

**St Francis Xavier Primary School**  
**Curriculum Plan**



# St Francis Xavier Primary School

## School Curriculum Plan

### PART A

St Francis Xavier Primary School is a 3 year old – Year 6 co-educational primary school community with approximately 500 students, situated in Geraldton, a mid-west coastal town of Western Australia. As a double stream school, it averages between 25-30 students per class. The school offers Science, Physical Education, Languages and The Arts (Media and Music) as specialist learning areas. Learning Support for students with disabilities and learning difficulties is offered through Reading Recovery, MultiLit and SPELD intervention programs.

Students are offered a variety of leadership, pastoral, sporting and academic opportunities, highlighting the quality of pastoral care and learning provided. The Staff is committed to providing students with a range of learning experiences appropriate to their needs and development, as well as capturing their interest. Students are encouraged to become independent learners who are critical thinkers and responsible for their own behaviour. The school is committed to the development of the whole child spiritually, intellectually, socially, emotionally and physically. Working in partnership with parents and the broader community to achieve these goals enables us to provide students with an education that is relevant and life-giving.

The school has an ICSEA value of 1021, which is just above the average school ICSEA of 1000, with 81% of enrolments in the bottom and middle quarters.

There are currently 24 teaching staff (20.7 FTE) and 15 non-teaching staff (10.6FTE).

*Catholicity – The school averages 71% Catholic enrolment*

Religion	3YO	K	PP	1	2	3	4	5	6
Anglican		2		2		1	2	1	1
Baptist				1					
<b>Catholic</b>	<b>3</b>	<b>28</b>	<b>21</b>	<b>38</b>	<b>37</b>	<b>36</b>	<b>47</b>	<b>37</b>	<b>51</b>
Hinduism						2			1
Islam			1		1			1	
LDS							1	1	
No Religion	8	26	17	11	15	15	8	14	7
Other		1	1	3	1	1	2	3	
Total	11	57	40	55	54	55	60	57	57
<b>Percentage</b>	<b>27</b>	<b>49</b>	<b>52.5</b>	<b>69</b>	<b>68.5</b>	<b>65.45</b>	<b>78.3</b>	<b>64.9</b>	<b>89.47</b>

The Catholicity of the students is declining each year. This will be considered when developing the School Evangelisation Plan in April.

*Aboriginality – The school currently has 6.4% Aboriginal enrolment.*

Year	PP	1	2	3	4	5	6
Female	2	5	3	3	2		1
Male	5		2	1		4	
<b>Percentage</b>	<b>17.5</b>	<b>9</b>	<b>9.25</b>	<b>7.2</b>	<b>3.3</b>	<b>7.0</b>	<b>1.75</b>

All indigenous students will have a Personalised Learning Plan (PLPs) and are supported as necessary by an Aboriginal Teacher Assistant.

*LBOTE – The school averages a 1% Language background other than English.*

Language	K	PP	1	2	3	4	5	6
Afrikaans			1					1
Dinka					1		1	
German				1				
Indonesian	1							
Italian								1
Malayalam		1	1		1			
Mandarin	1							
Sinhalese	1				1			
Tagalog								1
Tamil	1							
Urdu		1					1	
Vietnamese	1		1					
Zulu						1		
<b>Percentage</b>	<b>8.7</b>	<b>5.0</b>	<b>5.45</b>	<b>1.8</b>	<b>5.45</b>	<b>1.6</b>	<b>3.5</b>	<b>5.2</b>

A growing demand for intervention for children with English as a second language (EAL/D) has become evident over the past few years due to a larger population of students from diverse cultural backgrounds enrolling. These children are catered for with additional support in English and other learning areas as needed by targeted strategies and teaching assistant/specialist teacher support, particularly Levelled Literacy Intervention and Reading Recovery. In 2019 funding will be sought to assist new arrivals and students from non-English speaking backgrounds.

*Students with Learning Needs (Support I.E.Ps, C.A.Ps, HCPs) at the end of 2018.*

Year	PP	1	2	3	4	5	6
<b>Females</b>	1 CAPs	6 CAPs	8 CAPs	4 CAPs	5 CAPs 2 IEPs	1 CAPs	2 CAPs 1 IEP
<b>Males</b>	3 CAPs	7 CAPs 1 IEP	9 CAPs 1 IEP	6 CAPs 1 IEP	9 CAPs 1 IEP	7 CAPs	5 CAPs 1 IEP
<b>Total</b>	<b>10%</b>	<b>25%</b>	<b>33%</b>	<b>20%</b>	<b>28%</b>	<b>14%</b>	<b>16%</b>

Currently the school employs a Disabilities Services Coordinator (0.5FTE) to assist with the development and coordination of learning programs and necessary intervention. This person is also a qualified tutor with SPELD and provides tuition to identified students both in the regular classroom and individualized sessions.

To assist with the learning needs of all students all classes have teaching assistant time dedicated to working and supporting identified student needs on a regular basis and resources that target specific individual needs. For those children requiring Individual Education Plans (IEP), Curriculum Adjustment Plans (CAP) and Curriculum Challenge Plans (CCP) for identified Gifted and Talented students, there is ongoing communication with parents and other stakeholders.

A Case Management Team has been established to identify, evaluate and respond to the pastoral and academic needs of students, including identifying professional learning opportunities for staff, where required. This team meets weekly to utilize data and professional expertise to effectively identify, assess and closely monitor identified students.

Programs to meet individual learning needs (eg Sounds Write, InitialLit, MiniLit and PreLit) are prioritised, where possible, in the school budget. Staff have undertaken relevant professional development and staffing has been allocated to support their inclusion.

Students with disabilities have been further supported in classrooms with targeted programming, modified timetables, assistant time, and additional support during break times supported by a school based Disabilities/Learning Support Coordinator, Special Needs Teacher Assistants and visiting CEWA Consultants.

Students under the care of the Department of Child Protection & Family Support (DCPFS) have Individual Learning Plans forwarded along with class reports to the department and are supported by the Leadership members.

*Attendance Percentages (at the end of 2018)*

<b>Year</b>	<b>PP</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Females</b>	92.9	95.80	94.50	94.30	95.10	95.40	95.60
<b>Males</b>	92.2	90.35	92.45	95.90	92.0	91.20	94.95

The school maintains a high attendance rate and students are regularly monitored by administration and teaching staff. Case management meetings are held to assist in improving students rates, should they fall below 90%.

# PART B

## Religious Education

At St Francis Xavier the Religious Education Program, as mandated by the Bishop of the Diocese, is implemented in accordance to the principles and procedures of the CECWA Religious Education policy. The program aims to help students learn the teachings of the Gospel as proclaimed by the Catholic Church and to develop a sense of the nature of Christianity and of how Christians are trying to live their lives. It complements Catechesis offered in family, school and parish.

In the 3-year and Kindergarten programs, teachers plan and provide programs, environments and pedagogical practices to raise the religious awareness of children. Lessons are offered daily with students from Pre Primary to Year 1 receiving a minimum of 15 minutes per day and at least 30 minutes for Years 2 – 6.

Liturgies and other activities of catechesis are also provided but are separate from the Religious Education program, with at least 60 minutes per week of such experiences provided including liturgical singing and prayer.

## Curriculum

St Francis Xavier implements the Pre-primary to Year 10 Western Australian curriculum in accordance with:

- the Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting and
- the Principles of Learning, Teaching and Assessment detailed within the Outline.

In relation to Kindergarten, the Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) and the Kindergarten Curriculum Guidelines are used by educators to develop the kindergarten curriculum to ensure that all children in experience quality teaching and learning.

St Francis Xavier provides students with the opportunity to engage with all five Arts subjects. For 2019 students will study at least two of the five Arts subjects, including at least one performance arts subject and one visual arts subject, from Pre-primary to the end of Year 6.

<b>Year</b>	<b>Performance Arts</b>	<b>Visual Arts</b>
<b>2016</b>	Drama/Dance	Visual Arts
<b>2017</b>	Drama	Visual Arts
<b>2018</b>	Dance	Visual Arts/Media
<b>2019</b>	Music	Media

Languages (Chinese) is provided for all students from Pre-primary to Year 6 and children in Kindergarten participate in the Australian Government Early Learning Languages Australia (ELLA) initiative, which is a digital, play-based language learning program. Full implementation, including teaching, assessing and reporting is in place for Years 3 and 4 in 2019.

# PART C

All staff at St Francis Xavier have a responsibility to care for children and to promote their safety and wellbeing, in line with the Child Safety in Catholic Schools Framework. This Framework ensures the learning environment is engaging, safe and supportive for all children from 3 year old to Year 6.

As part of this Framework, staff are regularly provided with ongoing professional development to enable them to:

- Eliminate or mitigate situations that present risk for children.
- Talk about and address behaviours that don't contribute to engaging supportive and safe environments.
- Model healthy and respectful relationships with fellow staff, students and children.
- Annually sign the Code of Conduct and
- Regularly review School policies and procedures.

The staff have worked collaboratively to identify and develop clear strategies to promote appropriate behaviour, through the Student Code of Conduct – including agreed responses and consequences for inappropriate student behaviour – and opportunities have been provided to support staff in implementing these policies.

The school has provided the following professional development to staff to assist in ensuring educators' responsibilities and obligations are met.

<b>2019</b>	School Wide Positive Behaviour in Schools
<b>2018</b>	Restorative Justice
<b>2017</b>	Mandatory Reporting in Catholic Schools Keeping Safe: Child Protection Training
<b>2016</b>	Introduction to the Code of Conduct in Catholic Schools

Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. Agreed guidelines of Parent Communication have been clearly articulated in the Staff Handbook in line with the Staff Code of Conduct.

Parents/carers are provided with opportunities to attend informational sessions and packs are distributed at Welcome Nights each year to inform parents of the preventative education curriculum and the School Code of Conduct. These are signed and returned to the school to demonstrate the parents' cooperation and support of the Code.

Students are assisted to equip themselves with the necessary skills to uphold the Code through the use of the 'Keeping Safe Child Protection Curriculum' which explores four main areas:

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies.

### *Keeping Safe: Child Protection Curriculum - Focus Areas*

	Early Years: Ages 3-5	Early Years: Years R-2	Primary Years: Years 3-5	Middle Years: Years 6-9
FOCUS AREA 1: The right to be safe	1 Feelings 2 Being safe 3 Warning signs	1 Feelings 2 Being safe 3 Warning signs 4 Risk-taking and emergencies	1 Being safe 2 Warning signs 3 Risk-taking and emergencies	1 Warning signs 2 Risk-taking and emergencies 3 Psychological pressure and manipulation
FOCUS AREA 2: Relationships	1 Rights and responsibilities 2 Identity and relationships 3 Trust and networks	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks
FOCUS AREA 3: Recognising and reporting abuse	1 Privacy and the body 2 Touching 3 Recognising abuse 4 Secrets	1 Privacy and the body 2 Recognising abuse 3 Secrets	1 Privacy and the body 2 Recognising abuse 3 Cyber safety	1 Privacy and the body 2 Recognising abuse 3 Cyber safety 4 Domestic and family violence
FOCUS AREA 4: Protective strategies	1 Strategies for keeping safe	1 Strategies for keeping safe 2 Persistence	1 Strategies for keeping safe 2 Network review and community support	1 Strategies for keeping safe 2 Network review and community support

# PART D

The School Board, in representing the St Francis Xavier school community, actively promote and support the Catholic ethos of the school. The board members strive to support the staff in the work that they do, both recognising and commending the excellent professional and pastoral reputation of the school teaching team. The School Board meets monthly throughout the school year. When appropriate, School data is presented to provide the Board with information regarding student achievement and identify possible areas of focus for the coming year.

Explicit targets for improvement in student achievement levels have been determined by all staff and communicated to parents, staff and the wider school community through a variety of forums. Regular opportunities are provided for staff to analyse Quality Catholic Schools data and develop appropriate strategies to contribute to the school improvement agenda.

Data from a wide variety of sources, including teacher, parent and student surveys, is used to inform school-level decisions, interventions and initiatives, as reflected in the Annual Improvement Plan.

In accordance with the Quality Catholic Schooling the future direction of St Francis Xavier will be to focus on the five key areas. The School Improvement Plan for 2019 will specifically address these foci as follows:

<b>101 Systematic Evangelisation Planning</b>	<b>201 Engagement with the School Community</b>	<b>303 A Culture that Promotes Learning</b>	<b>304 Targeted Use of School Resources</b>	<b>305 An Expert Teaching Team</b>
Staff will grow their knowledge so that they can teach Religious Education with greater confidence.	St Francis Xavier will improve partnerships with local community members.  Aboriginal perspectives are included across nine learning areas.	Staff will utilise a whole school approach and common language for promoting positive behaviours.	Review and write Early Years Charter to reflect current staff and educational beliefs so that effective teaching pedagogy is utilised in ECE rooms.	All staff will utilise a consistent Numeracy Dedicated Time approach so that effective pedagogy is utilised in all rooms.
<b>Planned Supports</b>				
<ul style="list-style-type: none"> <li>- PD Damien O'Malley (RE Planning)</li> <li>- PD Jo Harris (Godly Play)</li> <li>- PD with John Coleman (Scriptures)</li> <li>- Using Music Incursion (Andrew Chin)</li> </ul>	<ul style="list-style-type: none"> <li>- Regular ATA Planning Meeting</li> <li>- NAIDOC Week Community event</li> <li>- Resource development</li> <li>- Cultural immersion tour</li> </ul>	<ul style="list-style-type: none"> <li>- PL Fiona Currans PBiS</li> <li>- Behaviour Matrix developed</li> </ul>	<ul style="list-style-type: none"> <li>- Fran Italiano Visit</li> <li>- Rewrite of QIP</li> </ul>	<ul style="list-style-type: none"> <li>- PLC Numeracy focussed</li> <li>- iMaths PD</li> <li>- PD Blair Saunders (Numeracy Dedicated Time)</li> </ul>

# PART E

## NQS School Audit

The school based audit was undertaken in 2018 which highlighted the following elements to be addressed:

<b>Element 1.1.5</b>	Develop oral language in the outdoor environment.
<b>Element 3.3.1</b>	Children participating in planned experiences that engage them in appropriate sustainability practices within the service.

Staff will work with Early Childhood Consultants to develop appropriate opportunities for enhancing and extending each child's learning and development. Regular opportunities are provided for teachers to work together and to learn from each other's practices, including regular scheduled cluster meetings K-2 and PLC meetings to investigate specific professional learning needs.

## AEDC

The AEDC gives communities a snapshot of how children in the Geraldton area have developed by the time they start school. The AEDI was completed in Geraldton in their first year of formal full-time school in 2012 and repeated every three years.

		2009		2012		2015		2018		Significant change in developmentally vulnerable children	
		n	%	n	%	n	%	n	%	2009 vs2018	2015 vs2018
<b>Physical health and wellbeing</b>	On track	49	90.7	57	98.3	46	82.1	42	80.8		
	At risk	3	5.6	0	0.0	7	12.5	4	7.7		
	Vulnerable	2	3.7	1	1.7	3	5.4	6	11.5	Y	Y
<b>Social competence</b>	On track	48	88.9	48	82.8	43	76.8	38	73.1		
	At risk	4	7.4	8	13.8	11	19.6	10	19.2		
	Vulnerable	2	3.7	2	3.4	2	3.6	4	7.7	Y	Y
<b>Emotional maturity</b>	On track	40	74.1	52	89.7	51	91.1	36	70.6		
	At risk	10	18.5	2	3.4	3	5.4	14	27.5		
	Vulnerable	4	7.4	4	6.9	2	3.6	1	2.0	Y	N
<b>Language and cognitive skills</b>	On track	37	69.8	51	87.9	50	89.3	43	84.3		
	At risk	12	22.6	6	10.3	5	8.9	4	7.8		
	Vulnerable	4	7.5	1	1.7	1	1.8	4	7.8	N	Y
<b>Communication skills and general knowledge</b>	On track	51	94.4	49	84.5	48	85.7	41	78.8		
	At risk	2	3.7	8	13.8	5	8.9	9	17.3		
	Vulnerable	1	1.9	1	1.7	3	5.4	2	3.8	N	N

The data shows that students commencing school have become more vulnerable in the area of physical health and wellbeing. Programs have been implemented to focus on these areas especially in regard to their physical readiness for the school day, physical independence and gross and fine motor skills. The school has introduced Crunch & Sip, perceptual motor programs for early childhood, before school physical activities, scheduled Physical education and daily fitness.

School based data shows that although there is no significant change in the number of vulnerable students, 22% of students enrolled in Pre Primary sit below the 10th percentile of the national AEDC population surveyed.



	2009		2012		2015		2018		Significant change	
	n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
Vulnerable on one or more domain(s)	8	15.1	5	8.6	8	14.3	11	22.0	N	N
Vulnerable on two or more domains	2	3.7	3	5.2	2	3.6	2	3.8	N	N

The school works closely with local community networks to support families of the early years and ensure the outcomes of the WA Health & P.E Curriculum are covered. This is implemented in conjunction with the support of a range of resilience, drug and road safety resources provided by SDERA.

## PART F

St Francis Xavier monitors and assesses individual student achievement based on the Principles of Learning, Teaching and Assessment to:

- provide individual students with feedback to students on their learning through the use of learning intentions and success criteria.
- use student achievement information to plan future learning programs through diagnostic testing.
- make judgements of student achievement in relation to the year-level achievement standard through moderation across classes and Judging Standards documentation.
- administer prescribed national (NAPLAN) and state-wide assessments Early Years Literacy & Numeracy Data (EYLND), Online Entry (OLE), Bishop's Religious Literacy Assessment (BRLA) Brightpath Writing Assessments.
- provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers.
- communicate with parents/carers about student progress and achievement through parent interviews and three-way conferences.
- report to parents/carers for each student at the end of each term through formal School Reports.
- report to parents/carers with information relating to the development of other student attributes that influence learning through pastoral care notes via SEQTA and Class Dojo.

**School Data Collection Schedule**

	Kindy	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Term 1</b>	SEL Continuum (all students)	SEL Continuum (new students)	SEL Continuum (new students)						
	Running Records - IPI where appropriate (Before Week 5)			Running Records - IPI where appropriate (Week 3)		IPI or Running Records if under Level 0			
	Screening of Communication Skills (as required)		Observational Survey - (Week 5 – 10)	Students below Level 20 (Weeks 1-5)					
		OLE All students (Week 3-6)	Writing Vocabulary Test		Students below Level 20				
			BrightPath Assessment						
			Burt Word Reading Test		Students below Level 20				
			Words Their Way Diagnostic Test (Before Week 5)						
			iMaths Readiness Test (Week 1/2)						
			Soundwaves Spelling Diagnostic Test (Week 1/2)						
			Basic Facts Test (Week 5)						
<b>Term 2</b>	Running Records or Informal Prose Inventory								
	BrightPath Assessment								
	SEL Continuum	SEL Continuum	Basic Facts Test (Week 5)						
					NAPLAN (Week 3)		NAPLAN (Week 3)		
<b>Term 3</b>	Running Records or Informal Prose Inventory (by Week 5)								
	BrightPath Assessment								
	SEL Continuum	SEL Continuum			Bishop's Religious Literacy Test (Week 5)			Bishop's Religious Literacy Test (week 5)	
			Basic Facts Test (Week 5)						
<b>Term 4</b>	Running Records or Informal Prose Inventory (by Week 5)								
	BrightPath Assessment								
	SEL Continuum	SEL Continuum							
		OLE Final Assessment (as required)	Basic Facts Test (Week 8)						
			PAT Reading & PAT Maths Test (Week 7)						
			Soundwaves Content Test (Week 6)						
			iMaths End of Year Test (Week 6)						
			MultiLit Placement Tests (Week 9)						

## Data and Review Analysis

School-wide analysis and discussion of systematically collected data on student outcomes, including:

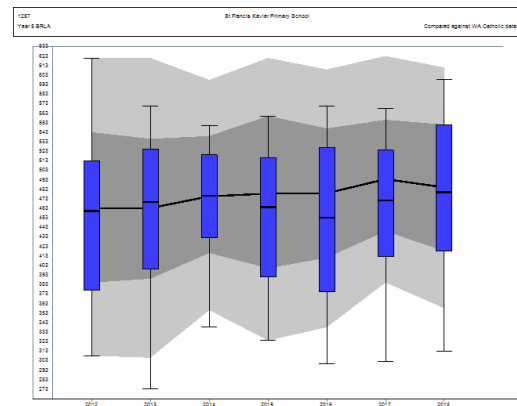
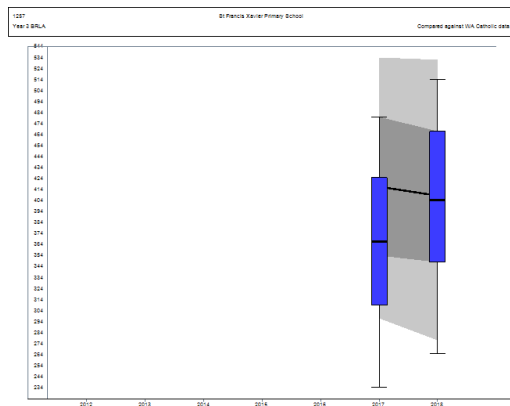
- Academic (Screening of Communication Skills SOCS, Online Entry OLE, Early Years Literacy & Numeracy Data EYLND, NAPLAN, PAT)
- Attendance (SEQTA)
- behavioural outcomes (Social & Emotional Learning Continuums), and
- student wellbeing (Case Management)

is conducted, including a wide range of both test data and quality classroom assessments.

Collection and analysis of school-wide data is summarised, displayed, and communicated to the school community through a wide variety of forums, including staff workshops. All teaching staff have access to a broad range of student achievement and wellbeing data and are supported by administrators in training and use. Student Profiles have been created and used to assist teachers in handover and commencement of teaching. Professional development is provided to build staff skills in analysing and interpreting data.

The Leadership team systematically monitor other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement using SEQTA Pastoral Care notes. Staff are provided with necessary training to contribute to these notes.

## RELIGION

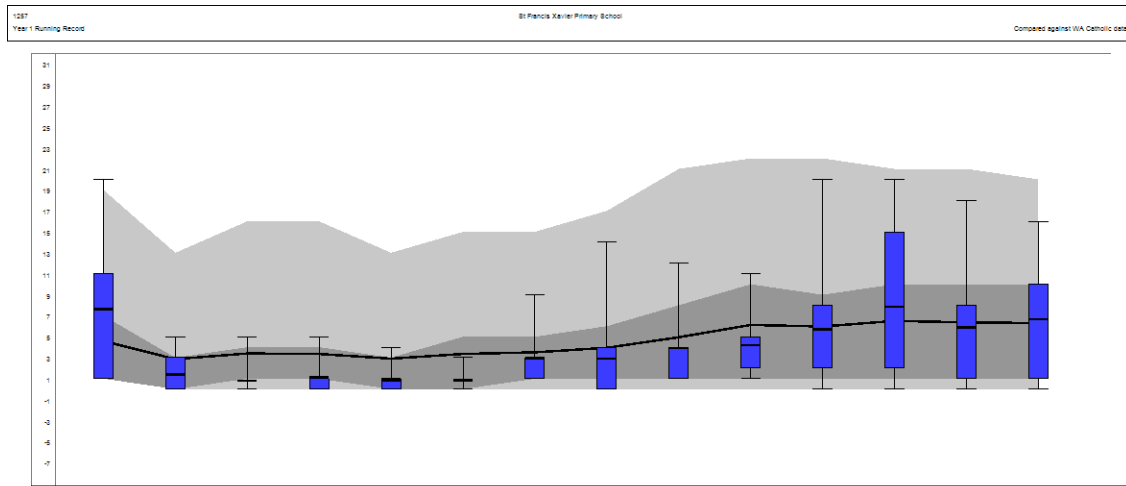


The Bishop's Religious Literacy Assessment shows that students average sit close to the CEWA average. Distribution of students shows that students performed similarly to all CEWA students. The focus of the school community on the vision and mission of Jesus in the past two years has shown a marked improvement across the school for this assessment.

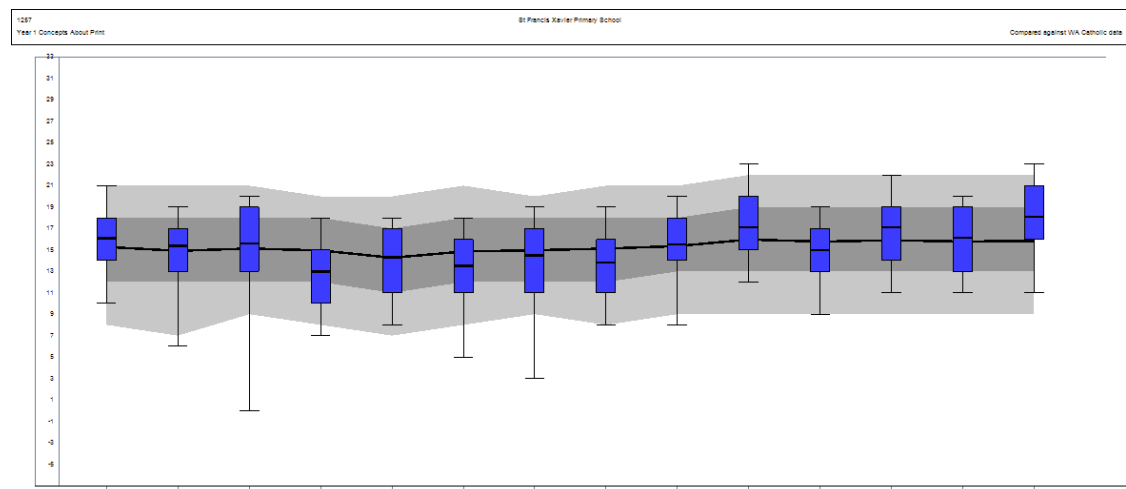
Further analysis shows that students scored lower in sections of the test requiring short written answers, which may be reflective of literacy skills, rather than knowledge. The knowledge and confidence of teaching about Catholic practices was highlighted as an area of concern for staff in a recent school review and this is reflected in the students results, with knowledge of the Bible and Church being the focus area for this year. This will be factored into the development of the Evangelisation plan which will be developed after attendance at the GDC.

Group	Jesus Multiple choice	Jesus Short answer	Bible Multiple choice	Bible Short answer	Sacrament & Prayer Multiple choice	Sacrament & Prayer Short answer	Church Multiple choice	Church Short answer	Overall
Yr 3 (2018)	82.3%	36.2%	57%	30%	65.5%	84.2%	37.4%	52.9%	55%
All Schools	84.8%		61.7%		64%		46.8%		55.7%
(2017)	72.6%	35.9%	66.5%	22.7%	67.9%	72.2%	38.1%	40.7%	51%
Yr 5 (2018)	63.4%	47.9%	68.5%	30.1%	63.8%	47.9%	55.9%	56.4%	55.7%
All Schools	63.1%		69.7%		66.2%		57.7%		56.8%
(2017)	61.8%	41.6%	66.6%	16.1%	63.8%	47.3%	54.7%	52.1%	52.3%

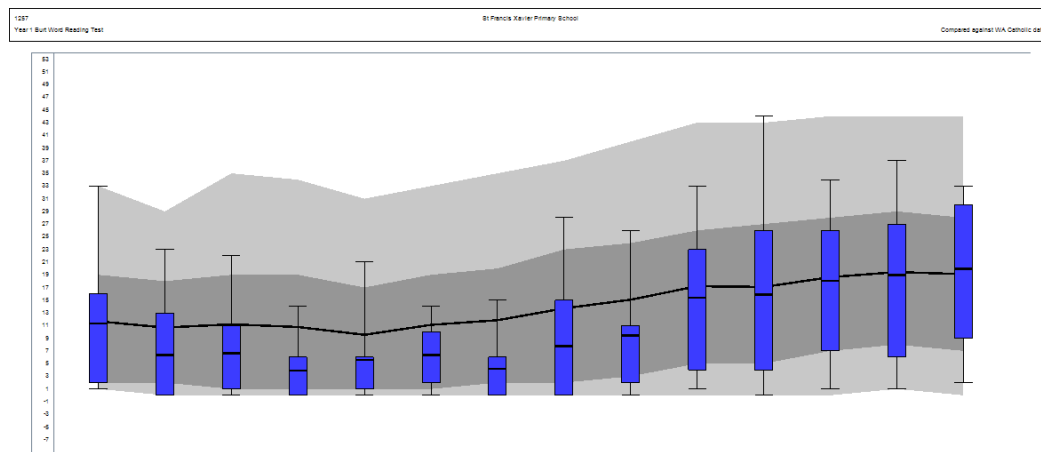
# READING



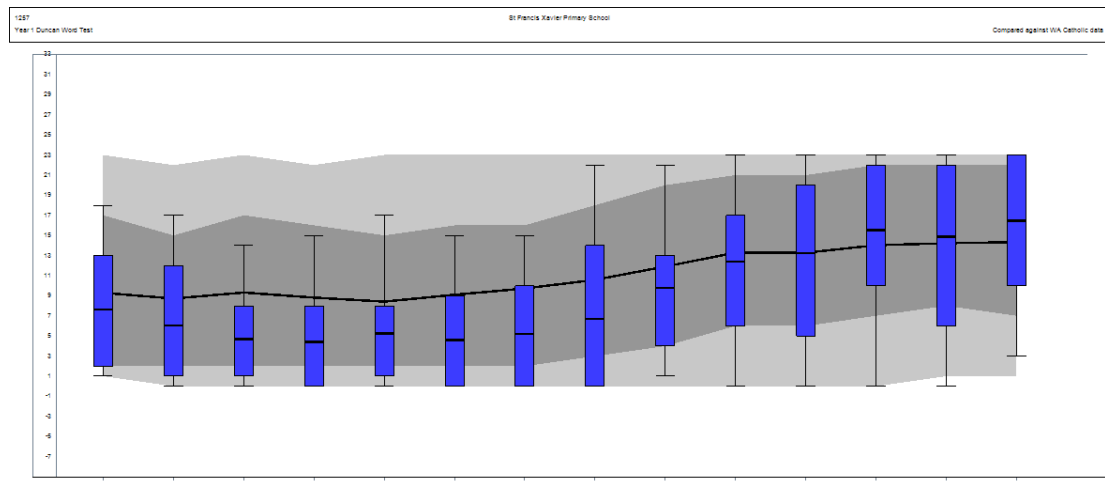
Results over time show that students are reading texts at a similar level to all other CEWA schools.



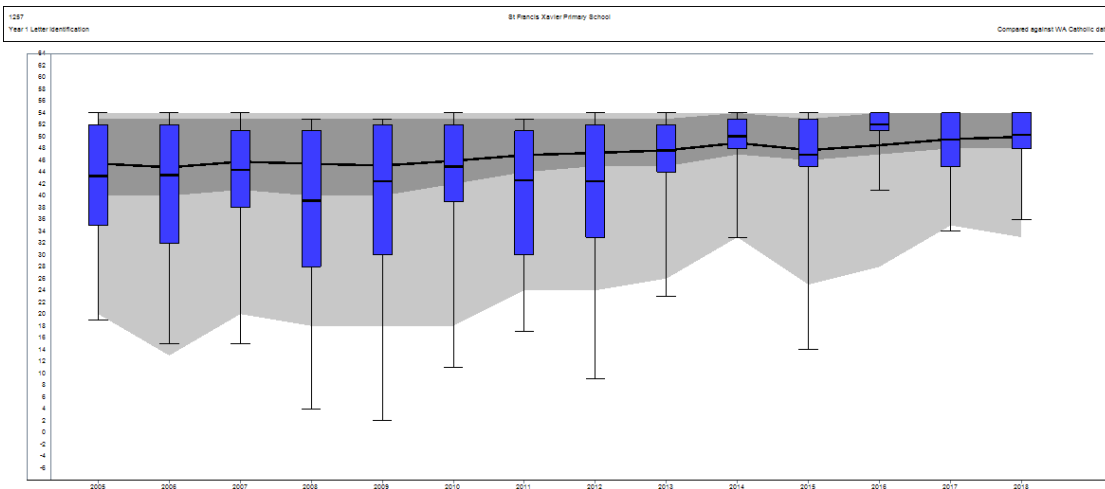
The level of conceptual understanding of print has markedly increased this year. In 2018 students were introduced to the Pre Lit program which included the daily delivery of a Story Book component, which not only models reading behaviours and concepts, but also aims to develop children's skills in listening comprehension, oral language and vocabulary.



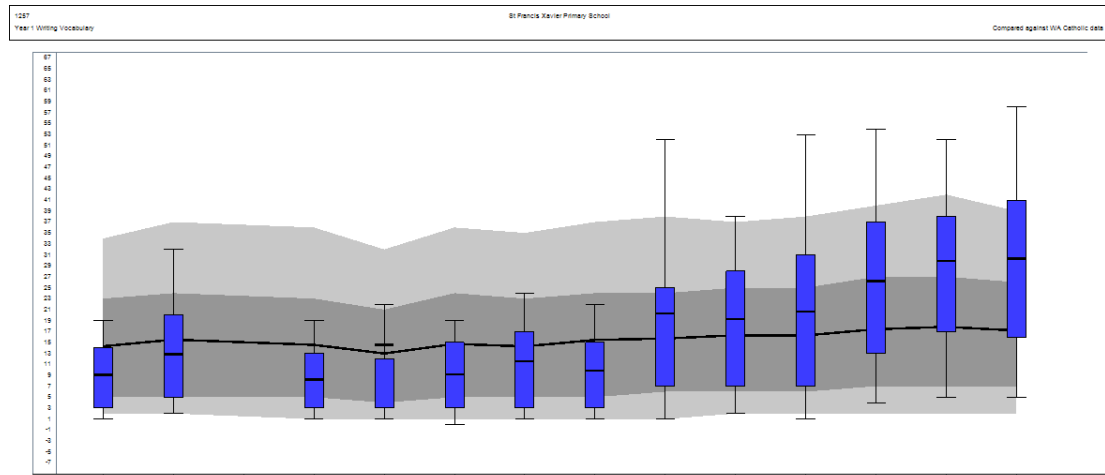
Analysis of Burt Word Reading tests shows that students sit within the CEWA range, however the upper performing students are not as extended as their peers. Staff will work with the Literacy Support Teacher to ensure these students are provided for during Literacy sessions.



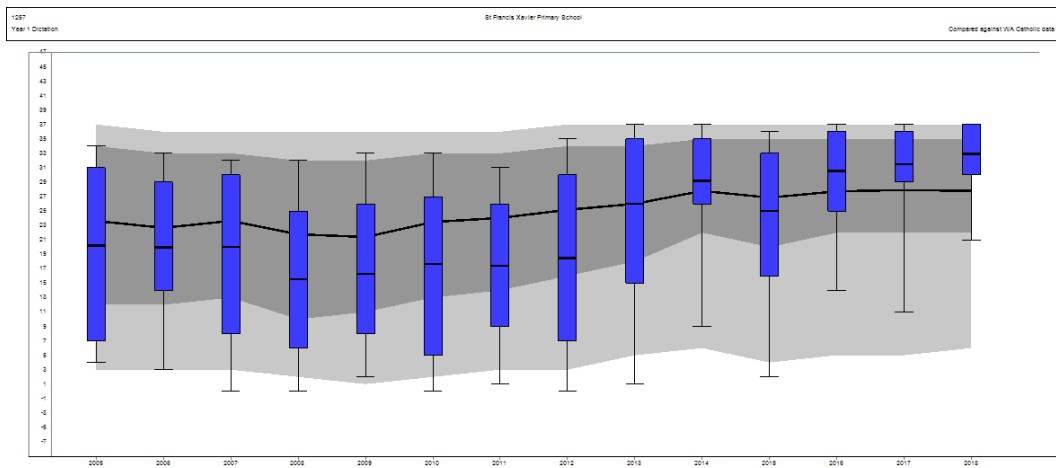
Results of the Year 1 Duncan Test show that students are able to read sight words above CEWA averages. The use of the Magic100 Sightword Program will continue in the early years to support reading.



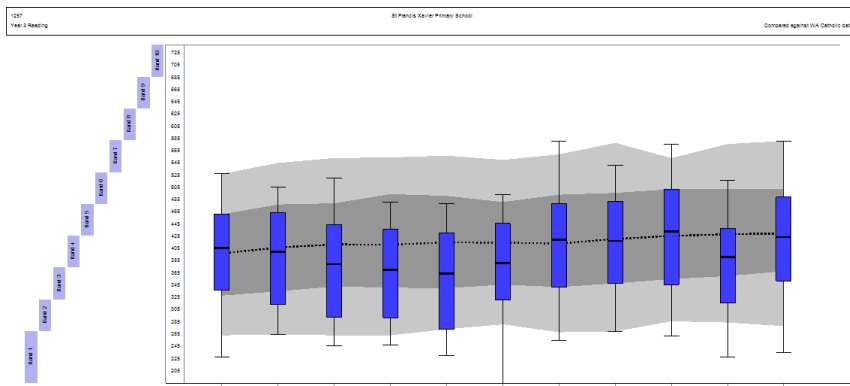
Letter identification data shows that students in Year 1 perform similarly to CEWA students across the state. PreLit focus on Letter identification will continue with the introduction of InitialLit in Pre Primary for 2019.



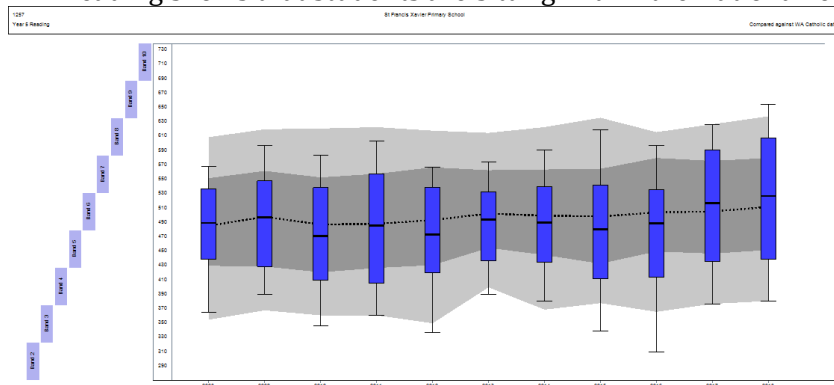
Writing Vocabulary results are significantly higher than CEWA schools and supports the use of the PreLit program utilised in the Kindergarten.



Results of the Observational survey for Year 1 students in 2018 shows the increase in all areas. This may be due to the explicit focus teachers have made to intentional teaching of Reading and Writing strategies and behaviours introduced through the PreLit program.



Data from Year 3 NAPLAN Reading shows that students are sitting within the National levels.



Year 5 Reading levels have continued to sit above National levels. Running Record levels are collected each term From Year 1 – 6 and visibly displayed in a data wall. Patterns and anomalies are used to identify possible intervention or extension for individuals. Every teacher from Pre Primary to Year 6 is required to have a minimum of 90 minutes of dedicated literacy time, with visible learning intentions and shared success criteria for all children in Reading and Writing.

### Literacy Intervention

During 2018, one Literacy Support teacher supported the school community. A total of 11 students received one-to-one Reading Recovery based support and of this cohort, 7 students successfully completed the program. Three students were referred for further specialist help. This proved to be an expensive form of intervention for the school to maintain.

Year	Male	Female	No. of Students	Yr One Cohort	% Yr One Cohort	Yr Two Cohort	% Yr Two Cohort
2016	4	4	8	57	14	57	0
2017	6	2	8	48	19	57	0
2018	6	5	11	50	14	56	7

Year	Discontinued	Referred	Total	% of students discontinued	Carried Over	Transferred	Withdrawn
2016	7	1	8	7	0	0	0
2017	3	1	4	8	4	0	0
2018	4	4	8	10	3	0	0

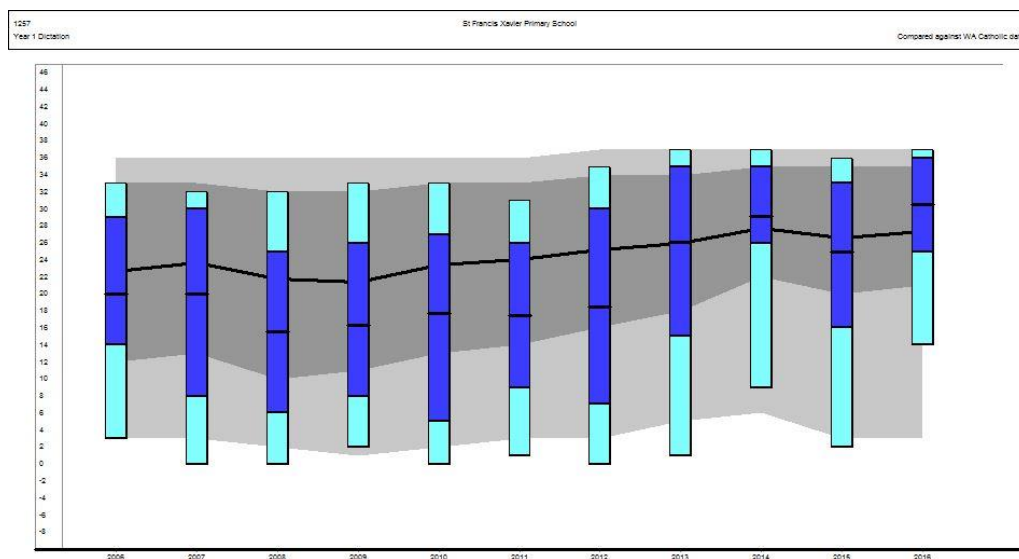
Results also showed that students were entering and exiting the program at a higher text level for reading than previous years' cohort.

Year	Entry Text Levels						Total
	Dictated Text	1-2	3-5	6-8	9-11	12-14	
2016	0	3	1	4	0	0	8
2017	0	4	2	1	1	0	8
2018	0	0	7	3	1	0	11

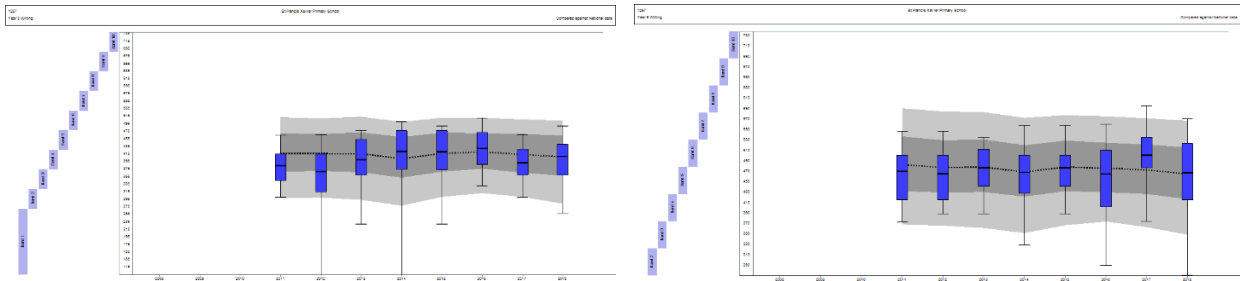
Year	Referred Exit Levels				Discontinued Exit Levels				Total
	3-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26	
2016	0	0	0	2	5	1	0	0	8
2017	0	0	0	1	1	2	0	0	4
2018	0	0	1	3	0	3	1	0	8

Over the past three years the school had offered the Fountas and Pinnell Levelled Literacy Intervention program to students identified as 'at risk' by the Observational survey data. Run by Teaching Assistants and coordinated by the Reading Recovery Tutor, data collected has shown that the number of students entering the program in Year 1 are increasingly reading at a higher level each year and are exiting the program at higher levels. While Year 2 students do not appear to be following this trend, there has been an increase in the number of students requiring intervention than past years. Due to this, MiniLit was offered for a larger group of Year 2 students and a new school based program of Literacy intervention based on Reading Recovery in combination with the Sounds Write program was used to accommodate more numbers than previous years.

## WRITING



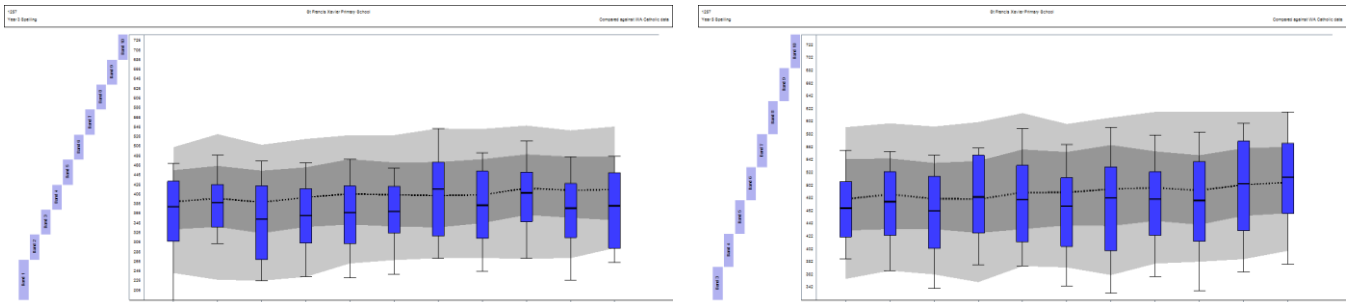
Results from the Year 1 Hearing and Recording sounds showed that students perform better than the CEWA cohort, with almost 80% of students sitting at or above the CEWA average. This indicates that the current early childhood program is effective in providing students with necessary pre-writing skills.



Results from the NAPLAN Writing assessment show that Year 3 sit above National averages. Introduction of the Brightpath assessment program in 2017 to identify explicit teaching foci in writing appear to be effective.

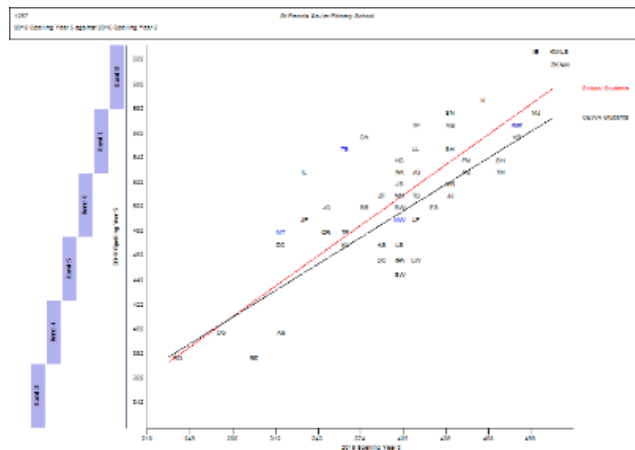
Year 5 have a much larger numbers of students in the lower percentiles than the CEWA cohort. This data included three students who did not complete the assessment.

## SPELLING

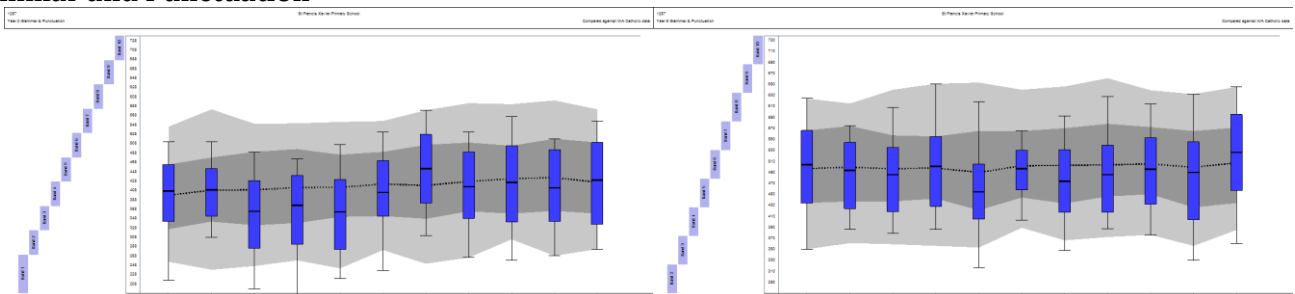


The Soundwaves Spelling program was introduced in 2016 and while data shows that Year 3 averages sit below National averages, the lower bands have lessened in comparison to past years. Consistency of program implementation has varied in the early years and focussed implementation in the coming year may prove gains. Year 5 data has shown that regular and consistent use been beneficial, with students sitting above National averages.

Regression analysis of Year 5 student results show that higher achieving students are performing higher than expected and those of their CEWA comparators.

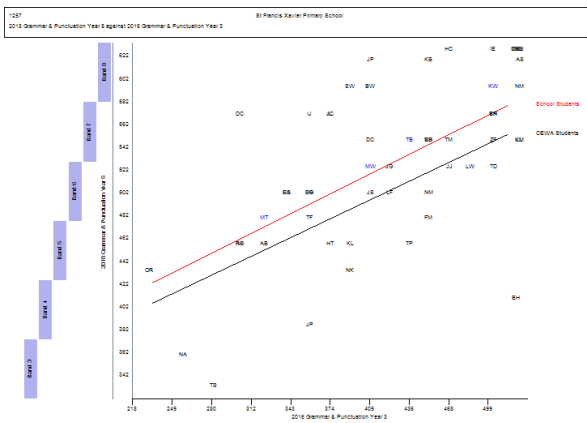


## Grammar and Punctuation

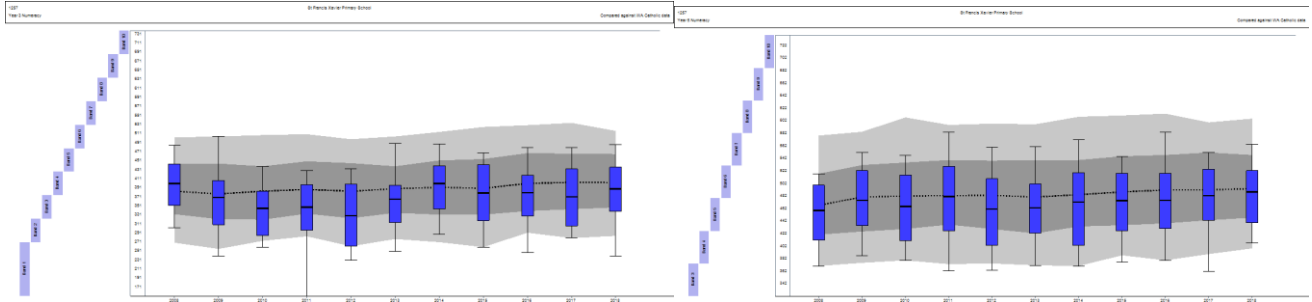


Data shows that both Year 3 and Year 5 averages sit at above the National averages, continuing the upward trend over the past three years. Regression analysis shows that students have exceeded the expected progress between years 3 to 5.





## MATHEMATICS



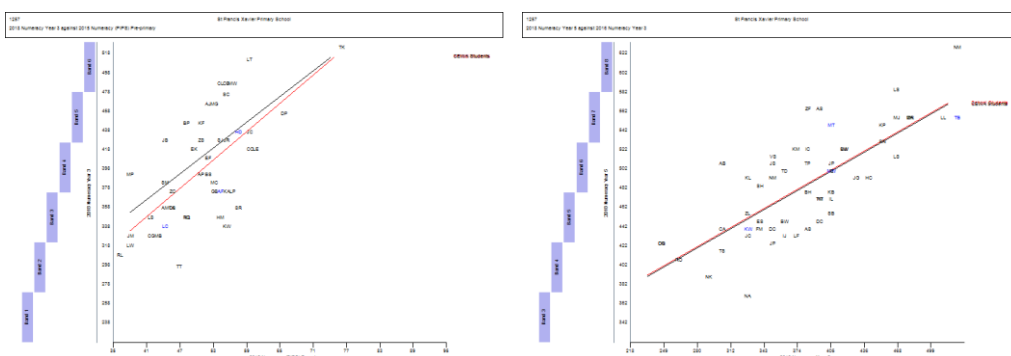
The school has implemented the iMaths program since 2014 and while both year levels have made gains since this time, they still sit just below the National averages in Mathematics for the past three years. For this reason, the school community wish to focus on Numeracy for 2019.

Cohort	Exempt	Band 1 (Below NMS)	Band 2 (At NMS)	Band 3 (Above NMS)	Band 4 (Above NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)
School Student Count	0	2	5	14	17	12	5
School Students	0.0%	3.6%	9.1%	25.5%	30.9%	21.8%	9.1%
CEWA	1.0%	1.7%	9.1%	18.3%	30.4%	26.4%	13.1%
WA	1.1%	3.2%	9.9%	20.5%	27.7%	23.1%	14.4%
Australia	1.7%	2.5%	9.0%	19.8%	27.4%	23.3%	16.1%
Similar Schools	1.9%	1.0%	7.4%	16.9%	31.7%	27.6%	13.6%

Students in Year 3 are distributed below National levels in the upper percentiles. Consideration needs to be made regarding the high achieving students in Year 3 as they are performing similarly to 60% of the National cohort.

Cohort	Exempt	Band 3 (Below NMS)	Band 4 (At NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)	Band 7 (Above NMS)	Band 8 (Above NMS)
School Student Count	0	1	6	22	20	10	3
School Students	0.0%	1.6%	9.7%	35.5%	32.3%	16.1%	4.8%
CEWA	0.9%	1.7%	10.2%	27.6%	29.0%	21.5%	9.1%
WA	1.1%	3.6%	12.0%	27.2%	30.0%	18.0%	8.2%
Australia	1.7%	2.7%	11.4%	26.7%	29.8%	18.3%	9.4%
Similar Schools	0.9%	1.1%	7.6%	25.2%	29.9%	24.5%	10.8%

While low achieving Year 5 students sit within National levels, upper percentiles sit below the National levels, reiterating the need for re-examination of the Maths Program for high achieving students across the school.



Regression analysis shows that students in Year 3 perform lower than expected, while Year 5 students perform as expected. This supports the need to focus on further developing the teaching and learning of Numeracy skills in the early years.

Analysis of PAT Maths Data showed that the average for all students was above the norm referenced average, however, every year level did not perform as well in the higher bands as their comparators.

Year	1	2	3	4	5	6
<b>Norm Referenced Average</b>	93.2	103	110.9	117.4	122.7	127
<b>School Average</b>	98.1	103.1	117.9	120.2	124.8	132.4

Again data shows that high achieving students are not performing as well as their comparators supporting previous data trends.

In Summary, Mathematics data shows that high achieving students are making less progress than expected across all year levels, particularly in the middle and upper years. Current interventions in Mathematics have appeared to reduce numbers in the lower achievement levels and further intervention in meeting the needs of high achieving students will need to be considered.

## FUTURE PLANNING

Key findings from data analysis:

- Focus on Vision and Values
- G&T students need to be supported in Literacy and Numeracy
- Continue MultiLit Intervention

After much consideration and exploration of school level data, the Professional Learning Community believes that there is a need to continue to improve the Numeracy levels of all students across the curriculum. In conjunction with the CEWA, the school will continue to build on the Collaborative Project work to facilitate this focus. Based on the work of Lyn Sharratt (2012), this involves further enhancing the following areas or parameters:

Parameter	Introduce	Maintain	Refine
#1 Shared Beliefs and Understandings Among All Staff	<ul style="list-style-type: none"> <li>• Clearly defined behavioural expectations based on values and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing School Values</li> <li>• Articulated in the Staff Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Process for espousing beliefs across the school redeveloped.</li> </ul>
#2 Embedded instructional coaches	<ul style="list-style-type: none"> <li>• Educator Impact data</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings with Support Person.</li> <li>• LEAD Teacher role</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy Dedicated Time</li> </ul>
#3 Daily, Sustained, Focused Instruction	<ul style="list-style-type: none"> <li>• PL on NDT by CEWA Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Learning intentions and success criteria clearly visible.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Gradual release of responsibility model</li> </ul>
#4 Principal instructional leadership		<ul style="list-style-type: none"> <li>• Walkthroughs</li> </ul>	
#5 Early and ongoing intervention	<ul style="list-style-type: none"> <li>• Collection of Numeracy Data</li> </ul>	<ul style="list-style-type: none"> <li>• iMaths Program</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy intervention process</li> </ul>
#6 A Case Management Approach to Monitoring Student Progress	<ul style="list-style-type: none"> <li>• Review of numeracy concepts</li> </ul>	<ul style="list-style-type: none"> <li>• CM Meetings with School Psych to attend</li> </ul>	<ul style="list-style-type: none"> <li>• iMaths Teaching philosophy</li> </ul>

		CM meetings Week 3 & 8	• Identifiers of 'at risk' students on data wall
<b>#7</b> Job-Embedded Professional Learning	• Support Staff in class	• Network and Cluster Meetings	• Regular meetings with Coach Walkthroughs
<b>#8</b> In-school grade/subject meetings		• Cluster Meetings • Common DOTT times for peer teachers • Fixed Meeting Schedules	• Meeting needs of G&T students • Sharing of Classroom data
<b>#9</b> Shared and Centralised Resources	• Develop Inventory	• Centralised in Library or wet areas	• Borrowing process
<b>#10</b> Commitment of school budgets	• Resource management process to include a team of staff		• Review Budget allocation
<b>#11</b> Staff Commitment to Learning and Professional Development	• Peer and school visits • Online MOOCS	• Regular scheduled Staff, Cluster and PLC meetings • Upskilling of Teaching Assistants	
<b>#12</b> Parental and community involvement	• Regular information in Newsletters and school communications	• Conduct Parent Nights	
<b>#13</b> Cross-curricular literacy connections in each subject area		• Programming formats similar across school	• Programming requirements – Numeracy demands addressed
<b>#14</b> Shared responsibility and accountability	• New Staff Meeting Agenda and Meeting structure	• Performance and development process completed each term. • Data Collection in Readings	• Teaching Assistant review process