

SCHOOL CURRICULUM PLAN 2016 - 2017



Warlawurru
Catholic School
Curriculum Plan
2016 - 2017
For review in 2017

Preamble

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.

Criteria

The Curriculum Plan addresses the following criteria:

- Profile of the Learners (R.R 2.2)
- Reflection (R.R 2.2)
- Evaluation of Curriculum Focus (R.R 3.4)
- Data Analysis (R.R 2.1)
- Future Planning (R.R 2.3, 2.4)
- Assessment and Reporting (R.R 3.3)

Profile of the Learners (RSR 2.2)

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 64, however a transient population means an ever-changing student enrolment with high numbers of frequent absentees.

Kindergarten		Pre-Primary/Year 1		Year 2/3/4		Year 4/5/6	
Male	Female	Male	Female	Male	Female	Male	Female
2	2	10	11	10	10	5	14
Attendance – Percentage Present from 2/2/2016 – 29/							
K	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
73.43%	61.2%	62.1%	66.13%	67.33%	65.19	65.9	59.15

Diversity of our Learners

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

Differentiated Programming

To ensure that each child is given the best opportunity to achieve at the highest level that he or she is capable of, it is the duty and responsibility of the school as a whole and the classroom teacher in particular to differentiate the teaching/learning program within the class setting. At Warlawurru Catholic School, learners who are unable to engage with the curriculum that is being taught across all learning areas are placed on an Individual Education Plan, while children who experience difficulties with some aspects of a particular learning area are placed on Curriculum Adjustment Plans. Children diagnosed with sensory disorders have a programme designed by the visiting Occupational Therapist and carried out by Aboriginal Teacher Assistants when present. For children who are under the care of the department, case meetings involving the Education Officer, classroom teacher, specialist teacher and the principal are held each semester to assess student progress and to jointly write an education plan specific to each child.

2016 Curriculum Focus

In 2016 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 Curriculum and will continue to do so during the 2017 school year.

In January 2016 all teaching staff at WCS including one Aboriginal Teacher Assistant had four days of intensive training in Perth on methodology associated with Direct Instruction before implementing the programme.

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
(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.

2016 Learning/Teaching Programs at WCS

All students from Pre-primary – Year 6 were taught aspects of the following learning areas in accordance with the Bishop’s Mandate and the West Australian Curriculum under the guidelines of School Curriculum and Standards Authority (SCASA).

Religious Education, English, Health and Physical Education, Humanities and Social Sciences (HASS), Mathematics, Science, The Arts (Music and Art)

Students were assessed in all of the above and received a graded report in Semester 1 and 2 in English, HASS, Mathematics and Science in accordance with SCASA’s requirements. Children in the early years (PP – Year 2) received an ungraded report.

Effectiveness of Teaching/Learning at WCS in 2016

Reflection by staff on the effectiveness of teaching/learning during 2016 indicate strengths and challenges across and within all year levels.

Kindergarten	
Strengths	Attributed to
<ul style="list-style-type: none">• Children eager to learn• Capable and reliable ATA• Attendance improved in second semester	<ul style="list-style-type: none">• Small group• Parent at the school – understands the importance of education, works well with EC teacher.• Change of start time – 7.45 start is too early for little ones who have to be ready for the bus by 7am. 10.30 pickup is more successful.

Challenges	Attributed to
<ul style="list-style-type: none"> • Transient children and children with poor attendance disrupt those who know the routine resulting in loss of learning time. • Small group – low enrolment • Children spend a significant amount of time without a trained EC teacher present • Unsuitable classroom for Kindergarten 	<ul style="list-style-type: none"> • Lack of parent understanding on the impact keeping children away from school has on their learning. • Reluctance to send little children to school; dedicated Kindy at HCDHS very well resourced; Little Nuggets also very well resourced. • Insufficient numbers to employ a dedicated Kindergarten teacher. Early childhood teacher already has Pre-Primary and Year 1 students in a small room. • The school was built to serve a remote indigenous community (Lundja people, Red Hill) to provide a basic education. It was not envisaged that the school would have to meet current state, federal and system standards.

Kindergarten - Way Forward in 2017

<ul style="list-style-type: none"> • Target current families with young children - Individual parent/carer visits from Kindy teacher and ATA • Enrolment forms and Parent Hand Book on buses for drivers to give to families with Kindy aged children • Reminders in Newsletter • Enrolment forms and handbook available at St Mary's Parish • Discussion with CEWA regarding a CDP and a future build

PRE-PRIMARY / YEAR ONE – JUNIOR PRIMARY

Strengths	Attributed to
<ul style="list-style-type: none"> • Reasonable size group who attend regularly • Keen to learn • Structured approach to literacy • Well resourced • Suitable learning environment • Early Years Learning Framework • Supportive parents/carers • Children who attend regularly are at or close to grade average • All children are making progress • Reading Recovery as 2nd wave intervention 	<ul style="list-style-type: none"> • Children who were successful in Kindergarten in 2015 • Children under the care of CPFS attend well and get to school rested, clean, on time and ready to learn • Trusting relationship between teacher and child/parents. • Direct Instruction – Whole school commitment until December 2017 • Care taken with resources – reliable and capable ATA • Classroom suits the needs of Pre-primary/Year 1 students • Experienced and qualified early childhood teacher • Good reputation of the school (no teasing) and early childhood teacher plus committed and capable ATA. • Each child tested and monitored weekly through Direct Instruction data/observations. Children constantly moving forward • Children working at their ability level in terms of literacy. • RR teacher who can take a full quota of Year 1 children and who also teaches a DI group in the PP/Year 1

	classroom.
Challenges	Attributed to
<ul style="list-style-type: none"> • Combined class • Lack of time in the week to cover all areas of mandated National Curriculum • Attendance – children decide if and when they come to school. High degree of absenteeism in Year 1 – average attendance in 2nd Semester – 48.09% • Transient children place extra demands on teachers • Children with SLD • Challenging behaviour from some children • Clash between home and school values/practices • Some children not making adequate progress in terms of literacy and numeracy 	<ul style="list-style-type: none"> • Insufficient numbers for single stream + capacity of the school and physical environment – 4 classrooms • Direct Instruction demands 2.5 hours literacy per day. • Lack of parent understanding on the impact keeping children away from school has on their learning. • No transition teacher or space for children who are unable to engage in formal learning. • No teacher trained in special needs. Lack of teacher time to implement and monitor IEP/CAPs. • Significant number of children under the care of CPFS who exhibit trauma related behaviours • Cultural responsibilities that always take first place. Regular attendance not seen as important. • Number of days away from school and the fact that Standard Australian English is not the first language used by the children or their parents/carers.

Pre-Primary /Year 1 - Way Forward in 2017

- Continue to implement Direct Instruction with Reading Recovery as second wave of intervention
- Build capacity in ATA's by encouraging attendance at Direct Instruction training in Broome and ongoing PD
- Continue with Reading Recovery as second wave of intervention
- Publicise and congratulate children/families with good attendance (Certificates at Assembly, Recognition in Newsletter)
- Individual meetings between classroom teacher/ATA and parents of children who are poor attendees
- Meet with Jungarni and Wunun Foundation Aboriginal Attendance Officers to seek support
- Report children who are absent for more than 21 days without notification to the Education Department
- Regular catch-up meetings with classroom teacher and Special Needs consultant in Broome
- Weekly printed absentee reports from SEQTA to be signed by parents – raise awareness.

YEAR TWO/THREE – MIDDLE PRIMARY

Strengths	Attributed to
<ul style="list-style-type: none"> • Children working in ability groups for literacy – stronger children not being held back by transient children. • Multicultural class – chn from India and the U.S enrolled in the class bringing a different approach to the value of education. • Core group of indigenous and non-indigenous chn who attend regularly - 5/12 of Year 2 attended over 90% of the time. • Small group of Year 3 students close to benchmark in English • Structured approach to literacy – 2.5 hr block each day. • Supportive parents • Strong ATA who attends regularly 	<ul style="list-style-type: none"> • Testing/monitoring and streaming of children by Direct Instruction Implementation Manager • Catholic parents working in Halls Creek choosing a Catholic education for their children. • Group of parents who work and value education. Children resident in the Group Home attend every day. • Good attendance and strong teaching – two qualified teachers plus ATA in class during Literacy block • Mandated Explicit Direct Instruction. • Good teacher/parent/child relationship • ATA given responsibility for small independent work group in DI
Challenges	Attributed to
<ul style="list-style-type: none"> • Year 2/3 split class – extremely difficult to meet the needs of all the chn particularly when it comes to assessing/reporting at Grade Level . • 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 outdated with poor lighting, roofing exposed, insufficient size for Year 2/3 class. Classroom overcrowded. 	<ul style="list-style-type: none"> • Small numbers in single classes and school infrastructure - limited capacity for further growth. • Children with FASD and children under the care of the department. • Lack of parent awareness/understanding. Cultural commitments • System decision – capacity of the school is 5 teachers due to lack of teacher housing. • Lack of vision and funds – school built to service remote indigenous community with little thought given to future growth and a changing societal expectation of schooling.

Year 2/3 Composite: Way Forward in 2017

- Cap the intake to reflect the size of the room & school.
- Continue to build capacity in ATA – attendance at DI Conference in 2017.
- Staff Development days for attendance at ACF Trauma Training in Kununurra.
- Use 2016 data to inform literacy groupings during DI.
- Regular parent/child/ATA' meetings to discuss progress
- Regular meetings with consultants from CEO to inform best practice.
- Discussion with CEWA with regard to renovation and refit of classroom

Year 4/5/6 Composite

Strengths	Attributed to
<ul style="list-style-type: none"> • Core group of students who attend regularly. • Children are calm and ready to learn – no significant behaviour issues • Confident ATA who works well with the classroom teacher and the students. • Direct Instruction working very well in 4/5/6 classroom – children very engaged. • Significant growth in language, reading and comprehension over the year. • Dedicated literacy and numeracy blocks. • Structured and well -resourced literacy program (DI) • Data over a prolonged period available for some students. 	<ul style="list-style-type: none"> • Teacher and ATA familiar to families and trusted. Supportive parents who value education. Chn under the care of the DCPFS who attend the group home come to school every day calm, fed, clean and well rested • Strong teacher – an experienced educator who is known to and respected by the children. Teacher trained in working with children with Trauma • Ongoing professional development and school/system committed to building ATA capacity. • Structure suits the children. “I do, We do, You do,” method supports children to take a chance. Experience of success leading to better self-esteem in students and increased belief in their own abilities. • Continuous monitoring and assessment of students by school Coach and DI Implementation Manager. • Timetabling and structured programmes that have mandated time allocations. • Funding from Good to Great Schools • CEO Consultants working with the school over time to maintain and interpret data from: <ul style="list-style-type: none"> • Observation Surveys • EYLND literacy & Numeracy • NAPLAN

	<ul style="list-style-type: none"> PIPS/OLI
Challenges	Attributed to
<ul style="list-style-type: none"> Extremely low levels of literacy and numeracy in a number of students Children who regularly decide not to attend school with parent/carer approval. Fall off in attendance particularly in Year 6. Transient children who are absent from school for prolonged periods and who do not attend school in a different community. Significant number of chn with diagnosed trauma and/or SLD Parents who are not supportive in terms of attendance Split class 4/5/6 Time to teach all mandated learning areas Adequate staffing to run literacy programme at a level that suits each child. 	<ul style="list-style-type: none"> Transience and non-attendance in previous years. Cultural reasons – sorry time and a tendency to send chn away to family when they become difficult to manage. Lack of awareness by primary care-giver on the negative impact this has on a child’s future education. Children allowed to make their own choice on attending school. Cultural commitments – sorry time, funerals, royalties, sporting carnivals, visiting families History of prolonged neglect/abandonment Lack of understanding and/or little value placed on education. Children allowed to make their own choice about coming to school. System decision to cap the school at 3 classrooms and 5 teachers. Not enough housing to employ extra staff Contract with Good to Great Schools to teach 2.5 hours daily for Direct Instruction Size of the school
Year 4/5/6 Composite: Way Forward in 2017	
<ul style="list-style-type: none"> Continue to implement Direct Instruction for 2017 Current classroom teacher and teacher assistant to remain with the group Build further capacity in ATA through attendance at D.I Training in January 2017 Daily monitoring of absentee reports via SEQTA Text message to parents/carers when a child does not come to school Individual visits to parents/carers by teacher/ATA regarding non-attendance Visit by Aboriginal Education Consultants to communities to explain the purpose of the school. Community partnership agreement to be revisited and reviewed with an emphasis on attendance Continue to build Community/school engagement - letters home the day before Assembly to parents of children receiving awards. Bus available to pick up and collect. 	

- **Kriol and Aboriginal English acknowledged and valued as home language, however Standard Australian English to be used in school.**

LITERACY FOCUS IN2016

- Implementation of Direct Instruction from Pre-Primary – Year 6. Children were tested at the end of 2015 and grouped according to their literacy needs. Each child's progress was carefully monitored throughout the year by the school coach and the implementation manager. The majority of children started the year with two rotations of language each day and then progressed to reading and comprehension. All children who attended school regularly have made significant progress in oral language, phonics and reading.
 - Reading Recovery. A trained RR teacher worked with a number of children throughout the year with mixed results. All children gained from their participation in the program with learners who experienced success in the mainstream class making the most progress. The weakest children were unable to participate due to their high level of absenteeism and it is difficult for the school to address their needs.
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Data Analysis (R.R 2.1)

In 2016 the following data was gathered:

- OLI
- EYLND Numeracy
- EYLND Literacy
- Observation Surveys (all students from Year 1 – Year 6) – February and November with Running Records updated in November.
- Naplan
- DI Checkouts and Mastery Tests

All data reports are stored on Teacher Share drive with all teaching staff, including ATA's having access to read only copies. Once available, these report are used to pin-point areas of growth, identify strengths of individual children and, most importantly, adjust programmes for students who are not coping.

Results from DI Checkouts and Mastery Tests showed the progress of each child and guided the composition of each group. This data was essential to keep track of children and ensure that each child was afforded multiple opportunities to achieve mastery without holding back the rest of the group. The data allowed all teachers to keep track of the children and their progress.

Observation Surveys were carried out twice in 2016 by CEWA consultants. This data gave independent indication of student growth over the 2016 school year and was thought to contain less bias than DI data which is interpreted and owned by NIFDI.

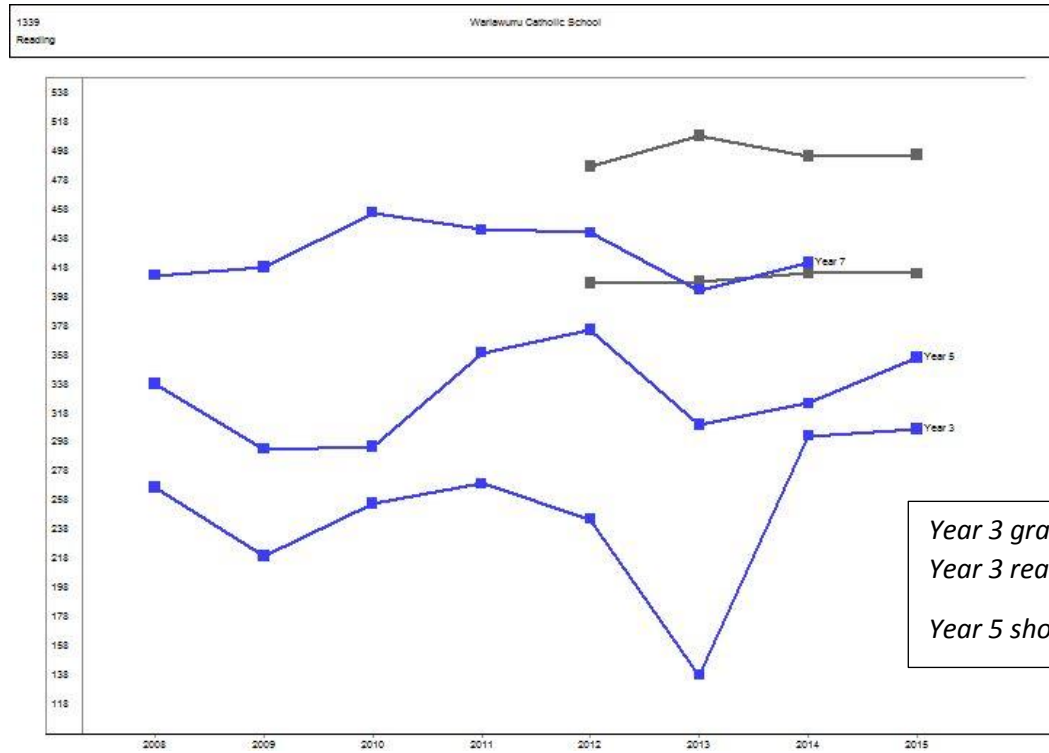
While Staff feelings are that 2016 Naplan data is the least useful form of evidence due to the element of chance in multiple choice sections, I found the data useful when looking at achievement level of students in Year 5 who sat the test in 2014 as Year 3 students.

EYLND Literacy also gave useful data that enabled us to prioritise students for the Reading Recovery program.

2106 performance data for Warlawurru Catholic School is printed below:

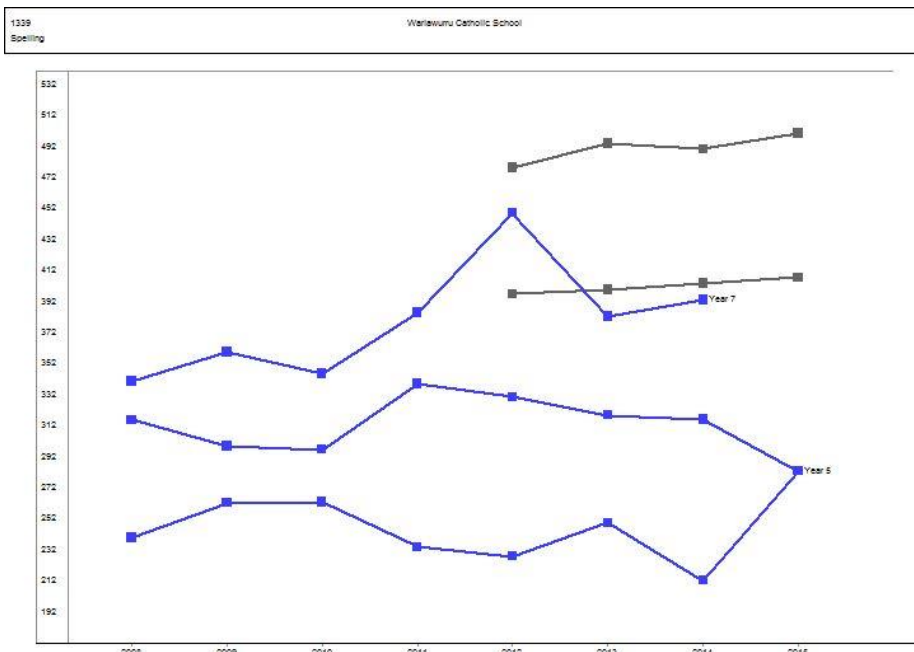
NAPLAN DATA (Note: Each of the Naplan graphs represents a small number of students therefore it is not always a true representation of trends.)

Reading



Year 3 graph shows negligible growth in Year 3 reading performance from 2014.

Year 5 shows an upward trend from 2014



Spelling

Overview

Year 3 data shows:

- an upward trend from 2014*

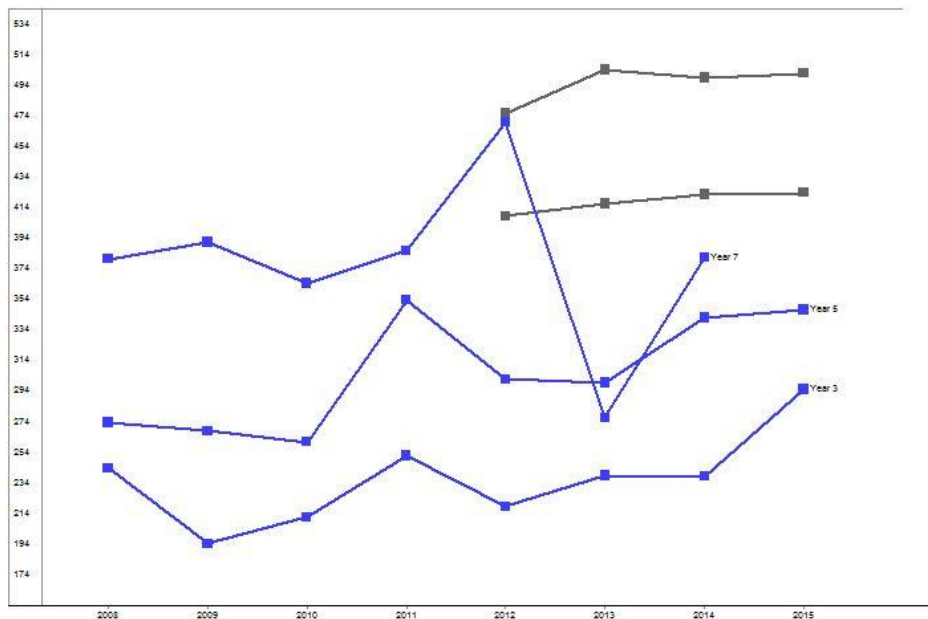
Year 5 data shows:

- downward trend from 2014*
- lowest performance since 2008*

Grammar and Punctuation

School Overview

1339 Warikuru Catholic School
Grammar & Punctuation



Year 3 data shows

- Upward trend from 2014
- Highest performance since 2008

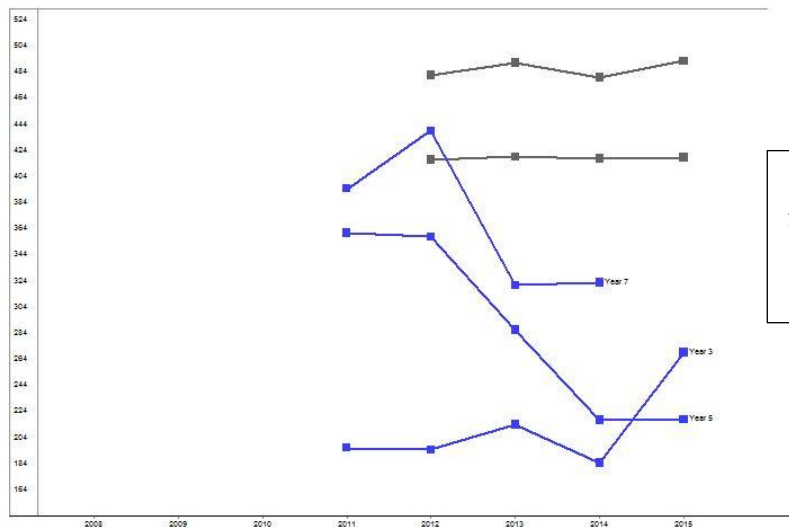
Year 5 data shows

- Little change from 2014 – slight increase, not enough to establish a trend

Writing

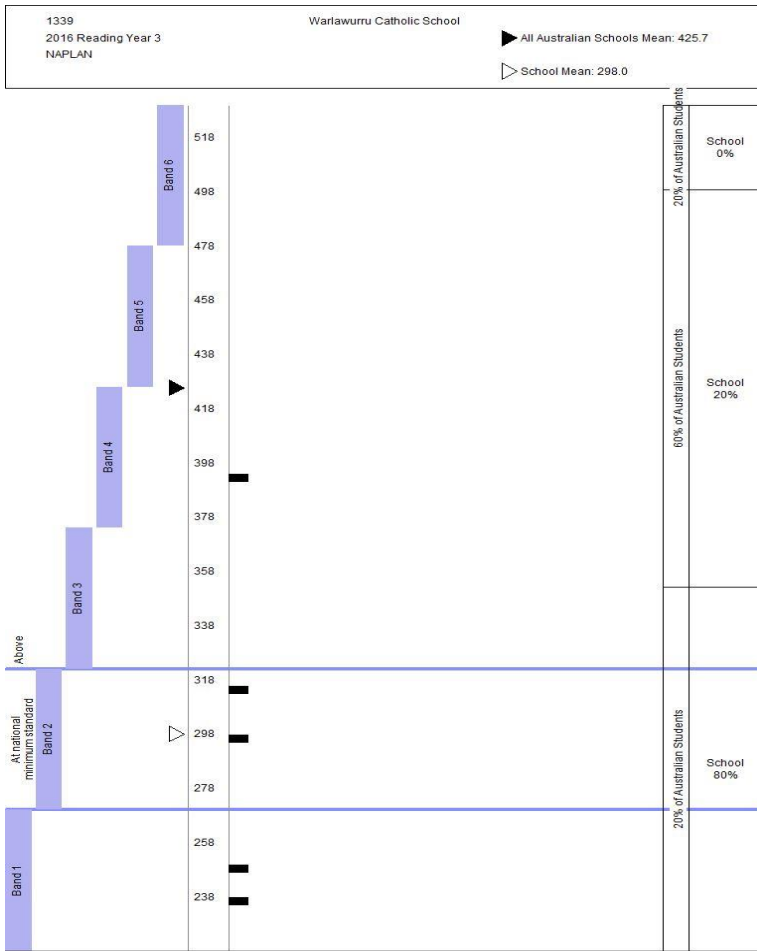
School Overview

1339 Warikuru Catholic School
Writing (Persuasive)



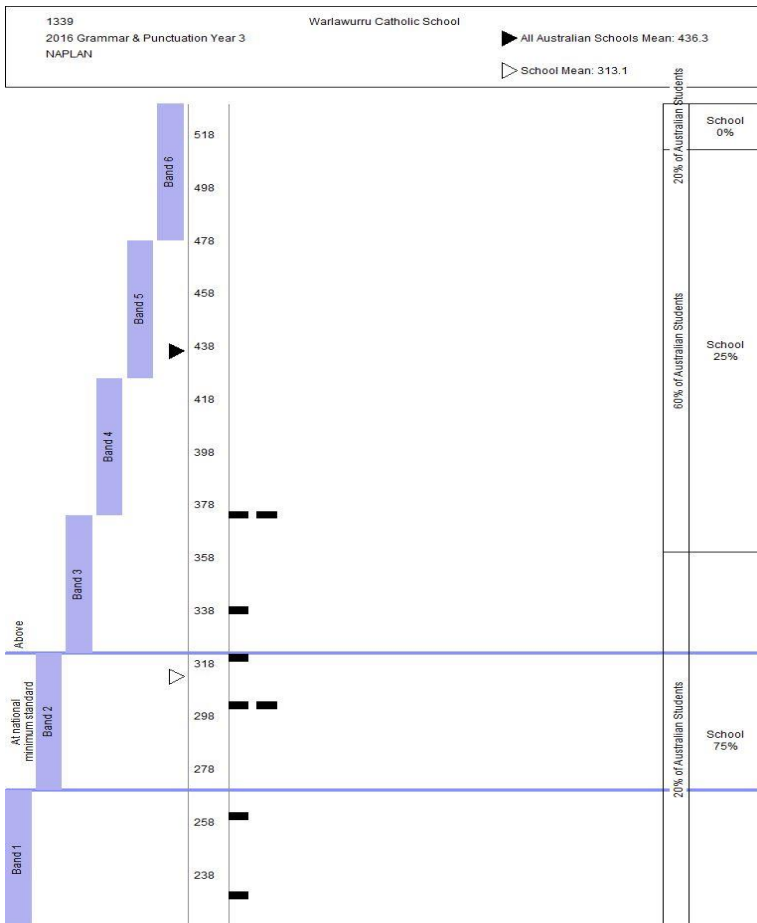
Year 3 data shows a significant upward trend in the writing of persuasive texts.

Year 5 shows little change from 2014.



Year 3 Reading – 80% of the Year 3 cohort who sat the test scored at or below the national minimum standard, compared to 20% of Australian students.

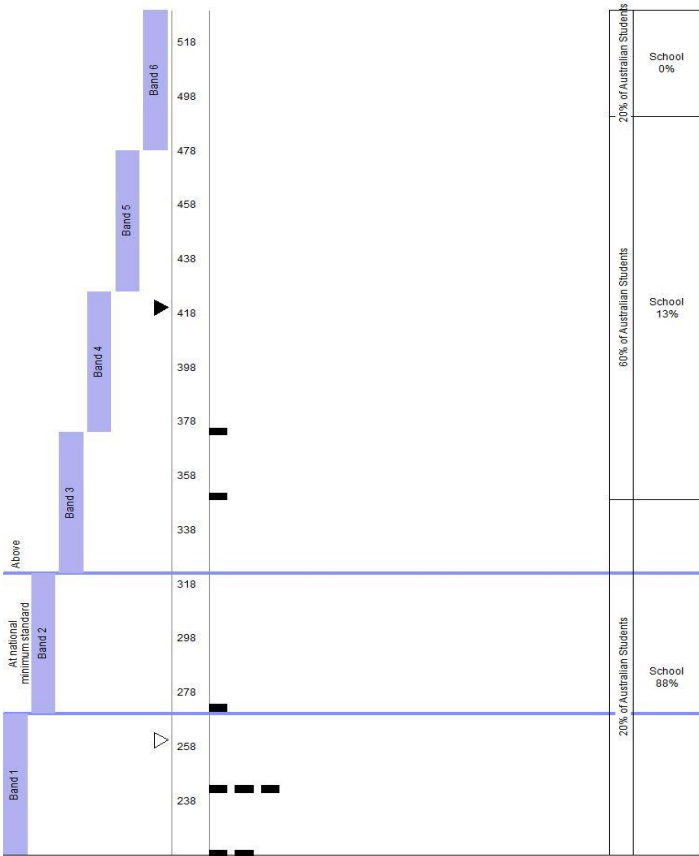
20% - achieved well above the national minimum standard, compared to 60% of Australian students.



75% of the Year 3 class who sat the test at or below the national minimum standard compared to 25% of students across Australia.

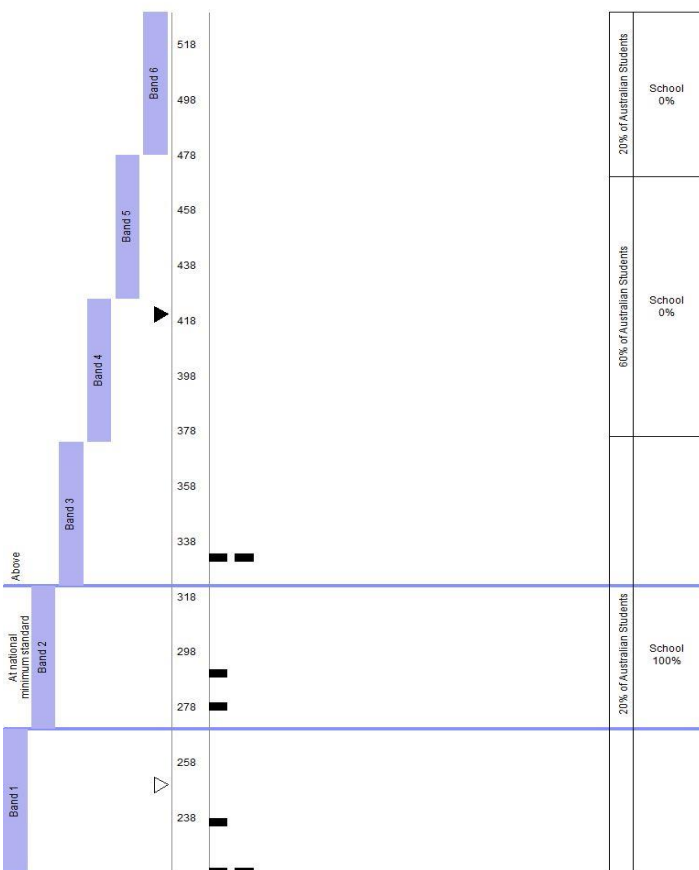
25% scored above the minimum standard compared to 60% of Australian students.

Year 3s achieved more success in Grammar & Punctuation than Reading – possibly reflecting the emphasis that Direct Instruction places on oral language.



88% of the Year 3 students who sat the test are below or just barely at the minimum standard in Spelling.

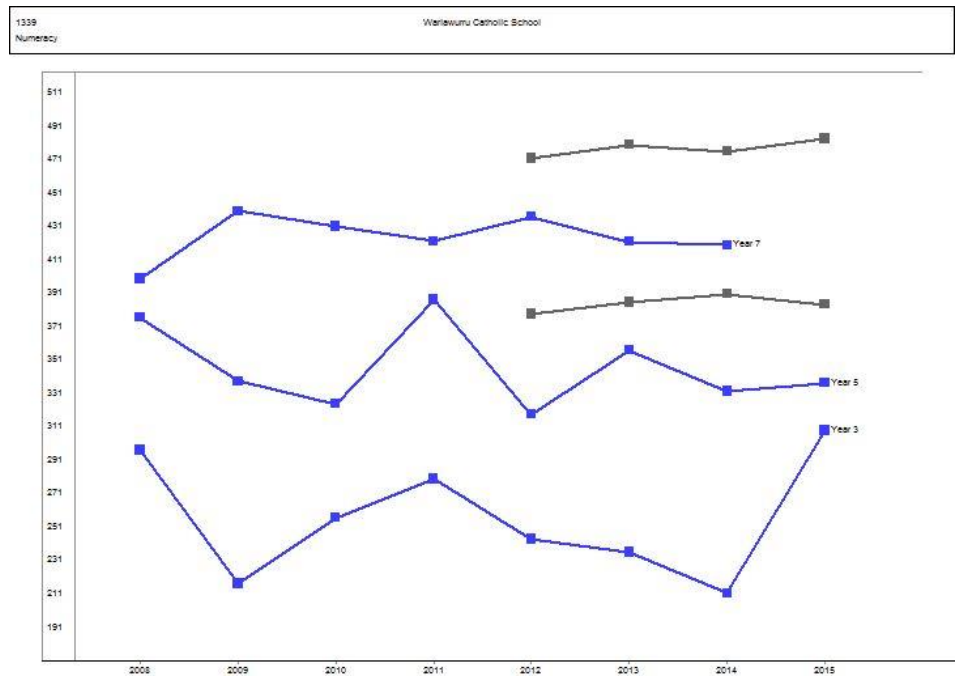
13% are above the minimum standard compared to 60% of Australian students.



In Writing, 100% of the Year 3s who sat the test fall into Band 1 or Band 2 and are below the national minimum standard.

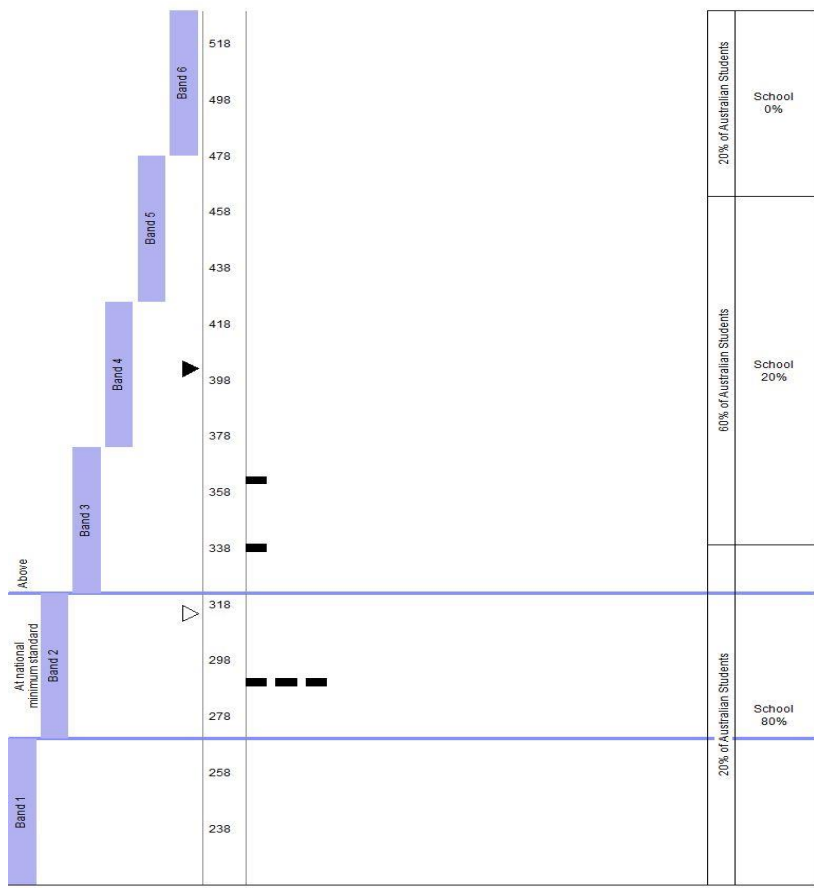
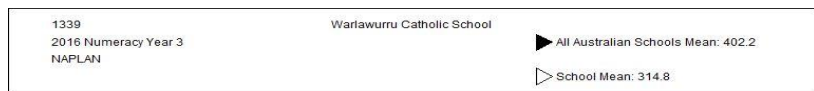
This possibly reflects a lack of writing opportunities in the early stages of D.I implementation.

Numeracy Overview Year 3



Data shows a significant upward trend in Year 3 numeracy from the 2014 cohort.

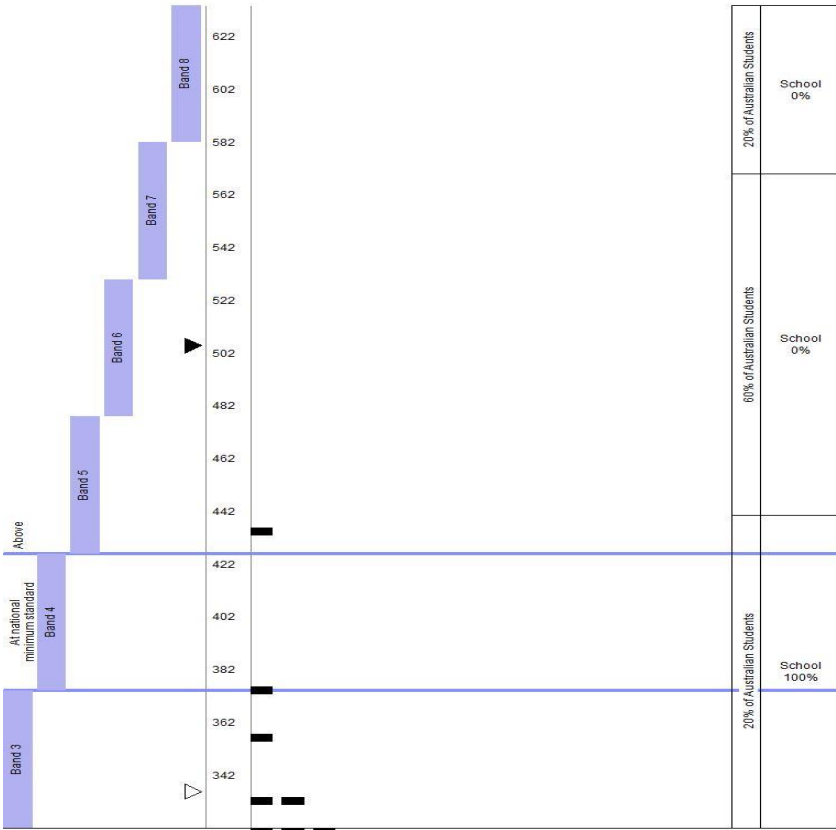
Year 5 remains steady



80% of the students who sat the Numeracy test in Year 3 fall within Band 2 and are at National minimum standard.

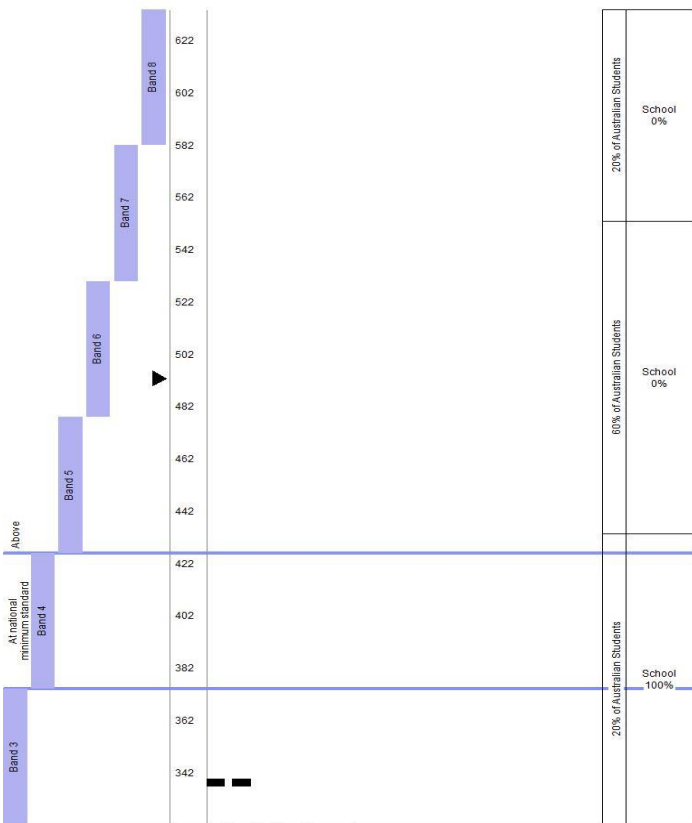
20% are above the benchmark compared to 60% of students across Australia.

The school's mean is higher in Numeracy than in Literacy.



In Grammar & Punctuation, the majority of students who sat fall within Band 3 and are below the benchmark.

25% of our Year 3 students are achieving at the same level as the majority of Year 5 students.



100% of Year 5 students who sat the test are significantly below the National Benchmark. The majority are achieving below band 3.

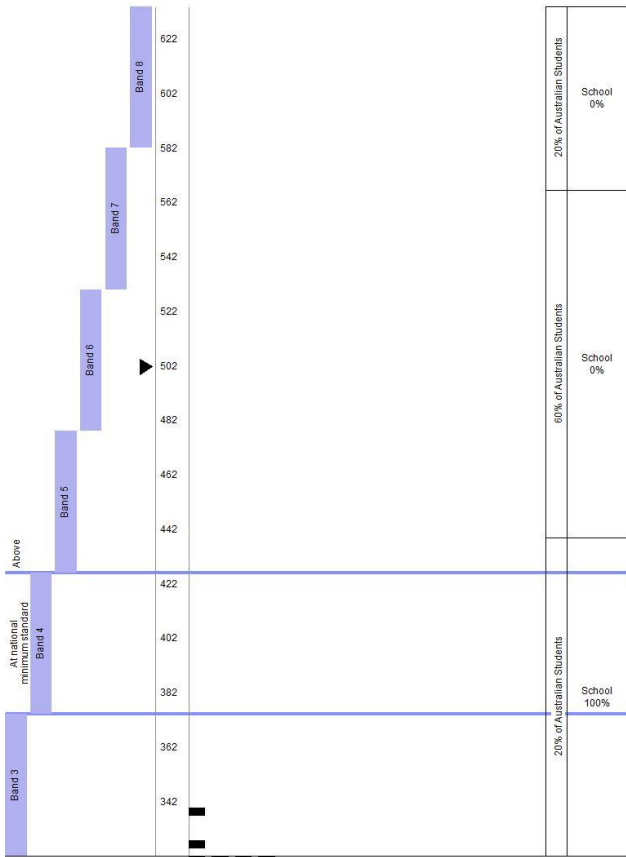
A small group of Year 3 students are achieving at a higher level in spelling.

1339
2016 Reading Year 5
NAPLAN

Warlawurru Catholic School

▶ All Australian Schools Mean: 501.7

▷ School Mean: 285.5



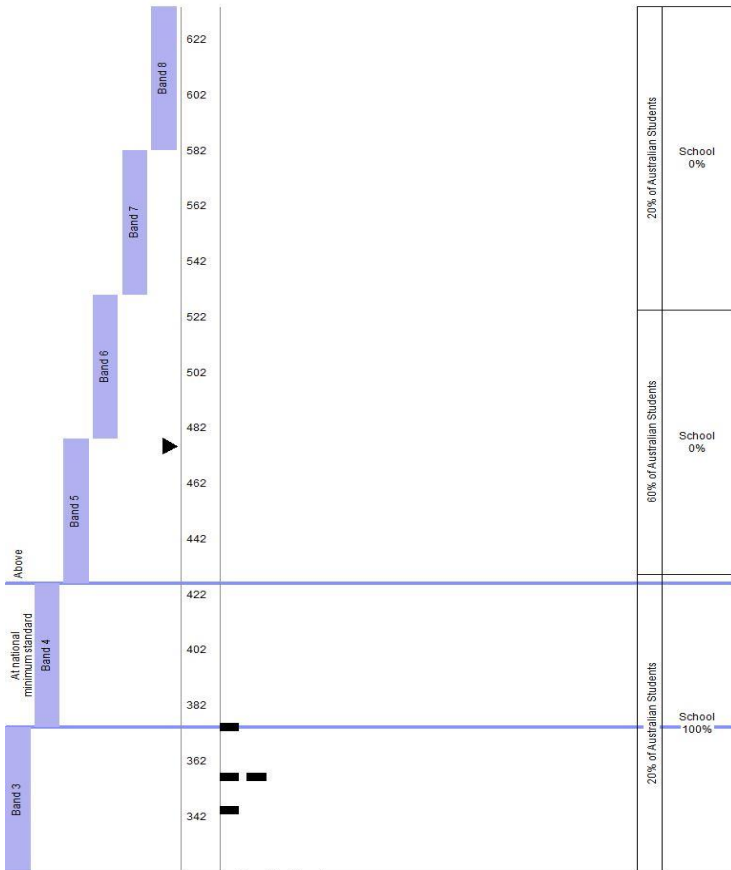
Year 5 Reading data shows that the majority of students who sat the test are achieving below Band 3. 100% are below the National Benchmark compared to 20% of Australian Schools.

1339
2016 Writing Year 5
NAPLAN

Warlawurru Catholic School

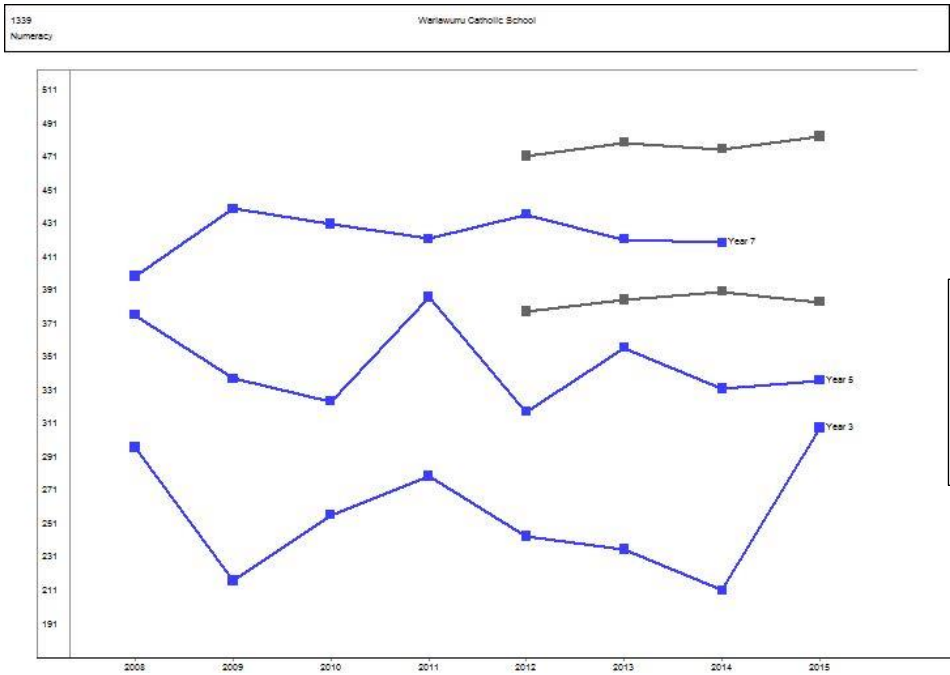
▶ All Australian Schools Mean: 475.4

▷ School Mean: 317.4



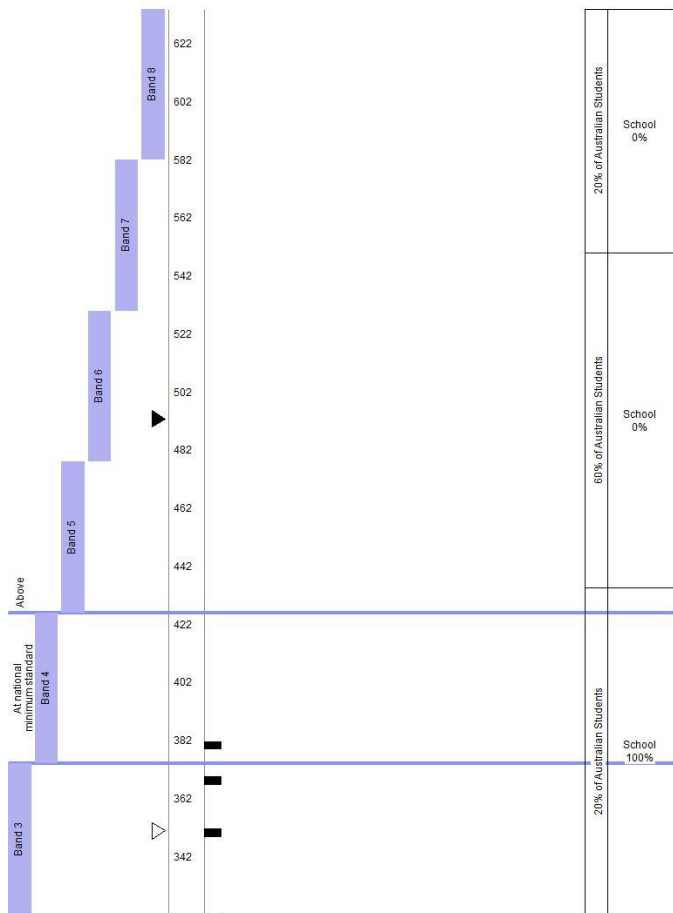
In Year 5 Writing, 100% of the students who sat the test are below the benchmark. A higher number fall into Band 3 than in Reading, possibly due to two extra children taking the test.

Numeracy Overview Year 5



The Numeracy Overview shows that Year 5 achievement remained steady in 2015. The Year 3 results shows a significant upward trend.

1339 Warlawurru Catholic School
 2016 Numeracy Year 5 NAPLAN
 All Australian Schools Mean: 492.9
 School Mean: 351.0



A very small number of Year 5 students sat the Numeracy test. While one student just falls within the National minimum standard, the majority are below with one child significantly below.

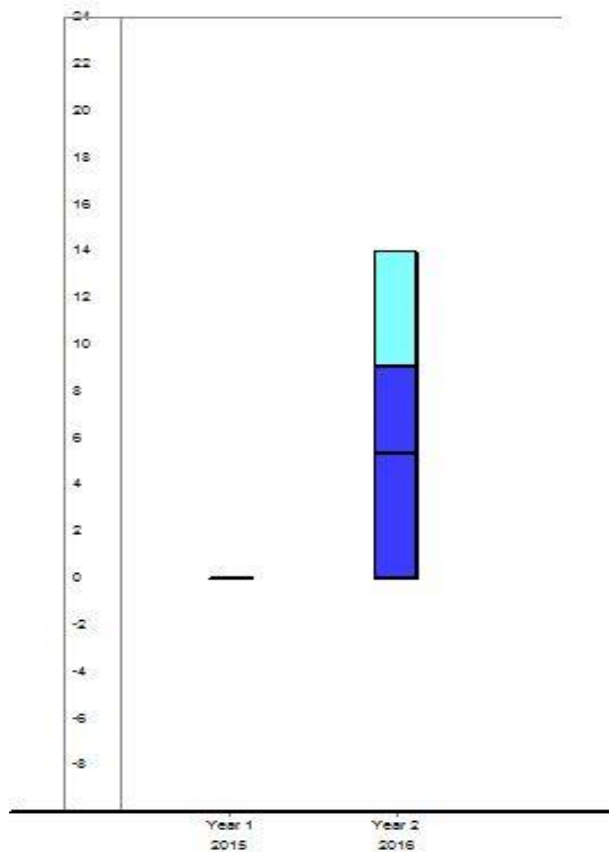
Section 2: Early Years (EYLND) Literacy 2016

Section 2: Early Years (EYLND) Literacy 2016 YEAR 1 (10 students)					
Burt Reading	Concepts about Print	Dictation	Letter Identification	Running Record	Writing Vocabulary
School mean 0.3	School mean 6.3	School mean 4.1	School mean 22.7	School mean 0.9	School mean 2.3

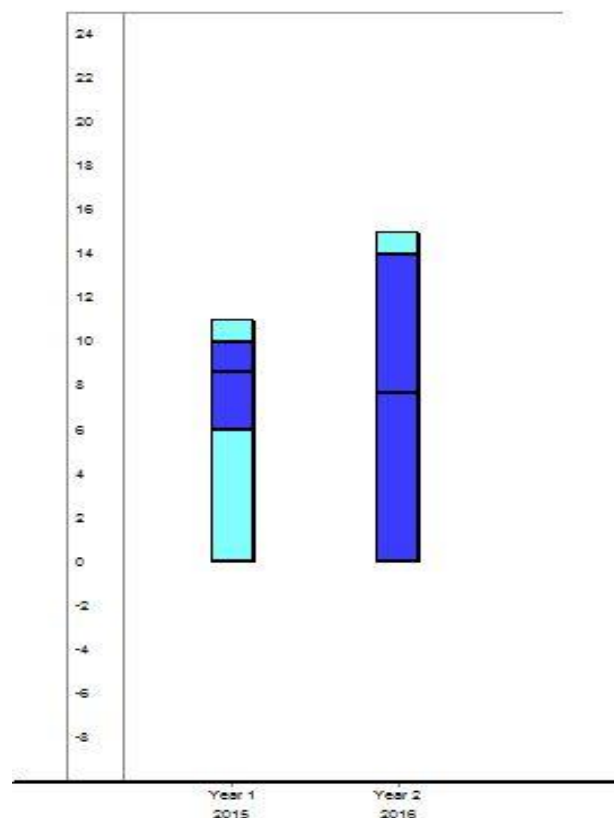
The data from 2016 Literacy EYLND shows that most students in Year 1 require intervention in Reading and writing. Year 2 shows growth in all aspects with the greatest gain in reading. This could be attributed to Year 2 students who participated in Reading Recovery in 2015.

Section 2: Early Years (EYLND) Literacy 2016 YEAR 2 (9 students)						
Burt Reading	Concepts about Print	Dictation	Letter Identification	Running Record	Writing Vocabulary	Duncan Word Test
School mean 3.9	School mean 7.7	School mean 14.3	School mean 28.7	School mean 2.2	School mean 4.2	School Mean 5.3

1339 Warlawumu Catholic School
Year 2 Duncan Word Test
Compared against National data

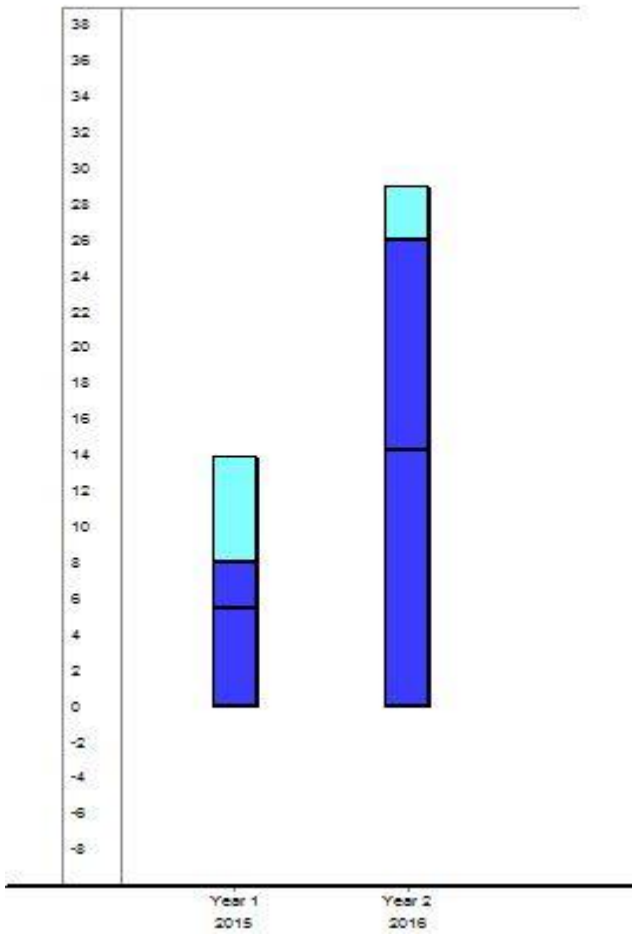


1339 Warlawumu Catholic School
Year 2 Concepts About Print
Compared against National data

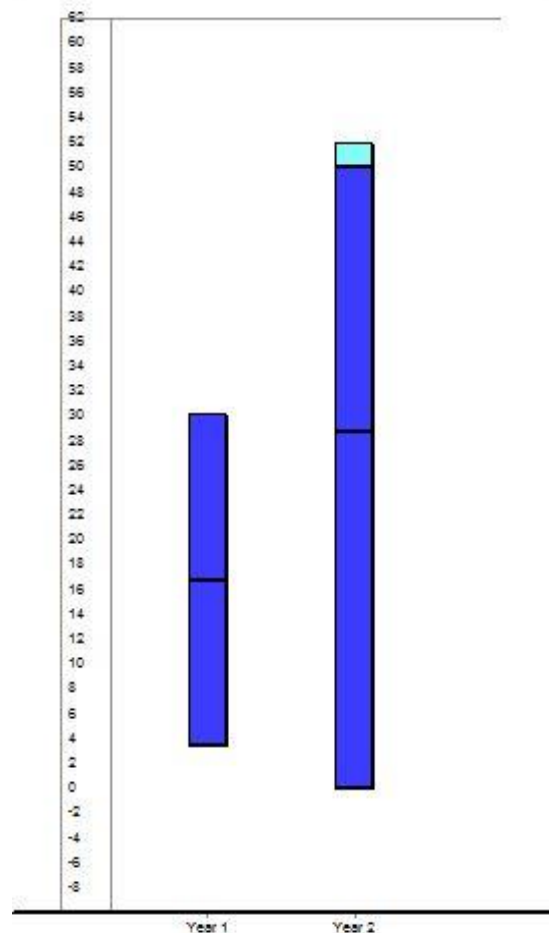


Early Years (EYLND) Literacy 2015 – 2016 Comparison with students who have left removed from the data.

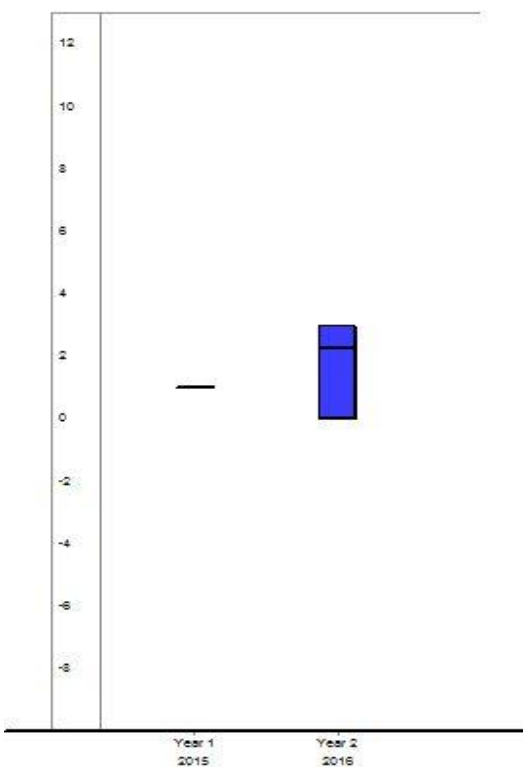
1339 Warlewuru Catholic School
Year 2 Dictation Compared against National data



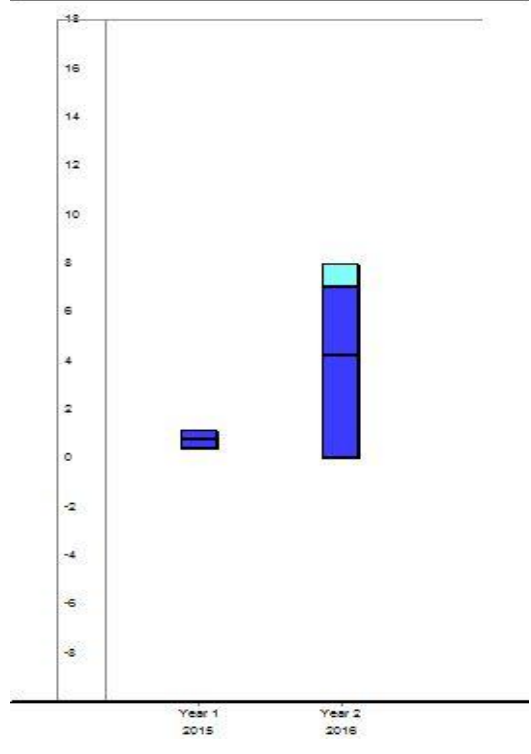
1339 Warlewuru Catholic School
Year 2 Letter Identification Compared against National data



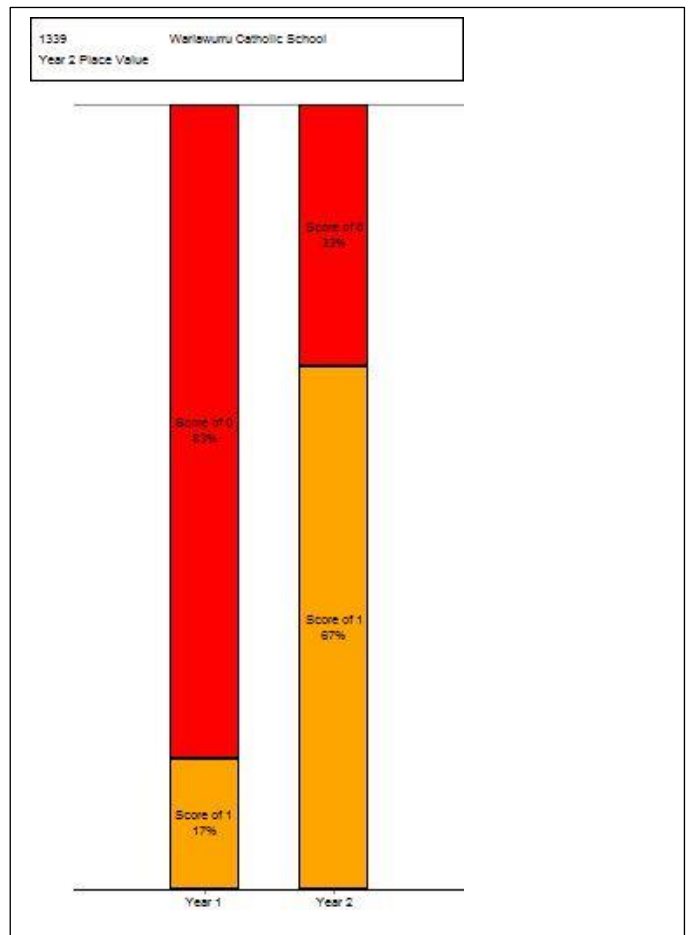
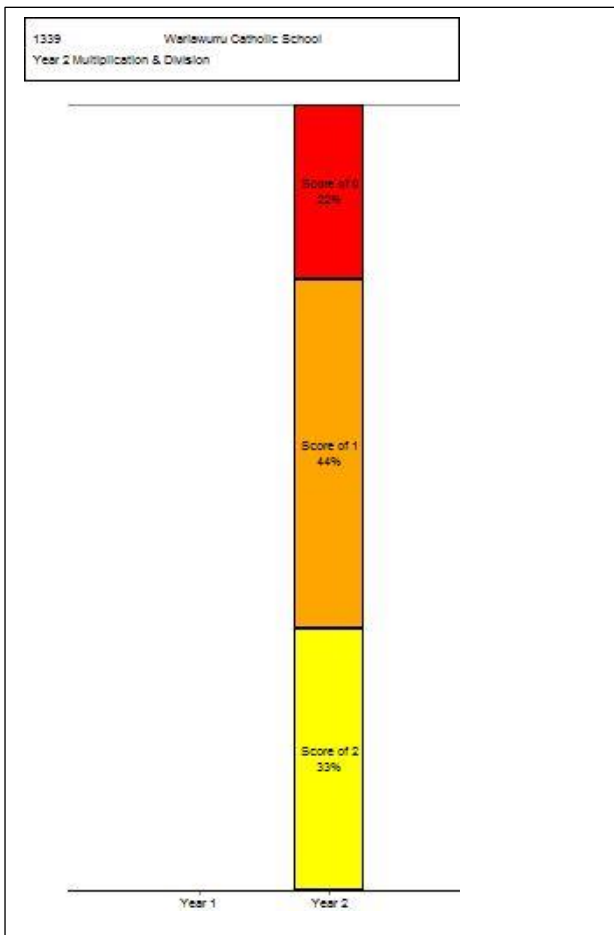
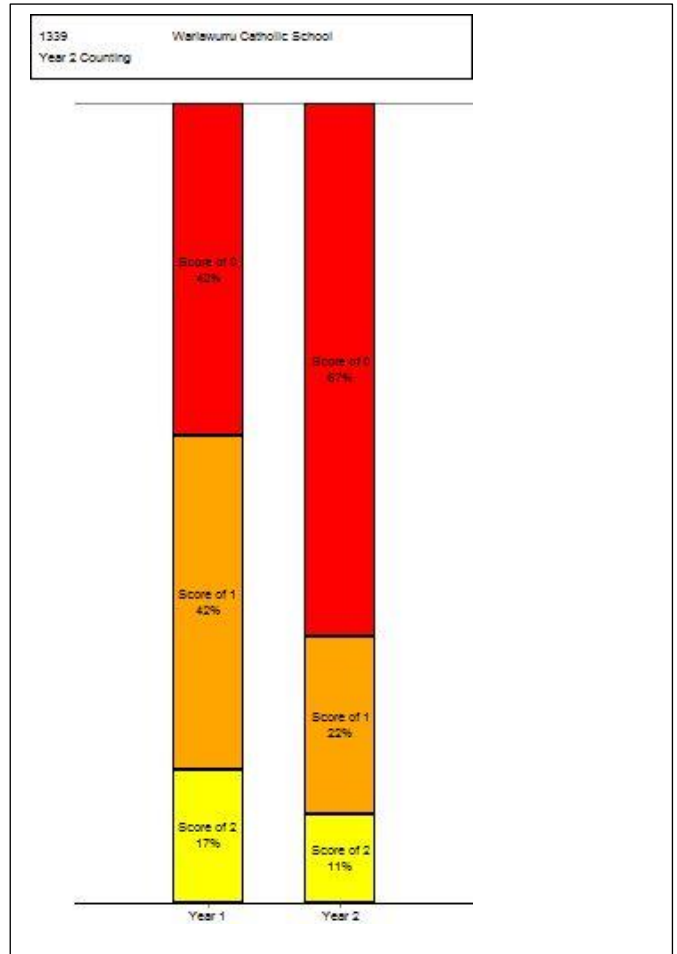
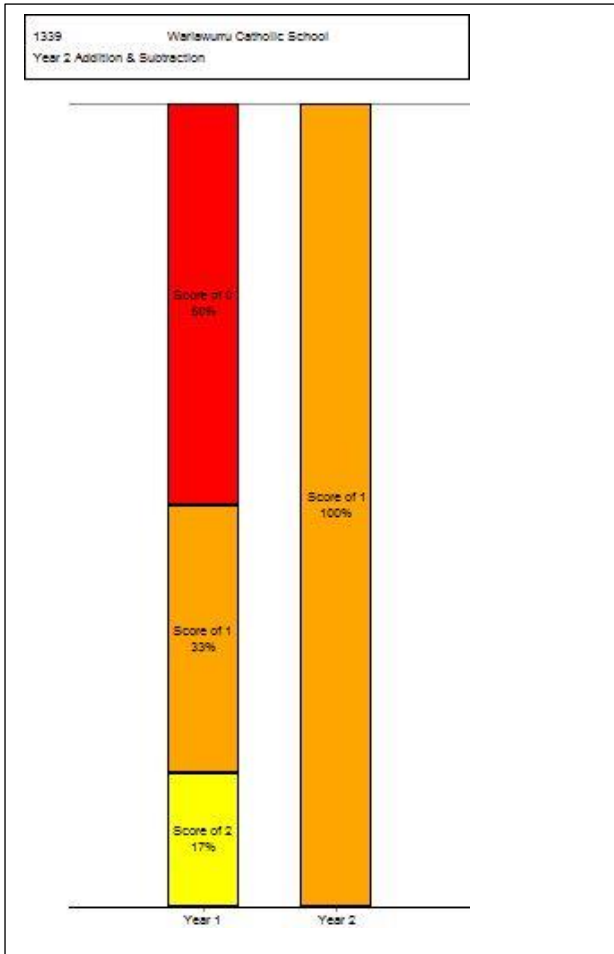
1339 Warlewuru Catholic School
Year 2 Running Record Compared against National data



1339 Warlewuru Catholic School
Year 2 Writing Vocabulary Compared against National data



Early Years (EYLAND) Numeracy 2015-2016 Comparison with students who have left removed from the data



Curriculum Plan

Future planning (R.R 2.3, 2.4)

Phase 1 of Western Australian Curriculum is fully implemented at Warlawurru Catholic School. In 2016 the following learning areas were taught and reported on at grade level.

English	Language Literature Literacy	
Humanities and Social Sciences	Historical Knowledge and Understanding Historical Skills	
Mathematics	Number and Algebra Measurement & Geometry Statistics and Probability	
Science	Science Understanding Science as a Human Endeavour Science Inquiry Skills	
Year	WCS Strategic Plan	WCS School Improvement Plan
<p>2016</p> <p>On going implementation of Phase 1 of Western Australian Curriculum.</p> <p>PLC and Staff Development Day to familiarise staff with syllabuses for HASS and PE which are both due to be fully implemented in 2017</p> <p>2017</p> <p>Ongoing implementation of Phase 1 and full implementation of Phase 2 WAC.</p> <p>PLC and Staff Development Days to familiarise staff with syllabuses for Technologies, The Arts, Languages .</p> <p>2018</p> <p>Ongoing implementation of Phase 1 and 2. Implementation of Phase 3.</p>	Domain 3	<p>QCS 306 Systematic Curriculum Delivery</p> <p>301 – Explicit Improvement Agenda.</p> <p>305 – An expert teaching team.</p>

National Quality Standards

Progress is being made towards meeting the requirements of NQS. An internal audit carried out by Early Childhood staff and the Principal, together with an external audit carried out by CEWA acknowledge that implementing NQS will be a challenge at WCS.

Strengths	Challenges	Improvement plan
Qualified Early Childhood teachers (2) both with Masters in Early Childhood.	No dedicated Kindergarten room at WCS. The 2016 space is unsuitable . There are no sinks, or wet area for the chn to use. The nearest toilets are on the other side of the school and are standard size toilets.	In 2017, Kindergarten will combine with the PP /Year 1 group. While the room is small, there is outside space that can be utilised and internal toilets in this room are size appropriate.
	Lack of shade in outside play area.	Investigate the cost of installing quality sails to cover the space. Prioritise this as part of school improvement plan. .
	Multi-split classes K/PP/Year 1 all in the same class negatively impacts play-based learning for K/PP and systematic delivery of curriculum for PP/Year 1.	Remove kitchen from classroom to provide extra space. Purchase new furniture suitable for the needs of the children. Further training for ATA. Employ second ATA to work with Kindy children in the classroom under teacher's supervision.
	Lack of parent engagement	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.
Year 3 playgroup	Not operating due to lack of space. Two children from Red Hill come Wednesday morning and are absorbed into Kindy.	Capital Development Plan

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.

Summary of priorities identified through the analysis of student learning.

Analysis of student learning in 2016 reveals:

- The majority of students enrolled at the school are performing below the National Benchmark Standards in all aspects of Literacy and Numeracy.
- A small group of students in Year 3 are making excellent progress and they need to be carefully monitored when they move to the Year 4/5/6 class.
- Students in Year 6 2017 need as much remediation as possible in literacy and numeracy in preparation for their move to secondary school.
- Students who attend above 90% of the time are making progress in all of their learning areas including literacy and numeracy
- Transience and non-attendance of the majority of our students is of great concern
- Split classes with 3 different year groups negatively impact all children

Improvement Agenda

In 2016, with the assistance of the National Institute for Direct Instruction and Good to Great Schools Australia, the school community invested considerable time on developing a whole school approach to improving literacy. Implementation began in Term 1 2016 and will continue in 2017. Ongoing training of staff and upskilling of Aboriginal Teacher Assistants will take place in January 2017.

A whole school approach to numeracy needs to be the focus for 2017. In 2016 staff developed a scope and sequence document to identify gaps that should be addressed in future planning and programming. Direct Instruction Numeracy is worth investigating.

Strategies to improve school attendance, together with a specific improvement plan for teaching/learning are outlined in Domain 2, 3 and 4 of the Strategic Plan (2015 – 2017) and the Annual School Improvement Plan 2017.

Assessment and Reporting (R.R 3.3)

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 2015 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 a CAP or an IEP.

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.

Direct Instruction has a rigid system of data collection that takes place each week. Discussion then takes place via teleconference between the Good to Great school coach and the in-school coach.

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 2016 the following learning areas were reported on at Grade Level.

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

Children in Kindergarten and Pre-Primary take home a portfolio of work that is annotated each Semester. Pre-primary children also receive a formal report without Grades.

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 2016 due to a number of factors:

- a very small percentage of children were present for NAPLAN
- some of the children in Year 5 were different to the children who completed Year 3 NAPLAN in 2014 making it difficult to see if gain was made
- Staff are not trained in interpreting data

Improvement:

- Analysis of data to inform teaching/learning
 - Early identification of children who have significant delays
 - Early identification of children who are slipping back
 - Referrals to allied services – eg school psychology, allied health, paediatrician.
 - Case conferences for children under the care of the department
 - Placement on CAP/ IEP if necessary
 - Monitoring of children on CAP/IEP
 - Adjustment of teaching program and assessment/reporting plan
 - Careful hand-over to new teacher(s)
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