

St Anthony's Curriculum Plan, 2018

Part A (Observance of Registration Standards)

St Anthony's School in Greenmount is a double-stream, co-educational primary school catering for approximately 480 students from Pre-Kindergarten to Year Six. The school was founded in 1957 and is currently supported by the Salvatorian Fathers. The school emphasises the whole child (intellectually, physically, socially, spiritually, and emotionally) in its development of students to strive to reach their full potential. The school's motto is "Act Justly, Love Tenderly, Walk Humbly."

The SES (Socio Economic Status) of St Anthony's School is 100 and it has an ICSEA (Index of Community Socio-Educational Advantage) of 1038. In 2016, the school had 21% of students in the top quartile and 15% in the bottom quartile nationally as indicated by the ICSEA data. Student enrolments include 3% Indigenous students and 11% from a language background other than English (LBOTE). The school has 37 families with a Health Care Card and 68 families with a Pensioner Concession Card.

The number of student enrolments is slightly increasing. Between February 2016 and February 2017, the school's enrolment numbers for Kindergarten to Year Six increased by 3 (+0.6%). In 2017, St Anthony's School had 28.6% non-Catholic student enrolments, which is similar to the WA average of 28.8%. However, the proportion of non-Catholic enrolments has increased from 20.7% in 2013.

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Year 1	59			13	2	2
Year 2	57			24	2	1
Year 3	60			25	4	2
Year 4	64			21	3	2
Year 5	63			14	3	3
Year 6	62			10	2	3

Part B (Curriculum)

- At St Anthony's teaching staff use the Western Australian Curriculum (SCSA) to plan units of work across all learning areas. Collaboration and professional conversations surrounding the content descriptions are promoted during PLCs to develop a shared vision of what teaching and learning looks like. Teachers regularly share and analyse videos of practice, student assessment data and their impact on student achievement of outcomes outlined in the Western Australian Curriculum (SCSA).

- The Religious Education curriculum is taught and assessed with the same rigour as all other curriculum areas. It aims to share Catholic faith by promoting knowledge and understanding of the Gospel and the Church's teachings.
- PP - Year 6 teachers use the 'Teaching, Assessing and Reporting Policy Standards' provided by SCSA to inform curriculum delivery and planning. Staff plan varied learning experiences and employ evidence based teaching practices to assist students to develop the knowledge, understanding, skills, values and attitudes as outlined in the Western Australian Curriculum documents. A range of assessments are formulated and administered at varying stages of the learning journey to monitor and assess individual students' achievement. These are moderated against the assessment samples provided by SCSA. Timely and specific feedback is provided to individual students against the content descriptions being addressed. Information gathered from student assessments is then used by teachers to plan future learning experiences, hence exemplifying the assess, plan, teach, cycle.
- Teachers from Pre-Kindy to Year 2 integrate the philosophy behind the Early Years Learning Framework ensuring that students experience a sense of 'Belonging, Being and Becoming'. Teaching programs focus on strengthening the relationships that students are developing with the people and the environment around them. The Five Key Learning Outcomes are creatively addressed through various play-based learning activities where students are given the opportunity to engage actively with people, objects and representations. Teaching practices are responsive to the children's interests, are holistic in their approach and incorporate varied assessment strategies.

Part C

(Child Abuse Prevention)

As part of a Catholic Education Office initiative, St Anthony's will be introducing the Keeping Safe: Child Protection Curriculum in 2018. This initiative will involve educating staff, students and parents within the school community about the importance of protective behaviours.

Staff:

St Anthony's staff (teachers and education assistants) participated in a day of professional development presented by educational psychologist, Bronwyn Pescud. The day focused on the 'Keeping Safe: Child Protection Curriculum' program and was held on Wednesday 30th June 2017. The curriculum was unpacked by staff and sequential planning occurred in cluster year groups. At the commencement of 2018, teaching staff will participate in a further two hours of professional development in this area.

Students:

The program addresses two main themes:

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

These two themes are explored through four focus areas:

- The right to be safe
- Relationships

- Recognising and reporting abuse
- Protective strategies

The depth in which these focus areas are examined are appropriate to the age of the learners.

Parents:

An overview of the program will be presented to our parent community during the Parent Information Evening in 2018. The school newsletter will also regularly highlight aspects of the curriculum throughout the coming year.

Part D

(Section 6. Governing Body Accountability)

St Anthony's School Strategic Plan (SSP), Annual School Improvement Plan (ASIP), Curriculum Plan, Evangelisation Plan, Quality Improvement Plan and Capital Development Plan are closely aligned and keep us accountable for achieving improvements in student learning.

Our School Strategic Plan (SSP) focuses on: promoting high quality teaching practices across the school to accommodate the varying developmental needs of students; harnessing the use of ICT to support excellence in teaching and learning; streamlining communication and school organisational practices to improve clarity of purpose; planning for and implementing changes to K-2 classrooms to comply with National Quality Standards; planning and implementing changes to classroom, playground and staff facilities to ensure spaces are contemporary, attractive and conducive to learning; and discerning our school's charisms to enhance the spiritual character and unique contribution to the school.

Our Annual School Improvement Plan emanates from our SSP. Within the Learning domain our focus for this year is on increasing the number of students' in the 'high achievement, high growth quadrant' for the Reading component of NAPLAN. In relation to the Engagement domain, our emphasis is on achieving a whole school approach to using Seesaw as a means to engage parents in their children's learning and effectively communicate with them. Within the Accountability area, our aim is to promote excellence in teaching and capacity building, hence, all teaching staff will work with the two APs to formulate SMART goals aligned with AITSL. With regards to Discipleship, our senior students and staff will be involved in the creation of faction mottoes that incorporate the founders and patron saint's charisms.

Part E

(Section 7. Standard of Education)

Last year an audit of NQS was conducted. As a result of the audit, key areas of focus for 2018 were identified. To assist the implementation of these changes, a cluster of early childhood staff and one of our APs visited St John's in Scarborough as this school had already implemented the changes we were embarking on.

3.2.1: This year we are moving towards more flexible seating in our classrooms. Flexible seating benefits the learner in the six areas as follows: choice, movement, community, comfort,

collaboration and sensory input. Flexible seating considers and benefits the learning styles and needs of all learners within the classroom. As a school we are also moving towards incorporating more well defined learning areas that cater to the different needs of students (quiet areas that include both sensory toys and calming down areas).

1.2.1: We are also altering the visible learning language used in the early years to be more child friendly. The terms learning intention and success criteria will be replaced with we are learning today (WALT) and what I'm looking (WILF) to engage and assist younger children in what is being taught and teacher expectations.

1.2.3: Term meetings have been scheduled for K-2 during PLCMs to discuss NQS implementation. During these times teachers will provide video evidence of what strategies they are using in their classrooms. ECE teachers will give feedback to their colleagues and acknowledge successes and initiatives.

Part F (Data Analysis)

Analysis of student learning:

Our teaching staff are continually involved in the analysis of student learning and achievement.

At the commencement of each year, class teachers administer one on one reading assessments – Informal Prose Inventory (IPI) Yrs 2-6 and PM Benchmarks Yrs 1-2; and one on one Maths Assessment Interviews (MAI) to all students in Year 1 and 2 and at risk students / extension students in Years 3-6. This data is represented on a data wall and utilised by teachers when collaboratively planning differentiated units of work. In cluster groups, during PLCs, teachers analyse the effectiveness of their teaching practices and planned learning experiences through the sharing of video footage, work samples and triangulation of data.

At the commencement of each term, the Diana Rigg Spelling Placement Test is administered. The data accrued is used to determine phonic concepts that still need to be mastered and therefore which spelling level students need to be on.

Pre-Primary teachers administer On Entry Testing in Term One and running records in Term Three / Four. The data from these assessments is analysed and used to plan differentiated learning experiences.

In Term Four of each year, our Key Teachers and Leadership Team facilitate the analysis of NAPLAN results. Each learning area is addressed separately. The effect size (student growth) is calculated and interrogated. Student performance is represented in the form of quadrants: low achievement, low growth; low achievement, high growth; high achievement, low growth; and high achievement, high growth. This data is compared to that of previous years and trends are identified. Using the data, the effectiveness of school based practices is examined. Our NAPLAN data over

the past few years has indicated that St Anthony's whole school approach to Visible Learning and catering for support students has been effective. This is evidenced by the increasing number of students on CAPs / IEPs in the low achievement, high growth quadrant. Conversely, our NAPLAN data over the past couple of years has also revealed the need to put measures in place to push our students who are achieving high results, low growth into the high achievement, high growth quadrant.

Which programs, strategies, resources and teaching practices are working and need to be maintained / not working and need to be modified?

Case Management Meetings are held each fortnight. During these meetings, staff meet in cluster groups to review and use data to drive differentiated instruction and use of resources for individual support students who are currently not making desired progress. The Case Management Meetings promote a collective responsibility to 'own' all students' achievement and assists to put faces on data. This year a formal template will be used to provide further structure and documentation.

Key Teachers:

Literacy and Numeracy

Assist classroom teachers to:

- use assessment data to identify students in need of extension, consolidation and support
- identify pebble, boulder, sand ⇒ plan two – five week learning sprints (AGILE learning)
- liaise with individual class teachers to discuss programming, triangulation of data (beginning, middle, end) and links to content descriptions.

Digital Technologies:

Facilitate:

- shoulder to shoulder / modelling of strategies to achieve content descriptions.
- Formulation of a scope and sequence for the Digital Technologies learning area
- Roll out of Leading Lights

Which programs, strategies, resources and teaching practices cater for individual and targeted learning of *all students*?

Accelerated Curriculum Extension (ACE) Program: Students who are identified as gifted and talented through testing performed by Tanya Atherton participate in the program. This year the format and duration of the sessions has been modified. Sessions are now multi-disciplinary, multi-age (e.g. 1/2, 3/4, 5/6) and go for 100 minutes as opposed to the original 50 minutes. This enables students to achieve greater depth and breadth of learning.

Sensory program: Runs four days a week between 8:40 and 9:00am. It provides students who require sensory regulation with body movement so that they can function well in classroom situations. Sensory stations are also set up in each wet area so that students who require sensory breaks throughout the day may use them.

Reading dog therapy program: This program is designed to assist students with learning disabilities such as dyslexia to reduce their anxiety and therefore increase their capacity to focus on reading. This year we plan to collect data on the impact of this initiative on student achievement.

Appendices

It is recommended that schools use current documents to support the review and development of the annual curriculum plan.

Appendices to accompany the Curriculum Plan:

- Assessment and reporting policy
- Assessment schedule
- Teaching and learning policy
- Other applicable documents

APPENDIX I: STRATEGIC PLAN

LEAD	Goals	Success Indicators
<p>LEARNING</p> <p>Enhance student achievement and wellbeing</p> <p>Increase student and staff engagement in their own learning and faith formation</p>	<p>Promote high quality teaching practices across the school to accommodate the varying developmental needs of students.</p> <p>Harness the use of ICT to support excellence in teaching and learning.</p> <p>Consistently use data to inform teaching practice.</p>	<p>Staff provide a broad, balanced and differentiated curriculum related to the Western Australian Curriculum and the Early Years Learning Framework.</p> <p>Teachers utilise effective instructional practices in all lessons</p> <ul style="list-style-type: none"> - learning intentions - success criteria - individualised and timely feedback <p>Ongoing professional development for all teachers, with an emphasis on on-site, team based, collegial PD (AITSL standards).</p> <p>Teacher planning documents and classroom practice incorporate the use of ICT to support and enhance 21st Century student learning.</p> <p>Teaching and learning programmes are informed by data.</p> <p>Time is dedicated in PLC meetings for data analysis.</p> <p>Data is used to track student progress.</p>

LEAD	Goals	Success Indicators
<p>ENGAGEMENT</p> <p>Enhance parental engagement in their child’s learning and faith formation</p> <p>Develop our people to be leaders in Catholic Education’s mission</p>	<p>Develop the capacity of teachers to lead teams, learning, provide constructive feedback and manage staff in their teams.</p> <p>Streamline communication and school organisational practices to improve clarity of purpose.</p> <p>Continue to work collaboratively and strengthen relationships with families, the school and St Anthony’s Parish.</p>	<p>Teams, led by Key Teachers, exhibit a culture of collaboration and professional discourse.</p> <p>A strong spirit of trust and individual empowerment is evident through appropriate distribution of responsibilities (Building Teacher Capacity).</p> <p>Provision of and attendance at parent information nights / workshops / community building events which facilitate student learning, well-being and faith development.</p> <p>Increased Parish Priest presence in the school.</p>
<p>ACCOUNTABILITY</p> <p>Increase understanding of our individual and collective responsibility for Catholic Education’s mission</p> <p>Ensure inclusivity, good governance and the resource allocation required to meet our mission</p>	<p>Develop a Capital Development Plan</p> <p>Continue to manage the budget responsibly and prioritise resourcing of the goals in this plan.</p> <p>Consistently implement the Charter for Early Childhood Education; plan for and implement changes to K-2 classrooms; both to comply with National Quality Standards.</p> <p>Plan for a consistent progression of changes to classroom, playground and staff facilities ensuring spaces</p>	<p>Budget allocation reflects professional learning needs and curriculum priorities e.g. STEM.</p> <p>K-2 facilities and playground spaces comply with the National Quality Standards (NQS).</p> <p>Maintenance schedule regularly reviewed in conjunction with Board.</p>

	are contemporary, attractive and conducive to learning.	
LEAD	Goals	Success Indicators
<p>Discipleship</p> <p>Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</p>	<p>Continue to seek ways to strengthen relationships and to work collaboratively with St Anthony’s families and the Parish.</p> <p>Regularly update and review the school Evangelisation Plan.</p> <p>Continue to foster staff faith development.</p> <p>Provide an atmosphere which reflects Christ’s teaching and projects him as a life model through the integration of faith, life and learning.</p> <p>Discern our school’s charisms to enhance the spiritual character and unique contribution to the school.</p>	<p>Sacramental program reflects the spirit of cooperation that is family focused, Parish based and school supported.</p> <p>School Evangelisation Plan is a current, working document.</p> <p>Provide Professional Development that is relevant to the needs of the staff and linked to the Evangelisation Plan.</p> <p>Develop awareness of and facilitate engagement in social justice initiatives.</p> <p>Promote Christian values and traditions.</p> <p>Creation of faction mottos that incorporate the founders and patron saint’s charisms.</p> <p>Weave charisms / mottos of each faction into the fabric of school culture – core values, code of conduct, behaviour management and reward structures.</p>

APPENDIX II: ANNUAL SCHOOL PLAN

Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific Performance & development goal to be achieved (stated simply)	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Focus 1 Reading LEAD	NAPLAN analysis shows that a number of students are in the high achievement, low growth quadrant.	Increase the number of students in the high achievement, high growth quadrant.	NAPLAN data Triangulation of classroom data CASE Management Meeting data	Identify students in need of extension and implement Learning Sprints	Promote high quality teaching practices across the school to accommodate learning needs of all students.	By the conclusion of 2018	Key Teacher – Literacy.	Increased number of students performing in top right quadrant. Shared videos of practice and work samples at PLCs demonstrating growth.
Focus 2 SeeSaw LEAD	Due to decreased use of diaries and busyness of family lives, there is a need to communicate with and	100% of teachers will use SeeSaw as a means to communicate important class messages and engage	100% of class teachers will upload videos and / or work samples and parent notifications	Key Teacher – Digital Technologies will induct staff, during PLCs, on how to use SeeSaw as an	Streamline communication and school organisational practices to improve clarity of purpose.	By the conclusion of Term 1, 2018.	Key Teachers – Digital Technology	100% of teachers utilising SeeSaw to engage both parents and students in their learning.

	engage parents in student learning through a new platform.	parents in student learning.	ons each week.	effective communication and educational tool.				
Focus 3 AITSL LEAD	The shift to visible learning in teaching pedagogy and a focus on building capacity shows a need for the GROWTH model of coaching	100% of teaching staff will have specific, measurable, achievable and relevant AITSL goals to work towards.	Regular check-ins with staff, class observations and student work samples.	Implementation of the GROWTH model of coaching during AITSL meetings and follow up conversations.	Building teacher capacity.	By the conclusion of each term, each staff member will have implemented at least two goals.	Assistant Principals & GROWTH Coaching Model.	Teachers reporting to the Assistant Principals on strategies employed and evidence of goal being achieved.
Focus 4 Charisms LEAD	In 2014, the faction houses were named after founders and patron saints connected to our school.	Creation of faction mottos that incorporate the founders and patron saint's charisms.	Each term, one faction will have a motto formulated.	Year 6 students from each faction will be called upon to brainstorm mottoes. As part of a staff meeting each term, staff will formulate.	Discern our school's charisms to enhance the spiritual character and unique contribution to the school.	By the conclusion of the year, each faction will have a motto linked to their founder / patron saints charisms.	Guest speakers Leadership Team Staff Year 6 students Parent Community	Each faction will have a motto.

APPENDIX III: ASSESSMENT SCHEDULE



St Anthony's School

Assessment Schedule 2018

Year Level	Data Gathering Instrument	Time
Kindergarten	No formal instrument. Observations, anecdotal notes and recordings	Ongoing
Pre-Primary	On Entry Testing Observations and anecdotal notes Running Records	February/October Ongoing Term 3 & 4
Years 1 – 6	Maths Assessment Interviews <ul style="list-style-type: none"> all students Years 1 & 2 at risk students Years 3 – 6 <i>D and E Students</i> <i>A and B Students</i> PM Benchmarks – Running Records <ul style="list-style-type: none"> Year 1 & 2 	February / March February / March

	<p>Informal Prose Inventory – Running Records</p> <ul style="list-style-type: none"> • all students Year 3 – 6 • all students in Year 2 who have achieved level 30 in PM Benchmarks <p>Dianna Rigg Term Spelling Placements Tests</p> <ul style="list-style-type: none"> • PP-6 <p>NAPLAN</p> <p>Religion Test – Years 3 & 5</p>	<p>February / March</p> <p>Beginning of each term</p> <p>Term 2</p> <p>Term 3</p>
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