

School Self-Evaluation Report

Chalcot Lodge Primary School

Southern Region

School number:	5231
Principal:	MONICA GHIRXI
School Council President:	PAUL NEWTON

Dates of School Strategic Plan being evaluated 2012 to 2015

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1. Context

The school community represents diverse cultural and economic backgrounds, with close to a fifth of the students from homes where English is their second language. Enrolment numbers have increased steadily over the past four years rising from 202 students in 2011 to 283 students as of April 2015. We have also seen an increase in Koorie enrolments from four in 2011 to ten in 2015. The number of students funded through the disabilities program has remained steady, with 12 students receiving funding in 2015.

Since 2011, the school has moved away from traditional structures to a Collaborative Learning and Teaching model. The school now has 12 classes that have been divided into four Learning teams and areas. Each learning team works collaboratively to deliver an innovative curriculum that focuses on giving every child every opportunity to succeed in their learning through provision of a stimulating learning environment, where high quality education addresses the individual learning needs of each student. A comprehensive and relevant curriculum is provided, with focus on Literacy and Numeracy. The use of technology is embedded in daily practice to support learning and teaching.

The school is proud to offer an extensive range of extra-curricular programs that nurture student's individual skills and interests. Chalcot Lodge not only provides our students with the essential Literacy and Numeracy skills required to succeed in life, but also prepares our next generation of engineers, programmers, athletes, musicians, performers, film makers, radio DJs, chefs, environmentalist and future leaders. The school offers programs such as; Choir, Dance Crews, Productions, Camping and Sports Programs, Student Leadership Program, Robotics Club, Chess Club, Buddy Program, Instrumental Music, Swimming, Vegetable Garden Program, Cookery and TV / Radio Program.

As the school has grown steadily in enrolments over the past four years so have the number of graduate teachers and new staff. This has seen a positive change in teaching dynamics and attitudes towards trying new innovative programs and teaching strategies.

In 2015, the school has 26.17 equivalent full time staff, including: 2.0 Principal class; 14.4 EFT teachers 6 CLASS1 and 9 CLASS2 staff members, including, 1 Acting Leading Teacher; and 7.81 Education Support staff. Specialists were employed on a part time basis for Physical Education, Visual Arts, Information Communication Technologies and Performing Arts. Funds allocated through the Disabilities Program were largely used for the employment of Educational Support Staff to support student learning. Staff work within Professional Learning Teams (PLTs), including Prep (PLT F), Year 1 to Year 2 (PLT 1), Year 3 to 6 (PLT 2), Specialists (PLT 3); and Educational Support (ES) staff (PLT 4).

There is a strong parent / school partnership. Mutual respect between parents, students and staff allows open communication and collaborative decision-making at all levels, thus contributing to the community working positively to support and achieve our shared vision.

The excellent learning environment provided at Chalcot Lodge Primary School is evidenced by its productive, vibrant and happy atmosphere. This contributes to the high student achievement levels and the pride and positive school spirit demonstrated by the community both within and beyond the school. We call ourselves the 'Chalcot Family!'

2. Methodology

The process used to prepare the self-evaluation was thorough, comprehensive and systematic. A variety of forums were established to encourage communication between the parent community, students and staff. In this way, the full potential of the school self-evaluation was realised and a sense of ownership by the school community was enhanced.

In December 2014, the Leadership Team met with Reviewer Tony Ross to discuss the review process and the key requirements needed to ensure a comprehensive self-evaluation. Tony Ross addressed the staff during a staff meeting at the end of the year. Tony highlighted the DET requirements and the staffs' individual and collective responsibilities in the self-evaluation and review process.

At the beginning of Term 1, 2015, teaching staff, Educational Support Officers and Administration staff participated in a Curriculum Day on team building. The day focussed on building effective teams that work together to reach specific goals, negotiating strategies that utilised individual members' strengths. This day was vital in establishing an environment where teams worked together to reach a common goal and develop cohesive teams that would effectively review and plan the schools next four year School Strategic Plan.

In Term 2, 2015, the Principal and Assistant Principal participated in the 'Leadership Peer Review' workshop organised by Bastow Institute to ensure that the school adhered to the self-evaluation guidelines.

Throughout Term 2, a variety of meetings including staff meetings, Educational Support Officers' meetings and Professional Learning Teams meetings were held to review achievements against the School Performance (Threshold) Report data and against the goals in our Strategic Plan. Staff determined trends over the past four years in relation to our whole school achievement, made comparisons with benchmark data, identified areas of strength and those requiring improvement.

Parent input was gained through discussions and surveys during School Council and Parent Club forums. Parents provided input in relation to their hopes and dreams for their children by the time they leave primary school, what they love about the school and things that they believe need to be changed to improve the school. Views from the Junior School Council and the Student Leadership Team about what they liked about the school and what changes they would like to make were also sought through discussions and brief surveys.

Through this process, parents and students identified what our school is currently doing well and what else the school should do to continue its improvement.

This extensive input from key stake holders has been used to inform the writing of the Self Evaluation document by the Principal and members of the Leadership Team in consultation with the staff.

3. Evaluation of practice

What we teach

Chalcot Lodge Primary School implements the AusVELS Curriculum and follows the hours of instruction as directed by the Department of Education. All curriculum areas including English, Mathematics Science, Humanities, Interpersonal & Personal Learning, Information Technology, Health & Physical Education, Visual & Performing Arts and Language other than English (Italian) are delivered through comprehensive and engaging programs.

Over the last four years the school's vision has been *"to provide a high quality education for each student in a safe, supportive and inclusive environment, preparing them for life as global citizens in an ever changing world"*. Human, physical and financial resources have centred on improving student learning outcomes, with a particular focus on English, Mathematics, Global Inquiry, Information & Communication Technology (ICT) and Student Wellbeing & Social Development.

English/Mathematics

English skills are embedded in all school experiences and involve specific development in the areas of: Speaking & Listening; Writing, including Grammar, Spelling and Handwriting; and Reading & Viewing. Extra assistance in written and spoken English is provided through our Literacy Intervention Programs, including: the Educational Learning Plans; the Language Support Program; and the Parent Helpers Program. The Mathematics curriculum includes the areas of: Number & Algebra; Measurement & Geometry; and Statistics & Probability. Students develop mathematical skills and understandings, which are essential to everyday living.

Global Inquiry

The Chalcot Lodge Global Inquiry program consists of five whole school Globalised Concepts: "Who We Are"; "How the World Works"; "Where we are in Place and Time"; "Mother Earth"; and "Community Systems". The program, based on AusVELS, enables students to explore topics from a global perspective and provides them with the skills, knowledge and understanding that will enable them to engage effectively in a globalised world. Students gain personal and social benefits and learn to make sense of the world in which they live. The Inquiry Program is used to strengthen student voice and empower them to negotiate their learning. Environmental Sustainability is also an important theme addressed across the school. Environmental Sustainability is implemented through students' hands on' experiences in our fruit and vegetable garden and involvement in initiatives such as the Dolphin Research Institute I Sea/I Care program and whole school Recycling & Nude Food programs.

Information and Communication Technologies (ICT)

Students use ICT to: access, process, manage and present information; model and control events; construct new understandings; and communicate & collaborate with others. All students have access to interactive smartboards, desktops, laptops and iPads in their classrooms, which are networked to the school's file server. In addition, our ICT/Media specialist teacher presents skill based ICT & Media lessons to complement class Global Inquiry work in the school's Computer Lab and Media centre. This learning technology has enabled students to focus on what they want and need to learn as part of their investigation into the topics being studied. ICT is used as an integral part of daily lessons and is embedded throughout the curriculum.

Student Wellbeing & Social Development

The school has focussed on developing students' ability to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. This aspect of the curriculum has been greatly enhanced through the implementation of: cooperative work groups in the classrooms; the Peer Mediation Program; the Student Leadership Program, the Buddies Program, Social skills Program, Cookery Program, The Restorative Practices strategies and values from the You Can Do It Program.

How we teach

Chalcot Lodge regards literacy and numeracy to be the foundations upon which all other learning is built. To maximise student achievement in literacy and numeracy, the school has established consistent teaching and learning protocols. Teachers have a deep knowledge of their students' abilities, interests and learning styles and they plan curriculum and learning experiences accordingly.

Over the last four years, the school has focussed on the development and implementation of Teaching and Learning Schedules from Foundation to Level 7 in the areas of Writing, Speaking & Listening, Reading & Viewing, and Thinking Curriculum. The school also implements the STARS & CARS Reading and the Sound Waves Spelling Programs and is currently trialling aspects of the Readers' CAFE and Seven Steps Writing Programs. This ensures that skills are explicitly taught and that there is a consistent approach to teaching and learning across the school.

Teachers work in Professional Learning Teams to analyse data to inform student goal setting, ability grouping and program planning. The focus is on the implementation of a differentiated curriculum, focussing on explicit teaching of literacy and numeracy skills. Teachers work in Professional Learning Teams to plan learning experiences in Mathematics and English that are authentic, engaging and meaningful to the students.

A variety of intervention programs are also provided to address the individual learning needs of identified students including:

- Student with Disabilities, with Educational Support Officers allocated to funded students;
- Language Support Program, including Speech Pathology;
- Educational Learning Plans;
- Koorie Support Plans; and
- Social Skills Program implemented by Educational Officers...

In all learning areas, students are taught in various groupings, including whole class, ability groups and interest groups. In relation to the teaching of Reading, Spelling and Number, all students are taught in ability groups to ensure that each student is presented with challenging but achievable learning tasks.

Teachers have received extensive ongoing training to ensure that the individual learning needs of each student are met. Teachers administer ongoing assessment, make careful judgements about each student's achievement levels and adjust curriculum programs and activities accordingly. Through collaborative planning and teaching, all students receive instruction at the appropriate level according to their own individual learning needs.

In Global Inquiry, teachers plan a cycle of global concepts to ensure that all the learning outcomes in AusVELS are addressed. Through the Global Inquiry program, student engagement in learning is enhanced by empowering students to develop specific lines of inquiry which they wish to pursue and to make choices about how and what they want to learn.

The school has high expectations and a strong belief that all students can learn. The school has a comprehensive Student Wellbeing & Engagement program and prides itself in providing a learning environment that is safe, supportive and inclusive. This is evident through the excellent Student Attitude to school data indicating that our students feel connected to the school and safe in their learning environment. It is pleasing to note that the school's results for both 'connectedness to school' and 'safety' is above the threshold standard and for all Victorian government schools in the 2014 School Performance Report.

How we know students are learning

The school has a rigorous, ongoing Assessment and Recording Schedule which is implemented across the school. The school has clear and consistent student assessment that is conducted regularly each term with a specific focus on English and Mathematics. All English and Mathematics student assessment data is recorded by class teachers onto GradeXpert. The data is then analysed by teachers to track and monitor student progress and to plan learning programs that cater to the individual learning needs of students.

During the last four years, the school has been working on developing tasks for all areas of Number from Foundation to Level 7 in line with AusVELS. These tasks have now all been completed and are administered by all class teachers across the school.

As part of the school's Global Inquiry approach, teachers develop assessment Rubrics that focus on the skills taught, students' personal efforts and the Dimension (AusVELS Content) being addressed. The Rubrics are used self, peer and teacher assessment.

Staff at Chalcot Lodge, including teachers and Educational Support Officers, should be commended for their dedication and outstanding work in developing and implementing quality programs that have achieved high learning outcomes for our students. This is evident in the 2014 Government School Performance Report. The results indicate that Chalcot Lodge meets all performance threshold standards with: English Teacher Assessment data being similar to the median of all Victorian schools; Mathematics Teacher Assessment data being above the median of all Victorian schools; NAPLAN four year average in Reading being similar to the medium of all Victorian schools; and NAPLAN Numeracy four year average being above the median of all Victorian schools.

How we provide feedback to students and families on learning progress

Students' progress is reported to parents twice yearly through mid and end of year written reports. The reports inform parents of their child's academic and personal achievements and areas for future improvement.

At the commencement of each year an 'Information Session Night' is held to provide parents with the opportunity to better understand classroom and school expectations and how they can assist and be part of their child's learning. At the end of term 1, Parent/Teacher interviews are held to allow teachers to share with parents, their child's progress and areas for growth.

Student Led Conferences are held at the end of term 3. Student Led Conferences allow children to take responsibility for sharing their learning with their parents. It gives students the opportunity to showcase their work, to celebrate their achievements and discuss with their parents areas for future learning.

Parents of students who require additional assistance through an Educational Learning Plans, meeting regularly with class teachers and Educational Support Officers to review progress and plan suitable activities for school and home so that the specific learning needs of the child can be addressed.

Informal discussions between teachers and parents during the year are also an important part of the school's reporting process. The school has an open door policy and invites parents to meet with teachers at any point during the year to discuss their child's progress or associated issues.

Students are given regular feedback by their teachers. During the course of the year, each student reflects with their teachers on test results and class work in order to develop personal learning goals for Mathematics and English. In this way, students have a clear focus on what they are learning and why they are doing certain activities.

During each term, each student compiles their own portfolio, incorporating their personal learning goals and pieces of work used for assessment. Students take home their Student Portfolios at the end of each term and these are kept by the parents at the end of the year.

The school newsletter, 'The Chalcot Weekly', is another method of providing our parents with an effective means of communicating important information about recent and upcoming events and of celebrating the great achievements of our students. During our fortnightly assemblies, students from each class are publicly acknowledge for their academic, sporting and personal achievements.

4. Evaluation of performance

Achievement	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?												
To improve literacy standards with a focus on Reading.	<p>Use NAPLAN Reading Data to reduce the proportion of students at Years 3 and 5 within the first three bands (At Year 3 Bands 1, 2 & 3 at Year 5 Bands 3,4 & 5)</p> <p>Target: By 2015 25% of Year 3 students achieving at bands 1, 2 and 3 in Reading.</p> <p>Target: By 2015 45% of Year 5 students achieving at bands 3, 4 and 5 in Reading.</p>	<table border="1" data-bbox="741 237 1137 456"> <thead> <tr> <th colspan="2">Year 3 READING</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>2014</td> </tr> <tr> <td>35%</td> <td>25%</td> </tr> </tbody> </table> <table border="1" data-bbox="741 344 1137 456"> <thead> <tr> <th colspan="2">Year 5 READING</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>2014</td> </tr> <tr> <td>62%</td> <td>46.9%</td> </tr> </tbody> </table> <p>The NAPLAN Reading targets have been achieved. There has been a significant improvement in achievement for both Year 3 and 5 Reading.</p> <p>The 2014 Government School Performance Summary data indicates that for Year 3 - the 4 year Reading average is similar to that of the state.</p> <p>The 2014 Government School Performance Summary data indicates that for Year 5 - the 4 year Reading average compares higher to that of the state.</p>	Year 3 READING		2010	2014	35%	25%	Year 5 READING		2010	2014	62%	46.9%	<p>Fostering high quality leadership through quality internal and external professional development has positively facilitated the transformation of teaching and learning practices to improve student outcomes in Literacy and Numeracy. The school's leadership now incorporates Professional Learning Team Leaders; Curriculum Leaders (English, Mathematics, ICT, Inquiry and Environmental Sustainability); and Leading Teacher whose responsibility includes overseeing whole school curriculum.</p> <p>The introduction and implementation of the Stars and Cars Reading and Assessment Program across the school has enabled teachers to be explicit in the teaching of reading skills and to have a consistent approach to the evaluation and assessment of Reading.</p> <p>The school developed Reading & Viewing Continuum highlighting the skills to be taught in each year level, from Foundation (Prep) to Year 7 have also facilitated the explicit teaching of Reading skills.</p> <p>The introduction and implementation of the Sound Waves Spelling Program across the school has facilitated a whole school approach to the teaching of Spelling.</p>	<p>To continue fostering high quality leadership across the school.</p> <p>Developing leadership skills in new and aspiring leaders.</p> <p>Development of a Leadership succession plan.</p> <p>Review and refine the school's collaborative teaching and learning practices.</p> <p>Development of an agreed pedagogy in relation to the teaching of English, Mathematics and Inquiry Learning.</p> <p>The introduction of Readers' CAFÉ program which focuses on the explicit teaching of reading comprehension skills and the Seven Steps Writing program which focuses on the explicit teaching of writing skills.</p> <p>Review and refine the Whole School Assessment Schedule for both English and Mathematics.</p>
Year 3 READING																
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To improve Numeracy	Using NAPLAN Numeracy		The development of a comprehensive	Continue to use GradeXpert to												

standards	<p>Data to reduce the proportion of students at Years 3 and 5 within the first three bands (At Year 3 Bands 1, 2 & 3. At Year 5 Bands 3,4 & 5)</p> <p>Target: By 2015, 20% of Year 3 students achieving at bands 1, 2 and 3 in Numeracy.</p> <p>Target: By 2015, 30% of Year 5 students achieving at bands 3, 4 and 5 in Numeracy.</p>	<table border="1" data-bbox="721 105 1189 335"> <thead> <tr> <th colspan="2">Year 3 NUMERACY</th> </tr> <tr> <th>2010</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>29%</td> <td>25.9%</td> </tr> </tbody> </table> <table border="1" data-bbox="721 335 1189 558"> <thead> <tr> <th colspan="2">Year 5 NUMERACY</th> </tr> <tr> <th>2010</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>53%</td> <td>31%</td> </tr> </tbody> </table> <p>The NAPLAN Numeracy targets have been achieved. There has been improvement in achievement for Year 3 and a significant improvement for Year 5 Numeracy.</p> <p>The 2014 Government School Performance Summary data indicates that for Year 3 - the 4 year Numeracy average compares significantly higher than that of the state.</p> <p>The 2014 Government School Performance Summary data indicates that for Year 5 - the 4 year Numeracy average compares similarly to that of the state.</p>	Year 3 NUMERACY		2010	2014	29%	25.9%	Year 5 NUMERACY		2010	2014	53%	31%	<p>whole school Assessment and Reporting Schedule focussing on Literacy and Numeracy has ensured that all teachers have a thorough knowledge and understanding of the learning needs of their students.</p> <p>All student assessment data recorded on GradeXpert. This data is used by teachers to monitor student progress and develop programs that explicitly focus on the individual learning needs of students. All students are grouped accordingly for English and Mathematics and are taught in collaborative learning groups.</p> <p>The development of a whole school timetable which ensures all classes have the required teaching time for English and Mathematics and allows for teachers to collaboratively plan and teach in Reading and Number.</p> <p>The development of Mathematical Assessments (tests) from Foundation (Prep) to Year 7 in line with AusVELS. These assessments are used pre and post the teaching of Mathematical topics. The pre-tests have enabled teachers to identify the learning needs of each student and plan teaching and learning programs accordingly. The post-test have enable teachers to identify the learning progress made and to evaluate the effectiveness of their teaching programs.</p>	<p>record student assessment data with a particular focus on recording teachers' anecdotal notes and for monitoring students' learning growth in English (Reading, Writing and Speaking & Listening) and all areas of Mathematics.</p> <p>Continue the development of school based assessment tests for Mathematics.</p> <p>Review and refinement of how teachers give feedback to students in relation to student learning with a focus on English and Mathematic skills.</p>
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To improve literacy standards with a	Using teachers'	In the last 4 years, 3% of the student	The refinement of whole school													

<p>focus on Speaking & Listening.</p>	<p>assessments, increase the proportion of students achieving an A or B assessment in Speaking & Listening. Target: By 2015, to increase whole school performance to 20%.</p>	<p>Wholes School Speaking & listening by Cohort. % of Students achieving A or B (School Portal Data)</p> <table border="1" data-bbox="734 220 1102 593"> <thead> <tr> <th>Yr.</th> <th>%2010</th> <th>% 2014</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>0</td> <td>3.8</td> </tr> <tr> <td>1</td> <td>0</td> <td>6.7</td> </tr> <tr> <td>2</td> <td>0</td> <td>2.9</td> </tr> <tr> <td>3</td> <td>17.9</td> <td>12.1</td> </tr> <tr> <td>4</td> <td>12.5</td> <td>11.8</td> </tr> <tr> <td>5</td> <td>26</td> <td>17.1</td> </tr> <tr> <td>6</td> <td>33.4</td> <td>17.9</td> </tr> <tr> <td>Whole School</td> <td>12.5%</td> <td>10.3%</td> </tr> </tbody> </table> <p>Although there has been a focus on Speaking and Listening, the school performance target (20% of students achieving A or B) has not been achieved.</p> <p>It is worth noting that when comparing the school's AusVELS Speaking & Listening 2014 data with the School Family Occupation (SFO) category, the school performed similarly from Foundation to Year 2 and then better from Years 3 to 6. The Speaking & Listening school mean score also compared similarly to that of the state. This indicates that the key improvement strategies in relation to this target have made a positive impact to student learning.</p>	Yr.	%2010	% 2014	Prep	0	3.8	1	0	6.7	2	0	2.9	3	17.9	12.1	4	12.5	11.8	5	26	17.1	6	33.4	17.9	Whole School	12.5%	10.3%	<p>population have been indigenous and 19.6% of students coming from homes where English is their second language. The cultural background of our students may impact on their oral skills when entering into their first years of learning. The school has in inclusive approach to the teaching and learning of oral language, many whole school programs have been developed and implemented that focus on oral language skills. These include:</p> <ul style="list-style-type: none"> • Whole school media program; • Whole school Cookery program; • Whole school Performing Arts program; • Social Skills program; • Leadership program involving students form years 3 to 6; • Korri Education program (WANNIK) for students in the junior school; • Literacy intervention program with a particular focus on students in prep; and • Employment of Educational Support Officers to assist in the junior school. <p>The school has also developed a Speaking & Listening Continuum highlighting the skills to be taught in each year level from Foundation (prep) to Year 7. This has facilitated the teaching of explicit Speaking & Listening skills from Foundation (Prep) to Year 6.</p>	<p>Inquiry Learning approach with a focussing on Communication skills.</p> <p>The review and refinement of the whole school Speaking & Listening schedule that highlight the skills to be taught in each year level from Foundation to Year 7.</p> <p>Review and refine the Whole school Assessment Schedule to include Speaking & Listening assessment in line with AusVELS.</p> <p>The use of GradeXpert to record student Speaking & Listening assessment data.</p> <p>Professional development for teachers in best practices for teaching & learning and the assessment of oral language skills.</p>
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<p>Engagement and</p>	<p>What did we set out to</p>	<p>What did we achieve?</p>	<p>What factors supported or inhibited</p>	<p>Where might we focus future</p>																											

Wellbeing	achieve?		our success?	effort?														
<p>To strengthen student voice and students' personal learning skills and provide a student-centred, stimulating learning environment which engages students in their learning.</p>	<p>To increase the score in the 'Learning Confidence' factor mean score of the Attitude to School Student Survey. Target: to increase the mean score to 4.37</p> <p>Using teachers' assessments, increase the proportion of students achieving an A or B assessment in Personal Learning. Target Score: by 2015, 5% Achieving A 25% Achieving B</p>	<p>The school's Student Attitudes to School data compares more favourably to that of Victorian government schools. The data indicates that student morale is high, that they feel confident as learners, feel safe in their learning environment and are connected to the school and their peers.</p> <table border="1" data-bbox="736 512 1099 660"> <thead> <tr> <th colspan="2">Learning Confidence</th> </tr> </thead> <tbody> <tr> <td>2010 Mean Score</td> <td>2014 Mean Score</td> </tr> <tr> <td>4.34</td> <td>4.42</td> </tr> </tbody> </table> <p>To increase the mean score in Learning Confidence target has been achieved.</p> <p>Average student attendance rates for 2014 were similar to that of Victorian government schools, with the number of days absent per student being 14.5 days. However the four year trend indicates that the absences compare more favourably to that of the state.</p> <table border="1" data-bbox="736 1058 1176 1222"> <thead> <tr> <th colspan="2">Whole School (Years 3 to 6) Personal Learning (School Portal Data)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>2014</td> </tr> <tr> <td>A: 1.4%</td> <td>A: 3.3%</td> </tr> <tr> <td>B: 30%</td> <td>B: 14.8%</td> </tr> </tbody> </table> <p>Increasing the score of students achieving A or B in personal learning has not been achieved. However, it must be noted that 89% of students are achieving at or above the expected level in Personal Learning.</p>	Learning Confidence		2010 Mean Score	2014 Mean Score	4.34	4.42	Whole School (Years 3 to 6) Personal Learning (School Portal Data)		2010	2014	A: 1.4%	A: 3.3%	B: 30%	B: 14.8%	<p>The positive student attitude towards school is enhanced by: the comprehensive Student Engagement and Wellbeing Program; an engaging curriculum focussing on individual learning needs; student access to extensive extra curriculum programs; the Student Leadership Program, the extensive ICT resources and Media Program; the strong partnership between parents and the school; and the culture of the school as the 'Chalcot Family'.</p> <p>During the last 4 years the school has embarked on an 'Inquiry Learning' journey. The staff have had extensive professional development on what 'Inquiry Learning' looks like in the classroom and have been planning and implementing Global Inquiry Learning units of work. This has given students the opportunity to have a voice in what they are learning, develop their thinking and metacognitive skills and be engaged in local and global environmental issues and topics.</p> <p>Student voice has also been enhanced through the introduction of Student Led Conferences. These conferences have allowed students to take responsibility for sharing their learning with their peers and parents/guardians. It gives students the opportunity to showcase their work, to celebrate their achievements and discuss their future learning.</p>	<p>Continue to maintain strong Student Wellbeing and Engagement programs across the school.</p> <p>To maintain low absences, the school will continue carefully monitoring student attendance, particularly for those students deemed at risk.</p> <p>Whole school review and implementation of the draft Global Inquiry Four Year Plan, with a particular focus on the teaching of 21st Century skills.</p> <p>Provision of high quality professional development for teachers in the Inquiry Learning approach.</p> <p>Focussing on the development of personal and interpersonal skills in the early years (prep to 2) to develop confident, resilient and socially capable students.</p> <p>The introduction of 'Investigation Based Learning' to facilitate the development of creativity, personal learning, and metacognitive skills of students in the Foundation (Prep) year.</p>
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B: 30%	B: 14.8%																	

Student Pathways and Transition	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	What might we focus future efforts?																				
<p>To strengthen learning transition into, through and out of the school through the use of current and emerging technologies.</p>	<p>Target: 90% or more of students from Years 1 - 6 to demonstrate a learning gain of 0.5 VELs (1 AusVELs level) achievement level in a 12 month period in Reading, Writing and Number. Prep students to demonstrate 1.0 VELs learning gain in their first year. (90% of students achieving 1 years learning growth.)</p>	<table border="1" data-bbox="741 212 1099 611"> <thead> <tr> <th colspan="4" data-bbox="741 212 1099 339">Whole SCHOOL AUSVELS Learning Growth (Collated through teacher Assessment using GradeXpert)</th> </tr> <tr> <th data-bbox="741 339 857 400">YR</th> <th data-bbox="857 339 936 400">12</th> <th data-bbox="936 339 1010 400">13</th> <th data-bbox="1010 339 1099 400">14</th> </tr> </thead> <tbody> <tr> <td data-bbox="741 400 857 472">Reading</td> <td data-bbox="857 400 936 472">88%</td> <td data-bbox="936 400 1010 472">86%</td> <td data-bbox="1010 400 1099 472">82%</td> </tr> <tr> <td data-bbox="741 472 857 544">Writing</td> <td data-bbox="857 472 936 544">79%</td> <td data-bbox="936 472 1010 544">84%</td> <td data-bbox="1010 472 1099 544">81%</td> </tr> <tr> <td data-bbox="741 544 857 611">Number</td> <td data-bbox="857 544 936 611">88%</td> <td data-bbox="936 544 1010 611">92%</td> <td data-bbox="1010 544 1099 611">86%</td> </tr> </tbody> </table> <p>The school is continuing to work towards improving student learning growth, with at least 80% of students achieving one year's learning growth across the school in Reading, Writing and Number.</p> <p>Data in the 2014 Government School Performance Summary Report indicates that in relation to teacher assessment data, the percentage of students achieving at or above in English and Mathematics is similar to that of the state.</p>	Whole SCHOOL AUSVELS Learning Growth (Collated through teacher Assessment using GradeXpert)				YR	12	13	14	Reading	88%	86%	82%	Writing	79%	84%	81%	Number	88%	92%	86%	<p>As highlighted in the Achievement section, many strategies have been put in place over the last four years that have been successful in achieving improved student learning outcomes in both English and Mathematics.</p> <p>The key improvement strategy for Student Pathways and Transition was to use current and emerging technologies to build student engagement and support teaching and learning. Over the last four years considerable financial, human and physical resources have been used to support the implementation of this strategy and the achievement of the targets in relation to student learning growth. These strategies have included:</p> <ul data-bbox="1256 895 1686 1326" style="list-style-type: none"> • Development of a four year Learning Technologies Whole School Plan; • The employment of a Learning Technologies specialist teacher; • Students participating in an hour a week Learning; Technologies specialist class; • The development of a Learning Technology curriculum program including Media from Foundation (Prep) to Year 6; 	<p>Student Pathways and Transition is no longer a section in the development of the new 2016 to 2019 Strategic Plan.</p> <p>Through future key improvement strategies for English and Mathematics, the school will continue to focus on improving student learning growth to be in line with or better than the state.</p> <p>The school will continue to allocate resources to provide our students and staff with the use of current and emerging technologies to support teaching and learning.</p>
Whole SCHOOL AUSVELS Learning Growth (Collated through teacher Assessment using GradeXpert)																								
YR	12	13	14																					
Reading	88%	86%	82%																					
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Target: Maintain the learning growth in Writing to be better than the State. Year 3 to Year 5 NAPLAN GROWTH.

NAPLAN DATA – Learning Gain

WRITING		Low	Medium	High
School	2012	0.0 %	0.0 %	0.0 %
	2013	35.7 %	57.1 %	7.1 %
	2014	22.6 %	54.8 %	22.6 %
State	2012	0.0 %	0.0 %	0.0 %
	2013	26.4 %	50.1 %	23.6 %
	2014	25.7 %	50.2 %	24.0 %
SFO	2012	0.0 %	0.0 %	0.0 %
	2013	31.1 %	49.9 %	19.0 %
	2014	31.0 %	49.7 %	19.3 %
	2014	25.6 %	51.5 %	22.9 %

This target has been achieved with 2014 NAPLAN Data indicating 77.4% of students achieving medium to high learning gain in Writing compared to 74.2% for the state.

The 2014 Performance Summary Report Data also indicates that 84% of students in Spelling and 77% of Students in Punctuation & Grammar made a medium to high learning gain.

- Purchasing innovative and new technologies including Interactive Smartboards and laptops for each classroom and a bank of Ipads to be shared across classrooms;
- Professional development for Teachers and Educational Support Officers on the use of newly purchased equipment and applications.
- The use of GradeXpert as a tool for recording and collating student assessment.

Target: Maintain the learning growth in Reading to be better than the State.

READING		Low	Medium	High
School	2012	16.7 %	41.7 %	41.7 %
	2013	29.6 %	40.7 %	29.6 %
	2014	25.8 %	54.8 %	19.4 %
State	2012	25.6 %	50.0 %	24.4 %
	2013	25.4 %	49.9 %	24.6 %
	2014	25.2 %	49.9 %	24.9 %
SFO	2012	30.7 %	49.1 %	20.2 %
	2013	29.4 %	49.2 %	21.4 %
	2014	30.2 %	49.6 %	20.2 %

The 2014 NAPLAN Data indicates that 74.4% of students achieved medium to high learning gain in Reading compared to 74.8% for the state. However, the 2014 School Performance Report Data indicates that learning gain in NAPLAN Reading (4 year average) compares more favourable to that of the state.

Target: To improve the

This target has been achieved with the

	<p>learning growth in Numeracy to be in line with the State.</p>	<p>NAPLAN data indicating 77.4% of students achieving medium to high learning gain in Numeracy compared to 74.5% for the state.</p> <p>However, the 2014 School Performance Report Data indicates that learning gain in NAPLAN Numeracy (4 year average) compares less favourable to that of the state, but still within the threshold standards.</p>		
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Productivity	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
<p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Note: schools will not have productivity goals and targets in their current strategic plans. This section is optional.</p>	<p>By 2015, the teaching staff consisted of 12 full time Classroom Teachers, 0.8 Physical Education Teacher, 0.6 ICT Teacher, 0.4 Performing Arts Teacher and 0.8 Visual Arts Teacher. All students from Years Prep to 6 participated in a weekly one hour Physical Education, ICT and Visual Arts session which were taught by specialist teachers. Students also participated in a weekly, half hour, Performing Arts session and a two hour, fortnightly, Cookery program. The teaching of a Language other than English (Italian) was taught by the classroom teachers through an online program.</p> <p>All classroom teachers worked within Professional Learning Teams to plan and implement an engaging differentiated curriculum that focused on Literacy, Numeracy and Global Inquiry. The school’s detailed and comprehensive timetables enabled all teachers to plan and teach in collaborative groups which focused on the individual learning needs of students, particularly in the areas of Number and Reading. Individual Educational Learning Plans were also developed for all students identified as ‘at risk’ and for those students on the Program for Students with Disabilities.</p> <p>Literacy Intervention and Social Skills programs were facilitated by Educational Support Officers and additional support for students with English as an additional language was provided. Educational Support Officers were also employed to assist with the individual learning needs of students funded through the Program for Students with Disabilities.</p> <p>Over the last four years, staff professional development has focused on improving teachers’ knowledge, skills and expertise in the area of Learning Technologies, particularly with the use of Media technology, Ipads, the use of GradeXpert as a tool for recording student assessment and the explicit teaching of Literacy and Numeracy skills and Global Inquiry Learning to improve student learning outcomes.</p> <p>In the last two years the school has refurbished the senior and junior hard court areas, removed the Bunya Bunya tree and constructed a new bike shelter. Resources were also spent on upgrading furniture for three senior classrooms and the installation and refurbishment of a new portable.</p> <p>Significant financial resources have also been allocated to upgrading computers, purchasing laptops and Ipads for the classrooms and purchasing a portable cinema screen to enhance our Media program.</p>		<p>Upgrading and refurbishment of the Library area.</p> <p>Purchasing Resources for the Global Inquiry Program.</p> <p>Purchasing resources to complement the Seven Steps Writing program and Readers Café program.</p> <p>Professional Development for staff in the areas of:</p> <ul style="list-style-type: none"> • Learning Technologies; • Speaking & Listening; • Readers Café Program; • Inquiry Learning; • Environmental Sustainability; <p>Building future leaders and leadership succession training through the development of an effective school leadership program.</p> <p>Continued refinement and planning of whole school timetables to ensure collaborative planning and teaching in English, Mathematics and Inquiry Learning.</p> <p>Upgrading and purchasing new learning technologies in line with the school’s 4 Year Learning Technology Plan.</p> <p>Upgrading learning spaces to facilitate collaborative teaching and learning with a focus on the Year 3 to 6 learning areas.</p>

