

Curriculum Plan 2019

St Joseph's Primary School, Pemberton

December 2018

Part A (Section 4. Observance of Registration Standards)

- St Joseph's Primary was founded in 1952 on Guppy Street Pemberton and managed by the Josephite order, but funded through the efforts of the local community.
- The school's ICSEA value is 1006
- Pemberton has a median age of 49.4 years; the main employment is agriculture forestry and fishing. The population has a 4% rate of unemployment. There are two school on offer; a state school and Catholic school.

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
KPP1	10	0	1			
2/3	8	0		4		
4	8	0		1		
5/6	13	0		3		

Part B (Standard 1. Curriculum)

SCSA/Western Australian Curriculum and Assessment – the Western Australian Curriculum is now in full implementation (all learning areas) in the school.

St Joseph's School has been working with the CECWA Religious Education guidelines and providing instruction daily with the draft units of RE work.

SCSA has been informing our reporting schedules and the school consults the Judging Standards to make informed decisions when reporting.

The school is continually working toward satisfying the requirements of the National Quality Standards for Early Childhood. Early Childhood practice is informed by 'Belonging, Being and Becoming: Early Years Learning Framework.'



Part C (Section 4. Standard 12 Child Abuse Prevention)

Protective Behaviours Curriculum

All staff at Saint Joseph's are trained to deliver the 'Keeping Safe': Child Protection Curriculum for the early, middle and upper primary years.

- Staff were originally trained by the School Psychologist in 2016. Staff who have joined the school in the years since have undergone initial training at the first possible opportunity, usually before starting work at the school.
- All staff undergo a 'refresher' training session on 'Keeping Safe' and the 'Child Safe Framework' at the beginning of the school year, run by the Principal. Ongoing discussion on these topics occurs during PLCs during the year.
- The 'Keeping Safe' program is to be taught during each term, as part of the 'Health' learning area or via an integrated approach.
- Parents receive information about this program via the school newsletter and parent evening at the start of the year.

Code of Conduct

All members of our community are subject to the 'St. Joseph's Code of Conduct'. This document is made available to parents on our school website and is provided to new families upon enrolment at the school. At regular intervals, each statement of the Code of Conduct is broken down and clarified for parents in our Newsletter.

All staff are inducted in the Code of Conduct when they begin their employment at the school. At the beginning of each year, a 'refresher' session is run for all staff on the Code of Conduct. Staff are frequently reminded of the requirements of the Code of Conduct at Staff Meetings and PD Days throughout the year.

Mandatory Reporting of Sexual Abuse

All staff have been trained in the requirements for Mandatory Reporting of Sexual Abuse. These responsibilities are explained to staff again at the beginning of each school year, with frequent reminders at Staff Meetings throughout the year.



Part D (Section 6. Governing Body Accountability)

Saint Joseph's has in place a number of planning documents, which together are designed to maximise student learning. The School Board is made aware of these documents, given the opportunity to provide feedback and is given access to relevant data in order to assist in making decisions in keeping with the goal of maximising student learning.

The school Curriculum Plan works alongside the following improvement plans, in a complementary manner:

- Strategic Plan
- School Improvement Plan
- NQS Improvement documents
- Evangelisation Plan
- Aboriginal Education Plan
- Capital Development Plan

Part E (Section 7. Standard of Education)

Saint Joseph's strives to meet all of the elements of the National Quality Standards for Early Childhood Education. We use Belonging, Being and Becoming: the Early Years Learning Framework as the basis for our educational practice in early childhood.

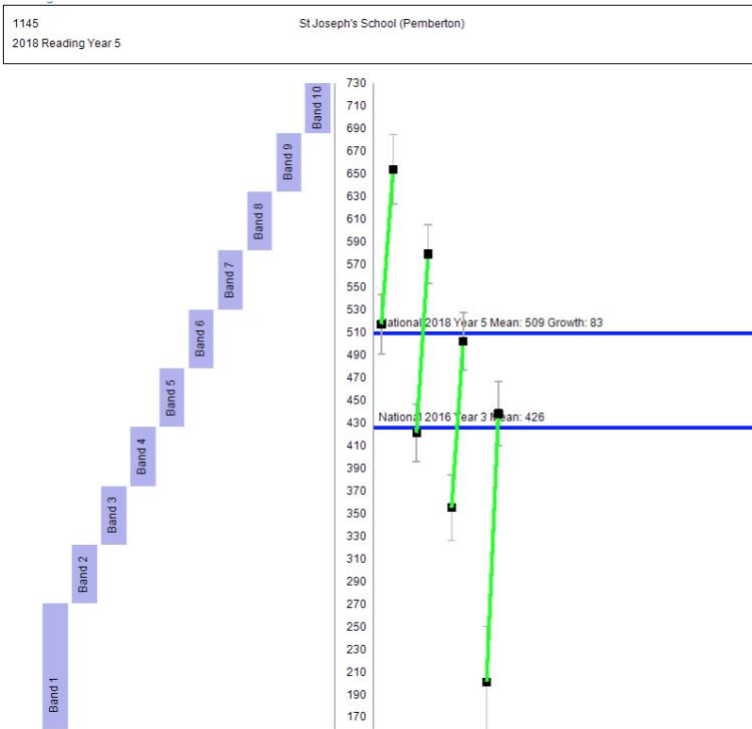
- The internal NQS audit was carried out by the Principal in November 2018.
- As informed by the audit and our own reflection, our main focus area for 2019 will be 1.2.3: 'Child directed learning'- specifically increasing the agency of each child and developing good practice of inquiry learning.
- Staff involved in early childhood gather for a weekly morning meeting to reflect on practice and our progress towards our goals as informed by the NQS. A summary of these discussions is frequently presented to the whole staff at Staff Meetings/ PLCs.

Part F (Data Analysis)

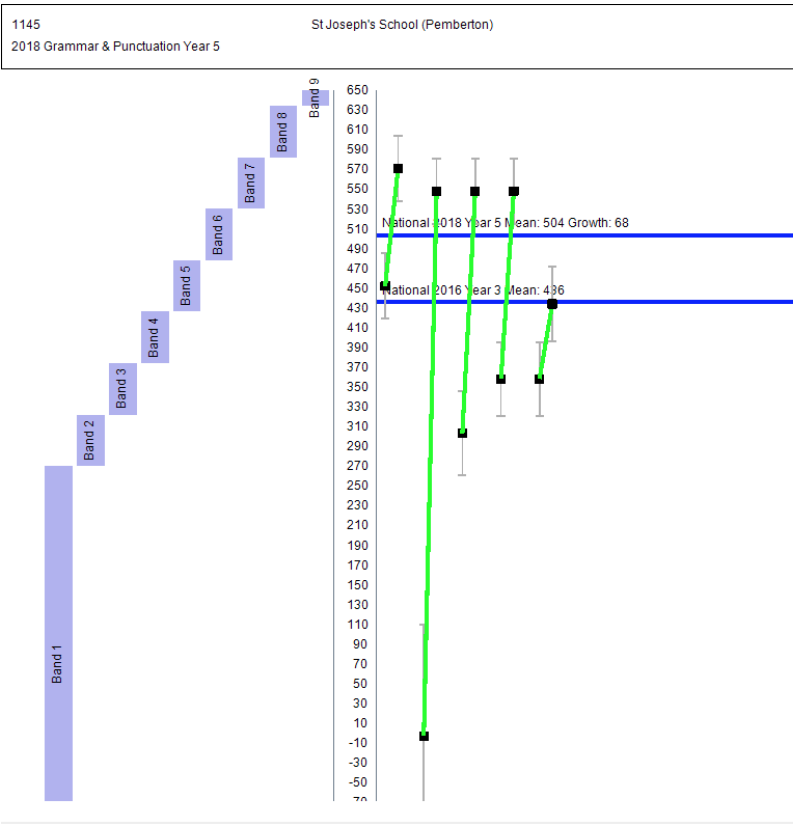
1. Analysis of NAPLAN data in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy was carried out by all teaching staff at a PLC in Week 9 of Term 3, with ongoing discussion since. Class-based assessment data (as outlined in our Assessment Schedule) is analysed and discussed at PLCs on a rotational basis, as part of our 'Class In Focus' initiative.
2. Our NAPLAN data indicates significant progress in student achievement in:



Reading

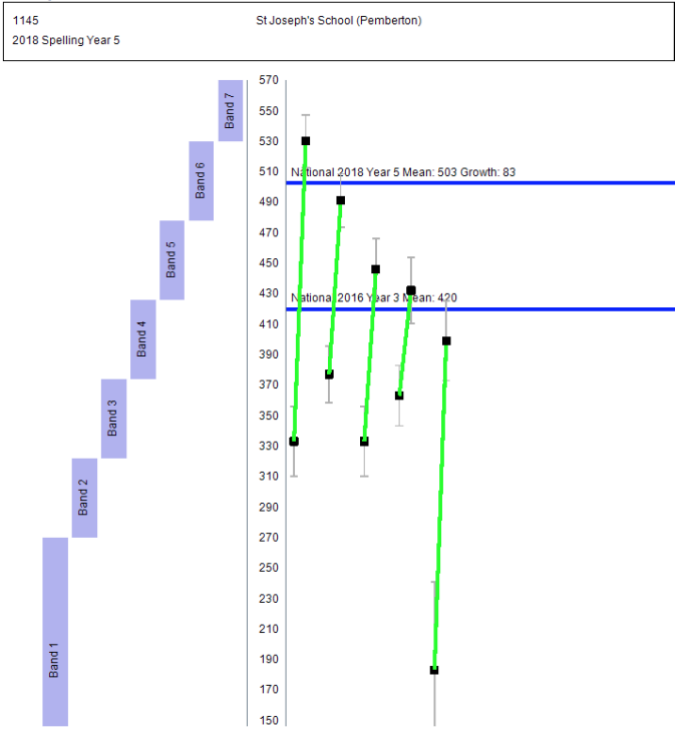


Grammar and Punctuation

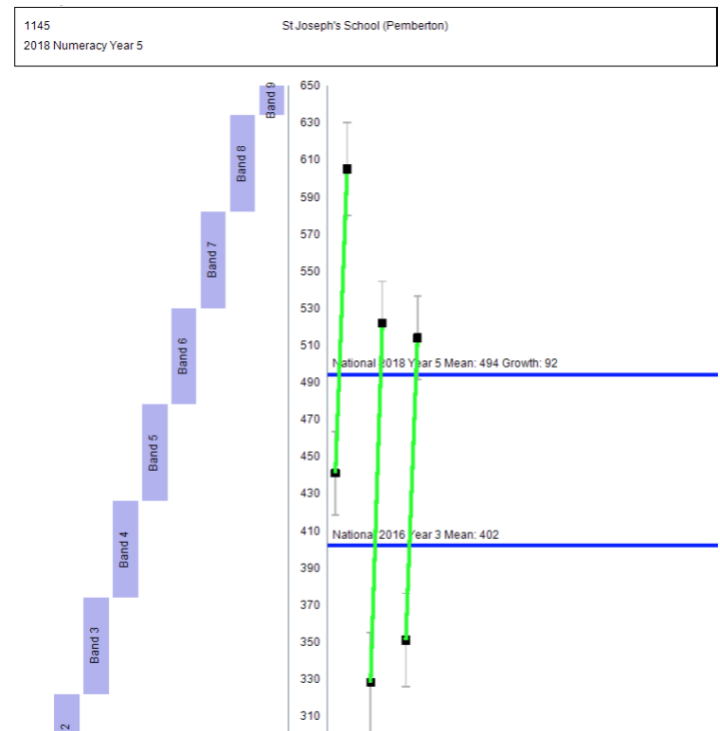




Spelling



Numeracy





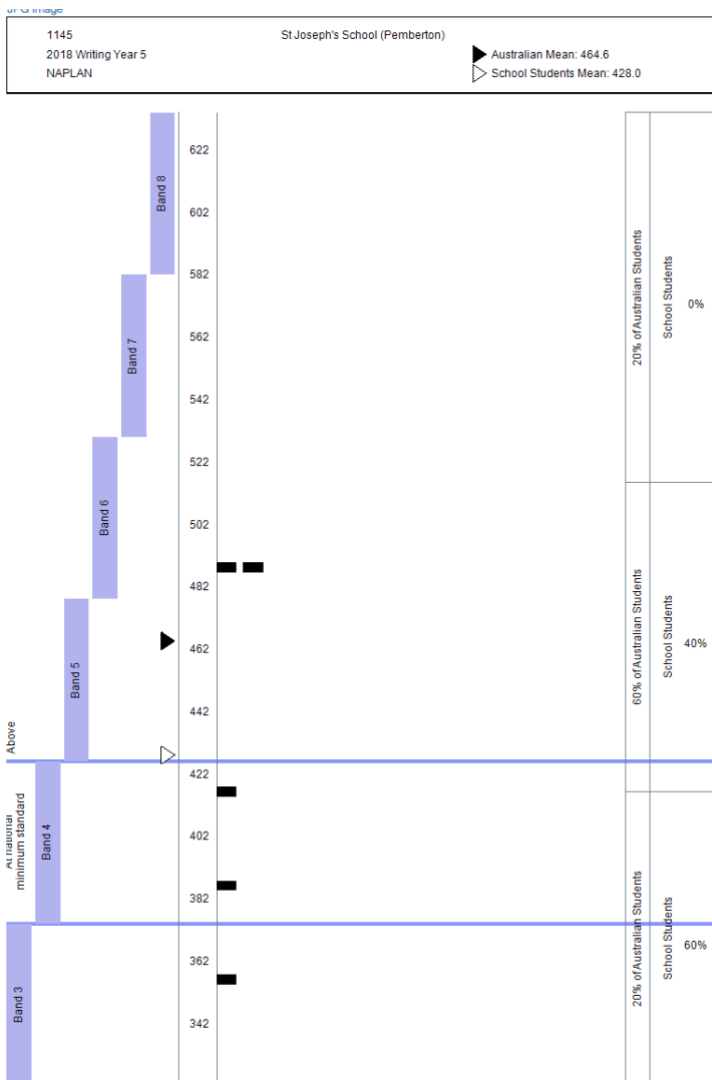
This indicates that our use of Diana Rigg Spelling and Oxford Maths are contributing to our success in Spelling and Mathematics respectively.

Our class-based instructional strategies in Reading and Grammar and Punctuation also seem to be effective.

We should continue with our general school-wide teaching philosophy of incorporating a mixture of explicit instruction with student-driven learning approaches.

Our weakest students have made the most significant progress, indicating that our intervention programs (e.g. Mini-Lit, Stairway to Spelling, Toe-By-Toe) have been effective and should be maintained.

3. Our achievement in Writing has not been as strong as in other areas, with our Year 5 school mean being well below the Australian mean:





This indicates that our approach to Writing instruction has not been effective. We need to look at ways to increase student engagement in writing and look into Writing programs that could assist in increasing our student achievement in 2019.

After carrying out data analysis and discussion, we believe as a staff that the 'Cars N Stars' comprehension program has not been effective and should be discontinued, as teachers are having to greatly supplement this program with other resources and strategies.

4. As a school, we are doing a good job of catering for those students requiring support in literacy, with the Mini-Lit, Stairway to Spelling and Toe-By-Toe programs effective in helping these students.

CAPs and IEPs are produced by teachers to outline strategies that assist those students requiring a more targeted teaching approach.

In 2019, the staff should look at developing greater support for those students who are performing poorly in Mathematics, as well as developing greater opportunities for extension and enrichment for students who require it.



APPENDIX

Whole School Standardised Assessment Schedule

Year Level	Assessment & Reporting	Term 1	Term 2	Term 3	Term 4
Kindergarten	SOCS (Speech Screen)	Week 9 -10			
	Pre-Literacy Screening Ex1 & 2 Syllable segmentation & Rhyme	Weeks 8-10			
	Pre-Literacy Screening Ex3.1 & 3.2 Initial Phoneme Awareness		Week 5		
	Pre- Literacy Screening Ex 4.1 & 4.2 Alphabet Sound Recognition		Weeks 8-10		
	Pre-Literacy Screening Ex 4.1 & 4.2 Alphabet Sound Recognition			Week 5 & 8/9	
	**Pre-Literacy Screening Ongoing as skills require.			**	**
Pre-Primary	On Entry Assessment	Weeks 3-6			
	Pre-Literacy Screening Ex 4.1 Alphabet Sound Recognition	Weeks 1-4			
	Pre-Literacy Screening Ex 4.1 & 4.2	(ongoing at end letter sets)	(ongoing at end letter sets)	(ongoing at end letter sets)	(ongoing at end letter sets)
	Pre-Literacy Screening Ex 5.1 Blending onset & rime		Week 5		
	Pre-Literacy Screening Ex 5.2 CVC Blending & Ex 6 Segmenting CVC words		Weeks 8-10	Week 5	
	Early Literacy Screen as CVC word skills are mastered			Week 10	
	PM Reading Benchmark (As students demonstrate readiness for reading)		Ongoing*	Week 2/3 & 7/8	Week 2/3 & 7/8
	Early Literacy Screen (for Yr 1 levelling)				Week 3 & 8/9
	PAT R (Book P)				November
Year 1	Observation Survey: * teacher discretion Concepts About Print Duncan Word Task Writing Vocab Hearing & Recording Sounds in Words Running Record Letter Identification	Week 1-3			
	South Australian Spelling Test	Week 2 (Form A)			Week 8 (Form B)
	Di Rigg Spelling Test	Week 1 & Week 10	Week 10	Week 10	Week 8
	Running Records (PM Benchmark)	2-3 times per term	2-3 times per term	2-3 times per term	2-3 times per term
	Neale Analysis (PM 10 and Above)	Week 6-8			Week 6-10
	PAT M (Year 1)				November
	PAT R (Book P or 1)				November
	Cars & Stars				November



CATHOLIC EDUCATION
WESTERN AUSTRALIA

Year 2	South Australian Spelling Test	Week 2 (Form A)			Week 8 (Form B)
	Di Rigg Spelling Test	Week 1 & Week 10	Week 10	Week 10	Week 8
	Running Record (PM Benchmark)	2-3 times per term	2-3 times per term	2-3 times per term	2-3 times per term
	Neale Analysis (PM 10 and Above)	Week 1-4			Week 6-10
	PAT M (Year 2)				November
	M.A.I. (For those students identified as 'at-risk' in the Pat M at the end of the previous year)	February			
	PAT R (Book 1/2)				November
	PAT S (List 1)				November
Cars & Stars				November	
Year 3	South Australian Spelling Test	Week 2 (Form A)			Week 8 (Form B)
	Di Rigg Spelling Test	Week 1 & Week 10	Week 10	Week 10	Week 8
	Running Record (PM Benchmark)	2-3 times per term	2-3 times per term	2-3 times per term	2-3 times per term
	Neale Analysis (PM 10 and Above)	Week 1-4			Week 6-10
	PAT M Year 3				November
	M.A.I. (For those students identified as 'at-risk' in the Pat M at the end of the previous year)	February			
	PAT R (Book 2/3)				November
	PAT S (List 2)				November
	PAT V (Book1)				November
Cars & Stars				November	
Year 4	South Australian Spelling Test	Week 2 (Form A)			Week 8 (Form B)
	Di Rigg Spelling Test	Week 1 & Week 10	Week 10	Week 10	Week 8
	Neale Analysis (PM 10 and Above)	Week 1-4			Week 6-10
	PAT M (Year 4)				November
	M.A.I. (For those students identified as 'at-risk' in the Pat M at the end of the previous year)	February			
	PAT R (Book 3/4)				November
	PAT S (List 3)				November
	PAT V (Book 2)				November
Cars & Stars				November	
Year 5	South Australian Spelling Test	Week 2 (Form A)			Week 8 (Form B)
	Di Rigg Spelling Test	Week 1 & Week 10	Week 10	Week 10	Week 8
	Neale Analysis (PM 10 and Above)	Week 1-4			Week 6-10
	PAT M (Year 5)				November
	M.A.I. (For those students identified as 'at-risk' in the Pat M at the end of the previous year)	February			
	PAT R (Book 4/5)				November
	PAT S (List 4)				November
	PAT V (Book 2)				November
Cars & Stars				November	
Year 6	South Australian Spelling Test	Week 2 (Form A)			Week 8 (Form B)
	Di Rigg Spelling Test	Week 1 & Week 10	Week 10	Week 10	Week 8



CATHOLIC EDUCATION

WESTERN AUSTRALIA

Neale Analysis (PM 10 and Above)	Week 1-4			Week 6-10
PAT M (Year 6)				November
M.A.I. (For those students identified as 'at-risk' in the Pat M at the end of the previous year)	February			
PAT R (Book 5/6)				November
PAT S (List 5)				November
PAT V (Book 3)				November
Cars & Stars				November