



St Joseph's Catholic Primary School, Bunbury

CURRICULUM PLAN 2017-2018

This plan is in six sections. The first section describes our Catholic context and connection with our community. It also provides an overview of our learners as a basis for identifying appropriate curriculum delivery and differentiation. The second section identifies our Curriculum and supporting documents. The third recognises our obligation to deliver a developmentally appropriate child protection curriculum and how this systematically occurs across the school. The fourth section provides evidence of other school plans to improve student outcomes and outlines our goals and plans for the future – both short and long term. The fifth section is a summary of the key focus areas linking the NQS (National Quality Standards) and the QIP (Quality School Improvement Plan). The final section is a review and analysis of student learning against individual, school and national expectations. Appendices contain Assessment Policy and Schedule, along with links to relevant Curriculum areas.

PART A: Observance of registration standards

St Joseph's is a co-educational double stream Catholic primary school catering for 494 students from pre-Kindy to Year Six (250 girls and 244 boys). We are located in a lower socio-economic suburb (ICSEA 96) four kilometres from St Patrick's Cathedral and the centre of Bunbury. Enrolments have remained steady, with most classes at capacity, due to strong housing growth and the closure of a local private school. Some of the new families to Bunbury are migrants, thus our number of ESL students has increased to close to 10%. Interest from the Aboriginal community remains unchanged from 2016, though the employment of a Transforming Lives Education Officer will hopefully see an increase in enrolments. In addition, we have a percentage of students with special needs, including learning difficulties, physical impairments and mental health issues.

As a staff we have agreed on an annual assessment agenda (see Appendix 1) to gain a picture of our learners and their needs. We strive to provide a strong literacy and numeracy programme that caters for a diverse range of students based on the gathered data and have a robust Literacy Support Programme for students experiencing literacy difficulties. Extension is provided for students from Years Four through Six, and we have introduced STEAM across all years to foster critical and creative thinking. Our excellent academic curriculum encourages development of the whole child as we have specialist teachers in Art, Indonesian, Library, Music, Physical Education and Technology.

Partnerships with parents are highly valued and promoted across all areas of the school. Families increasingly experience pressures that affect students' wellbeing, which can impact on their behaviour and engagement in class. To support our students, we have devised a whole school Behaviour Support Policy that is founded on principles from the "Make Jesus Real", Positive Behaviours and Restorative Practices models. We lay a positive foundation upon which students can achieve constructive pastoral as well as educational outcomes.

Year	# of students	ATSI	EAL/D	CAP	IEP	SWD
3YO	40	0	0	0	0	0
K	54	2	3	0	2	2
PP	61	1	1	0	1	1
1	54	1	2	5	1	1
2	53	0	6	19	1	1
3	56	0	6	10	0	0
4	58	0	5	14	1	1
5	62	1	3	13	1	0
6	56	0	3	10	1	2
Total	494	5	29	71	8	8

PART B: Curriculum

At St Joseph's we promote engagement, equity and excellence so that our students become confident, creative, motivated and successful learners who are active and informed citizens. Our Kindergarten programme is based on the *Early Years Learning Framework* (EYLF) and the Kindergarten Guidelines. Our Early Childhood teachers, PP-Year 2, use the Principles and Practices of the EYLF to inform their pedagogy and deliver a mainly play-based programme. The features of the framework are displayed to keep parents and other school community members informed. All class teachers use the *West Australian Curriculum* to programme for the formal years of schooling across all learning areas. Programme files contain overview pages indicating the term in which aspects of the curriculum are delivered, resources used to facilitate this and assessment data as evidence of progress. We are currently refining the Reading and Writing scope and sequence. This will become part of our revised English Policy, articulate the approaches we use and the reasoning behind our pedagogy. While explicit instruction is not mandated across the classes, many of our staff employ this for initial instruction, especially when teaching basic maths, grammar and punctuation skills. Consensus has been reached to deliver a consistent yet flexible set of learning programmes in English and Mathematics from Kindy to Year Six:

- English: Kindy: *PreLit*

Pre-primary – Year One: *Get Reading Right*
Levelled Readers (Reading Recovery)
NSW handwriting font

Year Two – Year Six: *Words Their Way*
Accelerated Reader
NSW handwriting font

- Mathematics: Pre-primary: *Stepping Stones*

Year One – Year Four: *Nelson Maths*
New Wave Mental Maths

Year Five – Year Six: *ICE-EM Maths (Hot Maths homework supplement)*
New Wave Mental Maths

All class teachers are expected to teach Religion daily from the Religious Education Curriculum based on the *CEWA Religious Education* Units available on the CEWA portal. Annual and termly overviews are included in planning documents along with the school liturgical calendar. We use data from the BRLA to identify student progress and potential professional development for staff.

Assessment and reporting at St Joseph's is based on the mandated *SCSA Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy*. Throughout the year we monitor student progress via standardised and teacher generated assessments. Common DOTT allocations and dedicated staff meetings enable staff to collaborate when using the *SCSA Judging Standards* to moderate and identify student achievement and areas of concern. Curriculum Adjustment Plans, Individual Education Plans and Personalised Learning Plans are implemented to articulate the strengths, areas of need, learning goals and modified programmes for students requiring differentiation. Students and parents are provided feedback through meetings, Learning Journey evenings and formal reports. We also celebrate student achievement through newsletters, displays and school assemblies.

PART C: Child abuse prevention

At the beginning of the 2016 school year all staff at St Joseph's attended a full day *Keeping Safe: Child Protection Curriculum* PD run by Tim Wong (CEWA). We then devised a whole school (Kindy – Year Six) scope and sequence for delivery of the curriculum. All teachers provide evidence for this area in their programme files. Parents are informed of the programme at class parent meetings at the beginning of each school year and via newsletters. In term four of 2017 two of our staff attended a "Train the trainer" PD for *Keeping Safe*. We plan to in-service new staff and update our understanding of the programme at the beginning of 2018.

Late 2016 saw us complete our *Code of Conduct*. The whole staff had input and throughout 2017 we have implemented the code in classes, assemblies, whole school events and social media. Informing the school community has been considered and intentional. We have: informed parents at class meetings; held cyber safety education evenings run by the AFP; included explanations in newsletters; posted "no photo" signs in obvious places; and reminded visitors and volunteers of the policy at school gatherings. Because parents are not permitted to take photos of class events we designated one of our staff as official photographer to record school events.

PART D: Governing body accountability

All staff have input into the development of our other forward planning documents so that worthwhile initiatives are embedded across the school.

- **Evangelisation Plan:** 2018 is The Year of Youth. Engaging and empowering our students will assist them in discovering their gifts and calling within the school community.
- **School Strategic Plan:** specifically, our IT planning documents articulate that by the end of 2018 all classroom staff will have undertaken professional learning in the use of Teams and OneNote based on data from the TUPS completed at the end of 2017. Rather than seeing it as an end in itself staff will use technology as a pedagogical enabler to engage and empower students.
- **Annual School Improvement Plan:** staff formed committees to examine evidence sets and establish improvement goals. The 2018 Curriculum Plan links to all foci under the heading of **LEAD: Focus 1** – Reading comprehension; **Focus 2** – Writing; **Focus 3** – Classroom environments are vibrant and reflect current practice; **Focus 4** – Develop and implement an IT plan (TUPS).
- **Aboriginal Education Plan:** the Curriculum Plan continues to identify how we can offer aim for best outcomes of all the students at St Joseph's. With the presence of a Transforming Lives Education Officer (TLEO), staff are assisted in ensuring Personalised Learning Plans are written for all Indigenous students.
- **Quality Improvement Plan:** QA1 Educational Program and Practice, with the focus of *Choice and Agency*, is identified as one of the major foci. This is so important that all teachers from K-Y6 have agreed that their curriculum delivery should encourage student progress through choice and agency.

PART E: Standard of education

- An audit was completed at the end of term four.
- The focus for 2017 QA2: *Children's Health and Safety*, with the implementation of the school *Code of Conduct* and the enrolment of children at risk.
- In 2017 our St Joseph's invited a consultant to visit the school for a mock NQS audit. This complemented the process already undertaken by the Early Childhood staff, Assistant Principal and Principal. Feedback was received and acted upon within the framework of the key focus area of QA1: *Educational Program and Practice*, with a focus on *Choice and Agency*.
- As a result of the mock audit, the NQS focus for 2018 will be QA1: *Educational Program and Practice*, with the intention of embedding student *Choice and Agency* within all programmes.

PART F: Data analysis

How, when and who of data analysis

- All staff have agreed to an annual literacy and numeracy assessment calendar (see Appendix 1).
- Teachers interpret and discuss data with their peers and use it to programme for differentiated teaching and learning across year levels (First Wave instruction). (see Appendix 2)
- This year staff were introduced to Brightpath and will be including it in the annual assessment schedule for writing.
- A data wall is used to track reading progress across whole school.
- Students are identified for the G&T Program with a visiting teacher through formal testing at the beginning of Years Four and Six; this is supported by class teacher recommendations. These students participate in ICAS ICT, English, Spelling and Mathematics.
- All Years Three and Five students sit NAPLAN and BRLA in terms two and three respectively. All staff are involved in analysing the results and identifying areas of celebration and challenge.
- Throughout the year teachers use end of unit, non-standardised and teacher constructed assessments to track progress and identify the impact of their teaching. Some of our staff have used the data to calculate the effect size of student progress. We hope to make more use of this type of information in the future as more teachers access the data.
- All staff record pastoral concerns on SEQTA.
- Any students spending time in a Buddy class or in Reflection time are recorded on SEQTA, along with information about why they were there.

How are we catering for all students?

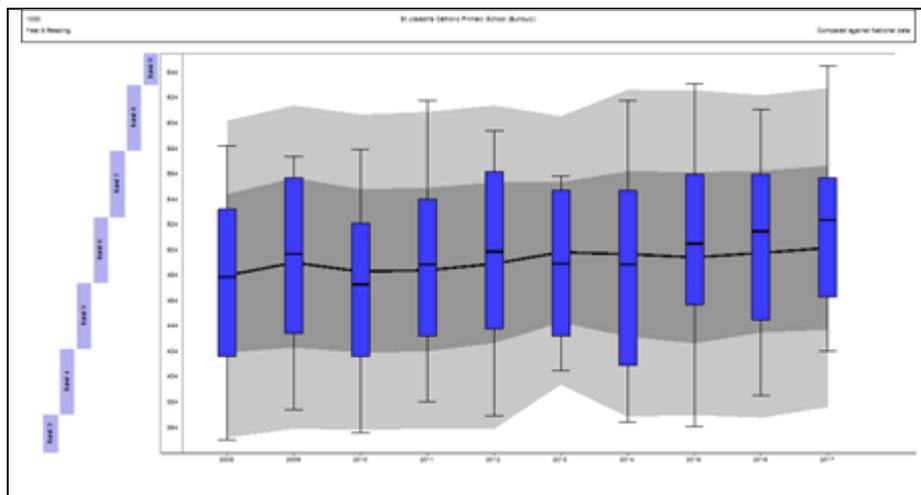
- At St Joseph's we operate using the Response to Intervention (RTI) model. Teachers are expected to assess student knowledge and skills, and plan curriculum delivery that caters for a variety of identified learning needs within the class (First Wave).
- Students requiring literacy support undertake placement tests and are provided with small group targeted intervention (Second Wave Instruction). These students have a Curriculum Adjustment Plan

(CAP) or are on a Group Plan (GP). (see Appendix 3)

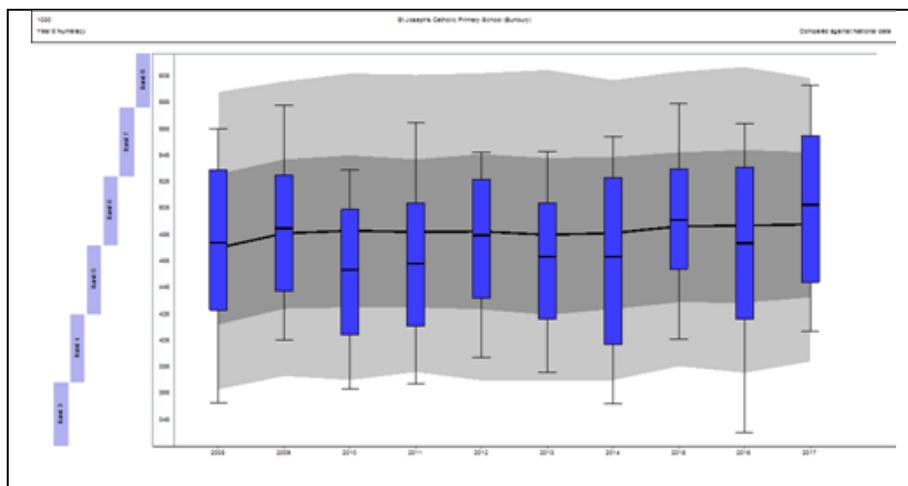
- Students requiring ongoing intervention due to diagnosed learning difficulties or disabilities may require an Individual Education Plan (IEP) if they are not able to access the curriculum of their peers (Third Wave). (see Appendix 3)
- Indigenous students are provided with a Personalised Learning Plan (PLP) to cater for equity in access to the curriculum. A Transforming Lives Education Officer (TLEO) based on site assists with writing the document.
- Students in department care (CPFS) have an IEP as per the agreement between CEWA and CPFS.
- Students who require behavioural support are identified using Pastoral Care notes recorded on SEQTA. Teachers then monitor behaviour using a tally sheet and motivational checklist. It may be necessary to place these students on an Individual Behaviour Support Plan (IBSP).
- Students who have difficulty overcoming grief or trauma are invited to participate in the Seasons for Growth programme.

What is working?

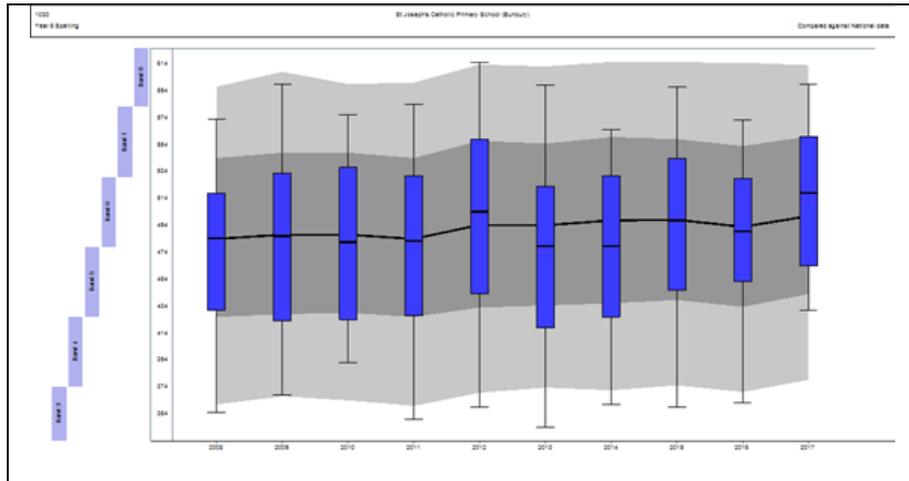
- In the early years First Wave whole class and small group literacy instruction is via *PreLit* (Kindy) and *Get Reading Right* programmes and *Levelled Readers (Reading Recovery)*. Students receive Second Wave intervention through *MiniLit*. From Year Three onwards students develop their literacy through whole class and guided reading groups, which is strongly supported by *AR*. Students receive Second Wave intervention through *MacqLit* (small group) and *Toe-by-Toe* (one-to-one). NAPLAN data demonstrates continued strong student growth in reading as they progress through their primary years. Distribution indicates that we are providing exemplary support for the students who require assistance to access the curriculum.



- After the introduction of the WA Curriculum and new texts across Years One through Six (*Nelson Maths* and *ICE-EM Maths*), all students except one are continuing to demonstrate progress in Mathematics to the extent that they are achieving above the Minimum Standard. This growth is strongly supported by an intense focus on basic numeracy skills through the development and implementation of a mental maths and times tables scope and sequence.

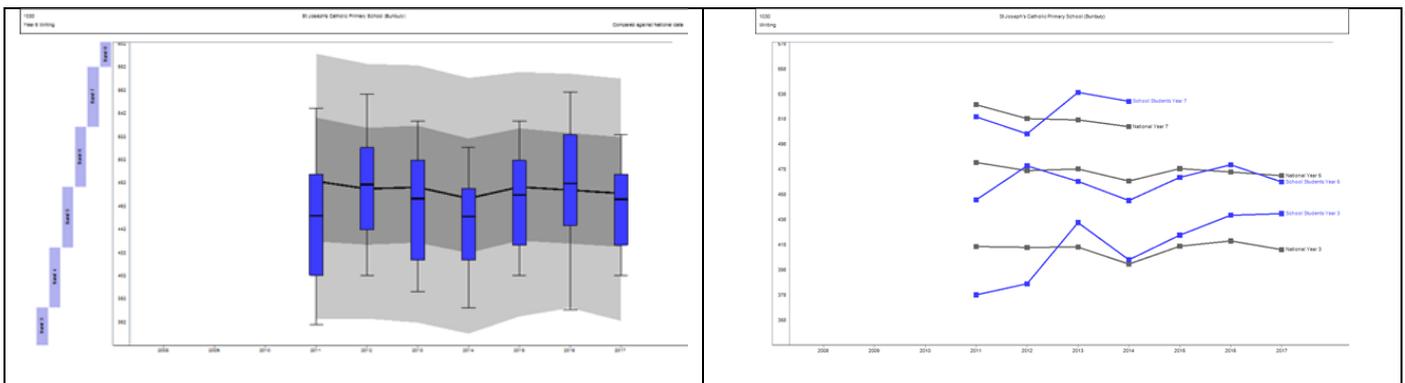


- Spelling continues to be an area in which all students are progressing with every student demonstrating growth and none scoring below the Minimum Standard. The systematic phonics programme in the early years is followed by *Words Their Way* from Years Two through Six.

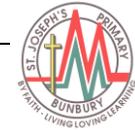


What is not working?

- While students are well catered for in their functional literacy, NAPLAN data indicates that we are not extending our able students so that they continue to progress according to their potential. We have a culture of reading because of the AR programme, but this does not actively teach reading comprehension skills or help students to identify author purpose. We do not have a common approach to teaching reading comprehension across the years and this needs to be addressed. In semester one the staff undertook a Guided Reading PD at which we identified we need to make better use of the dedicated reading time by teaching comprehension skills through whole class and small group focused teaching. This is still a work in progress.
- NAPLAN data indicates that at school level our students have not been making the progress in writing that we would expect. While very few students are in the bottom 20% we have a greater concentration of students in the middle area. Between Years Three and Five student growth has been less than the National average growth for the past four years. This would indicate that while students have a sound basic competency when writing, they are not developing the finesse we would expect as they mature. We have developed a comprehensive Writing scope and sequence and now need to ensure it is implemented across the school and underpinned by best practice and sound pedagogy. In term three 2017 staff participated in a Brightpath PD and decided to use the teacher rulers each semester beginning 2018 when assessing, evaluating, providing student feedback and programming.



- As a result of participating in the TUPS, staff attended an AmpEd day to start the process of becoming more confident in using technology as an enabler of pedagogy that grows students who are inquirers and great communicators.
- In 2018 St Joseph’s will focus on delivering a differentiated curriculum to create greater growth in student results, moving them from the middle to the top range.



St Joseph's Current Assessment Overview – 2018

	Term 1		Term 2		Term 3	Term 4	
Kindy			Motor Skills Screening Vision & Hearing Screening		Vision & Hearing Screening	Phonological Awareness Skills Test (PAST) Vision & Hearing Screening	
Pre-primary	OLI				Running Records (for reading students) Get Reading Right assessment		
Year 1	Running Records Letter Identification Dictation	*MAI *MiniLit	SAST: A Get Reading Right Burt Reading	Running Records Brightpath	Running Records	SAST: A Burt Reading Running Records Brightpath	
Year 2	Running Records Letter Identification Dictation Burt Reading	SAST: A Nelson Yr1/PATM *MAI *MiniLit	Get Reading Right Brightpath		Running Records	SAST: A Burt Reading Get Reading Right	STAR Brightpath
Year 3	*Running Records *Concepts About Print *Letter Identification *Personal *Vocabulary *Dictation *Duncan Reading Burt Reading	Words Their Way PAT M PAT R PAT SPG SAST: A *MAI *MultiLit	*Running Records NAPLAN Brightpath		*Running Records Words Their Way BRLA	*Running Records SAST: A Burt STAR	PAT M PAT R PAT SPG Brightpath
Year 4	SAST: A Burt Words Their Way G&T Testing	PAT M PAT R PAT SPG *MAI *MacqLit	ICAS Brightpath		Words Their Way TORCH ICAS	SAST: A STAR	Burt PAT M PAT R PAT SPG Brightpath
Year 5	SAST: A Burt Words Their Way	PAT M PAT R PAT SPG *MAI *MacqLit	NAPLAN ICAS Brightpath		Words Their Way BRLA TORCH ICAS	SAST: A Burt STAR	PAT M PAT R PAT SPG Brightpath
Year 6	SAST: A Burt Words Their Way G&T Testing	PAT M PAT R PAT SPG *MAI *MacqLit	ICAS Brightpath		Words Their Way TORCH ICAS	SAST: A Burt PAT M	PAT R PAT SPG Brightpath

Appendix 2

Linking Assessment With Teaching

Reading & Comprehension	Vocabulary	Spelling	Writing	Mathematics
Assessing: decoding; encoding; fluency; comprehension – literal, inferential and evaluative.	Assessing: vocabulary knowledge and instant recall words.	Assessing: spelling accuracy and spelling strategies.	Assessing: use of grammar and punctuation, and the ability to construct written texts using the conventions of SAE.	Assessing: knowledge and understanding of curriculum content using WA Curriculum.

Assessments

PAST- Kindy Online Entry Assessment- PP Running Records – Yrs 1&2 STAR – Yrs 2-6 PAT R – Yrs 3-6 NAPLAN – Yrs 3&5 G&T Testing – Yrs 4-6 ICAS – Yrs 4-6 TORCH – Yrs 4-6	Dictation – Yrs 1&2 Get Reading Right – PP – Yrs 1&2 BURT – Yrs 1-6	Duncan – Yr 1 SAST – Yrs 1-6 Get Reading Right – PP – Yrs 1&2 Words Their Way – Yrs 3-6 PAT SPG – Yrs 3-6 NAPLAN – Yrs 3&5 ICAS – Yrs 4-6	Letter ID – PP & Yr 1 PAT SPG – Yrs 3-6 NAPLAN – Yrs 3&5 Brightpath	Nelson Maths – Yrs 1-4 New Wave Mental Maths – Years 1-4 ICE-Em – Yrs 5&6 PAT M – Yrs 2-6 NAPLAN – Yrs 3&5 G&T Testing – Yrs 4-6 ICAS – Yrs 4-6
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Teaching Practices and Learning Activities

Get Reading Write Accelerated Reader Guided reading Readers theatre Listening posts 4 roles of the reader Shared reading Modelled reading Buddy reading Independent reading Readinga-z Raz kids Reading groups Cloze Library – HASS activities Integrated activities Camera words Tricky words Phonics Hero Sequencing Repeated oral reading Content reading	Get Reading Right Word walls VCOP Dictionary sorts & definitions Sight words Camera words Have-a-go pads AR vocab quiz	PreLit Get Reading Right Words Their Way Explicit teaching Editing skills LCWC Word sorts Sentences	VCOP Daily writing Guided writing Modelled writing Independent writing Grammar activities Editing skills Writing process: plan, draft, edit, publish	Mental maths games Times table challenges/champions Nelson maths ICE-EM Hot Maths Whole – part – whole Stepping Stones Mathematics
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Appendix 3



Learning Support Team Policy: St Joseph's Catholic Primary School, Bunbury

At St Joseph's Catholic Primary School, Bunbury we rejoice in diversity and foster the dignity, self-esteem and integrity of each child. We acknowledge the diverse learning needs of students, and are committed to providing rigorous, meaningful and engaging learning experiences where all students can reach their potential and delight in each other's success.

The most effective means of supporting the diverse learning needs of students is through a collaborative, strategic whole school approach that directs support to different levels of need in response to assessment data. This requires teams planning together in professional learning communities. No one single approach or list of approaches is appropriate for all students. The crucial elements for supporting learners with diverse needs include **high expectations for all students; deep knowledge of the whole child; relevant, appropriately challenging content; and focussed, suitable pedagogy.**

What is a Learning Support Team?

A Learning Support Team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of all students through the coordination, development, implementation, monitoring and evaluation of educational programs and processes.

A prime function of our Learning Support Team is to ensure that the needs of all students in the school are being met using a three- tiered model of support addressing universal, targeted and intensive supports for students and educators. Our team has a strong focus on **systems** (what we do to support educators), **practices** (what we do to support students) and **data** (what we use to inform our systems and practices).

A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses whole school needs, teacher needs and student needs, and focuses on constant improvement.

The Learning Support Team contributes to the provision of quality teaching and learning for all students.

The goals of our Learning Support Team

- ❖ To identify students who require support
- ❖ To coordinate support for students who require it
- ❖ To ensure that a whole school, ongoing plan is implemented to meet the needs of students with support needs
- ❖ To improve the learning outcomes of students who require support through organised support structures
- ❖ To provide structure, processes and support for staff in order to cater for students with support needs
- ❖ To ensure our programs meet the needs of all students in our care
- ❖ To ensure that intervention programs based on current research and best practices are implemented for students with support needs
- ❖ To monitor the progress of students with support needs and modify programs accordingly
- ❖ To provide a process for staff to follow when referring students to support services
- ❖ To encourage the Professional Learning Community model to give staff a forum for discussion, decision making and learning in the area of Learning Support and best practices
- ❖ To ensure that all stakeholders including teachers, administrators, education assistants, students and parents are involved in the processes to provide support for students who need it
- ❖ To enhance the collaboration and provide collegial support to school personnel to improve processes and programs
- ❖ To establish support systems for specialist personnel working in the school e.g. policy/model implementation, funding issues

- ❖ To ensure that the school's resources meet the needs of students experiencing difficulties in learning
- ❖ To develop and coordinate volunteer programs to assist students experiencing difficulties learning

Learning Support Teams work when:

- ❖ teachers see themselves as part of the learning support team;
- ❖ teachers see the learning support team as a support for their classroom;
- ❖ processes are inclusive, well organised and understood by all;
- ❖ teachers are involved in the identification and outcomes for support for students;
- ❖ support is provided and the teacher is involved in identifying what may be the most effective in his/her classroom;
- ❖ realistic plans are developed;
- ❖ the learning support team is seen as a group of professionals who coordinate support for teachers and students rather than a step in the referral process to other services.

Adapted form; Hoskins, B (1996) *Developing Inclusive Schools*

Team Members

We will all work as a Professional Learning Community to coordinate the learning support needs of our students.

- All teachers
- Education Assistants
- Principal
- Assistant Principals
- Learning Support Coordinator
- Special Needs Coordinator
- Parents
- School Psychologist
- DisAbility Consultant
- Outside agencies

Three Waves of Support

Wave 1 – Quality First teaching

Wave 2 – Wave 1 plus additional, time-limited, tailored intervention support programs e.g. Learning Intervention Plan. This support is targeted and close to the onset of instruction.

Wave 3- Wave 1 plus increasingly individualised programs, based on independent evidence of what works (Preferably one on one).

WAVE 1 (QUALITY FIRST TEACHING)

- Daily quality classroom teaching for all
- Inclusive teaching supported by whole-school policies and frameworks
- Clearly targeted at all learners' needs and prior learning (Differentiation)
- Based on planning and schemes of work that are designed to move all learners from where they are to where they need to be

Where there are large numbers of learners who share the same learning needs, the best solution is to:

- *adjust the planning to cater for them;*
- *set a new trajectory for the learning program to take learners where they need to be in terms of age-related expectations;*
- *implement effective Wave 1 teaching anticipating the needs of learners based on good use of data.*

WAVE 2 (WAVE 1 PLUS ADDITIONAL, TIME-LIMITED, TAILORED INTERVENTIONS SUPPORT PROGRAMS CLOSE TO ONSET OF INSTRUCTION)

- Designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations
- Usually takes the form of a tight, structured program of small group support that has an evidence base of impact on progress
- This support is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants who have the skills to help learners achieve their learning objectives (It may require additional help from parents or EAs)
- The progress of learners is closely tracked for impact
- This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work
- Critically intervention support needs to help children apply their learning in mainstream lessons, and to ensure that motivation and progress in learning are sustained
- The outcome for Wave 2 intervention is for learners to be back on track to meet or exceed national expectations at the end of the intervention

WAVE 3 (WAVE 1 PLUS INCREASINGLY INDIVIDUALISED PROGRAMS, EVIDENCE-BASED)

- Expectations are to accelerate and maximise progress and minimise performance gaps
- May involve support from a specialist teacher, highly trained EA or academic mentor delivered on-to-one or to very small groups to support learners towards the achievement of very specific targets

