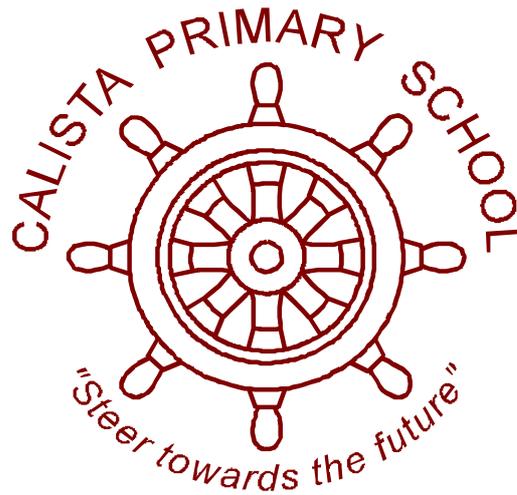


CALISTA PRIMARY SCHOOL

BUSINESS PLAN 2014-2016



Steering towards the future



CALISTA PRIMARY SCHOOL

OUR VISION

Calista Primary School is an exceptional educational institution that caters for all students' academic, physical and social needs. Students develop intrinsic self-esteem and self-worth through social development and academic achievement.

At Calista, every child matters every day and all children can be high achievers.

All decisions made by the school and staff are in the interest of improving student outcomes.

The best educational opportunities for children arise from open, accountable and honest communication which is a shared responsibility between the staff, parents, children, and the local community.

WE BELIEVE CHILDREN LEARN BEST WHEN:

- Their social, emotional, physical and learning needs are catered for and they feel safe, valued and supported by the school community.
- The learning environment is relevant, purposeful, engaging and inclusive.
- Behavioural guidelines are fair, consistent and established using a whole school approach.
- Staff are motivated, skilled and supported by colleagues, parents and administration.
- Home and school have a commonly understood purpose and share responsibility for the children's actions, attitudes, and well-being.

SCHOOL OVERVIEW

Parents are proud to say that they attended Calista as children and our steady enrolments over time indicate that there is a high degree of satisfaction with the school. There is a range of staff, from those who have been here for many years, to those just commencing their careers. This mix of experience and enthusiasm provides for excellent learning opportunities for your children.

The school has a friendly and welcoming atmosphere with strong support from parents and a very dedicated staff. All staff welcome parents and believe that strong relationships between the school and community are extremely important. These are the elements which make Calista Primary a school of choice.

Calista School commenced in 1964, and was granted the status of an Independent Public School commencing in 2011. The accommodation of the Primary School consists of 20 classrooms, a computer lab, library, cooking, and purpose built music and art centres. The school canteen operates on a daily basis.

Students come from the surrounding Kwinana area with a range of family and cultural backgrounds. There is a pleasant, friendly atmosphere apparent throughout the school. Over 20 nationalities are represented in our student population.

Calista continues to experience growth in enrolments as new housing developments are completed in the local intake area. As a result of the increased student population the school only accepts enrolment from within the local intake boundaries.

We have a strong environmental focus, with community involvement in our 'Nesting Box' project, Ribbons of Blue, Water Wise Programme and Air Watch. Each year level has an environmental responsibility that the students work towards.

Calista Primary school has formed strong links within the wider Kwinana community. In partnership with NGALA we manage the Child and Parent Centre that works with families with children from 0 to 8 years.

A perimeter fence helps to maintain safety and this blends well with a pleasant mix of natural and introduced vegetation. Throughout our well maintained grounds there are ample play areas with attractive and safe play equipment for children to use during break times.

The Business Plan 2014 – 2016 outlines the school's priorities and change initiatives. It has been created in consultation with the Calista Primary School Board and staff of the school. School planning links closely to the Department of Education's Plan for Government Schools and Classroom First Strategy.

Improving Literacy Standards

The *Melbourne Declaration on Educational Goals for Young Australians* recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

TARGETS

- By 2016, the percentage of students, from the stable cohort, that are below the benchmark for reading in year 3 and 5 NAPLAN is less than 5%.
- By 2016, the percentage of students, from the stable cohort, that are at the benchmark for reading in year 3 and 5 NAPLAN is less than 15%.
- By 2016, the percentage of students, from the stable cohort, that are at or below the benchmark for reading in year 7 NAPLAN is less than 40%.
- By 2016 the students from Calista pre-primary will average better than 52 in the PIPS reading standardised score at the initial test and better than 54 in the final test.
- By 2016, the percentage of students, from the stable cohort, that are below the benchmark for spelling in year 3 and 5 NAPLAN is less than 10%.
- By 2016, the percentage of students, from the stable cohort, that are below the benchmark for writing in year 3 and 5 NAPLAN is less than 10%.
- By 2016, the percentage of students, from the stable cohort, that are at the benchmark for writing in year 3 and 5 NAPLAN is less than 15%.

MAJOR STRATEGIES

- Maintain effective case management and intervention to support students at risk of falling below the National Benchmarks.
- Staff meetings are used to careful analysis of data to inform planning.
- All classes use either Spelling Mastery or Soundwaves, and CARS and STARS (yrs 1-6).
- All staff follow the Operational Plan and Calista Primary Scope and Sequence.
- Explicit teaching of the 5 components of literacy (phonics, phonemic awareness, vocabulary, fluency and comprehension).
- All student reading achievement is tracked across the school using Reading A-Z and Lexile every 5 weeks.

Improving Numeracy Standards

The *Melbourne Declaration of Educational Goals for Young Australians* recognises that numeracy is an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing them for their future roles as family, community and workforce members. More broadly, a numerate population is critical in ensuring the nation's ongoing prosperity, productivity and workforce participation.

TARGETS

- By 2016, the percentage of students, from the stable cohort, that are below the benchmark for mathematics in year 3 NAPLAN is less than 5%.
- By 2016, the percentage of students, from the stable cohort, that are at the benchmark for mathematics in year 5 NAPLAN is less than 10%.
- By 2016, the percentage of students, from the stable cohort, that are at or below the benchmark for reading in year 7 NAPLAN is less than 35%.
- By 2016 the students from Calista pre-primary will average better than 50 in the PIPS mathematics standardised score at the initial test and better than 52 in the final test.

MAJOR STRATEGIES

- Maintain effective case management and intervention to support students at risk of falling below the National Benchmark.
- All staff follow the Operational Plan and Calista Primary Scope and Sequence.
- Explicit teaching of maths following the Calista PS Explicit Teaching Model.
- Staff meetings are used to careful analysis of data to inform planning.
- Year 1 to 6 use EMMS and JEMMS

Science & Environmental Sustainability

Science helps to develop investigative skills and an appreciation of the natural environment. We strive to promote sustainability through our actions and involving students in a range of practical environmental programmes.

TARGETS

- To perform at or better than all state schools in year 5 WAMSE for Average Score, and percentage of students in 20:60:20 bands for Science and Science Investigating.
- By 2016 more than 40% of students meet the WAMSE test standard (2012 = 31%).

MAJOR STRATEGIES

- Science Specialist Teacher takes all classes (yr 1-6) for a 60 minute science lesson each week.
- Science Inquiry skills integrated into class inquiry time.
- Whole school approach to sustainable practices including minimisation of water, gas and electrical consumption.
- Whole School approach to minimisation of waste including, recycling, composting, worm farm and chickens.
- Vegetable Garden / Stephanie Alexander Kitchen Garden Scheme.
- Students are involved in science and environmental projects including Ribbons of Blue and Nesting Box Project.
- Selected students (Years 5 and 6) are involved in science enrichment program through the Science Club.

Pastoral Care

The key to creating positive education outcomes for all our students depends on creating a safe and caring learning environment for all students.

TARGETS/INDICATORS

- The percentage of students (self reporting) in the low bracket of emotional skills decrease to 20%, currently at 30%.
- The percentage of students (self reporting) in the low bracket of social skills decrease to 10% or less, currently at 17%.
- At least 60% of students are awarded 'consistently' for 'Enthusiastic about learning' on the Attitude, Behaviour Effort on the Semester Reports.
- Less than 0.3 of referrals, per student enrolled, in SIS Behaviour Management will be for Code 6 (violation of school rules) by 2016.
- Regular attendance rates are consistently above 75%.
- Unauthorised absences are consistently less than 25% of all absences.
- The percentage of students in the Moderate and Severely at risk categories for attendance is consistently below 7.5%.
- Parents and Students indicate that students enjoy being at school by an average score of 3.3 or higher on the parent and student survey (3).
- Parents and Students indicate that teachers and students care about each other by an average score of 3.3 or higher on the parent and student survey (4).
- Parents and Students indicate that staff and students respect each other by an average score of 3.3 or higher on the parent and student survey (15).

MAJOR STRATEGIES

- Implement a whole school approach to student wellbeing which includes the 'Kidsmatter' framework and 'You Can Do It' program.
- Students, parents and staff are aware of and reinforce explicit expectations of behaviour around the school.
- Cater for the whole student wellbeing, (physical, social, emotional and academic) which includes mentoring, counselling, Breakfast Club...
- Senior students have leadership opportunities including student councillors and sports captains.
- Whole School BMiS, which includes student expectations, good standing and rewards, is reviewed and updated annually.
- Investigate Camps and day activities for years 2-5
- Admin are available for parents, students and teachers (meet and greet am/pm).
- Parent, student and staff surveys are used to monitor and plan.
- Work with the CPC to support students and families.
- Students at risk are identified and placed on individual plans to address their area of risk.
- The school engages the services of speech pathologists and other health professionals in partnership with Curtin University.
- Individual Case management for students at Educational Risk as a result of absenteeism.
- Daily SMS Messaging for attendance.

Excellence in Teaching

The quality of classroom teaching has the largest impact on student achievement. We support teachers to provide excellent teaching in every class so that students can reach their maximum potential.

INDICATORS

- Calista to become recognised within the community for Excellence in Teaching.
- All teachers follow the Calista PS Explicit Teaching Model.
- Consistent improvement in student achievement in NAPLAN, PAT and PIPS assessments.
- Each classroom teacher meets their PRP targets for literacy and numeracy PAT testing.

MAJOR STRATEGIES

- All year groups engage in regular collaborative planning to ensure a consistency of content and processes.
- Professional Recognition Program which involves one coaching session per year and at least one peer observation.
- Explicit Teaching
- PRP linked to the AITSIL Standards
- Visit to other schools (networking)
- All staff complete level 1 and 2 Explicit teaching PD.
- All year levels to have one period of common DOTT where possible.
- Two team meetings per term
- Visit to other schools implementing an explicit model of teaching.
- Teachers have guidelines and frameworks which clearly show expectations of the Explicit Teaching model.

Engaging the Community

Calista Primary School staff work authentically with parents and families to create a positive community that is founded on respectful relationships and a sense of belonging and inclusion.

INDICATORS

- Parents indicate that they are kept informed about the activities of the school by an average score of 3.3 or higher on the parent survey.
- Parents indicate that school staff are approachable by an average score of 3.4 or higher on the parent survey.
- Parents indicate that the school values the role of parents in the educational process by an average score of 3.3 or higher on the parent survey.

STRATEGIES

- Work with the community to develop a common language around student wellbeing (Kismatter, You Can Do It)
- Through the AIEO and CPC the school engages Aboriginal Families including the biannual Yarn-up.
- The school run a number of whole school activities that engage parents and the wider community (School Fete, School Disco, Fundraising Committee, sporting events, breakfast club)
- The School Board meets regularly and is well informed about the operations within the school. The school board endorses decisions made by the school.
- The school works closely with the CPC to engage families of school aged and pre-school aged students through morning teas, workshops, parent and play groups, etc...

SCHOOL BOARD ENDORSMENT

Chair: Daniel Boulton _____ Principal: Craig Skinner _____ June, 2014.