Future Driven

Context

Welcome to Caladenia Primary: ‘Aspiring to be the best we can be’

Caladenia Primary School commenced in 2007 and has grown in enrolment and quality educational achievements to be a highly effective school in its community.

2012 saw the commencement of Caladenia as an Independent Public School. It marked the beginning of an exciting era for our relatively new school community to develop as a quality school, excelling in high standards for all its stakeholders in the Caladenia Community.

It is our intention to be a centre of excellence in teaching and learning, while maintaining a strong sense of family values and reflecting on the aspirations of its community on all we do. Student improvements are measured against all available data and information available to us to inform our future directions in planning for better and improved results each year.

We are committed to ensuring effective partnerships with our community through interactive surveys, open discussions and quality feedback, which in turn enlighten and formalise positive directions for the future.

While we develop all students to reach their potential, we also address a key area of concern for us in the education of gifted and talented students, through whole school commitment to identification and implementation of effective programs.

In 2012, Caladenia commenced a Pilot Primary Academic Class (PAC) which enrolled gifted and talented students from many schools into a full time class for Years 6 and 7 at Caladenia and Wattle Grove. This PAC ensured that these gifted and talented students were provided with quality programs for two years and to ensure high achievement while satisfying the specific needs of these high performing students. Our intention at Caladenia, is that we support all students, from high achieving gifted students to students who face challenges in their learning. It is our duty and responsibility to ensure that every student is afforded the same opportunities for success.

Caladenia has established a Multi-age Academic Class (MAC) which caters for high achieving years 4, 5 and 6 students from within our school. This class works on extension and advancement of the curriculum set for those class levels.

With over 53% of our school population being of non-English speaking backgrounds in 2015, it will be an exciting challenge for us to satisfy the needs and aspirations of our large multicultural community.

Our 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 intention to ‘be the best that you can be’. Our Vision is based on setting high standards in all we do.

Our Objectives

- High standards in student achievement in English, Mathematics and Science
- High achievement levels in all learning areas throughout the school
- High standards in personal development of students
- Motivated and engaged students through appropriate and interesting learning programs for all students
- Motivated and committed staff members who strive for continual best practices in teaching practices and other areas of work.
- Inclusive, safe and stimulating environments for academic, physical and emotional needs of the students.
We Believe

Teachers and support staff, the School Board and the P&C with the parent body, support the school to create a learning environment that stimulates and challenges students to achieve optimum learning and that we understand:

- all children are capable of improvement in learning
- education is a partnership of parents, students and staff of the school
- students learn in different ways and their learning programs need to reflect this
- teachers must be motivated, skilled and supportive of each other and supported by the community of Caladenia
- quality teaching is the critical factor in improving student achievements

School Self Assessment

The key focus of the school is to ensure that quality teaching strategies lead to whole school improvements in student achievement. As specified in our Independent Review Process in 2014, the Panel concluded that “the school’s self-assessment and review methodology typifies high quality data collection and analysis and is embedded in self-review practices” – this high praise reflects our ability to be self-critical and proactive in our pursuit of student improvement.

We are self-reflective and self-regulating as a whole school community, emphasizing and reviewing our challenges before us and finding new strategies and adapting existing ones to better reflect the improvement needs of individual students and whole school priorities. Caladenia always pays particular attention to all data which appropriately provides specific and detailed information for inclusion in yearly reviews of our goals, Targets and Standards.

At Caladenia PS, we believe the following elements to be integral to assessment.

- Assessment practices reflect the principles for assessment as valid, fair, explicit, educative and comprehensive
- Diagnostic Assessment is used to inform future teaching
- Assessment is used to provide purposeful feedback to students and teachers
- The SCSA Curriculum for WA requirement is followed
- Collaborative Team planning is used to ensure common assessment practices across cohorts
- Students’ work is moderated in collaboration with Collaborative Team members and schools
- A variety of assessment tools are used and reviewed for effectiveness
- Staff agreed assessment tools are used and collected for whole school data.
- School developed Year level Scope and Sequence and standards documents are used to assess progress of students
- Feedback is explicit and strategic and involves goal setting for individual students
- Assessment involves all stakeholders

Our Values

Caladenia Primary School is committed to contributing to a socially cohesive, safe, democratic, stable and reconciled community. We are committed to the values which protect the dignity of each person and fosters respect and integrity for every member of our community. We treat everyone with love, care and concern. Our relationships are based on trust, truth, mutual respect and acceptance of personal responsibilities.

The Business Plan 2015-2017

The Business Plan for 2015-2017 is the result of analysis of data, surveys and other information available to us from external and internal sources, including community needs and a focus on the implementation of the Western Australian Curriculum, over the course of the past three years. It references and implements key Dept of Education WA strategies such as Plans for Government Schools, Progressing Classrooms First and the National Quality Standards in Early Childhood and quality best practice teaching strategies. The Plan outlines a succinct overview of the intent of the School towards quality improvement strategies within academic and non-academic areas. This Business Plan establishes specific targets and standards which must continue to be addressed in order to continue to raise our results in the targeted areas.

The Business Plan’s focus is in the key priority areas of English (Reading, Comprehension, Grammar and Punctuation), Mathematics (Number and worded problem solving), History/Geography and Science in the Western Australian Curriculum context. Within this focus, we intend to develop key areas of Visual and Performing Arts – these two areas will become quality bookends in our endeavour to provide a range of first class student learning at Caladenia.

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### 1. Excellence in Teaching

<table>
<thead>
<tr>
<th>Broad Strategy</th>
<th>Strategies</th>
<th>Milestones</th>
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<tbody>
<tr>
<td>Building staff capacity for excellence in teaching through quality learning opportunities</td>
<td>In-house professional learning is the best practice model, using qualified and effective teachers to provide and follow up on PL opportunities. Distributed leadership model used in our Leadership Team, Curriculum Teams, Collaborative Teams, Gifted and Talented Team, ICT Team and Peer Performance Management Model. Staff have stated that we need consistency and commonality of purpose if we are to make improvements across all year levels, so we have developed a Quality Teaching and Learning Policy Handbook 2015, which specifies our key target areas for improvement and the strategies required for teaching these across the year levels K-6. Our high proportion of non-English speaking students and families, has required a change in our EAL Program within the school.</td>
<td>We have the Teams in place and have been working on curriculum and quality teaching processes for some time. We have several Level 3 Teachers and Senior teachers who are providing in-house PL on regular occasions as well as other staff who step up as they feel confident in so doing. Continuance of the Explicit Instruction Model in 2015-2017. Peer Performance Management in Year Level Collaborative Teams commence in 2015 – first assessment of success in feedback process (September-November 2015). Student successes in mastering English through carefully structured exit strategies/assessments.</td>
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<tr>
<td>Building rigour into Early Childhood Education</td>
<td>Consolidate K-1 Plan and Explicit Instruction Model for driving a formal English and Mathematics program to sustain quality results while referencing the National Quality Standards. Early Intervention Strategy for new Kindy enrolments (year before commencing) in 2014 proved beneficial to the development of Kindy students’ social, physical and intellectual growth.</td>
<td>Commenced implementation and continuing rigour throughout 2015. Our Early Intervention Strategy commenced in 2014 and is continuing in 2015. Measure against National Quality Standards ECE.</td>
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<td>Continue to use data-informed planning</td>
<td>NAPLAN analysis whole school. Teacher assessment judgements Diagnostics, and a well advanced SAER process. MIS and WAMSE data</td>
<td>Yearly reviews with staff, School Board with a view to enhancing and sustaining successes</td>
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<tr>
<td>Developing staff competencies in using technologies to improve student learning</td>
<td>ICT Team for in-house PL in servicing staff in use of Interactive Whiteboards, media equipment and software. Well-planned Reserves for continuance of success. Integration of ICT into all learning areas.</td>
<td>Yearly training of staff for on-teaching skills to others. Whole school plan has been developed by the ICT Team.</td>
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As with all professional learning carried out by teachers at Caladenia, we provide a commitment of time, personnel and resources in order to effect the best possible outcomes for the development of all staff. We use the in-house model of professional learning as the most powerful model for change which is both effective and sustainable in effort and success. Caladenia will continue to access ‘best practices’ for its staff and to look externally for successful research and data which we will use for planning of our whole school improvement strategies.
2. Achieving Academic Excellence

**Student Achievement Improvement Targets 2015-17**

**Quality Teaching and Learning Policy Handbook 2015**

In reviewing our 2014 results in NAPLAN, staff reflected on the need for commonality of approach when teaching skills in English and Mathematics. This has resulted in the development of a Quality Teaching and Learning Policy Handbook 2015.

In order to advance the improvements we make over time, it is necessary to come to logical conclusions to how our results have paced with these improvements. The overall rationale for directed and sustained improvement lies with:

- The Principal being the pivotal point of Curriculum development, such that all plans reflect current guidelines, policies and practices;
- Improving understandings/common approaches to pedagogical strategies in English and Mathematics;
- Recording and testing standards and skills of these common strategies;
- Peer moderation and teaching performance management indicators based on regular observations by Collaborative Team members and Admin Team personnel in discussion with relevant personnel;
- Teachers and Administration trusting each other that teaching quality can only come about by assistance and reflective practices by people we work with – this reflection can only be effective if growth is allowed by all teachers in their personal and professional attitudes to workplace policies and practices.

We believe this Policy will assist in our consistencies of effectiveness over time and is being carried out by all teachers in order that common testing and analysis can be made based on variables which we know are constant and controlled by the school community.

**At Caladenia, we believe the following elements to be integral to the learning and instruction of English and Mathematics:**

- Strong teacher student relationships
- Reflection and goal setting
- The Explicit Instruction Model and First Steps is best practice teaching
- Recognizing that students learn at different rates
- Differentiation of the curriculum
- A gradual release of responsibility model is the best instructional model
- A constructivist approach to teaching
- The sequential scope and sequence documents are devised and reviewed by staff

Academic performance is measured against NAPLAN achievement data. We aim to measure all data against available stable cohort data. Band Growth Progression is measured by student value-adding Band growth from one testing year to the next for that same Year Level.

Consistent NAPLAN-style in-house testing is carried out at the end of each year to provide us with evidence based on several tests in each year.

### English

<table>
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<tr>
<th>Targets</th>
<th>Strategies</th>
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<tr>
<td>• In all Year levels, at least one Band above National Achievement Standards&lt;br&gt;• Kindy – Recognize at least 40 sight words and read books with familiar and simple text (CVC words)&lt;br&gt;• Pre-Primary – Reading 65% to achieve a ‘B’ or better – recognize, read and spell all PP words&lt;br&gt;• Year 1 – Reading 65% to achieve ‘B’ or better. Recognise, read and spell all Year 1 words and read Year 2 words&lt;br&gt;Year 2&lt;br&gt;  o Reading – Score of 25 - Band 5 at end of year testing&lt;br&gt;  o Grammar – Score of 21 - Band 6 at end of year testing&lt;br&gt;  o Spelling – Score of 18 - Band 6 at end of year testing&lt;br&gt;Year 3&lt;br&gt;  o Reading – Score of 28 - Band 6 end of year testing&lt;br&gt;  o Grammar – Score of 21 - Band 6 end of year testing&lt;br&gt;  o Spelling – Score of 18 - Band 6 end of year testing&lt;br&gt;Year 4&lt;br&gt;  o Reading – Score of 26 - Band 6 end of year testing&lt;br&gt;  o Grammar – Score of 19 - Band 7 end of year testing&lt;br&gt;  o Spelling – Score of 15 - Band 6 end of year testing&lt;br&gt;Year 5&lt;br&gt;  o Reading – Score of 28 - Band 7 end of year testing&lt;br&gt;  o Grammar – Score of 21 - Band 8 end of year testing&lt;br&gt;  o Spelling – Score of 18 - Band 7 end of year testing&lt;br&gt;Year 6&lt;br&gt;  o Reading – Score of 28 - Band 7 end of year testing&lt;br&gt;  o Grammar – Score of 21 - Band 8 end of year testing&lt;br&gt;  o Spelling – Score of 18 - Band 7 end of year testing&lt;br&gt;MAC&lt;br&gt;  o All areas at least Band 8 by end of Year 6</td>
<td>• Embed First Steps, Explicit Instructional Model and Kagan (and other) strategies into quality teaching focus for whole school&lt;br&gt;• Using the Fleming Model to embed best practice teaching strategies&lt;br&gt;• Early identification of ECE literacy student needs using On-Entry Assessment baseline data to plan for improvement in 2013-14&lt;br&gt;• Use extrapolated NAPLAN data to better inform planning&lt;br&gt;  K-6 English&lt;br&gt;• Fortnightly Tests to improve student and teacher accountability across the school&lt;br&gt;• Quality Teaching and Learning Policy Handbook 2015&lt;br&gt;• MAC - Strategic Plan implementation with improvement based on Gifted and Talented Principles&lt;br&gt;• Whole school focus on Reading 2015&lt;br&gt;• Development of NAPLAN-Style testing for Year 1 and Pre-primary planning and target setting&lt;br&gt;• Peer Performance Management Model 2015</td>
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Mathematics

**Targets**

- In all Year levels, at least one Band increase per year between Year 2 and Year 6, measured by NAPLAN and in-school NAPLAN testing each year.

**2015 Targets include:**

- **Kindy** – count to 30, recognize numbers to 30, know Rainbow Facts (addition to 10)
- **PP** – achieve 75% or above in end of year testing
- **Year 1** - Achieve 75% or above in end of year testing
- **Year 2** - Achieve NAPLAN score 20, Band 4/5 or above from in-school NAPLAN Testing (Yr3 Test)
- **Year 3** - Achieve NAPLAN score 23, Band 5 or above from NAPLAN Testing (Yr3 Test)
- **Year 4** - Achieve NAPLAN score 24, Band 6 or above from in-school NAPLAN Testing (Yr5 Test)
- **Year 5** - Achieve NAPLAN score 28, Band 7 or above from NAPLAN test
- **Year 6** - Achieve NAPLAN score 32, Band 7/8 or above from in-school NAPLAN Testing (Yr7 Test)

**MAC**

- All areas at least Band 8 by end of Year 6
- In all Year levels, at least one Band above National Achievement Standards.
- Over 53% enrolment now students with first language not English – need to improve worded problem solving in these students.

**Strategies**

- Embed First Steps, Fleming Explicit Instructional Model and Kagan (and other) strategies into quality teaching focus for whole school
- Every teacher use of Quality Teaching and Learning Policy Handbook 2015 – consistency of approach
- Early identification of ECE numeracy student needs using On-Entry Assessment baseline data to plan for improvement in 2013-14
- Use extrapolated NAPLAN data to better inform our ECE planning in K-6 Mathematics
- Fortnightly Tests to improve student accountability across the school
- Whole school emphasis on reading, including worded problem solving in Mathematics
- MAC - Strategic Plan implementation based on principles of Gifted and Talented Education
- Whole school focus on written problem solving skills Comprehension of written tasks - reference to Quality Teaching and Learning Policy Handbook 2015
- Peer Performance Management Model 2015

Science

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<tbody>
<tr>
<td>• At least 70% of each year level to achieve a ‘B’ grade or better, representing a growth in each student through testing and assessments</td>
<td>• Use of Collaborative Meetings to moderate results in each year level</td>
</tr>
<tr>
<td>• Moderate with like-schools in the area to measure and compare improvements made in results over the period 2015-2017</td>
<td>• Develop our Resourcing of materials and equipment across the whole Science area so as to improve teacher learning, confidence and providing solid learning opportunities for all students.</td>
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<tr>
<td>• Improve teacher judgements made in Science Investigations to show results in the top 10% in the State.</td>
<td>• Fortnightly Tests to improve student accountability across the school.</td>
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Humanities and Social Sciences

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<tr>
<th>Targets</th>
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<tr>
<td>• Use the Inquiry-based approach to assist students in making meaning of their world around them – quality products of completed works will determine success in the LA. Posing questions and developing lines of inquiry to research, analysing interpreting and an ability to think critically and creatively will all be measures of levels of success in this area of learning</td>
<td>• Using the Fleming Model to make large gains in results over 2015-17</td>
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<tr>
<td>• Teacher assessments to reflect the skewed bell curve towards the B Grade as the average for our students.</td>
<td>• Fortnightly Tests to improve student accountability across the school.</td>
</tr>
<tr>
<td>• At least 70% of each year level to achieve a ‘B’ grade or better, representing a growth in each student through testing and assessments</td>
<td>• HASS Committee to develop working documents of Scope and Sequence for Geography for 2015 and beyond.</td>
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Aboriginal Education Plan

We have a small number of Aboriginal students at Caladenia. These students attend school regularly and are achieving good results. We observe Aboriginality with cultural pride and observe the rights and responsibilities of our students in linking to the Aboriginal Educational Plan for WA Public Schools 2015-2017.

Our Aboriginal Education Plan is integrated within the History and Social Sciences curriculum Scope and Sequence.

• We challenge our Aboriginal students to achieve highly in all areas of our curriculum, as well as identify and celebrate with them the special days such as Harmony Week and WA Day.
• Attendance is not an issue at Caladenia for any students
• Caladenia is proactive in ensuring sensitivity to Aboriginal culture from students, parents and teachers from the Flag to celebrations of Aboriginal days of significance.

• Our teaching strategies incorporate an active awareness of Aboriginal culture as and when it is appropriate to do so. This is often in English [literature] and the new Australian History curriculum. We are embedding Aboriginal history as part of our whole school History Plan for 2015.
• Racism has a zero tolerance in our school.

We are above the WA targets in relation to system targets. Our Aboriginal students achieve well in Literacy and Numeracy. We provide an open and welcoming, warm school environment for parents and care givers of all students. Connections to our structures are used supportively by our Aboriginal parents and they feel comfortable in accessing services and other forms of assistance from the school.
Specialist Areas

It is our intention to remain at the forefront of development of our whole school Scope and Sequence Planning for all Learning Areas, including the specialist areas. We anticipate all Specialist Teacher Coordinators will be completing these by the end of 2015 for a 2016 implementation. Standards of work and grades are closely monitored for individual growth – there is an across the school expectation that a ‘B’ Grade or higher is the target of every student in every learning area.

Specialist Milestones

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Visual Arts</th>
<th>Music</th>
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<tr>
<td>• Provide students with a rich, cultural aspect of language which will be developed over a period of 4 years from oral to written language. Japanese is a difficult language to master in the written form.</td>
<td>• Achieve an excellent standard of student productions. Display and showcase our student achievements within our local community.</td>
<td>• Maintain Musical Productions, a School Band and two Choirs to perform within the school and community-based performances.</td>
</tr>
</tbody>
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3. Achieving Non-Academic Excellence

Students

- Extend the Student Leadership model in the school to incorporate a whole school Student Council and other leadership decision-making opportunities through academic, sporting and cultural events in and out of the school.
- Honour inclusivity and diversity through Harmony Day, intercultural activities and develop a student culture where differences are valued and celebrated in the school.

Attitude, Behaviours & Effort

The school prides itself in its development of well-mannered and socially aware students who share in our Vision of ‘being the best we can be’. We will focus on maintenance of our goals in working with our whole school community in successfully pursuing the deliverance of aspirations and needs for students in our collective care.

**Partnerships**

Caladenia is building strong bonds with its surrounding high schools for its MAC program as well as making connections with specialist secondary school staff to enhance leadership and learning opportunities.

Additionally, Caladenia is at the forefront of developing business relationships with the large multinationals and Science and Mathematics Schools within several WA Universities. Partnerships include working with Murdoch University, who is providing analysis and monitoring of the Multi-Age Academic Class (MAC) in order to provide sustainability of the Program into the future. We work closely with Wattle Grove Primary School in monitoring and moderating results according to National Assessment Standards. Mac students work with partners we have established on areas of study that enhance their scope and depth of learning. Lyn Beazley (Prof. UWA), Earth Science WA and Leeming SHS are among some of these partnerships we have developed.

Parental partnerships are paramount to our successes at Caladenia. We value and seek active participation of parents in assisting the school in teaching and learning activities both at school and at home. We believe that a great school is one which is listening to its community and pro-actively seeking solutions to its challenges. The School Board is an open and communicative body which ensures that our standards and achievements match expenditure and efforts in setting and implementing strategies and targets for student achievement.

The P&C works hard with our school community to assist in setting the school’s quality agenda and building great relationships with the Board, school and parent body.

**Early Childhood Targets**

**0-3 years planning**

Caladenia continues to investigate ways of achieving parent/student Playgroup Sessions for our large and growing multicultural community. These Playgroup/Parenting Centres are necessary as we have found that many families do not have the support bases necessary to access/source English language and cultural skills for our Australian society. Our school becomes the focal point for these families. This Centre would focus on providing links between home and school and in families to meet and help one another. We will continue to source partnerships and resources for this to occur.

We modified our EAL Program in 2015 to incorporate English for first time learners in Kindy and PP. An Early Childhood Intervention Plan was developed in 2014 to further consolidate our high standards for Kindy and PP student learning. This intervention strategy will prove beneficial as our students gain confidence in the English language.

**Targets**

Caladenia Early childhood teachers plan English and Mathematics programs based on our Whole School Scope and Sequence Plans. We use Year 3 NAPLAN data to extrapolate and back flow targets and standards for K-1 to inform us of our challenges and set priorities for 2015-2017. We are developing our own NAPLAN-style testing for PP and Yr1 end of year tests so that we have additional real data to measure progress of students from Kindy to Year 1. It is our intention to raise the standards and Targets in Kindy and Pre-Primary to engage our early childhood students in reading, writing and number skills. Caladenia achieves high results in these early years in English and Mathematics. Specific Targets are indicated in the Achieving Academic Excellence section of this Business Plan.
4. School Environment

Caladenia is a school of choice for parents – we provide a school which not only caters for the aspirations of its community but also achieves high standards in academic and social development of each child. We achieve this through working closely with parents, students and staff in such a way that we

- Create a school with a heart and soul – we care for each and every person equally in our community
- Develop a sense of integrity in our students and adults alike – all communications are carried out with respect, social protocols and manners of a high standard
- Provide care and understanding for people going through personal issues
- Maintain a high standard in our school by providing excellence in teaching as well as in our daily contact with all community members.

Additionally, Caladenia is a school where students feel enabled and empowered to speak their truth and know that equity and justice will always be provided in the school.

Caladenia is a school which prides itself on being proactive and ‘ahead of the game’ – it is a school which provides for all student needs, including gifted and talented students.

We set our Standards high, which means we need to work hard at producing the best teaching and learning strategies. We continue to focus on professional learning internally as a means of providing on-going professional development for our staff.

While we focus on high standards, we will continue to make significant improvements in our non-academic areas, including the special needs of our large multicultural community.

Our students thrive in this unique community as it continues to work collaboratively and cooperatively to achieve the single purpose of our core business – to produce the best educational outcomes for the children in our care.

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PRINCIPAL