

Self-evaluation summary

Warrnambool East Primary School (4773)



Submitted for review by Marina Milich (School Principal) on 25 March, 2026 at 10:20 PM

Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 15 May, 2026 at 07:12 AM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Evolving	Evolving	Embedding	Embedding

<p>Future planning for 2026</p>	<p>School Review findings• The 2021-2025 SSP goal to improve achievement and growth for all students in literacy was partially achieved with one target met, 2 targets not able to be assessed. and one target not met. The panel found that student literacy outcomes were generally improving with an increasing proportion of Year 5 students making high or medium growth above similar schools. • The second 2021-2025 SSP goal to improve achievement and growth for all students in numeracy was not achieved with 2 targets unable to be assessed and one target not met. The panel found that student numeracy outcomes were generally improving with an increasing proportion of Year 5 students making high or medium growth above similar schools and network. • The third 2021-2025 SSP goal to improve engagement and motivation to learn for all students was partially achieved with one target mostly met and 2 targets not met. Student focus groups reported that they believed it was important to come to school daily, were taught about being kind and respectful, and were aspirational about how their lives would be in the future. • Wellbeing was a major focus from 2022 onwards. The principal, supported by the staff, and regional allied health professionals, worked with families to establish processes and structures to assist students to re-engage with school after the return to face-to-face learning. Students reported they enjoyed participating in the wellbeing programs and indicated they were developing important social and emotional skills and capabilities to equip them for learning and success beyond primary school. • The WEPS leadership team facilitated the creation of a shared vision and values, underpinned by high expectations, and a positive, safe and orderly learning environment. These artefacts were developed</p>
--	---

collaboratively with the school community and were informed by Positive Education (PE), 6 Principles of Nurture, Resilience, Rights, and Respectful Relationships (RRRR), and Zones of Regulation (ZoR) Positive Education. The wellbeing approach, grounded in evidence-informed practices, reflected the school's values of kindness, respect, inclusion and perseverance. • A new whole-school instructional model was in place and this included set approaches to English and numeracy from Prep to Year 6. The use of evidence-based teaching and learning approaches was facilitated through the implementation of professional learning communities (PLC). • Student leadership opportunities were offered to students in the form of school captains and vice captains, Koorie leaders, Prep/One coaches, and a Student Voice team. These student leadership positions had roles and responsibilities that were understood and valued by the general student body, including contributing to school assemblies, undertaking school tours, leading fundraising activities from Prep to Year 6, being role models for younger students, and acting as ambassadors for the school when participating in local and regional events. • A celebrated feature of WEPS was the return of the whole school events including school camps, excursions, interschool sports, the colour fun run, family science night, flavours of the world celebration, and battle of the bands. These social gatherings fostered student creativity and problem-solving through showcasing unique skills and abilities and encouraged the exploration of personal perspective, risk-taking and ingenuity. Student, staff and parent feedback highlighted the positivity of the experiences and cited them as being an inclusive way to value different strengths, a means of celebrating diversity and inclusion, and an enjoyable and exciting way to build individual and collective memories, whilst contributing to the wellbeing of the broader community. Future planning • literacy and numeracy, with a focus on improving differentiation across the learning spectrum • student agency, especially student ownership of their data, and providing feedback to enhance instructional practice • PLCs to enhance responsive teaching practices, especially in regard to the implementation of the Victorian Teaching and Learning Model 2.0 (VTLM 2.), the Victorian Curriculum (VC) 2.0, and the Foundation to Year 2 (F-2) reading approach • wellbeing, engagement and inclusion.