



# Calwell Primary School

## Board Report

### 2014



Figure 1: Exterior of Calwell Primary School Library, Computer Lab and Multipurpose room

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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## About our school

### School Board

It is with pleasure that I write this statement after my first year as Calwell Primary School Board Chair. I would like to thank the current Board members for their valuable contributions over the last year and to acknowledge previous school Boards for providing a strong foundation for the school's success.

2014 has been a milestone year for our school, with the community celebrating its 25th anniversary since opening in 1989 and the achievement of the school's validation - this is where the school was independently assessed against its four year strategic plan. The validation has enabled the school to reflect on the outstanding achievements and progress it has made over the last four years and identify areas where further improvements can be made.

The validation identified that sustained improvements had been made over the priority areas of 'Improve Student Outcomes in Literacy' and 'Improve Student Outcomes in Numeracy'. In support of this, the school received a number of commendations from the external panel including one significantly for the 'achievement of steady and sustained improvement in NAPLAN mean scores overtime'.

The validation assessment and results are a big credit to the Principal – Linda Neeson, the Executive team and the dedication of our teachers. I recommend that parents seek out a copy of the school validation report (available for the front office or the school's website) and read for themselves, to see how much progress has been made over the four years and why our school is one of the top performers in the Tuggeranong area.

Calwell was also recognised as a KidsMatter school, a significant achievement as we are one of only three schools in the ACT. Calwell Primary School places a strong focus on student wellbeing, centred on the Calwell CARES (Caring, Attitude, Resilience, Environment and Success) culture. These shared values continue to be the basis for a positive and supportive culture for the school.

The Parent & Citizens Association have also made great progress this year, raising important funds for the school and more importantly continuing to foster a sense of community, culminating in a fantastic 25th Anniversary Fete in November.

As always, parental engagement is a strong focus for the school and we are continuing to look at ways to effectively communicate with parents and guardians. With this in mind, we have shifted the focus of parental engagement from involvement in school activities (which is still greatly encouraged) to connecting parents with their child's learning. In many respects, this is the most challenging aspect for any school, but with the potential for the greatest gain in educational outcomes for our students in the long term.

As we move into the 2015 school year, you will see across the curriculum, a focus on personalising learning for each individual child through on-going assessment, not just end point reporting. This will be a key aspect in the new strategic plan (to be finalised in the coming months) that will define our strategic priorities over the next four years - I encourage the school community to contribute suggestions to the School Executive on what they believe is important to the school. I'm proud of the success Calwell Primary School has had and excited about the opportunities that await.

I would like to thank the Principal, the School Executive and teachers for their hard work, dedication and professionalism in ensuring every student at Calwell Primary can be their best and gains a great education.

Matthew Johns  
Board Chair

### **Introduction to School**

Calwell Primary School, located in the Tuggeranong Valley, opened in 1989. As the suburb has aged 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. It 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 is a high priority with dedicated balanced literacy and numeracy blocks. These 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 Units of Inquiry 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. By making expectations clear and setting high standards, Calwell Primary fosters a quality learning environment.

Working in partnership with parent/carers the school strives to develop students as inquiring, knowledgeable, caring and respectful young people, able to meet the challenges of the 21st Century and contribute positively to the community. Building positive relationships between all members of the school community students, teachers, parents/carers is promoted and valued, using Restorative Practices when required.

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.

## Student Information

### Student enrolment

In 2014 there were a total of 340 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	156
Female	184
Indigenous	11
LBOTE	49

Source: Planning and Performance, August 2014

Whilst 48 students are identified as coming from a Language Background Other Than English (LBOTE), few of these students were eligible to receive funding support. LBOTE students received in class support and were included in the Literacy & Numeracy learning support program delivered by a literacy specialist teacher and executive teachers on a needs basis.

### Student attendance

The following table identifies the attendance rate of students by year level during 2014. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

*Table: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
K	93.0
1	94.6
2	93.8
3	93.2
4	95.0
5	92.9
6	93.6

Source: Planning and Performance, July 2014

The school maintains student attendance data. This includes students who have an excessive number of absences and those who arrive late to school on a basis. Staff contact families if a student is absent frequently or is absent for an extended period of time without explanation or notification to the school. The principal contacts the family if frequent absences continue. If it is deemed necessary a formal letter detailing the legal requirement for a student to attend school is sent by the principal, and the Network Leader notified.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100%
Postgraduate	

Source: School Data, 12 December 2014

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

Role	Total
Administrative Service Officers	4
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	17
<b>TOTAL</b>	<b>26</b>

Source: Workforce Management, August census 2014

**Note:** This table includes pre-school staffing

There are no indigenous staff at this school.

## Volunteers

Parent and community volunteers contributed in excess of 12,000 hours to support a wide range of school activities and student learning during 2014.

Volunteer support included:

- School Board and P&C membership
- Assistance in class
- Library support
- Assisting at sporting events and carnival transporting students to events/activities
- Fundraising including the Mother's day Stall, Easter Raffle, Christmas Market
- Gardening

## School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Calwell Primary School was validated in 2014. A copy of the validation report can be found on the school website.

## School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, who were invited to take part in an online survey.

## Overall Satisfaction

In 2014, 25 parents, 23 staff and 78 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 56% of parents and carers, 100% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

*Table: Proportion of parents and carers in agreement with each national opinion item*

Item	(%)
Teachers at this school expect my child to do his or her best.	72
Teachers at this school provide my child with useful feedback about his or her school work.	56
Teachers at this school treat students fairly.	64
This school is well maintained.	88
My child feels safe at this school.	72
I can talk to my child's teachers about my concerns.	80
Student behaviour is well managed at this school.	48
My child likes being at this school.	60
This school looks for ways to improve.	72
This school takes parents' opinions seriously.	40
Teachers at this school motivate my child to learn.	72
My child is making good progress at this school.	52
My child's learning needs are being met at this school.	52
This school works with me to support my child's learning.	52

Source: 2014 School Satisfaction Surveys, September 2014

*Table: Proportion of students in agreement with each national opinion item*

Item	(%)
My teachers expect me to do my best.	99
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	74
My school is well maintained.	88
I feel safe at my school.	86
I can talk to my teachers about my concerns.	58
Student behaviour is well managed at my school.	63
I like being at my school.	66

My school looks for ways to improve.	87
My school takes students' opinions seriously.	72
My teachers motivate me to learn.	83
My school gives me opportunities to do interesting things.	86

Source: 2014 School Satisfaction Surveys, September 2014

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

In preparing for validation in term three of 2014, the review of all parent perception data collected by the school which included the School Climate Survey, Learning Journey responses, School Improvement Survey and input from the School Board and P&C indicated that:

- the school has high expectations of students
- the home/school partnership has improved
- children and parents/carers are more confident that the school environment is safe
- school management and maintenance has improved significantly
- meeting individual student needs has improved
- student behaviour management has improved

In relation to student behaviour management it is worth noting that data held by the school indicates that behaviour issues are in the main low level behaviours. Relief teachers working across the Tuggeranong Network routinely comment that student behaviour at Calwell is generally good and that behaviour management processes are very effective.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

## Professional Learning

Professional learning for staff in 2014 centred on the Australian Curriculum, Literacy and Numeracy, Assessment for Learning and student welfare and management. Staff were involved in a range of professional development activities including:

- Assessment for Learning – A Whole School Approach
- **Personalised Learning and Knowing your Students**
- Principals as Literacy Learners (PALLs)
- Delivering a balanced literacy block – planning using text form in writing
- Delivering a balanced numeracy block incorporating Count Me In Too, Mental Computation and Go Math

- Numicon training
- Classroom Management Instructional Strategies
- National Teacher Professional Standards

Staff extended their professional learning through attending a range of professional development throughout the year including:

- Using SMART to analyse NAPLAN data
- PIPS Data Analysis
- Quality Learning Tools - David Langford
- David Hornsby – Phonological Awareness
- Thinking & Learning Conference Melbourne – (Leadership Team)
- Significant Reading Difficulties – Understanding Dyslexia
- Mathematics/Reading Eggs Training
- Coaching & Mentoring

## Learning and Assessment

### Performance in literacy and numeracy

#### Early Years Assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

*Table: Calwell Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	44	121	51	124
Mathematics	36	54	39	54

Source: Planning and Performance December 2014

The table above demonstrates that children in kindergarten at Calwell Primary made pleasing progress when compared to results across the ACT. In both reading and mathematics Calwell Primary made greater growth. In reading Calwell increased by 77 points compared to 73 by the ACT, while in mathematics Calwell increased by 18 points compared to 15 by the ACT.

A detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

## NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2014, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

*Table: Calwell Primary School 2014 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	390	440	484	523
Writing	394	405	465	474
Spelling	383	413	505	502
Grammar & Punctuation	399	441	498	520
Numeracy	369	415	483	499

Source: Performance and Planning December 2014

Calwell Primary NAPLAN results were not as strong in 2014 as in previous years, particularly year 3 results. In year three writing, students performed reasonably well with a score of 394, just short of the ACT score of 405. In grammar & punctuation, spelling and reading, despite significant literacy support and early intervention being provided to this year cohort over time, Calwell fell well short of the ACT scores.

In year 5 writing Calwell achieved 465 falling just short of the ACT score of 474. While Calwell's spelling score of 505 was just above that of the ACT at 502; in grammar & punctuation, reading and numeracy Calwell year 5 students achieved well below the ACT.

## Performance in other areas of the curriculum

The school continued to focus on implementing the Australian Curriculum in all key learning areas, developing new units to meet the achievement standards, guided by the indicators and elaborations outlined in these curriculum documents. The essential questions and main ideas of each Unit of Inquiry focus on actively engaging students, providing relevant activities and foster deep thinking for students. Summative assessment tasks informed teachers of student achievement in the key learning area. On-going work continued on developing a scope and sequence as the Australian Curriculum continues to be rolled out.

The Physical Education program taught by a specialist teacher and the Environmental Education Program continued to be highly valued by the school community. These promote an active healthy lifestyle. Students are enthusiastic about participating in competitive sport activities, sport clinics as well as growing vegetables, collecting eggs and looking after the chickens.

## Progress against School Priorities in 2014

### Priority 1

To improve student outcomes in literacy

#### Targets

- 65% of Yr 5 students 'within school match' achieve greater than or equal to the expected growth in reading, writing, spelling and grammar and punctuation.
- A whole school average growth target of 3 points against the Calwell Criterion Referenced Writing Assessment Guide.
- Students in years K-2 achieve an average growth of five to seven PM Reading Benchmark Levels.
- Students in year 3 and students in year 4 (below a PM level 30) achieve an average growth of two to four PM Benchmark Levels.

#### Directorate Priority Areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

#### Progress

In this, the final year of the school improvement cycle, the school employed two strategies to continue to support improvements in literacy. The first of these was to develop a school wide approach to assessment practices. Examining data and setting appropriate and achievable targets is an area in which the school is still developing. New understanding gained through participating in the Principal's as Literacy Learners Program - PALLs and a review of NAPLAN results undertaken early in the year in preparation for validation indicates that the NAPLAN literacy targets set for 2014 were unrealistic.

The schools involvement in the PALLs Program lead to the use of a range of new assessment strategies and tools including Disciplined Dialogue, Oral Language testing, greater emphasis on sound/letter relationship being taught in context using quality literature and the purchase of the Oxford Wordlist Project resources.

Following the professional development Assessment for Learning (AfL) a new literacy planning template was developed and trialled. The new template includes learning intentions, success criteria, key questions, main teaching points, differentiation and reflection.

Indicators as to the success of this strategy are that the assessment schedule was reviewed and the updated version will be implemented in 2015. Longitudinal data for PIPS and NAPLAN has been collated and this together with school assessment data collected as part of the assessment schedule will better inform future target setting. In addition to records maintained by executive staff from observations and walkthroughs, approximately 50% of teachers were able to demonstrate that formative assessment practices were evident in their planning documents.

Calwell Primary was validated in term three of 2014. The following commendation by the panel provides further indication of the progress the school made in relation to the priority of developing a school wide approach to assessment practice. The panel commended: 'The development of an ethos of using data to inform teaching and learning decisions. Systems are in place to ensure a wide range of assessment measures are now recorded and tracked over time. Ongoing reflection and professional learning is evident'.

The second strategy employed to improve outcomes in literacy was to build quality school wide pedagogical practice through instructional leadership. The Professional Standards for Teachers guided the executive staff in their coaching and mentoring role. Staff mapped themselves against the standards to help guide their focus of self-improvement as a professional. Individual and shared goals were identified in Professional Pathways documentation and a focus was placed on developing a culture of teacher observation and feedback.

Success of this strategy was indicated through 100% of staff participating in observations, with observation templates and post observation meetings featuring feedback to staff both by peers and executive staff. Further success of this strategy was evident in staff demonstrating a greater understanding of the standards and their use in discussing professional learning, as part of coaching and mentoring activities and during their Annual Professional Discussion with the principal. The standards were also used during class profile meetings and Professional Pathway meetings conducted by executive staff.

Further evidence of the improvement of quality school wide pedagogical practice through instructional leadership is reflected in the following commendation by the validating panel. *'The achievement of steady and sustained improvement in NAPLAN mean scores over time. These improvements are based on average performance across all domains of the test when looking holistically at performance from 2008 until 2013'.*

The results of the targets set by the school at the beginning of the year are described below. Whilst a number of targets were not achieved and were possibly unrealistic, it is important to note that the improved understanding of assessment practices and target setting gained during 2014 will help guide the school in future years.

The target of achieving greater than or equal to expected growth by 65% of students who completed NAPLAN in year 3 at the school was achieved in writing. While the target was not achieved in reading, spelling or grammar and punctuation, over 65% of students achieved growth in the top three quartiles (25th-100th) in all literacy areas – reading, writing, spelling and grammar and punctuation. The table below provides detail of the 2014 NAPLAN literacy achievements compared to those achieved in 2013.

*Table: Within School matched Student growth in NAPLAN in the literacy domains for 2014 compared to 2013*

Source: SMART, December 2014

Domain	Year	Greater than or equal to expected growth	Growth in 25th - 75th percentile range	Growth in 75th and above percentile range
Reading	2014	48.4%	51.6%	12.9%
Reading	2013	58.6%	72.4%	13.8%
Writing	2014	66.7%	50.0%	40.0%
Writing	2013	67.9%	50.0%	40.0%
Spelling	2014	58.1%	38.7%	38.7%
Spelling	2013	53.6%	50.0%	17.9%
Grammar & Punctuation	2014	58.1%	67.7%	6.5%
Grammar & Punctuation	2013	57.1%	35.7%	42.9%

Spelling showed improvement with approximately 77% of students achieving growth in the top three quartiles, an improvement over 68% in 2013. 74% of students achieved in the top three quartiles for grammar and punctuation, compared to 79% achieved in 2013. It should be noted however that in 2014 very few students achieved growth in the top quartile, a decline from the results achieved by the 2013 cohort. Reading results were disappointing with only 65% of students achieving in the top three quartiles compared to 85% in 2013. This may indicate that reading suffered when greater focus was placed on writing and also reflects the number of students within the cohort who required learning assistance support with reading.

The school also aimed to achieve an average growth target of three points against the Calwell Criterion Referenced Writing Assessment Guide. The junior school achieved an average five point increase and the senior school an average seven point increase. Anecdotally the school is confident that improvement has been achieved in writing across all year levels. However, despite considerable focus on this area the school believes further work is required for there to be total confidence in the methods and testing used to collect the data and currently holds some reservations as to the accuracy of the data. To make certain the data set is accurate, the school needs to ensure the writing genre, testing conditions and marking are consistent.

The school achieved generally positive results in reading performance in the junior classes. Kindergarten achieved an average growth of 6.8 PM benchmark levels. Year 1 achieved an average growth of 6.5, while year 2 achieved an average growth of 3.3. This indicates an overall average of 5.9 for years K-2, which means the school achieved the target of an average growth of five to seven PM Reading Benchmark levels.

The students in years 3 and 4 who commenced the year below the reading independence level of PM 28 – 30, achieved an average growth of 4.2 reading levels. This was a pleasing result, as this exceeded the school target to achieve an average growth of 2 to 4 PM Reading Benchmark levels for these year groups.

## **Priority 2**

To improve student outcomes in numeracy

### **Target**

65% of Yr 5 students 'within school match' achieve greater than or equal to the expected growth in NAPLAN

### **Directorate Priority Areas covered with this priority**

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

## Progress

At the end of 2013 staff reflected on the teaching and learning of mathematics and the use of the 'Go Maths' program. It was identified that 'Go Maths' presented some complexities in regard to differentiating to meet individual student needs. Aspects of the maths scope & sequence were also identified as presenting challenges for staff when planning, particularly in relation to multi-aged groups. In response to this teacher feedback, the executive reviewed the teaching of mathematics across the school. It was identified that there were significant gaps in the understanding of number concepts by some students, particularly those not achieving expected growth. To address this issue it was decided to adopt the Numicon resource to assist in developing the conceptual understating of number by students, particularly in the junior years. Initially the junior team participated in a short professional learning session conducted by Julie Bailee. This was followed by a full day of professional learning on using the Numicon resource by all staff in the term 1 break. Additionally some staff also completed Middle Years Mental Comp professional development and there was a refocus on Count Me In Too and SENA to inform planning in junior classes.

All staff also participated in a full day of professional learning which focussed on assessment for learning (AFL). The most significant outcome of this professional learning has been the adoption of key AFL teaching techniques and numeracy planning which focuses on providing students with a clear understanding of learning intentions, effective questioning techniques and differentiating to meet a range of needs in a class.

Class Profile meetings were conducted in term2. These identified students requiring learning assistance in numeracy and the Numicon 'Closing the Gap Program' was used to support these students in semester 2.

Whilst the target of 65 % of 'within school match' was not achieved, almost all Calwell students showed growth in numeracy. Worth noting is that the school increased the proportion of students showing growth in the 25th-75th and above 75th percentiles when compared to the 2013 results. This is also reflected in the validation panel's commendation which noted steady and sustained improvement in NAPLAN scores over time.

**Table: NAPLAN numeracy results in growth for within matched year 5 students in 2014 compared to 2013**

Year	Greater than or equal to expected growth	Growth in 25th - 75th percentile range	Growth in 75th and above percentile range
<b>2014</b>	50.0%	62.5%	15.6%
<b>2013</b>	60.7%	57.1%	14.3%

Source: SMART data, December 2014

### Priority 3

To improve student and parent/carer connectedness to the school and the wider community.

#### Target/s

Achieve a 5 percentage point increase or greater in Agree / Strongly Agree parent responses in the 2014 School Satisfaction Survey in the following statements

- o Student behaviour is well managed at this school at 64% in 2013
- o This school takes parents opinions seriously at 68 % in 2013
- o Teachers at this school motivate my child to learn at 72 % in 2013
- o Teachers at this school provide my child with useful feedback at 72 % in 2013

Achieve a 5 percentage point or greater increase in Agree / Strongly Agree parent responses in the 2014 School Satisfaction Survey in the following statements

- o Community Partnerships are valued and maintained at 62% in 2013

Achieve a 5 percentage point or greater increase in Agree/ Strongly Agree student responses in the 2014 School Satisfaction Survey in the following statements

- o Teachers at my school treat students fairly at 56% in 2013
- o I can talk to my teachers about my concerns at 61% in 2013
- o Student behaviour is well managed at my school at 36 % in 2013
- o I like being at my school at 51 % in 2013

#### School improvement domain/s covered with this priority

High expectations, High performance

#### Progress

In 2014 the school employed two improvement strategies to further progress Priority 3 to improve student and parent/carer connectedness to the school and the wider community. The first was to develop structures and processes that address the social and emotional needs of students. Staff participated in professional learning to continue to develop their skill and understanding of how to support student social and emotional well-being and enhance student management skills. Professional learning included Developing Positive Relationships, Developing a Growth Mindset, Classroom Management - Bumps Theory and Mandatory Reporting. Throughout the year a strong focus was maintained on implementing Calwell CARES and embedding the school values. A dedicated section in the fortnightly whole school assembly recognised and celebrated students displaying the school culture and values.

Students were encouraged to 'work hard to get smart' as part of the growth mindset approach adopted across the school. The Classroom Management Instructional Skills – Bumps Theory provided strategies and supported staff in managing low level behaviour and to identify when students were escalating their behaviour. The executive team completed teacher observations based on the Classroom Management Instructional Strategies and were able to identify the strategies being used across the school and provide feedback to individual staff of how to implement the program more effectively. These observations confirmed that the strategies are being adopted across the school.

The second strategy adopted to improve student and parent/carer connectedness to the school and the wider community was a focus on building the parent/carer partnership with the school. A number of strategies introduced in 2013 were continued into 2014. The personalised letter of introduction to families by class teachers was again well received by parents/carers, as was the Meet & Greet BBQ held in week 3 of term 1. The term one Progress Report continued to provide an opportunity for class teachers to communicate with parent/carers early in the year. The term one mini Learning Journey also provided parent/carers with another opportunity to come into classrooms at the beginning of the year to see the class program and talk to their child and his/her class teacher about their learning. A Tea & Talk session on Assessment for Learning (AFL) was also provided for parents/carers. While the morning session was well attended, only two parents attended the evening session.

The focus placed on AFL strategies in 2014 was designed to assist staff to meet individual student needs more effectively, plan with differentiation in mind and to enable students to take greater responsibility for, and engage more individually, in their learning. By staff identifying and articulating learning intentions and success criteria as a regular part of their instruction, students have been able to identify personal targets/goals. When provided with teacher feedback, students are able to better recognise their own progress. This is the first phase of the school creating a framework through which parents can partner with the school and engage more effectively with their child's learning. Parental engagement in their child's learning is an area which will be further developed in 2015.

A target of achieving a 5 percentage point increase on the 2013 parent responses Agree / Strongly Agree was set for 2014 in the School Satisfaction Survey in the following statements

- o Student behaviour is well managed at this school at 64% in 2013
- o This school takes parents opinions seriously at 68 % in 2013
- o Teachers at this school motivate my child to learn at 72 % in 2013

- o Teachers at this school provide my child with useful feedback at 72 % in 2013

Parental response to the survey was very poor with a total of only 25 responses being received, with some responses possibly representing the same family. The lead validator of ACT Government schools, Michael King, has indicated that the data collected through the 2014 School Improvement Survey is therefore not representative of the Calwell school community and great care therefore should be taken when drawing conclusions from the following data presented in relation to the school's achievements in Priority 3.

#### **Parent/Carer Data in 2014**

In relation to the target of 69% of parents/carers agreeing/strongly agreeing that 'student behaviour is well managed at this school', 48% of parent/carers agreed or strongly agreed with this statement, only 16% of parent/carers disagreed or strongly disagreed.

For the 73% target relating to the survey item, 'this school takes parents opinions seriously' 40% of parent/carers agreed or strongly agreed, 24% of parents disagreed or highly disagreed however 36% neither agreed nor disagreed. It is worth noting that the number of responses to the survey was 25 parent/carers and therefore not an accurate reflection of the community's views.

The school set a target of 77% of parent/carers agreeing/strongly agreeing that teachers at this school motivate my child to learn'. 72% of parent/carers agreed or strongly agreed with this statement. While falling short of the target it equals the percentage of parents/carers who agreed with this statement in 2013.

For the item teachers at this school provide my child with useful feedback, 56% of parent/carers agreed or strongly agreed with this statement. Only 8% of parent/carers disagreed or strongly disagreed with the statement. Again this only reflects the view of a very small respondent group, however, highlights an opportunity for the school to work with students and parents/carers in understanding the variety of ways in which feedback is provided.

The percentage of parent/carers respondents who agreed/strongly agreed that community partnerships are valued and maintained was 33%. Only 15% of parent/carers respondents disagreed/strongly disagreed, with 42 % neither agreeing nor disagreeing. Again this identifies an area for the school to further develop.

As mentioned earlier the Annual School Improvement Survey was only completed by twenty five respondents and therefore the does not accurately reflect parent/carers satisfaction in relation to the items used in the Annual Operating Plan. This highlights the importance of setting targets that are measurable through a variety of tools.

The school has had difficulty in setting measurable targets in relation to parent/carer satisfaction and is now focusing attention on how other tools such as the School Climate Survey, KidsMatter survey data and school surveys could be used to assist in more accurately measuring and reflecting overall parent/carer satisfaction .

It is worth noting that a broader range of data was reviewed by the validation panel who commended the school on *'the achievement of steady and sustained improvement in stakeholder satisfaction over time. Across parents, students and staff, Calwell Primary School has seen ongoing increases in satisfaction since 2010 in most areas. The most notable improvements have been staff perceptions whose scores are significantly above ACT averages in 2013. Further, the panel commended the school for the establishment of a strong, cohesive and collegial team. The positivity of staff with respect to the school and their profession permeates the teaching and learning environment. This augurs well for the future success of the school in building parent/carer partnerships with the school and creating and maintaining a school culture and environment which supports the social and emotional needs of students'* (Validation Report 2014).

#### **STUDENT DATA IN 2014**

Student responses showed pleasing improvements in 2014, with responses to the following statements:

The percentage of students who agreed or strongly agreed that teachers at their school treated students fairly was 74%, demonstrating an 18 percentage point increase, achieving well beyond the target of 5 percentage points or greater. A further 12 % of students neither agreed nor disagreed.

In relation to the target of 66% of students agreeing/strongly agreeing that they can talk to their teachers about their concerns, 58% of students agreed or strongly agreed with this statement demonstrating a 3 percentage point decline from 2013, which is disappointing. Interestingly 18% of students neither agreed nor disagreed.

For the item student behaviour is well managed at my school, 63% of students agree or strongly agree with this statement, demonstrating a 27 percentage point increase on the 2013 achievement and well beyond the target of a 5 percentage point or greater improvement.

The school also exceeded the target to achieve 56% agreement with the item 'I like being at my school' with 66% of students agreeing/strongly agreeing with this statement. This is a pleasing 15 percentage point increase.

## Priority 4

To provide preschool education to the National Quality Standard

### Target/s

The 2014 Self Evaluation Tool demonstrates progress in Educational Program and Practice and Collaborative Partnerships with Families and Communities

### National Quality Standard Area covered with this priority

Educational Program & Practice, Partnerships with Families and Communities

### Progress

Reviewing the processes used to monitor and document each child's learning was a key focus in improving 'Educational Program & Practice'. Key improvements included:

- the learning portfolio developed throughout the year for each child was enhanced by adding a list of learning intentions, the child's voice and an opportunity for parent/carer comment into each child's portfolio.
- the term one and three visual checklists were improved by including a more detailed developmental checklist
- the display folder was enhanced with the inclusion of more learning stories
- adding spontaneous learning opportunities taken into documentation
- noting any changes in the delivery of the planned curriculum in documents

The design and construction of a new outdoor learning space which included cubbies - a teepee and straw hut, seven rainbow poles and a rainbow snakes which all linked to indigenous education and the arts thrilled children and parents alike and greatly enhanced the educational program by engaging the children and stimulating their creative play.

Calwell preschool staff were trained and implemented the 'Kids at Play' program during the year. A weekly session which included ball and parachute activities was held in the school hall, a daily planned obstacle course was provided and new sand and water play resources were acquired. This program was supported and supplemented by the school's physical education teacher, Taryn Atkinson working weekly with the preschool children.

The educational program also further enhanced in the area of the arts through the use of new multicultural instruments, a visit from the 'Music Man ' and a local Indigenous artist, Duncan Smith.

Enhancing community engagement and student well-being through building parent/carer, teacher and community partnerships was the second focus area in 2014. Key improvements included:

- in keeping with the practice in years kindergarten to year 6, the preschool children developed a 'Code of Cooperation' for the year. The code is an integral part of the Calwell CARES Culture and school values program. Values flag were also created and these were proudly displayed in the preschool grounds.
- parents were informed earlier in the year if there were developmental concerns are assisted to access support through external agencies where appropriate
- the schools learning support specialist, Faye Bormann presented a workshop to parents on the acquisition of early literacy skills which was very well received as was the tea & Talk session presented by the teachers on 'programming and documenting learning'
- parents were actively encouraged to engage in the educational program contributing to their child's 'interactive book'.
- personalized transition programs were developed for a number of children identified as needing additional support

A focus in 2015 will be embedding the preschool KidsMatter program and developing student management processes that align closely with practices and processes in kindergarten to year six but in an age appropriate way.

### **Preschool Unit- Quality Improvement**

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

#### **Education program and practice**

Documenting each child's learning had previously focussed on annotating work. This was further enhanced this year by developing an efficient process to document the child's learning outcomes against the Early Learning Years framework. Three templates have been developed and placed in each child's portfolio, drawing book and display folder.

A friendly welcoming environment has been established and close partnerships with children and their families developed throughout the year with the preschool environment reflecting the children's families and their culture. Children's interest and understanding was gauged through the family sharing book, news and group time discussions. Children's abilities at table activities were observed and noted and also identified through activities such as drawing, painting and gross motor activities.

Environmental sustainability is a focus at Calwell Preschool. It is incorporated into teaching and learning on a daily basis to promote the children's understanding and development of environmental habits. Children engage in meaningful tasks in planning, developing and

maintaining vegetable, herb and flower gardens. There is a focus on paper recycling, worm composting and scraps are sorted into organic and inorganic bins. Recycling is encouraged.

### **Children's health and safety**

Children's health and safety is a high priority. Families completed medical forms at the start of the year, Medical Action Plans and a First Aid book are maintained appropriately and accidents and incidents documented. The preschool has a staff member trained in first aid and parents are informed daily if children received medical attention.

Hygiene practices are taught through song, visuals, stories and informal discussions and 1:1 hygiene support is provided if needed. A dedicated relaxation session is an integral part of the program and children are provided 'quiet' activities. Healthy eating is also promoted through the preschool vegetable garden, families were encouraged to send healthy eating options in lunchboxes and children encouraged to drink water.

The adult to child ratio is always maintained for supervision both at the preschool and on excursions. All staff are trained in Mandatory Reporting and Fire & Emergency Procedures which were practised regularly.

### **Relationships with children**

Social emotional development and the skills necessary to develop positive relationships with peers and adults are an important aspect of the program. Children are respected and their individuality supported and their needs central to the development and delivery of the program.

### **Staffing arrangements**

Calwell staff are highly skilled and professional with a passion for Early Childhood Education and the child to adult ratio always maintained. Staff regularly attend professional development and willingly share their skills and knowledge with colleagues.

### **Leadership and management**

The school leadership team is actively involved in the preschool. All members of the executive team visit the preschool classes on a regular basis. All members of the executive team provide lunchtime release to the preschool teachers and therefore interact with the children on a weekly basis.

### **Physical environment**

The outdoor learning environment has been further enhanced through the implementation of the "My Place, Our Space" KidsMatter Grant. This has involved the design and building of two natural cubby houses (tepee and straw house). This has involved the community and the children in design and construction.

The preschool children are also involved in painting seven rainbow totem poles which will be used to create a maze which is inspired by Aboriginal culture and complements Duncan Smith's visit to the preschool.

**Collaborative partnerships with families and communities**

The transition for children into Kindergarten has been enhanced by regular discussion between staff regarding teaching strategies for individual children, staff visiting current kindergarten classrooms, and the implementation of a physical education program taught weekly in the primary school hall by the school's PE specialist.

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1800.

### Voluntary contributions

This school received \$2560.00 in voluntary contributions in 2014. The spending of voluntary contributions was in line with the approved 2014 budget with these funds being used to support the general operations of the school. It should be noted however, that many families elected to contribute to the school Library Fund in preference to making a voluntary contribution. The Library Fund received \$4295.00 from the school community in 2014 and these funds were used in accordance with regulations for a Library Trust Fund. In total, \$6855.00 was contributed to the school through voluntary contributions and Library Fund donations by parents/carers and this figure more accurately reflects the financial contribution made by the school community.

<b>Financial Summary</b>	
	31-Dec-14
<b>INCOME</b>	<b>380956</b>
Self management funds	349906.4
Voluntary contributions	2560
Contributions & donations	1000
Subject contributions	
External income (including community use)	19056.96
Proceeds from sale of assets	
Bank Interest	8432.59
<b>TOTAL INCOME</b>	<b>380956</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	95886.49
Cleaning	71314.8
Security	60
Maintenance	30081.47
Mandatory Maintenance	
Administration	4529.68
Staffing	27840
Communication	12285.33
Assets	13918.23
Leases	
General office expenditure	9274.84
Educational	24032.66
Subject consumables	
<b>TOTAL EXPENDITURE</b>	<b>289223.5</b>
<b>OPERATING RESULT</b>	<b>91732.49</b>
<b>Actual Accumulated Funds</b>	<b>83076.16</b>
Outstanding commitments (mir)	19903.93
<b>BALANCE</b>	<b>154904.7</b>

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
IT - (maintain and replace IT equipment)	\$7,500	2015
Building Maintenance	\$15,000	2016
Playground Up-grade	\$9,500	2016
Furniture Replacement	\$4,001	2015

## Endorsement Page

I declare that the Calwell Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
  - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### MEMBERS OF THE SCHOOL BOARD

<b>Parent Representative:</b>	Matthew Johns	Sonia Deahm	Bronwen Davies
<b>Community Representative</b>	Paul Henson		
<b>Teacher Representative</b>	Caroline McNamara	Amy Green	
<b>Board Chair:</b>	Matthew Johns		
<b>Principal:</b>	Linda Neeson		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2014.

Principal Signature: \_\_\_\_\_

Date: 16/3/2015

I approve the report, prepared in accordance with the provision of the ACT Education Act, section 52.

Board Chair Signature: \_\_\_\_\_

Date: 15/03/15