



## St. Lawrence Primary School

### Curriculum Plan 2017

#### Analysis of Student Learning: Profile of the Learners

St. Lawrence Primary School is a single stream co-educational school catering for approximately 245 students from Pre-Kindy to Year 6. 97% of students are Catholic and 3% are non-Catholic. 17% of students have a background other than English. The students are predominantly Catholic with a small minority of other religions. There are no Aboriginal students currently enrolled at the school.

**Students with Identified Learning Needs**  
A detailed profile of these students is on the school database.

Year	SWD	IEP	CAP	EAL/D
K	1	1	0	3
PP	0	0	0	3
1	0	3	5	5
2	1	2	6	4
3	2	4	6	5
4	2	3	6	6
5	1	2	4	4
6	0	1	7	2

#### Reflection and Evaluation of Curriculum Focus

##### **Effectiveness of teaching and learning programs, strategies, resources and pedagogy.**

- Staff committed and working hard to improve teaching and learning in our focus area.
- Promoting literacy development resources working well for: oral language, phonics, phonological awareness and comprehension skills in the early years.
- Benchmark assessments and informal prose inventories now embedded into our school culture.
- Develop a system for recording longitudinal data for Benchmark Assessments and Informal Prose Inventories.
- Case Management meetings staff want to continue, but change format and link more with data wall, focus on groups rather than individual students. Allocate time within these meetings to discuss and review IEPs and CAPs.

- Majority of teachers positive about the impact LLI is having on our vulnerable students.
- Continue to embed and improve consistent approaches to reading and comprehension throughout 2017.
- Literacy Plan and scope and sequence completed by end of Term 1 2017. Once complete ensure evidence of whole school approach to Literacy Dedicated Time is evidenced in programs.
- A more consistent approach needed for writing and reviewing plans (Individual Education Plans, Curriculum Plans etc.) Review practices and processes Semester 1.
- 2017 continue to embed approaches for teaching and learning in reading and comprehension and shift focus to numeracy. Establish a whole school approach to the teaching of numeracy. Focus on Numeracy Dedicated Time, assessment and writing a numeracy plan and scope and sequence.

**What have we been doing that is working well and needs to be maintained?**

- PLD resources in the early years
- Proactive discussions and the enthusiasm of staff to address the needs of all our students.
- Levelled Literacy Intervention.
- Assessment more streamlined and consistent
- Benchmark Assessment data informing pedagogy.
- Whole school tracking of results and clear targets on data wall.
- Relief time for teachers to administer assessments.
- Links with other schools e.g. moderation, visits to other schools.
- Teachers working hard to keep up to date with writing and reviewing of CAPs and IEPs.

***What have we been doing that we could do better and or needs to be modified?***

- Allocate time during PLC meetings to moderate comprehension section of benchmark assessments
- Case Management Meetings discuss groups of students and link more with data wall/assessments e.g. running records, and IEPs/CAPs rather than single students.
- More conversations around data wall and evidence that conversations are informing pedagogy.
- A more consistent approach to entering and storing data and systems for saving longitudinal data.
- Review processes for writing and reviewing IEPs and CAPs and dedicated time during case management meetings to discuss needs of students at risk.
- Discuss what we do with students who do not respond to LLI.
- More time to discuss a range of data e.g. observation surveys, running records, maths assessments etc.
- Need to discuss tracking students from Early Years data now PIPs no longer administered and we are not always completing whole of observation surveys/MAI.

**Are there particular contexts and/or groups/individual learning needs that need to be addressed?**

- 2017 NAPLAN data our school average for our more able students was above the national mean. We need to continue to investigate the effectiveness of teaching and learning programs, strategies, resources and pedagogy.

**To what extent are the support and learning needs of students with disabilities and at risk of educational failure being met?**

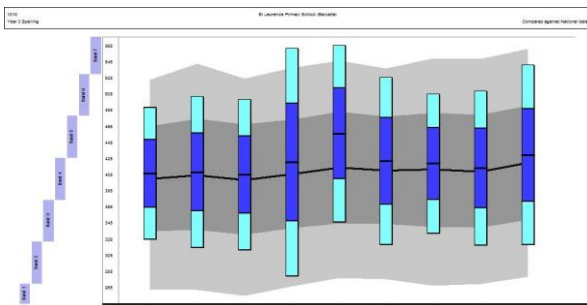
- Review processes in place for writing and reviewing CAPs and IEPs and the practices/processes in place to support students with disabilities or students at risk.
- Discuss/begin a school plan for supporting diverse learning needs.

**Data Analysis**

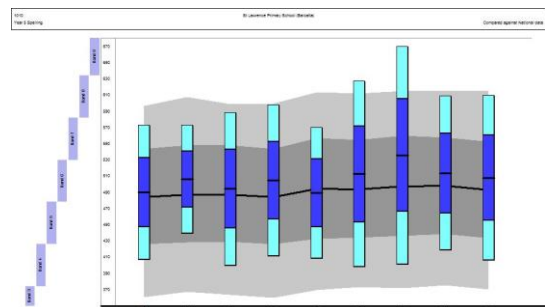
- An assessment and reporting schedule will be compiled 2017.
- Staff are involved in the ongoing analysis of standardised testing results e.g. on entry assessment, observation surveys, MAI, NAPLAN, Benchmark Assessments.

**Areas of strength**

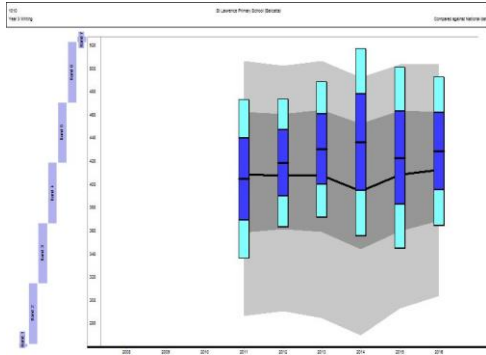
- 2016 Naplan data improved results - above national average in all assessment areas.
- More able and less able students performed better than expected in most subject areas. We now need to continue to work hard to ensure we maintain these improvements over time.
- Vulnerable students are generally doing well across all subject areas over time.
- Spelling - school mainly above national average in Years 3 and 5 (2008 – 2016).
- Writing - school consistently above national average in Years 3 and 5 2012 – 2016 and vulnerable students performing well.
- Grammar and punctuation Y5 mainly above National Average 2009 – 2016.



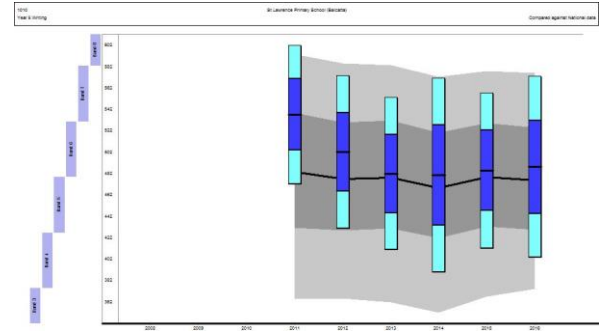
Spelling Y3



Spelling Y5



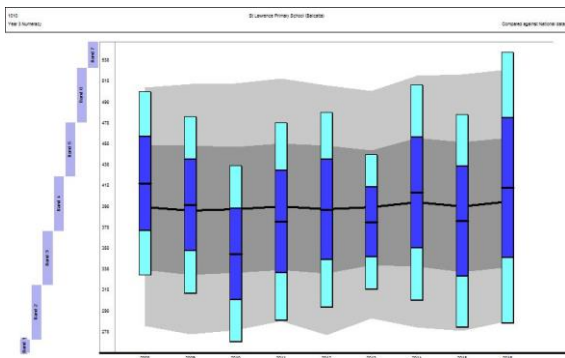
Writing Y3



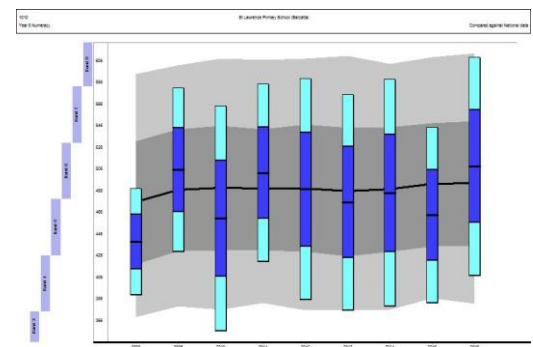
Writing Y5

### Areas requiring improvement

- More able students not doing as well as expected across most areas of assessment (positive change 2016)
- Grammar and Punctuation Y3 school average mainly below national average 2013 – 2016. More able students not doing as well as expected (monitor less able students)
- Numeracy Years 3 and 5 school average mainly at or below national average 2010 – 2015 (2016 above).
- Reading – Y3 school average below national average 2013-2015 (above 2016). Y5 downward trend 2013-2015 (above 2016).
- Numeracy (see graphs below) → data indicates there is a need to evaluate teaching and learning programs in numeracy.



Numeracy Y3



Numeracy Y5

## Future Planning 2017

Learning Goals	Strategies	Resources (including CEWA consultants)	Person Responsible (Include role rather than a name)	Success Criteria	Timeline
<p>To have a greater number of students meeting or exceeding the mid-year and end of year reading targets.</p> <p>To continue to embed and improve the approaches for the assessment of reading and comprehension throughout the school.</p>	<p>Termly Leadership meetings with Literacy Key Teacher.</p> <p>Dedicated time for PLC meetings and case management meetings. Change format of case management meetings from individuals to groups of students and allocate time to discuss the needs of students on CAPs and IEPs.</p> <p>Administer benchmark assessments 3x annually (Years 1-6)</p> <p>Professional conversations around data wall.</p> <p>Longitudinal individual student data collated on spreadsheets.</p> <p>Data wall used to inform selection of students for Levelled Literacy Intervention/reading recovery, support.</p>	<p>Use CEWA literacy consultant to seek advice as required</p> <p>CEWA School Support Consultant</p>	<p>Leadership Team</p> <p>Literacy Key Teacher</p> <p>All staff accountable for systems in place.</p>	<p>Students will meet mid-year and end of year targets. Students with reading goals on IEPs are meeting the success criteria.</p> <p>Data wall conversations/case meeting discussions informing pedagogy.</p> <p>Professional conversations around data wall, case management meetings, and whole school accountability embedded into the school culture.</p>	<p>2017</p>

<p>To embed the instructional practices for the teaching of reading and comprehension so they are consistent throughout the school.</p>	<p>Whole School Approach to elements of Literacy Dedicated Time identified in programs.</p> <p>Whole school Literacy plan and scope and sequence completed by end of Term 1 2017.</p> <p>Evidence of consistent practices identified in programs and through teaching, and learning during Literacy Dedicated Time.</p>	<p>Use CEWA literacy consultant to seek advice as required</p> <p>CEWA School Support Consultant</p>	<p>Leadership Team</p> <p>Literacy Key Teacher</p> <p>All staff accountable for systems in place.</p>	<p>Evidence of Whole School Approach to Literacy.</p> <p>Elements of Literacy Dedicated Time evidenced in programs.</p>	<p>2017</p>
<p>To have a consistent approach for the instructional practices for the teaching of numeracy to ensure they are consistent throughout the school.</p>	<ul style="list-style-type: none"> <li>• Dedicated time during PLC meetings to discuss numeracy dedicated time.</li> <li>• PD focusing on numeracy dedicated time</li> <li>• Classroom observations/visits to other schools.</li> <li>• Numeracy Plan/scope and sequence completed by end of 2017.</li> </ul>	<p>Use CEWA numeracy consultant to seek advice as required</p> <p>CEWA School Support Consultant</p>	<p>Leadership Team</p> <p>Numeracy Key Teacher</p> <p>All staff accountable for systems in place.</p>	<p>Evidence of Whole School Approach to Numeracy Dedicated Time.</p> <p>Elements of Numeracy Dedicated Time evidenced in programs.</p>	<p>2017</p>

<p>To improve the approaches for the assessment of numeracy throughout the school.</p>	<p>Westwood Numeracy Test administered Y1 – Y6 termly.</p> <p>Dedicated time during PLC meetings to discuss developing a more consistent approach to assessment in numeracy.</p>	<p>Use CEWA numeracy consultant to seek advice as required</p> <p>CEWA School Support Consultant</p>	<p>Leadership Team</p> <p>Numeracy Key Teacher</p> <p>All staff accountable for systems in place.</p>	<p>Evidence of a more consistent approach to assessment in numeracy across the school.</p> <p>Data from numeracy assessments informing pedagogy.</p>	<p>2017</p>
<p>To review the processes and practices for the writing and reviewing of Individual education plans and curriculum adjustment plans and our support programs for students at risk.</p>	<p>Time allocated during PLC meetings to review current practices and processes.</p> <p>Time during case management meetings to discuss students on IEPs and CAPs.</p> <p>Supporting students with diverse needs plan completed by the end of 2017.</p> <p>Professional development</p>	<p>Student with disabilities consultants. CEWA</p> <p>School psychologist</p>	<p>Leadership team</p> <p>Support teachers.</p>	<p>Evidence of a more consistent approach to the writing and reviewing of IEPs, CAPs, and the support provided for students at risk.</p>	<p>2017</p>