



1/1/2021

2021 Curriculum Plan

St John's School - Rangeway

Part A

This part supports schools in meeting Chapter Four – Observance of Registration Standards

St John's School is a single stream Catholic coeducational school catering for students from Kindergarten to Year Six, with an enrolment of 217 students. The school is located close to the regional centre of Geraldton. St John's School was established in 1969 by the Presentation Sisters with the St John's Parish. The school celebrated fifty years of rich history in 2019. The school is centred on Christian values whereby all members treat each other with respect and dignity and live out the Fruit of the Spirit.

St John's School is characterised by its strong sense of community and tradition, strong sense of a parish school community, and has maintained the character of a small country community school. A number of students are the second, third or fourth generation of their family to attend the school. The cultural heritage of each person, including those of the approximately 34% Aboriginal families, is valued and embraced.

The school draws from a variety of suburbs across Geraldton, although predominantly drawing from low socio-economic areas, as reflected in the school's ICSEA value of 916 (2020 average 1000).

Distribution of Students

The table below, taken from the My School website, shows the Community Socio- Educational Advantage (ICSEA) for St John's School distribution in comparison to the Australian distribution.

	Bottom Quarter	Middle Quarters		Top Quarter
School Distribution	39%	40%	18%	3%
Australian Distribution	25%	25%	25%	25%

The School Mission Statement is to:

1. Provide a Catholic, caring, supportive environment in which students can grow in God's likeness.
2. Develop each individual spiritually, academically, physically, socially and emotionally to his or her full potential.
3. Assist the development of self-esteem and respect for others, so that each of our students becomes a positive, contributing member of the community.

At St John's School, we are committed to supporting each child to achieve educational excellence to their individual capabilities. Equipping students with skills and strategies to achieve their full potential and to be lifelong learners is the vision of St John's School. Our School Improvement Plan, which is developed in collaboration with the Leadership Team and staff, endeavours to ensure we have planned processes to bring our vision to fruition.

The focus of the dedicated and highly committed staff of St John's School is to provide quality Catholic education to all students. The school community works together to nurture the whole development of each child and to provide pastoral care for each person.

In addition to providing an education centred on Christian values, in living out our Mission Statement, St John's School has placed a strong emphasis on catering for children's needs and talents, offering a variety of experiences and learning opportunities and well-established programmes to develop the whole person. St John's School has a strong commitment to play based education in the early years.

The emphasis on Literacy development is embedded in a well-established Literacy program which includes Literacy Dedicated Time. Each class has an Education Assistant or Aboriginal Education Assistant to enable additional student support during Literacy Dedicated Time. Early Literacy intervention co-teaching has been a feature of the school's education strategy in recent years and includes an Early Intervention Support Teacher who works from Pre Primary to Year Two and the Reading Recovery Program. There are two full time Aboriginal Teaching Assistants (ATAs) who work with classes from Kindergarten to Year Six, supporting children in all areas of the curriculum. The ATAs work with individuals and small groups of Aboriginal and non-Aboriginal students.

St John's School has a strong emphasis on catering for children's needs and talents, offering a variety of experiences and learning opportunities and well-established programs to develop the whole person and a focus on best practice for integrating students with special needs and other needs. In 2021, St John's School will continue with an Enrichment Program for identified students. This will be another avenue for the students to be challenged beyond classroom differentiation in addition to involvement in interschool academic initiatives including the Midwest Spelling Bee, Numero Competition and STEM Challenge.

Data informed practices and strong effective pedagogical practice, including Visible Learning practices, have been a focus of the school. The school has undertaken a three year regional initiative working with Doctor Lyn Sharratt. The integration of ICT within the school and classrooms is a strong component of the learning experiences within the school. In 2019, St John's School completed a three year ACARA Digital Technology in Focus initiative, working with an ACARA Consultant each term. In 2021, St John's School embarks on a three year initiative with Fogarty EDvance which focuses on raising student outcomes and leadership development.

Other learning areas and specialist programs run in the school include Primary Connections Science, Health and Physical Education, Visual Arts, Languages (Indonesian) and Music. Mathletics and Literacy Pro are also available to support student learning from Years One to Six. Large screen TVs are linked to devices across the school with pods of iPads available across all year levels and pods of Chrome Books available in the Middle and Upper Primary Classes. There is also a bank of thirty devices in the Technology Hub.

The School Advisory Council and Parents and Friends' Association have a strong commitment to the school, maintaining a welcoming and aesthetically pleasing presentation, and high quality facilities and resources to meet the needs of members of the school community

2021 Profile of Learners

Year	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Kindy	26	10	3	0	3	2
Pre Primary	32	10	0	2	0	0
Year One	30	13	2	0	2	1
Year Two	27	9	0	0	3	3
Year Three	24	8	2	1	1	1
Year Four	25	9	2	3	4	4
Year Five	25	8	1	1	0	0
Year Six	26	5	1	3	3	0

Part B

This part supports schools in meeting Chapter Four – Standard One - Curriculum

Religious Education is considered the first learning area in the Catholic school curriculum. Religious Education is a learning area which focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church. Religious Education relates the knowledge and understandings of the Catholic faith to students' real-life situations and experience

The Kindergarten Religious Educations Guidelines and Let the Little Children Come to Me are implemented at St John's School and informs the God Talk and Religious Education and faith experiences in the Kindergarten Class. The Come Follow Me Curriculum and the WA Religious Education Units of Work are the Religious Education curriculum from Pre Primary to Year Six. The RE Parent Letters are sent home at the commencement of each unit of work. The Assistant Principal Religious Education oversees the implementation of Religious Education throughout the school, viewing teachers' teaching learning programmes on a regular basis. It is an expectation that evidence of the Religious Education Program is evident within the classroom displays at all times.

Liturgies and other activities of catechesis, including Christian service, are essential for the effective evangelisation of students but are separate from the Religious Education program. The analysis of the BRLA assessment informs our curriculum development for staff professional development, SIP foci, Evangelisation Plan and students' development.

Western Australian Curriculum (SCSA) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. St John's School uses the WA Curriculum for the planning, teaching and reporting of its learning programmes. All learning areas of the Western Australian Curriculum are utilised for planning, assessment and reporting, as in line with the required implementation timeline by the Western Australian Curriculum and Assessment Outline.

The Pre Primary to Year Six Teaching, Assessing and Reporting Policy Standards is informed by the SCSA Policy Standards for Pre Primary to Year Ten: Teaching, Assessing and Reporting Policy which sets out the mandated knowledge, understandings, skills, values and attitudes that Pre Primary to Year Six students are expected to acquire in the eight learning areas. The implementation of the SCSA curriculum is monitored throughout the year by the Leadership Team, whilst viewing teaching and learning documents on a regular basis.

The reporting for students within the expected range of achievement are reported using the A to E reporting scale. Students who are on an Individual Education Plan (IEP) are reported upon using their specific IEP curriculum learning goals.

The high quality early childhood practices, curriculum, offered in the early years at St John's School is underpinned by Belonging, Being, Becoming: The Early Years Learning Framework. Our teachers promote equity in learning by placing priority on; strong relationships with children and families to develop children's security and identity (belonging); children having the right to enjoy being a child in a particular time and place (being); acknowledging the rapid change as children learn and grow (becoming).

Specific initiatives embedded at St John's School are:

- Heggerty's Phonemic and Phonological Awareness
- Letters and Sounds
- Words their Way
- Literacy Pro
- Mathletics
- Primary Investigations
- Drumbeat
- Early Learning Languages Australia (ELLA)
- Reading Recovery
- Fruit of the Spirit

Our goal is to ensure all learners are nurtured with the provision of different kinds of learning, play-based pedagogies and flexibility to acknowledge them as diverse learners and the perspectives they bring. We acknowledge and value families as the children's first educators and believe it is imperative that children have the opportunity to express their voice and this is also a whole school priority.

The principles, practices and learning outcomes in the Early Years Learning Framework are applied daily in the early years classrooms, guiding teachers to support children to become successful learners, confident and creative individuals and informed citizens. All children have the right to knowledge, understanding and skills to ensure lifelong learning.

Part C

This part supports schools in meeting Chapter Four – Standard Twelve – Child Abuse Prevention

When commencing working in a Catholic school, staff are required to attend an Orientation Day. During the course of this day, new staff commence initial training in relation to CEWA's Child Protection Policy, Child Safe Framework and Child Protection Procedures & Mandatory Reporting Training.

Annual and ongoing professional development occurs on the Code of Conduct and Keeping Safe Curriculum and when required. Annual online Child Protection Procedures & Mandatory Reporting training are mandated for all staff with completion recorded in myHR. A chain of emails is sent to the Principal and staff should expired Child Protection Procedures & Mandatory Reporting training occur.

Child Protection and Child Abuse training has been a focus of St John's School since 2017, in line with education requirements. In mid 2016, the staff were trained in the Keeping Safe Child Curriculum and began implementing the curriculum as part of the Health Education learning area curriculum throughout the year. A number of staff completed the Keeping Safe Curriculum Training at the beginning of the 2021 school year.

The implementation of the Keeping Safe Curriculum is monitored when the Leadership Team review the teaching and learning programmes throughout the year. Aspects of the Keeping Safe Curriculum are also reinforced as the need arises. The Keeping Safe Curriculum is taught collaboratively by classroom teachers and the Health and Physical Education Specialist Teacher.

During 2017, the extended version of the Code of Conduct for Catholic Schools was issued from CEWA. Staff worked together to unpack each of the Code's statements and to develop examples for each statement in relation to staff, parents/carers and student. During the commencement of 2018, the staff reviewed the Code of Conduct statements and assessed the degree of implementation and understanding to select those which requiring further focus during 2018. The voice of the child was one area the staff indicated required further exploration. The Code of Conduct will continue to be reviewed and embedded in 2021.

St John's School is in the process of formulating a Student Code of Conduct. This process is being facilitated by the Health and Physical Education Teacher. Students will be consulted throughout the process. A timeline of the process has been formulated.

From 2017, Keeping Safe Curriculum information has been disseminated to the school community. Each year, parents/carers are informed of the implementation of the Keeping Safe Program within the newsletter and via information notes. The Child Safe Framework will continue to be developed and implemented in 2021.

The Code of Conduct is accessible on the School Website. The school staff, School Advisory Council and parent representatives were involved in developing specific school examples of the way in which the Code of Conduct is lived out at St John's School. The Code of Conduct is discussed during all Enrolment Interviews. The Code of Conduct is referred to within the newsletter at the commencement of the year and intermittently and/or as the need arises.

If a member of the school community has a child safety concern, there are a number of avenues for the concern to be raised. Direct contact can be made with the Principal, either in writing or via an appointment. The St John's School website also has a Feedback form on the home page. Through this avenue, community members may submit a compliment, suggestion or complaint/concern. Processes pertaining to child safety concerns are addressed through Enrolment Interviews, Staff Inductions and School Newsletters.

Part D

This part supports schools in meeting Chapter Six – Governing Body Accountability

Throughout the school year, the St John's School Advisory Council meets once a month. At these meetings, an array of agenda items are discussed. The meetings are used to ensure the School Advisory Council is informed of curriculum data in order to make strategic and financial decisions. All data that is presented at the School Advisory Council meeting is deidentified, maintaining the privacy of the students involved. At the Annual General Meeting, held in November each year, an overview of NAPLAN data is presented to those in attendance.

The School Strategic Plan is in the process of being reviewed for future planning purposes. The 2021 Curriculum Plan has strong links to building the learning capacity of the staff and students.

The School Improvement Plan (SIP) breaks down school improvement goals into the processes which will be implemented within the year. The 2021 Curriculum Plan provides further detail in relation to how the goals stated in the SIP will be achieved during the school year. The Curriculum Plan also provides a clear framework for all members of the school community in relation to the education that is provided at St John's School.

The data analysis within the curriculum and the global improvement focus for the year are articulated within the 2021 Curriculum Plan, including its relationship to school planning documented within the Quality Improvement Plan, Maintenance Schedule and Capital Development Plan.

In 2021, St John's School is drafting and launching a new Evangelisation Plan and Aboriginal Education Plan. The content of the 2021 Curriculum Plan will be taken into consideration these two plans in consultation with the members of the school community.

Part E

This part supports schools in meeting Section Seven – Standard of Education

In 2016, St John's School underwent a National Quality Standard (NQS) external verification audit. In December of 2019, staff from the early years and the Principal undertook a post verification review. In addition, NQS auditing processes are undertaken both formally and informally throughout the year, through Principal's observations, conversation and the viewing of documentation and practices.

The key NQS foci for the current school year are:

- ❖ Revise the Early Years Charter so that all ECE educators know and agree to all aspects
- ❖ Increase the knowledge, understandings and participation of all Education Assistants in the implementation of the NQS and QIP
- ❖ Finalise the upgrade of the outdoor learning environment in the Kindy/Pre Primary area through P&F financial assistance and School Advisory Council support
- ❖ Ensuring all equipment is in good repair and working condition
- ❖ Add internal buildings to the Capital Development Plan – wall between Kindy and Pre Primary, upgrade of Kindy kitchen facilities, roof repairs to reduce flooding during extreme weather

Currently, the reflective process is for the Principal to support the Early Years Staff, reflecting on the quality standards the practices from Kindy to Year Two. In 2021, various meetings will be set aside for small group and whole staff discussion, reflection and action. Mrs Danyela Payne, Kindy Teacher, has been allocated extra DOTT time to oversee aspects of the NQS.

Part F

This part supports schools in meeting Section Seven – Standard of Education

A number of data tools are used to inform and guide the school curriculum improvement plans, teaching programmes and student learning against individual, school and national expectations. These tools include OLI, Observation Surveys, Brightpaths, MAI, PAT M, PAT R, NAPLAN, BRLA, SA Spelling Test and classroom based assessments.

St John's School has a number of processes and procedures in place for review and analysis of student learning against individual, school and national expectations reviewing students learning in the school, including:

- Whole school data review and discussion in Professional Learning Communities and with the Leadership Team to determine teaching priorities.
- Whole school level data review and discussion by the Leadership Team when allocating staffing, i.e. special needs, Education Assistants and Aboriginal Teaching Assistants.
- A whole staff briefing regarding students' learning, social, emotional and health needs at the beginning of each school year with all staff. The relevant information is documented within a booklet in each class, staffroom and SharePoint for reference by staff throughout the year and for relief staff.
- Time is allocated for extensive handover of data, information and discussion of students needs at the end of each year.
- Discussions amongst the teaching staff are held at Professional Learning Community meetings.
- Discussions are held between the Principal, class teacher, Learning Support Coordinator, Early Intervention Coordinator, Reading Recovery Teacher, CEWA Psychologist and/or Allied Health workers, as appropriate, when concerns are raised about individual student achievement.
- Each term, classroom teachers are required to produce a table of the students' groupings within their class and their differentiated learning outcomes for English and Mathematics. These tables are forwarded to the allocated Assistant Principal who reports the information to the Principal.
- Curriculum Adjustment Plans (CAPs) are developed and discussed with the Learning Support Coordinator, Principal and teachers. Letters are sent home informing parents if their child/ren is on a CAP. The CAP is documented in each of the semester school reports.
- The Learning Support Co-ordinator works with the teaching staff to develop, produce and monitor the implementation of Individualise Education Plans (IEPs) for the students with special needs. IEP Meetings are held with the team and parents/carers each term.
- Data is collected that determines the success of curriculum initiatives.
- Effect sizes are measured to determine level of improvement in individual students, cohorts, the whole school and the success of projects and initiatives.
- Data indicates and confirms that school procedures are contributing to improved student outcomes and significant growth, as evidenced by the school standardised assessments.
- Participation in the Fogarty EDvance initiative will involve data being used for decision making and school improvement processes

The analysis of student learning is based on evidence gathered from a range of sources, including national and standardised test results, formative standardised testing, school based assessments, moderated school assessment of student achievement, surveys, and other relevant data.

In reviewing and analysing data, the Principal, Leadership Team, class teachers, Learning Support Co-ordinator and Reading Recovery Teacher consider the achievement, progress and engagement of individual students and targeted groups of students e.g. Aboriginal, English as an Additional Language or Dialect (EAL/D), special needs, gifted and talented and students at risk. Where appropriate, CEWA School Consultants, CEWA Psychologist and/or Allied Health workers are involved in the data analysis.

The analysis of student learning is monitored in various ways throughout the year. The school has scheduled school wide assessments mainly in Terms One and Four. These are administered by the classroom teachers and time is set aside for the moderation of the results. This helps to not only inform teaching but ensures consistency of judgements.

NAPLAN and PAT data is accessible to all teachers to analyse once available. The teachers meet as a whole to view and discuss the results and their implications. This has been done in various ways over the years. The analysis by the Leadership Team and staff informs the development of SIP and school improvement processes.

Teaching Practices, Strategies, Resources and Programs are Working and Need to be Maintained

The table below shows the 2019 NAPLAN growth of the Year Five students from when they sat NAPLAN in Year Three against the Australian Schools Mean Growth. Due to COVID-19, 2020 NAPLAN data is not available.

	Grammar & Punctuation	Numeracy	Reading	Spelling	Writing
Year 5 St John's School Mean Growth from Year Three to Year Five	101	98	95	103	79
Year 5 All Australian Schools Mean Growth from Year Three to Year Five	60	86	75	85	60

The above table shows that the school mean growth from Year Three to Year Five exceeds the all Australian mean growth for the same period of time in all five assessments. This growth can be attributed to the following teaching practices, strategies, resources and programs that are working and therefore need to be maintained:

- Literacy Dedicated Time (LDT)
- early intervention initiatives embedded at St John's School
- whole staff data analysis and discussion
- allocation and employment of a Learning Support Co-ordinator
- whole school approach to teaching and learning
- targeted Literacy and Numeracy Focus Groups
- allocation, employment and access to a Reading Recovery Teacher

- Case Management Meetings
- strong partnerships between home and school
- the employment of Visible Learning philosophy
- implementation, knowledge and expertise of West Australian Curriculum
- allocation of Education Assistants and Aboriginal Teaching Assistants based on student needs and during LDT
- viewing of Classroom Timetables to ensure curriculum priorities are met
- whole class, small group, explicit & individual teaching
- use of Gradual Release of Responsibility Model
- the classroom as the Third Teacher
- integration of ICT
- Professional Learning Communities
- continued transfer and implementation of work with Doctor Lyn Sharratt into all aspects of teaching and learning
- Personalised Learning Plan Meetings for all students, where the teacher, students and parents/carers meet twice a year to set Literacy and Numeracy goals and agree to strategies each will do to enable the student to achieve the goals

Teaching Practices, Strategies, Resources and Programs that are not Working and Need to be Modified

The table below shows the 2019 NAPLAN St John's School mean against the Australian Schools Mean. Due to COVID-19, 2020 NAPLAN data is not available.

	Grammar & Punctuation	Numeracy	Reading	Spelling	Writing
Year 3 St John's School Mean	Band 5 431.3 (slightly under)	Band 4 405.9 (slightly under)	Band 5 443.8 (above)	Band 4 398.4 (under)	Band 5 427.7 (above)
Year 3 Australian Schools Mean	Band 5 439.8	Band 4 408.1	Band 5 432.3	Band 4 418.7	Band 4 423.1
Year 5 St John's School Mean	Band 5 472.8 (under)	Band 5 470.7 (under)	Band 6 479.8 (under)	Band 6 477.9 (under)	Band 5 447.4 (under)
Year 5 Australian Schools Mean	Band 6 499.1	Band 6 495.8	Band 6 506.0	Band 6 500.7	Band 5 473.9

The above table shows that the school mean against the Australian mean for the all five assessments. For all areas except for Year Three Reading and Year Three Writing, the school mean is under the all Australian mean. The teaching practices, strategies, resources and programs that are not working and therefore need to be modified are:

- construction of a Vision for Learning which will provide the overarching parameters for teaching and learning at St John's School

- streamlining of pedagogy and practice in relation to Spelling
- continued investigation into Numeracy and the teaching of Mathematics, Streamlining of pedagogy and practice in relation to Spelling
- effective use of MAI data for individualised teaching and learning
- continuation of an Enrichment Program to cater for students who require additional extension
- continued teacher upskilling and use of Brightpath to assess and teach Writing
- review of five questions
- review of Learning Intentions and Success Criteria
- investigation of practices to support students in Years Four, Five and Six who are at risk

Catering for Individual Needs (Differentiation/Intervention)

The teaching practices, programmes, strategies and resources utilised at St John's School to cater for individual and targeted learning of students that are working and need to be maintained are:

- ability based groupings during Literacy Dedicated Time (LDT)
- early Intervention Support Teacher allocated to the early years during LDT
- allocation and employment of a Learning Support Co-ordinator
- targeted Literacy and Numeracy Focus Groups
- allocation, employment and access to a Reading Recovery Teacher
- Case Management Meetings
- strong partnerships between home and school
- allocation of Education Assistants and Aboriginal Teaching Assistants based on student needs and during LDT
- Personalised Learning Plan Meetings where the teacher, students and parents/carers meet twice a year to set Literacy and Numeracy goals and agree to strategies each will do to enable the student to achieve the goals
- use of Individualised Plans (CAPs and IEPs)
- use of Individualised Plans for CSFS students
- partnerships with Allied Health Providers
- in class differentiation
- partnerships with CEWA Consultants
- partnerships with parents/carers
- whole school approach to pastoral care
- student participation in interschool academic competitions and initiatives – Midwest Spelling Bee, Numero, STEM Challenges etc

The teaching practices, programmes, strategies and resources utilised at St John's School to cater for individual and targeted learning of students that are not working and need to be modified are:

- The tracking of students at risk has been reviewed. A proforma was developed and needs to be introduced. This is designed to track the progress of students at risk across the years at St John's School.
- Review of assessment procedures for when a new student enrolls at St John's School.
- Whole school processes to reduce teacher variability.

Part G
Assessment and Reporting

The St John's School Assessment and Reporting Policy and the Annual Assessment schedule can be accessed via https://www.sjr.wa.edu.au/pdf/policies_assessmentreporting.pdf