

Curriculum Plan 2020

St Joseph's Primary School, Pemberton

December 2019

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 has a strong connection to the Sacred Heart Catholic Parish of Pemberton. 67% of the students in the school are Catholic.
- 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
K/PP	11	0	0	0	0	0
1/2	7	0	1	1	1	1
3/4	8	0	0	2	0	0
5/6	16	0	0	6	0	0

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 units of RE work, including the new RE Units of work available through CEWA's Religious Education portal. The school satisfies the minimum requirement for minutes of R.E. instruction in each year level.

SCSA has been informing our reporting schedules and the school consults the Judging Standards to make informed decisions when reporting. Languages (Italian) is now reported on against the Western Australian Curriculum (SCSA) for all students in Year 3-6, with Technologies and the Arts the other learning areas that are most recently now reported on against the Western Australian Curriculum (SCSA).

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.' Early childhood instruction is adaptable in relation to the EYLF.



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- Strategic Priority 3 and Strategic Priority 4 link to the focus areas identified in this Curriculum Plan.
- School Improvement Plan- our academic focus for 2020 on Grammar and Punctuation is reflected in our S.I.P.
- 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 December 2019. In August 2019, we also had our NQS Verification Audit.
- As informed by the audit and our own reflection, our main focus area for 2020 will be 3.2.1: 'Inclusive environment'- specifically enhancing our physical learning environments to better support inquiry-based learning in indoor and outdoor environments.
- 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.

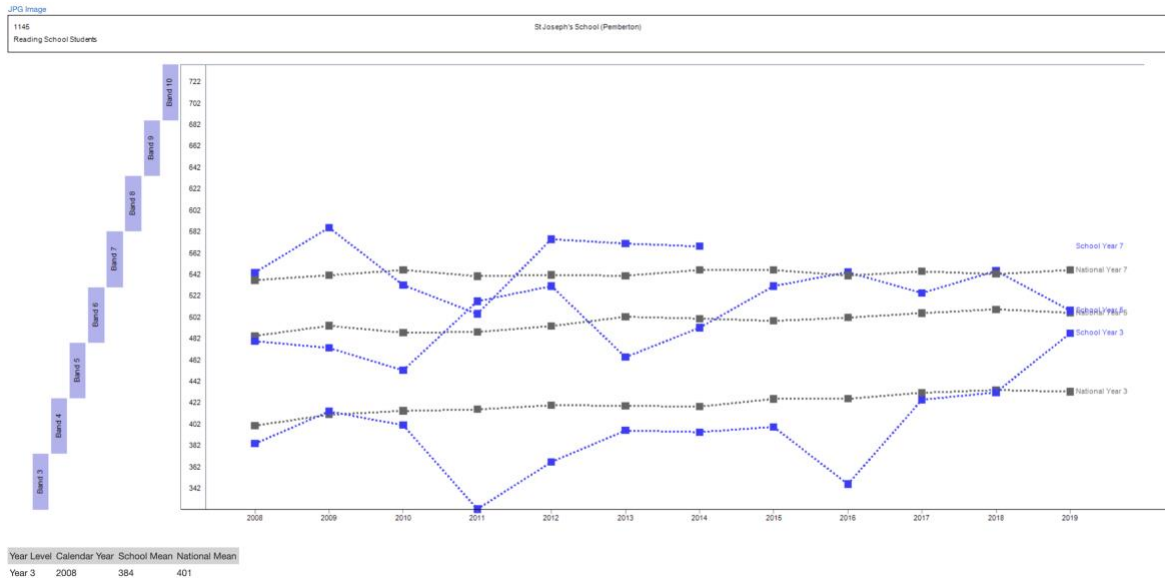
Part F (Data Analysis)

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 early Term 4, with ongoing discussion since. Class-based assessment data (as outlined in our Assessment Schedule) is analysed and discussed at PLCs on a regular basis. We also carry out a 'Class In Focus' initiative, where we analyse the assessment data of each class, one at a time, to identify any trends or concerns.



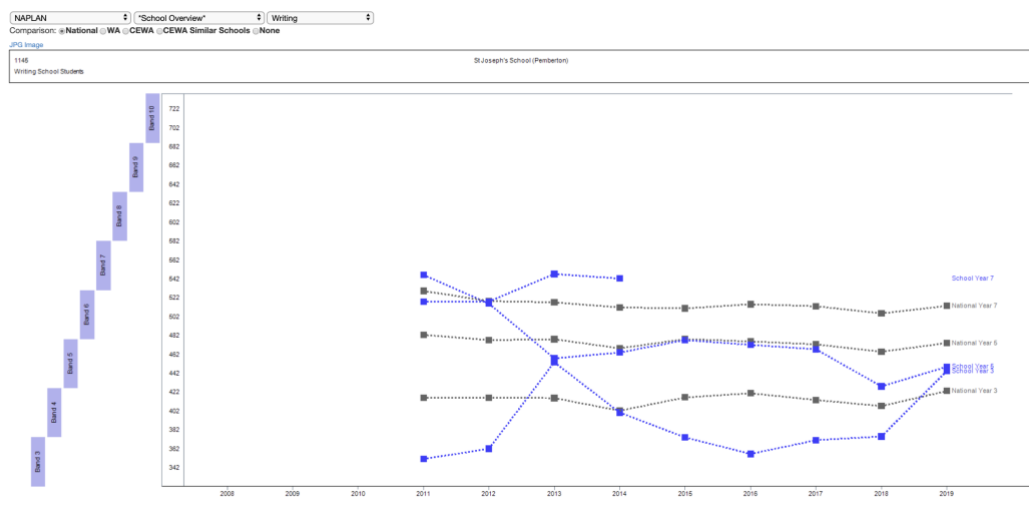
- Our academic performance in 2019 is summarised in the data below. It is important to note when looking at the NAPLAN data that as we have very small cohorts, individual students have a large impact on our results. For example, we have a very weak child in Year 5 who did not complete NAPLAN in Year 3 2017, but did this year. We also have some very strong students in Year 3 this year, who have completed NAPLAN for the first time in 2019.

Reading



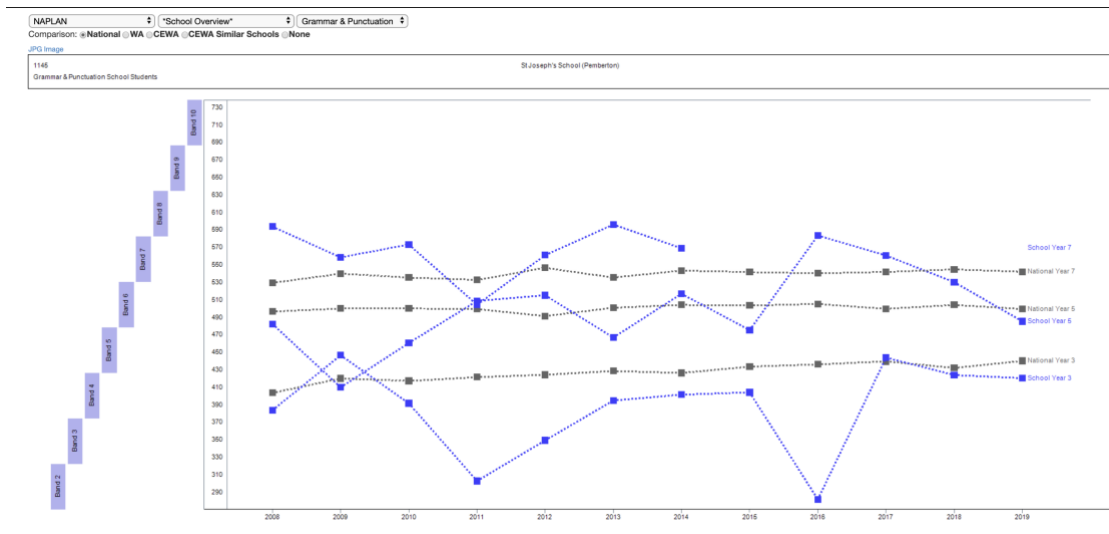
In the NEALE Analysis carried out in Term 4-, 76% of students in Year 2-6 achieved an accuracy rate of a student above their actual age and 80% of students performed above their actual age in comprehension.

Writing

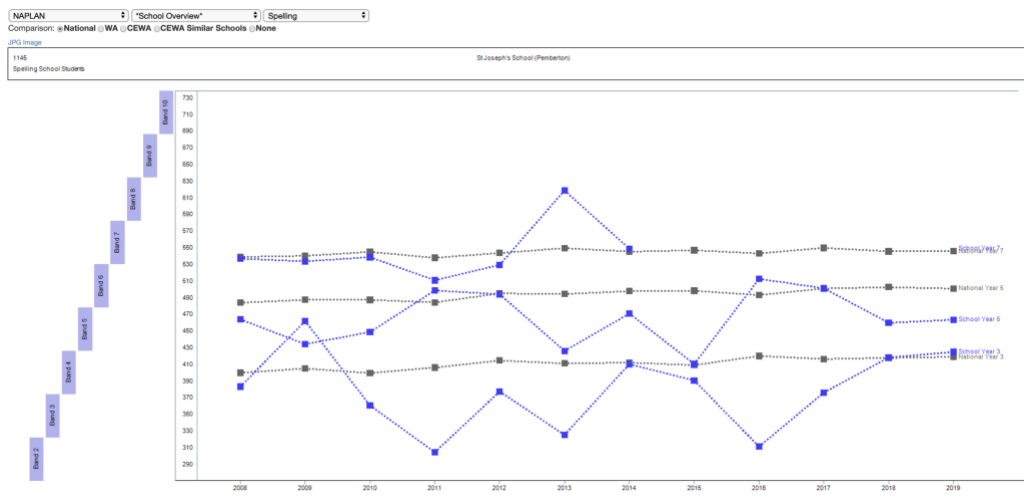




Grammar and Punctuation



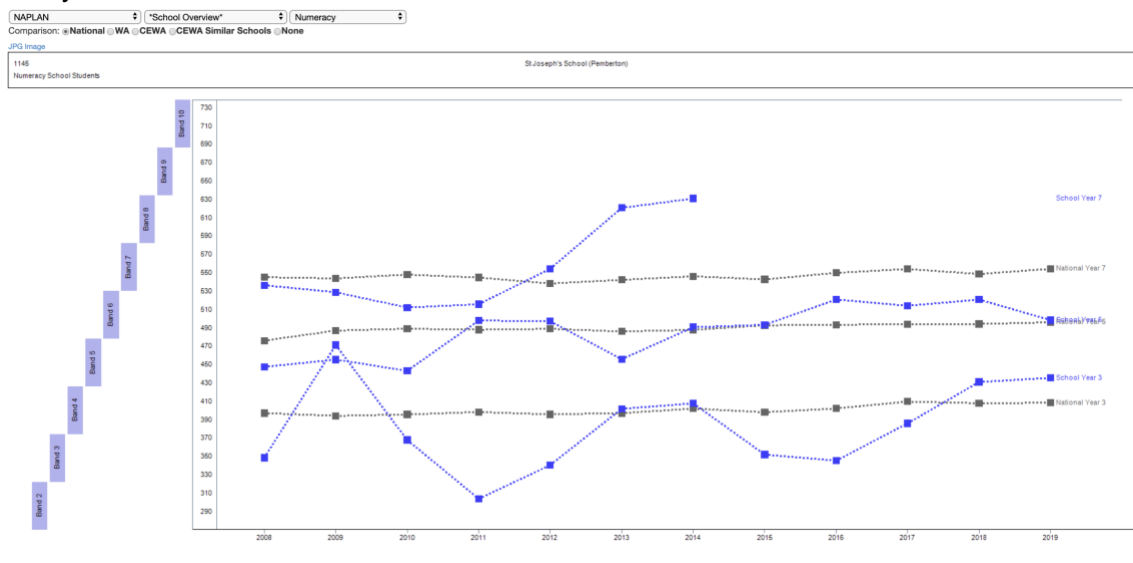
Spelling



South Australian Spelling test data from Term 4 of 2019 shows that 55% of our students from PP-Year 6 are at or above their actual age. Many of those students achieving below their actual age have made significant growth over the course of 2019.



Numeracy



PAT Maths testing in Term 4 2019 indicated that 75% of our students from Year 1-6 are stanine 5 or above, however, many of these students are in stanine 5 (about 45% of all students). We have a higher percentage of students who have achieved stanine 9 than would be expected.

The data suggests that our approaches to teaching Reading, Spelling, Numeracy and Writing, as outlined in our Teaching and Learning Handbook, have been relatively effective and should be maintained, along with our successful learning support processes in these areas. It is particularly pleasing to observe the positive trend in Writing achievement, as throughout 2019 we have had a focus on developing and implementing a whole-school approach to Writing instruction.

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

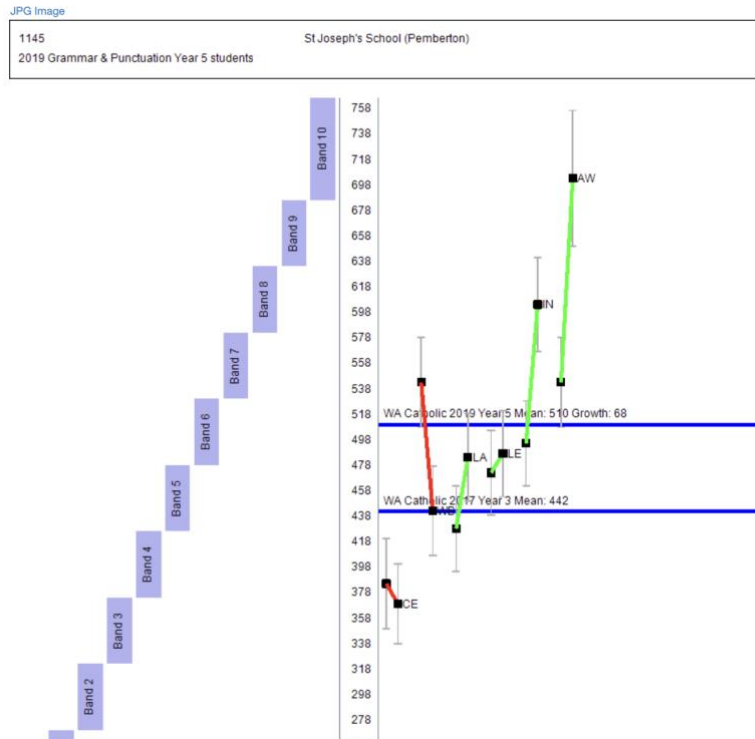
Our class-based instructional strategies in Reading also seem to be effective.

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

Data also indicates that our intervention programs (e.g. Mini-Lit, Stairway to Spelling,) have been effective and should be maintained.



3. Our achievement in Grammar and Punctuation is a concern, as many of our Year 5 students have made limited or negative growth in this area, as outlined by NAPLAN and school-based testing data. This data also matches the general staff-observation that our academic standards are not as high as they need to be in Grammar and Punctuation.



As a staff, we need to make Grammar and Punctuation a strong focus for 2020, both in terms of classroom instruction and development and maintenance of high standards of grammar and punctuation on student work samples. This should be an area of emphasis in PLCs and professional development for 2020.

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 Pre-Lit 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 2020, 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

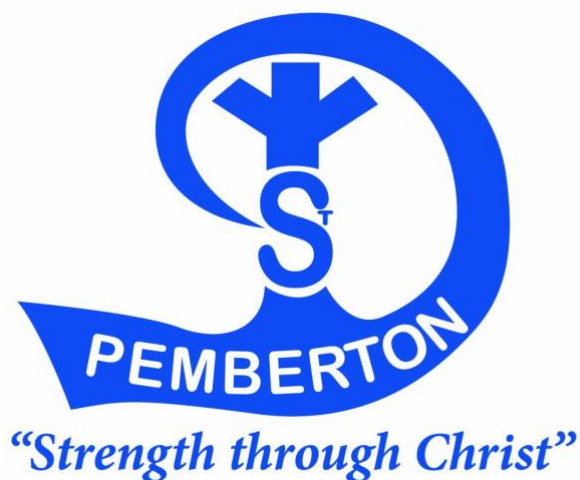
Year Level	Assessment & Reporting	Term 1	Term 2	Term 3	Term 4
Kindergarten	SOCS (Speech Screen)	Week 9 -10			
	Pre-Literacy Screening Ex1 & 2 Syllable segmentation & Rhyme	Weeks 8-10			
	Pre-Literacy Screening Ex3.1 & 3.2 Initial Phoneme Awareness		Week 5		
	Pre- Literacy Screening Ex 4.1 & 4.2 Alphabet 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
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



CATHOLIC EDUCATION
WESTERN AUSTRALIA

	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
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
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
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
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
	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

TEACHING, ASSESSING and REPORTING POLICY



Saint Joseph’s School, Pemberton
Created 25/09/2018

The following policy has been designed in response to The School Curriculum and Standards Authority and its request for all schools to provide a Teaching, Assessing and Reporting policy. This policy will provide students, parents, guardians and the school community with information about how Teaching, Assessing and Reporting takes place within Saint Joseph's School, Pemberton and how it aims to meet the learning needs of all students. The policy is designated into three key areas, Curriculum, Assessment and Reporting.

SCOPE

The Teaching, Assessing and Reporting Policy informs all students, parents and guardians of Saint Joseph's School, Pemberton.

CURRICULUM

Saint Joseph's School, Pemberton implements the Pre-Primary to Year 10 *Western Australian Curriculum and Assessment Outline* (the *Outline*) at www.scsa.wa.edu.au to meet the needs of all students and in accordance with:

- The policy standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting
- The principles of Learning, Teaching and Assessment detailed within the Outline

In relation to Kindergarten:

Saint Joseph's School, Pemberton is informed by *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)*, which describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.

The *Kindergarten Curriculum Guidelines* guide educators to develop kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the *EYLF* to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

Saint Joseph's School, Pemberton's Curriculum planning accounts for the needs of all students. This includes the enrolment of students with disability in regular classes, education support classes and other education support settings.

In planning the delivery of the Pre-primary to Year 10 Western Australian curriculum, Saint Joseph's School, Pemberton ensures it meets the requirements outlined in:

- Table 1: *Western Australian Curriculum and Assessment Outline*: curriculum requirements and available options
- Table 2: Implementation timeline requirements

Saint Joseph's School, Pemberton uses discretion in regard to the use of the *Notional Time Allocation Guidelines: Pre-primary to Year 10* provided in the *Outline*.

At Saint Joseph's School, all learning areas of the Western Australian Curriculum are taught in all year levels (Pre-Primary- Year 6), except for Languages, which is taught from Year 2-Year 6. The school ensures compliance with the Implementation timeline requirements for each learning area of the Western Australian Curriculum (see Table 2).

MODIFIED CURRICULUM

Here at Saint Joseph's School, Pemberton, differentiation of the curriculum is implemented to cater for our individual learner needs.

If there is a legitimate reason for a student at Saint Joseph's to be following a modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, students for whom English is an additional language/dialect), Saint Joseph's will negotiate any variation to the Western Australian curriculum with the student and her/his parents/carers and document the decisions made (for example, a documented individual education plan and documented learning plan).

Saint Joseph's uses discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities Based Learning and Education, Western Australia, ABLE WA), detailed in the *Outline*, for planning for teaching students with disability and additional learning needs.

Saint Joseph's uses discretion in regard to the use of the *EAL/D Progress Map* when planning for teaching and monitoring the progress of students for whom English is an additional language/dialect.

ASSESSMENT

Saint Joseph's School, Pemberton, will:

- Monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the *Outline*
- Develop and administer assessments in relation to the content of the Pre-primary to Year 10 Western Australian curriculum
- Ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard
- Develop processes to support all teachers in making valid and reliable judgements
- Use data from prescribed national and statewide assessments to inform teacher judgements about student achievement.

REPORTING

Components of Written Reports

Saint Joseph's School, Pemberton, will use plain language to report to parents and guardians on the achievements of Pre-Primary to Year 6 students in terms of the Western Australian achievement standards. Saint Joseph's will ensure that reports:

- a) are readily understandable to those responsible for the student
- b) give an accurate and objective assessment of the student's progress and achievement
- c) include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the *Outline*
- d) include, for subjects studied, an assessment of the student's achievement:
 - (i) in terms of the grades A, B, C, D or E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of Western Australian achievement standards, and
 - (ii) in relation to the performance of the performance of the student's peer group
- e) include information about the student's *attitude, behaviour, and effort* in terms other than the five-point scale which is used as a measure of achievement
- f) include any additional information the school considers relevant, including an overall teacher comment

In addition, for Pre-Primary to Year 2, school reports are to include a description of the student's progress in *personal and social learning*.

Achievement in Learning Areas

Saint Joseph's reports on achievement:

In Pre-Primary, student achievement is reported using achievement descriptors and without letter grades.

For Year 1-6, letter grades and achievement descriptors are used.