



<b>Topic:</b>	<b>Curriculum Plan – Warlawurru Catholic School</b>
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<b>Policy Area:</b>	<b>Education</b>
<b>Date For Review:</b>	<b>2020</b>

## 1. Introduction – Warlawurru Catholic School

The 2018 Curriculum Plan forms part of the work conducted towards meeting the needs of every student in every class. In the development of this plan, we have reviewed and evaluated initiatives for development of the school's curriculum together with protocols for assessment and reporting.

Our curriculum plan is informed and is formed by the following documents:

- The 2017 & 2018 Annual School Improvement Plans
- QCS Tool
- Annual School Curriculum Review
- Whole School Assessment Protocol

The school's Curriculum Plan document responds to two main areas:

1. Systemic Imperatives (LEAD)
  - a. Enhance student achievement and well-being
  - b. Increase student and staff engagement in their own learning and faith formation
2. School Imperatives (2019 School Improvement Plan, 2018-2020 Evangelisation Plan)
  - a. Enrich and enhance the effectiveness of all staff
  - b. Enhance and improve the effectiveness of teacher instruction in all learning areas
  - c. Improve teacher's pedagogical content knowledge
  - d. Meet the learning needs more effectively of students performing below standard
3. Our Early Learning Programs are working with the practices of Early Years Learning Framework (EYLF) and Kimberley Schools Project (KSP).

Student performance data is obtained from:

- On Entry Assessment Literacy and Numeracy (EYLND)
- Kindergarten Speech, OT and Hearing Screens
- Letters and Sounds Assessments
- NAPLAN (to some degree)
- Bishops RE Literacy Assessment
- Spelling Mastery Placement Tests
- Informal Prose Inventory
- Single Word Spelling Test

This data is used for three distinct but related purposes:

- Monitor and evaluate individual student progress
- Monitor and evaluate the effectiveness of particular teaching/learning programs and structures
- Monitor and evaluate teacher performance

## 2. 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 (SCSA) 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.

## 3. School Background – Warlawurru Catholic School

Warlawurru Catholic School situated at the Lunja Community, Red Hill. 2.5km from Halls Creek. The Lunja Community first voiced and recorded a need for a school of their own, at a leadership course at Daly River in November 1980. For some time the community found little support for their request due to the proximity of the local state school.

However, in 1984 their request was officially presented in a letter to the Bishop of Broome, the Most Reverend John Jobst, DD. Within eighteen months Sr Lucy Kert and Sr Bridget Foo, Canossian Daughters of Charity, were appointed to conduct a feasibility study.

The school opened on 2<sup>nd</sup> February 1987 under a large bough shed which some of the community elders and youth had built. On 25<sup>th</sup> March of the same year, the school moved to a double garage-type building which was divided into two classrooms. Toilet facilities were also constructed. The Bishop of Broome provided finance for these buildings. The school received registration on 3<sup>rd</sup> November 1987. Late in 1989, the school moved into two well, equipped air-conditioned classrooms.

Due to unforeseen circumstances, the Canossian Daughters of Charity were unable to continue in the parish and in January 1992, the Sisters of Saint Joseph of the Sacred Heart continued to staff the school, together with lay teachers and the vital assistance of the Aboriginal Teaching Assistants.

The first four principals of the school were from religious orders. In 1997, the first layperson took over as principal. In 2003, a religious sister again led the school when a Presentation Sister was appointed. Since then the school has had various lay principals.

## 4. Current 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. The school services the local Lunja Community and other areas of Halls Creek.

The school is part of the St Mary's Catholic Church Halls Creek and has a strong emphasis on the teaching of the Catholic faith. A high priority is based on pastoral care and Gospel values and all students are encouraged to reach their full potential. There are six teaching staff, five Aboriginal Teachers Assistants and two non-teaching staff.

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.

## 5. Profile of Learners

The current enrolment stands at 86, however a transient population means an ever-changing student enrolment with high numbers of frequent absentees. Currently the daily attendance is at 80% students per day. Warlawurru currently has 97% Indigenous students with other ESL students from India and Vietnam. All students are on Individual Education Plans (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 Department of Communities-Child Protection and Family Support Division)
- experience difficult family circumstances
- have diagnosed learning disabilities
- are undiagnosed as children living with FASD and other learning disabilities

## 6. Process to Review Student Learning

Analysis of student learning in 2018 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 some children

Improvement Agenda:

In 2019, with the school's commencement of the Kimberley Schools Project (KSP), the school will invest considerable time on developing a whole school approach to all curriculum learning areas. Implementation will begin in Term 1, 2019 and it is our aim to explicitly teach all classes strategies for successful engagement at school from Day 1, Term 1. There will be ongoing training, Professional Development and coaching for all teachers. All teaching and learning will be monitored throughout the year through:

- Explicit Direct Instruction teaching model implemented through the school’s participation in the Kimberley Schools Project
- Following the 2019 Assessment Schedule
- Tracking of newly implemented whole-school programs (Let’s Decode, Diana Rigg, Pr1me Mathematics)

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.

## 7. Analysis of Student Learning

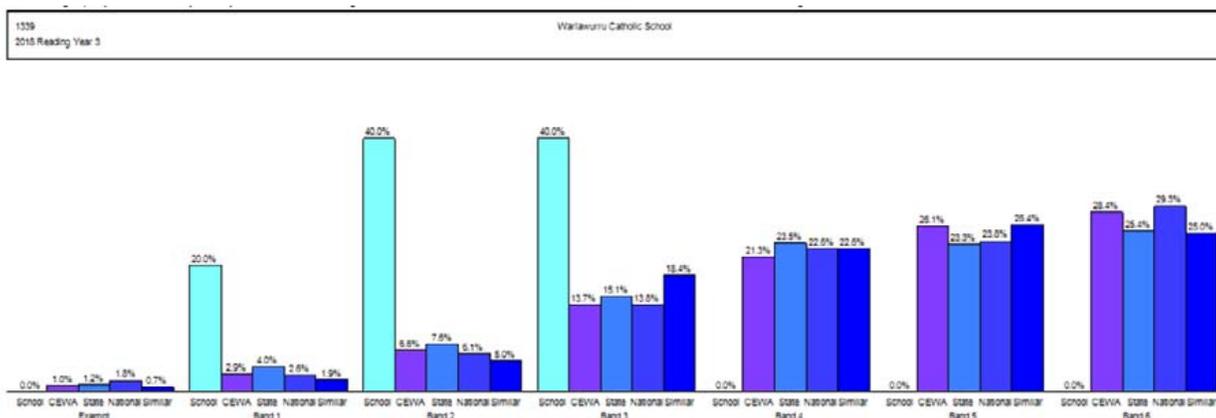
From 2019 the following standardised assessments and program testing will be electronically tracked and the data analysed to direct further teaching and learning at WCS. Data will be analysed during staff meeting and PL meetings.

English	Mathematics
Letters and Sounds	Mathematics Assessment Interviews
On-Entry Assessment Literacy	On-Entry Assessment Numeracy
Observation Surveys	Pr1me Mathematics Unit Assessments
Informal Prose Inventory	<b>CEWA/National</b>
Single Word Spelling Test	Bishop’s Religious Literacy Assessment
Spelling Mastery Placement Test	National Assessment Program – Literacy and Numeracy
PM Benchmark	<b>Kimberley Schools Project</b>
	Fortnightly review of progress

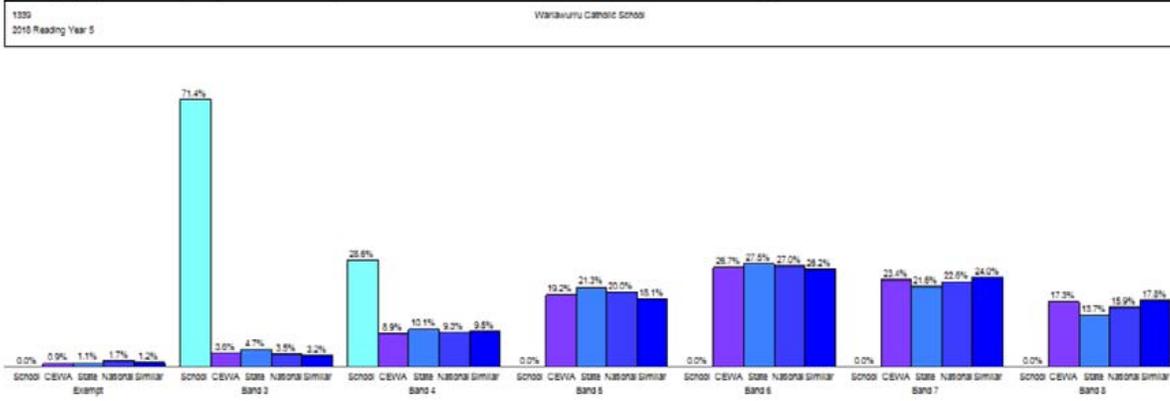
### NAPLAN Results

Warlawurru Catholic School’s average compared with similar schools

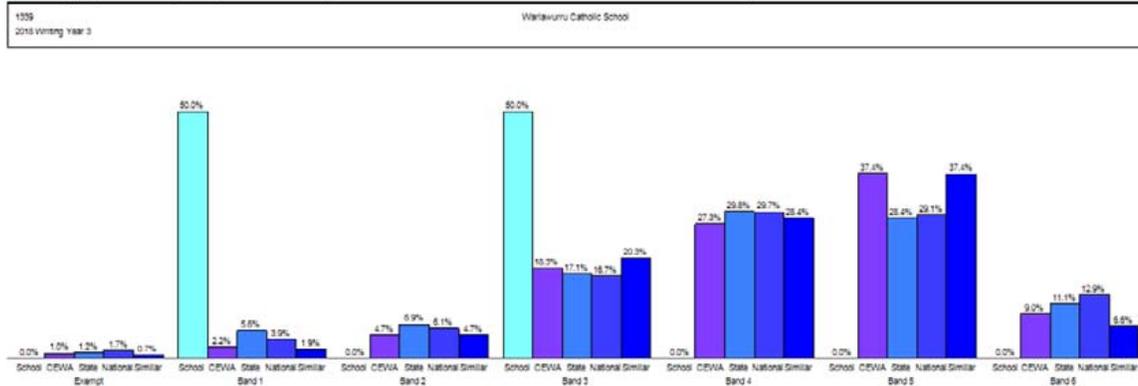
#### Year 3 Reading



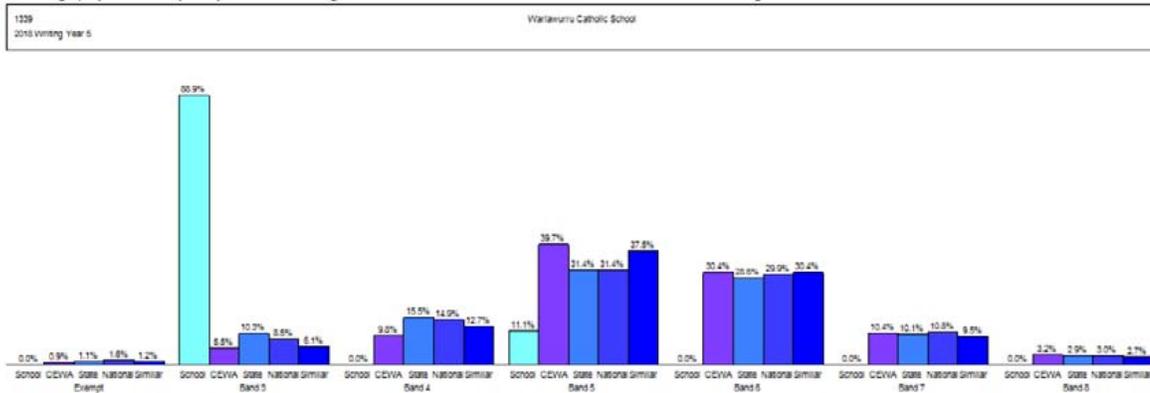
## Year 5 Reading



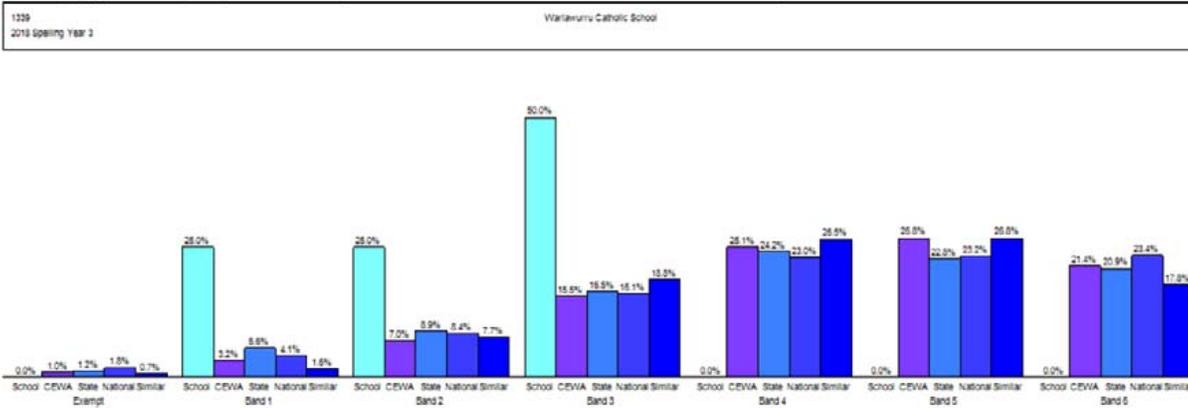
## Year 3 Writing



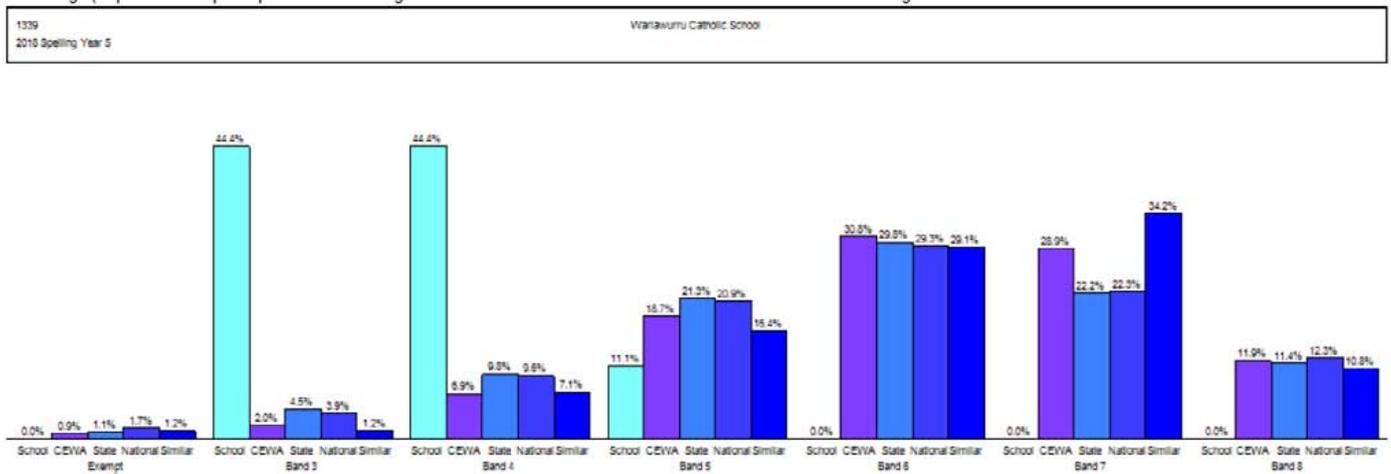
## Year 5 Writing



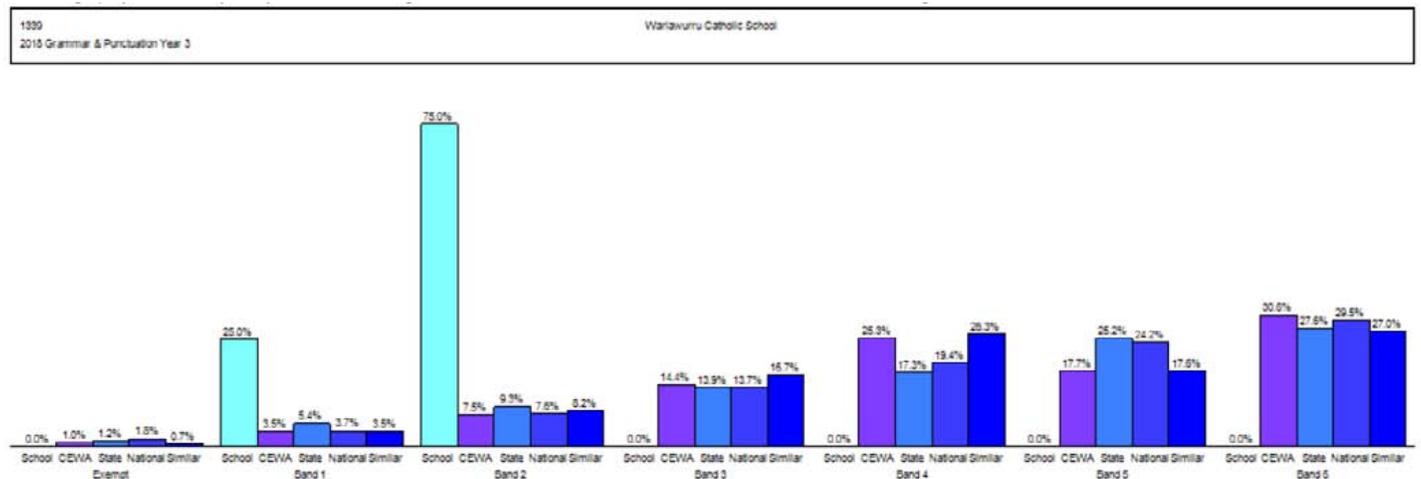
## Year 3 Spelling



## Year 5 Spelling

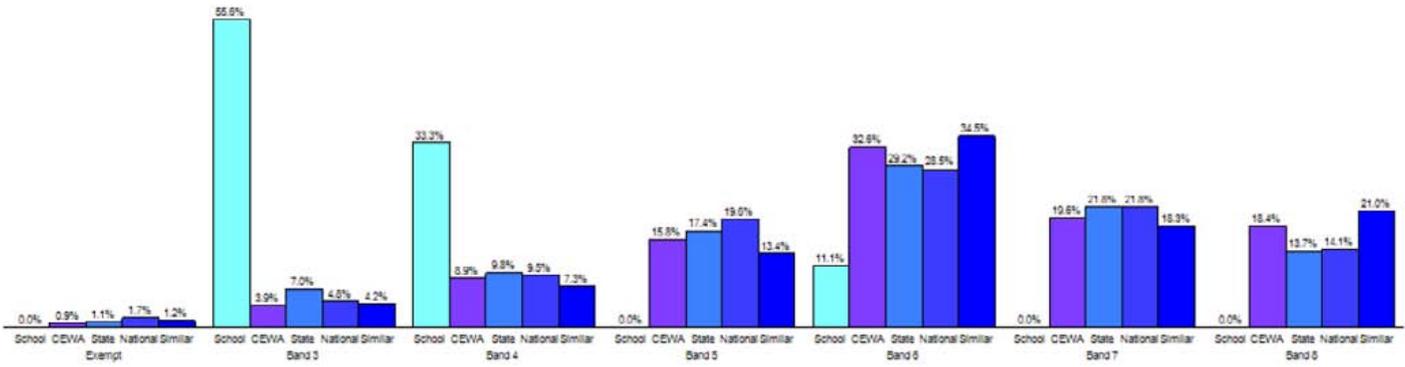


## Year 3 Grammar and Punctuation



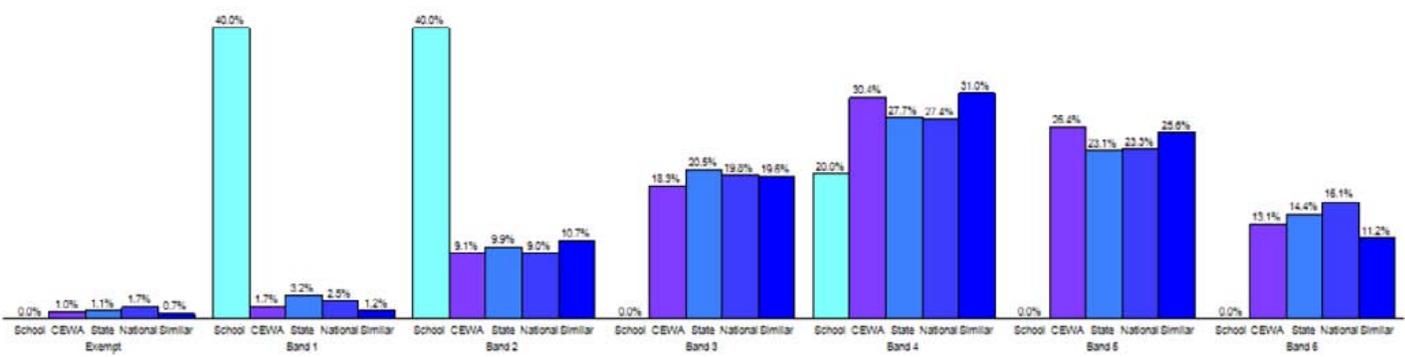
## Year 5 Grammar and Punctuation

1339  
2018 Grammar & Punctuation Year 5  
Wairakururu Catholic School



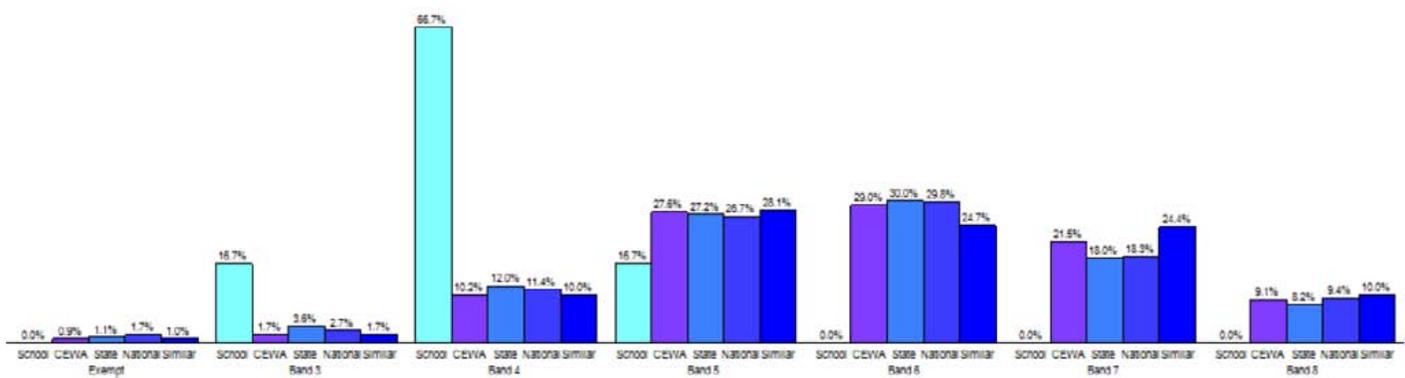
## Year 3 Numeracy

1339  
2018 Numeracy Year 3  
Wairakururu Catholic School



## Year 5 Numeracy

1339  
2018 Numeracy Year 5  
Wairakururu Catholic School



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

In 2019, the focus of Warlawurru Catholic School will centre on raising Literacy and Numeracy standards across all year levels. The school will be undertaking a number of initiatives and innovations in 2019 designed to improve learning outcomes and enhance teacher instruction. The implementation of Explicit Direct Instruction (EDI) will be driven by the school's participation in the **Kimberley Schools Project**.

### This EDI model has a specific structure involving:

- focusing instruction on identified curriculum content
- connecting to prior knowledge and skills when beginning a learning sequence
- establishing and maintaining clear learning goals and expectations for each lesson
- deconstructing and sequencing teaching to focus on the steps that lead to new knowledge, deeper understanding and/or more sophisticated skill
- describing and modelling concepts and processes clearly, using 'think aloud' and examining models and inferior examples
- varying instruction in response to immediate and reflective feedback
- asking questions to continually monitor understanding and progress and inform immediate feedback
- providing scaffolded learning experiences for students to practise, synthesise and consolidate learning

### Implementation of Building Teacher Capacity Program

Each teacher identifies area/s of their teaching (with reference to the EDI framework as detailed above) that they further develop with an associated SMART goal; such as focus for improvement varies from teacher to teacher and also from term to term. Regular and consistent feedback is provided to each teacher through direct observation of teaching practice by the principal.

### Videos of Practice

Teacher practice in the classroom will also be videoed for the purposes of;

1. Assisting and enhancing the capacity of teachers to reflect and improve their practice
2. Assist in the coaching/mentoring of individual teachers in their application and expertise of the EDI framework.
3. As a tool that can be used by other teachers to view and enhance their own instruction

### Development of a Whole-school Curriculum

The school will be focusing on SCSA curriculum documents relating to all English, Mathematics, Science, Religion, Humanities and Social Sciences, Health and Music. All teaching staff will review and adapt newly created Learning Area Overviews, and Scope and Sequences that cover what must be taught in each year level for every student to reach or exceed the achievement standard for that composite year group.

### Back-mapping the Curriculum

In order for the school to raise student performance outcomes we need to back map our curriculum so that the school knows what needs to be achieved by students across each previous composite year group. Newly created documents that map student learning that needs to be achieved for each term in each year level will be continually reviewed and modified throughout the year.

### Let's Decode Program

The pedagogy from this program will be introduced in 2019 from Kindergarten to Grade 2 to promote phonological awareness as students are on average 2-3 years behind expected grade level.

### **Spelling Mastery**

Following use of this program in 2016/2017 through the school's Direct Instruction phase, it has been decided that the program will be reintroduced in 2019. The use of this program will continue to be reviewed using teacher feedback and analysis of student performance.

### **Diana Rigg**

Grade 3 – 6 Teachers will be undertaking Literacy Skills training facilitated by Diana Rigg. Diana Rigg targets Literacy facilitating academic success.

### **Pr1me Mathematics**

School performance data indicated a need for a whole-school quality explicit direct instruction Mathematics program. After networking and listening to feedback from other schools participating in the Kimberley Schools Project and mainstream schools that currently use the Pr1me Mathematics Program, a whole-school subscription of Pr1me has been purchased for 2019. Professional Development and on-going support will be provided for teachers in order to successfully navigate and implement the Pr1me Mathematics program.

### **Whole-school Assessment Schedule**

A review of the schools use of whole-school assessment was undertaken in 2018. In order to review, track and analyse student achievement data in the most efficient way with least disruption/interruption to the teach/learning program a 2019 Assessment Schedule has been implemented for 2019. The assessment schedule streamlines the expectations, deadlines and schedule of assessment with provisions for providing time out of class for teachers to assess students one on one with minimal disruptions to students.

## **The Kimberley Schools Project**

The Kimberley Schools Project (KSP) has been implemented in the Kimberley to accelerate and intensify existing strategies to improve educational outcomes, and so underpin broader economic and social development in the region.

Whilst there are pockets of educational excellence in the Kimberley, student outcomes lag behind those of other regions. In order to close the gap in educational outcomes, the project seeks to: empower communities outside the school gates and more effectively target resources to teachers and principals inside the school gates.

The need for the project was initially identified in the Kimberley Development Commission's *2036 and Beyond: A Regional Investment Blueprint for the Kimberley*. The project contributes towards the priorities identified in the Department of Regional Development's *Regional Development Strategy 2016-2025* to develop people's capability to drive growth and prosperity. The project is also one of ten priority actions in the Regional Services Reform Unit's *Resilient Families, Stronger Communities roadmap*.

THE PROJECT HAS FOUR AREAS OF INNOVATION:

- Targeted teaching - evidence based teaching strategies, quality materials, and frequent measurement of achievement.
- Better early years learning and care - community initiatives that build on and improve existing services, and engage families as first teachers.
- Regular attendance - community partnerships to deliver strategies that respond to drivers of nonattendance in a particular community.
- Increased student and community engagement - development with the community of extended learning programs and related initiatives. Support includes coaching and advice for school leaders and teachers, as well as learning and assessment resources that are both evidence-based and tailored to the needs of Kimberley children. A regional office with wrap around support staff and program will be based in Broome and Kununurra and travel regularly to support the above. In addition, the project will fund allied health screening for student developmental delays and/or disabilities at all opt-in schools to ensure all in class programs are customised to student needs. This will be done in partnership with local health providers where needed.

HOW CAN THE STUMBLING BLOCKS OF FASD, TRAUMA, ENGAGEMENT TRANSIENCE AND ATTENDANCE BE ADDRESSED?

The Kimberley Schools Project will customise learning to WCS localised need through targeted teaching. This includes provisions for trauma informed healing aware practices identified by allied health professionals and the local community. The project partners have become increasingly aware of Foetal Alcohol Spectrum Disorder (FASD), trauma, student mobility and attendance rates within their own schools and across the region. They are committed to supporting the local school community, which includes the students’ family engagement in a co-design process to ensure all solutions are locally relevant.

**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
<p>Qualified Early Childhood teachers</p> <p>Large consistent group of students</p>	<p>Three year old playgroup no longer operational</p> <p>Lack of shade in outside play area.</p> <p>Outdoor area not adequately fenced, children climb over and out of the EL playground</p> <p>Lack of parent engagement</p>	<p>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.</p> <p>Development of EL area at WCS.</p> <p>Teachers and ATA’s to visit families regularly to encourage them to come to school.</p> <p>Ensure that there is work for parents to do in the classroom or outside when they are here.</p>

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 WCS.

## 9. 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 2018, 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, CAP or IBP.

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 2018 the following learning areas were reported on at Grade Level.

- Religious Education
- English
- HASS
- Mathematics
- Science
- The Arts
- Physical Education.

## 10. 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 2019 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. However, in-depth study of the data was not informative in 2018 due to a number of factors:

- A number of children were present for NAPLAN or did not complete 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.

In 2018, all students were placed on an Individual Education Plan (IEP) using the updated pro forma (Kimberley CEWA format). These IEPs will be reviewed and updated each semester. The school's allocated psychologist visits the school once a term and is available to support teachers if they have any questions regarding the formalities/expectations of IEPs.

Improvements for 2019:

- More consistent use of Hearing Aides and systems within the school
- Referrals to allied services – e.g. school psychology, allied health, and paediatrician.
- Case conferences – utilise the school psychologist so they have a specific purpose for their visits
- Ensure IEPs are updated and implemented
- Commencement of the Kimberley Schools Project at WCS

## 11. Implementation of Religious Education and Progress towards Implementation of the Western Australian Curriculum (SCSA)

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 Evangelisation Plan 2018-2020. A newly created Religious Education overview and scope & sequence has been planned for 2019 to ensure effective and consistent teaching and learning.

The program *Making Jesus Real* has been purchased for implementation in 2019. The *Make Jesus Real* program is an excellent resource that aims to help students gain, and maintain, a positive attitude to life. It is simple, yet powerful message of living Jesus’ values and attitudes is an inspiration for students to live out his message daily. *Making Jesus Real* is a practical and activity based philosophy, supported by the use of the *Making Jesus Real* workbook. *Making Jesus Real* is aligned to the CEWA Religious Education programs.

A whole-school curriculum folder has been created for 2019. The folder includes the following Learning Areas and has been written using SCSA;

Learning Area	Overview	Scope & Sequence	Continuum
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> decoding <input checked="" type="checkbox"/> comprehension <input checked="" type="checkbox"/> text types <input checked="" type="checkbox"/> grammar <input type="checkbox"/> vocabulary <input checked="" type="checkbox"/> let’s decode <input checked="" type="checkbox"/> handwriting <input checked="" type="checkbox"/> homophones <input type="checkbox"/> Spelling Mastery
Mathematics	Will be collaboratively produced in 2019/2020 using the Pr1me Mathematics Program		
Humanities and Social Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Religion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## 12. Protective Behaviours

School procedures are currently in place to help with the process of reporting teacher/student concerns. In consultation with CEWA the decision has been made to implement the program Keeping Safe and PATHS. Protective Behaviours has been incorporated across all Learning Areas and is practiced as whole school policy.

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/nongovernmentschools/info-regs/School\\_registration/Documents/Guide%20to%20the%20Registration%20Standards%20and%20Other%20Requirement%20for%202017.PDF](http://www.des.wa.gov.au/schooleducation/nongovernmentschools/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;*

## 13. Appendices

- Explicit Teaching Structure – Kimberley Schools Project
- Assessment and Reporting schedule.
- School Assessing and reporting policy
- Behaviour Management

## 14. 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.

## 15. 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

## 13a Appendices: Explicit Teaching Structure – Kimberley Schools Project

Classroom Management	<ul style="list-style-type: none"> <li>• Classroom routines and expectations</li> <li>• Ready to learn</li> <li>• Whole body listening (EI)</li> </ul>
	<p>Warm up</p> <ul style="list-style-type: none"> <li>• Knowledge, strategies and rules taught</li> <li>• Fast paced</li> <li>• General review of concepts and/or</li> <li>• Specific review of pre-cursor skills for lessons to follow</li> </ul>
Lesson Opening	<ul style="list-style-type: none"> <li>• Gain students' attention</li> <li>• State learning outcome / WALT (what are we learning today), WILF (what am I looking for)</li> <li>• Check for understanding (CFU)</li> <li>• Review necessary pre-skill or background knowledge and CFU</li> <li>• Lesson importance</li> <li>• Preview the lesson content/goals/activities</li> <li>• Short term and long term goals</li> <li>• Success criteria</li> </ul>
Body of the lesson	
I do	<ul style="list-style-type: none"> <li>• Define skills to be taught</li> <li>• Clear expectations, step by step / think aloud</li> <li>• Evidence of task analysis and logical sequencing of material to be learned</li> <li>• Unison Oral Reading</li> <li>• CFU (whiteboards, verbal, physical responses)</li> <li>• Choosing non-volunteers</li> </ul>
We do	<ul style="list-style-type: none"> <li>• Guided practice</li> <li>• Planned differentiated support / extension</li> <li>• Individual, partner and group work</li> <li>• Unison oral reading</li> <li>• CFU (whiteboards, physical responses)</li> <li>• Choosing non-volunteers</li> </ul>
You do	<ul style="list-style-type: none"> <li>• Independent practice</li> <li>• Teacher provides individual feedback and monitoring</li> <li>• CFU / Link to assessment</li> </ul>
Close	<ul style="list-style-type: none"> <li>• Review critical content (Ploughback)</li> <li>• Preview / link to next lesson</li> </ul>
Pacing	Appropriate pacing (min 10-12 responses per minute during teaching phases)



# Explicit Teaching Breakdown



The following aspects of Explicit Instruction form a foundation to how we plan and teach our lessons.

## Warm Ups

### About Warm Ups

- Warm ups are mediated in English and Mathematics
- 30/40/30 content ratio (30% aimed at the lowest in the cohort, 40% to the middle and 30% to extend the cohort)
- Fast paced, well-planned sessions to consolidate core concepts and skills
- Transfer learning from short to long term memory – automaticity
- They DO NOT introduce new material
- Are not the introduction to a lesson
- Purpose is to revise and review what has been taught previously
- Delivered on board/flash cards/games/mini whiteboards
- Changed regularly
- Interactive and engaging

## Forms of Warm Ups

General Warm up	Subject Specific Warm Ups
<p>Examples of general warm ups</p> <ul style="list-style-type: none"> <li>• Sight words, vocabulary</li> <li>• Tracking through words, blending, segmenting</li> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Spelling rules</li> <li>• Tables</li> <li>• Basic number facts</li> </ul>	<p>Must include the precursor skills for the lesson</p> <p>Examples of subject specific warm ups:</p> <ul style="list-style-type: none"> <li>• Specific vocabulary (Science)</li> <li>• Specific concepts</li> <li>• Specific skills</li> </ul>

## Key Aspects of Warm Ups

- Teach the concept first before including it in a warm up
- Change the warm ups as required as students acquire skills and concepts, replacing with more recently acquired ones
- Known concepts/skills are eventually removed to make room for new. Revisit this material throughout semester to check for automaticity
- Recite/recall/Apply Strategy for the Warm Up: Helps student to experience success in the opening minutes of the lesson, building momentum for the remainder of the class time.

### Three Phases

1. Recite: students recite key words, formulas or knowledge
2. Recall: students recall these in a choral response
3. Apply: students apply questions which relate to the items recited and recalled

## Checking for Understanding

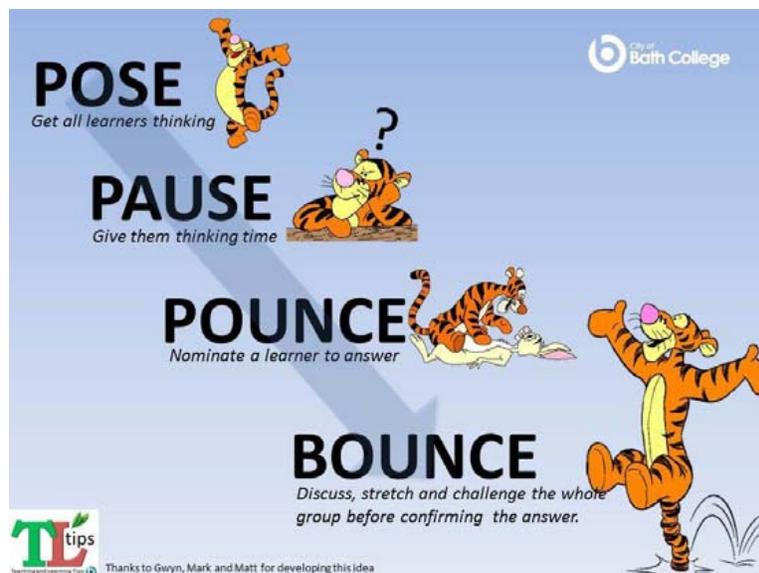
Checking for Understanding (CFU) forms the backbone of explicit instruction. Hollingsworth and Ybarra define this as “the teacher continually verifying that students are learning what is being taught while it is being taught”

(Hollingsworth and Ybarra, 2009). CFU takes place frequently throughout the lesson; after the goal is stated, after a definition or rule is stated, after providing steps in problem solving etc.

Three critical components of CFU are:

1. The question is presented to the entire class
2. Use wait time to allow all students to formulate answer
3. Call on non-volunteers

A common technique used at Warlawurru Catholic School is ‘Pose, Pause, Pounce, Bounce’.



## Learning Objective/Goal

Learning Objectives are concise and state clearly what the teacher will teach or what the student will be able to do in the lesson. It provides an opportunity for all students to be clear and focused on the concept of the lesson before the actual instruction begins. Learning Objectives contain a concept or main idea and is usually a noun e.g. Identify essential and non-essential clauses. The main idea is 'essential and non-essential clauses'.

Learning Objectives must also contain a measurable verb. In the above case the measurable verb is 'identify'.

## Activating Prior Knowledge

Activating Prior Knowledge (APK) provides a valuable connection between what is already known and new content to be learned. APK explicitly retrieves pertinent knowledge from long term memory and places it into working memory. Learning new content is then more achievable as the student is focused not only on specific knowledge and information but adds to a known concept rather than creating an entirely new, whole concept. APK should be brief and limited to no more than five minutes so as to maximize instruction time of new content.

## Engagement

Student engagement refers to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they learn and progress in their education. There are several strategies that can be utilized to ensure engagement during a lesson, these include:

1. No hands up: Educational research suggests that teaching can be more inclusive when teachers do not simply rely on those who volunteer contributions to a lesson. Engagement will be improved if students know they could be called on at any point to answer questions or respond to prompts from the teacher
2. Pop sticks: labelled pop sticks with student names are a way of keeping student engaged by random selection
3. Seating and classroom arrangement: these can be very powerful strategies and can greatly improve student engagement on the mat and at the students working space
4. Space: EI can work best in rows, (or if on the mat in designated spaces) however this is not mandated and is up to the teacher's judgement to decide on appropriate classroom seating
5. Hands on activities: Learning theorists suggest that children's concepts evolve through direct interaction with the environment, and materials provide a vehicle through which this can happen. Where appropriate, it is important for students to have materials to aid their learning

## Body of the Lesson (I Do, We Do, You Do)

This part of the lesson is broken into three sections. In the first part, the teacher models, explains or demonstrates the new skill or concept to be learned. The skill or concept is broken down into small, sequential steps. Examples and non-examples are provided. The teacher's language is clear and concise and no unnecessary information is presented. This is referred to as the **"I Do"** part of the lesson. At the end of this part the teacher checks for understanding.

The second part of the lesson is the Collaborative/Guided Practice, **'We Do'**. To start with, this part may look similar to the teacher modelling, except now, the teacher calls on non-volunteers for their responses. This provides an additional opportunity to check students' understanding. Eventually, the students move to working through examples either on their own or in small groups. This is the skill practice. The teacher circulates around the room monitoring, observing and giving feedback to students. This part of the lesson is crucial, as it is during this time that the teacher is ascertaining the depth of understanding. They use this knowledge to plan for the next lesson.

Finally, students independently work on the skill or concept **'You Do'**. They have now moved beyond the mere practice of the skill and now are able to apply the new knowledge in abstract or unique situations. This is an excellent time to apply higher order thinking to the activities.

It is important to remember that these three steps may not be achieved in their entirety within one lesson on one day. The body of the lesson can sometimes take several lessons, depending on the age of the students and the complexity of the skill or concept.

## Plough Back

The plough back should occur at the conclusion of every lesson every day. It is the time that students reflect on the learning during the session. Reflecting on what has been learned assists students to consolidate their knowledge. It may also clarify to some that they have not yet mastered the new knowledge.

## References:

Hollingsworth, J. and Ybarra, S. *Explicit Direct Instruction.*, California: Corwin Press and Data WORKS, 2009.

Archer, A. and Hughes. C., *Explicit Instructions: Effective and Efficient Teaching.*, New York. The Guilford Press, 2011.



## Assessment Schedule Warlawurru Catholic School



Results of all testing and assessment are recorded on the T Share.

Warlawurru Assessments for DATA TRACKING/PLANNING	
English	Mathematics
Letters and Sounds	Mathematics Assessment Interviews
On-Entry Assessment Literacy	On-Entry Assessment Numeracy
Observation Surveys	
Informal Prose Inventory	CEWA/National
Single Word Spelling Test	Bishop's Religious Literacy Assessment
Spelling Mastery Placement Test	National Assessment Program – Literacy and Numeracy
PM Benchmark	

Class	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Kindy	Letters and Sounds	Letters and Sounds	Letters and Sounds	Letters and Sounds
PP	<b>EYLND</b> weeks 3-6 <i>(On-Entry Assessment Literacy and Numeracy)</i>			<b>EYLND</b> weeks 3-6 <i>(On-Entry Assessment Literacy and Numeracy)</i>
	Letters and Sounds	Letters and Sounds	Letters and Sounds	Letters and Sounds
			<b>PM Benchmark</b> by week 8 Text level (running record)	<b>PM Benchmark</b> by week 7 Text level (running record)
				<b>Spelling Mastery Placement Test</b> week 6
1/2	<b>Observation Surveys</b> weeks 3-6 Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Writing Sounds in Words, Text Reading			<b>Observation Surveys</b> weeks 3-6 Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Writing Sounds in Words, Text Reading
	Letters and Sounds	Letters and Sounds	Letters and Sounds	Letters and Sounds

	<b>PM Benchmark by week 9</b> Text level (running record)	<b>PM Benchmark by week 9</b> Text level (running record)	<b>PM Benchmark by week 9</b> Text level (running record)	<b>PM Benchmark by week 7</b> Text level (running record)
	<b>Spelling Mastery Placement Test week 2</b>			
	<b>Single Word Spelling Test week 3</b>			<b>Single Word Spelling Test week 3</b>
	<b>Mathematics Assessment Interview weeks 3-6</b> Counting, Place Value, Addition and Subtraction, Multiplication and Division, Time, Length, Mass, Space			<b>Mathematics Assessment Interview weeks 3-6</b> Counting, Place Value, Addition and Subtraction, Multiplication and Division, Time, Length, Mass, Space
3/4	<b>Observation Surveys weeks 3-6</b> Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Writing Sounds in Words, Text Reading			<b>Observation Surveys weeks 3-6</b> Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Writing Sounds in Words, Text Reading
	<b>PM Benchmark by week 9</b> Text level (running record)	<b>PM Benchmark by week 9</b> Text level (running record)	<b>PM Benchmark by week 9</b> Text level (running record)	<b>PM Benchmark by week 7</b> Text level (running record)
	<b>Spelling Mastery Placement Test week 2</b>			
	<b>Single Word Spelling Test week 3</b>			<b>Single Word Spelling Test week 3</b>
	<b>Mathematics Assessment Interview weeks 3-6</b> Counting, Place Value, Addition and Subtraction, Multiplication and Division, Time, Length, Mass, Space			<b>Mathematics Assessment Interview weeks 3-6</b> Counting, Place Value, Addition and Subtraction, Multiplication and Division, Time, Length, Mass, Space

Year 3 ONLY		<b>NAPLAN Testing</b> <i>National Assessment Program – Literacy and Numeracy</i> 14-16 May	<b>Bishop’s Religious Literacy Assessment</b>	
5/6	<b>Observation Surveys</b> weeks 3-6 Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Writing Sounds in Words, Text Reading			<b>Observation Surveys</b> weeks 3-6 Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Hearing and Writing Sounds in Words, Text Reading
	<b>PM Benchmark</b> by week 9 Text level (running record) OR <b>Informal Prose Inventory</b> Use Informal Prose if student has reached PM Benchmark 30+	<b>PM Benchmark</b> by week 9 Text level (running record) OR <b>Informal Prose Inventory</b> Use Informal Prose if student has reached PM Benchmark 30+	<b>PM Benchmark</b> by week 9 Text level (running record) OR <b>Informal Prose Inventory</b> Use Informal Prose if student has reached PM Benchmark 30+	<b>PM Benchmark</b> by week 9 Text level (running record) OR <b>Informal Prose Inventory</b> Use Informal Prose if student has reached PM Benchmark 30+
	<b>Spelling Mastery Placement Test</b> week 2			
	<b>Single Word Spelling Test</b> week 3			<b>Single Word Spelling Test</b> week 3
	<b>Mathematics Assessment Interview</b> weeks 3-6 Counting, Place Value, Addition and Subtraction, Multiplication and Division, Time, Length, Mass, Space			<b>Mathematics Assessment Interview</b> weeks 3-6 Counting, Place Value, Addition and Subtraction, Multiplication and Division, Time, Length, Mass, Space
Year 5 only		<b>NAPLAN Testing</b> <i>National Assessment Program – Literacy and Numeracy</i> 14-16 May	<b>Bishop’s Religious Literacy Assessment</b>	



## Types of Assessment at Warlawurru Catholic School

Warlawurru Assessments for DATA TRACKING/PLANNING			
English	Resource	Mathematics	Resource
Letters and Sounds	Examples of T Share	Mathematics Assessment Interviews	Already available at school
On-Entry Assessment Literacy	CEWA provided. Already available at school	On-Entry Assessment Numeracy	CEWA provided. Already available at school
Observation Surveys	CEWA provided. Already available at school		
Informal Prose Inventory	In School Office	<b>CEWA/National</b>	
Single Word Spelling Test	South Australian Spelling Test – T Share and SWST	Bishop’s Religious Literacy Assessment	
Spelling Mastery Placement Test	Available at school	National Assessment Program – Literacy and Numeracy	
PM Benchmark	Available at school		

### Purposes of Assessment

Assessment is the purposeful and systematic collection of information about children’s achievements

The purpose of assessment are to:

- Promote, assist and improve learning
- Inform programmes of teaching and learning
- Provide information for those people – children, parents, teacher – who need to know about the progress and achievements of individual children to help them achieve to the best of their abilities
- Provide information to those people who need how well groups of children are achieving

### Types of Assessment

Assessment can be formative, diagnostic or summative according to the major purpose of the assessment

- Formative assessment guides teachers when making planning decisions about the future teaching and learning. All assessment can be used formatively
- Diagnostic assessment determines the particular areas and concepts where children require continued teaching and learning opportunities or enrichment
- Summative assessment provides teachers and those people who need to know with evidence of children’s progress and achievements at specific time, while still providing directions for future teaching and planning

### Clarify the Purpose and context of Assessment

- What are the purpose and goals of the assessment? (Why am I assessing)
- What will be assessed?
- How will learners be provided opportunity to confidently demonstrate their capabilities?
- What strategies/techniques will be utilised?

- Who shall be involved?
- When and where will assessment take place?
- How will assessment data be recorded and accessed?
- How will assessment data be used?

**Informal Prose Inventory**

**What is Informal Prose Inventory?**

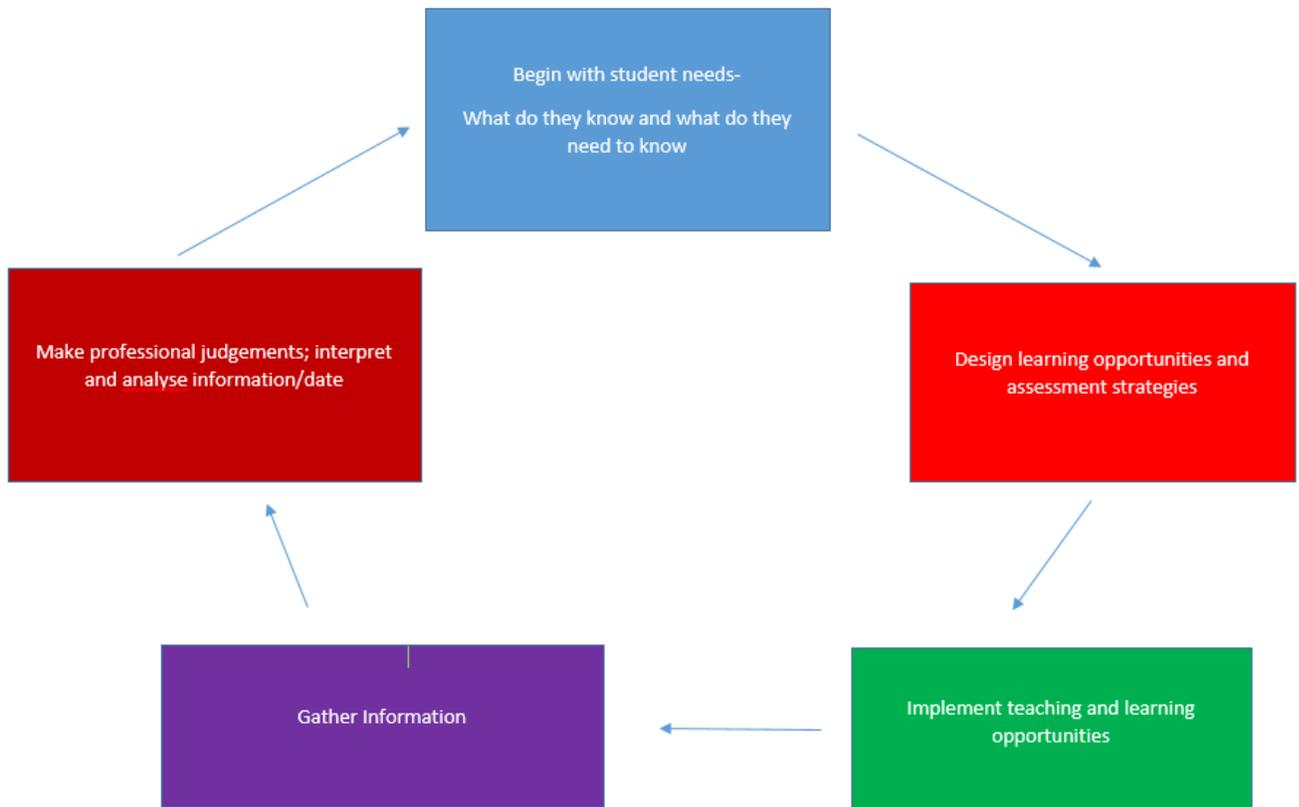
Informal Prose Inventories (IPI's) are tests of a person's reading ability. They take about 20 minutes to conduct and give you information about a student's reading ability and use of strategies to decode and comprehend text. They provide a benchmark against which you can measure progress and allow you to plan lessons with confidence knowing your student's strengths and weaknesses and the correct instructional level for reading material.

**Single Word Spelling Test (SWST)**

**Why use SWST?**

Measure pupils' spelling attainment with the flexibility of choosing a test appropriate to their individual ability  
 Compare pupils' results with the national average through the identification of Standard Age Scores  
 The test provides useful teaching strategies for improving spelling and suggestions for follow-up activities  
 Each word is presented in a sentence context making the test more relevant for pupils  
 Spelling ages, percentile ranks and progress scores are provided to provide a comprehensive profile of a pupil's spelling ability

**Planning, Teaching, Learning and Assessment Cycle**



## 13d. Appendices: Behaviour Management Policies



### WARLAWURRU CATHOLIC SCHOOL BEHAVIOUR MANAGEMENT PROCESS



#### Teacher Management

- Establish a Positive Classroom environment
- Implement Individual Classroom Behaviour Management Plan
- Implement Informal Buddy Class arrangement
- Separate Recess/Lunch (opportunity for drink and toilet break must be provided)
- After School Detention (in negotiation with parents)
- Contact Parent/Caregiver
- **Enter Behaviour & Parent Contact in SEQTA**



#### Peer Support

- Formal Buddy Class
- Formal Withdrawal with Front Office
- Separate Recess/Lunch (opportunity for drink and toilet break must be provided)
- After School Detention (in negotiation with parents)
- Contact Parent/Caregiver
- **Enter Behaviour & Parent Contact in SEQTA**



#### Principal

- Formal Withdrawal
- Separate Recess/Lunch (opportunity for drink and toilet break must be provided)
- After School Detention (in negotiation with parents)
- Loss of privileges
- Formal Suspension
- Case Conference
- Individual Behaviour Improvement Plan
- Additional Support referrals
- Contact Parent/Caregiver
- **Enter Behaviour & Parent Contact in SEQTA**



#### Principal – Agencies

- Support and Consultation

#### Principal – additional support if required



## BEHAVIOUR MANAGEMENT PROCESS FOR SERIOUS BREACHES OF THE BEHAVIOUR EXPECTATION POLICY

When a student commits a serious breach of the Behaviour Expectations Policy a formal process may be implemented immediately.

Serious breaches may include the following:

- Physical assault or intimidation of staff
- Verbal abuse or harassment of staff
- Physical assault or intimidation of other students
- Verbal abuse or harassment of other students
- Wilful offence against property
- Violation of classroom or school rules as stated in an Individual Behaviour Plan
- Substance misuse
- Illegal substance offence
- Other serious offences

If a student commits a serious breach staff should, as soon as it is possible, inform the Principal, who will then complete Critical Report and send it to CEWA.

**If the matter is urgent, send a runner to the front office for assistance.** In the event of a serious breach, the Principal will investigate the situation and consult with others in determining the appropriate course of action.

### **FRONT OFFICE PROCEDURE FOR SERIOUS BREACHES**

1. Student runner sent to front office for assistance
2. Front Office to obtain details of Teacher, Room and Offending Student
3. School Officer to contact Principal:
4. If neither Front Office nor Principal are available, contact Senior Teacher or Teacher in Charge, who will then contact the Principal at as soon as possible.



## WARLAWURRU CATHOLIC SCHOOL BEHAVIOUR EXPECTATIONS POLICY 2019



### **At Warlawurru Catholic School, students will:**

- Treat all people with respect
- Follow staff instructions
- Follow school rules, policies and procedures
- Pursue excellence in all areas
- Be responsible

When a student commits a serious breach of the Behaviour Expectations Policy, a formal process may be implemented immediately. Serious breaches of the Behaviour Expectations Policy will be referred to the Principal. In the event of a serious breach, the Principal will investigate the matter and determine the most appropriate course of action.

### **Serious breaches of the Behaviour Expectations Policy that will not be tolerated and will result in suspension include:**

- Swearing at school staff
- Making aggressive physical contact with school staff
- Threats directed at school staff
- Continuous bullying of another student
- Fighting
- Threats directed at another student
- Serious vandalism and/or graffiti
- Smoking at school
- Drinking alcohol or being under the influence of alcohol at school
- Using, being under the influence and/or supplying illegal drugs to other students at school
- Stealing

The duration of the suspension for these breaches will depend on the surrounding circumstances.

### **Students must also comply with the following Behaviour related policies:**

- Uniform Policy
- Mobile Phone Policy
- Attendance Policy

### Attendance at School Camps, Reward Excursions and Social Events

Students must demonstrate appropriate school behaviour in order to attend School Camps, Reward Excursions and Social Events.

Non-compliance to the Behaviour Expectations Policy may result in students not being permitted to attend School Camps, Reward Excursions and Social Events.

A Serious breach of the Behaviour Expectations Policy will result in students not being permitted to attend School Camps, Reward Excursions and Social Events.



# WARLAWURRU CATHOLIC SCHOOL

## BULLYING POLICY



### RATIONALE

Warlawurru Catholic School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn, and a right to feel safe and secure in their school environment.

### DEFINITION

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly.

### OBJECTIVES

- To raise awareness among staff, students and parents about bullying
- To actively counter bullying at the school
- To provide strategies to resolve conflict and respect differences
- To create a school environment where all students, staff and parents feel safe and welcome
- To create a climate where it is okay to talk about bullying and ask for help
- To promote positive mental health
- To build resilience amongst our students
- To develop social skills with an expectation of socially acceptable behaviour

### TYPES OF BULLYING

	DIRECT	INDIRECT
PHYSICAL	<ul style="list-style-type: none"> <li>• Hitting, slapping, punching</li> <li>• Kicking</li> <li>• Pushing, strangling</li> <li>• Spitting, biting</li> <li>• Pinching, scratching</li> <li>• Throwing things e.g. stones</li> </ul>	<ul style="list-style-type: none"> <li>• Getting another person to harm someone</li> </ul>
NON-PHYSICAL	<ul style="list-style-type: none"> <li>• Mean and hurtful name-calling</li> <li>• Hurtful teasing</li> <li>• Demanding money or possessions</li> <li>• Forcing another to commit offences such as stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading rumours</li> <li>• Trying to get other students to not like someone</li> </ul>
NON-VERBAL	<ul style="list-style-type: none"> <li>• Threatening and/or obscene gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate exclusion from a group or activity</li> <li>• Removing and hiding and/or damaging others belongings</li> </ul>
CYBER ELECTRONIC	<ul style="list-style-type: none"> <li>• Using the Internet, email, mobile phones or any other ICT equipment to be mean, rude or unkind about other people</li> </ul>	

## IMPLEMENTATION

Parents, teachers, students and the community will be aware of the school's position on bullying.

## PRIMARY PREVENTION

- Professional development for staff relating to bullying and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- All students participate in PATHS and KEEPING SAFE programs
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Promote children and staff reporting bullying incidents involving themselves or others.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems

## INTERVENTION

- Once identified each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered support.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Behaviour Policy Code of Conduct.

## POST INCIDENT

- Consequences for students will be individually based and may involve:
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours
- Classroom Meetings
- Ongoing monitoring of identified bullies

## EVALUATION

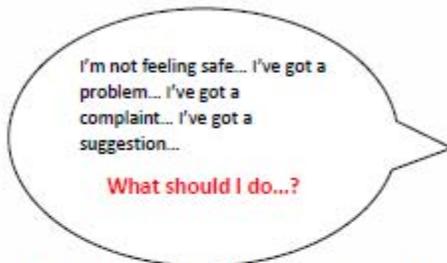
This policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle.



# WARLAWURRU SYSTEM FOR STUDENTS

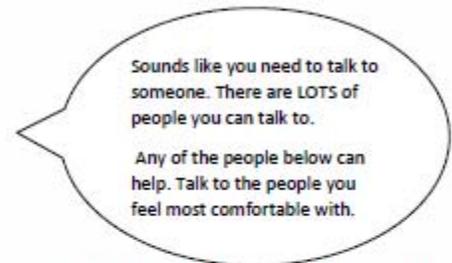


## With suggestion, problems and complaints



I'm not feeling safe... I've got a problem... I've got a complaint... I've got a suggestion...

What should I do...?



Sounds like you need to talk to someone. There are LOTS of people you can talk to.

Any of the people below can help. Talk to the people you feel most comfortable with.

All students at Warlawurru have the right to feel SAFE and HAPPY at school at all times! These are the people you can talk to if you ever feel unsafe, or have a problem, suggestion or complaint.

