

ST LUKE'S CATHOLIC PRIMARY SCHOOL



CURRICULUM PLAN 2021

Curriculum Plan

School Name: St Luke's Catholic Primary School

Date: November 2020

Part A

This part supports schools in meeting Chapter 1 - Observance of Registration Standards

St Luke's Catholic Primary School is a double stream metropolitan primary school in the suburb of Woodvale. It has a school population of 525 students from Pre-Kindergarten to Year 6 and an ICSEA value of 1097. The school has a modern teaching and learning program that caters for individual differences. St Luke's works closely with the Telethon Speech and Hearing Centre for Children. Reading Recovery is a feature of our early intervention focus and specialist Visual Arts, Music and Dance programs compliment the comprehensive academic curriculum offered at St Luke's. Our students also participate in a high quality Physical Education program with many opportunities to engage in interschool sporting events. All of the senior students are encouraged to be leaders of the school with many opportunities given to hone skills and develop confidence. A welcoming school atmosphere, with a child-friendly physical environment that is creative and inspiring provides a wonderful setting for all who learn and work here.

Year Group	Number of Students	ATSI	LBOTE	IEP (P1&2)	IEP (With Curriculum)	SWD
Pre-Kindy	42	-	-	-	-	1
Kindy	58	-	-	-	-	1
Pre-Primary	61	-	-	-	-	-
Year 1	55	-	-	4	-	-
Year 2	61	-	-	4	4	4
Year 3	61	-	-	11	2	3
Year 4	53	-	-	7	5	1
Year 5	56	-	-	15	-	2
Year 6	60	-	-	4	4	-

***Information above is true and accurate as of 10 November 2020.*

Part B

This part supports schools in meeting Chapter 2, Standard 1 - Curriculum

Curriculum

St Luke's has developed a schedule for implementing the SCISA Western Australian Curriculum. Staff are proficient in teaching, assessing and reporting in English, Mathematics, Science, Health, LOTE, The Arts, HASS and Digital and Design Technologies. According to the Western Australian Curriculum general capabilities, "the explicit teaching and embedding of critical and creative thinking throughout the learning areas, encourages students to engage in higher order thinking." (SCISA) This will become our ongoing focus in developing 21st century deep teaching and learning at St Luke's, creating successful learners who are confident and creative individuals and active and informed citizens. This is further supported by the implementation of flexible learning spaces throughout the school classrooms.

Strategies employed to implement teaching and learning outcomes include creating a core skills list for staff, professional development and coaching, regular professional learning communities and staff meetings for staff to learn and share new skills. Staff have researched best practice in 21st century deep learning with a particular focus on Data Use.

Religious Education

Teachers in Pre-Primary to Year 6 implement the Western Australian Bishops mandated Religious Education Guidelines (Refer to Appendix III). St Luke's teachers, aim to promote integrated personal development which encourages students to develop into Christian citizens who have learned to serve and be responsible for themselves and others. Kindergarten students at St Luke's are taught Religious Education via the "Let the Little Children Come to Me" guidelines for early childhood. In 2018, St Luke's began to introduce the 'Making Jesus Real' (MJR) program. St Luke's will further imbed these practices across the school in 2021, linking them to the school's Rainbow Values.

Assessment

Teachers are required to select/design and implement assessment across all learning areas on a regular basis. It is expected that teachers use their assessment results to guide and influence future planning. Teachers use the Judging Standards Documents from SCISA to plot and level students. Descriptors are used in reports. Teachers participate in moderation sessions with peer teachers.

Teaching Assessing and Reporting Policy Standards

Standardised assessment is a consistent practise across all year levels from Kindergarten to Year 6. Standardised testing is carried out in the English and Mathematics Learning Areas. Assessment results from each year level are shared among staff at the conclusion of the year and handed over to the appropriate teachers for the following year. Refer to the Assessment and Reporting schedule at Appendix IV.

Early Years Learning Framework

The Early Years Learning Framework (ACECQA) is utilised to inform teaching, learning and assessment in the Kindergarten classrooms, and the National Quality Standards framework (ACECQA) is adhered to across the Kindergarten to Year 2 classes.

Part C

This part supports schools in meeting Chapter 2 - Standard 12 Child Abuse Prevention

St Luke's has a strong focus on nurturing the wellbeing, strengths and gifts of every child. We create learning environments where students can thrive. The wellbeing of students is enriched when they feel safe, connected to each other, their teachers, their school and engaged in learning. Our school equips students with the knowledge and skills to cultivate their wellbeing through Religious Education, Health, Kids Matter, Mindfulness and wellbeing classes. We have a strong focus on pastoral care, and employs a Social Worker and we have regular contact with Psychologists from Catholic Education Western Australia Psychology Team to promote mental health and prevent and provide early intervention for mental illness.

Keeping Safe

St Luke's Primary is implementing the Keeping Safe: Child protection curriculum. The framework teaches children and young people to recognise abuse, talk to trusted adults and understand ways to keep themselves safe. This framework is aligned with the Early Years Learning Framework and Australian Curriculum. All staff in September 2017 have received an in-service on the Keeping Safe Curriculum by and authorised presenter. As new employees join St Luke's, in service components will be facilitated. Scope & Sequence, see Appendix VI. Each year all staff are required to complete online, ongoing training and certificates of completion are placed in staff files as a record. We inform parents by sending home letters explaining the content being covered each term. This is sent via SEQTA or See-Saw.

In 2021, St Luke's will implement daily Mindfulness by engaging key stakeholders in developing a holistic approach to mental health and the well-being of children at St Luke's. The team comprises of four staff members and four parents. We will have Mindfulness every day from 1:00-1:10pm. We have a Sensory Room for children needing time to chill out and re-centre their emotions. We also have a Brighstart program for children with anxiety and autism, which operates before school every day from 8:15-8:40am.

Code of Conduct

All staff, students and parents at St Luke's Primary school are expected to adhere to the schools Code of Conduct document. This document is readily available on the St Luke's website and hard copies are available in the front office. The school refers to the code in the newsletter, at enrolment meetings and whole parent meetings throughout the year. The community was invited to attend a Code of Conduct

session held my Bernard Hill in Term 3, 2018. New employees to St Luke's Primary school will be informed of their obligations regarding the Code of Conduct during their Staff Induction meeting. Students have written a 'Student Code of Conduct', which was developed by the Student Council; presented to the Board, P&F, Staff and students at an assembly. The Student Council regularly provides the school community with information and reminders at weekly assemblies.

Part D

This part supports schools in meeting Chapter 1 – Governing Governance, Accountability

The school Board meet at least twice a term to discuss future planning, which is informed by NAPLAN and other standardised testing data. Under the St Luke's strategic plan, it is detailed that the current foci is to continue to integrate digital technologies via increasing teacher competency with ICT; to improve collection of assessment data to inform deeper teaching and learning practices; and to build teacher capacity via the implementation and identification of evidence-based effective pedagogy. The St Luke's Evangelisation plan refers to the overarching vision, mission and values of the school, in keeping with and enhancing faith development in line with Mercy traditions. The Evangelisation Plan has been updated at our recent professional development day, hosted by Sandra Peterson, Religious and Faith Formation Team on November 9. We have decided as a staff to focus on three areas for the next three areas.

In 2021, teachers will continue to focus on moving towards further implementation of a 21st Century pedagogy. There will be a particular focus on the Western Australian Curriculum area of Mathematics and Digital and Design Technology. Within the Western Australian Curriculum, teachers will develop a greater understanding of Numeracy within the general capabilities, and how the concept of Deeper Learning can be implemented into their current pedagogical practices. Literacy and Numeracy Blocks will be clearly identified and outlined in the School Improvement Plan (SIP) 2021.

A School Improvement Team, consisting of:

- One ECE, Middle and Upper Primary Teacher
- One EA
- One Specialist Teacher
- One Learning Support Teacher

will be responsible for the oversight and management of the school's strategic direction, and the dissemination of information and learning to the broader school community. We will focus on having a Whole School Vision for Learning with using/reading data to help improve our teaching and learning. Our School Support Consultant will be guiding us through this.

Aboriginal Education Plan (See Aboriginal Plan 2019-2021)

- Engagement & Connections Reconciliation
- Leadership Quality Teaching and Workforce Development
- Literacy & Numeracy

NQS/QIP

Continue to enhance classroom environments through play based learning and provocations that enhance children's interests.

- Continue to meet quality standards for best teaching practices in line with NQS document.
- Ensure planning and document is continuing to plan for individual interests of the children.
- Continue to focus on outdoor environments ensuring they reflect the indoor program.

Part E

This part supports schools in meeting Chapter 3, Section 7 - Standard of Education

This part supports Early Childhood Education

At the present time, St Luke's Catholic Primary School has an early Childhood Charter which was developed by the Early Childhood Staff. Staff identified areas of strength and areas for future development within the National Quality Standards (NQS). A Quality Improvement Plan (QIP) is currently in place (Refer to Appendix I). This QIP was formulated by the Early Childhood Staff and reviewed by the Principal during 2020.

The Principal conducted an audit in October 2020 against all quality areas of the NQS. An external audit was conducted by Michael Ciccarelli in 2017, identified the schools strengths and noted recommendations for improvement and inclusion in future QIP's.

The areas for St Luke's NQS focus will be:

- To incorporate more conscious programming of the Outdoor Learning environment and how it is organised to engage children in quality learning experiences. (QA:3.2.1)
- Ensure sustainability is integrated into our teaching and learning programs, with the view to embedding the value of sustainability into whole school practices. (QA: 3.3.1)
- Continue anecdotal records and teacher reflection practices to maintain current rating standard (QA: 1)
- Authentic engagement of the local community into the teaching and learning practices of the school (QA:6)

In 2021, the Early Childhood Staff will continue to meet in their Cluster Meetings having NQS as a focus and basis to discuss strategies noted in the QIP. Refer to Appendix I.

Early Childhood teaching practices include regular group reflection, through scheduled cluster meetings, teacher observation opportunities and individual reflective journaling.

Part F

This part supports schools in meeting Chapter 3, Section 7 - Standard of Education

We know from the data gathered that we have seen significant growth in Year One with regards to their Spelling and Writing. Heggerty Phonics has had a significant positive impact on each student's growth. Heggerty is working very well and will continue in 2021 from Pre-Kindy-Year 2.

7 Steps for Writing is working very well.

Diana Rigg spelling is working very well across the school.

We are seeing a plateauing of improvement in Reading Comprehension. We have decided to move away from Cars and Star and purchase Springboard into Comprehension for 2021.

Data analysis is conducted at St Luke's Primary school on a regular and ongoing basis. Analysis is conducted in the following format:

- **National Assessment Program - Literacy and Numeracy (NAPLAN CANCELLED 2020 DUE TO COVID-19):** An overarching initial analysis is conducted by the leadership team. A summary of NAPLAN data is provided to all St Luke's teaching staff during a scheduled and dedicated NAPLAN analysis PLC, with the purpose of examining trends in the data. Individual data summaries are provided to Year 3 and Year 5 Teachers, who undertake thorough analysis of the individual student data.
- **Progressive Achievement Tests (PAT):** A thorough analysis of whole school data is conducted by the Leadership team after the conclusion of testing in Term 3. The intention of this analysis is to explore and identify whole school trends. The PAT data is then disseminated, analysed and interpreted by individual class teachers, to identify students within their class who are at risk or failing to make significant educational gains.
- **Bishops Religious Literacy Assessment (BRLA CANCELLED 2020 DUE TO COVID-19):** The Leadership team will examine and analyse the BRLA results and disseminate reports to Year 3 and 5 Teachers for individual analysis of student data.
- **On-Entry Assessment (OLI):** OLI Assessments are conducted by Pre-Primary Teachers, who analyse individual student data and utilise this data to inform their teaching focus. Repeat OLI assessments are conducted in Term 4 for students identified at the lower range when initial assessments were undertaken. Teachers utilise this data to inform their whole class teaching practice.
- **Reading Recovery:** An annual Reading Recovery report is completed in Term 4 each year, utilising a specified proforma by the Reading Recovery Teachers. Year 1 and 2 Teachers identify students at risk in the Reading learning area. These students are then tested by the Reading Recovery Teachers to identify suitability for the program. Student progress (entry vs. exit levels) is analysed and reported on via the report, which is forwarded to CEWA.
- **Other Assessments:** Schonell, Benchmark, Extending Mathematical Understanding (EMU), LitPro and other standardised assessments are utilised by teachers. Individual teaching staff analyse this data to inform their individual teaching and learning programs.

PAT Data - Literacy

Year	National Median Score Reading	St Luke's Median Score	National Median Score Spelling	St Luke's Median Score	National Median Score Vocab	St Luke's Median Score	National Median Score Grammar	St Luke's Median Score
1	87.1	72.6	-	-	-	-	-	-
2	100.5	102.8	82	91	-	-		
3	110.9	117.3	97	100.5	112	114.4	115	122.6
4	118.7	123	112	115.9	112	120.5	123	129.5
5	124.5	124	124	130	118	123	128	128.5
6	128.8	132.7	132	137.5	124	127.5	131	133.3

	Reading			Between 2017-2018
Year	2016	2017	2018	Growth
2	79.6	98.7	102.8	4.1
	Reading			
3	2016	2017	2018	Growth
	102.8	116.9	117.3	0.4
	Reading			
4	2016	2017	2018	Growth
	116.9	116.6	123	6.1
	Reading			
5	2016	2017	2018	Growth
	122.6	127.6	124	-3.6
	Reading			
6	2016	2017	2018	Growth
	125.9	133.8	132.7	-1.1

Commentary on Data Analysis

The PAT data demonstrates that St Luke's students are above the normed National School mean. The data shows a consistent increase in growth over the last three years in reading.

The NAPLAN Year 5 cohort over time graph indicates that while there was growth. However, the cohort did not achieve the expected growth. The school has identified this as a focus area for 2021 and will continue to dedicated explicit teaching of reading strategies throughout the year. The data show that St Luke's is above the National Mean, and this supported by normed ACER PAT data. This can be attributed to a holistic approach to Reading such as, two trained Reading Recovery Teachers, implementation of guided reading programs and Literacy Pro Levelled Comprehension program used in Years 4-6.

Numeracy
PAT Data – Numeracy

Year	National Median Score Maths	St Luke's Median Score
1	93.2.	95.1
2	103	103.1
3	110.9	117.9
4	117.4	121.5
5	122.7	122.2
6	127	130.1

Commentary on Data Analysis

The PAT Numeracy data show that St Luke's at or above the normed National Median Score. Our NAPLAN Numeracy data demonstrates that our Year 5 cohort over time compared to similar schools has produced as expected growth. The lower whisker, demonstrates that our 'weaker' students have performed better than expected. The data above would suggest that the targeted focus on the pedagogy in the Numeracy Learning Area, has had some impact and this focus on Numeracy Dedicated Time will continue in 2021 to ensure continued growth.

The whole school approach to Literacy and Numeracy has indicated strong growth in both learning areas across the school.

Commentary of BRLA 2020 (Was cancelled due to Covid-19)

The BRLA Data identifies that St Luke's performances similar to the CEWA All Schools' mean. A continued focus will be maintained across all year levels for the RE Curriculum, to sustain this performance on the knowledge and content of the RE Curriculum.

The 2021 Religious Education focus for St Luke's Primary School will focus on Christian Leadership of staff and students as detailed in the School Improvement and Evangelisation Plan.

Wanted Posters to highlight the Rainbow Values children, staff and community members are displaying.

Prayer Garden designed and created by staff and students.

Service for Staff and Students – inclusive of PD Day for Staff Service

Student Service – Year 6 Christmas Shoe Boxes, Year 5 Share the Dignity Handbags, Year 4 Blanket Drive for the Homeless, Year 3 Toys, Year 2 Songs for Elderly, Year 1 RSPCA, Pre Primary and Kindy Internal. Two classes a term will be responsible to complete their service and present in the newsletter.

School Charism as an important focus in 2021.

Appendices

Appendix I – National Quality Standards (NQS) Verification report

Appendix II – Religious Education Schedule

Appendix III – Reporting and Assessment Schedule

Appendix IV – Assessment and Reporting Policy

Appendix V – Teaching and Learning Handbook

Appendix VI – Keeping Safe Scope & Sequence