it, has been very powerful.

To this point, I 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 2014. I am always impressed with the work I see our students do each day and the improvements and progress they make. Our students also make it a pleasure to come to our school each day. They welcome with a big grin, they laugh and have fun, they try their best, they look after each other and they always strive to be worthy.

We will continue to work together as a team 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 trusting home school partnership that can fully harness the increased confidence in our school and allow our staff team to focus on what is most important, ensuring the best outcomes for each student.