



Business Plan 2021-2023



Welcome to Caladenia Primary: 'Aspiring to be the best that we can be.'

Caladenia Primary Independent Public School commenced in 2007 and is a large Public primary school with an enrolment of over 900 students, located in Canning Vale. It is a highly valued school by families in the community. Caladenia is a high achieving school with very high standards and values. Our students are wonderful people with excellent personal integrity.

We are a centre of excellence in teaching and learning, while maintaining a strong sense of family values and reflecting on the aspirations of its community in 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 create positive directions for the future.

While we develop every student to reach their potential, we also address a key initiative for us in the education of gifted and talented students, through whole school commitment to identification and implementation of effective programs for them. 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 and Wattle Grove, through achieving Independent Public School status in 2012, initiated a Multi-age Academic Class (MAC) in each school, which caters for high achieving and Gifted and Talented Years 4, 5 and 6 students from within our schools. This class works on lateral and vertical extension and advancement of the curriculum set for those class levels.

With over 68% of our school population being of non-English speaking backgrounds in 2020, it is an exciting challenge for us to maintain 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 I 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 as these provide the foundations for excellence and success at high school.
- 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 strategies for all students
- Motivated and committed staff members who strive for continual best practices in teaching and student standards.
- Inclusive, safe and stimulating environment 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 differentiation

- 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
- teaching needs to foster student accountability for their own learning through understanding the need to retain and recall information and skills
- effective pedagogy is purposeful, challenging and engaging and tied to a student's experience, stage of development, needs and background.
- the mutual and physical health and well-being of students and teachers is a high priority
- learning occurs best when a student, family and school have a common goal, interact positively and are mutually supportive of one another.

Our Values

Caladenia Primary School is committed to contributing to a socially cohesive, safe, democratic, stable and caring 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, honesty, mutual respect and acceptance of personal responsibilities.

The Caladenia Business Plan 2021-2023

The Business Plan for 2021-2023 is the result of analysis of yearly 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 past three years and relevant to our Public School Review Process Report 2019. It references and implements key Department of Education WA Strategic Plans (High Performance-High Care), yearly Plans for Government Schools (Focus), 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 improve our results in the targeted areas. The Business Plan's focus is in the key priority areas of English (Reading, Grammar, Spelling and Writing) and Mathematics (Number and worded problem solving), History/Geography (HASS) and Science in the Western Australian Curriculum context. Within this focus, we continue to improve other key areas of Technologies, Visual and Performing Arts, LOTE and Physical Education/Health – these areas are quality bookends in our endeavour to provide a range of quality student learning opportunities at Caladenia.

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 2019, *“Teaching is distinguished by a school-wide belief in evidence-based target setting, which drives school and classroom planning. Explicit instruction is mandated along with Kagan strategies to assist students in taking responsibility for their learning”* – our exemplary 2019 Review reflects our ability to be self-reflective and proactive in our pursuit of the highest quality in student improvement.

We are reflective and self-regulating as a whole school community, emphasising and reviewing challenges before us and not afraid to seek well-researched and tried best practice strategies and adapting existing ones to better reflect the improvement needs of individual students and whole school priorities. We are accepting and ready for change as a required process in being an educationally relevant organisation. Caladenia seeks to better analyse and use reflective practices using appropriate data which provides specific and detailed information for yearly reviews of our goals, Targets and Standards.

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

- Leadership in the school is shared and instructive.
- Assessment practices reflect the principles for assessment as valid, fair, explicit, educative and comprehensive
- all forms of Assessment are used to inform future teaching improvements
- Assessment is used to provide purposeful, quality feedback to students and teachers
- The Western Australian Curriculum is followed through teacher-developed Caladenia Scope and Sequence Learning Area documents reviewed yearly
- Collaborative Teams plan to ensure common teaching/assessment practices across the school
- Student work is moderated with Collaborative Team members and other schools (WGPS)
- A variety of assessment tools are used and reviewed for effectiveness
- Staff agreed assessment tools are used for whole school data.

- School developed Year Level Scope and Sequence (built-in Targets) 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
- Collaborative planning and decision-making across all staff in the school.

1. Excellence of Teaching

KEY FOCUS AREAS 20214 – 2023	Broad Strategy	Strategies	Milestones
	<p>Building Staff capacity for excellence in teaching through quality learning opportunities.</p>	<p>In-house professional learning is the best practice model, using our qualified and effective teachers to provide and follow up on relevant school-based PL opportunities – these are delivered on a fortnightly basis after school and at SDD.</p> <p>A Distributive Leadership model is used in our Leadership, Curriculum, Collaborative, Gifted and Talented, Technologies Teams and our Peer Performance Management Model.</p> <p>Staff state that we need consistency and commonality of purpose to make improvements across all year levels, so staff developed a Quality Teaching and Learning Policy Handbook, which specifies our key target areas for improvement and the strategies required for teaching these across all year levels K-6.</p> <p>Our high proportion of non-English speaking students and families required a change in our EALD Program and we are using an effective model for our school context focusing on ECE.</p>	<p>We have expert Teams in place and have been working on quality teaching strategies for several years. We have Level 3 Teachers, Senior teachers and other highly-skilled teachers. We look to staff stepping up as they feel confident and able to do so.</p> <p>Confidence in the use of the Explicit Instruction with annual tweaking of warm-ups – listening to Collab Teams for improvements.</p> <p>Peer Performance Management in Year Level Collaborative Teams commenced in 2015 – these are performing above expectations – it is a fully operational performance management strategy</p> <p>We adopt annual ‘tweaking’ to the process as we keep developing our model for Caladenia.</p> <p>Student Stage successes in mastering English (EALD) through carefully structured exit strategies/assessments and early intervention strategies in Kindy and PP.</p> <p>Kagan strategies are being used across all year levels with Explicit Instruction and are proving beneficial in supporting full student accountability and engagement in learning.</p>
<p>Building rigour into Early Childhood Education.</p>	<p>Consolidate K-1 Plan and Explicit Instruction Model for driving a formal English and Mathematics program to sustain quality results across the school, while addressing the National Quality Standards and On-Entry Assessments. A Caladenia initiative Early Intervention Strategy for new Kindy enrolments (year before commencing) commenced in 2014, is proving beneficial to the development of Kindy students’</p>	<p>Commenced implementation and continuing intensity through to 2020.</p> <p>Our Early Intervention Strategy is continuing. We were audited in 2017 and successfully met the requirements of the National Quality Standards ECE.</p>	

	social, physical and intellectual growth.	
Implementation of the Australian Curriculum (AC)	Whole School approach of involving all teaching staff in the development and implementation of Scope and Sequence across all learning areas. Has been operating since 2015.	SCSA Curriculum in Scope and Sequence in Maths, English, Science, HASS, Science, PE/Health, V/Arts, LOTE (Japanese) and Music fully implemented. Full implementation of Scope and Sequence for Specialist Areas. Moderation of results should showing improvements already.
Continue to use data-informed planning	NAPLAN analysis for whole school (Years 1-6). Teacher assessment judgements/ Diagnostics, and a well advanced SAER process. SAIS data is included in our analysis of self-review processes.	Yearly reviews with staff and School Board to enhance and sustain successes. Staff empowerment model of decision-making structures is working well. Yearly reviews of processes.
Developing staff competencies in using technologies to improve student learning	Annual NAPLAN Testing and highly developed tracking systems for data 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.	Yearly training of staff for on-teaching the skills to others. Adding IT Clubs after school from 2020 for improving IT teaching skills/knowledge, on-line NAPLAN (implemented 2019).
Collaborative Teams (CT)	Peer Performance Management (PPM) Model (Caladenia developed and implemented) and on-going quality teaching strategies – Quality Teaching and Learning Policy Handbook – specifying common approaches and strategies across all year levels through Collab Team common DOTT meetings.	Self-review and self-regulation of PPM and teacher improvement with input from Executive Team. First Feedback Cycle occurred in 2017 and was highly successful in approach to accountability and teaching development. Staff Survey indicated high satisfaction with the direction of the model. Yearly reviews will indicate need for future change/maintenance.
Staff Empowerment	Structures implemented for Distributed Leadership and full staff decision-making processes.	2017 was first step in the process - a highly valued initiative by staff.

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 for the change process 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 can use for planning of our yearly whole school improvement strategies.

2. Achieving Academic Excellence

Student Achievement Improvement Targets 2021-2023

Quality Teaching and Learning Policy, Handbook (QTLPH)



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 (QTLPH).

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

- The Principal provides instructional leadership through pedagogical development with all teaching staff, such that plans reflect current/relevant strategies, policies and best practices
- Annual Whole School Improvement Plans drive the direction of planning for the future – these are reviewed each year to include staff amendments/additions
- Improving understandings/common approaches to teaching strategies in English and Mathematics and other Learning Areas;
- 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 Executive Team personnel in discussion with relevant staff;
- 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 – teachers will identify their own professional needs for improvement based on the Australian Teaching Standards.
- Every student individually progresses to their potential.

We believe this QTLP, Handbook will assist in our consistency and effectiveness over time and is being carried out by all teachers in order that common teaching/testing and analysis can be effected based on variables which we know are consistent and controlled by our school community.

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

- Building strong teacher/student relationships
- Staff Reflection and goal setting
- The Caladenia Explicit Instruction/Kagan Model and First Steps is best practice teaching
- Recognizing that students learn at different rates
- All students are capable of improvement and every student will be progressed
- Differentiation of the curriculum
- A gradual release model is the best instructional model
- A constructivist approach to teaching
- Caladenia sequential Scope and Sequence documents are annually reviewed by staff

Academic performance is measured against NAPLAN achievement data. We 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 every 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. We also test what has been taught in Fortnightly Tests and Topic Tests - these Test Books are viewed by parent for information and progress at least once per term.

English Targets	Strategies
<p><i>In all Year levels, at least one Band Above Like Schools in 2021-2023.</i></p> <p>Kindy</p> <ul style="list-style-type: none"> 80% read, write and use all 16 Kindy Words, 80% or more to know all 26 initial sounds Writing - Letter formation <p>Pre-Primary</p> <ul style="list-style-type: none"> Reading 70% to achieve a 'B' or better Spelling 65 % recognise & read all sight words 65% correctly write most common high frequency words Writing – recount Brightpath Score 120 <p>Year 1</p> <ul style="list-style-type: none"> Reading 70% to achieve 'B' or better. Spelling 80% Recognise and read all Year 1 Sitton words 75% to spell Year 1 Sitton words 55% to read all Year 2 Sitton words Writing – recount Brightpath score 200 <p>Year 2</p> <ul style="list-style-type: none"> Reading – Band 4 at end of year testing Grammar – Band 4 at end of year testing Spelling – Band 4 at end of year testing Writing – Brightpath narrative 280, Brightpath Persuasive 280 <p>Year 3</p> <ul style="list-style-type: none"> Reading – Band 5 end of year testing Grammar – Band 5 end of year testing Spelling – Band 5 end of year testing Writing – Brightpath narrative 320, Brightpath persuasive 320 <p>Year 4</p> <ul style="list-style-type: none"> Reading – Band 6 end of year testing Grammar – Band 6 end of year testing Spelling – Band 6 end of year testing Writing – Brightpath narrative 340, Brightpath persuasive 340 <p>Year 5</p> <ul style="list-style-type: none"> Reading Band 7 end of year testing Grammar Band 7 end of year testing Spelling Band 7 end of year testing Writing Brightpath narrative 370, Brightpath persuasive 380 <p>Year 6</p> <ul style="list-style-type: none"> Reading at least Band 7.5 end of year testing Grammar at least Band 7.5 end of year testing Spelling at least Band 7.5 end of year testing Writing Brightpath Narrative 400, Brightpath persuasive 400 <p>MAC</p> <ul style="list-style-type: none"> All areas at least Band 8 by end of Year 6 	<ul style="list-style-type: none"> Imbed First Steps, Explicit Instructional and Kagan Caladenia model into quality teaching focus for whole school. Using the Caladenia model of EI to embed best practice teaching strategies and develop long term memory recall in all students. Early identification of ECE literacy student needs using On-Entry Assessment baseline data to plan for improvement in 2018-2020. Use extrapolated NAPLAN data to better inform planning K-6 English/Mathematics. Fortnightly Tests to improve student and teacher accountability across the school. Quality Teaching and Learning Policy, Handbook 2018. MAC - Strategic Plan implementation with improvement based on Gifted and Talented Principles/Explicit Instruction/Kagan strategies. Whole school focus on Reading and Writing (7Steps-adapted implementation) 2021. Improving NAPLAN-Style testing for Year 1 and Pre-primary planning and target setting for 2021. Self-reflective Peer Performance Management Model continued/reviewed 2021. EALD strategies to improve results of these students imbedded and continuing.

<p style="text-align: center;">Mathematics Targets</p>	<p style="text-align: center;">Strategies</p>
<p><i>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.</i></p> <p><u>2021-2023 Targets include:</u></p> <p>Kindy – count to 30, recognise numbers to 30</p> <p>PP – 75% of students to achieve 'B' or better at end of year, know Rainbow Facts (addition to 10)</p> <p>Year 1 -75% of students to achieve 'B' or better at end of year testing.</p> <p>Year 2 – Band 4 end of year testing</p> <p>Year 3 - Band 5 end of year testing</p> <p>Year 4 - Band 6 end of year testing</p> <p>Year 5 - Band 7 end of year testing</p> <p>Year 6 – Band 7.5 end of year testing</p> <p>MAC - All areas at least Band 8 by end of Year 6</p> <p><i>In all Year levels, at least one Band above like-schools.</i></p>	<ul style="list-style-type: none"> • Imbed First Steps, Caladenia Explicit Instructional Model and Kagan strategies into quality teaching focus for whole school . • Using the Caladenia model of the Fleming EI to embed best practice teaching strategies and develop long term memory recall in all students. • Early identification of ECE literacy student needs using On-Entry Assessment baseline data to plan for improvement in 2021-2023. • Use extrapolated NAPLAN data to better inform planning K-6 English/Maths. • Fortnightly and Topic Tests to improve student and teacher accountability across the school. • Quality Teaching and Learning Policy, Handbook. • MAC-Strategic Plan implementation with improvement based on Gifted and Talented Principles/Explicit Instruction & Kagan strategies. • Whole school focus on Mathematics teaching from 2021. • Improving NAPLAN-Style testing for Year 1 and Pre-primary planning and target setting for 2021. • Peer Performance Management Model 2021. • PRIME Year 1-6. Develop Caladenia S&S with program of work using PRIME as a resource from 2021 & 2022 to full CPS S&S implementation in 2023.
<p style="text-align: center;">Science Targets</p>	<p style="text-align: center;">Strategies</p>
<ul style="list-style-type: none"> • At least 70% of each year level to achieve a 'B' grade or better, representing a growth in each student through testing and assessments over the course of each year. • Moderate with Wattle Grove to measure and compare improvements made in results over the period 2018-2020. • Improve teacher judgements made in Science Investigations to reflect like-school results. 	<ul style="list-style-type: none"> • Use of Collaborative Meetings to moderate results in each year level. • Develop 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. • Term Test to improve student accountability across the school. • Science Coordinator to work with Early Years STEM development team in 2021. • Science Team Leader to demonstrate quality classroom Science Lessons. • Integrate Science with other LA's (eg English Block).

Humanities and Social Sciences Targets	Strategies
<ul style="list-style-type: none"> • 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, analyse interpretation and the ability to think critically and creatively – these will all be measures of levels of success in this area of learning. • Teacher assessments to reflect a skewed bell curve towards the B Grade as the average for our students. • At least 70% of each year level to achieve a 'B' grade or better, representing a growth in each student through testing and assessments. 	<ul style="list-style-type: none"> • Using the Explicit Instruction Model to make large gains in results over 2021-2023. • Term Test to improve student accountability across the school. • HASS Committee to imbed Scope and Sequence for HASS in 2021 with all teachers from K-6. Coordinator HASS to work with teachers to integrate and plan activities for all Year Levels. • HASS Deputy Principal Overviewer to assist teachers to integrate HASS across most learning areas, especially English.
Technologies Digital Targets	Strategies
<p><i>Students use computational thinking and information systems to define, design and implement solutions.</i></p> <ul style="list-style-type: none"> • Teacher assessments to reflect the skewed bell-curve towards 'B' grade as the average for our students. • Assessment and reporting of Digital Technologies implemented, with the goal set at 70% of students achieving a B-grade or higher in this learning area thus having the most impact on student learning and achievement. 	<ul style="list-style-type: none"> • Integrate the elements of the DT Scope and Sequences in all learning areas, particularly to ensure the strong links between Technologies, Science and Mathematics. • Tech Team to review each year level Scope and Sequence documents annually, carefully looking at the cross-curricular links for relevancy.
Design Targets	Strategies
<p><i>Ensure all students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities.</i></p> <ul style="list-style-type: none"> • Teacher assessments to reflect the skewed bell-curve towards 'B' grade as the average for our students. • Assessment and reporting of Design Technologies implemented, with the goal set at 70% of students achieving a B-grade or higher in this learning area. 	<ul style="list-style-type: none"> • Find the balance between using technology for 'technology sake' and using well researched Technologies to support a wide range of curriculum. • Integrate the elements of the Design Technology Scope and Sequences in all learning areas, particularly to ensure the strong links between Technologies, Science and Mathematics. • Tech Team to review each year level Scope and Sequence documents annually, carefully looking at the cross-curricular links for relevancy.

Aboriginal Education Plan

We have a 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*.

Our Aboriginal Education Plan is integrated within the Humanities and Social Sciences and other curriculum areas in our Scope and Sequences.

- We have a strong relationship established with our Indigenous families in our local Aboriginal and Torres Strait Islander community.
- 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 NAIDOC, 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 have embedded Aboriginal history as part of our whole school History Plan.
- Racism has zero tolerance in our school.

We are above the WA targets in relation to Aboriginal student achievement. 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.

All students in the school are treated equally in every way and is proving to be a very successful principle at Caladenia.

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. The Collaborative teacher leader for Specialists has implemented the Scope and Sequence with all Specialist area teachers. Standards of work and grades are closely monitored for individual student 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

Japanese	Visual Arts
<p>Provide students with a rich, cultural aspect of language which will be developed by 2019 from oral to written language.</p> <p>Japanese is a difficult language to master in the written form but provides students with an appreciation of cultural and language differentiations.</p> <p>At least 70% of each year level to achieve a 'B' grade or better, representing a growth in each student through testing and assessments.</p>	<p>Students to develop perceptual and conceptual ideas by giving many opportunities to work both independently and in larger group numbers, through the use of Kagan strategies. Students are taught the elements of Art, through various project titles covering line, shape, tone, colour, texture, form and pattern. Teachers will assess completed Art projects, which respond to a series of focused tasks within a specified context and are based on visual art skills, processes and responses.</p> <p>At least 70% of each year level to achieve a 'B' grade or better, representing a growth in each student through testing and assessments</p>

Physical Education	Music
<p>The students at Caladenia come to school with varied exposure to movement skills due to the diverse cultural background of our students.</p> <p>Our aim is to provide a positive and varied movement experience with the goal for students to develop a variety of skills, achieve a lifelong enjoyment of movement and an intrinsic desire to lead a healthy lifestyle into the future.</p> <p>At least 70% of each year level to achieve a 'B' grade or better, representing a growth in each student through testing and assessments.</p>	<p>At least 70% of each year level to achieve a 'B' grade or better, representing a growth in each student through testing and assessments'.</p> <ul style="list-style-type: none"> • Develop and improve skills of students involved in both the Junior and Senior choirs. • Continue to develop the School Orchestra and Rock band program. • Pursue performance opportunities for all ensembles, both within the school and wider community. • Monitor both instrumental music programs within the school and promote student participation in school ensembles. • Continue the additional instrumental music sessions for Years 1 and 2. <p>Maintain link with the local Canning Vale school's music network (formed 2016) and South Metro Music Teachers' network.</p>

Early Childhood Education

Caladenia continues to investigate ways of achieving parent/ student Kindy-readiness sessions for our large and growing multicultural community. Sessions will be as a result of our Intervention Strategy which identifies social/emotional/physical/oral deficiencies and strengths so that they can be addressed for the following year. The Intervention Strategy is operational and we believe it will bring immediate gains to students, families and teachers.

We have been modifying our EALD Program since 2015 to incorporate English for first-time learners in Kindy and PP. An Early Childhood Intervention Plan was developed in 2015 to further consolidate our high standards for Kindy and PP student learning.

Targets

Caladenia Early childhood teachers plan English and Mathematics programs based on our Whole School Scope and Sequence Plans (refer to LA Targets). We use Year 3 NAPLAN data to extrapolate and back-track targets and standards and On-Entry results for K-1 to inform us of our challenges and set priorities. We continue to refine our NAPLAN-style testing for PP and Year 1 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.



3. Achieving Non Academic Excellence

Students

We employ a Student Executive Leadership model in the school to incorporate a whole school Student Council (Years 1-6) and other leadership decision-making opportunities through academic, sporting and cultural events in and out of the school.

We honour inclusivity and diversity through Harmony Day, West Australia Week, NAIDOC Week intercultural activities and develop a student culture where differences are valued and celebrated in the school. All cultures are valued equally in our community.



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 focus on maintaining our goals in working with our whole school community in successfully pursuing the deliverance of aspirations and needs for students in our collective care. We believe that building strong relationships between all stakeholders in our community, particularly students, provides our school with aspirational zero poor behavioural choices in the playground or classrooms. Teachers respond to personal development opportunities enthusiastically in order to improve knowledge and skill bases in understanding human behaviours through their development of emotional intelligence at in-house professional learning sessions. We use data from our Reporting Processes to fine-tune amendments to the Plans and Strategies for the following year.

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 large multinationals and Science and Mathematics Schools within several WA Universities. Partnerships include 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 also work with the University of WA and Notre Dame in MAC and developing new teachers. Earth Science WA used our school to



launch its Australian educational targets. We work closely with Wattle Grove Primary School in monitoring and moderating results according to National Assessment Standards.

MAC students work with partners to enhance their scope and depth of learning. Lyn Beazley (Prof. UWA) and Leeming SHS are among some other partnerships we have developed over the years.

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 in tune with its community and pro-actively seeks solutions to its challenges. The School Board is an open and supportive 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 well with our school community to assist in setting the school's quality agenda and building great relationships with the Board, school and parent body.

4.School Environments

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

- maintain a school which has a 'heart and soul' – we care for each and every person equally in our community through developing a sense of respect and integrity in our students and adults alike – all communications are carried out with respect, social protocols and manners of a high standard
- are characterised by a 'designed calmness' (no yelling at any time by anybody) – conversations are held with an attitude of resolution and not conflict. We employ a non-argumentative environment in our school.
- provide care and understanding for people going through personal issues
- maintain a high standard of excellence in teaching as well as high quality communication in our daily contact with all community members.
- provide care and well-being for all students and staff in the school through carefully designed activities and rapport by our well-being committee.

Additionally, Caladenia is a school where students and staff 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. Staff understand that in order to provide excellence in teaching and learning, they must also be connected to quality professional learning each and every day through peer-sharing and discussions in best-practice pedagogy.

We set our standards high, which means we continuously work at producing the best teaching and learning strategies. We have an attitude of never 'being there yet' as this is a journey of continuous discovery where processes allow continuous learning rather than an imposed meaningless destination. We continue to focus on professional learning as an internal activity as it can be followed up with on-the-spot confirmation of the learning gained.

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 purpose of our core business – to produce the best educational outcomes for the students in our care.

Edward Nastasi
PRINCIPAL

