



# St Mary's School Curriculum Plan

Part A  
(Chapter 4 Observance of Registration Standards)

St Mary's School, Northampton, is a small co-educational Catholic primary school situated 500 kilometres north of Perth. The present enrolment is 82 students from Kindergarten to Year Six, arranged in four composite classrooms (Kindy/Pre Primary, Year 1/2, Year 3/4 and Year 5/6). St Mary's School has an ICSEA value of 994.

St Mary's School was originally established in 1868 and has a rich history of service from several religious orders; the Sisters of St Joseph and the Presentation Sisters, whose involvement spanned ninety years. The first lay principal arrived at St Mary's School in 1990. In 2018, St Mary's School celebrated 150 years of Catholic education in Northampton.

The school uses Implements a Vision for Learning document which highlights the philosophies of Visible Learning and the research of Doctor Lyn Sharratt. Using this are an aspirational vision the staff have created whole school Literacy and Numeracy Plans. These documents ensure consistent expectations across the school in Literacy and Numeracy teaching, learning and assessment.

The school is also actively involved in the Science Primary Connections, Literacy Pro/Lexile Reading, Mini-Lit Intervention program and Mathletics. Specialist programs in the learning areas of Physical Education, The Arts, Languages (Chinese) and Science operate at the school. Information Communication Technology is embedded into all learning areas through interactive screens in every classroom and a Computer Lab which provides one laptop per child in year 5/6. iPads were introduced in 2012 and Chrome Notebooks in 2014. All teacher devices were updated in 2018, with Microsoft Surface Laptops. iPads are utilised in the school from year 1-6. St Mary's School has also finalised the ACARA Digital Technologies in Focus Research Project which commenced in 2017. The focus of this project centres on upskilling the staff to provide the knowledge and confidence to integrate digital technology into all aspects of the curriculum. To help facilitate this project, the school purchased Bee-Bots for all classes to use in conjunction with the existing mBots.

St Mary's School is a part of NCVISSA, Northampton Chapman Valley Isseka Small Schools Association. Students have the opportunity to participate in five interschool carnivals over the course of the year: swimming, cross country, netball/football, athletics and basketball/cricket. The Arts learning area culminates in a whole school End of Year Concert featuring a production showcasing drama, dance and music.

St Mary's School has a vibrant and committed staff, an active and supportive parent body, strong links with Our Lady in Ara Coeli Parish and the local town community. Based on the School Motto, 'For God and Country', the school community is focused on providing a holistic education for all students with an emphasis on their spiritual and academic development. Christian Service Learning is strongly embedded through Meals on Wheels, Brookview Bookworms (reading to the elderly), tree planting in the community, spending time with the elderly and disabled, and fundraising for various Catholic affiliated agencies.

Vision Statement

St Mary's School provides an education that  
endeavours to equip each child with the Christian  
values and life skills  
necessary to meet the challenges of a changing world.

## PROFILE OF LEARNERS

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Kindy	12	1	1	0	0	0
PP	11	2	0	0	0	
Year 1	6	1		1	0	1
Year 2	13	3	0	1	1	2
Year 3	7	1	0	2	1	1
Year 4	15	2	0	1	2	2
Year 5	12	2	1	1	2	3
Year 6	5	0	0	0	1	1
<b>Total</b>	81	12	2	6	7	10

### Part B (Chapter 4 Standard 1 Curriculum)

The curriculum taught at St Mary's School is developed from the Western Australian Curriculum. All teachers have fully implemented and reported on all learning areas of the Western Australian Curriculum. Languages, Chinese, is taught from Year One to Six and the Year Three and Four cohorts. The Kindergarten Guidelines are used and implemented by the K/PP Teacher. The Early Years Learning Framework is also used as a curriculum document from Kindy to Year Two.

At St Mary's School, Religious Education is the first learning area of the curriculum. A religious dimension is expected to be evident in all learning areas across the curriculum. All classroom teachers are mandated to teach from the Catholic Education Religious Guidelines. In Kindy to Year One, Religious Education is taught for a minimum of fifteen minutes each day. From Year Two to Year Six, Religious Education is taught for a minimum of thirty minutes per day. Where available, teachers will teach from the newly developed Teaching and Learning Outlines, using the C Grade Descriptors to assess.

The Sacrament of First Reconciliation is celebrated in Year Three and the Sacrament of First Eucharist in Year Four. The Sacrament of Confirmation is celebrated every second year, involving both the Year Five and Year Six cohorts.

Prayers are said in the classroom at the beginning and end of each day, and before meals. School Masses are celebrated two to three times each term, with the Sacrament of Reconciliation celebrated during Lent and Advent, and prior to students receiving the Sacrament of First Eucharist and the Sacrament of Confirmation.

St Mary's School is also involved in the following Christian Service-Learning initiatives:

- Caritas Australia Project Compassion
- Communio
- Meals on Wheels
- Catholic Mission's Mission Month (Socktober)
- Visits to Pioneer Lodge (Aged care facility)
- Brookview Bookworms (reading to the elderly)

The St Mary's School Assessment and Reporting Policy show reference to evidencing the use of the Pre Primary to Year Six Teaching, Assessing and Reporting Policy Standards to inform curriculum delivery and planning. This Policy was reviewed by the staff in December of 2020

Please refer to Appendix A for an outline of the St Mary's School Assessment and Reporting Policy.

The teaching and learning in the Early Years is informed by the Early Years Learning Framework (EYLF) and the principles of Belonging, Being and Becoming. A NQS Internal Audit is conducted by the Principal each year and a QIP document is created. This is developed in collaboration with all members of the K-2 team, including teachers and Educational Assistants.

## Part C

### (Chapter 4 Standard 12 Child Abuse Prevention)

In 2021, The Child Protection Framework and Keeping Safe Curriculum will be explicitly taught at St Mary's School. In 2020, all staff participated in a one-day workshop run by Damien O'Malley. In 2020, classroom teachers will teach the Keeping Safe Curriculum using the Global resource. Students from Kindy through to Year Six will participate. In Term One, parents are advised of the teaching of the Keeping Safe program with a parent information session. A note outlining the main teaching points is also provided. Parents will also be invited to look through the Keeping Safe program and lessons, and the associated resources.

Staff are provided with ample time and opportunity during Pupil Free Days to access and complete Mandatory Reporting Training on an annual basis. Volunteer and Relief staff are also offered this opportunity on a regular basis.

The Code of Conduct was revised with all staff on Friday 28 January 2021. Throughout 2021, ongoing conversations will be conducted with all staff. All staff have signed acknowledgment and understanding of this document and parents can access it on the School Website. In 2021, staff provide verbal and written notification of occasions when they will be engaged in personal activities that potentially breach the code, with St Mary's School students present.

The Code of Conduct is communicated to all parents during enrolment, it is located at the sign in counter to be acknowledged as people sign into the school. It is available on our school website and communicated throughout the Newsletter. Parents are also informed about the point of contact, being the Principal, regarding concerns around grooming behaviour through newsletters and parent information sessions, on a regular basis.

St Mary's has a student Code of Conduct which was created in conjunction with the Year 5.6 students. The process followed the guidelines communicated by the Child Safe Team. The Year 5.6 students regularly communicate this to each class group on a termly basis. The process was also communicated to parents via social media.

Part D  
(Chapter 6 Governing Body Accountability)

The School Board is informed of curriculum data, in order to make the appropriate financial decisions, periodically at monthly School Board Meetings. Detailed curriculum data information is also published in the various School Newsletters over the course of the school year. When presenting this data, students are de-identified to ensure confidentiality.

The 2021 St Mary's School Curriculum Plan has direct and explicit links to the St Mary's School Strategic Plan which was updated during 2020. As the Curriculum Plan focuses on improving student outcomes, there will be a direct link to the Strategic Plan.

The 2021 St Mary's School Curriculum Plan links directly to the 2021 St Mary's School Improvement Plan (SIP). This is evident with the SIP goals relating to the work to be undertaken in Literacy and Numeracy. The Curriculum Plan is reviewed on an annual basis, in accordance with policy guidelines.

Finally, until the St Mary's School Evangelisation Plan will be updated this year, as per the 2021 SIP, any links to the 2021 St Mary's School Curriculum Plan will be difficult to determine. Once the Evangelisation Plan has been updated, the links will be reviewed, and the Curriculum Plan revised accordingly.

Part E  
(Chapter 7 Standard of Education)

At the present time, St Mary's School has an Early Childhood Charter and Philosophy which was developed by the Early Childhood Staff. Staff have also identified areas of strength and areas for future development within the National Quality Standards (NQS). A Quality Improvement Plan (QIP) is currently in place. This QIP, which was updated in June 2020, was formulated by the Early Childhood Staff and will be presented to a CEWA Early Childhood Consultant for review and consultation. St Mary's School participated in the School Registration Audit and NQS Verification Audit in 2016 with Mr Michael Ciccarelli. During this Audit, St Mary's School met four of the seven quality areas. The Principal continually collects evidence and audits all quality areas of the NQS. Strengths are noted and recommendations put forward with strategies for improvement added to the QIP. At the commencement of the 2021 school year the staff and Principal, Ben Will will be conducting an audit using the 2016 verification report. It was determined that St Mary's School met five of the seven quality areas. Our QIP will be updated to reflect the results of the Internal Audit and the discussion at an Early Childhood Education Team Reflection Meeting. Copy of our most recent QIP document is on display in the school office.

Currently, the reflective process is for the Principal to have discussion with the Early Childhood Staff, reflecting on the quality standards the practices from Kindy to Year Two. An annual Internal Audit is also conducted in conjunction with the annual Early Childhood Education Team Reflection Meeting.

Part F  
(Chapter 7 Standard of Education)

At St Mary's School, the analysis of all student learning is conducted at different times over the course of the year:

- EYLND Data, SA Spelling Tests, ACER PAT and MAI Tests are analysed by the classroom teacher and the Principal at the beginning and end of each school year.
- Words Their Way Spelling Inventories are analysed by the classroom teacher, and if required, the Principal, each term.
- NAPLAN and BRLA are analysed annually with all staff involved.
- Staff have been taught how to create and use Effect Size tracking to monitor student growth and achievement, relating to a standard raw score test result.

### **2020 NAPLAN PROGRESS**

***Due to COVID-19 NAPLAN did not occur in 2020, therefore NAPLAN data is unavailable to analyse.***

The growth below is therefore related to in school standardised testing data (ACER PAT Tests) that is generated at the start and end of the year.

The raw data has been converted into effect size measures, to show growth of the cohort. Average growth in an effect size measure is 0.4 across a 12-month period.

Year 1 and 2 has been focussed on reading fluency and comprehension; therefore, Running Records Levels have been converted in effect size measures. Due to the developmental nature of Kindergarten and Pre-Primary, these students have not been included in the data set.

From the set of data, you can see that St Mary's Students performed well in term of growth throughout the year. Within all areas they showed expected to above average growth.

<b>2020</b>	<b>Pat Maths</b>	<b>Pat Reading</b>	<b>Running Records</b>
<b>Year 1.2</b>			1.6
<b>Year 3.4</b>	.59	1.3	
<b>Year 5.6</b>	1.4	0.8	

The above data shows that the current programs, strategies, resources and teaching practices employed in the Middle and Upper Primary are supporting strong positive student growth and development.

For the teaching of Literacy, the programs, strategies, resources and teaching practices that are working and need to be maintained are:

- Continued implementation of the St Mary's Literacy Plan
- Continued implementation of Brightpath
- employment of Visible Learning philosophy
- use of Learning Intentions and Success Criteria
- employment of Dedicated Literacy Time (DLT)
- Focus on Tier 1 reading intervention in Year 1-4 utilising the Mini-Lit Program
- Implementation of Western Australian Curriculum
- allocation of Education Assistants based on student needs and during DLT
- viewing of Classroom Timetables to ensure curriculum priorities are met
- whole class, small group, explicit & individual teaching
- use of Gradual Release of Responsibility Model
- the Classroom as the Third Teacher
- employment of Case Management Meetings
- integration of ICT
- dedication of PLCs to upskill staff
- collection and analysis of work samples at the beginning and end of the year
- continued transfer and implementation of three years of work with Dr Lyn Sharratt into the teaching and learning of literacy
- Use of scope and sequence documents within the Literacy learning area

For the teaching of Mathematics, the programs, strategies, resources and teaching practices that are working and need to be maintained are:

- Continued implementation of the St Mary's Numeracy Plan
- Employment of Dedicated Numeracy Time (DLT)
- use of Learning Intentions and Success Criteria
- implementation, knowledge and expertise of Western Australian Curriculum
- viewing of Classroom Timetables to ensure curriculum priorities are met
- whole class, small group, explicit & individual teaching
- use of Gradual Release of Responsibility Model
- the Classroom as the Third Teacher
- integration of ICT
- collection and analysis of work samples throughout the year
- use of concrete materials
- use of Mathematics
- Use of the scope and sequence documents within the Numeracy learning area

In regards to programs, strategies, resources and teaching practices that cater for individual and targeted learning of *all students*, the following is working and needs to be maintained:

- documentation of differentiation in programmes as displayed through termly program meetings.
- Whole school Proforma for Individualised Plan based on template from CEWA SWD Team
- use of Individualised Plans to cater for specific individual needs
- Case Management Meetings

- use of alternative modes for assessment
- gathering of data at the beginning of each year
- data analysis at various times of the year
- data informed practice
- revision and use of pre and post assessment tasks in Mathematics rather than tests
- pre and post assessment tasks in Mathematics
- allocation of Education Assistants to meet the needs of individual students
- high use of hands on and concrete equipment
- work with CEWA SWD Consultant and CEWA Psychologist
- open lines of communication and meetings with parents


### Assessment and Reporting

Refer to Appendix A for the St Mary's School Assessment and Reporting Policy and the Annual Assessment Schedule.

### Appendices

- Appendix A St Mary's School Assessment and Reporting Policy and the Annual Assessment Schedule.



	<b>Topic:</b>	<b>Assessment and Reporting Policy</b>
	<b>Policy No:</b>	<b>2-B</b>
	<b>Policy Area:</b>	<b>Education</b>
	<b>Originally Released:</b>	<b>2016</b>
	<b>Date for Review:</b>	<b>2020</b>

Originally Released: 2016  
Reviewed: 2019, 2020

### **RATIONALE**

At St Mary's School, the approaches to learning and teaching are based on the premise that all students are capable of learning, that learning should take place in inclusive classrooms where teaching strategies are employed allowing students to be effective learners, to empower students to value their own learning and to pursue personal excellence. Assessment is an integral part of the learning cycle.

Assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At St Mary's School, the staff employ a range of diagnostic, formative and summative assessments, which demonstrate student achievement.

At St Mary's School, the purposes of assessment and reporting are:

1. To promote, assist and improve student learning
2. Provide data to show progress and achievements of individual students or groups of students
3. To maximise learning for all students through the belief and practice that assessment and reporting are an integral part of teaching and learning, within a balanced curriculum
4. To provide students with the opportunity for revision and future planning

### **DEFINITIONS**

**Assessment** is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning.

**Reporting** is the process of communicating the outcomes of assessments to parents, carers and students.

## **PRINCIPLES**

The principles of assessment and reporting at St Mary's School are:

1. Assessment should be an integral part of teaching and learning.
2. Assessment should be educative.
3. Assessment should be fair.
4. Assessment should be designed to meet their specific purpose.
5. Assessment should lead to informative reporting.
6. Assessment should lead to school-wide evaluation processes.

*(School Curriculum and Standards Authority)*

## **PROCEDURES**

1. Staff at St Mary's School must adhere to the Assessment Overview. Please refer to Appendix A.
2. Teachers must submit their Records and Evaluation File to the Principal in Term Two. The Principal will meet with the teachers to discuss the written feedback.
3. Students will be provided with regular feedback in regards to their learning from the staff. This feedback will be formal and informal, written and verbal. The feedback will be explicit, related to learning intentions and success criteria, and will be delivered in a timely manner.
4. All forms of assessment will inform future teaching and learning programmes and school based planning – Strategic Plan, Evangelisation Plan, School Improvement Plan, Aboriginal Education Plan and Curriculum Plan.
5. At St Mary's School, reporting will be formal and informal.
6. At St Mary's School, we will report to parents using the following modes:
  - Open classrooms to view learning area specific work books and work samples – schedule sent out at the beginning of the year for Kindy to Year Six
  - End of Term Two and Four, Reports for Kindy to Year Six sent home
  - End of Term Two, compulsory Parent/Teacher Interviews for Kindy to Year Six
  - End of Term Four, requested Parent/Teacher Interviews for Kindy to Year Six
7. Semester Reports for students from Pre Primary to Year Six will be generated using the SEQTA program.

8. Students in Years One to Six will receive an overall grade (A to E) for their achievement in each learning area on their Semester Report. The five point grading scale is:
  - A - The student demonstrates excellent achievement of what is expected for their year level
  - B - The student demonstrates high achievement of what is expected for their year level
  - C - The student demonstrates satisfactory achievement of what is expected for their year level
  - D - The student demonstrates limited achievement of what is expected for their year level
  - E - The student demonstrates very low achievement of what is expected for their year level
  
9. Students in Pre Primary will receive an overall description for their achievement in Religious Education, English, Mathematics and Science on their Semester Report. The five point achievement scale is:
  - Exceptional - The student demonstrates exceptional achievement given the expectations for this year level
  - Exceeded - The student has exceeded the achievement expected for this year level
  - Expected - The student demonstrates the expected achievement for this year level
  - Working Towards - The student is working towards the achievement expected for this year level
  - Not Yet Demonstrated - The student has not yet demonstrated the expected achievement for this year level
  
10. Students in Pre Primary to Year Six will receive an Effort Grade for each learning area on their Semester Report. The four point grading scale is:
  - O - Outstanding
  - VG – Very Good
  - S - Satisfactory
  - I - Inconsistent
  
11. Semester Reports for students in Kindergarten will be generated using the school based designed template.
  
12. Parents will be provided with a paper copy of their child/children's Semester Reports. A paper copy will be filed in the Student Files, and a pdf copy saved on the St Mary's School SharePoint. Electronic copies will also be archived in SEQTA.
  
13. The staff of St Mary's School will examine and analyse the National Assessment Program Literacy and Numeracy (NAPLAN) and Bishops' Religious Literacy Assessment (BRLA) data on a yearly basis. This data and analysis will be used to

formulate the Annual School Improvement Plan and the Curriculum Plan for the following year.

14. The Principal will provide the school community, through the School Newsletter, an overview of each year's NAPLAN and BRLA results.
15. Copies of individual NAPLAN and BRLA Reports will be filed in the Student Files. Staff can also access the data through APPRAISE and the BRLA Website.
16. Students on an Individualised Education Plan (IEP) will have their achievements reported against the outcomes set in the IEP. The standard Semester Report will not be completed.
17. References to a student's Curriculum Adjustment Plan (CAP) will be made within the corresponding learning area on the Semester Report.
18. IEP and CAP Parent Teacher Meetings are conducted once a semester at St Mary's School. At these meetings, student achievements, goals, areas of development, guidance and support are all discussed. The Learning Support Co-ordinator, Classroom Teacher and parent/s are all present at the CAP Meeting. The Principal will also attend the IEP Meetings.
19. Results from Pre and Post Assessments in Mathematics will be provided to the Principal at the end of each term for the generation of Effect Size and discussion between the Classroom Teacher and Principal.
20. Standardised Tests are conducted at various points over the course of the school year. Refer to Appendix A for the full overview.
21. St Mary's School also has a Data Wall, constructed on the basis of the research of Doctor Lyn Sharratt. The focus of the Data Wall is determined on an annual basis by the teaching staff after review of student results across all learning areas and assessment. The Data Wall informs the students who will be the focus of Case Management.

## APPENDIX A – ASSESSMENT OVERVIEW

Year Level	Term One	Term Two	Term Three	Term Four
K/PP	<u>Literacy</u> OLI (Pre Primary)	<u>Literacy</u> Brightpaths – Recount (Pre Primary)	<u>Literacy</u> Writing Sample (Pre Primary) Running Records (Pre Primary)	<u>Literacy</u> OLI (Pre Primary) Brightpaths – Recount (Pre Primary) Running Records (Pre Primary)
	<u>Maths</u> OLI Pre Primary Maths Sample (Pre Primary)	<u>Maths</u> OLI (Pre Primary) Maths Sample (Pre Primary)	<u>Maths</u> OLI Pre Primary Maths Sample (Pre Primary)	<u>Maths</u> OLI (Pre Primary) Maths Sample (Pre Primary)
1/2	<u>Literacy</u> Observational Survey: Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words (Year 2 February & Year 1 March) Lexile Reading Test (Year 2 at level 28) Inventory Prose (Year 2 at level 28) Words Their Way Spelling Test PAT Test (Reading)	<u>Literacy</u> Running Records twice in term Lexile Reading Test (Year 2 at level 28 at end of Term 2) Inventory Prose (Year 2 at level 28) Words Their Way Spelling Test Brightpaths – Recount	<u>Literacy</u> Running Records twice in term Inventory Prose (Year 2 at level 28) Words Their Way Spelling Test	<u>Literacy</u> Observational Survey: Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words Lexile Reading Test (Year 2 at level 28) Inventory Prose (Year 2 at level 28) Words Their Way Spelling Test South Australian Spelling Test PAT Test (Reading) Brightpaths – Recount
	<u>Maths</u> MAI (Number) 1 Minute Basic Maths Facts (Addition and Subtraction) PAT Maths	<u>Maths</u> Pre and Post Maths Task (teacher made)	<u>Maths</u> Pre and Post Maths Task (teacher made)	<u>Maths</u> PAT Maths 1 Minute Basic Maths Facts

Year Level	Term One	Term Two	Term Three	Term Four
3/4	<u>Literacy</u> <b>Observational Survey:</b> Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words (Year 3 at risk—level 19 or below—February) <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Writing Sample</b> <b>Lexile Reading Test</b> <b>Words Their Way Spelling Test</b> <b>PAT Tests (Reading)</b> <b>South Australian Spelling Test</b>	<u>Literacy</u> <b>NAPLAN</b> Year 3 <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Lexile Reading Test</b> (at end of Term 2) <b>Words Their Way Spelling Test</b> <b>Brightpaths – Recount</b>	<u>Literacy</u> <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Lexile Reading Test</b> <b>Words Their Way Spelling Test</b>	<u>Literacy</u> <b>Observational Survey:</b> Letter Identification, Concepts About Print, Duncan, Burt Reading, Writing Vocabulary, Hearing and Writing Sounds in Words (Year 3 at risk - level 19 or below) <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Writing Sample</b> <b>Lexile Reading Test</b> <b>South Australian Spelling Test</b> <b>PAT Tests (Reading)</b> <b>Words Their Way Spelling Test</b> <b>Brightpaths – Recount</b>
	<u>Maths</u> <b>MAI</b> <b>PAT Maths</b> <b>1 Minute Basic Maths Facts</b>	<u>Maths</u> <b>Pre and Post Maths Task:</b> teacher made <b>NAPLAN</b> Year 3	<u>Maths</u> <b>Pre and Post Maths Task:</b> teacher made  <u>Religious Education</u> <b>Bishops' Religious Literacy Assessment</b> Year 3	<u>Maths</u> <b>PAT Maths</b> <b>1 Minute Basic Maths Facts</b>
5/6	<u>Literacy</u> <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Writing Sample</b> <b>Lexile Reading Test</b> <b>Words Their Way Spelling Test</b> <b>PAT Test (Reading)</b> <b>South Australian Spelling Test</b>	<u>Literacy</u> <b>NAPLAN</b> Year 5 <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Lexile Reading Test</b> (at end of Term 2) <b>Words Their Way Spelling Test</b> <b>Brightpaths – Recount</b>	<u>Literacy</u> <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Lexile Reading Test</b> <b>Words Their Way Spelling Test</b>	<u>Literacy</u> <b>Running Records</b> (< Level 28) <b>Running Records</b> (Inventory Prose) <b>Writing Sample</b> <b>Lexile Reading Test</b> <b>PAT Test (Reading)</b> <b>Words Their Way Spelling Test</b> <b>South Australian Spelling Test</b> <b>Brightpaths – Recount</b>
	<u>Maths</u> <b>MAI</b> <b>PAT Maths</b> <b>1 Minute Basic Maths Facts</b>	<u>Maths</u> <b>Pre and Post Maths Task:</b> teacher made <b>NAPLAN</b> Year 5	<u>Maths</u> <b>Pre and Post Maths Task:</b> teacher made  <u>Religious Education</u> <b>Bishops' Religious Literacy Assessment</b> Year 5	<u>Maths</u> <b>PAT Maths</b> <b>1 Minute Basic Maths Facts</b>

