

## Calista Primary School Annual Report 2015



### Calista Independent Public School

In 2015 Calista has continued to follow the school Business Plan for 2014 - 2016. The plan maintains a strong focus on improving Literacy and Numeracy Standards and Excellence in Teaching.

2015 was a year of Big Events for Calista Primary School. On the 15<sup>th</sup> of June we moved into the new administration building. In Term 3, the school showcased

our explicit teaching model by hosting a Professional Learning Day which was attended by 30 administrators and teachers who observed our teachers using the explicit teaching model in their classes.

In 2015 the school engaged in a number of improvements around the school. The undercover area was painted and additional pathways have been built around the undercover area. Play areas have been improved and expanded as well as additional tree planting.

The school continues to have a very positive public image and parents express a high degree of satisfaction with what we offer as indicated in parent and student surveys. We continue to work closely with the Calista Child and Parent Centre to support families in our community.

### 2015 Focus Areas

- Building teacher expertise in Literacy and Numeracy through coaching and peer observation.
- Use data to evaluate and plan the teaching program
- Student Attendance
- In-Term Swimming for Years 1 - 6.
- Year 4 - 6 camps
- Support students at risk of falling below the National Benchmarks for Numeracy and Literacy by implementing intervention groups
- Establish new curriculum and pastoral care committees.
- Continue to address student wellbeing through the Kidsmatter framework and You Can Do It program.
- Continue the Professional Recognition Program for teachers with a focus on Explicit Teaching.
- Expand the Transition to Kindy Program

### Student Achievement

In term 2 of 2015, students in Years 3 and 5 sat the National Assessment Programme in Literacy and Numeracy (NAPLAN) tests. The tests covered Numeracy, Reading, Writing, Grammar and Punctuation and Spelling.

	Year 3			Year 5		
	2013	2014	2015	2013	2014	2015
<b>Numeracy</b>	-0.2	0.4	0.1	0.4	0.8	0.4
<b>Reading</b>	-0.5	0.8	0.0	2.3	1.1	0.5
<b>Writing</b>	-0.4	0.5	-0.9	-1.3	1.4	0.8
<b>Spelling</b>	-0.5	0.6	-0.7	-0.1	1.2	2.4
<b>Grammar &amp; Punctuation</b>	-1.6	0.5	-0.2	-0.1	0.9	1.8

	<b>Above Expected</b>
	<b>Expected</b>
	<b>Below Expected</b>

The tables above show comparative results for the National and State assessments. These results show that Calista students performed at and above expected for all assessments in 2015 and significantly above in two of the tests. A small drop in some areas of achievement when compared to 2014 was identified as due to the scores of newly enrolled students.

Although comparisons with State and National averages indicate that our students still perform below average in

Literacy and Numeracy, the programs in place are starting to close the gap.

School based assessments including Performance Indicators for Primary School (PIPS) and Progressive Achievement Tests (PAT) show that students across all years on average have performed better than in previous years.

## Attendance

Attendance rates are an important indicator as to the quality of the learning environment. At Risk students, those who attend less than 80%, are still of concern and are closely reviewed and followed up by the school. The school regularly monitors student attendance and we aim to achieve a rate of 95% overall attendance.

Year	2012	2013	2014	2015
School	92.5%	92.1%	92.3%	92.8%
State	92.3%	92.0%	92.1%	92.7%

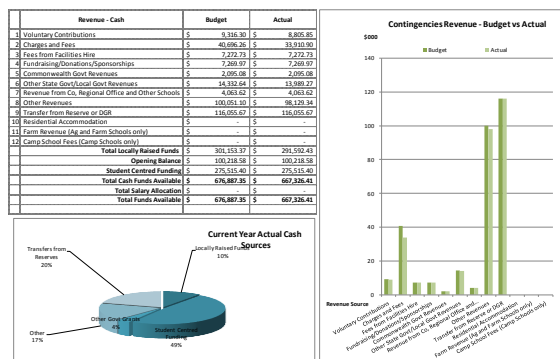
## Pastoral Care

We believe that when students are motivated and engaged then they are most likely to display positive behaviours. Social development and academic achievement result in intrinsic self-esteem and self-worth. For these reasons we focus on both social and emotional programs and high academic expectations.

This was accompanied by a 'Good Standing' policy, 98.5% of students maintained good standing throughout the year. More than 30% of students in Semester 1 and Semester 2

Achieved Advanced Good Standing by receiving Excellent for Attitude, Behaviour and Effort components of their school report and maintaining better than 95% or better attendance.

## Finance



Following our 'Excellent' rating from the finance audit in 2013, Calista's financial position continues to be strong. Finances were managed to ensure a fair balance between expenditure for current year resources and expenditure on longer term capital works to improve the school.

## Curriculum

Calista primary school has maintained a strong focus on Literacy and Numeracy and this has been managed by the newly formed Curriculum Committee. Additionally students have opportunities to learn in the specialist areas of Science, Music, Physical Education and Health. Students also have Inquiry lessons that include topics in the area of History, Health, Science, Geography and Technology.

## 2016 Focus

In 2016 we will continue to consolidate the focus areas Business Plan for 2014 - 2016. In keeping with the Department of Education Strategic Plan we will be maintaining a High Performance - High Care philosophy. To continue the gains that we have made in academic achievement we will introduce intervention programs that will help identified students to achieve National Benchmarks in Literacy and Numeracy.

Calista Primary School has gained Teacher Development School Status for 2016 and 2017. This will enable the school to work on a system wide level to assist all schools to improve the quality of teaching and student achievement.

In 2016 Calista Primary School will participate in an independent school review. This provides an opportunity for the school to reflect on achievements over the past three years and to identify areas for improvement. The results of the review will be available in term four.

The 2015 Annual School Report has been discussed and endorsed by the school staff and the Calista School Board.

Chairperson: \_\_\_\_\_ Dan Boulton

Principal: \_\_\_\_\_ Craig Skinner

April 2015