

# Holy Spirit Primary School

## Curriculum Plan

### 2017-2018

#### **Future Planning**

After intensive data analysis and numerous professional conversations, the following goals have been set for Holy Spirit Primary School for 2017:

#### Short term goals are to:

- To implement the revised curriculum (v8.1) for English, Mathematics and Science
- To implement (teaching, reporting and assessing) the Humanities and Social Sciences and Health and Physical Education curriculum
- Provide collaborative learning opportunities for students
- Replace the current GATE program with an in-class challenge program so all children have the opportunity to participate
- Introduce Digital Technology learning area through a specialist teacher

#### Long term goals are to:

Our long term focus will be explicit teaching in Literacy and Numeracy in 2017.

The following strategies will inform and shape our decision making with regards to our initiatives for 2017.

Strategies implemented to continue improve and support Literacy, Numeracy and Religious Education:

- Continue comprehensive data analysis and teacher record collection for diagnostic evaluation. This will be achieved by analysing work samples and testing data for future classroom planning
- Whole school scope and sequences will be embedded into our Literacy and Numeracy program
- Enrichment program to support students in the bottom 20% of our NAPLAN and classroom data
- Continue implementing Sound Waves program to support the teaching and application of spelling sounds throughout the whole school
- Monitor progress and achievement of goals through regional and school based PLC's
- Curriculum Planning – Curriculum Leaders will meet with each year level to discuss planning documents, assessments, Curriculum Adjustment Plans and other relevant curriculum issues

#### **School Context**

Holy Spirit School is a single stream coeducational primary school with an enrolment of 219 students from Pre-Kindergarten through to Year Six. It is located in City Beach.

Holy Spirit School employs 30 staff. Of the 30 staff members, 17 are teaching staff. Of the 17 teaching staff, there are five temporary teachers. Our school has made it a priority to have a well balanced teaching capacity within staff to cater for the needs of students of all ages.

From its foundation in February 1965, Holy Spirit, as a Dominican School, has provided an inclusive Catholic education, catering for the high number of children within Holy Spirit Parish.

The academic program caters for the needs of all children and offers specialised support programs and differentiated learning within the classrooms.

In addition to providing a strong academic curriculum, all students Pre Primary – Year Six are taught by specialist teachers in the areas of Visual Art, Sport, Library, History and Italian.

Extra curricular options are also available across a variety of sports and music programs run within the school.

### Process to Review Student Learning in the School

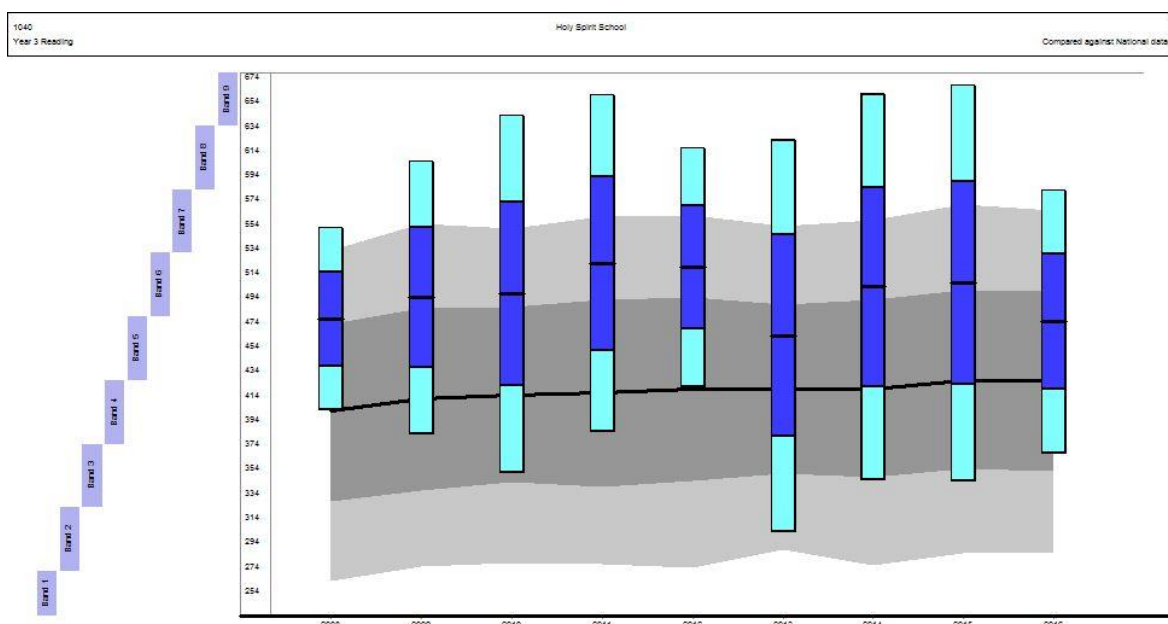
- iMaths Pre-Test (Y1-Y6)
- Observation Survey (Y1)
- ACER testing (PP-Y6)
- Online Entry Assessment (PP)
- South Australian Spelling Test (Y1-Y6)
- PMP Reading Assessment (Children reading below level 30)
- Data is collected and analysed by teachers for individual, classroom and whole school direction
- Children flagged by data are then provided support in Literacy through individual and small group programs coordinated by Jane Pintaudi

### **Analysis of Student Learning**

Overview of standardised test results, moderated school assessment of student achievement, surveys, and other available data

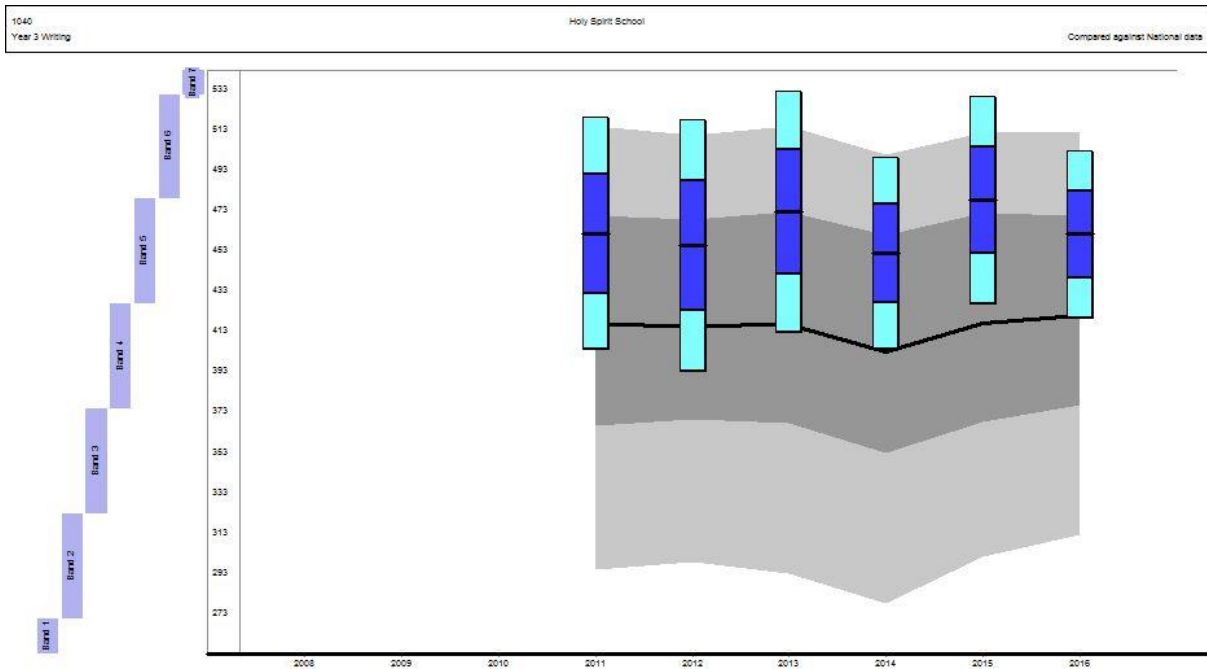
### **NAPLAN**

#### **Year 3 Reading**



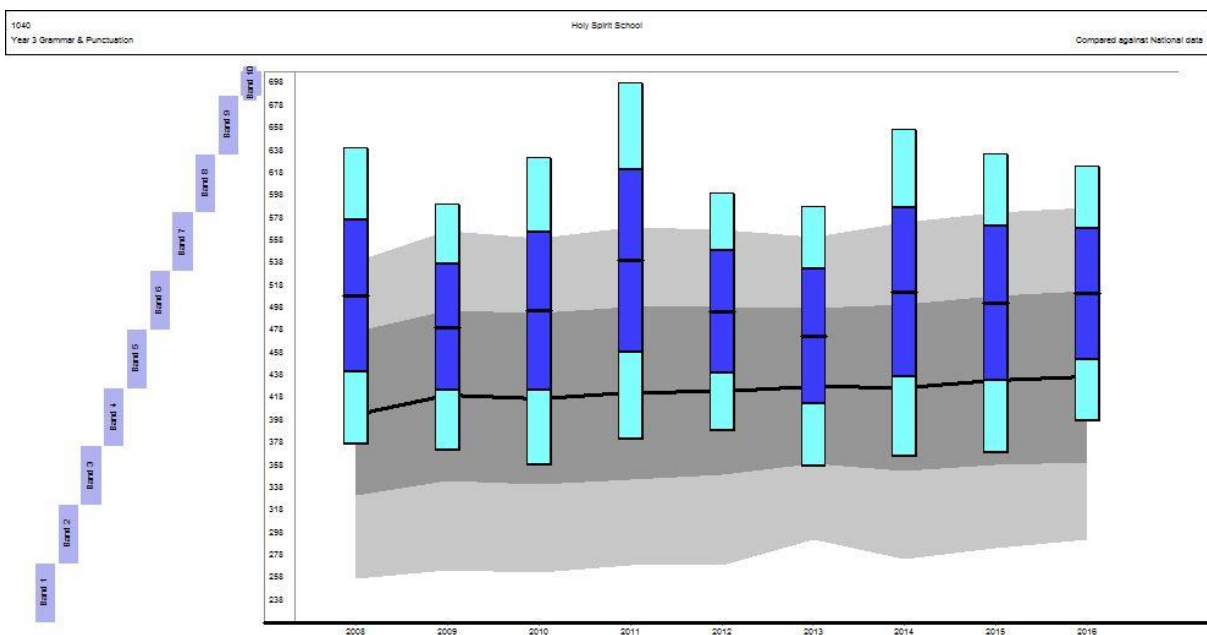
This graph for Year 3 Reading indicates an upward trend for the lower distribution of students, however, the middle cohort and upper distribution of students have seen a drop in 2016. The overall distribution of students has narrowed in 2016.

### Year 3 Writing



This graph for Year 3 Writing indicates that the distribution of students remains steady, however, there a decrease in the school mean in comparison to 2015.

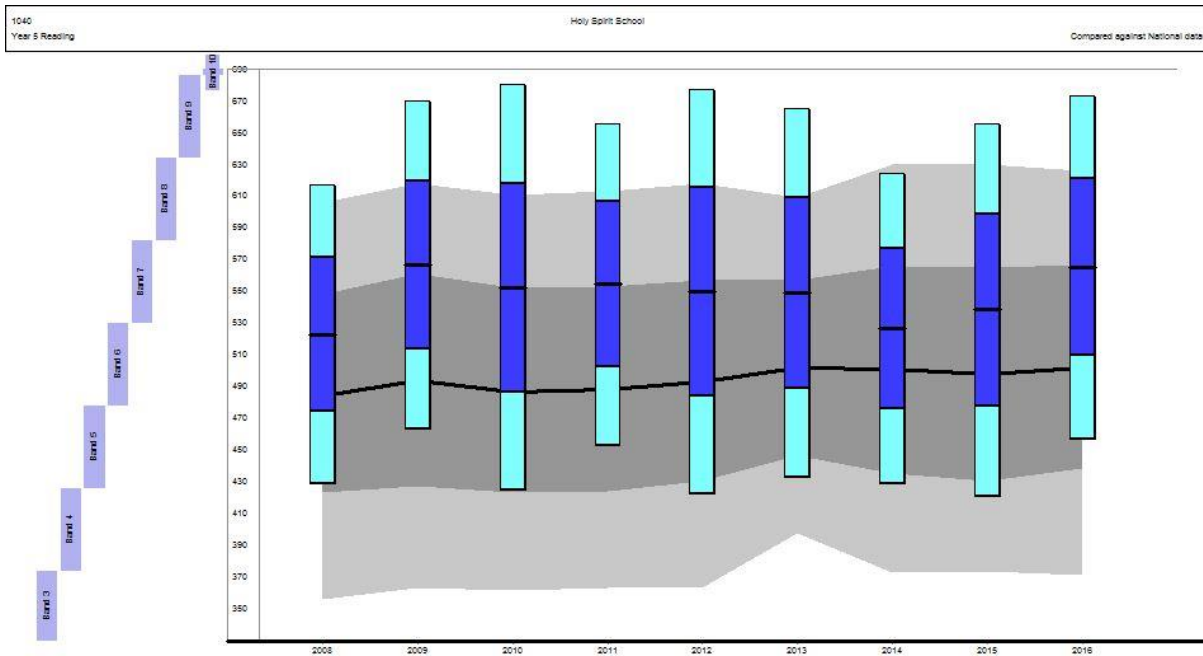
### Year 3 Grammar and Punctuation





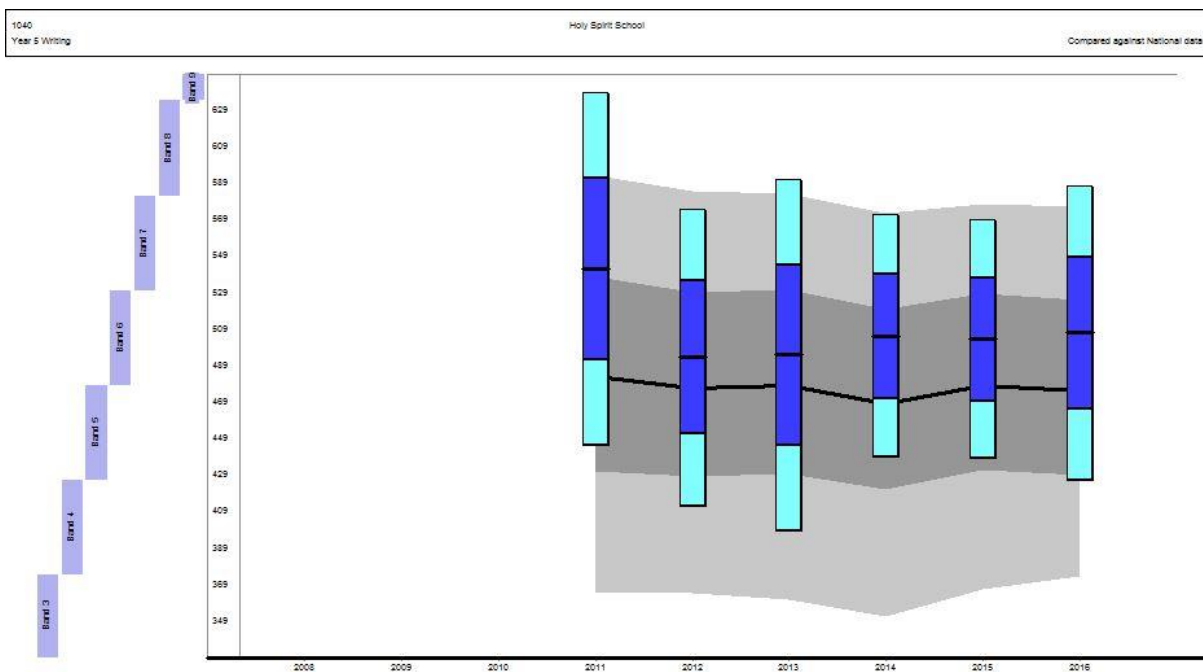
This graph for Year 3 Numeracy indicates that the upper distribution of students sits lower in comparator as compared to other years. The lower distribution of students shows an overall improvement and the school mean shows little variance from 2015.

### Year 5 Reading



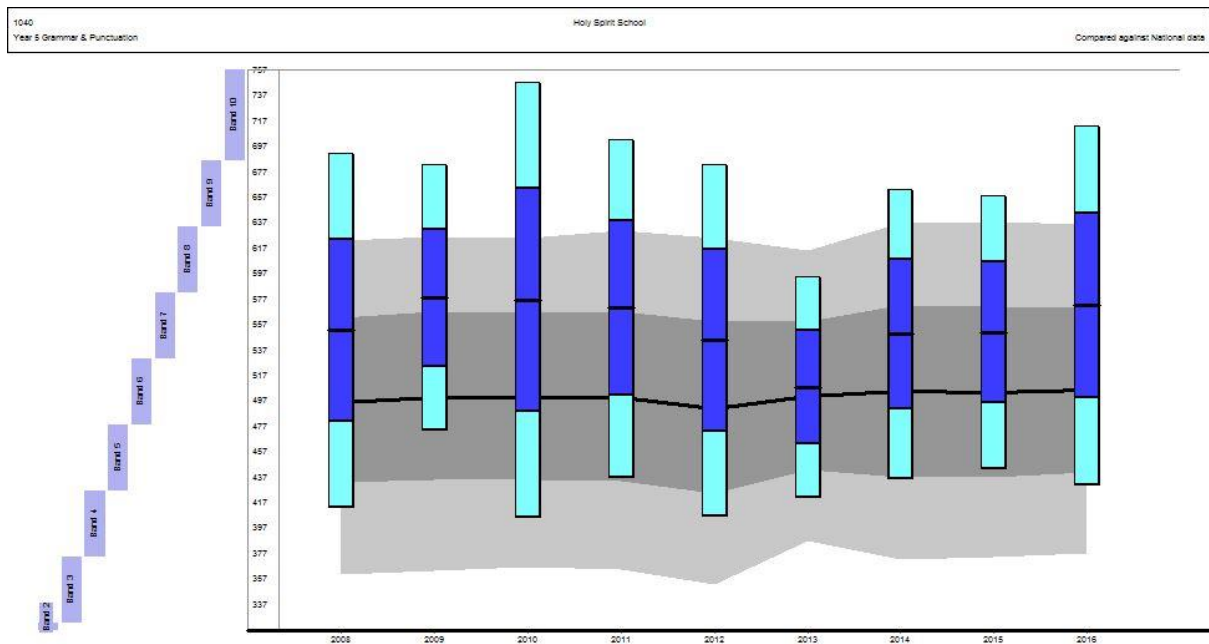
This graph for Year 5 Reading indicates an improvement across all distributions. The school mean shows an upward trend in comparison to the national cohort. These results could be attributed to the introduction of the Cars and Stars Reading Program in Y4-Y6.

### Year 5 Writing



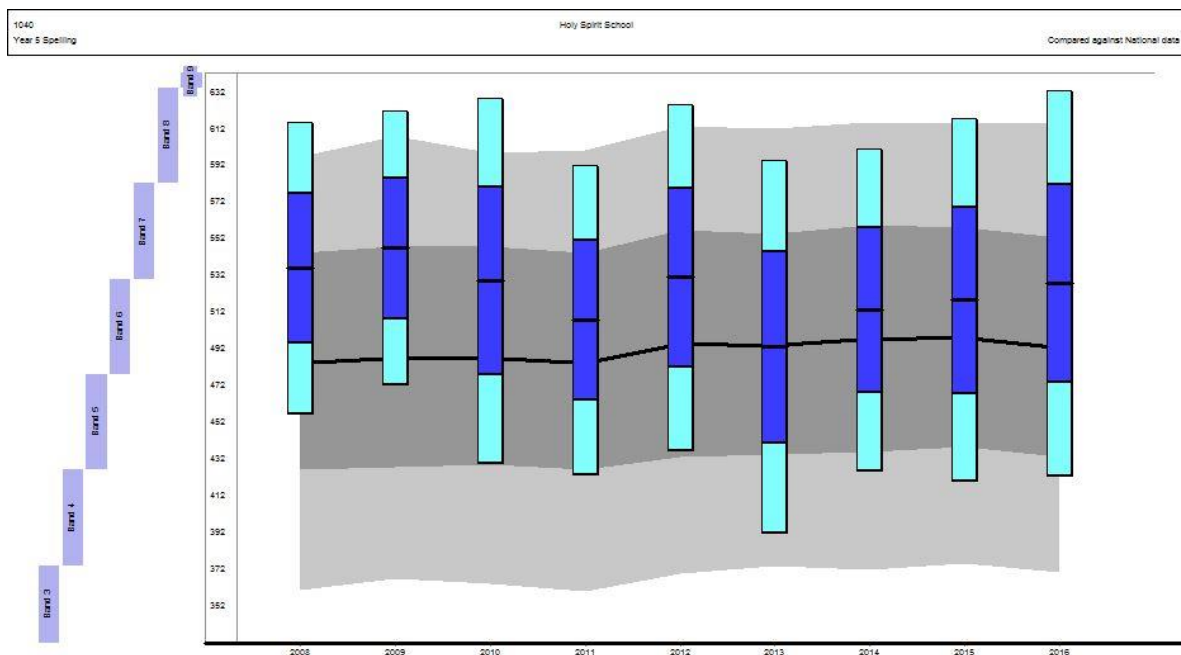
This graph for Year 5 Writing indicates that the upper and lower distribution of children for 2016 has increased. The school mean has maintained a steady level for the past five years.

### Year 5 Grammar and Punctuation



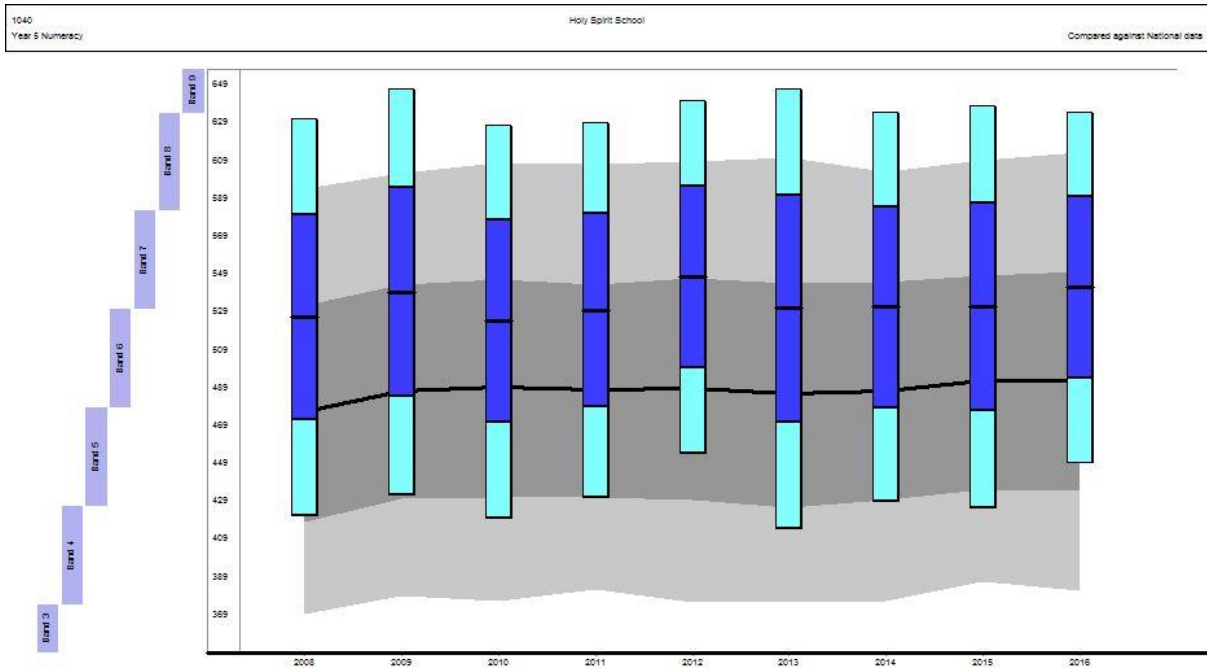
This graph for Year 5 Grammar and Punctuation indicates that the upper distribution of students has shown an increase of one band. The school mean indicates an upward trend over the past four years in comparison to the national cohort.

### Year 5 Spelling



This graph for Year 5 Spelling indicates an upward trend across the upper distribution of students. The middle and lower distribution of students have remained consistent over the past three years. The school mean shows a slight upward trend in comparison to the national cohort.

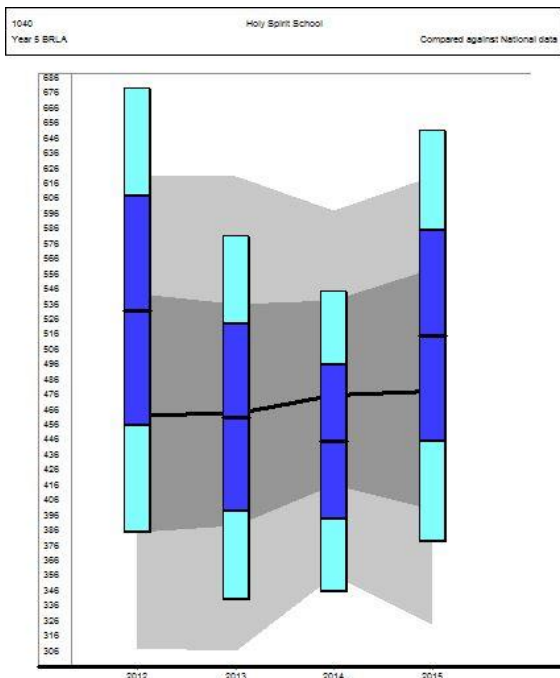
## Year 5 Numeracy



This graph for Year 5 Numeracy indicates an improvement in the lower and middle distribution of students. The school mean has remained steady since 2013.

## BISHOPS RELIGIOUS LITERACY ASSESSMENT

### Year 5 (BRLA)



This graph for Year 5 BRLA indicates a significant increase in student results in comparison to 2014 and 2015 results. Student achievement appears to be returning to the levels seen in 2012.

## DATA ANALYSIS OVERVIEW

### Assessment Schedule

Test	Year Group	Schedule
iMaths Pre-Test	Year 1 – Year 6	Week 1 Term One
South Australian Spelling Test	Year 2 – Year 6	Term 1
Online Entry Assessment	Pre Primary	Term 1
Observation Survey	Year 1	Term 1
PMP Reading Assessment	PP – Year 4/Children reading below a level 30	Once per term
South Australian Spelling Test	Year 1 – Year 6	Term 4
ACER Testing	PP – Year Six	Term Four

Data is collected and analysed by teachers for individual, classroom and whole school direction. Children flagged by data are then provided support through individual and small group programs coordinated by Jane Pintaudi.

All staff have had training in the implementation of testing and reading of data and are supported in this.

## Strategies to Improve Student Learning Outcomes

Throughout 2016 we focused on:

- Investigating and implementing the Sound Waves spelling program
- Reviewing and improving Literacy dedicated time
- Building on and improving explicit teaching within the Literacy program
- Providing Literacy and Numeracy classroom support
- Providing Curriculum Adjustment Plans (CAPs) for students as required and regular CAP meetings with teachers and parents
- Investigating and implementing the Sound Waves spelling program
- Developing and implementing Mathletics program
- Providing critical thinking and problem solving opportunities through the challenge program
- Reviewing and improving numeracy dedicated time
- Steve and Aleana attended Principals as Numeracy Leaders (PANL)

The following teaching and learning programs, strategies, resources and pedagogy have been the key focus:

- Sound Waves spelling program
- iMaths online
- Mathletics
- Curriculum Adjustment Plans (CAPs)
- Explicit teaching
- Extension program to support students achieving within the top 20% of cohort within the classroom Y3-Y6
- Whole school analysis of school based data: Online Entry Assessment, NAPLAN data and school testing.
- Regular Professional Learning Communities (PLC)
- PLC meetings focused on modifying programs to support differentiated curriculum



In supporting the learning needs of students with disabilities and at risk of educational failure, Holy Spirit Catholic Primary School currently:

- Undertakes an array of assessments and data collection
- Analysis the assessments and data
- Undertakes pre and post testing in Mathematics
- Conducts meetings between the Principal and Classroom Teacher
- Conducts Parent Teacher Meetings to gain further insights
- Liaises with Allied Health Service Providers
- Liaises with Students with Disabilities Consultants
- Liaises with various CEWA Curriculum Consultants
- Implements CAPS and/or IEPS
- Documents differentiation in teaching and learning programmes
- Allocates Educational Assistants based on needs of the students
- Provides Professional Development for staff based on determined needs
- Structured programs to develop Literacy skills:
  - Home readers – Children reading below level 30
  - Springboard program (Y4-Y6)
  - Diana Rigg resources (PreK- Y3)
  - Sound Waves (Kindy – Y6)
  - Grammar Conventions text book (Y1-Y6)
  - PM reading assessments – Children reading below level 30

#### 2017 STRATEGIES

To assist with the achievement of the fore mentioned goals, Holy Spirit Catholic Primary School will implement and maintain the following strategies to improve teaching and learning:

- Continue the implementation of the Sound Waves Spelling Program in Kindy-Y6
- Continue using iMaths Maths program from PP-Y6
- Use collaborative learning techniques
- Conduct regular PLC meeting as the forum for our continued dialogue and decision making with regards to investigating and supporting our focus
- Peer learning opportunities will be provided so that our school improvement is grounded in classroom practice
- We will continue to collect and analyse evidence of our students' learning in relation to the National Standards
- We will continue to ensure that our investigation into developing a whole school scope and sequence and explicit teaching focus is led and maintained by Steve Versteegen and Aleana Brennan

#### FUTURE CONSIDERATIONS

Reflect and build on current practices in reading that are assisting the above average growth between assessments.

Investigate strategies to move clusters of student from the middle bands to higher bands.

# **Implementation of Curriculum**

## **Western Australian Curriculum**

The curriculum at Holy Spirit Catholic Primary School is developed from the Western Australian Curriculum through SCSA. All teachers have fully implemented and reported on the Australian Curriculum areas of English, Mathematics, Science, History and Geography. Planning and implementation for the other learning areas of the Australian Curriculum, HASS, The Arts, Health and Physical Education, Technologies have also commenced. The Early Years Learning Framework is also used as a curriculum document from Kindy to Year Two.

Holy Spirit School regularly review our whole school focus through PLC meetings and whole school PD opportunities. Planning documentation is reviewed and discussed with the principal each term. Tandem teaching models have a goal of continuity in planning and delivery of the curriculum.

## **NQS**

At the present time, Holy Spirit Catholic Primary School has an early Childhood Charter which was developed by the Early Childhood Staff. Staff identifies areas of strength and area for future development within the National Quality Standards (NQS). A Quality Improvement Plan (QIP) is currently in place. This QIP was formulated by the Early Childhood Staff and reviewed by the principal in 2016.

In 2017 we will be improving on elements 2.1.4, 3.1.1, 4.2.2, 7.1.2, 7.2.3 and 6.3.

The Principal is currently undertaking an audit against all quality areas of the NQS. The audit will be completed by December 20<sup>th</sup> 2016 with strengths noted and recommendations put forward with strategies for improvement added to the QIP.

In 2017, the Early Childhood Staff will continue to meet on a regular basis to discuss strategies noted in the QIP.

## **Protective Behaviours**

Holy Spirit school will be implementing the "Holding Hands" protective behaviours program from Kindy through to Year Six in 2017.