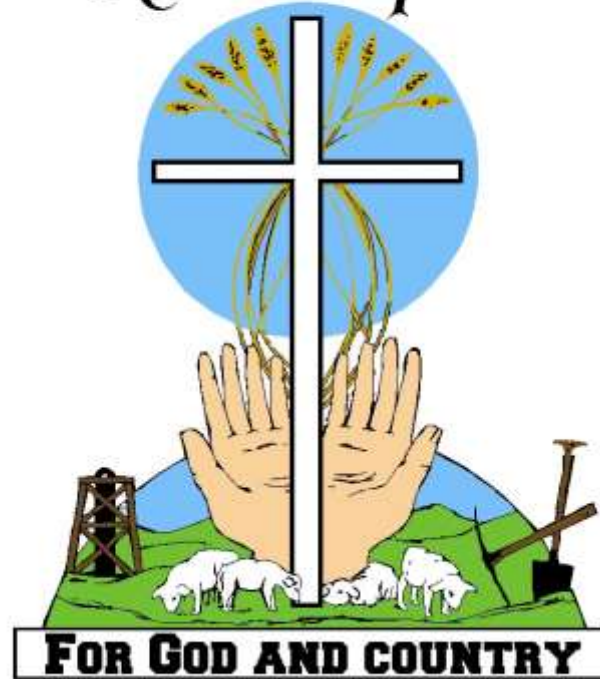


*St Mary's School
Northampton*



**St Mary's School
Curriculum Plan
2016**

Profile of the Learners

School Profile

St Mary's School, Northampton, is a small co-educational Catholic primary school situated 475 kilometres north of Perth. The present enrolment is 55 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 a SES Score of 86.

St Mary's School was originally established in 1868 and has a rich history of service from several religious orders; most notably the Presentation Sisters whose involvement spanned ninety years. The first lay principal arrived at St Mary's School in 1990.

The school uses the RAISe Literacy (Raising Achievement in Schools) philosophy along with a Visible Learning approach to education. The school is also actively involved in Science Primary Connections, Lexile Reading and Mathletics. Specialist programs in the learning areas of Visual Art, Health and Science also operate at the school. Information Technology is embedded into all learning areas through interactive whiteboards in every classroom and a Computer Lab which provides one laptop per child. iPads were introduced in 2012 and Chrome Notebooks in 2014.

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.

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.**

Student Profile

The table below provides an overview of the students at St Mary's School.

Year	Catholic	SWD	IEP	CAP	ATSI	EALD	Additional Support
PP	13%	13%	13%	25%	25%		
1	71%		14%	14%		14%	14%
2	43%	14%		71%	29%		
3	56%	11%		56%	11%	11%	
4	57%			14%			
5	50%			75%	25%		
6	83%						

Reflection and Evaluation of Curriculum Focus

Religious Education

At St Mary's School, Religious Education is the first learning area in the curriculum. A religious dimension is expected to be evident in all learning areas across the curriculum. All classroom teachers are expected to teach from the Catholic Education Religious Guidelines. In the Kindy to Year One year levels, 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.

The Sacrament of First Reconciliation is received 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 outreach initiatives:

- Caritas Project Compassion
- Communio
- Meals on Wheels
- Catholic Mission
- Visits to the elderly
- Hymn Singing

Western Australian Curriculum

The curriculum at St Mary's School is developed from the Western Australian Curriculum. All teachers have fully implemented and reported on the Australian Curriculum areas of English, Mathematics, Science, History and Geography. Planning and implementation for the other learning areas of the Australian Curriculum, HASS, The Arts, Health and Physical Education, Technologies have also commenced. The Early Years Learning Framework is also used as a curriculum document from Kindy to Year Two.

Please refer to Appendix A for an outline of the Curriculum Overview.

Current School Context

Area	Current Practices/Strengths	Future Considerations
Teaching and Learning	<ul style="list-style-type: none"> • Employment of Visible Learning Philosophy • Use of Learning Intentions and Success Criteria • Embedded Literacy Dedicated Time (LDT) • Embedded Numeracy Dedicated Time • Use of Mathematics • Established Curriculum Overview • Assigned Key Teachers (Literacy, Numeracy, ICT) • Implementation of West Australian Curriculum (English, Maths, Science, History & Geography) • Setting up of Specialist Timetable to prioritise LDT • Viewing Classroom Timetables to ensure curriculum priorities are met • Modification of break times to allow longer LDT morning session • Whole class, small group, explicit & individual teaching • Use of concrete materials • Integration of ICT 	<ul style="list-style-type: none"> • Development of student feedback • Development of Numeracy Dedicated Time • Complete alignment of the Curriculum Overview with all aspects of the West Australian Curriculum • Participation in the Regional Collaborative School Improvement PD in 2016 • Inclusion of Literacy & Numeracy snippets in School Newsletter • Investigate whole school Religious Education rotations
Staff Induction & Mentoring	<ul style="list-style-type: none"> • Introduction of in school time mentoring • Draft Staff Induction Checklist formulated • Participation in Early Careers Teaching PD (ECT) • Mentoring linked with AITSL 	<ul style="list-style-type: none"> • Trial & review of Staff Induction Checklist

Area	Current Practices/Strengths	Future Considerations
Data Collection	<ul style="list-style-type: none"> • Collect of Pre and Post Maths Test results & effect size calculation • Established Assessment Overview • Completion of EYLND • Completion of Observation Survey • Completion of PIPS • Completion of MAI • Completion, data analysis & staff discussion of NAPLAN • Completion & data analysis of BRLA • Kindy/Pre Primary Portfolios • Year One to Six Test Books • SEQTA • Literacy Pro • Mathletics • Running Records • Teacher Evaluation and Assessment (observations, anecdotal records, checklists, rating scales, rubrics etc) • Kindy Screening 	<ul style="list-style-type: none"> • Staff discussions to interpret the Pre and Post Maths Test results & effect size calculation • Review Assessment Overview • Implementation of OLI • Staff discussions on BRLA data • Explanation to PP parents about introduction of folder and discontinuation of Portfolios • Increase use of SEQTA for record/data collection • Investigate Data PD (moderation, policy, use & implementation) • Investigate possible introduction of Web Portfolios
Professional Learning	<ul style="list-style-type: none"> • Use of CPL • Provision & discussion of professional readings • Allocation of Professional Development based on school's foci/needs • Provision of written and verbal programme feedback in Terms One and Three • Provision of written and verbal assessment feedback in Term Two 	<ul style="list-style-type: none"> • Review utilisation of Key Teachers in professional learning & staff upskilling • Investigation of Western Australian Curriculum (HASS, The Arts, Health & PE) • Investigation of peer visits to other schools & other classrooms • Introduce Principal Classroom Visits • Employment of annual individual teacher goal setting with term meetings • Introduce term meetings with EAs

Area	Current Practices/Strengths	Future Considerations
Learning Support and Intervention	<ul style="list-style-type: none"> • Allocation of EAs to classes during LDT • Employment of LSC to assist teachers with CAPs/IEPs, Special Education Funding, NCCD & Parent Meetings • Use of CEWA Consultants for observations, discussions and strategies • Kindy Health Screening • Partnership with Allied Health Service 	<ul style="list-style-type: none"> • Investigate additional support programs available to assist students requiring additional opportunities to meet expected targets • Programs to cater for Gifted and Talented • Investigate increasing partnership/involvement with Allied Health at IEP/CAP Meetings • Promote the use of IEPs/CAPs as daily working documents • Explore the option of an Allied Health Information Night
Area	Current Practices/Strengths	Future Considerations
Community Engagement	<ul style="list-style-type: none"> • Use of parents and family members in the classroom • Parent help with extra curricula events • Strong working relationship with School Board and P&F Association 	<ul style="list-style-type: none"> • Parent Training in Literacy/Numeracy • Increase family knowledge of Healthy Eating Policy • Review Signing In and Out Policy • Explain WWC check for parents/helpers • Expand NOCCA & Playgroup partnerships • Protective Behaviours Induction/Information event • Explore Parent Information Evening with a variety of presenters

Current Curriculum Focus

During 2015, we focused on:

- Visible Learning, specifically learning intentions, success criteria and student feedback
- Using pre and post testing in Mathematics to reflect on teaching and learning
- Establishing a whole school approach to teaching Grammar, including examination of the West Australian English Curriculum, discussions around developing a common language, exploration of Beverly Derewianka's approach to teaching Grammar and application to St Mary's School, development of a scope and sequence for teaching of grammar

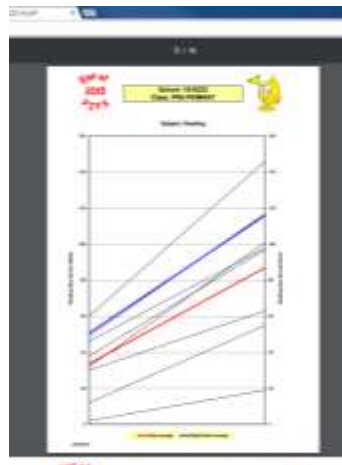
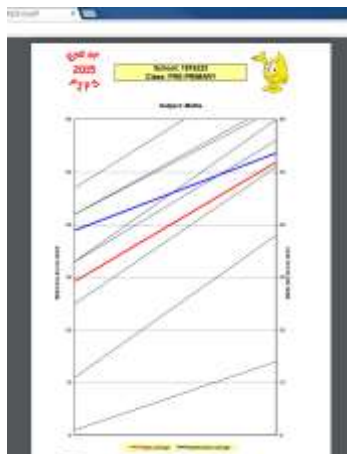
Pages five, six and seven explain what we did in regards to teaching and learning programs, strategies, resources and pedagogy in relation to the above areas of focus. It also outlines future considerations which have been concluded based on Staff Meetings, Professional Learning Communities, professional conversations and data analysis.

Please refer to the section on Data Analysis for the specific contexts and/or groups/individual learning needs that need to be addressed in 2016.

In supporting the learning needs of students with disabilities and at risk of educational failure, St Mary's School currently:

- Undertakes an array of assessments and data collection
- Analyses the assessments and data
- Undertakes pre and Post testing in Mathematics
- Conducts meetings between the Principal and Classroom Teacher
- Conducts Parent Teacher Meetings to gain further insights
- Liaises with Allied Health Service Providers
- Liaises with Students with Disabilities Consultant
- Liaise with various CEWA Curriculum Consultants
- Liaises with NGSPS
- Employs a Learning Support Co-ordinator to provide assistance with CAPs and IEPs, and to assist with Parent Meetings
- Implements of CAPs and/or IEPs
- Documents differentiation in teaching and learning programmes
- Allocates Education Assistants based on needs of the students
- Provides Professional Development for staff based on determined needs

PIPS



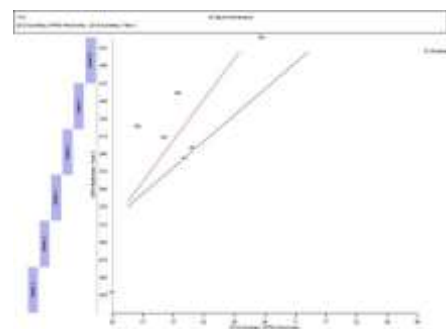
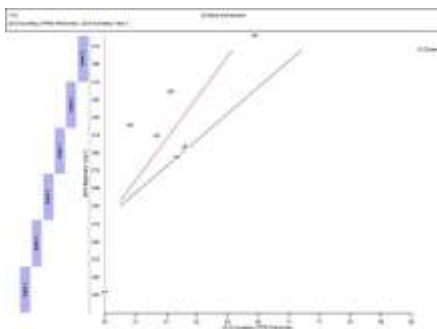
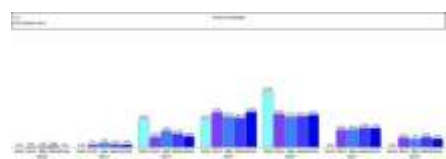
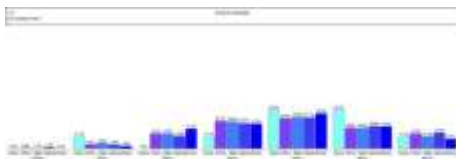
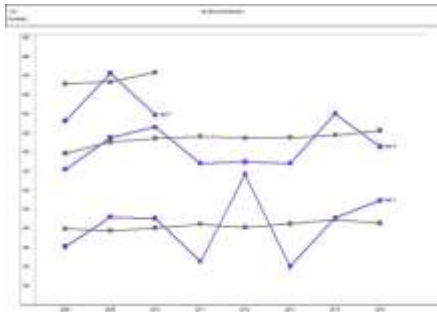
Overall Comment

- 2015 Start of the Year Maths Raw Class Average Scores below the State/Cohort Average
- 2015 End of the Year Maths Raw Class Average Scores still below the State/Cohort Average with difference significantly less
- 2015 Start of the Year Reading Raw Class Average Scores below the State/Cohort Average
- 2015 End of the Year Maths Raw Class Average Scores still below the State/Cohort Average with difference increased

Future Considerations

- Reflect and build on current practices in Maths that are closing the gap between Class Average and State/Cohort Average. Celebrate why the students have progressed at a faster rate than their State/Cohort Peers.
- Reflect and review current practices in Reading in order to close the widening gap between Class Average and State/Cohort Average. Explore why the students are not progressing at the same rate as their State/Cohort Peers.

NAPLAN NUMERACY



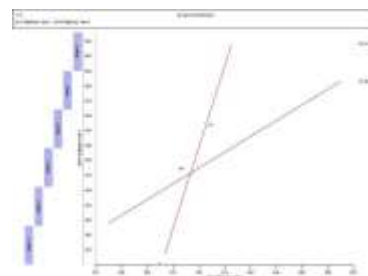
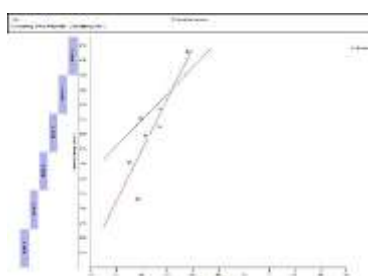
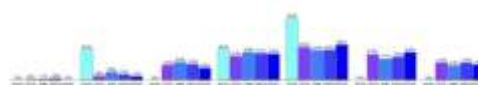
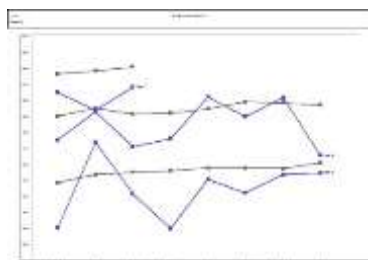
Overall Comment

- 2015 Year Three School Mean was above the National Mean
- 2015 Year Five School Mean was below the National Mean
- 2015 Year Three band distribution displayed majority Band 4 or higher
- 2015 Year Five band distribution reflects cluster of students isolated to middle band
- Majority of Year Three & Five cohort has progressed at a rate higher than expected

Future Considerations

- Reflect and build on current practices in Mathematics that are assisting the above average growth between assessments
- Investigate strategies to move clusters of students from the middle bands

NAPLAN READING



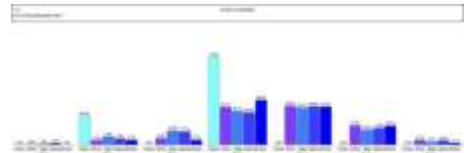
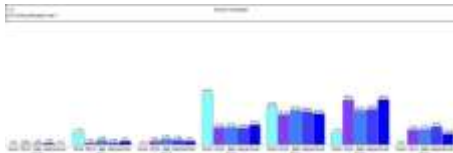
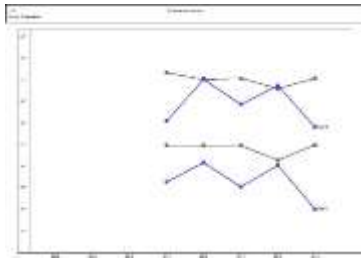
Overall Comment

- 2015 Year Three School Mean was below the National Mean
- 2015 Year Five School Mean was well below the National Mean
- 2015 Year Three band distribution displayed majority Band 4 or higher
- 2015 Year Five band distribution reflects scattering of between Band 3 and Band 6
- Nearly all of Year Three cohort have progressed at a lower expected rate
- All students in Year Five, except one, have progressed at a higher expected rate

Future Considerations

- Reflect on current practices in Reading in Junior Primary

NAPLAN WRITING (PERSUASIVE)



Year 3		Writing Writing										Band			
Student	Score	1	2	3	4	5	6	7	8	9	10	11	12	Band 4	Band 5
JAY	50														
...

Year 5		Writing Writing										Band			
Student	Score	1	2	3	4	5	6	7	8	9	10	11	12	Band 4	Band 5
JAY	50														
...

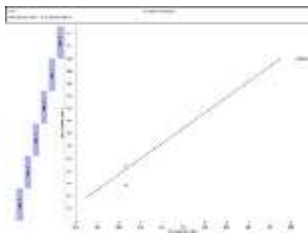
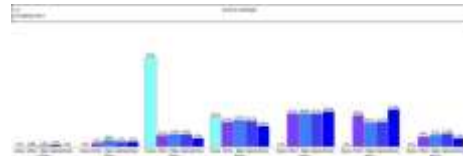
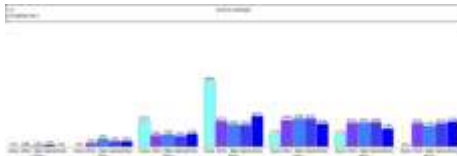
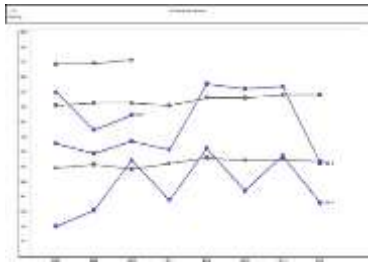
Overall Comment

- 2015 Year Three & Five School Mean were well below the National Mean
- 2015 Year Three band distribution displays majority Band 4 & 5
- 2015 Year Five band distribution reflects all students, except one, in Band 5

Future Considerations

- Focus on paragraphing for Year Three & Five students

NAPLAN SPELLING



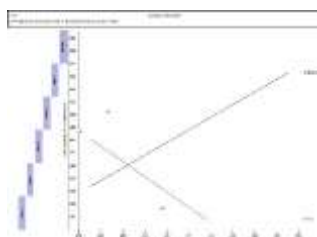
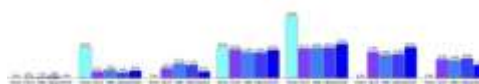
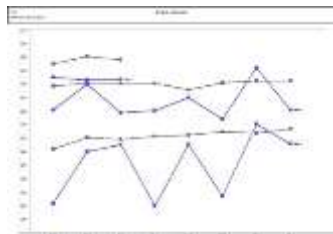
Overall Comment

- 2015 Year Three & Five School Mean were well below the National Mean
- 2015 Year Three band distribution displays majority Band 3
- 2015 Year Five band distribution reflects all students, except one, in Band 4
- Students in Year Five have progressed at the expected rate

Future Considerations

- Reflect on current practices in Spelling, considering a defined whole school approach

NAPLAN GRAMMAR & PUNCTUATION



Overall Comment

- 2015 Year Three School Mean was below the National Mean
- 2015 Year Five School Mean was well below the National Mean
- 2015 Year Three band distribution displays two students in Band 1 with the remainder in Bands 4 to 6
- 2015 Year Five band distribution reflects one student in Band 3, one in Band 5 and two students in Band 6
- Two students have progressed above the expected rate and one well below the expected rate

Future Considerations

- Continue to working on whole school approach to Grammar and Punctuation
- Provide remediation program for the student in Year Five who is regressing

DATA ANALYSIS OVERVIEW

Please refer to Appendix A for the Reporting Schedule which is documented in the Curriculum Overview and Appendix B for an outline of the Assessment Overview. The Assessment Overview outlines the evidence that is collected and analysed to inform future direction. All staff is involved in the process of data analysis. Other possible key participants could include CEWA Regional Officer/School Improvement Advisor, CEWA Curriculum Consultants and members of the NGSPS. In undertaking the data interrogation, areas of strength and areas of improvement have been outlined on pages nine to fifteen. This analysis has been used to inform the learning priorities for 2016.

Curriculum Plan

After intensive data analysis and numerous professional conversations, the following goals have been set for St Mary's School.

SHORT TERM GOALS

Religious Education

- Refer to St Mary's School Evangelisation Plan

Literacy

- Grammar: Students' ability to identify and include age appropriate parts of speech in their writing, enhancing the meaning and description of their intended message.

Numeracy

- Problem Solving: Students' ability to solve written word problems in Mathematics, decoding the presented problem and making informed decisions on the mathematical processes required to find the answer.

Annual School Improvement Plan

- Refer to St Mary's School Annual School Improvement Plan for further information in relation to goals, strategies, responsibilities, resources and success indicators in regards to Curriculum

LONG TERM GOALS

Religious Education

- Refer to St Mary's School Evangelisation Plan

Literacy

- Spelling: Review current approach to Spelling and work on establishing a whole school approach which has specific reference to the teaching of spelling rules.

Numeracy

- Numeracy Practices: Investigate and identify the current practices in Numeracy which has resulted in above average projected cohort progress in Years Three and Five. Once identified, build on these strategies to extend and move students in middle bands to achieve at a higher level. Additionally, investigate the possibility of aligning and transferring the identified practices to Literacy.

2016 STRATEGIES

To assist with the achievement of the aforementioned goals, St Mary's School will implement and maintain the following strategies to improve teaching and learning:

- Whole staff development and upskilling during Professional Learning Community Meetings led by CPL and Key Teachers
- Shoulder to Shoulder staff learning experiences
- Principal class visits to collect associated data prior to one on one professional conversations
- Standardised and diagnostic testing of students to provide understanding of each student's point of need
- Whole staff data analysis
- Participation in Regional Collaborative School Improvement Project
- Continuation of uniform Literacy and Numeracy initiatives throughout the school
- Continued implementation of the Australian Curriculum
- Professional Development opportunities directly related to school/teacher needs
- Use of differentiated teaching and learning programmes
- Teacher goal setting based on AITSL standards and in relation to Literacy and Numeracy Goals
- Continue to implement Visible Learning – learning intentions, success criteria and feedback
- Continue to work in close partnership with CEWA Regional Officer/SIA, Allied Health Service Providers, CEWA Students with Disabilities Consultant, CEWA Curriculum Consultants, NGSPS
- Development of school wide scope and sequences for targeted learning areas

Western Australian Curriculum Implementation

At the present time, teachers have fully implemented the following learning areas of the Western Australian Curriculum:

- English
- Mathematics
- Science
- History
- Geography

All other learning areas are guided by the Curriculum Framework and the Religious Education Learning Area Outcomes and the Religious Education Units of Work.

In 2016, the teachers will familiarise themselves with the following learning areas of the Western Australian Curriculum:

- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education

Please refer to Appendix A for an outline of the Curriculum Overview which further documents the implementation of the Western Australian Curriculum.

National Quality Standards

At the present time, St Mary's School has an early Childhood Charter which was developed by the Early Childhood Staff. Staff identified areas of strength and area for future development within the National Quality Standards (NQS). A Quality Improvement Plan (QIP) is currently in place. This QIP was formulated by the Early Childhood Staff and reviewed by a CEWA Early Childhood Consultant in 2015.

The Principal is currently undertaking an audit against all quality areas of the NQS. The audit will be completed by the end of the 2015 with strengths noted and recommendations put forward with strategies for improvement added to the QIP.

All Education Assistants are booked to participate in a NQS Professional Development run by CEWA Early Childhood Consultants. The outcomes of the Professional Development are:

- Increase overall knowledge of the NQS
- Explain how the NQS impacts on their role as an EA
- Provide specific examples/outcomes from the NQS and how it relates to them in their role as an EA
- Provide an overview of the audit process
- Ways that EAs can work with/communicate with/support teachers to implement the NQS

In 2016, the Early Childhood Staff will continue to meet on a regular basis to discuss strategies noted in the QIP. Secondly, due to Specialist Timetable arrangements in 2016, the Kindy/Pre Primary Teacher will have weekly allocated time to review current practices from Kindy to Year Two and investigate strategies to promote further improvements to progress towards having increased requirements being met.

Protective Behaviours

In 2016, Protective Behaviours will be explicitly taught at St Mary's School. In 2015, all staff participated in a one day workshop run by Protective Behaviours WA Inc. A parent workshop was also facilitated by the same presenter, with many parents attending.

In Term Three of 2016, Health Education Specialist, Chelsea Stanich, will teach Protective Behaviours through the Helping Hands program. Students from Kindy through to Year Six will participate. This has been documented in the St Mary's School Subject Overview for 2016.

In Term Two, parents will be advised of the teaching of the Helping Hands program for Term Three, with a parent information session planned. A note outlining the main teaching points will also be provided. Parents will also be invited to look through the Helping Hands program and lessons, and the associated resources.