

<b>Topic:</b>	<b>Curriculum Plan – Warlawurru Catholic School</b>
<b>Date published:</b>	<b>2018</b>
<b>Policy Area:</b>	<b>Education</b>
<b>Date For Review:</b>	<b>2019</b>

## 1. Future Planning – Warlawurru Catholic School

The aim of the Curriculum Plan is to outline for the relevant stages of schooling, how Warlawurru Catholic School is meeting the requirements of the Western Australian curriculum and the diverse needs of our students through adjustments to teaching and learning programs.

Through a whole school analysis of student learning, the Curriculum Plan makes links across learning areas, provides a timeframe for implementation and forms part of our Annual School Improvement Plan and Strategic Plan.

## 2. School Context – Warlawurru Catholic School

Warlawurru Catholic School is a single campus Kindergarten to Year 6 primary school located on the outskirts of Halls Creek, an isolated town area in the East Kimberley. Warlawurru caters for a majority Indigenous enrolment and is a Low SES funded School. Warlawurru Catholic School offers a holistic approach to education, supporting the growth of the individual...spiritually, religiously, intellectually, physically, psychologically, socially and emotionally.

Classes are generally two to three year level composites which presents a significant challenge. Broome The school services the local Lunja Community and other areas of Halls Creek.

The School Motto: "Ngawi ngan yura, kingi ngan yura" - can be translated from Jaru as meaning "Because of God's goodness our heart is good". Warlawurru Catholic School seeks to empower its students so that they may be independent and walk with dignity and joy in both the Aboriginal cultures and the non-Aboriginal cultures with which they interact. Following the way of Ngawi we seek to nurture Gospel values and Aboriginal Spirituality.

## 2. Profile of Learners

Warlawurru Catholic School (WCS) is a single campus, Kindergarten – Year 6, Primary School located on the outskirts of Halls Creek, an isolated town area in the East Kimberley. Warlawurru caters for a majority Indigenous enrolment and is a Low SES funded School. Classes are generally two to three year level composites. The school services the local Lunja Community and other areas of Halls Creek. The current enrolment stands at 103, however a transient population means an ever-changing student enrolment with high numbers of frequent absentees. Currently the daily attendance is between 65-75 students per day. Warlawurru currently has 97% Indigenous students with other ESL students from India and Veitnam. All students are on IEP.

Warlawurru Catholic School caters for a diverse group of Learners who can broadly be broken into the following categories:

Learners who are

- at or close to grade level/national benchmark in literacy and numeracy
- below grade level/national benchmark in literacy and numeracy
- demonstrating critically low levels of literacy/numeracy to an extent that he/she is unable to engage with the curriculum at or close to grade level

The learners mentioned above include children who

- regularly attend
- are frequently absent
- are transient due to families moving in and out of Halls Creek to surrounding areas, primarily Ringer Soak, Billiluna, Balgo and Mulan
- are diagnosed with trauma (PTSD and are under the care of DCPFS)
- experience difficult family circumstances
- have diagnosed learning disabilities
- are diagnosed as children living with FASD

#### **4. Process to Review Student Learning**

Analysis of student learning in 2017 revealed:

- All students in Year 3 and 5 are performing below the benchmark in all aspects of literacy and numeracy.
- Students who attend above 80% of the time are making progress in all of their learning areas including literacy and numeracy
- A significant proportion (40%) of the children progressing into Year 4 are below Level 5 on PM benchmark testing.
- Transience and non-attendance of the majority of our students is of great concern
- Challenging behaviours impact classroom learning across all ages
- Split classes with 3 different year groups impact negatively on all children

Improvement Agenda

In 2017, with the assistance of School Psychology Services, the school community invested considerable time on developing a whole school approach to managing school behaviour. Implementation began in Term 1, 2018 and it is our aim to explicitly teach all classes strategies for successful engagement at school from Day 1, Term 1, with ongoing teaching and monitoring throughout the year.

Strategies to improve school attendance, together with a specific improvement plan for teaching/learning are outlined in the Strategic Plan and the Annual School Improvement Plan 2017.

## 5. Analysis of Student Learning

Strengths	Attributed to:	Challenges	Attributed to:	Way Forward in 2018
<p><b>Kindergarten/Pre-Primary</b>                      Regular good size group                      Keen to learn                      Children developing a bank of sight words and letter /sound recognition.                      Good ATAs</p>	<p>Good parent/teacher/child relationship.                      Single stream class                      Gap at its smallest</p>	<p>Transient children and children with poor attendance disrupt those who know the routine resulting in loss of learning time.                      Classroom unsuitable for Kindergarten – dedicated Kindy room required.</p>	<p>Lack of parent understanding on the impact keeping children away from school has on their learning.                      No Capital Development Plan                      The school has 1 classroom suitable for early childhood in terms of sinks, toilets and playspace.</p>	<p>Individual parent/carer visits from Kindy teacher and ATA.                      Newsletter reminders                      SEQTA notes to be printed and signed – make parents aware of how much time their child is missing                      Kindergarten teacher to 'follow' the year group in 2018 to further build continuity in relationships with children and parents.                      Investigate with CEWA the possibility of a new building.</p>

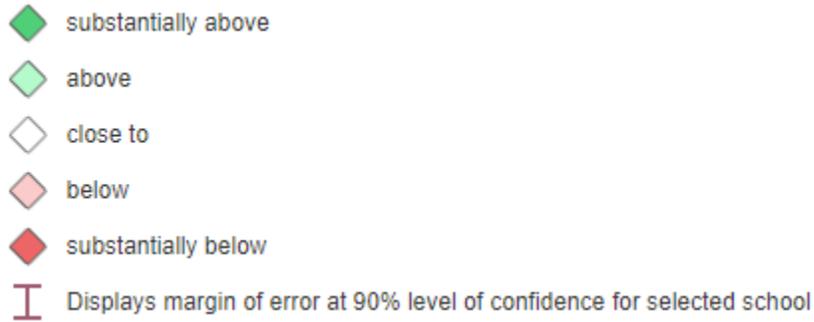
Strengths	Attributed to	Challenges	Attributed to	Way Forward in 2018
<p><b>Year 1/2</b>                      Core group of indigenous and non-indigenous children who attend                      Structured approach to literacy – 2.5 hr block each day.                      Supportive parents                      Strong ATA who attends regularly</p>	<p>Catholic parents working in Halls Creek choosing a Catholic education for their children.                      Parents who work and who value education for their children.                      Good attendance and strong early years teaching.                      Mandated Explicit Direct Instruction.                      Good teacher/parent/child relationship</p>	<p>Trauma related behaviours by a small but significant number of students.                      Transient children and children with low attendance and low literacy.                      Lack of education support time to implement second wave intervention.                      Classroom environment – needs updating/upgrading.</p>	<p>Small numbers in single classes and school infrastructure – built in the 1980s without any real thought given to creating capacity for further growth.                      Children with diagnosed trauma and FASD under the care of the department.                      Lack of parent awareness/ understanding.                      System decision – capacity of the school is 5 teachers due to lack of teacher housing.                      Poor Capital Development Plan</p>	<p>Continue to build capacity in ATA –                      Staff Development days for attendance at ACF Trauma Training in Kununurra.                      Regular parent/child/ATA' meetings to discuss progress                      Regular meetings with consultants from CEO to inform best practice.</p>

Strengths Year 4/5/6	Attributed to:	Challenges	Attributed to:	Way Forward in 2018
<p>Core group of students who attend regularly.</p> <p>Strong teacher – an experienced educator who is known to and respected by the children.</p> <p>Confident ATA who works well with the classroom teacher and the students.</p> <p>Significant growth in language, reading and comprehension over the year.</p> <p>All children ready to learn – no significant behaviour issues.</p> <p>Dedicated literacy and numeracy blocks.</p> <p>Data over a prolonged period available for some students.</p>	<p>Supportive parents who value education.</p> <p>Chn under the care of the DCPFS who attend the group home and come to school every day calm and well rested</p> <p>Good attendance and effective teaching in previous years.</p> <p>Teacher and ATA familiar to families and trusted.</p> <p>Experience of success leading to better self-esteem in students and increased belief in their own abilities.</p> <p>Timetabling and structured programmes that have mandated time allocations.</p> <p>Good to Great Schools – Govt initiative to increase literacy across the Kimberley.</p> <p>CEO Consultants commitment to work with the school.</p> <p>Observation Surveys EYLND literacy &amp; Numeracy NAPLAN PIPS</p>	<p>Children who regularly decide not to attend school with parent/carer approval.</p> <p>Fall off in attendance particularly in Year 6.</p> <p>Significant number of chn with diagnosed trauma and/or SLD</p> <p>Extremely low levels of literacy and numeracy in a number of students</p> <p>Transient children who are absent from school for prolonged periods</p> <p>Parents who are not supportive in terms of attendance and who lack understanding of the education process</p> <p>Split class 4/5/6</p> <p>Time to teach all mandated learning areas when literacy demands 2.5 hours daily explicit teaching.</p> <p>Adequate staffing to run literacy programme at a level that suits each child.</p>	<p>Cultural reasons – sorry time and a tendency to send chn away to family when they become difficult to manage.</p> <p>Lack of awareness by primary care-giver on the negative impact this has on a child’s education</p> <p>Chn who make the rules and refuse to attend if they are expected to learn.</p> <p>Inability by care-giver to accept responsibility for child’s behaviour</p> <p>Chn with diagnosed trauma and fasd who are unable to control their emotions</p> <p>History of prolonged neglect/abandonment</p> <p>Transience and chronic non-attendance.</p> <p>Lack of respect for authority.</p> <p>System decision to cap the school at 3 classrooms and 5 teachers.</p> <p>Low literacy. Standard Australian English is not the main language. Limited exposure to much of the content contained in curricula.</p> <p>Under-developed listening/speaking skills.</p> <p>Lack of engagement and poor student behaviour/management</p>	<p>Experienced teacher with trauma counselling background to work with students on a daily basis.</p> <p>Student well-being centre for chn unable to be in class.</p> <p>Individual visits to parents/carers by teacher/ATA</p> <p>Text message to parents/carers when a child does not come to school</p> <p>Daily monitoring of absentee reports via SEQTA</p> <p>Community partnership agreement to be revisited and reviewed.</p> <p>Visit by Aboriginal Education Consultants to communities to explain the purpose of the school.</p> <p>Community/school engagement</p> <p>Explicit teaching and acknowledgement of home talk/school talk.</p> <p>Literacy focus for 2018 Improved use of amplification in classroom</p> <p>Whole School Behaviour Management plan.</p> <p>Explicit teaching of school expectations to children and care-givers</p> <p>Instruction planned at a level that is right for all chn – differentiation.</p>

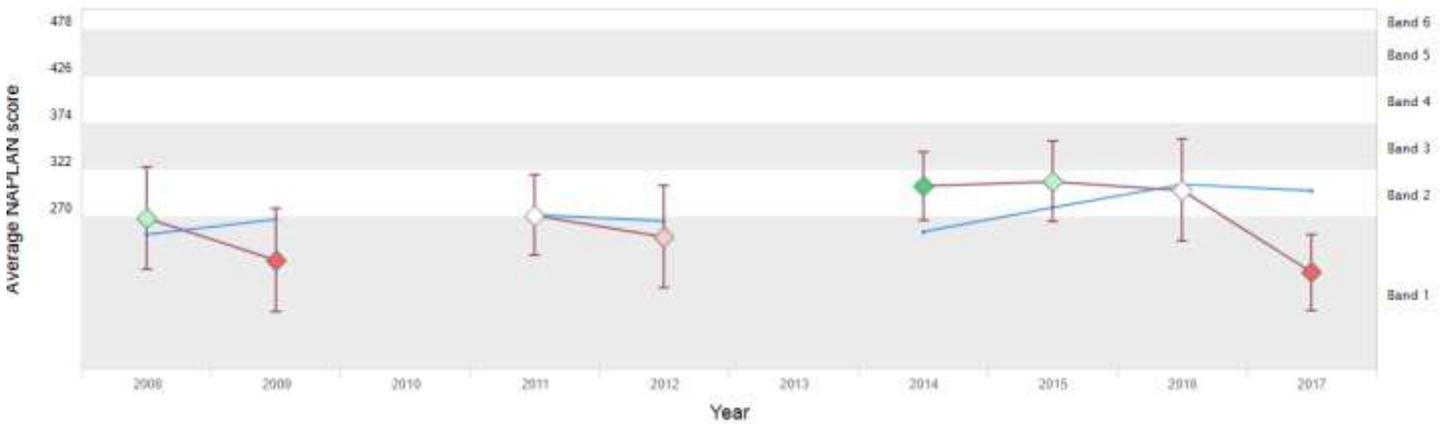
## NAPLAN Results

Key

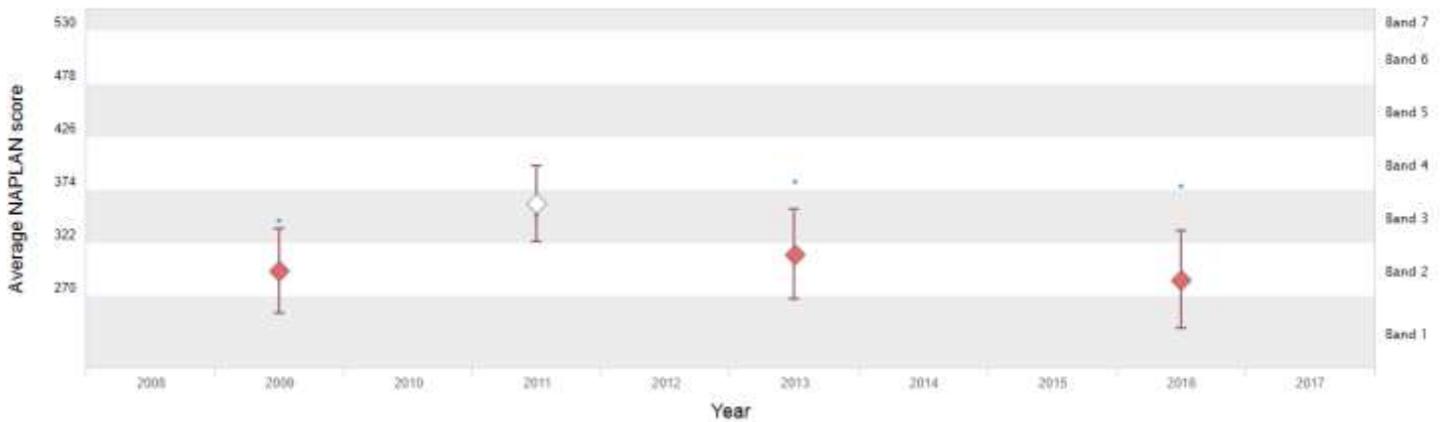
Warlawurru Catholic School's average compared with similar schools



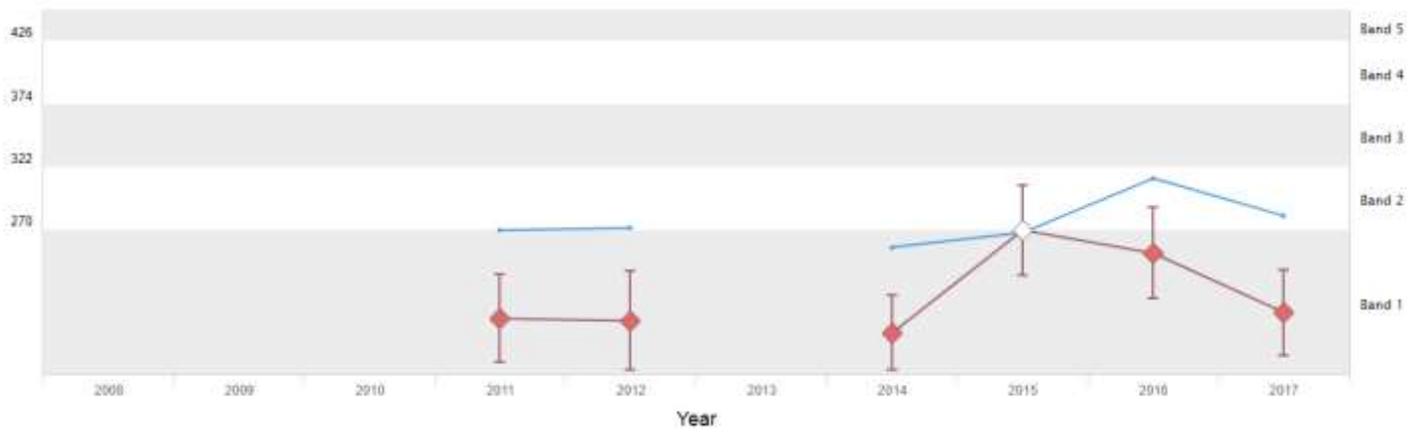
### Year 3 Reading



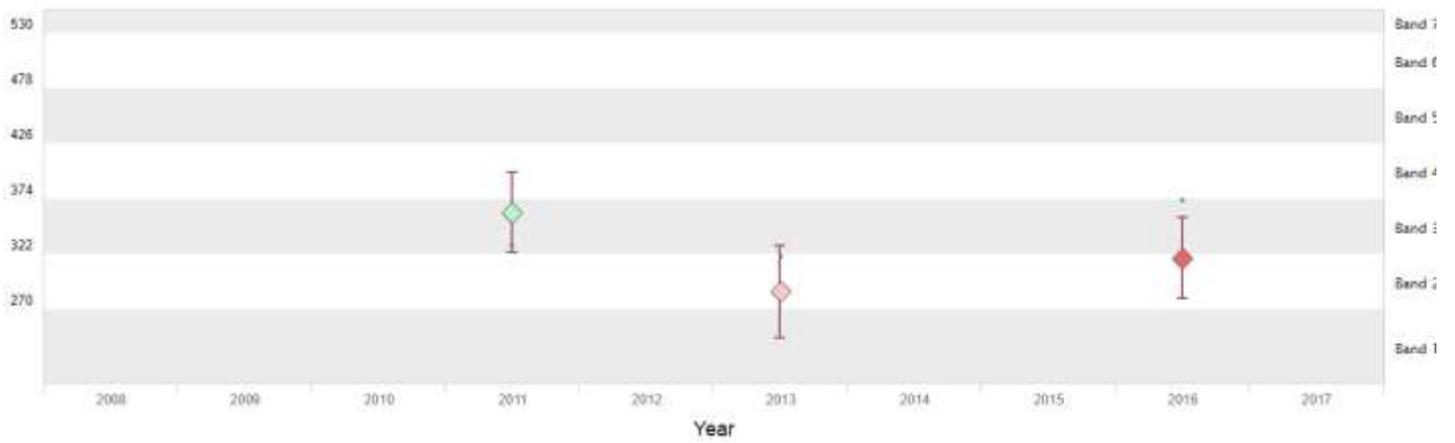
### Year 5 Reading



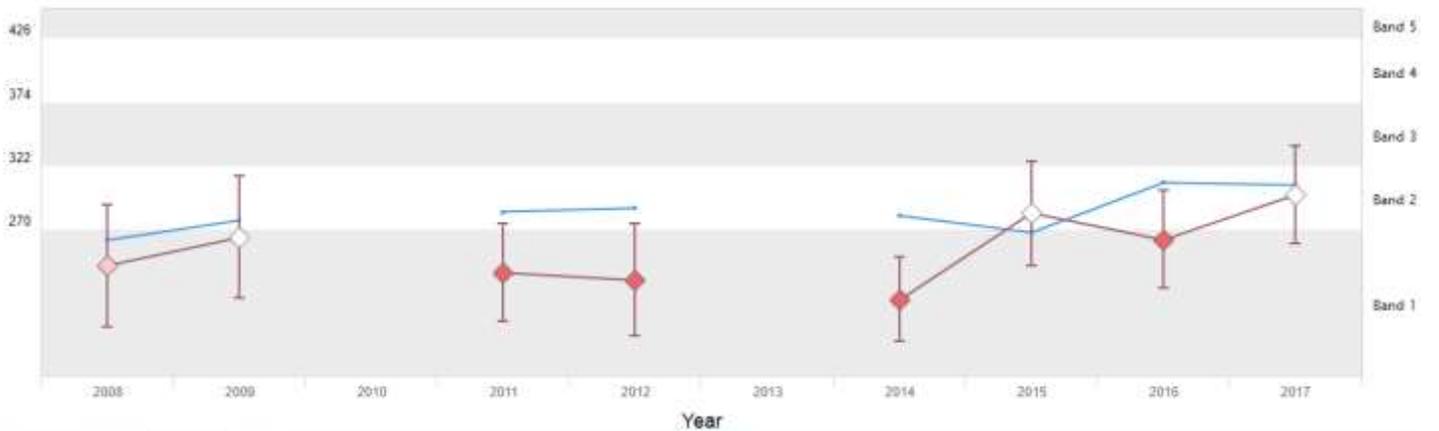
### Year 3 Writing



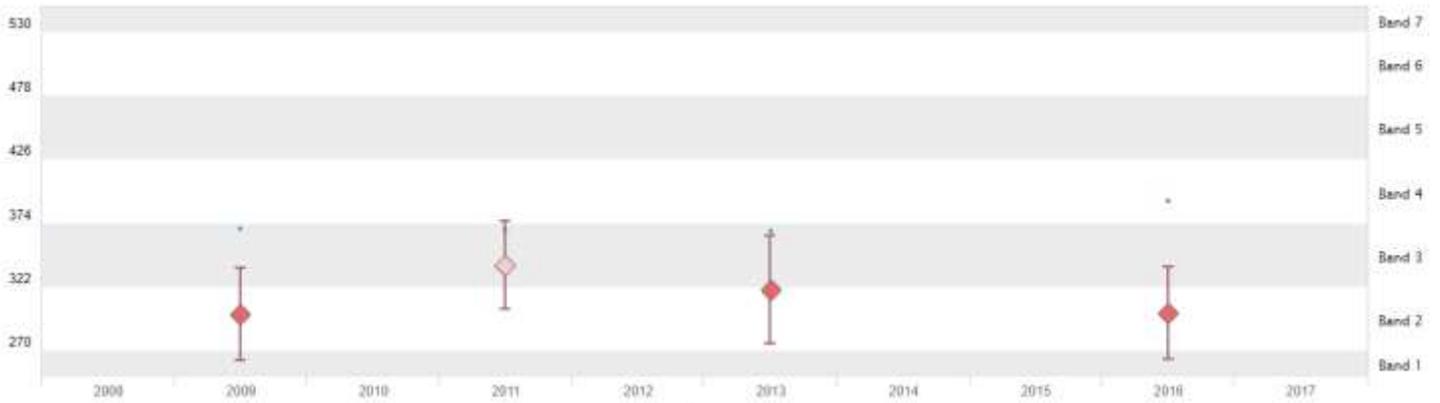
### Year 5 Writing



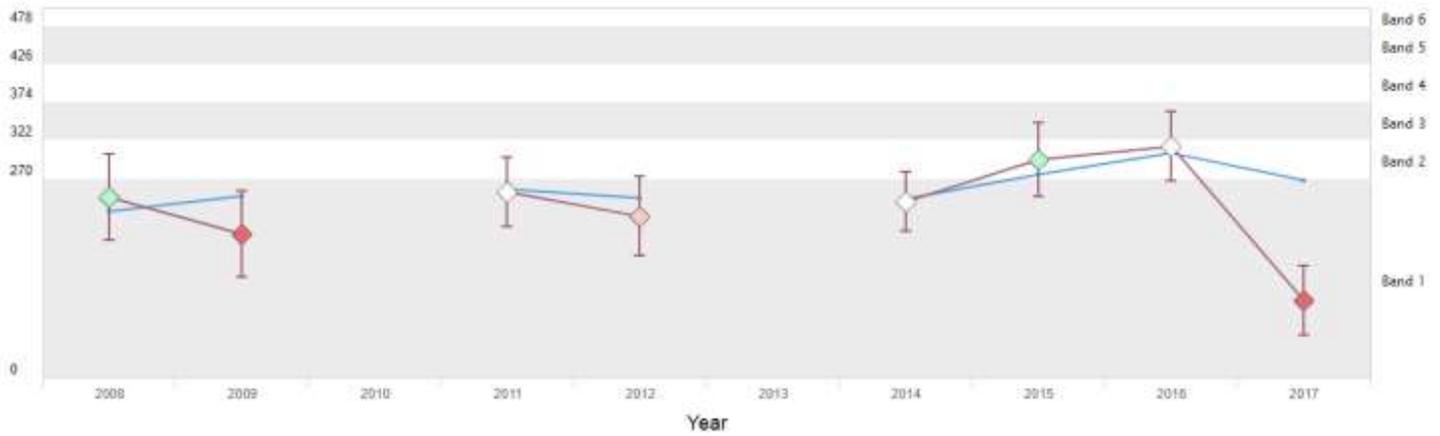
### Year 3 Spelling



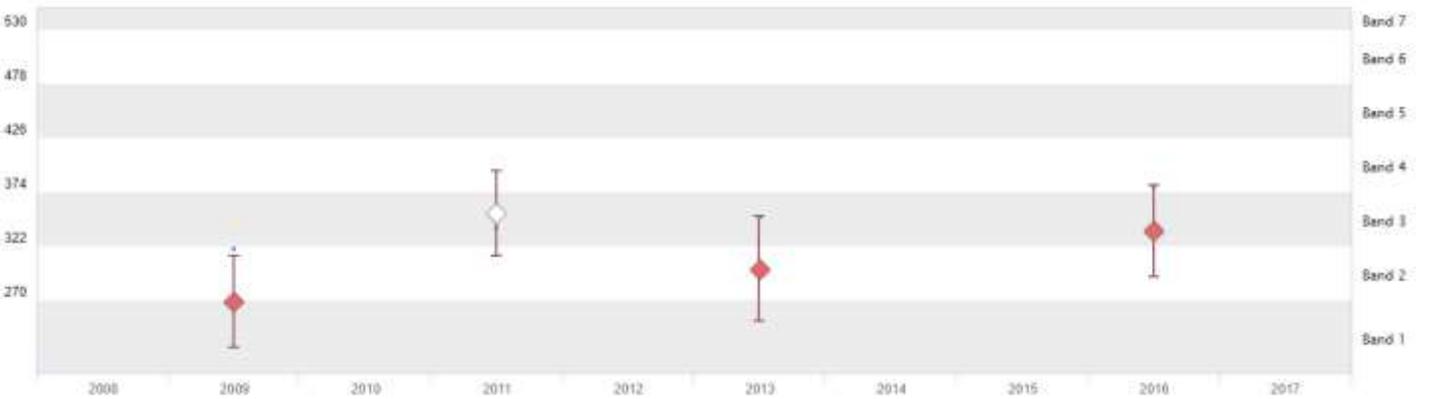
## Year 5 Spelling



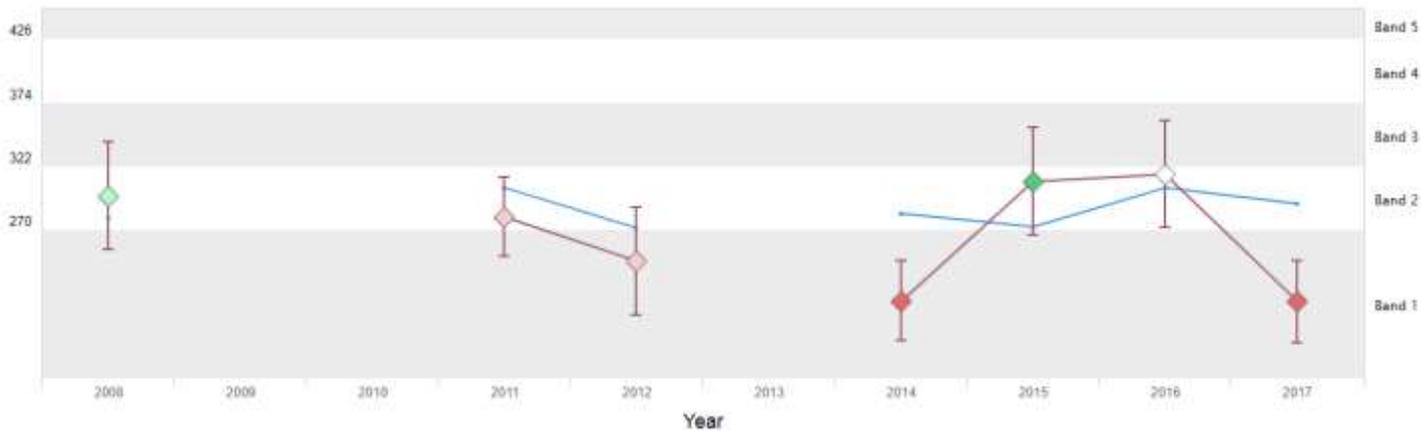
## Year 3 Grammar and Punctuation



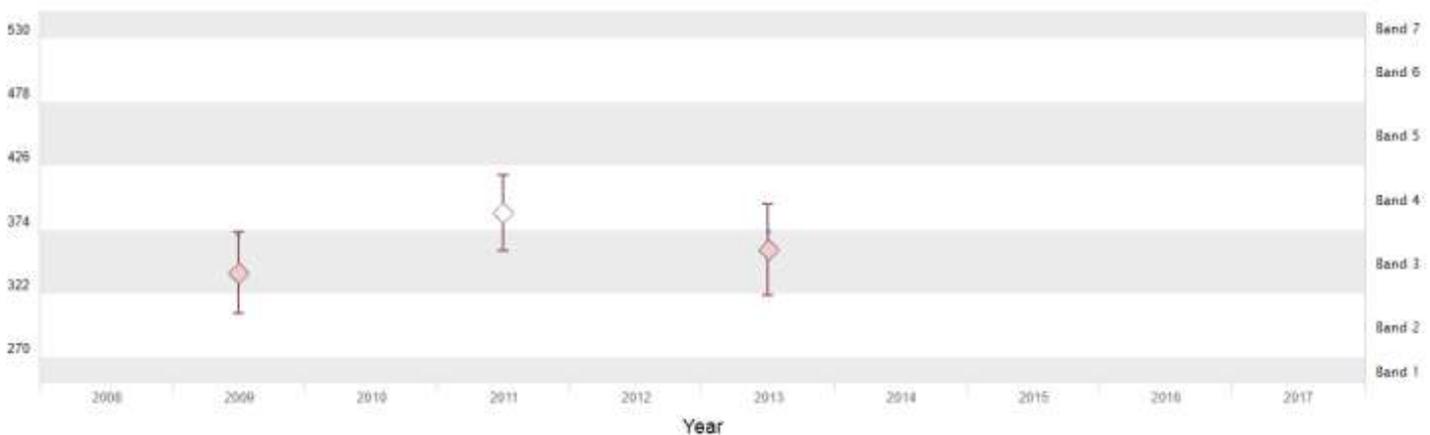
## Year 5 Grammar and Punctuation



## Year 3 Numeracy



## Year 5 Numeracy



## 6. Strategies to Improve Student Learning Outcomes, including Literacy and Numeracy

In 2015 the focus of the whole school community centred on raising literacy and numeracy standards across all year levels. As a result, the implementation of Direct Instruction as delivered by Good to Great Schools in association with NIFDI had a significant impact on the 2016 and 2017.

*Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.* [https://www.nifdi.org/index.php?option=com\\_content&view=article&id=52&Itemid=27](https://www.nifdi.org/index.php?option=com_content&view=article&id=52&Itemid=27) (uploaded 23/11/2016 @ 4.26pm)

Funded by the Australian Government Department of Education through the Flexible Literacy for Remote Primary Schools Programme, entry to the programme guaranteed a structured, step by step program based on extensive research, would be provided for each year group from Pre-primary to Year Six, together with resources and on-going training/assessment/monitoring of teacher effectiveness and student achievement, by school based DI coaches and NIFDI implementation Managers. In return, the school would agree to provide each child with two and half hours of dedicated literacy time every school day.

Simultaneously, WCS committed to Reading Recovery, a Kimberley mandated literacy intervention program that offers intensive individual teaching to children who are struggling with reading and writing. Through daily individual lessons of 30 minutes students are helped to make rapid progress, catching up to the class average usually within 20 weeks.

In 2018, Warlaurru catholic School will not continue with the implantation of DI, rather investigation of the Kimberley Schools Project will take place, with the plan to implement KSP in 2019. Until then WCS will continue with dedicated Literacy and Numeracy times.

## National Quality Standards

Progress is being made towards meeting the requirements of NQS. An internal audit (informal) carried out the by the Principal and discussion with early childhood teachers reveal that implementing NQS will be a challenge at WCS.

Strengths	Challenges	Improvement plan
Qualified Early Childhood teachers	Three year old playgroup no longer operational	In 2018, Kindergarten will combine with Pre-primary and move into a larger classroom. The internal toilets in this room are size appropriate.
Large consistent group of students	No dedicated Kindergarten room at WCS. Lack of shade in outside play area.  Out door area not adequately fenced, children climb over and out of the EL playground  Lack of parent engagement	Investigate the cost of installing quality sails to cover the space. There will not be sufficient funds available in the 2018 budget to cover this.  Development of EL area at WCS. Teachers and ATA's to visit families regularly to encourage them to come to school.  Ensure that there is work for parents to do in the classroom or outside when they are here.

Summary: Meeting NQS requirements will require a considerable financial outlay which the school is unable to meet. Discussion needs to take place at system level to gauge the future plans for ongoing Catholic Education in Red Hill.

## 7. Evidence of Meeting the Needs of Different Cohorts

The reporting and assessment procedures at Warlawurru Catholic School have a two-fold purpose – to inform teaching and to inform parents/carers of the progress their child is making. Areas of concern are discussed at scheduled PLC meetings and in 2017 the information gathered enabled outside care agencies to come in and test the children that showed the greatest need. From there decisions were made as to how the curriculum needed to be adjusted for a particular child and if the adjustments required on their IEP or CAP.

Classroom teachers are responsible for carrying out regular formative and summative assessments that adhere to the standards of the Curriculum. Conceptual understanding and skills are taught at Grade Level and formative assessment takes into account the students low literacy/numeracy skills. These assessments form the basis of PLC discussions where moderation takes place.

All students from PP – Year 6 receive a formal report at the end of Semester 1 and Semester 2. These reports are generated by SEQTA from information gathered and entered by teachers throughout the semester. In 2017 the following learning areas were reported on at Grade Level.

- Religious Education
- English
- HASS
- Mathematics

- Science
- The Arts
- Physical Education.

## 8. Evidence of Meeting the Needs of Individual Students

Children in Kindergarten and Pre-Primary take home a portfolio of work that is annotated each Semester. In 2018 Pre-Primary – to Year 6 will not receive Grades as they will be reported against IEPs or CAPs

The data from Standardised Assessments is discussed at PLC meetings and useful for the classroom teacher particular if anomalies are present. On the whole, however, in-depth study of the data was not informative in 2017 due to a number of factors:

- a very low number of children were present for NAPLAN or did not attempt the test.
- the children in Year 5 were different to the children who completed Year 3 NAPLAN in the past.
- Staff are not trained in interpreting data

On the whole, assessment and reporting is an area that causes concern primarily due to the extremely low literacy standards of the children. In 2017 the majority of the children in Year 3 – 6 received an E Grade in Literacy, Numeracy, Science and History.

Improvement:

- Early identification of children who have significant delays
- Referrals to allied services – eg school psychology, allied health, paediatrician.
- Case conferences
- Placement of child on a CAP/ IEP
- Adjustment of teaching program and assessment/reporting plan
- Ongoing monitoring and careful hand-over to new teacher(s)

## 9. Implementation of Religious Education and Progress Towards Implementation of the Western Australian Curriculum

The Religious Education program is fully implemented across Kindergarten to Year 6 in accordance with Catholic Education Western Australia's policies and curriculum that was developed through our Bishops. A complex and detailed outline can be viewed in the Warlawurru's Evangelisation Plan 2018-2020.

## 10. Protective Behaviours

The *Guide to the Registration Standards and Other Requirements for Non-Government Schools* outlines requirements for the teaching of a curriculum covering protective-behaviours. (This can be found on the DES website at [http://www.des.wa.gov.au/schooleducation/nongovernmentsschools/info-regs/School\\_registration/Documents/Guide%20to%20the%20Registration%20Standards%20and%20Other%20Requirement%20for%202017.PDF](http://www.des.wa.gov.au/schooleducation/nongovernmentsschools/info-regs/School_registration/Documents/Guide%20to%20the%20Registration%20Standards%20and%20Other%20Requirement%20for%202017.PDF) ).

Standard 12 – Child Abuse prevention – requires the following of all schools in 12.1, paragraph (e):

*(e) delivery to all students of a developmentally appropriate protective behaviours curriculum, developed by experts in child abuse prevention, and covering what the boundaries are between appropriate and inappropriate interactions and when, how and who to tell when a boundary is crossed;*

At Warlawurru Catholic School Protective Behaviours has been incorporated across all Learning Areas and is practiced as whole school policy.

## 11. Appendices

- Assessment and Reporting shedule.
- School Assessing and reporting policy

## 12. References

- Bishops of Western Australia 2009, *Mandate of the Catholic Education Commission of Western Australia: 2009 – 2015*.
- Department of Education Services Western Australia, *Non-Government Schools in Western Australia Registration Standards*, 2013.
- Schools Curriculum and Standards Authority, *Western Australian Curriculum and Assessment Outline from Kindergarten to Year 10*, 2013.
- Department of Education, Employment and Workplace Relations, *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*, (2009).
- Department of Education, Employment and Workplace Relations, *My Time. Our Place: The framework for School Age Care*, 2011.
- School Curriculum and Standards Authority, *The Western Australian Certificate of Education*, Western Australia, 2013.

## 13. Related Documents

- CECWA policy statement 2-C11 Justice Education
- CECWA policy statement 2-C1 Aboriginal Education
- CECWA policy statement 2-C4 Early Childhood Education
- CECWA policy statement 2-A5 Religious Education
- CECWA policy statement 2-B1 Accreditation
- Warlawurru Catholic School Strategic Plan
- Warlawurru Catholic School Annual School Improvement Plan
- Warlawurru Catholic School National Quality Standards and the Quality Improvement Plan