

## Calwell Primary School 2015-2018 School Plan

### Tuggeranong Network

#### Endorsement by School Principal

Name: Linda Neeson

Signed



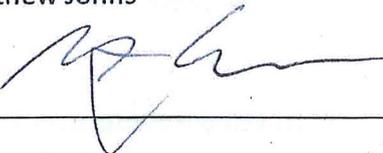
Date:

19/3/2015

#### Endorsement by School Board Chair

Name: Matthew Johns

Signed



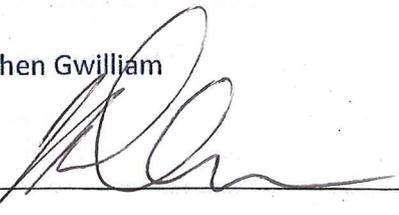
Date:

19/03/15

#### Endorsement by School Network Leader

Name: Stephen Gwilliam

Signed



Date:

25.3.15

## School Context

### (i) contextual information about the school;

Calwell Primary School, located in the Tuggeranong Valley, opened in 1989. As the suburb ages enrolments have declined steadily in line with demographic predications. In 2015 the school commenced with an enrolment of 285 students from preschool to year six. The school provides an inclusive educational program, recognising student individuality. The school has a well-balanced educational program with a contemporary curriculum that is engaging and relevant for all learners. High expectations and a quality programs encourage and support students to reach their potential.

Literacy and numeracy are a high priority with dedicated balanced literacy and numeracy blocks which incorporate explicit teaching of fundamental skills while also providing the opportunity for extension and support. These core skills build the foundation for competence and success in Inquiry Units which focus on the other key learning areas of Science, History, Geography, Technology, The Arts, Language and Health and Physical Education. ICT is embedded into teaching and learning through the use of Interactive Whiteboards, and student engagement with digital technology.

Working in partnership with parent/carers, the school develops students as inquiring, knowledgeable, caring and respectful young people, able to meet the challenges of the 21st Century and contribute positively to the community. With a focus on Restorative Practices, building positive relationships between all members of the school community students, teachers, parents/carers is promoted and valued. By making expectations clear and setting high standards, Calwell Primary fosters a quality learning environment.

Calwell Primary students are encouraged to think creatively, work collaboratively with others and have self-awareness and self-knowledge. This is supported through the Calwell CARES Culture *Caring, Attitude, Resilience, Environment and Success*. The CARES culture and school values guide students to become independent learners, to seek solutions to problems, form positive friendships, develop a sense of individual responsibility and develop a strong sense of self-worth. Students also benefit from developing resilience to enable them to deal with change and challenges effectively. The school strives to facilitate the development of these core values through the KidsMatter Framework which assists students in becoming active, independent learners with a strong sense of self-worth and an enthusiasm for lifelong learning.

### (ii) a description of the process for conducting a self assessment of the school;

Following the external validation of the 2011-2014 Strategic Plan in term 3 of 2014, the executive team undertook a thorough process of self-assessment. This included reviewing the:

- Validation Report
- NAPLAN and school based student outcome data
- staff, parent and student School Improvement and Climate Survey data, and
- KidsMatter survey data

Staff and board members also participated in appraising the schools achievements over time through discussions at team, staff and board meetings. After further consultation and discussion with key stakeholders, the leadership team identified three key priorities for the 2015-2018 Strategic Plan.

(iii) information about the school's performance based on the school's self-assessment, having regard to the National School Improvement Tool or any equivalent document (whether or not prepared by the Ministerial Council);

The review of all school data and The National School Improvement Tool has highlighted the following areas for further development by the school:

- Collection, analysis and discussion of data – while the school has made considerable progress in this area over the past few years, more robust and consistent practices will support an increase in improved student outcomes.
- A culture that promotes learning – the sustained improvement achieved by the school over time (2008-2014) supports that there is a strong culture which promotes learning. Further opportunity exists however, to meet the needs of all students more effectively through assessment for learning practices and enhancing the building of positive and productive relationships particularly between teachers and students and staff and parent/carers.
- Differentiated teaching and learning – an increased focus on assessment for learning, personalised learning and building teacher capacity will further enhance this area.
- School community partnerships – this has been a key area of focus, with considerable work being undertaken in regard to improving communication practices across the school. The focus will now turn to actively engaging parent/carers in their child's learning.

(iv) a description of the process for reviewing the school improvement plan.

Progress against the priorities and targets set in the school improvement plan are reviewed on a regular basis. At the end of each term the leadership team works through the Annual Operating Plan, noting progress and identifying how work will progress in the coming term. Throughout each year staff remain focused on the specific actions and strategies articulated in each successive Annual Operating Plan. This is achieved through professional learning, data analysis and regular discussions of progress against the priorities at year level, team and general staff meetings. Staff regularly engage in examining data which supports and informs the planning for, and achievement of targets and priorities. The School Board is provided with regular progress reports against the Annual Operating Plan and Strategic Plan.

## Strategic Priority 1: Improve Student Outcomes in Literacy

### Desired Outcome

- Improve Phonemic/Phonological awareness for Preschool/Kindergarten students
- All students show reading growth from K-3
- Students in 4-6 show growth in reading and comprehension skills
- Increase number of students showing growth from 3-5 in NAPLAN
- Student writing outcomes are improved

### Performance Measures

- The proportion of preschool children achieving expected phonological awareness.
- The proportion of students who achieve expected growth or better in PIPS Reading.
- The proportion of within school match students achieving expected growth in NAPLAN Reading and Writing
- The proportion of students achieving PM Benchmark levels in K-3.
- The proportion of students in years 4-6 who achieve growth in reading and comprehension skills based on the CARS & STARS Program
- The proportion of students increasing writing performance based on the Calwell Writing Marking Guide

### Key Improvement Strategies

- Implement the Calwell Primary School pedagogical framework for the teaching of Literacy
- Implement early intervention across preschool to year 2.
- Implement coaching and mentoring to support literacy teaching and learning.

### Links to Directorate Strategic Plan

Quality Learning, Inspirational Teaching and Leadership, High Expectations, High Performance

### National Quality Standard Area covered by this priority

QA1 Education Program and Practice

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## Strategic Priority 2: Improve Students Outcomes in Numeracy

### Desired Outcome

- Students in K-2 demonstrate sound conceptual understanding of the number strand.
- Increase number of students showing growth from years 3-5 in NAPLAN
- The Calwell Primary teaching sequence for mathematics guides teacher planning and supports the acquisition students' mathematical skills.
- Assessment tracks student progress and informs planning and teaching.

### Performance Measures

- The proportion of students who achieve expected growth or better in PIPS Math.
- The proportion of students in years 1 & 2 who demonstrate sound conceptual understanding of the number strand utilising the 'I Can Do Maths' A & B ACER assessment.
- The proportion of within school match students achieving expected growth in NAPLAN Numeracy
- The proportion of students who demonstrate growth in PAT Maths ACER Assessment.

### **Key Improvement Strategies**

- Implement the Calwell Primary School pedagogical framework for the teaching of Numeracy
- Differentiate learning through a focus on assessment for learning
- Implement coaching and mentoring to support the teaching and learning of mathematics

### **Links to Directorate Strategic Plan**

Quality Learning, Inspirational Teaching and Leadership, High Expectations, High Performance

### **National Quality Standard Area covered by this priority**

QA1 Education Program and Practice

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## **Strategic Priority 3: A positive school climate promotes learning and engagement.**

### **Desired Outcome**

- Parents engage in their child's learning.
- Students are engaged in their learning.
- Relationships – student, teacher, parent/carer supports engagement and learning.

### **Performance Measures**

- The proportion of positive parent responses in School Climate Surveys
- The proportion of positive student responses in the School Climate Survey
- The proportion of parent/carer completion of the Calwell Parent Engagement Passport PEP

### **Key Improvement Strategies**

- Implement assessment for learning techniques
- A second cycle of the KidsMatter Framework is implemented
- Develop improved practices for parent/carers to engage in their child's learning

### **Links to Directorate Strategic Plan**

Quality Learning, Inspirational Teaching and Leadership, Connecting with Families and the Community

### **National Quality Standard Area covered by this priority**

QA7 Partnerships with families and communities

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