2019

Curriculum Plan

ST MARY'S SCHOOL
FOR GOD AND COUNTRY

St Mary's School, Northampton, is a small co-educational Catholic primary school situated 475 kilometres north of Perth. The present enrolment is 50 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 the RAISe Literacy (Raising Achievement in Schools) philosophy, Visible Learning, the Daily Five and the research of Doctor Lyn Sharratt approaches to education. The school is also actively involved in the Science Primary Connections, Literacy Pro/Lexile Reading and Mathletics. Specialist programs in the learning areas of Physical Education, Music, Drama, Languages (Chinese), Science and Design Technology also operate at the school. Information Communication Technology is embedded into all learning areas through a projector and screen in every classroom and a Computer Lab which provides one laptop per child. IPads were introduced in 2012 and Chrome Notebooks in 2014. All teacher devices were updated in 2018, with six Microsoft Surface Laptops. At the beginning of the 2019 school year, fifteen new iPads were purchased, building the bank of devices in the school. St Mary's School is also participating in the ACARA Digital Technologies in Focus Research Project which commenced in 2017 and runs for three years. 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	4	0	0	0	1	0
PP	9	2	0	0	1	1
Year 1	3	0	1	0	0	0
Year 2	9	1	0	2	1	0
Year 3	9	2	1	2	1	1
Year 4	4	1	0	2	0	0
Year 5	5	1	0	2	0	0
Year 6	6	0	0	1	1	0

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 will be assessed in this learning area from Semester One of 2019. 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.

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

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. Students at St Mary's School will receive the Sacrament of Confirmation this year, 2019.

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:
- o Caritas Australia Project Compassion
- o Communio
- o Meals on Wheels
- o Catholic Mission's Mission Month (Socktober)
- o Visits to 'Never Too Old'
- o Brookview Bookworms (reading to the elderly)
- o Nokanena Brook Tree Planting

The St Mary's School Assessment and Reporting Policy, and the Subject Overview 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 2018

Please refer to Appendix B 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 was conducted by the Principal in December of 2018 and the QIP updated in December 2018/January 2019.

Please refer to Appendix C for an outline of the St Mary's School Early Childhood Education Charter.

Part C
(Chapter 4 Standard 12 Child Abuse Prevention)

In 2019, 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 2019, classroom teachers 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 2019. 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.

The Code of Conduct was revised with all staff on Friday 1 February 2019. Throughout 2019, ongoing conversations will be conducted with all staff. All staff have signed off on this document and parents can access it on the School Website. In 2019, staff are providing verbal and written notification of occasions when they will be engaged in personal activities and events outside of school hours and St Mary's School students may be present.

Parent communication, in relation to the Code of Conduct, will also be delivered at monthly School Board Meetings, P&F Meetings and in the fortnightly School Newsletter.

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 confidentially.

The 2019 St Mary's School Curriculum Plan has direct and explicit links to 2016 - 2018 St Mary's School Strategic Plan. As the Curriculum Plan focuses on improving student outcomes in Mathematics and Digital Technologies, there is a direct link to the Strategic Plan, specifically the

goal of 'Being united, committed and explicit about St Mary's School core objective – to improve the learning outcomes for all students'. In the staff undertaking the relevant Professional Development to assist with improved student outcomes, the link to the Strategic Plan goal, 'Ensuring all educators are highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning' is evident. The third and final link between the Curriculum Plan and the Strategic Plan relates to the learning environment and the goal, 'Create a physical environment that is well maintained, inviting and conducive to effective learning'. This will be partly achieved through the work undertaken in achieving the goals as documented in the updated QIP.

The 2019 St Mary's School Curriculum Plan links directly to the 2019 St Mary's School Improvement Plan (SIP). This is evident with the SIP goals relating to the work to being undertaken in Numeracy and Digital Technologies. The Curriculum Plan is reviewed on an annual basis, in accordance with policy guidelines.

Finally, until the St Mary's School Evangelisation Plan is updated, as per the 2019 SIP, any links to the 2019 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 December 2018/January 2019, 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 end of 2018, the Principal, Mrs Melissa Marquis conducted an Internal Audit. It was determined that St Mary's School met five of the seven quality areas. Our QIP has been updated to reflect the results of the Internal Audit and the discussion at the annual Early Childhood Education Team Reflection Meeting. All Education Assistants have participated in a NQS Professional Development run by CEWA Early Childhood Consultants. A parent friendly NQS display is in the process of being set up in the School Office.

In 2019, the key focus will be utilising the Education Assistants more effectively in the self-reflection process, drawing on the Education Assistants for input in regards to what is working well and what needs further development.

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. In 2019, Staff Meetings will be set aside for whole staff discussion, reflection and action.

Please refer to Appendix D for an outline of the St Mary's School Quality Improvement Plan.

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 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.

2018 NAPLAN PROGRESS
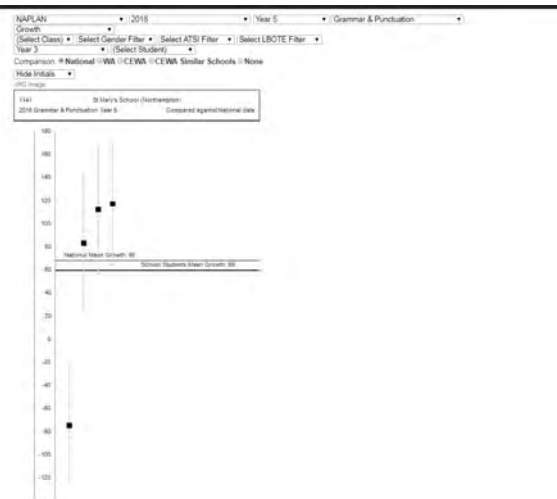
In 2018, the students in Year Five at St Mary's School demonstrated above average growth in all assessed area except for Grammar and Punctuation where the School Students Mean Growth was nine points under the National Mean Growth.

Grammar and Punctuation
National Mean Growth: 68
School Students Mean Growth: 59

Numeracy
National Mean Growth: 92
School Students Mean Growth: 114

Reading
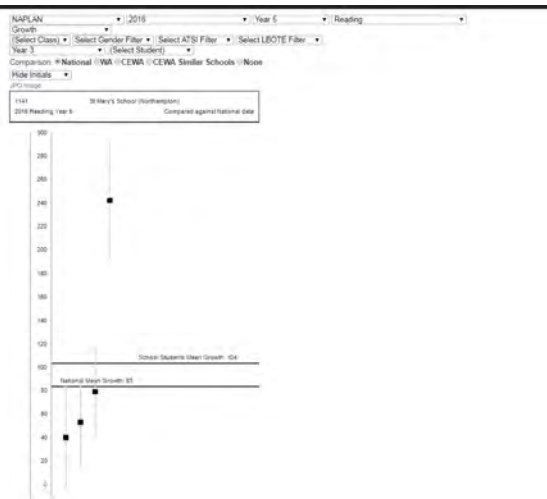National Mean Growth: 83
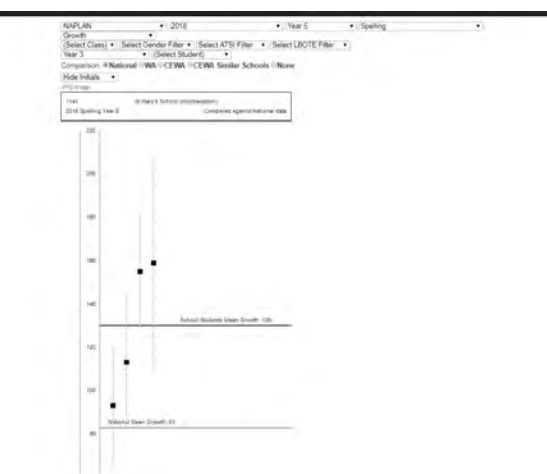School Students Mean Growth: 104
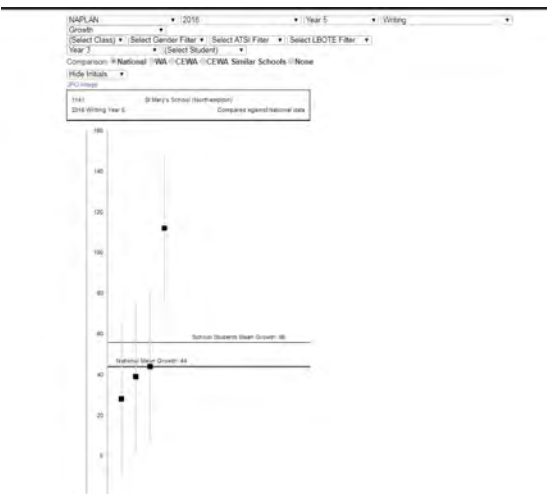

Spelling
National Mean Growth: 83
School Students Mean Growth: 130

Writing
National Mean Growth: 44
School Students Mean Growth: 56

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.

2018 WRITING
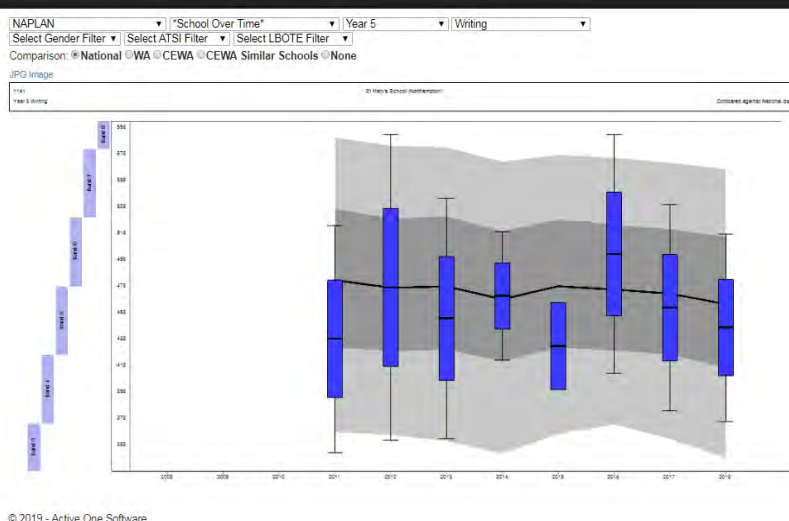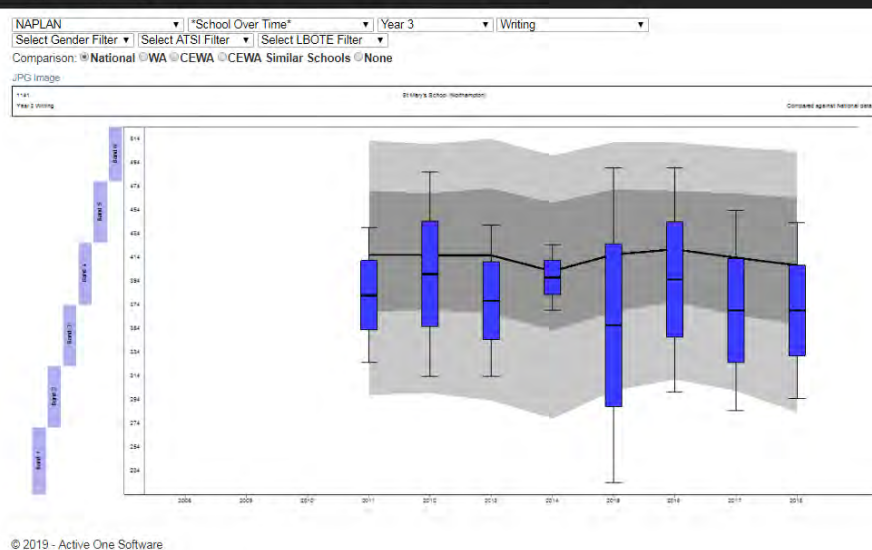
For the teaching of Writing, within the Learning Area of English, the programs, strategies, resources and teaching practices that are working and need to be maintained are:

- employment of Visible Learning philosophy
- use of Learning Intentions and Success Criteria
- employment of Dedicated Literacy Time (DLT)
- implementation, knowledge and expertise 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
- implementation of the Daily Five
- continued transfer and implementation of three years of work with Dr Lyn Sharratt into the teaching and learning of literacy
- asking the five questions to students

For the teaching of Writing, within the Learning Area of English, the programs, strategies, resources and teaching practices that are not working and need to be modified are:
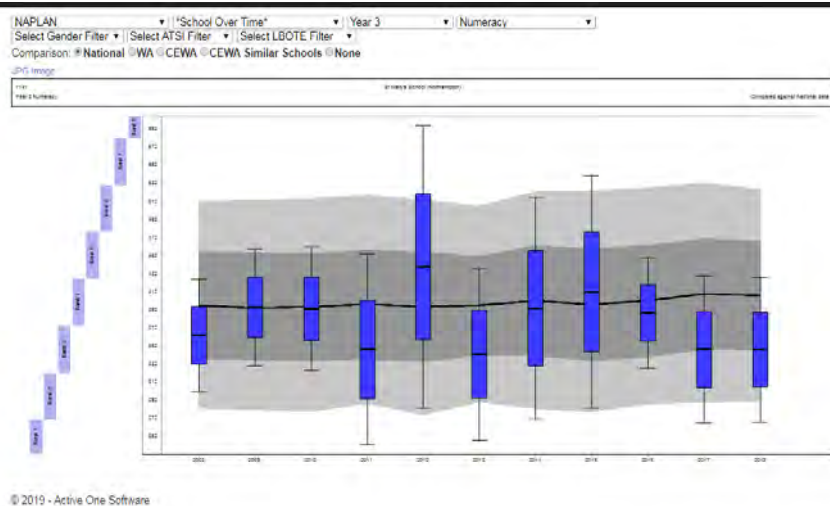- further development of providing explicit student feedback
- explicit teaching of brainstorming prior to the commencement of writing
- provision of A grade exemplars for students to reference
- implementation of all aspects of Brightpath in 2019

2018 NUMERACY

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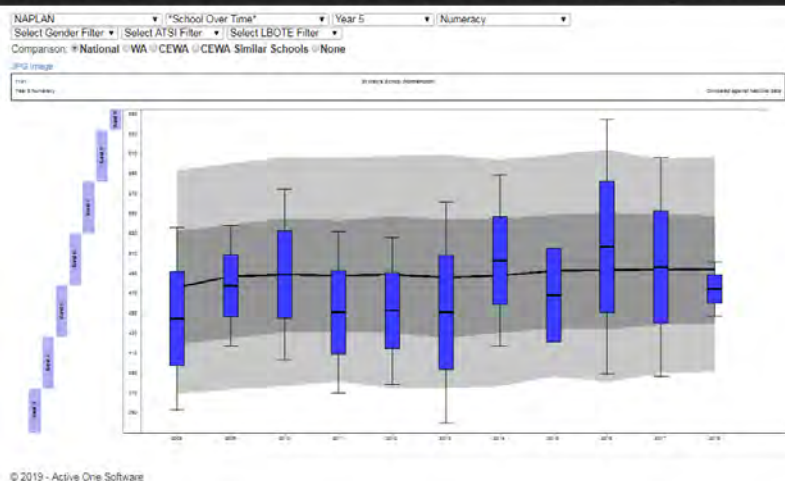
© 2019 - Active One Software

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

For the teaching of Mathematics, the programs, strategies, resources and teaching practices that are not working and need to be modified are:
- employment of Numeracy Literacy Time (DLT) on a consistent basis
- dedication of PLCs to upskill staff in the use of MAI Data and associated Growth Point activities
- increased networking with other schools
- revision of the use of pre and post tests
- PL opportunities with CEWA Numeracy Consultant – Blair Saunders

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
- introduction and use of a revised 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

In regards to programs, strategies, resources and teaching practices that cater for individual and targeted learning of *all students*, the following is not working and needs to be modified:
- continuing to explore the Individualised Plan as a fluid document including assessment of documented goals
- increased parent involvement/input and meetings regarding Individualised Plans
- PLPs for Aboriginal students
- extension of students outwards not upwards
- increased use of digital technologies for modification and extension
- establishment of clear intervention pathways for staff to follow
- continuing to develop a Teaching and Learning Policy using CEWA's Vision for Learning

- assessment and evaluation of students' Writing samples – Brightpath will be introduced in 2019
- MAI assessment and the use of growth points to inform teaching and learning

Assessment and Reporting

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

Appendices

- Appendix A Subject Overview.
- Appendix B St Mary's School Assessment and Reporting Policy
- Appendix C St Mary's School Early Childhood Education Charter
- Appendix D St Mary's School Quality Improvement Plan

St Mary's School

St Mary's School
Northampton

FOR GOD AND COUNTRY

Subject Overview

Year Planner

2016	A
2017	B
2018	A
2019	B
2020	A
2021	B

YEAR A: **KINDY**/PRE PRIMARY

RELIGIOUS EDUCATION			
TERM 1	TERM 2	TERM 3	TERM 4
My Family (Penance) Special Me (Prayer) A Happy Day (Lent/Easter)	Thanking God for Our Feelings (Eucharist) Me and My Body (Jesus) The Church Community (Church)	I Can Talk To God (Prayer) Celebrate (Eucharist) God Created Everything (Bible)	Gift of Life (Baptism) Waiting (Advent/Christmas) Remember God's Love (Jesus)
Catholic Practices /Discovering God		Catholic Practices /Drawing on Human Experiences	

HEALTH & PHYSICAL EDUCATION			
TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
H: Contributing to healthy and active communities PE: Moving our body/ Understanding movement	H: Communicating and interacting for health and wellbeing (Fire/Bushfire Safety) PE: Moving our body/ Understanding movement	H: Being healthy, safe and active PE: Moving our body/ Learning through movement	H: being healthy, safe and active PE: Moving our body/ Learning through movement

SCIENCE			
TERM 1	TERM 2	TERM 3	TERM 4
'Planting the Seeds' Book			
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Chemical Sciences—What's it made of?		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Physical Sciences—On the Move	

HUMANITIES AND SOCIAL SCIENCES			
TERM 1	TERM 2	TERM 3	TERM 4
Geography/Humanities & Social Sciences Skills		History/Humanities & Social Sciences Skills	

ENGLISH			
TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Speaking & Listening/Reading & Viewing/Writing	

MATHS			
TERM 1	TERM 2	TERM 3	TERM 4
Number & Place Value/Measurement & Geometry/Statistics & Probability		Number & Place Value/Measurement & Geometry/Statistics & Probability	

THE ARTS:			
TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES			
TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

YEAR B: KINDY/**PRE PRIMARY**

RELIGIOUS EDUCATION			
TERM 1	TERM 2	TERM 3	TERM 4
My Family (Penance) Special Me (Prayer) A Happy Day (Lent/Easter)	Thanking God for Our Feelings (Eucharist) Me and My Body (Jesus) The Church Community (Church)	I Can Talk To God (Prayer) Celebrate (Eucharist) God Created Everything (Bible)	Gift of Life (Baptism) Waiting (Advent/Christmas) Remember God's Love (Jesus)
Catholic Practices /Living Like Jesus		Catholic Practices /Knowing Jesus	

HEALTH & PHYSICAL EDUCATION			
TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
H: Contributing to healthy and active communities PE: Moving our body/ Understanding movement	H: Communicating and interacting for health and wellbeing (Fire/Bushfire Safety) PE: Moving our body/ Understanding movement	H: Being healthy, safe and active PE: Moving our body/ Learning through movement	H: being healthy, safe and active PE: Moving our body/ Learning through movement

SCIENCE			
TERM 1	TERM 2	TERM 3	TERM 4
'Planting the Seeds' Book			
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Biological Sciences -Staying Alive/Growing Well		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Earth & Space Sciences-Weather in our World	

HUMANITIES AND SOCIAL SCIENCES			
TERM 1	TERM 2	TERM 3	TERM 4
Geography/Humanities & Social Sciences Skills		History/Humanities & Social Sciences Skills	

ENGLISH			
TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Speaking & Listening/Reading & Viewing/Writing	

MATHEMATICS			
TERM 1	TERM 2	TERM 3	TERM 4
Number & Place Value/Measurement & Geometry/Statistics & Probability		Number & Place Value/Measurement & Geometry/Statistics & Probability	

THE ARTS			
TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES			
TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

YEAR A: **ONE**/TWO

RELIGIOUS EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
Friends Together (Church) We Make Choices (Penance) A Special Holy Time (Lent/Easter)	Growing and Changing (Eucharist) Loving Others (Jesus) I Am Special (Baptism)	To Love By Working (Prayer) Lots of Learning (Bible) We Belong (Baptism)	Just Imagine (Jesus) Wonderful World (Prayer) Prepare (Advent/Christmas)
Catholic Practices /Discovering God		Catholic Practices /Drawing on Human Experiences	

HEALTH & PHYSICAL EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
H: Contributing to healthy and active communities PE: Moving our body/ Understanding movement	H: Communicating and interacting for health and wellbeing (Fire/Bushfire Safety) PE: Moving our body/ Understanding movement	H: Being healthy, safe and active PE: Moving our body/ Learning through movement	H: being healthy, safe and active PE: Moving our body/ Learning through movement

SCIENCE

TERM 1	TERM 2	TERM 3	TERM 4
Look! Listen!	Watch it Grow!	Up, Down and All Around	All Mixed Up
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Physical Sciences/Biological Sciences		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Earth & Space/Chemical Sciences	

HUMANITIES AND SOCIAL SCIENCES

TERM 1	TERM 2	TERM 3	TERM 4
History/Humanities & Social Sciences Skills		Geography/Humanities & Social Sciences Skills	

ENGLISH

TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Speaking & Listening/Reading & Viewing/Writing	

MATHEMATICS

TERM 1	TERM 2	TERM 3	TERM 4
Number & Place Value/Measurement & Geometry/Statistics & Probability		Number & Place Value/Measurement & Geometry/Statistics & Probability	

THE ARTS

TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES

TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

LANGUAGES

TERM 1	TERM 2	TERM 3	TERM 4
Communicating/Understanding	Communicating/Understanding	Communicating/Understanding	Communicating/Understanding

YEAR B: ONE/**TWO**

RELIGIOUS EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
Jesus Forgives (Penance) Just Like Jesus (Jesus: Lent/Easter)	Joining in the Lord's Meal (Eucharist) Loving Our Differences (Prayer)	Gathered As One (Church) Empowered To Love (Confirmation)	Beautiful World Beautiful Me (Baptism) Truth of the Gospels (Bible: Advent/Christmas)
Catholic Practices /Living Like Jesus		Catholic Practices /Knowing Jesus	

HEALTH & PHYSICAL EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
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SCIENCE

TERM 1	TERM 2	TERM 3	TERM 4
Push-pull	Schoolyard Safari	Water works	Spot the Difference Bend it! Stretch it!
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Physical Sciences/Biological Sciences		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Earth & Space/Chemical Sciences	

HUMANITIES AND SOCIAL SCIENCES

TERM 1	TERM 2	TERM 3	TERM 4
History/Humanities & Social Sciences Skills		Geography/Humanities & Social Sciences Skills	

ENGLISH

TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Speaking & Listening/Reading & Viewing/Writing	

MATHEMATICS

TERM 1	TERM 2	TERM 3	TERM 4
Number & Place Value/Measurement & Geometry/Statistics & Probability		Number & Place Value/Measurement & Geometry/Statistics & Probability	

THE ARTS

TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES

TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

LANGUAGES

TERM 1	TERM 2	TERM 3	TERM 4
Communicating/Understanding	Communicating/Understanding	Communicating/Understanding	Communicating/Understanding

YEAR A: **THREE**/FOUR

RELIGIOUS EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
Christian Conscience (Penance) Loving Like Jesus (Jesus: Lent/ Easter)	Speak From The Heart (Prayer) Sharing Jesus' Special Meal (Eucharist)	Water Of life (Baptism) Strengthened By the Spirit (Confirmation)	Gather As One (Church) Gifted By The Word (Bible: Advent/Christmas)
Catholic Practices /Discovering God		Catholic Practices /Drawing on Human Experiences	

HEALTH & PHYSICAL EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
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SCIENCE

TERM 1	TERM 2	TERM 3	TERM 4
Heating Up	Feathers, Fur or Leaves? Friends or Foes	Beneath Our Feet	Melting Moments
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Physical Sciences/Biological Sciences		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Earth & Space/Chemical Sciences	

HUMANITIES AND SOCIAL SCIENCES

TERM 1	TERM 2	TERM 3	TERM 4
History/Humanities & Social Sciences Skills	History/Civics & Citizenship/ Humanities & Social Sciences Skills	Civics & Citizenship/Geography/ Humanities & Social Sciences Skills	Geography/Humanities & Social Sciences Skills

ENGLISH

TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Reading & Viewing/Writing	

MATHEMATICS

TERM 1	TERM 2	TERM 3	TERM 4
Number & Algebra/Measurement & Geometry/Statistics & Probability		Number & Algebra/Measurement & Geometry/Statistics & Probability	

THE ARTS

TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES

TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

LANGUAGES

TERM 1	TERM 2	TERM 3	TERM 4
Communicating/Understanding	Communicating/Understanding	Communicating/Understanding	Communicating/Understanding

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YEAR B: THREE/**FOUR**

RELIGIOUS EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
Loved and Forgiven (Penance: Lent/Easter) God Knows Everything (Church)	Coming To Your Table (Eucharist) All Powerful God (Bible)	The Spirit Who Strengthens (Confirmation) Whispers From Within (Baptism)	Creator of Human Life (Jesus) Together In Prayer (Prayer: Advent/Christmas)
Catholic Practices /Living Like Jesus		Catholic Practices /Knowing Jesus	

HEALTH & PHYSICAL EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
H: Contributing to healthy and active communities PE: Moving our body/ Understanding movement	H: Communicating and interacting for health and wellbeing (Fire/Bushfire Safety) PE: Moving our body/ Understanding movement	H: Being healthy, safe and active PE: Moving our body/ Learning through movement	H: being healthy, safe and active PE: Moving our body/ Learning through movement

SCIENCE

TERM 1	TERM 2	TERM 3	TERM 4
Smooth Moves Magnetic Moves	Plants in Action Among the Gum Trees	Night & Day	Material World Package it Better
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Physical Sciences/Biological Sciences		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Earth & Space/Chemical Sciences	

HUMANITIES AND SOCIAL SCIENCES

TERM 1	TERM 2	TERM 3	TERM 4
History/Humanities & Social Sciences Skills	History/Civics & Citizenship/ Humanities & Social Sciences Skills	Civics & Citizenship/Geography/ Humanities & Social Sciences Skills	Geography/Humanities & Social Sciences Skills

ENGLISH

TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Reading & Viewing/Writing	

MATHS

TERM 1	TERM 2	TERM 3	TERM 4
Number & Algebra/Measurement & Geometry/Statistics & Probability		Number & Algebra/Measurement & Geometry/Statistics & Probability	

THE ARTS

TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES

TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

LANGUAGES

TERM 1	TERM 2	TERM 3	TERM 4
Communicating/Understanding	Communicating/Understanding	Communicating/Understanding	Communicating/Understanding

YEAR A: FIVE/SIX

RELIGIOUS EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
The Church Community (Church) Choosing to do Good (Jesus: Lent/ Easter)	Nourishing Our Goodness (Eucharist) Relationship Restored (Penance)	We Are Called (Baptism) The Spirit Frees (Confirmation)	All Creation give Thanks (Prayer) Helped By the Word (Bible: Advent/Christmas)
Catholic Practices /Discovering God		Catholic Practices /Drawing on Human Experiences	

HEALTH & PHYSICAL EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
H: Contributing to healthy and active communities PE: Moving our body/ Understanding movement	H: Communicating and interacting for health and wellbeing (Fire/Bushfire Safety) PE: Moving our body/ Understanding movement	H: Being healthy, safe and active PE: Moving our body/ Learning through movement	H: being healthy, safe and active PE: Moving our body/ Learning through movement

SCIENCE

TERM 1	TERM 2	TERM 3	TERM 4
It's Electrifying Essential Energy	Marvellous Micro-organisms	Earthquake Explorers Creators and Destroyers	What's the Matter?
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Physical Sciences/Biological Sciences		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Earth & Space/Chemical Sciences	

HUMANITIES AND SOCIAL SCIENCES

TERM 1	TERM 2	TERM 3	TERM 4
History/Humanities & Social Sciences Skills	Economics & Business/Humanities & Social Sciences Skills	Geography/Humanities & Social Sciences Skills	Civics and Citizenship/Humanities & Social Sciences Skills

ENGLISH

TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Reading & Viewing/Writing	

MATHEMATICS

TERM 1	TERM 2	TERM 3	TERM 4
Number & Algebra/Measurement & Geometry		Number & Algebra/Measurement & Geometry/Statistics & Probability	

THE ARTS

TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES

TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

LANGUAGES

TERM 1	TERM 2	TERM 3	TERM 4
Communicating/Understanding	Communicating/Understanding	Communicating/Understanding	Communicating/Understanding

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YEAR B: FIVE/SIX

RELIGIOUS EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
Stirred Through Emotions (Bible) Celebrate Jesus As Lord (Jesus: Lent/Easter)	God Provides For All (Eucharist) Guided Through Prayer (Prayer)	Empowered By the Spirit (Confirmation) Working With God (Church)	Loving Like Jesus (Baptism) Come: Be Reconciled (Penance: Advent/Christmas)
Catholic Practices /Living Like Jesus		Catholic Practices /Knowing Jesus	

HEALTH & PHYSICAL EDUCATION

TERM 1	TERM 2	TERM 3	TERM 4
H: Personal, Social & Community Health PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education	H: Protective Behaviours PE: Movement & Physical Education	H: Personal, Social & Community Health PE: Movement & Physical Education
H: Contributing to healthy and active communities PE: Moving our body/ Understanding movement	H: Communicating and interacting for health and wellbeing (Fire/Bushfire Safety) PE: Moving our body/ Understanding movement	H: Being healthy, safe and active PE: Moving our body/ Learning through movement	H: being healthy, safe and active PE: Moving our body/ Learning through movement

SCIENCE

TERM 1	TERM 2	TERM 3	TERM 4
Light Shows	Desert Survivors	Earth's Place in Space	Change Detectives
Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Physical Sciences/Biological Sciences		Science as a Human Endeavour/Science Inquiry Skills Science Understanding: Earth & Space/Chemical Sciences	

HUMANITIES AND SOCIAL SCIENCES

TERM 1	TERM 2	TERM 3	TERM 4
History/Humanities & Social Sciences Skills	Economics & Business/Humanities & Social Sciences Skills	Geography/Humanities & Social Sciences Skills	Civics and Citizenship/Humanities & Social Sciences Skills

ENGLISH

TERM 1	TERM 2	TERM 3	TERM 4
Speaking & Listening/Reading & Viewing/Writing		Reading & Viewing/Writing	

MATHEMATICS

TERM 1	TERM 2	TERM 3	TERM 4
Number & Algebra/Measurement & Geometry		Number & Algebra/Measurement & Geometry/Statistics & Probability	

THE ARTS

TERM 1	TERM 2	TERM 3	TERM 4
Developing Skills and Processes/Exploring Ideas & Improvising with Ways to Represent Ideas		Sharing the Arts Through Performance, Presentation or Display for An Audience/Responding to & Interpreting the Arts	

TECHNOLOGIES

TERM 1	TERM 2	TERM 3	TERM 4
Technologies & Society/Processes & Production Skills/ Food & Fibre Production Digital Technologies	Technologies & Society/Processes & Production Skills/ Food Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Materials & Technologies Specialisations Digital Technologies	Technologies & Society/Processes & Production Skills/Engineering Principles & Systems Digital Technologies

LANGUAGES

TERM 1	TERM 2	TERM 3	TERM 4
Communicating/Understanding	Communicating/Understanding	Communicating/Understanding	Communicating/Understanding

Appendix B

St Mary's School Northampton — FOR GOD AND COUNTRY	**Topic: Policy** **Assessment and Reporting** **Policy No:** **2-B** **Policy Area:** **Education** **Originally Released:** **2016** **Date for Review:** **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.

(School Curriculum and Standards Authority)

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	Literacy OLI (Pre Primary) Writing Sample (Pre Primary)	Literacy Writing Sample (Pre Primary)	Literacy Writing Sample (Pre Primary) Running Records (Pre Primary)	Literacy PIPS (Pre Primary) Writing Sample (Pre Primary) Running Records (Pre Primary
	Maths OLI Pre Primary Maths Sample (Pre Primary)	Maths OLI Pre Primary Maths Sample (Pre Primary)	Maths OLI Pre Primary Maths Sample (Pre Primary)	Maths OLI (Pre Primary) Maths Sample (Pre Primary)
1/2	Literacy 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) Writing Sample Words Their Way Spelling Test PAT Test (Reading) Brightpaths	Literacy 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) Writing Sample Words Their Way Spelling Test Brightpaths	Literacy Running Records twice in term Inventory Prose (Year 2 at level 28) Words Their Way Spelling Test Writing Sample Brightpaths	Literacy 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) Writing Sample Words Their Way Spelling Test South Australian Spelling Test PAT Test (Reading) Brightpaths
	Maths MAI (Number) Pre and Post Maths Task (teacher made)	Maths Pre and Post Maths Task (teacher made)	Maths Pre and Post Maths Task (teacher made)	Maths Pre and Post Maths Task (teacher made)

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

St Mary's School
Early Childhood Education Charter
What we believe in

We value…

• *Secure, respectful and reciprocal relationships - with children, families and colleagues.*

• *Partnerships - with families, children, early childhood educators and community.*

• *High expectations and equity - where every child, family and educator is valued and catered for.*

• *Respect for diversity - where difference is acknowledged and celebrated in respectful ways that enhance our understanding.*

• *Ongoing learning and reflection - where we as educators take the time to reflect on what and why we do what we do, and what might change and why.*

Vision Statement

Early Childhood Education in a Catholic School offers opportunities which encourage and facilitate the growth of the whole child, spiritually, physically, emotionally, intellectually and cognitively. Our school aims to provide a safe, secure nurturing environment which caters for the individual developmental needs of the whole child. The St Mary's School community recognises parents as the prime educators of their children and sees itself as a complement to parents in their efforts to develop the faith of the children.

Philosophy

We value early childhood education to support the foundation of lifelong learning. We believe that each child is a unique individual and should be valued, respected and treated as such. As the welfare and education of each child is paramount, we strive to provide holistic support to the child's individual requirements and interest in a nurturing, positive environment that fosters the child's development across all developmental domains.

St Mary's seeks to:

- Build a community of learners with equal opportunities and an inclusive approach.
- Create children as capable, competent, co-contributors and active participants in their own learning.
- Promote children with a strong sense of identity and give them a sense of achievement in all they do.
- Provide play opportunities according to children's developmental needs, interests and learning outcomes through exploring, investigating and experimenting with the environment around them.
- Foster strong, respectful relationships with students, their families and the wider community.
- Build responsibility of the natural environment and awareness of sustainability.
- Empower children with communication skills enabling them to take responsibility for themselves, to co-operate with others and to effectively resolve conflict.

Curriculum

A child's early years determine much of their future development. Research has shown that the first eight years of a child's life are the formative, basic years and the opportunities that they experience during this time will have lasting and far-reaching effects.

Our curriculum is based around a number of key concepts and focus points reflecting the National Curriculum, Curriculum Framework and the Early Years Learning Framework (EYLF).

Play Based Learning

Our curriculum is built around a play based approach, focused on the interests of young children and also the purposeful planning undertaken by educators.

As educators, our role is to create supportive environments where children can ask questions, solve problems and engage in critical thinking.

Play provides opportunities for children to learn as they discover, create, improvise and imagine. Play and learning are entwined in such a way that it is difficult to separate. What we know is that when children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understanding

St Mary's School
Quality Improvement Plan
2018 National Quality Standard

Updated December 2018/January 2019

Australian Children's
Education & Care
Quality Authority

Quality Improvement Plan for Quality Area 1

Summary of Strengths for Quality Area 1

Strengths	1.1.1 Teachers collect information on the family's history and, and interests of the children. This is conducted by interviewing individual parents and the children. By establishing relationships, it affords our school to give children a choice in learning and interest topics which encourages children to become confident communicators with peers and teachers. Our programs demonstrate a link between the EYLF and the Western Australian Curriculum.
	1.1.2 The children's ideas, culture and interests are the foundation and philosophy of our Early Childhood Program. Teachers' knowledge is developed by children's ideas, as well as brainstorming (KWL) to discover current knowledge, wonderings, interest and prior knowledge. (Our programmes and DWPs reflect this prior knowledge, current knowledge and future wonderings). The strengths and abilities are catered through the use of multiple intelligences, differentiation, support and extension.
	Within our school we celebrate the culture of all our children using the families and the community. This occurs through cooking, craft, storytelling, the arts, maps and storybooks.
	Special celebrations for each culture, including Australia, is recognised and celebrated e.g. Harmony Day, NAIDOC Week, Diwali Festival and ANZAC Day. Cultural learnings and activities are intergraded throughout the whole year (HASS) not only on special occasions. Evidence is to be found in programming and DWPs.
	1.1.3 At the beginning of each school year, strong routines are a focus particularly in Term One. Evidence can be found through DWPs of explicit teaching of routines and good transitions. These are displayed clearly in our classrooms both for mainstream, children with special needs, relief teachers, Principals, education assistants, parents and classroom visitors.
	1.2.1 Our intentional teaching is deliberate, purposeful and thoughtful in all decision making and actions. This is evident through clear learning intentions and success criteria (visually displayed in the classroom). Our programs and DWPs, which are guided by curriculum documents, records reflections and assessments, and these documents are made available and discussed with our Principal.
	1.2.2 Our teachers listen to children's ideas, observe and make observations during purposeful play, provocations and activity time. Using our observations and open-ended questions, teachers are able to extend children's learning and provide feedback. An approach we use when providing feedback is our five questions (What are you learning about? How are you going with your learning? Where do you go for help?) These questions are clearly displayed on charts in our classroom. We cater for children's interests in topics through inquiry and wonderings. Planning occurs using this prior knowledge.
	1.2.3 Promoting children's agency is achieved in our school by providing opportunities for children to set personal goals, offering several choices in ways of learning and allowing children to become involved in community networking e.g. visiting the elderly.
	1.3.1/1.3.2 Within the school, there is an Assessment and Reporting Policy which all teachers follow. This consists of formative assessment, summative assessment, teacher reflections, learning intentions, goals, curriculum, curriculum adjustments, IEPs, CAPs. Case meetings have been established to support a student who has been highlighted through assessments and data to either extend or support in their learning. This case meeting involves the Principal and another co-teacher on staff. This meeting helps to determine how to best support this child. Our assessments are handed to the Principal for review throughout the year.

1.3.3 Our families are informed of their child's progress through parent teacher meetings, CAP and IEP meetings, phone calls, school-based therapy programs, open days and emails. Parents are informed in happenings in our program via the school website, school Facebook page, class notes, phone calls, AGM night, parent workshops, open afternoons, assemblies and orientation.

Key improvements sought for Quality Area 1
Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.2.1	The Year 1/2 Classroom is not fully using the third classroom (outdoor) learning environment in their planning	Evidence of utilising the veranda in DWP and programs.	H	-Early Childhood Network Meetings - collaboration with peer teachers -EA support	Implementation daily	End of Term 1	
1.3.1	EA upskilling in special needs note taking	EAs to be able to write accurate observations	H	-Paula Power PLC on note taking/ assessments	Meet with principal reviewing assessments with classroom teacher	End of Term 1	
1.3.3	Teachers using app, Seesaw, to share children's leaning. This app is a good resource to inform parents of children's learning.	To make all classes profiles public to parents.	M	PLC with Laura and Dee	Teachers must upload at least three pieces of work to Seesaw a term.	End of Term 2	

Quality Improvement Plan for Quality Area 2

Summary of Strengths for Quality Area 2

Strengths	2.1.1. Time is allocated in the DWP planning for a rest period after lunch, with comfort items provided. Environmental quiet spaces are allotted, and children may listen to music, read stories or view stories on the Smartboard. The 'Go Noodle' resource is used to quieten and relax children through yoga movement and or meditation. This is documented in DWPs and programs. These examples provided opportunities for children to sleep/rest and relax. 2.1.2 Injury management is sustained by staff being updated in first aid. Incident reports are completed by staff members following a serious accident at school. A first aid kit is maintained and kept in the K/PP Classroom and office at all times. This first aid kit and a trained first aid trainer are always present on an excursion. Hygiene is highly promoted, and good practices taught and continually consolidated in the early childhood classroom. Examples are a nose blowing station, sunscreen station and hand washing basins as well as picture posters to reinforce good practice e.g. hand washing, disposal of tissues. Health programs instruct/reinforce good hygiene practises. The illness management policy is followed for communicable diseases and notes are sent home informing parents of outbreaks. Door alert and information posters are present in each classroom in the case of an outbreak. 2.1.3 Healthy eating is promoted throughout the school and the early childhood classroom. Examples include Crunch n Sip, water bottles in the classroom, Health program around healthy foods, incursions with dieticians and a healthy choices lunch order menu. Physical activity is an important part of our Health program. We teach about healthy bodies and minds (DWP and programmes) and we have incursions with sport development officers, OT specialists and PMP run in the K/PP Classroom. 2.2.1 The policies of our school cover all aspects of care to ensure children are protected from harm through adequate supervision and are enforced through the use of medications forms, accident forms, duty rosters (ratios taken into account), class rules displayed, before and after school supervision roster, special needs 1:1 supervision on duty and whole school excursion policy including Risk Management Assessments. 2.2.2 Our school has developed emergency procedures and incident policies in consultation with experts. These policies include fire, evacuation and lock downs. Drills are carried out throughout the year to ensure children and staff are familiar with procedures. Daily visitors entering our school are required to sign in and wear a visitor lanyard. For all incursions presenters are required to have a Working with Children clearance. 2.2.3 All staff are made aware of their roles and responsibilities as educators in regard to mandatory reporting and the teaching of protective behaviours in the Health programme. This is updated on a regular basis with staff through in-service and revisitation through school policy.

Key improvements sought for Quality Area 2

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	Regular sleepers at school have no place to sleep	Provide something for the child to sleep on.	M	Look at available options for bedding in the K/PP.	We have catered for children who require a sleep in the afternoon.	Term 2	
2.1.2	Sanitisers purchased – hygiene (alcohol free)	Providing sanitisers that are alcohol and safe for children to use.	L	Source and research sanitisers that do not contain alcohol.	Purchase sanitisers.	Term 1	
2.3.1	On wet days out, early childhood ratio (EAs) is not compliant with supervision standards	Adequate staff supervision for all areas.	H	PLC Collaboration meetings for solution	Ratios altered	Term 2 - before winter	
2.3.2	Visitors not signing in or wearing sign in	Staff to be more proactive with reminding parent helpers	M	Reminder notice on doors Newsletter reminders Sign in office	Monitor sign in book	Term 3	

2.3.2	Infrequent emergency drill procedures	For teachers and children to practise and become familiar with emergency procedure drills	M	Practise over the year	Principal feedback	Term 3	
2.3.3	Cyber bullying issue	Workshop upskill for teachers and parents	H	Incursions with children Workshops for parents PLC for staff	Feedback Survey by staff and teachers	Term 2	

Quality Improvement Plan for Quality Area 3

Summary of Strengths for Quality Area 3

Strengths	3.1.1 The K/PP area is suitably fenced with provision for good supervision into the outdoor area, it has a self-locking gate and shade sails offering a safe protected area for children to play. The kitchen area, in the K/PP Classroom, is fitted with a safety barrier to prevent access by children, all cupboards have a child proof lock and power points have a safety plug. All electrical devices and cords are regularly tagged by professionals. The furniture within the classroom is child appropriate in size and durability. A disabled toilet and shower/changing room are accessible through the staffroom.
	3.1.2 The cleanliness of our centre is maintained using a daily cleaning schedule roster and employed cleaners. Our equipment is regularly checked and maintenance forms are used when necessary to ensure safety in our school.
	3.2.1 Our school encourages each child to fully participate and engage in quality experiences. An example of this is our garden/vegetable patch and worm farm where children can nurture, investigate and enjoy the produce that comes from this environment. The children can access differing environments both natural and built in the school front and back playgrounds. Each offers a variety of different experiences.
	3.2.2/ 3.2.3 Teachers program for play based learning, use different resources and materials to ensure the engagement of all children. Natural elements have been developed in the back playground to promote water conservation, mud experiences and gardening. Climbing equipment, cycle ways and lawn allows for movement and gross motor skill development and risk taking. We offer multiple resources, driven by children's interests, allowing all children to be engaged. Our environmental policy promotes good environmental practices e.g. children are given a role of lunch wrap paper to discourage the use of plastic in their lunchboxes. All classrooms have a recycle bin for paper and food scraps which are fed to the worms. The school is water wise and promotes gardening. Tree planting in our playgrounds has become part of our programs.

Key improvements sought for Quality Area 3

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	New lock on gate in K/PP front playground	A childproof lock	H	Lock smith install	Children unable to open gate	Term 1	
3.1.1.	Maintenance to fort and cubby	Repairs on cubby structure Re-staining and oiling to prevent splintering	M	Busy bee Maintenance Plan	Safe for children to play on	Term 2	
3.1.1.	Areas have never been evaluated in accordance with safety regulations	Play Safe to liaise with school on areas of concern within the playgrounds	H	Invite Play Safe to our school	Be evaluated and know what to address to comply with updated regulations	Term 4	
3.1.1	Maintenance on doors and locks - locks don't all work and door handles are unable to be locked from the inside in the case of a lock down	Check all doors have child proof locks	H	Lock smith	All doors are lockable from the inside	Term 2	

3.2.1	Front playground does not meet EYLF standards without teacher provided resources	To add natural elements to engage children in quality experiences	H	Busy bee Fundraising Playground designers	Front playground supports exploration and play based learning	Term 4	
3.2.2	Lack of equipment for play at recess and lunch	Provided pop up play stations to engage children in differentiated play	H	PLC Collaboration meetings Rosters for setting up play	Roster is successful implemented, and all children are engaged	Term 2	

Quality Improvement Plan for Quality Area 4

Summary of Strengths for Quality Area 4

Strengths	4.1.1 Educators are rostered, according to class ratios, during indoor and outdoor class time to support learning and supervision.
	4.1.2 Continuity is a priority in organising school timetabling. Allowing our children to become familiar with routines, build relationships and to allow staff to know the children in our care.
	4.2.1 Regular PLC meetings are organised for teachers and EAs to collaborate share ideas and discuss school matters, concerns, policies etc. Networking each term with Catholic schools and schools in the local area are organised to discuss teaching and learning practices.
	4.2.2 Our school staff handbook outlines for teachers and EAs the appropriate practise and standards required for staff. At the beginning of each new year every staff member must sign the school Code of Conduct.

Key improvements sought for Quality Area 4

Improvement Plan

Standard / element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1	No allowance for early childhood team to collaborate/ meet	To make a set time each term for early childhood team to meet	M	To designate a PLC time/week for the term	Provide professional collaboration	Term 1	

Quality Improvement Plan for Quality Area 5

Summary of Strengths for Quality Area 5

Strengths	5.1.1 To establish trusting relationships and ensure each child feels secure, confident and included, our school embeds the EYLF practices. Positive behaviour is promoted through class charts and established class rules with the children. The Health and Religious Education programme supports the teaching of collaboration, values, sharing, manners and resilience. Small numbers within our school allow for relationships to be established quickly. Positive practices and modelling by the Principal and teachers greeting children every morning enforce desired manners. Daily observations and records are used to highlight any children requiring social and emotional support.
	5.1.2 Our centre acknowledges the rights of every child be upheld by small group work, the child protection policy, mandatory reporting, a buddy system, the Health and RE programmes and toileting etiquette. Relationships are built with each child so children feel secure and confident to talk to teachers regarding worries or anxieties.
	5.2.1 Collaborative learning is an intricate part of our early learning classrooms. Our programs, DWPs and curriculum plans all include collaborative learning. Lesson examples include: inclusive of children with special needs, buddy classes, play based learning activities and composite classroom planning.
	5.2.2 Health and RE programmes teach children to regulate their behaviour, respond and communicate appropriately and learn to resolve conflicts independently. E.g. calm down areas are provided in the classrooms and in the playground, social stories, sensory toys, positive reinforcement and the Principal's use of Restorative Practice.

Key improvements sought for Quality Area 5

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1	To address the wellbeing and resilience of children as indicated in our School Improvement Plan 2019	To ensure every child feels safe and supported	H	Health programmes RE programmes Incursions	Survey children	Term 4	
5.2.1	Up skill on collaborative teaching and learning	To up skill teachers in collaborative teachings	M	PLCs	DWP evidence Programming evidence	Term 3	

Quality Improvement Plan for Quality Area 6

Summary of Strengths for Quality Area 6

Strengths	6.1.1 Parent involvement is valued, appreciated and supported through parent meetings, parent rosters, parents workshops, family masses, school masses, orientation, surveys, incursions, excursions, morning teas, special days, School Feast Day, carnivals, OT and speech therapy meetings, Mother's Day and Father's Day events, assemblies, open days and so on. 6.1.2 Parents views, culture, values and beliefs are respected at our school. This is evident by acknowledging parents as the first educators, parent meetings, interviews, cultural days and classroom philosophies. 6.1.3 Families are supported through newsletters, Facebook, school website, parent nights, parent workshops, Principal Pastoral Care and the School Code of Conduct. 6.2.1 Transitions between year levels are supported by staff by the sharing of information and clarifying responsibilities e.g. testing, notes, reports, case studies, handovers, health records and data. 6.2.2 Effective partnerships with parents support children's inclusion and participation in the school's program. This support is through meetings with parents, open lines of communication, IEPs, CAPs, Allied Health meetings, parent help and psychologist meetings. Accessibility resources e.g. ramps and disability facilities (shower and toilet) have been made available for children with special needs. 6.2.3 St Mary's School has developed a strong community relationship. The school is actively involved with the elderly community with weekly visits to Brookview, Meals on Wheels program, Northampton News, NCVISSA, Northampton Show, 150th Celebrations, NAIDOC Week, concerts, digital technology open day, playgroup visit, excursions, Ewe Turn, ANZAC Day Ceremony, Family Masses and Holy Masses (include the Parish).

Key improvements sought for Quality Area 6

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.2	Special needs upskill	For all staff to be up skilled in managing special needs children in the classroom and in the playground and familiarisation with resources available	H	Paula Power PLCs	For all educators to be comfortable and confident when working with children with special needs. Teachers to have acquired strategies when dealing with special needs such as restraining, visuals etc.	Term 2	

Quality Improvement Plan for Quality Area 7
Summary of Strengths

Strengths	7.1.1 The early years' school philosophy guides and is reflected in the teaching program. This philosophy is on display. 7.1.2 Health and Safety policies and Risk Management Polices help to eliminate any identified risks. 7.1.3 In the event of an emergency or evacuation, each teacher has a defined responsibility/role. The evacuation plan/roles are located in each classroom. 7.2.1 For quality improvement in teaching, teachers are required to have programme and assessment meetings, set goals and meet for reviews with the Principal. 7.2.2 The Principal leads and implements policies, the writing and review of policies, PLCs, planning cycle A and B system and the up skilling of new teachings and learning initiatives. 7.2.3 Learning support and development is catered for through learning goals. PDs and PLCs are tailored to meet personal and school goals.

Key improvements sought for Quality Area 7

Improvement Plan

Standard/ element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.5	No time for teacher self-assessment	To reflect on our practices and goals	M	Principal meetings	Principal feedback	Term 3	
7.2.2	EAs don't have a performance review or goal setting support or feedback	To implement an EA review through goal setting	M	Principal meetings	Principal feedback	Term 2	