

Annual Report to the School Community



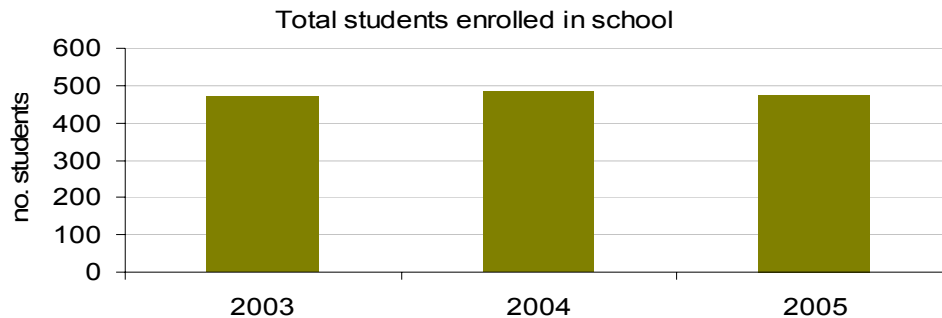
Victorian Government Schools

School Overview

The 2005 school year started with an enrolment of 475 students. The Prep enrolment increased from 58 students in 2004 to 76 students in 2005. For many years Kew East Primary School has implemented a multi-age or CSF class structure based on a philosophy of developmental learning. There were 20 classes operating throughout the school- 4 Prep classes, 6 Year 1&2 classes, 4 Year 3&4 classes and 4 Year 5&6 classes.

Specialist programs provided include Performing Arts, Visual Arts, Physical Education, LOTE Italian and in the junior school, Library. The school Music program has long been a special feature of the school and this program has continued to develop the music options available to students through the concert band, social band, Marimba groups and singing groups. Learning needs support is provided through Reading Recovery and ESL support. During 2005 there were five students receiving additional funding through the Program for Students with Disabilities, with the school employing three integration aides to support these students.

Demographics



Mission, Vision and Values

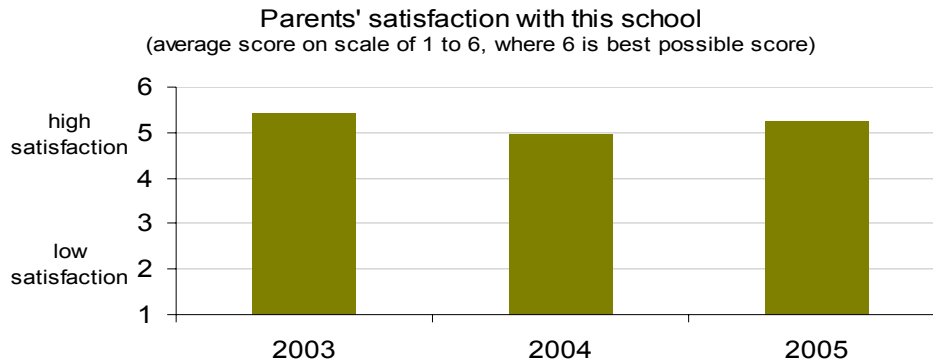
As a learning community, Kew East Primary School is committed to the provision of rich educational learning experiences, which allow each student to attain their potential. Through programs which focus on developing and linking academic, physical, social, emotional and cultural growth, our students will be better prepared to take their place in the wider community.

Kew East Primary School will:

- Educate students to respond in a caring and compassionate manner to new ideas and technologies within a rapidly changing world
- Actively encourage student connectedness, resilience, active citizenship and social competencies
- Encourage the development of motivated, inquiring and independent life long learners
- Provide opportunities for students to develop decision-making, problem solving and critical thinking skills

At Kew East Primary we have certain values that we strongly believe in. These are our 4 R's - relationships, respect, responsibility and resilience. These core values are derived from our school vision and underpin all levels of operation throughout the school. These values are actively promoted through our whole School Student Wellbeing Program.

General Information



Parent participation continues to be highly valued at Kew East. Parents help in classrooms in a variety of ways. A Class Representative Policy was introduced which clarifies the role. Classroom Helpers training was conducted for parents to assist in Early Years Literacy sessions.

In 2005 the school held a Community Forum called “the Resilient Child” facilitated by Dr Helen McGrath. A successful Family Science Night was held in term 3. Together, families worked on several science tasks which were both enjoyable and challenging for parents and children.

Parent Opinion in 2005 showed an increase from 2004 in all variables. There was a significant increase in parent satisfaction along with the Quality of Teaching and Reporting. One of our Charter goals was to improve communication processes to encourage positive contributions from everyone. The Communication Committee has worked hard to ensure that communication processes, eg. newsletters and meetings, are supporting this goal. In the 2005 Parent Opinion survey 100% of parents agreed with the statement that the school keeps them well informed.

Many outstanding events celebrated the strong sense of community evident at Kew East. Other activities included the Carnival, Welcome BBQ, Kew Festival Parade and Education Week Open Morning and Evening. To celebrate student achievement and effort we believe in acknowledgement and we are able showcase our student talents through music performances at our school assemblies and the highly successful Soiree. The concert band received a Bronze award for their participation in the Melbourne School Bands Festival.

In 2005 the office and staffroom refurbishment enabled significant improvement to staff work spaces. Improvements to the office have made the area far more efficient and workable. The photographic visual representation of our 4 values is a focal point as you enter.

The inclusion of a conference room and teacher resource area in the staff room has improved staff facilities as our teaching staff have increased. A new portable also provided more suitable space.

The new outdoor seating area allows groups of students to gather during breaks or as a class to have a lesson outdoors. We continually aim to provide a safe, attractive and welcoming school environment where students are nurtured and supported in a caring way.

Principal's Report

Throughout 2005 there was a focus on the achievement of the school Charter goals and priorities. We continued to provide a high quality learning environment for students and were supported by the partnership that exists between school and home.

Significant staff changes occurred in 2005. Several long standing teachers received promotions or retired from their teaching positions. In 2005 we said farewell to Marise Boff, Susan Wright, Meri McFarlane, Caroll Ann Flanigan, Barbara Vaughan, Jacinta Mugavin and we welcomed Simone Eirth, Kate Tierney and Judith Scott.

Five curriculum teams were established in the areas of Literacy, Numeracy, Integrated Learning, eLearning and Student Wellbeing. Each team of teachers met regularly to ensure that their curriculum project plan was fully implemented and resourced. Teacher teams across the school are clearly enthusiastic and committed to the provision of high quality learning programs for students.

Professional learning of staff continued to be a high priority. To support our Charter priority "Learning and Teaching", a professional learning activity was conducted for all teachers with Prof. Carolyn Coil, who is regarded as an international educational expert. The focus was on assessment strategies and in particular the development of rubrics, criteria cards, student goal setting and reflections. These strategies have improved the already high quality student portfolios.

Whole staff professional learning based on Reflective Practice has enabled the introduction of reflective practices across the school. Gary O'Mahoney facilitated a workshop on reflective thinking and action for individuals and teams. Asking, *What? Now what? So what?*, has been used effectively by students and teachers as a reflective learning process.

One of the most "amazing" opportunities for real life learning for the Year 6 students was the Amazing Race Q2C. I have never experienced such an outstanding time with students. As a unique learning experience, the students are required to travel into the city and complete certain tasks along the way. This was clearly a highlight for all involved!

In 2005 the Kew Cluster of schools was successful in joining the Boys' Education Lighthouse Schools Project. Two successful initiatives of this project were to trial "boys' friendly classroom" and the Year 4 author in residence writing project. The Year 5&6 teachers continued to be involved in the Innovation and Excellence Project with Professional Action Learning Teams working on negotiated curriculum units of work, student self-assessment and the use of rubrics. Maths and Science were also major focus areas in collaboration with Deakin University.

During Term 3 skipping became part of the Physical Education program as students prepared for the Skipathon, a student fundraising event. The PE and Sport program continued to provide a solid program for all students and we had sporting success with students reaching the state and national level.

The Reading Recovery Program continues to support students with literacy needs at Year 1. Learning needs are provided for English as a Second Language students and we have introduced a special needs register to track students who have specific needs.

I commend the teaching staff at all levels for the wonderful efforts they put in to ensuring that each individual student has the opportunity to make significant progress.

I look forward to another exciting, challenging and very successful year for Kew East Primary School in 2006.

Mandy Dunn

School Council President's Report

All members of School Council and its committees are to be congratulated for their efforts during 2005. School Council has six key committees, all of which have made significant contributions to our school this year.

The Social and Fundraising Committee achieved significant results with a remarkable \$44, 448 profit for the year, primarily through the outstanding success of the School Carnival.

Kew East PS is a well managed and financially sound school. This has enabled the Finance Committee to direct funds to key areas such as staff professional development, student wellbeing initiatives and improvements to the school's physical resources.

The Education Committee was responsible for the approval of several new policies dealing with Anaphylaxis, Class Representatives, Student Leadership, Medication, Sun smart and Student Wellbeing. The newly established Communication Committee initiated a children's activity stall at the Kew Festival and developed a draft Sponsorship Policy while Quality Assurance was the main focus for the Out of School Hours Care Committee.

Facilities Committee was again an active group of parents and teachers who continued to ensure the excellent standard of our school buildings and grounds. The completion of our front garden was a major accomplishment and was recognised through receipt of a School Garden Award.

Parental involvement across all areas, in particular the school carnival, classroom help and working bees, demonstrated pride in our school and contributed to a very successful 2005.



Our school's sustainable garden with members of the Environment Club 2005.

Arna Andrews

Student Progress and Achievements

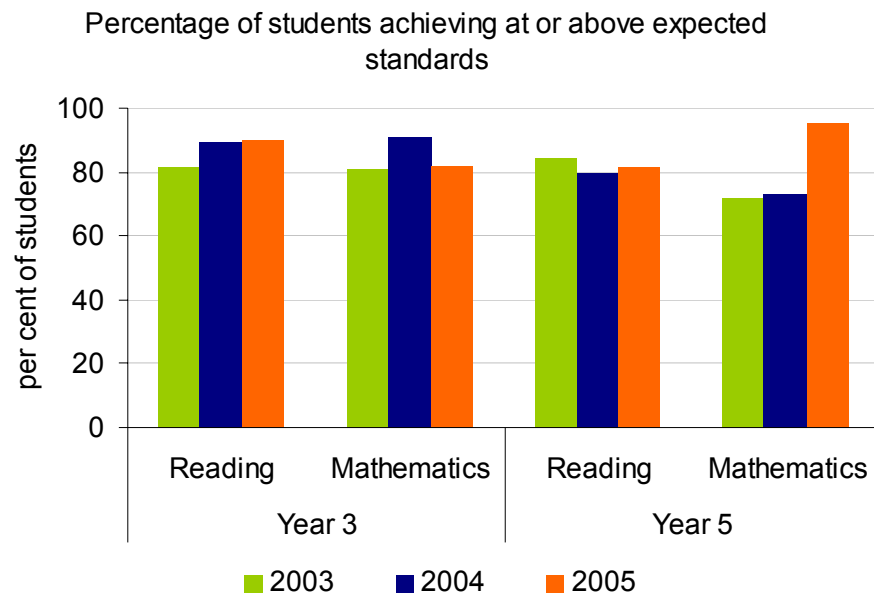
Student Learning

Across the school there is a culture of high expectations and the achievement of personal best. Literacy and Numeracy continue to be curriculum priorities. Curriculum is developed using an inquiry-based integrated model, which allows for teachers to select outcomes from different key learning areas linked by a common focus. Teachers at Kew East PS plan and operate in teams. In 2005 there was a considerable focus in preparing for the implementation of Victorian Essential Learning Standards to follow in 2006.

The aim of the **Learning and Teaching Charter Priority** is to ensure that all students are challenged and supported by appropriate quality teaching and learning programs to achieve their potential.

One of our key improvement strategies was to lift the percentage of students achieving above the expected levels for Writing and Measurement at Year 4. In 2005 we continued the moderation of teacher judgement against standards for Writing and Maths. Opportunities for teachers to meet with their level and across levels engaged teachers in discussion about student achievement and expectations. The school's literacy and numeracy assessment schedule was reviewed and teachers developed criteria cards for assessment across the curriculum. The Early Years Numeracy interview was implemented Prep to Year 4.

STUDENT LEARNING



In the 2005 Annual Implementation Plan the Year 4 Writing target was to have 20 % or more students achieving above the expected standard. Our 2005 result was very pleasing with 51% of students achieving above the expected level. The Year 4 Measurement target was to have more than 20 % of students achieving above the Level 3 standard. This target was met with 40% of students achieving above the expected.

In the Achievement Improvement Monitor (AIM) as indicated above, Kew East PS students are performing higher than the 80th percentile across the state. Teacher assessments against the Curriculum and Standards Framework (CSF) for English and Mathematics show improvement over the past five years. Our results indicate that our school mean is consistently above the state mean and in most cases is above like school group comparisons.

Student Engagement and Wellbeing

Our **Charter Environment Goal** is to adopt and promote a school-wide values system, which will form the basis for expected community school community behaviour and to improve student health and well-being through a review of relevant policies and programs.

2005 saw the introduction of our school values as indicated below:

RELATIONSHIPS: Friendship, Kindness, Compassion, Family, Enjoyment, Peace, Fairness

- Developing positive relationships with others
- Being a good friend to others
- Developing a connectedness to family, friends and the community
- Being compassionate and having empathy for others
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RESPECT: Honesty, Manners, Acceptance, Tolerance

- Care and concern for yourself
- Care and concern for others
- Acceptance of difference
- Looking after the environment
- Showing pride in our school
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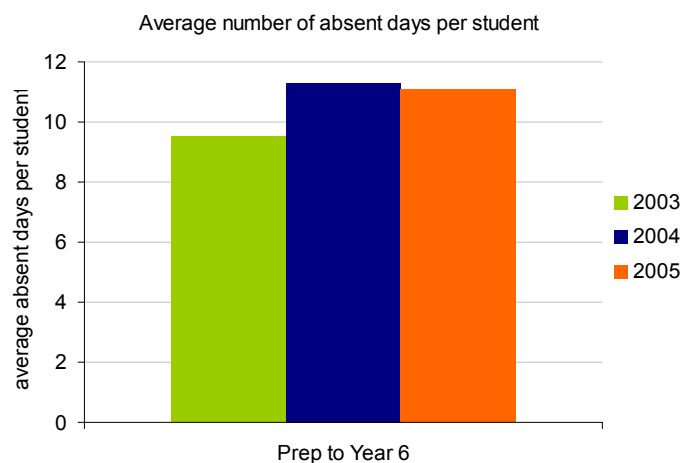
RESPONSIBILITY: Happiness, Learning, Health, Teamwork, Co-operation

- Achievement of personal best
- Being accountable for our actions
- Acceptance of individual and team responsibility
- Sharing knowledge and working effectively together
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RESILIENCE: Self-esteem, Self-confidence, Positive Attitudes

- Developing self-management skills
- Being optimistic
- Developing perseverance

STUDENT ENGAGEMENT AND WELLBEING



Overall the school's student absence data is well below the state mean. This is a significant reflection upon the positive attitude of parents and students to being at school.

Student leadership opportunities expanded during 2005. School leaders were involved in Social leadership training activities and student committees became involved in a variety of school improvement initiatives. A Student Leadership Policy was finalised and student lunchtime activities were an exciting initiative in 2005. A committee of students were involved along with many teachers who, together, provided a range of indoor and outdoor activities for students who wanted to participate. Bullying surveys were conducted with parents and students and a student wellbeing policy established. By the end of 2005 a Student Wellbeing Support Plan was ready for implementation in 2006.

Student Pathways and Transitions

The Year 6 and Prep Buddy was a successful key improvement strategy aimed to improve the connectedness of students to the school and to their peers. This was a positive introduction to the year for all students involved. The buddy program contributes to the transition process and was deemed a wonderful success. It was a pleasure to witness the delight on the children's faces when they were introduced to their buddy. The program continued throughout the year and a close bond developed as the students were involved together in learning activities.

Pre-School to Prep transition program was implemented across the year with the Open Day and Prep 2006 tours, developmental play sessions, the orientation program and an Information Night for parents.

Year 6 to 7 transition was supported by the Pizza and Coke Night held early in the year. This was a new activity in which the current Year 6 students were invited to join the 2004 Year 6 students to share their experiences on secondary school and offer ideas to support the transition process.

We were all very proud of the children who graduated from Kew East Primary School in 2005. The Year 6 Graduation was an overwhelming success and was a very special night for all Year 6 students and their parents.

NOTE:

"This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school office on 9859 2903.

Future Directions for the School

As we are in the third year of our Charter (2004 – 2007), we are working towards the achievement of school goals and priorities together with the Education Blueprint and the relative Flagship Strategies. The implementation of the Victorian Essential Learning Standards (VELS) will be a key improvement strategy along with the introduction of the new Student Report Card. Assessment and Reporting processes will be reviewed and learning portfolios tasks will reflect VELs.

The Student Wellbeing Support Plan will be implemented and reviewed in 2006. Our school values will be reflected in classroom teaching practice and supported within the community. A Community Forum with Dr Michael Carr Gregg has been planned.

With a large increase in the Program for Students with Disabilities within the school we will review the policy and program.

Across the school we will be focusing on empowering, supporting, engaging and connecting staff, students and parents.

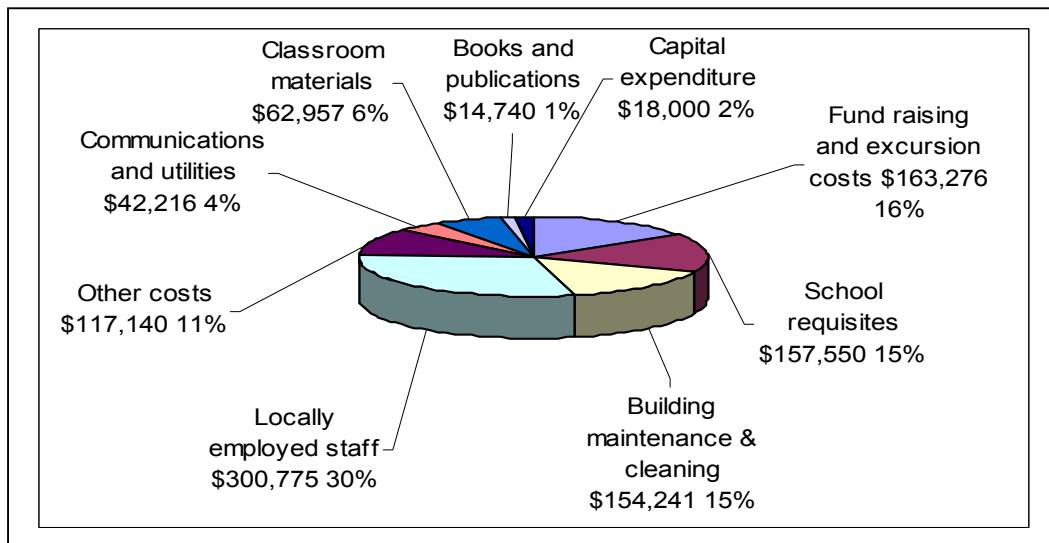
Kew East Primary School is on a journey of continuous improvement, dedicated to providing a learning environment rich in experiences for all students.

Summary of School's Financial Performance

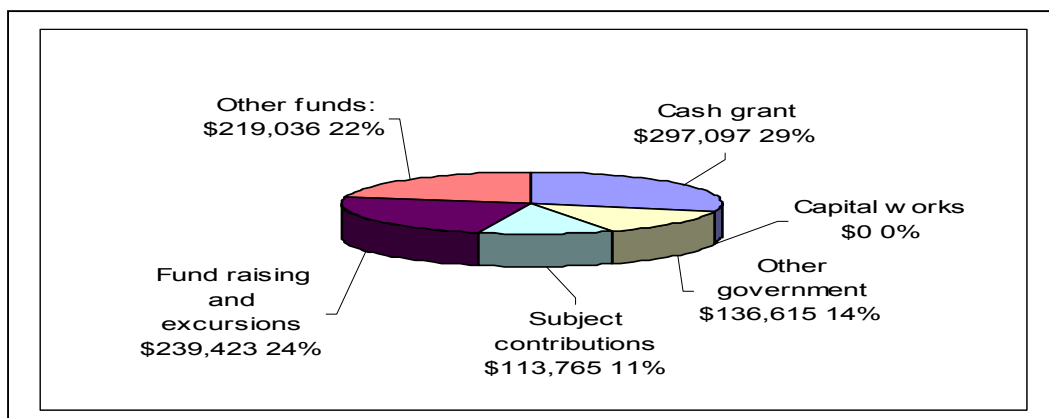
The school's finances continued to be managed in a sound manner. Funding was directed towards our school's goals and priorities and consideration given to short term and long term planning.

Priority programs included Professional Development as the school is preparing for Performance and Development accreditation. The Facilities budget was a major expenditure area with the office and staffroom upgrade as a school priority. Two new budget areas in 2005 were Student Wellbeing and the Program for Students with Disabilities.

EXPENDITURE



RECEIPTS



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