ANNUAL REPORT

2014

A summary report of academic and non-academic progress and achievements during 2012 as measured against the school’s Business Plan 2012-2014.

The Independent Review of the first Triennium of operation as an Independent Public School is attached to this Annual Report as supporting information of the school’s performance in academic, non-academic, community development and quality teaching strategies.
The school’s name is derived from the Grand Slipper Orchid - Huegel’s *Caladenia* - an Australian terrestrial which has an erect, slender inflorescence, with solitary flowers.

Caladenia opened in 2007. It is located in the suburb of Canning Vale, which is a growing suburb south of Perth City.

Our School prides itself on being culturally diverse with over 50% of our enrolment consisting of students with Language Backgrounds Other Than English. Our students join us mainly from Asian and African nations with the balance from a diverse number of countries. Our many cultures work harmoniously together for the benefit of the children in our care and we celebrate this diversity and harmony through events held throughout the year and culminating in the “Family Fun Day” at the end of the year.

Building a collaborative, gentle, calm and caring culture within the school community is a priority as we believe that communities are built on foundations of trust and respect for one another. Teachers and students provide great role models for each other in our community and it shows through a rich and openly visible way every day in our school.

At Caladenia Primary School we believe that values play a vital role in the formation of the whole person. Students build relationships with people around them, particularly their teachers. Our students are valued and accepted. Our “best practices model” support student differences, forming a supportive environment for all students to develop to their potential at primary school.

We work towards creating a learning environment that is focused on engaged, creative and motivational learning experiences in a supportive, safe and inclusive school environment. Students are encouraged to be the ‘best they can be’ in all aspects of academic and non-academic learning.

As a quality school, we are founded on strong links between community and school. We welcome, seek and support parent and community participation in the school.

At Caladenia Primary School we have a hard working and committed P & C Association and School Board. They are motivated, proactive and progressive committees and are supportive of parents as partners in education. The School Board was reconstituted in 2012 to take on extra responsibilities in being selected as an Independent Public School.

We cater for all levels of student learning at the school, incorporating academic extension classes in a Multi-Age Academic Class (MAC) Years 4, 5 and 6, specialist support for students who are experiencing difficulties in any area of learning throughout Kindy to Year 6 and a focus on the large middle group of students who are achieving good results. The overall structures of the school are such that all children are individually catered for in all areas of academic development.

**School Vision**

*We aim to provide all students and adults with ongoing quality opportunities to develop the skills, knowledge and confidence to achieve their potential and contribute to our catchphrase “be the best that you can be”.*
Our Vision is based on setting very high standards of attainment in all areas of a student’s development.

**INFRASTRUCTURE AND ENROLMENT**

Class Structures
Caladenia Primary school commenced **2014** with **743** students. Caladenia started **2015** with **742** students, made up as follows:

<table>
<thead>
<tr>
<th></th>
<th>Kindy</th>
<th>Pre-Primary</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>84</strong></td>
<td>104</td>
<td>88</td>
<td>111</td>
<td>110</td>
<td>80</td>
<td>87</td>
<td>78</td>
<td></td>
<td>742</td>
</tr>
</tbody>
</table>

The school commenced 2014 with 21 purpose-built classrooms, 2 specialist rooms and 9 transportable buildings (all with reverse-cycle air conditioning).

**KEY FOCUS AREAS**

The **2014 Annual Report relates to the school’s Business Plan 2012-2014**

**1.0 EXCELLENCE IN TEACHING**

We established milestones for teacher development in the school based on best practice strategies with a focus on Explicit Instruction models adapted for Caladenia usage. These milestones were included in the Business Plan 2012-2014.

- Our organisational structures were modified to reflect quality teaching and learning development, collaborative decision-making and the development of Scope and Sequence Australian Curriculum. The areas of focus in 2014 were English and Maths results being above National Standards and Like-Schools.

- Professional Learning (PL) is carried out in-house and, therefore, better utilised implementation strategies due to the delivery Team being our current teachers and on site every day. This PL team are respected and credible teacher leaders in their field of expertise/interest. Distributed Leadership is a feature of the school and includes Leadership Team, Curriculum Teams (teachers and Admin), Collaborative Teams (all members of staff), SET (Student Enrichment Team), Admin Team and Staff Well-Being Team. Caladenia provides professional learning in Explicit Teaching, teaching strategies, assessment, data analysis and best practices in non-academic teaching. The school actively supports Succession Management and provides teachers interested with the opportunities and training necessary for them to develop in their chosen areas of school leadership. In 2014, we supported staff in seeking and developing leadership skills in the school setting.

- We have plans operating which detail the Targets to be reached for Kindy and Pre-Primary classes. We believe that in setting very high standards and Targets in ECE, we minimise later risks further up the school. Intervention and teaching strategies are implemented in all ECE classes. Caladenia has been achieving higher results over the past two years in Prep-Primary and Year One classes – we are currently improving the level of competence in teachers and students in the early years and raising the targets for Kindy and PP and focusing on Explicit teaching strategies for ECE staff.

- We have now implemented the Caladenia Scope and Sequence (S&S) for the Australian Curriculum in English, Mathematics, Science and History – these have been rolled out to staff and are all using the Scope and Sequence Plans, latest data and teaching strategies and we are now working on Assessment/moderation and Teaching Plans to use data to inform teaching and planning for teachers’ classrooms. We are currently working on Geography and the Specialist Areas. Our work on the Schools’ Curriculum and Standards Authority (SCSA) has been due to us leading in the development of Australian Curriculum strategies for teachers.

- NAPLAN, SAIS data, On-Entry Data and moderation are all used to interrogate our progress each year. Data informs our classroom teaching and learning and is used to specifically assist us in our planning and setting of priorities and targets for the following year. Data has led us to develop strategies for teaching excellence.

- Every classroom and specialist teachers has an interactive whiteboard (IWB) to assist in their learning programs. Every teacher is provided with assistance to use these to their maximum - Education Assistants are also trained in the use of the IWB.
2.0 ACHIEVING ACADEMIC EXCELLENCE

- Strong teacher/student relationships - A daily target
- Reflection and Goal Setting - Daily and consistent
- Explicit Instruction - Whole School Strategy
- Best practices in teaching - Encouraging Open classrooms
- Different rates of learning - Differentiation was the goal in PL 2014
- Continuum of Learning - Our teachers have developed English, Mathematics, Science and History and Geography S&S to make it easier to identify Year level teaching/targets.

English Targets
Reading, Writing, Spelling and Grammar and Punctuation NAPLAN results were above National Standards and above Like-Schools.
The school performed at around a Band above expected in most areas of testing.
Our NAPLAN 2014 results in English reflected a levelling off in most aspects for all year levels from the previous year’s result. We need to focus on ensuring our teaching strategies are reflective of quality teaching in improving student achievement from one year to the next without slippages and inconsistencies.

Comparative Performance Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>0.1</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Reading</td>
<td>0.0</td>
<td>0.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1</td>
<td>1.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>1.2</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.3</td>
<td>1.0</td>
<td>0.7</td>
</tr>
</tbody>
</table>

- **Above Expected** - more than one standard deviation above the predicted school mean
- **Expected** - within one standard deviation of the predicted school mean
- **Below Expected** - more than one standard deviation below the predicted school mean

No data available or number of students is less than 6

Reading
2014 results in NAPLAN reflect a degree of retrogression from 2012-2014. This means that we have achieved results below our own expected standard for Caladenia and, in part, has been due to increases in our number of non-English speaking students in our school (from 40% in 2013 to over 53% in 2014) and in the vast experiential level of teachers – we have addressed both of these issues for the 2015 year.

We are establishing a Quality Teaching and Learning Policy Handbook 2015 in order that all teachers in every year level are using comparative skills and strategies to pursue excellence in Reading, Writing and Grammar. Our emphasis will be comprehension and interpretation of what students read.

The school will be making strong connections with parents early in 2015 so that there is a partnership in learning taking place between home and school in reading, in particular.
Writing
Year 3 student results have steadily risen over the years but with a slight dip in 2014 which is being addressed by our Quality Teaching approach to teacher skilling.
Our Year 5 student achievement has been decreasing since 2010 and requires attention in 2015 to arrest the slide. Again, this is being addressed and progressed with specific targeting and improving teaching methodologies.
Caladenia Year 7 students have been achieving very high results since 2010.

Longitudinal Average Writing Scores Year 3

Spelling
NAPLAN results in Spelling for Caladenia indicate stability but no value-adding from Years 3 to 5. Significant growth is occurring in the Year 7 results. This lack of value-adding from Years 3 to 5 is concerning and has been addressed in our 2015-2017 triennium planning for improvement.
Grammar
Year 3 results are improving and showing an upward trend. However, the trend for Year 5 is concerning to us and is a focus for us in our Quality Teaching and Learning Policy 2015 Handbook. It appears that Year from Year 3 to Year 7 there are some signs that students are “switching off” reading and English in general. We have addressed this through a far greater consistent and common approach to the teaching of Grammar.

Grammar – Longitudinal Average

English – Overall
It is apparent from our detailed analysis of 2014 data with staff, Board and Executive that the teaching of English (with a focus on Reading comprehension, grammar) requires immediate attention and redirection. The development of the Quality Teaching and Learning Policy Handbook 2015 and the restructuring of the Collaborative Teams and developing strategic peer performance indicators and accountability targets, are the keys to success.

Mathematics Targets
Results of 2014 NAPLAN indicated a growth of one Band or better in Year 7 Mathematics for Caladenia (2012-2014).
Our results for NAPLAN were above the National Standard and above Like-Schools EAL/D students are achieving at expected levels for Mathematics in NAPLAN.
We are focusing on word problem-solving strategies for 2015 and beyond as this was an area of challenge for our students in 2014 Testing.

Comparative Performance Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>0.1</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Reading</td>
<td>0.0</td>
<td>0.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1</td>
<td>1.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>1.2</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.3</td>
<td>1.0</td>
<td>0.7</td>
</tr>
</tbody>
</table>

| Above Expected       | more than one standard deviation above the predicted school mean |
| Expected             | within one standard deviation of the predicted school mean |
Below Expected - more than one standard deviation below the predicted school mean

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

<table>
<thead>
<tr>
<th>State</th>
<th>Year 3 Numeracy</th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>Like Schools</td>
<td>2012</td>
</tr>
<tr>
<td>Top 20%</td>
<td></td>
<td>31%</td>
<td>49%</td>
<td>35%</td>
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<td>35%</td>
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<tr>
<td>Middle 60%</td>
<td></td>
<td>60%</td>
<td>50%</td>
<td>57%</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td></td>
<td>9%</td>
<td>1%</td>
<td>8%</td>
<td>10%</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Year 5 Numeracy</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>Like Schools</td>
<td>2012</td>
</tr>
<tr>
<td>Top 20%</td>
<td></td>
<td>26%</td>
<td>52%</td>
<td>34%</td>
<td>25%</td>
<td>31%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td></td>
<td>64%</td>
<td>47%</td>
<td>56%</td>
<td>64%</td>
<td>59%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td></td>
<td>10%</td>
<td>2%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Year 7 Numeracy</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>Like Schools</td>
<td>2012</td>
</tr>
<tr>
<td>Top 20%</td>
<td></td>
<td>51%</td>
<td>59%</td>
<td>50%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Middle 60%</td>
<td></td>
<td>47%</td>
<td>38%</td>
<td>47%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td></td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>

There is a loss of student numbers that are succeeding in the top 20% of the State at Caladenia in 2014.
It is apparent from 2014 results that Year 3 and Year 5 students at Caladenia have dropped to be on a par with like schools and, as such, we are not achieving our stated targets for 2014. Year 7 students continue to perform well above National averages.

Summary of All Data

Our whole school NAPLAN data indicates
- That growth from Years 3 to 5 has lessened over the past two years
- Years 5 to 7 growth continues to improve against National and Like-School indicators
• We require our target setting, quality teaching strategies and whole school improvement planning/strategies to be re-focussed to include strategies which address teaching standards in the priority areas of challenges for our students.

3.0 NON-ACADEMIC EXCELLENCE

- **Performing Arts (Music)** – our 2014 year was a huge success in terms of the Band performance level and the quality of the choral productions. Instrumental Music (school based and SIMS) have been well organised and performing well. The Band and choral involvement/quality of pieces for students is our focus for 2015.

- **Languages Other Than English (Japanese)** – the success of the program is evident from student satisfaction levels, which reflect excellence in oral development of Japanese within the school’s students. 2015 will see the first year of actual assessment and reporting for Japanese.

- **Visual Arts (Art)** – this learning area has been developed as a quality learning area where Art in the school is now a quality product.

- **Student Leadership** – In 2014, the whole school Student Council, with representatives from PP to Year 7, contributed greatly to the life of the students at school – activities and suggestions for life improvements were made and responded to. The Senior Student Councillors run the meetings and prepare and disseminate communication flows from

4.0 INDEPENDENT REVIEW PROCESS

In 2014, the school was Reviewed by an independent panel of educationists in order to ascertain our effectiveness as an Independent Public School, given that we are given a great deal of educational, financial and initiative independence as an IPS. Caladenia selects, appoints and pays for its own quality staff as well as planning and caring for our own Workforce. Our resources for teaching staff, educational priorities, operational efficiencies (budgeting and expenditure, planning and reserve allocations and capital expenditure) and planning and implementing educational programs that not only work but are highly sophisticated in our analysis and amendments of plans for whole school student achievement improvement.

The Review Findings of all operations, planning and implementation of quality educational provision for our students was very highly endorsed. The Review Panel was glowing in its assessment of our staff, students and parents and indicated that our goal for a high performing relationship-based community is working well and all members are contributing towards this environment of cooperation and caring for one another.

The Panel was highly congratulatory of our communication set-up for our parent community through our well-resourced web page and our School App systems and the lessening dependence on paper for communicating with all stakeholders in our community. Our educational successes were acclaimed by the Panel and the Report indicated that Caladenia was able to self-review high quality analytical processes through its Board and staff – we “keep ahead of the game” and our competition.

I thank our very committed staff and parents and students for a high quality Review Process and for helping us achieve the best results each and every year. We have a very good team at Caladenia and our partnership with parents is one of the reasons why we connect so well with our community expectations and outcomes.

3.0 FINANCE

Caladenia Primary School
Financial Summary as at
6 January 2015

### Revenue - Cash

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$37,806.65</td>
<td>$37,806.80</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$108,722.00</td>
<td>$108,722.30</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>$37,533.50</td>
<td>$37,533.50</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>$37,533.50</td>
<td>$37,533.50</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$796.50</td>
<td>$796.50</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$256,042.63</td>
<td>$256,042.63</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
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<td>$3,583.18</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
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<td>$1,045.46</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$79,236.33</td>
<td>$79,236.33</td>
</tr>
<tr>
<td>Other</td>
<td>$43,674.91</td>
<td>$43,674.91</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$1,165,000.00</td>
<td>$1,165,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,868,482.77</td>
<td>$1,868,482.77</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$19,806.00</td>
<td>$13,963.05</td>
</tr>
<tr>
<td>Leases</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Utilities</td>
<td>$120,866.27</td>
<td>$96,776.63</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$25,884.55</td>
<td>$22,977.91</td>
</tr>
<tr>
<td>Building Fabric and Infrastructure</td>
<td>$38,845.00</td>
<td>$38,845.45</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$88,575.00</td>
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</tr>
<tr>
<td>Education Services</td>
<td>$195,008.71</td>
<td>$174,990.89</td>
</tr>
<tr>
<td>Other Programs</td>
<td>$8,688.18</td>
<td>$8,688.18</td>
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<tr>
<td>Trading Activities</td>
<td>$1,137.40</td>
<td>$1,137.40</td>
</tr>
<tr>
<td>Salary Payments to Central Office</td>
<td>$34,203.00</td>
<td>$34,203.00</td>
</tr>
<tr>
<td>Other</td>
<td>$19,806.00</td>
<td>$19,806.00</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>$1,115,000.00</td>
<td>$1,115,000.00</td>
</tr>
<tr>
<td>Total Contingencies Expenditure</td>
<td>$741,478.51</td>
<td>$639,418.21</td>
</tr>
</tbody>
</table>

### Contingencies Revenue - Budget vs Actual

#### Contingencies Revenue

- Locally Generated Revenue
- DoE Grants
- Other Govt Grants
- Other

#### Contingencies Expenditure

- Contingencies Revenue
- Education Services
- Other

### Cash Position

- Opening Balance
- Total Contingency Funds Available
- Total Funds Available

### Contingencies Revenue - Budget vs Actual

#### Contingencies Expenditure - Budget vs Actual

- Bank Balance
- Cash Advances
- Cash Position

### Revenue Source

- Locally Generated Revenue
- DoE Grants
- Other Govt Grants
- Other

### Expenditure Purpose

- Administration
- Leases
- Utilities
- Repairs/Maintenance/Grounds
- Building Fabric and Infrastructure
- Assets and Resources
- Education Services
- Other Programs
- Transfers to Reserves
- Other

### Key Figures

- Cash Position as at: $618,995.61
- Made up of:
  - General Fund Balance: $114,064.40
  - Cash Advances: $600.00
  - Cash Position: $2,648.37

Total Bank Balance: $618,995.61
Caladenia carefully managed its funds in the 2014 Budget and effectively managed its resources to enable the school to effectively plan for additional Reserves for planned future expenditure. These Reserve accounts allow us to maintain our electronic media through designed plans of expenditure over time. The Finance Committee operates on tight fiscal planning and maintenance such that the Board receives accurate and efficient Reporting on the school's financial obligations and priorities. The School Board has completed its first triennium as an IPS status Board – this has meant very different and concerted work in the areas of financial management and planning as well as involvement in the effectiveness of academic and non-academic programs in the school – it has been involved in reviewing our results each year and suggesting ways of improving our effectiveness in all areas of the curriculum. The effectiveness of the Board and its role in the school’s development as a first class educational facility is appreciated by teachers and parents alike – the students are the beneficiaries of such dedication and positiveness in the development of our community.

5.0 PARTNERSHIPS
Caladenia has established partnerships with Murdoch University (School of Education, Arts and Creative Media), Canning Vale College, Leeming Senior High School, Science Teachers Association, Curtin University School of Mines/Metallurgy, several schools in NSW (as well as the NSW Dept of Education) carrying out Opportunity Classes, Edith Cowan University (Teacher Education), Notre Dame University (Education). These partnerships have proven very worthwhile in gaining professorial contacts, lecturers, teachers and private businesses to work with our PAC and Multi-Age Academic Classes (MAC). Our students are gaining much valuable extension learning in all areas of the curriculum.
In 2014, our PAC students did a presentation of their work at Leming Senior High School in English and Maths. It was a fantastic event and set our program as one of the most significant and effective Gifted and Talented Program in Australia. Our MAC will continue in 2015 and will be working with Leeming SHS.
We will be pursuing additional partnerships with business houses across Australia and with Universities for developments in teacher education/skilling.

6.0 EARLY CHILDHOOD TARGETS
In 2014, we started a new phase in our development of Early Childhood education at Caladenia. Our aim has been to raise the standard of Kindergarten and Pre-Primary education in our school. This is being achieved by in the introduction of explicit instruction teaching and streamlining methodologies and strategies to formalise Reading and Maths in Kindy and PP.
We introduced an intervention program for Kindy students entering Caladenia for the first time in 2015 – this has proven very effective in identifying key areas for parents and teachers to focus on before and during their Kindy experience at Caladenia. Our targets for Kindy include all students being able to identify and read a large number of key words and sentences by the end of the year. The PP targets include a step-up of standards to include reading effectively while comprehending all that is read. These targets then, allow our Year 1 and 2 students to more easily achieve their targets for NAPLAN Year 3 Testing.

7.0 SCHOOL ENVIRONMENT
Caladenia has been working at developing a school with its foundations based on a caring and loving community that has, as its focus, the aim of producing very high standards and results in all students in our care. As outlined in our Business Plan 2012-2014, we have created a school which has a • “heart and soul” – our students, staff and parents enjoy an harmonious environment free of loud and aggressive behaviours and one which is welcoming and inclusive in every way.
• Sense of integrity for each person in our community – we value positive criticism as a means of acknowledging challenges for us – we also seek to find what we do well.
The last community Survey was reassuringly positive towards what we are trying to achieve and how we go about carrying out our business of student improvement. The Survey indicated over 98% satisfaction rate with the school. We also carried out
a parent community meeting which highlighted overwhelming support for our operational and educational qualities at Caladenia.

- Care base for individuals in our community by respecting and valuing each person’s personal issues and problems.
- Mantra of excellence in all we do at Caladenia.
- Student population which has a voice and is heard through the whole School Student Council

Gifted and Talented/High Academic Achievement core within operated by the Student Enrichment Team (SET) and valued as a high priority within the school – we operated Primary Academic Classes (PAC) at Caladenia and Wattle Grove Primary Schools. We also developed (MAC) Multi-Age Academic Classrooms (Yrs 4/5/6 class) at Wattle Grove and Caladenia. These classrooms work at an advanced level in order to challenge and grow our whole school improvement philosophy for all students.

- Our students have a positive image of self developed by every classroom teacher throughout the school. Our zero tolerance for bullying, rough play and inappropriate language and manners, is highly successful through implementation by teachers across all year levels. We build student resiliency, positivity, determination for success, social protocols, manners and we focus on the values of respect and dignity for all as the driving personal development image for the school. The school does not exhibit behavioural issues which take up Admin Team time on any day.

8.0 Satisfaction Survey of Parents

This was completed at the end of 2014. This Survey was completed by 88 parent respondents. 19% of the respondents were male. 81% of the respondents were female. 51% of the respondents were parents with children in Kindy to Year 2.

In most answers to the Survey, over 90% of the responses were Strongly Agree/Agree. The Survey responses were overwhelmingly positive in support of what the school is doing and trying to achieve. It is a wonderful affirmation that we are responding to community aspirations and attitudes to schooling at Caladenia. Additionally, it affirms our notion that everyone is able to aspire to our Vision that “We aim to provide all students and adults with ongoing quality opportunities to develop the skills, knowledge and confidence to achieve their potential”.

9.0 FUTURE

Caladenia has been assessed as highly competent in setting its own Self-Review agenda with a view to making continuous improvements in student achievement. Our standards are high and our expectations of what each child can achieve, is equally very high. That means that we believe that every child can learn and every child must be given every opportunity to shine and excel. Our Board is now working at an efficient level of involvement in planning and review – the next triennium will focus on the Board’s roles and exposure of these to our community. The Board will also be making in-roads to building business partnerships in order to promote and develop our commitment to teacher training quality within WA.

In 2015, we will be
- Focussing on reading and comprehension, Maths written problem solving and spelling and grammar. These were areas of greatest issue for us in NAPLAN results in 2014 and will be the subject of intense development.
- We will be developing a Quality Teaching and Learning Policy Handbook 2015 for all teachers and reviewing our data to ensure all aspects of our results are addressed through Professional Learning Sessions each fortnight and teacher collaboration/peer performance management.
- Peer performance management accessed through Collaborative Teams and Coordinators, leading to increased capacity for teacher quality and, therefore, increased levels of success in student achievement.
- Restructuring Collaborative Teams to include teacher performance accountability and development of significant skills in teacher craft.

Our school is achieving growth in its non-academic programs, especially in the performing arts. This is reflected in the growth of the school’s Band, Choirs and interest in Musical Productions. We perform well in sporting activities against other schools in our area with evidence of great sportsmanship amongst our students.
Our behavioural attitudes in the school reflect the respect and dignity provided to our students, as they continue to be developed into solid community individuals, grounded in their social protocols and being proud of their place in society. The teachers work hard each day to model the best attitudes and social protocols that lead to respecting the dignity of others. “Being the best that you can be” is alive and evident in our school on a daily basis.

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Edward Nastasi
Principal