



Curriculum Plan

School Name: St Paul's Primary

Date: 2019

Part A (Section 4. Observance of Registration Standards)

St Paul's Primary School, Mt Lawley is an inner-city, single-stream, co-educational school, comprising of approximately 215 students from Pre-Kindergarten to Year 6, for families of St Paul's Parish and surrounding areas.

St Paul's ICSEA value is 1155.

The school offers a holistic education, embracing the spiritual, intellectual, physical, social and emotional development of students, where both relationships and learning are valued. A range of specialist programs is offered, including Physical Education, Music, Science, Italian and Edu-Dance. Students participate in a range of academic competitions, such as the Catholic Performing Arts Festival, Academic All Stars Interschool Competition, St Paul's Spelling Bee & Interschool Spelling Bee, Robotics, Tournament of Minds and School House & Interschool Swimming, Cross Country and Athletics Carnivals.

St Paul's is committed to developing independent learning skills and strongly encourages the integration of IT in the curriculum. All classrooms from Pre-Kindy to Year 6 are equipped with TVs, which are interactive from PK to Year 2. Personal digital learning devices are used throughout the school, with a ratio of 1:2 students in Years 1 to 2 and 1:1 in Years 3-6; with the children reaping the added benefits that various apps bring to the teaching and learning environment.

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Pre-Kindy	12	0	0	0	0	0
Kindy	30	0	0	0	0	0
Pre-Primary	26	0	0	0	2	2
Year 1	32	0	0	10	0	0
Year 2	31	0	0	5	1	1
Year 3	27	0	0	6	0	0
Year 4	23	0	0	7	0	0
Year 5	17	0	0	8	0	0
Year 6	18	0	0	5	0	0

Part B (Standard 1. Curriculum)

St Paul's implements the Pre-Primary to Year 10 *Western Australian Curriculum and Assessment Outline* at www.scsa.wa.edu.au to meet the learning 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



The Religious Education curriculum offered at St Paul's and mandated by WA Bishops, contains both the process and content of what is to be taught as outlined by CEWA.

St Paul's implements the PP to Year 10 Teaching and Reporting Policy Standards to inform curriculum delivery and planning.

Our Early Childhood Centre embeds the Early Years Learning Framework (EYLF) as informed by the Belonging, Being and Becoming document.

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

St Paul's implements the Keeping Safe: Child Protection Curriculum across all year levels from Kindy to Year Six. Staff received professional learning in the implementation of the Keeping Safe: Child Protection Curriculum in 2017.

Staff have had input into the St Paul's Code of Conduct at various intervals over the course of 2016-2018 at Professional Learning Community meetings. All staff have signed off on this document and parents can access it on the school website.

Students from Kindy to Year 6 receive integrated lessons on the content of the Keeping Safe: Child Protection Curriculum each week over the course of the year. The 4 focus areas are: The right to be safe, Relationships, Recognising & reporting abuse & Protective Strategies.

Parents are informed of the Keeping Safe: Child Protection Curriculum through the newsletter and parent workshops.

Part D (Section 6. Governing Body Accountability)

The St Paul's Curriculum Plan links directly with the School's Strategic Plan (SSP) 2016-2019 and the Annual School Improvement Plan (ASIP).

The St Paul's Curriculum Plan is reviewed on a yearly basis, in accordance with policy guidelines.

Part E (Section 7. Standard of Education)

Catholic Education Western Australia (CEWA) audited St Paul's Primary School in November 2017. St Paul's participated in the School Cyclic Review in May 2018.

The National Quality Standards (NQS) key focus areas for 2018 included:

Area 1 – Educational Program and Practice

Area 3 – Physical Environment

Area 6 – Collaborative Partnerships with Families & Communities

Early Childhood staff currently meet on a fortnightly basis to discuss and review the National Quality Standards (NQS) and provide feedback on the processes involved in developing the Quality Improvement Plan (QIP).



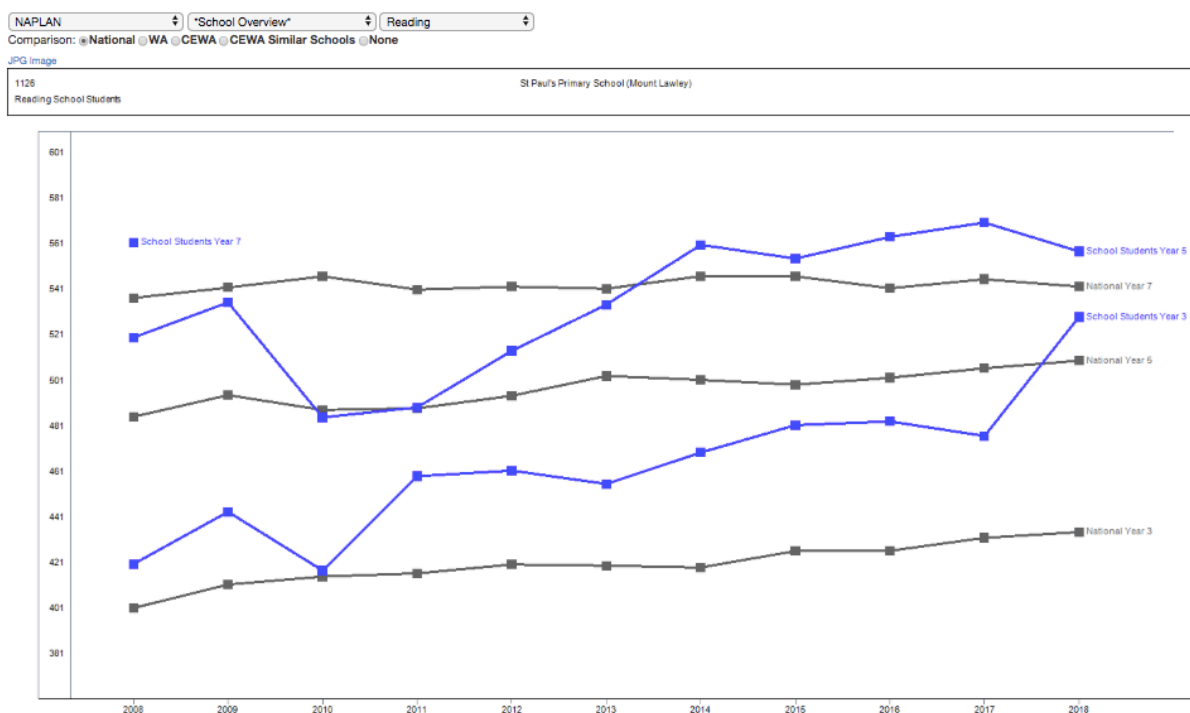
Part F (Data Analysis)

Class teachers at St Paul's follow the School's Assessment Schedule, which indicates what standardised assessments are administered in each term. A number of the diagnostic assessments are conducted online.

Programmes, strategies, resources and teaching practices are working that are working and need to be maintained:

- Reading Recovery Program
- MiniLit / MultiLit Programs
- A coordinated learning support program, which provides early intervention and small group support
- Individualised Education Plans (IEPs) and Curriculum Adjustment Plans (CAPs)
- VOICES & Talk 4 Writing Programs
- Extending Mathematical Understanding (EMU) Program

Data Review 2018



- There are 11 years of data now available.
- The Year 3 & 5 classes have performed well above National Schools for the past 7 years.
- Intervention through the Reading Recovery Program and MiniLit/ MultiLit Programs from 2016- 2018 have led to an increase in student achievement across both year levels.
- This is evidence that the program is working well and will continue to be maintained throughout 2019.

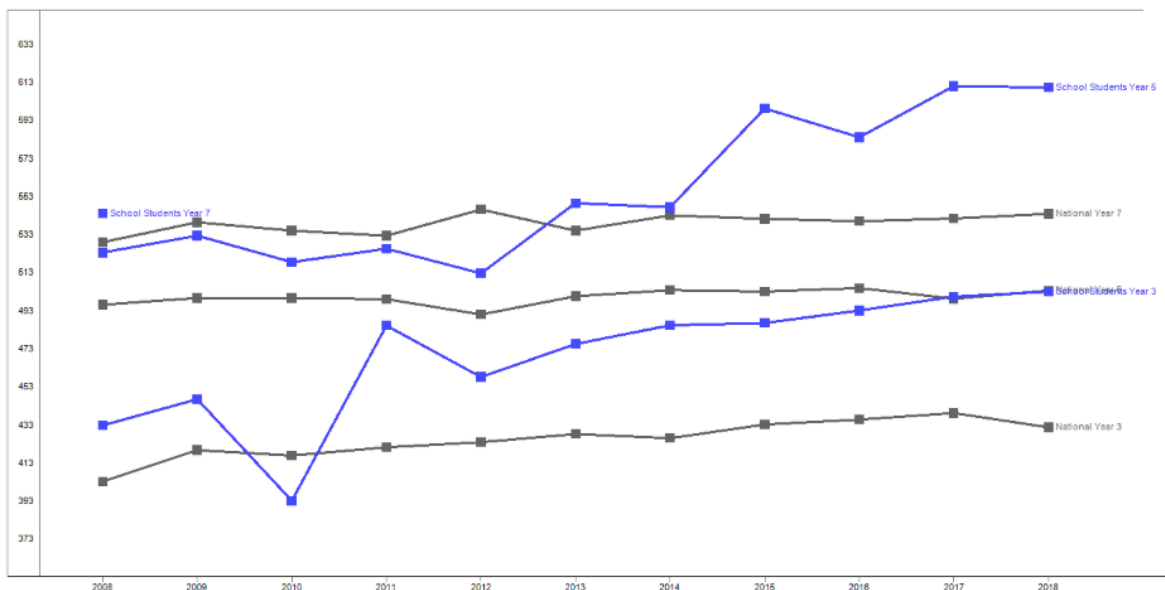


NAPLAN School Overview Grammar & Punctuation

Comparison: National WA CEWA CEWA Similar Schools None

JPG Image

1126 St Paul's Primary School (Mount Lawley)
Grammar & Punctuation School Students



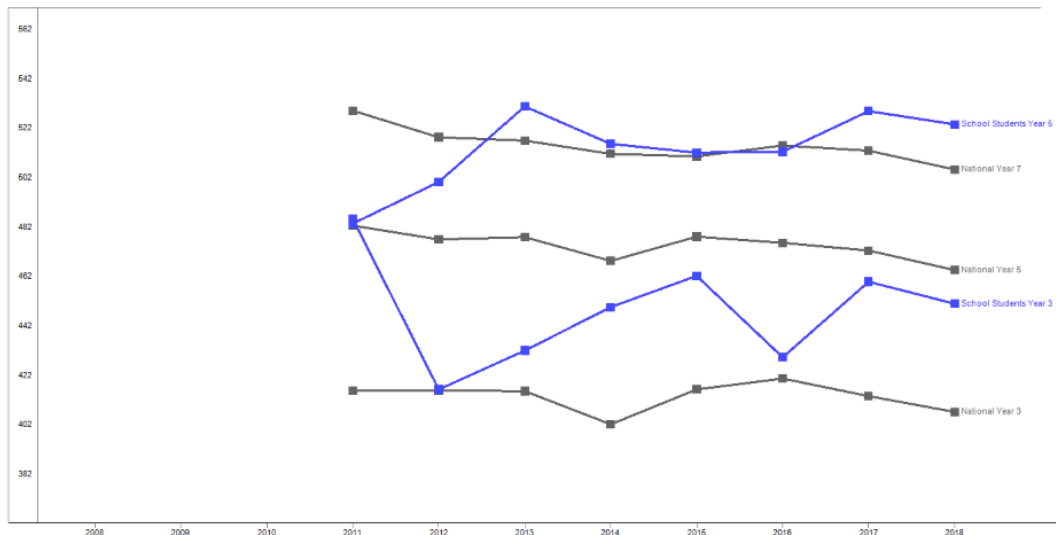
- The Year 3 & 5 data indicates a consistent upward trend, well surpassing National Schools in 2018.
- Our targeted teaching during writing sessions has led to a high student achievement in this area.
- These programs will continue to be maintained during the 2019 school year.

NAPLAN School Overview Writing

Comparison: National WA CEWA CEWA Similar Schools None

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1126 St Paul's Primary School (Mount Lawley)
Writing School Students



- The Year 3 & 5 cohorts have continued to surpass National School Mean in 2018.
- Writing results in Year 5 have been consistently high over the past 6 years, surpassing or equal to the Year 7 national standard.
- Writing results in Year 3 have been high over the past 5 years (with the exception of 2016), surpassing the Year 3 national standard.
- The whole school used the VOICES and Talk 4 Writing programs for the past 3 years.
- St Paul's will continue to utilise the VOICES and Talk 4 Writing programs in 2019.



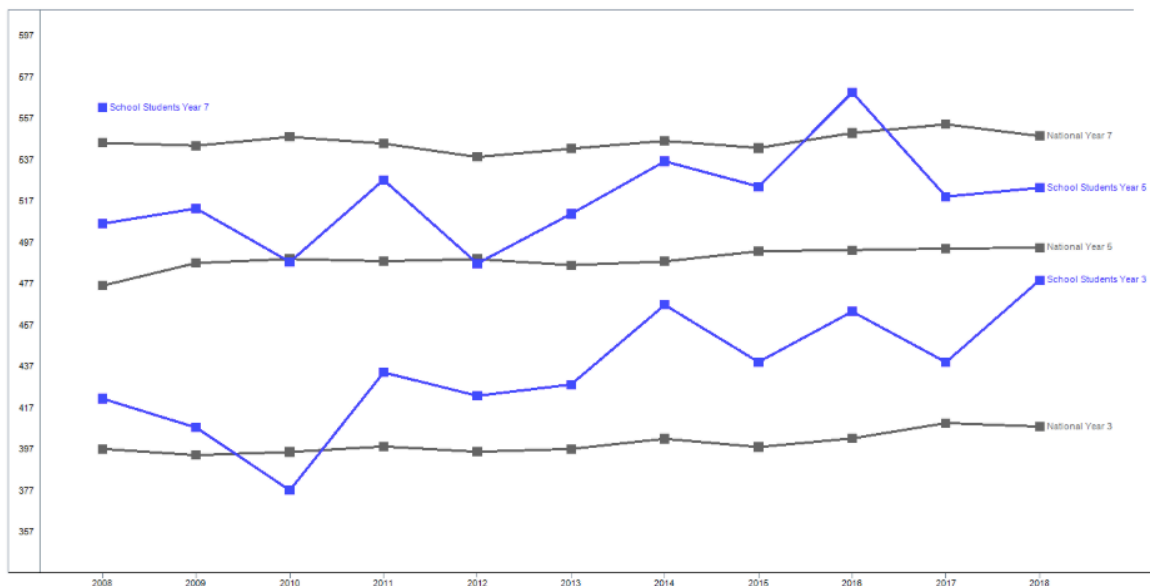
Programmes, strategies, resources and teaching practices are not working and need to be modified

Data Review 2018

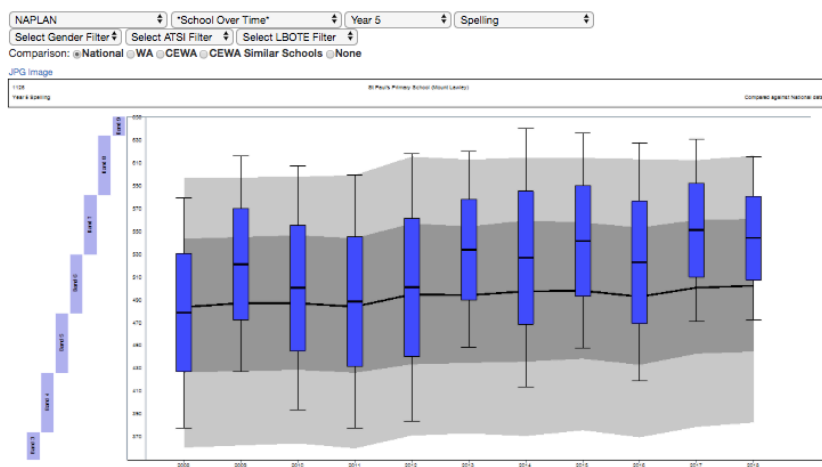
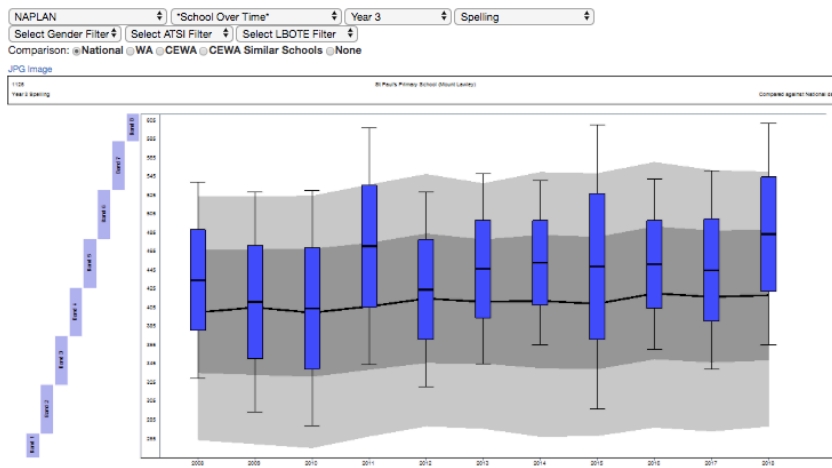
NAPLAN Numeracy
Comparison: National WA CEWA CEWA Similar Schools None

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1126 Numeracy School Students St Paul's Primary School (Mount Lawley)



- Both Year 3 & 5 Numeracy data has been inconsistent over the last 6 years.
- In 2018 Year 5 showed a slight improvement and Year 3 showed a marked increase in student achievement.
- Performance in Numeracy has been above the relative National School Mean for the past 6 years.
- After careful analysis of the NAPLAN data and additional online diagnostic testing, St Paul's staff wish to explore the use of a numeracy data wall to track student growth.
- To consolidate and improve student performance in Numeracy, we have decided to continue the Extending Mathematical Understanding (EMU) program in 2019.



- Our Year 3 & 5 data demonstrates positive results in Spelling.
- Both sets of data indicate we are performing above the National School Mean.
- The whole school SMART WORDS spelling program has been used at St Paul's from 2015-2018.
- Our goal in 2019 is to revise the current spelling practices and programs in place as well as develop an appropriate extension program for those students who finish the SMART WORDS program.

Programmes, strategies, resources and teaching practices cater for individual and targeted learning of all students

Targeted strategies in literacy and numeracy have been implemented across the school, with differentiation in all learning areas to cater for the wide range of learning styles and abilities. The school has a coordinated Literacy & Numeracy Support Program and the individual needs of students are identified and addressed through early intervention, including Reading Recovery, Extending Mathematical Understanding (EMU) and the MiniLit & MultiLit Programs. An Extension Program is offered to selected gifted and talented students from Years 4-6 and class teachers provide extension opportunities with the classroom environment.

Individual, differentiated, interactive programs are utilised from Kindy to Year 6. These include Literacy Pro, Reading Eggs, Mathletics, Lexia Core 5, Reading Plus and Maths Pathway.

The Future

After discussion and analysis of data, the Professional Learning Community (PLC) at St Paul's believes that our data indicates both Spelling and Numeracy Data Analysis are areas of need. We will continue to dedicate time during PLC meetings to embed the reading comprehension strategies and Number & Algebra



practices that were established in 2018.

Questions to be investigated:

In 2019, we have decided to focus on both Spelling and Numeracy Data Analysis. Our inquiry investigation questions will be:

1. ***“How do we develop a whole school spelling program that caters for the needs of all student abilities in the school?”***
2. ***“How do we refine our numeracy data analysis practices to improve our ability to track student growth?”***

The following supportive structures will assist our investigation:

- A commitment to regular, weekly PLC meetings, lead by the Key Teachers / Assistant Principals
- Regular numeracy strategies, discussion and analysis of student achievement using the Data Wall.
- The appointment of Key Teachers in Literacy and Numeracy, to attend professional development and play an integral role in these investigations.
- Opportunities for staff to attend external professional learning opportunities, including Spelling and Data Analysis, and in school PD facilitated by Sonia Todaro (Key Teacher Literacy) and Natasha Flexman (Key Teacher Numeracy).
- The opportunity for all staff to contribute their expertise to the investigations.
- Creating a shared understanding among staff of the English Curriculum requirements, particularly those relating to spelling, through professional learning events and co-coaching.
- Collaboratively developing a bank of strategies to improve numeracy data analysis and promote student growth.
- Conducting research into best practice and engaging in professional reading and development.
- Ensuring all teachers take ownership for developing necessary skills and knowledge.
- Designing a school Scope and Sequence for the teaching of spelling rules
- Regularly discuss and revisit students on the numeracy data wall (3 times a term) at PLCs, to foster open discussion and to evaluate student growth and effective strategies.

As a consequence of our focus in these areas, we would expect to see an increase in student growth on the numeracy data wall, increased ability of staff to analyse numeracy data and a spelling program that caters for the needs of all students across the school.

Appendices

- Assessment and Reporting policy
- Assessment Schedule