



St Peter's Primary School

SCHOOL CURRICULUM PLAN 2020

SECTION 1: LEARNER PROFILE

Our School Context:

St Peter's Primary School is located at 103 Wood Street, Inglewood, approximately 6 kilometres north of the CBD. It is a co-educational triple stream school, with a current enrolment of approximately 740 students from Kindergarten to Year 6.

St Peter's is owned by the Catholic Archdiocese of Perth, operating under the authority of the Catholic Education Commission through the Catholic Education Office and its Director. It was established by the Dominican Sisters in 1941. St Peter's Church is located adjacent to the school. The school holds strong relationships with the Parish and wider community.

While the Parish Boundary encompasses most of Bedford and Inglewood, enrolments also come from the wider metro area, with many families travelling distance to attend the school. St Peter's current ICSEA percentile is 88. St Peter's School ICSEA Value is 1111 (average value being 1000).

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA Value	1111			
Average ICSEA Value	1000			
Data source	Parent Information			
Distribution of Students *				
	Bottom Quarter	Middle Quarters		Top Quarter
School Distribution	4%	15%	34%	47%
Australian Distribution	25%	25%	25%	26%

**Percentages are rounded and may not add to 100*

The Dominican mission which continues to be ours, is to plant the seeds of faith to inform the hearts and minds of students. We aspire to be a place where the beauty and power of the Christian faith is never imposed but proposed in every possible way. At St Peter's, we derive strength from our motto 'VERITAS', meaning truth, which inspires us to learn, achieve and serve in truth. Our Vision is for our students to graduate as successful learners and are prepared for the future with a strong faith and the values of trust, respect, unity and excellence.

St Peter's has successfully endeavoured to establish close ties with the parent and school community, resulting in greater involvement by parents in the child's education, community building and better outcomes for students. One such initiative includes the St Peter's Fathering Project, which organises events which provide fathers/significant male figures opportunities to get involved with the school and participate in a range of activities with their children. A Classroom Helpers Workshop is run annually to provide parents who volunteer in the classroom, during Literacy and Numeracy Dedicated time, the common language and understandings for learning at St Peter's. The school enjoys a strong relationship with the parish and, as part of our School Improvement Plan, is working on building stronger links between the school and parish.

Student Demographics:

St Peter's enrolments draw on various nationalities and from a wider range family backgrounds. The diverse family dynamics range from, and include, double income working parents, households where grandparents provide out-of-school care and single income or unemployed households. St Peter's would classify as an informal multicultural school. St Peter's maintains a high enrolment and retention rate, consistently maintaining an enrolment pattern over 730 students. Historically, student enrolment loss does occur for a small number of

students in Year 4 who transition to feeder schools with a Year 5-12 campus (including Trinity College and Perth College).

Catholicity

Year	PP	1	2	3	4	5	6	Total
Female	37	25	36	42	51	47	33	296
Male	34	36	41	30	32	27	42	275
Totals	71	61	77	72	83	74	75	571

Aboriginality

Year	PP	1	2	3	4	5	6	Total
Female	1	1	1			1		4
Male								
Totals								716

LBOTE (Language Background Other Than English)

Year	PP	1	2	3	4	5	6	Total
Totals	15	15	13	9	6		5	63

Students with Disability (Funded)

Year	PP	1	2	3	4	5	6	Total
Female		1	3	1	2	1	5	13
Male			1		2	1		4
Totals		1	4	1	4	2	5	17

School Attendance – 2019

Year	PP	1	2	3	4	5	6	Total
Totals	92.36	93.83	94.76	93.70	93.83	94.40	94.21	93.87

SECTION 2: CURRICULUM PROFILE

Religious Education:

Our staff endeavour to provide an integrated curriculum for all students, with Religious Education and faith witness as the focus. St Peter's is guided by the model of Jesus Christ. We seek to assist students to develop as fully integrated human beings who live the model of Jesus in their daily lives and actions and guide them in their faith to Believe, Be Seen and Become true followers of Christ. St Peter's follows the CEWA Religious Education Guidelines K- 6 and integrates liturgical singing as part of the curriculum.

WA Curriculum:

St Peter's School curriculum follows the mandated West Australian Curriculum and Assessment Outline for all students from K – Year 10. St Peter's curriculum draws together the Guiding Principles of Teaching, Learning and Assessment and the Values set out by SCSA in the Western Australian Curriculum, as well as the Early Years Learning Framework (EYLF) for K-2, the Kindergarten Guidelines, the CEWA Religious Education Guidelines K- 6 and the Australian Curriculum. The outline sets out the mandated knowledge, understandings, skills, values and attitudes for students from K- 10, across all learning areas, including Religious Education.

All teachers, including Specialists, have implemented and reported upon all learning areas within the Australian Curriculum. The St Peter's Assessment and Reporting Guidelines follow those set out by the School Curriculum and Standards Authority K-10 Teaching, Assessment and Reporting Policy. This includes use of the Judging Standards to guide reporting standards (*see attached School Reporting Guide and Assessment and Reporting Policy*).

Teaching and Learning Teams across year levels ensure curriculum coverage is monitored across the school. There are Learning Area Coordinators and a Junior and Senior Cluster leader that oversee the management and

coordination of: Teaching and Learning in the Early Years, Literacy Curriculum, Teaching and Support, Numeracy Learning and Support, Technology and Special Needs Education. These coordinators and cluster leaders are responsible for supporting teaching and student learning, core curriculum development and individualised learning across all areas of the curriculum. Learning Area Coordinators and Cluster Leaders meet regularly as a team with leadership and with individual teachers or teaching teams to support curriculum implementations and support. Class teachers meet in cluster planning sessions or in PLC to discuss and review current issues around teaching and learning.

St Peter’s offers a range of specialist programs from Pre Primary to Year 6 including: The Arts (including Visual Arts, Music, Liturgical Music), Languages (Indonesian), Physical Education, Science, Library and Technologies. One-to-one iPad devices are introduced in Year 4. Currently all Year 4 to 6 students have personal devices, students in Year 3 have one device per student and students from K – Year 2 have a 1:2 program. St Peter’s also offers intensive learning support and extension programs to cater for a diversity of learning needs. These programs include Reading Recovery, Structured Sequential Phonics and Literacy Program, EMU (Extending Mathematical Understanding) a short 50 hour intensive, 4 days a week, numeracy intervention that extends students numerical understandings and GATE (for Gifted and Talented students that are identified) Extra-curricular activities are offered in sports, music including choirs, guitar ensemble and concert band, coding, art and learning. Students participate in the Sporting School Program activities, club sports, running club, instrumental programs (woodwind, violin, guitar), chess club (lunchtime) and learning support programs such as EARobic (Digital Auditory Processing Support Program) when required based on informed data and referral.

The School incorporates quality teaching and learning approaches. Some of the strategies implemented from K- Year 6 include:

Area	Literacy	Numeracy	General
Teaching & Learning	<ul style="list-style-type: none"> • <i>Whole School Teaching Focus outlined each year (to new staff as part of the induction program and exiting staff at staff meeting)</i> • <i>Literacy Dedicated Time</i> • <i>Explicit Instruction</i> • <i>Modelled, Shared, Guided and Independent Reading, WritingS(incorporating I DO, WE DO, YOU Do strategies)</i> • <i>Informed, Quality Feedback Structured Sequential, Explicit Phonics/Spelling focus (Nessy Program, Literacy Planet),</i> • 	<ul style="list-style-type: none"> • <i>Numeracy Dedicated Time</i> • <i>Mathspace</i> • <i>Scope and Sequence for Mental Maths</i> • <i>Explicit Instruction</i> • <i>Maths Instruction strategies (incorporating I DO, WE DO, YOU Do strategies)</i> 	<ul style="list-style-type: none"> • <i>Whole class, small group, explicit and individual teaching</i> • <i>Data informed teaching</i> • <i>Differentiated/Individualised learning IEPs</i> • <i>Critical & Creative Thinking Tools/Routines further consolidated as General Capabilities curriculum focus</i>
Data Collection/ Student Information	<ul style="list-style-type: none"> • <i>On Entry Assessment (PP-Year 2)</i> • <i>Single Word Spelling Test</i> • <i>Words Their Way Inventory</i> • <i>Sutherland Phonological Awareness Test</i> • <i>Informal Prose Inventory</i> • <i>Running Records (Benchmark & OLA)</i> • <i>PAT- R – Comprehension & Vocabulary</i> • <i>Lexile</i> 	<ul style="list-style-type: none"> • <i>Maths Assessment Interview (at risk Year 3-6)</i> • <i>On Entry Assessment (PP-Year 2)</i> • <i>PAT-R Maths Yr3-6</i> 	<ul style="list-style-type: none"> • <i>PLD Literacy Program</i> • <i>Burt Word Reading Test</i> • <i>Assessment through CEWA School Psychology Service</i> • <i>PL undertaken in the Use of SEQTA to improve data collection process</i> • <i>PL for new Learning Support documentation (IEP and IBSP).</i> • <i>PL included the Teacher Consult Meetings held in collaboration with Bronwyn Pescud to support professional learning and collaboration in individualised teaching and learning</i> • <i>NAPLAN and BRLA results</i> • <i>GATE assessments (including TOLA/AGAT)</i>

Student Information	<ul style="list-style-type: none"> • Learning Support- Student Monitoring Files • Individual Student Learning Map • Student Monitoring Profile on SEQTA 	<ul style="list-style-type: none"> • Learning Support- Student Monitoring Files • Individual Student Learning Map • Student Monitoring Profile on SEQTA 	<ul style="list-style-type: none"> • Learning Support- Student Monitoring Files • Individual Student Learning Map • Student Monitoring Profile on SEQTA • Digital Portfolios using Seesaw
Area	Literacy	Numeracy	General
Professional Learning	<ul style="list-style-type: none"> • Quality Teaching: Highly Effective Instruction • Learning Sprints • Digital Technologies and IPad training (all staff, with focussed support for Years 4-6) • Critical and Creative Thinking Skills – Scope and Sequence and SCSA • Visible Learning & Teaching (John Hattie) • Explicit Instruction • (John Fleming) 	<ul style="list-style-type: none"> • Language of Numeracy • Learning Sprints 	<ul style="list-style-type: none"> • Peer Coaching – teachers work alongside each other to review and investigate areas of strength and improvement for teaching craft (aligned with AITSL Professional Standards as a reflective practice tool) • Visible Learning implemented and supported across all year levels • Thinking Tools: Integrating critical thinking tools and strategies across the curriculum • All teachers have embraced the principles of quality teaching and highly effective instruction- integrating these principles across all teaching and learning areas • Religious Education – History of the church and moral choices. Mario Borg • AEIM – Aboriginal Education - Isobel
Learning Support & Intervention	<ul style="list-style-type: none"> • Special Education support • Additional intervention and support programs offered for small group and individual learners; • Reading Recovery, Phonics Support Group, Literacy Intervention Group, Rainbow Reading, Reading Mileage, EARobics, Nessy, EARobics (for IEP diagnosed) • Learning Sprints facilitated by Learning Support team • NCCD – School wide approach • Individualised learning plans (including, behaviour support plan) refined and updated 	<ul style="list-style-type: none"> • EMU • Small targeted intervention sessions in class and withdrawn • Learning Sprints facilitated by Learning Support team 	<ul style="list-style-type: none"> • Education Assistants in each year group during literacy or numeracy times • Gifted and Talented Program/Extension (GATe) • Robotics • Occupational Therapy and Speech Therapy Screening • Audiology Screening (K) • Introduction of Teacher Leaders in Technology, Aboriginal Education and Thinking skills
Student Wellness			<ul style="list-style-type: none"> • School Social Worker who works in collaboration with staff and parents regarding individual students, class sessions and whole school initiatives (e.g. Mindfulness) • Whole School Wellness in 2020 the school timetable was adjusted to schedule 15minutes of whole school wellness everyday after lunch.

			<p>Initially this will be lead by leadership and then classroom teachers will utilise the Smiling Mind resources</p> <ul style="list-style-type: none"> • Keeping Safe Program- Revised edition 2018 • All staff attended Keeping Safe Program training from CEO (Tim Wong & Bronwyn P) Integrating across the health curriculum. • Reviewed Safe School-Keeping Safe Program training - revised edition in 2018 led by Daniel Moylan • Paths (modified) –K, PP, Y1, Y2 • Aussie Optimism – Year 4 • Student Wellness including Escalation Profile, Zones of Regulation, Mindfulness • Working Party for Supporting Student Behaviour • Staff Meeting/PLC include Wellbeing focus. • Introduction of Therapy Dog to support Student wellbeing • Seasons for Growth
Community Engagement	<ul style="list-style-type: none"> • Classroom Helpers/Volunteers Workshop (compulsory training for all volunteers in Literacy & Numeracy dedicated time) 	<ul style="list-style-type: none"> • Classroom Helpers/Volunteers Workshop (compulsory training for all volunteers in Literacy & Numeracy dedicated time) 	<ul style="list-style-type: none"> • School Volunteers assist in school library, canteen • Include Secondary Students requesting ON-SITE experience (SEDA) • Training Teachers from ECU and Notre Dame University

Our goal and **focus is on improving quality teaching craft which includes the application of highly effective instructional principles**, to make **thinking and leaning visible** and engage students in learning experience that have clear learning intentions, where success criteria is made obvious and possible for all. As part of this focus, the professional learning community has worked to embrace **ten principles of quality instruction**. These principles provide a common narrative and guide to direct consistency around teaching craft and quality learning experience throughout the school:

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models (evidence of WALT & WILF)
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

A common language around learning intentions and success criteria has been established as a key consistency across all classroom teaching. Teachers decided in PLCs how, as teaching clusters, the learning intentions and success criteria would be delivered in similar ways. The use of acronyms, WALT and WILF were agreed upon (*What Are We Learning Today and What I'm Looking For*).

Further to the focus on visible learning was a need to develop inquisitive, **critical and creative thinkers and learners** who have capabilities and capacity to make their own learning and thinking visible. To this end, the school introduced the initiative of building 'thinking learners'; students who can make thoughtful decisions about how best to engage and work through processes to plan, design and present different types of work. *Thinking Routines* were introduced to provide students with a range of thinking tools (graphic organisers/scaffolds), which make learning and thinking clear and support the process of learning. Since this date, the staff worked collaboratively to develop a shared approach to teaching these routines across all year levels.

All staff engaged in guided professional development through key thinking tools/routines. As PLC groups and a wider staff group, a scope and sequence from PP-Year 6 was initiated to set out a consistent and developmental scope for teaching and using these thinking tools. The thinking tools/routines were agreed to be useful agents to develop the General Capabilities set out by the West Australian Curriculum and would be further linked to developing twenty first century learning skills in our students. A scope and sequence setting out and linking the General Capability skills with the critical and creative thinking routines has been established and will be digitalised in 2020.

Feedback is another aspect of the school's quality teaching and visible learning focus. During PLC meetings, the importance of quality, clear and informative feedback was agreed as a major success criterion for quality learning. The feedback cycle was discussed, including the need for feedback which informs learning/reflection and is clearly related to learning intentions and success criteria. The school is working on a consistent approach to teaching craft, focused on making learning clear and providing feedback to individuals, which is timely and constructive to further success or learning. Throughout 2019, the staff have been mindful of their impact as key educators in each student's learning journey. Building quality relationships that ensure all students are engaged in the learning and clear in their progress has been a further step in the focus on quality feedback and learning.

Differentiation is a key element of quality teaching. At St Peter's, the individual needs of all students are considered as part of teacher planning. Those students who required modifications to the learning environment or teaching instruction/delivery are supported with appropriate accommodations. These accommodations or curriculum adjustments are documented on individualised documents (IEPs). As part of the differentiation of teaching and assessment processes, students are assessed in a manner which suits their needs and individual planning. Individualised reporting methods are also used for students with Individualised Education Plans. Acute data analysis and observation has been a focus for 2019 to ensure teachers 'know their students' and

develop programs with the appropriate instructional range required to achieve 'growth' or success for every student.

Protective Behaviours Program:

Currently St Peter's School is in the refining stage of a school-wide Protective Behaviours Program: ***The Keeping Safe: Child Protection Curriculum***. All staff continue to be upskilled in The Keeping Safe: Child Protection Curriculum by completing an online course each year. The program teaches children from a young age, in an age appropriate way, to recognise abuse and tell a trusted adult about it. The Keeping Safe: Child Protection Curriculum is based on two themes:

- We all have the right to be safe; and
- We can help ourselves to be safe by talking to people we trust.

The themes are delivered to students through four focus areas that increase in complexity as students increase in age:

- The right to be safe;
- Relationships;
- Recognising and reporting abuse; and
- Protective strategies.

The school has implemented a school-wide curriculum scope and sequence, which outlines key topics and teaching points of the Keeping Safe Curriculum across all year levels. Classroom teachers are currently integrating the Keeping Safe curriculum topics across and health, religious education and literacy (or other) learning areas. Teaching staff will have ongoing assistance with the implementation of the Protective Behaviours Curriculum, with the support of the School Social Worker (*see attached St Peter's School- Keeping Safe: Child Protection Curriculum- Scope and Sequence*).

The Protective Behaviours program at St Peter's is considered a partnership with parents. The school recognises a shared responsibility between the home and school for keeping our children safe. A parent information workshop focused on Protective Behaviours was led by Justine O'Malley and continues to be a focus for our Parents and Friends. The focus and themes of the "Keeping Safe" Child Protection Curriculum has been made available to parents through the newsletter and website, parent-teacher meetings and class learning unit parent information sheets.

Current Focus Review

<i>What we are doing and will continue doing to improve teaching and learning?</i>	<i>What we are doing and will continue doing to build staff capacity through continuing Professional development?</i>	<i>What we are doing and will continue doing to manage our resources effectively</i>	<i>What we are doing and will continue doing to ensure parent and community engagement.</i>
<p>Pedagogy focus:</p> <ul style="list-style-type: none"> • Explicit teaching of Spelling, Reading, Writing, Maths • Have language of Visible Learning, Visible Thinking and Feedback as part of learning community conversation and • Enhance use of technology in the classroom to bring education alive, make learning more engaging and build deeper understanding (one-to-one iPads Y 4 ,5 & 6) • Have thinking routines as regular part of teaching (students use thinking tools) • Delivery of Protective Behaviours Program (Keeping Safe: Child Protection Curriculum) Scope and Sequence • Staff collaboration to develop and understand School Code of Conduct <p>Teaching expertise to support pedagogy focus:</p> <ul style="list-style-type: none"> • School based IT and Learning Coordinator to support teachers and lead development of teaching craft • Peer Mentorship Program- side by side teaching support and reflection between class teachers and teaching leaders <p>Catering for all learners:</p> <ul style="list-style-type: none"> • The school will provide targeted programs to support learning. • Reading Recovery (Y1, 2) • Rainbow Reading (Y 1-6) • Hickey Phonics Sequence program (Y 1-3) • Literacy Intervention (Y 3-6) • EMU (Y 1,2 and 4) • Differentiation identified in planning and teaching programs (IEPs, IBMPs) • GATE- (Y3-6) <p>Teaching Climate: Staff Principal meetings to incorporate feedback from staff to inform areas of strength/ improvement in teaching and learning</p> <p>Teaching Place/Space:</p> <ul style="list-style-type: none"> • Redesign/development of outdoor zones for learning • Improved signage around school for OHS 	<p>School leaders:</p> <ul style="list-style-type: none"> • Introduction of cluster leaders • Learning area teacher leaders • SIT team to work alongside leadership team <p>Teaching Staff:</p> <ul style="list-style-type: none"> • Participation in PD: • Office 365 • Brendan Spillane- Culture • Pop up workshop- including skills on staff and outside agents- developed with consultation of staff, based on request/preference • EMU and Reading Recovery have on going professional learning regularly throughout the year with CEWA. <p>Support Staff:</p> <ul style="list-style-type: none"> • Provide continued professional development and coaching for Education Assistants • Regular Relief Staff invited to Professional Development Sessions <p>Ancillary Staff:</p> <ul style="list-style-type: none"> • All admin and ancillary staff included in school wide PD that relates to current focus and well being. 	<p>Ensuring Inclusivity, good governance and resource allocation</p> <ul style="list-style-type: none"> • Education Assistants support across literacy and Numeracy classes refined • Extension of GATE program • Curriculum and Learning Area Support Coordinators continue roles • ICT innovation- iPads/digital devices for Learning Lab (support) • Design and development of new EC playground facilities <p>Learning Support Coordinator</p> <ul style="list-style-type: none"> • role to coordinate general EA support staff roles and training • LSC timetables and coaches general EAs (including shadowing them in their work), to develop skills and consistency and capabilities in delivery • LSC- works with teachers and Learning Support Leader to direct best practice, assess students at risk, liaise with parents and coordinate individualised learning plans. <p>Special Education Coordinator</p> <ul style="list-style-type: none"> • Supports Special Needs EAs, monitors training and manages needs of support staff and students at risk. • Direct best practice, coordinates funding application, liaise with parents and coordinate individualised learning plans/meetings with CEO consultant. 	<p>Enhance parent/community Engagement in their Child's learning and faith formation</p> <ul style="list-style-type: none"> • Strong community partnerships have been established and parents are actively involved in the school. Individual teachers encourage parental involvement in the classroom through volunteer rosters, open communication, participation in class and school activities, including incursions and excursions. • Classroom Helpers Workshop is run annually to provide classroom volunteers with the common language and some strategies to assist with literacy and numeracy • Parents and members of wider community involved in the STEM program (present activities related to their work to students) • All parents and visitors to the school made aware of the School Code of Conduct (Visitor PASTAB, office notice board, parent meeting/workshops and communication) • Close connection to Parish Family Mass held during the year, students form majority of weekend altar servers roster, teachers volunteer during the annual Parish Food Fair. Grandparents mass held annually • Staff work in partnership with Parish Sacramental Coordinator to prepare and receive Holy sacraments as part of the parish-based model • Personal introduction and welcome letters sent out to students by teachers at the beginning of each year to initiate parent engagement/commination • Early Open Day –each year before school starts, to allow students and parents to familiarise themselves with new classroom and teachers (Meet & Greet Day) • Parents invited to join students for morning activities (before bell) in Kindy, PP and Year 1 • Regular parent information notes are sent out to

			<p>parents to update them on class learning focus and current teaching programs</p> <ul style="list-style-type: none"> • Digital communication modes used to share class work with parents in real time- SEQTA and Seesaw • The school provides clear opportunities for both formal and informal communication including weekly newsletters, class emails lists, regularly updated web presence/calendar, learning maps, digital portfolios, transition day, parent interviews, class meetings, open nights, P& F and School Board Meeting • Parents are provided with specific information regarding class work, homework expectations and the role they can play in supporting their child (class newsletters -min 2 per term) • A School Insight Climate survey was facilitated during 2019
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SECTION 4: DATA ANALYSIS

Regular review and evaluation of data is considered a critical part of any quality teaching and learning cycle. Differentiated teaching practice is based on evaluative data analysis of individuals and larger groups. At St Peter’s classroom teachers, coordinators and leadership teams regularly review class, year level and school-wide data to explore patterns and trends, to analyse directions for teaching improvement or focus and critically review school/curriculum strengths or areas of need. School-wide data analysis provides ongoing comparative information from which change impact of current practices is measured.

Cluster analysis meetings occur in shared planning time or PLCs. Data from standardised and class assessment is reviewed and information is gathered to assist teachers to plan for teaching focus and differentiated learning programs. Whole school analysis of NAPLAN, PAT-R Maths and On Entry Assessment is conducted annually to assist consistent data interpretation, initiate teaching and curriculum reviews and guide future planning for all staff. Student performance is analysed as part of an ongoing cycle throughout the year. Within year level clusters, teachers engage in moderating sessions to compare and align understanding about student performance against judging standards set out by the WA Curriculum. Comparative moderation of student work samples and assessment data also occurs between year levels (eg, between Year 1 and Year 2), to ensure consistency of data analysis and judgements across the year levels.

Multiple sources of information and data are used to inform future directions in teaching and curriculum focus. These include, NAPLAN, On Entry Assessment-OLI, BRLA and other standardised assessments. School-based assessment tools include Observation Survey, Running Records, Spelling assessment, MAI results, PAT–R assessments, TOLA and AGAT assessments.

RELIGIOUS EDUCATION DATA REVIEW

Bishop’s Religious Literacy Assessment Data:

Reviewing the St Peter’s student achievements in the Bishop’s Religious Literacy Assessment over time highlights a continued positive upward trend, with school averages significantly higher than the State (CEWA) figures. Data over time shows both continued progress, including maintained strong figures in school data in Year 5. Year 3 data demonstrates a significantly higher school average has been achieved in comparison to like CEWA students.

Comparison of mean results in both Year 3 and Year 5 show a higher number of students achieve top (20%) band scores than like schools and significantly less students (under 10 % of students) are sitting in the bottom 20% band compared to like schools.

2019 BRLA:

Year 3 Results

CEWA Mean 409.5

Similar School 410.0

School Mean 461.0

- 46% of our students in top 20% of all CEWA students
- Mean improved by 29.0 since 2018 (6.7% increase)
- 76.67% of students above CEWA mean

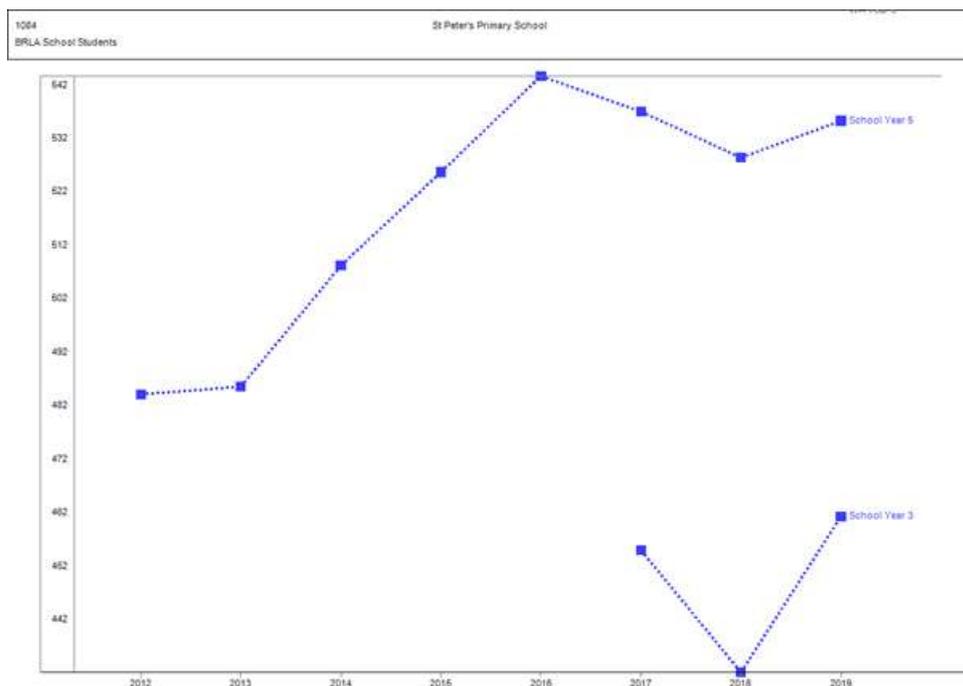
Year 5 Results

CEWA mean 486.1

Similar School 484.0

School Mean 534.9

- 41% of our students in top 20% of all CEWA students
- Mean improved by 7.0 since 2018 (1.3% increase)
- 78.41% of students above CEWA mean

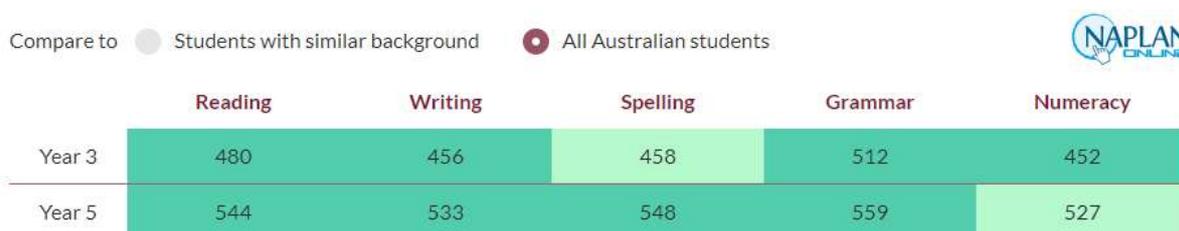
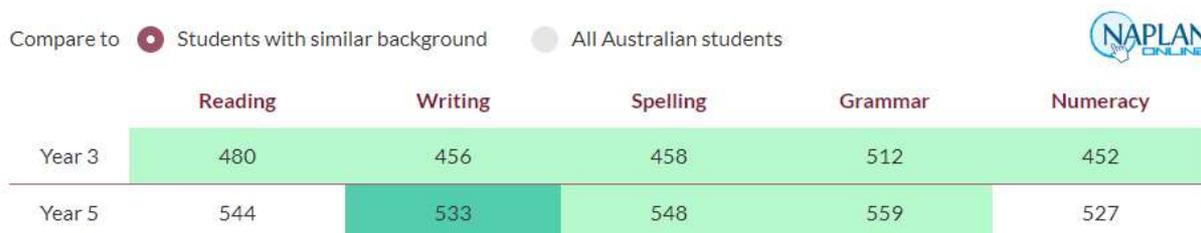


SCHOOL NAPLAN DATA REVIEW 2019

St Peter's School NAPLAN data since 2014 has indicated a significant upward, positive trend across all assessment areas. St Peter's Primary School's NAPLAN data demonstrates a continuing strength in school performance where Year 3 and Year 5 students achieved average scores **well above** the national and like schools' averages in all assessment areas.

Student performance in 2019 continued to indicate strong overall progress and positive growth or maintained results above like school. While some growth trend appears less marginal in comparison to previous years, the 2019 data highlights ongoing overall success in teaching and learning across the board. The stimulating impact of the co-ordinated and deliberate focus on quality teaching, feedback and teacher clarity over this period is obvious. The positive influence of this school-wide change in teaching approach is particularly clear in the results of the initial curriculum focus areas of Spelling, Reading and Grammar/Punctuation. Significant improvement in student achievement continued in focus areas of Spelling, Grammar/Punctuation and in Reading and Numeracy.

AVERAGE NAPLAN SCORES FOR 2019



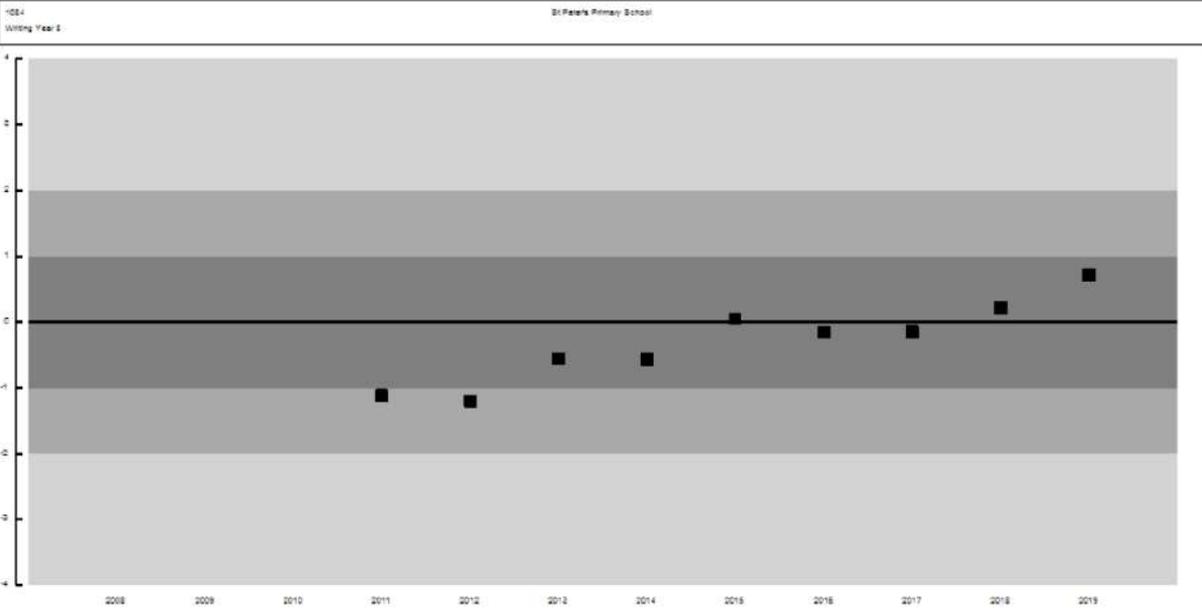
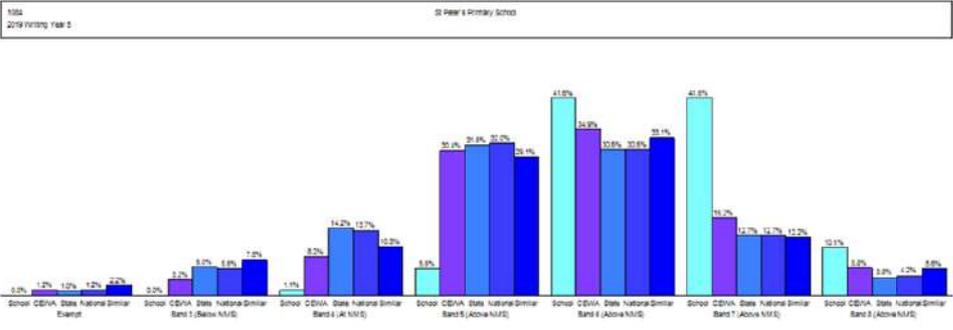
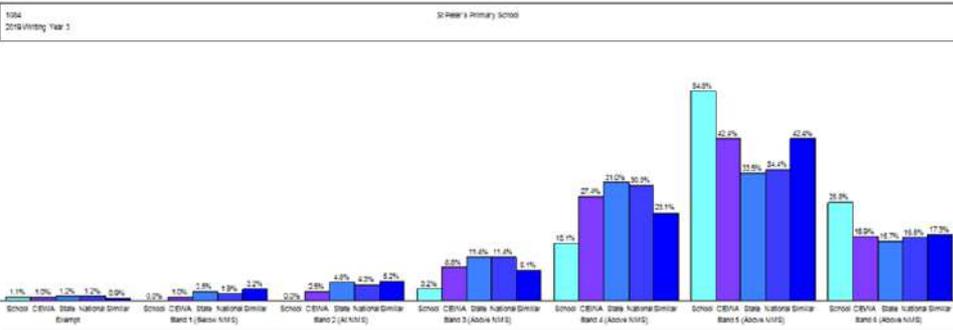
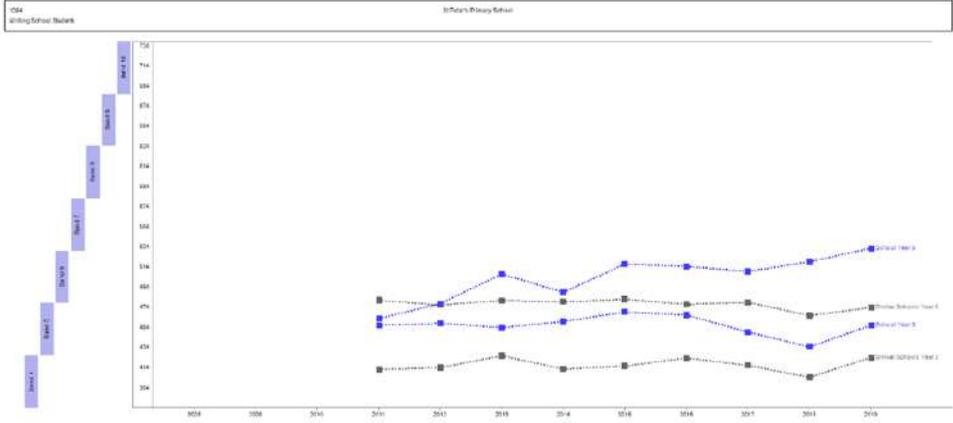
Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

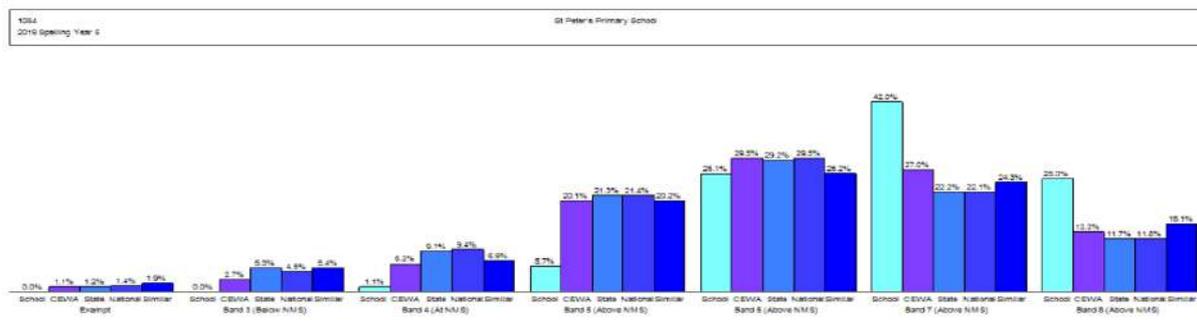
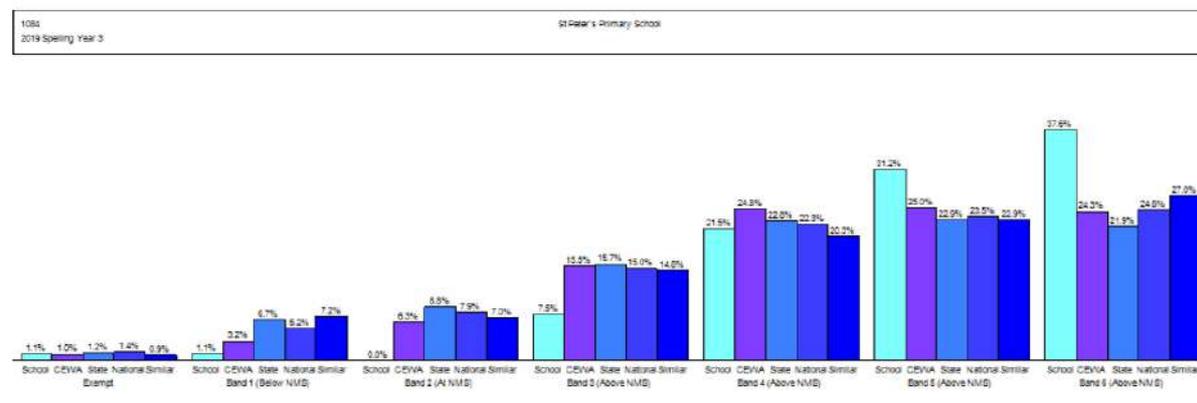
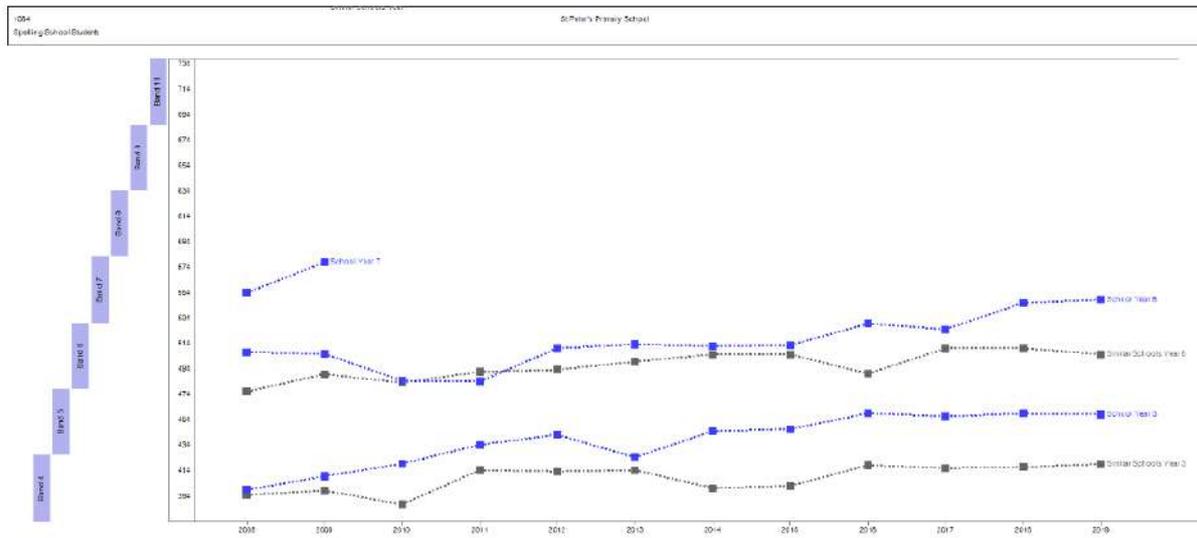
Writing:

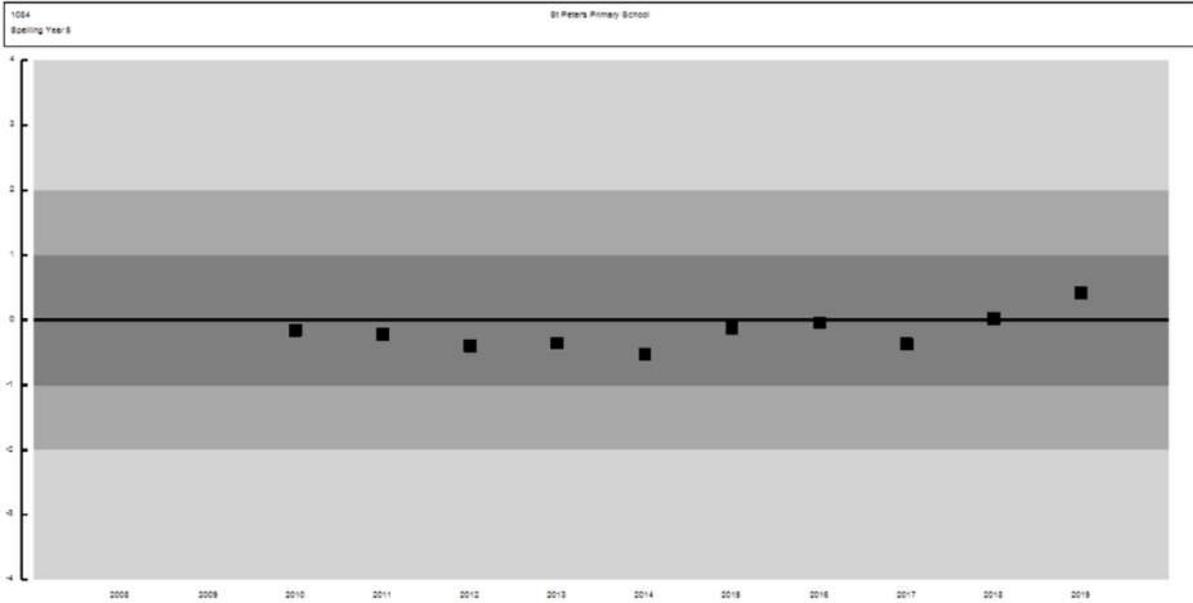
In **2019** student performance averages in both Year 3 and Year 5 Writing at St Peter's are substantially above both national and like schools. Both year groups have experienced an upward trend, each maintain a significant positive difference to national and like school levels averages. The Year 3 average for Writing compared to like schools matches the level of Year 5 like school averages (and just below the national Year 5 average). Analysis of our Year 3 data indicates that the school mean is 32.7 points above the National mean. 80.6% of our Year 3 students achieve results in Band 5 and 6. In Year 5, 88.8% of our Cohort spread across bands 5,6 and 7 with 93.3% of our Yr 5 students are Band 6 or above. The residual line indicates that the impact of our teaching continues on a positive trend. This suggests, target and intentional focus in teaching is making a difference in student learning. Growth related to teaching over time is above expected impact point. The goal is to stay above the residual line and move to one positive standard deviation measure point.



Spelling:

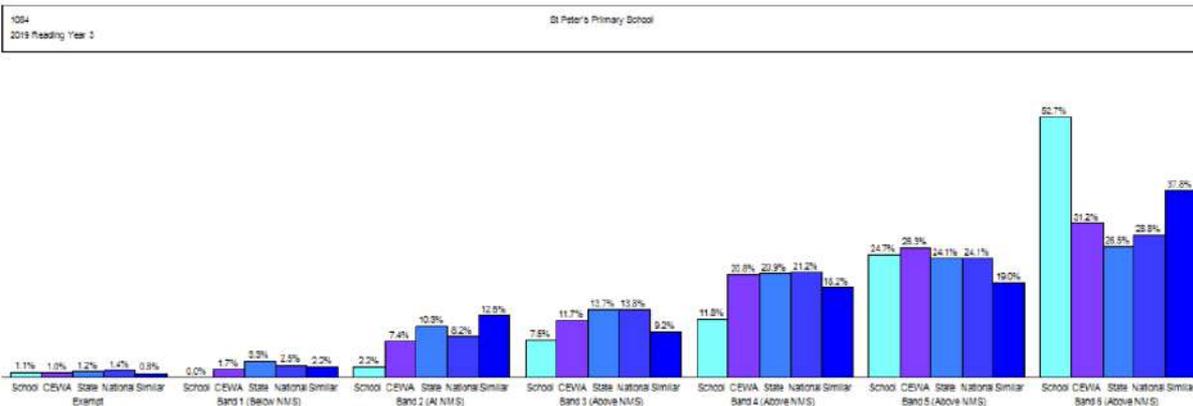
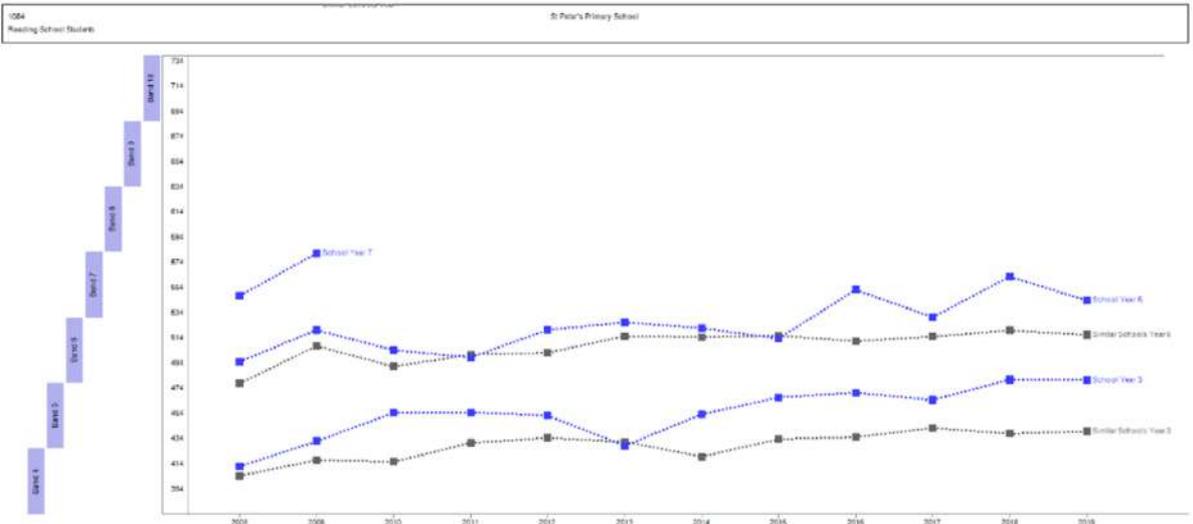
The **2019** NAPLAN comparative data for Spelling over time highlights significant gains and success in student achievement at St Peter's. Since 2017 there has been a strong increase in both Year 3 and, particularly in, Year 5 student performance. The St Peter's Year 5 data compared to like school averages demonstrates a significant positive growth pattern. Both year groups have significant number of students in the top two bands for Spelling (68.8% of students in Year 3 and 67.0% of Year 5 Students achievement results in the top two bands). The explicit teaching of a sequential, structured spelling program in recent years is having a positive impact on our results. Continued focus on this is required to establish this change. Our residual line indicates that the impact of our teaching is moving in a positive direction. We are making a difference in our teaching. Growth related to teaching over time is above expected impact point. The goal is to stay above the residual line and move to one positive standard deviation measure point.

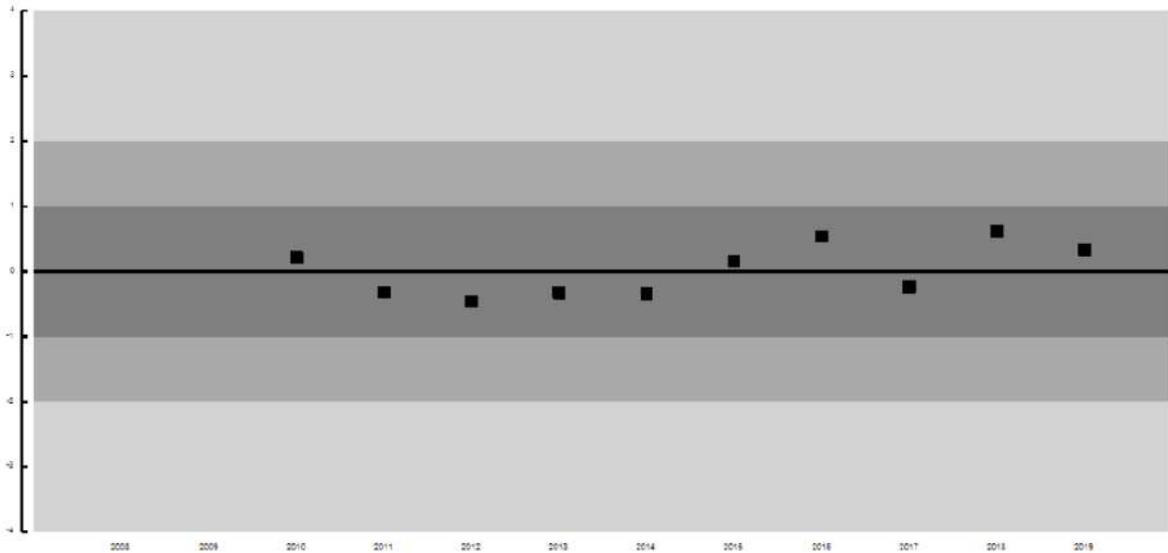
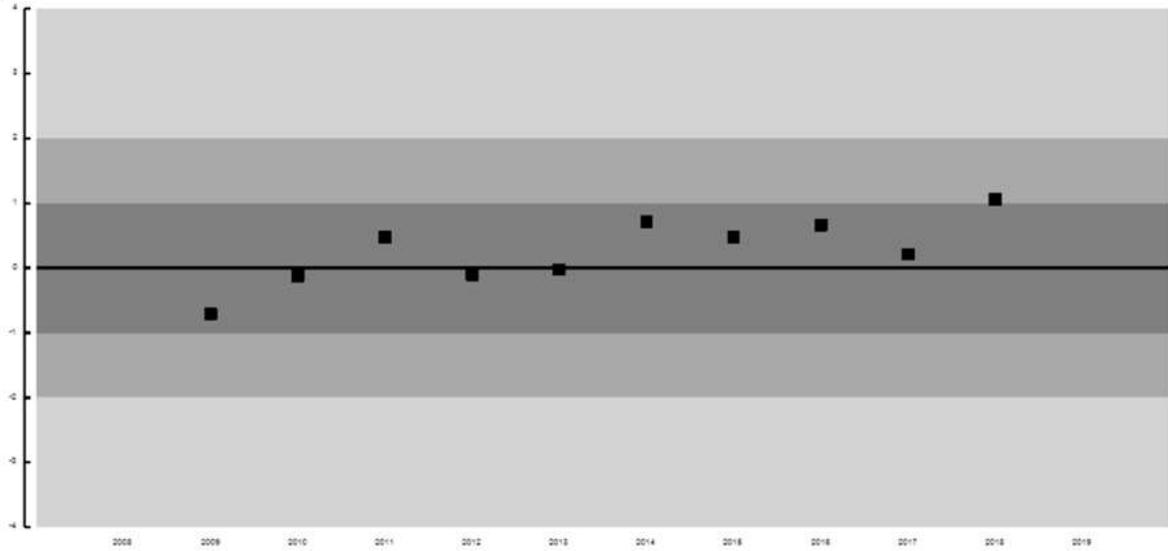
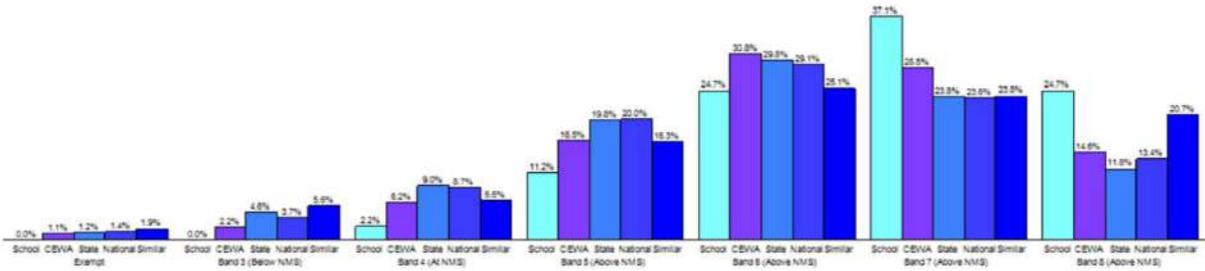




Reading:

Comparison of student performance in Reading at St Peter's highlights a continued growth in achievement for **2019**. St Peter's achievement and average results in Reading for both Year 3 and Year 5 continues to be well above national and like schools. St Peter's celebrated having half of Year 3 students achieve results in the top band (band 6) and 77.4% of Year 3 students in band 5 and 6. Critical analysis noted, while our Year 3 results are very high, growth *over time* is stabilising slightly. An area for monitoring. The Year 5 data over time demonstrates significant positive change.

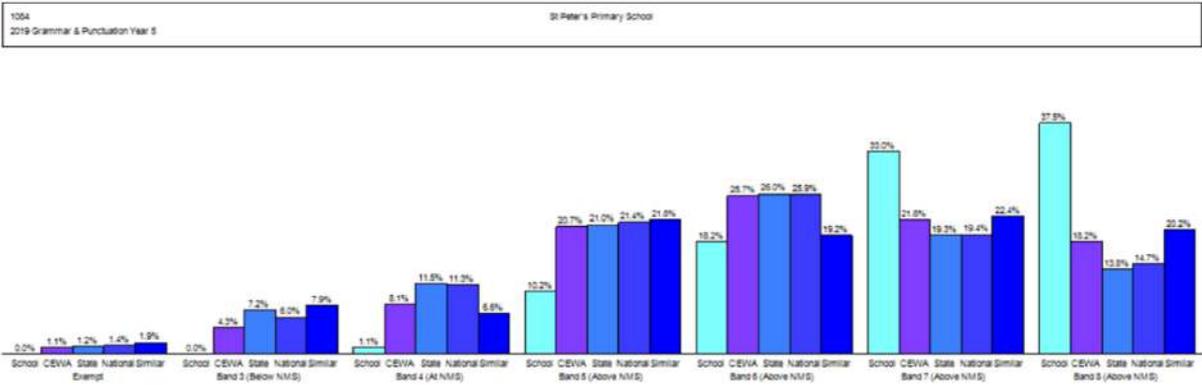
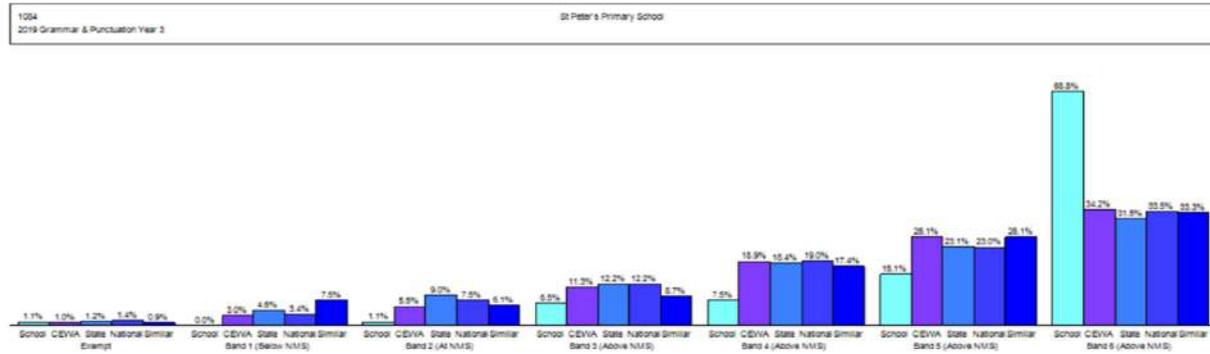
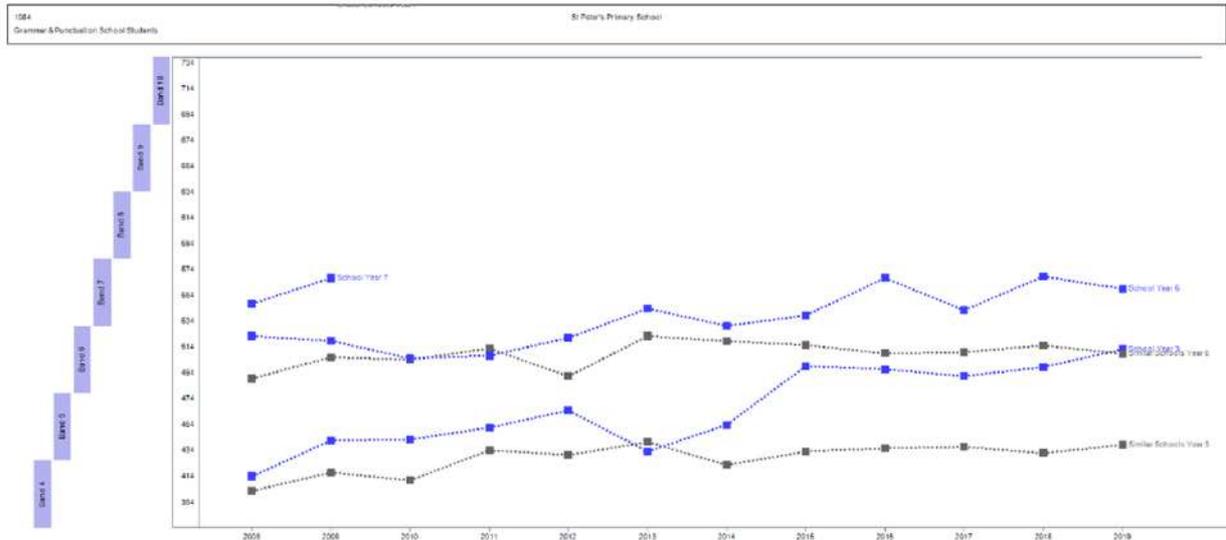


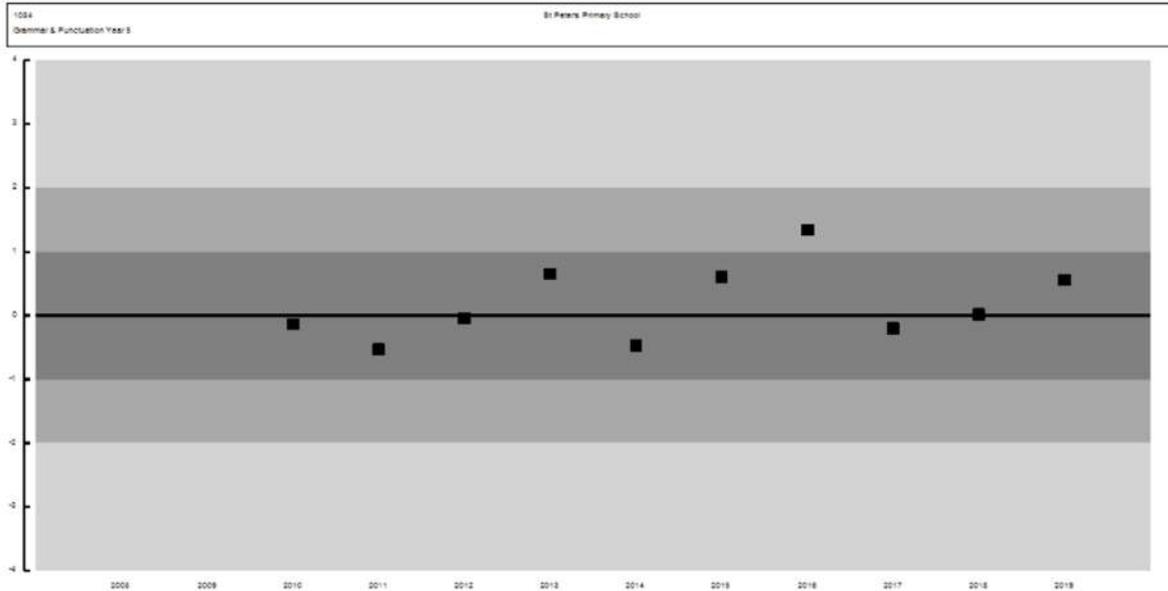


Grammar & Punctuation:

NAPLAN 2019 St Peter's results in Grammar and Punctuation in comparison to national and like school averages over time, reveal a significant positive increase (growth) in Year 5 and a stabilising trend for Year 3 data/performance. Both year levels maintain averages substantially above national and like school averages. St

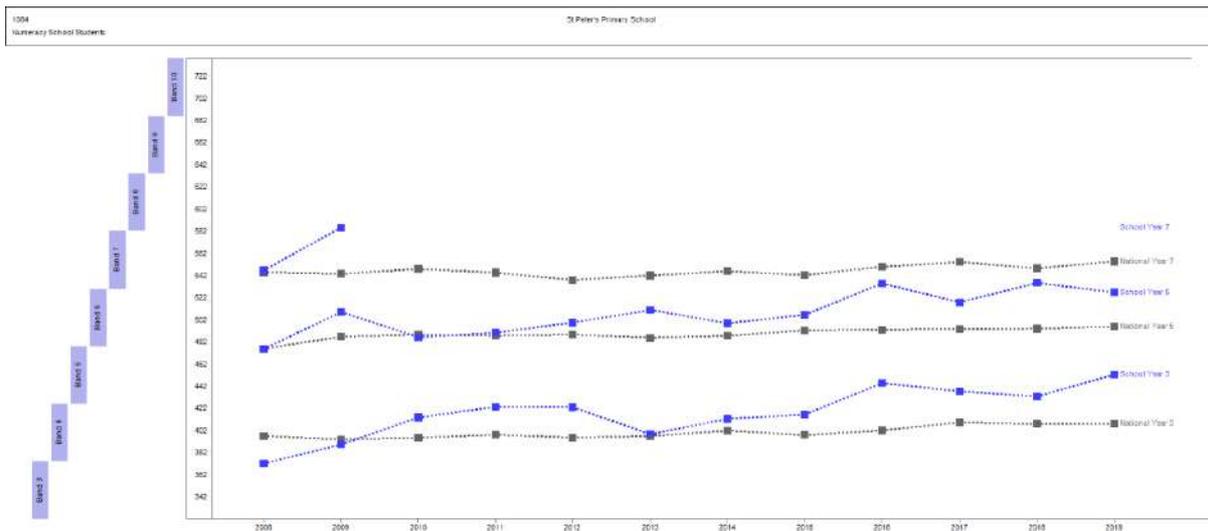
Peter's Year 3 school performance average is at the national and like school average for Year 5 (83.9% Year 3 students in Year 3 and 70.5% of Year 5 students at St Peter's achieved results in the top two bands for this assessment).

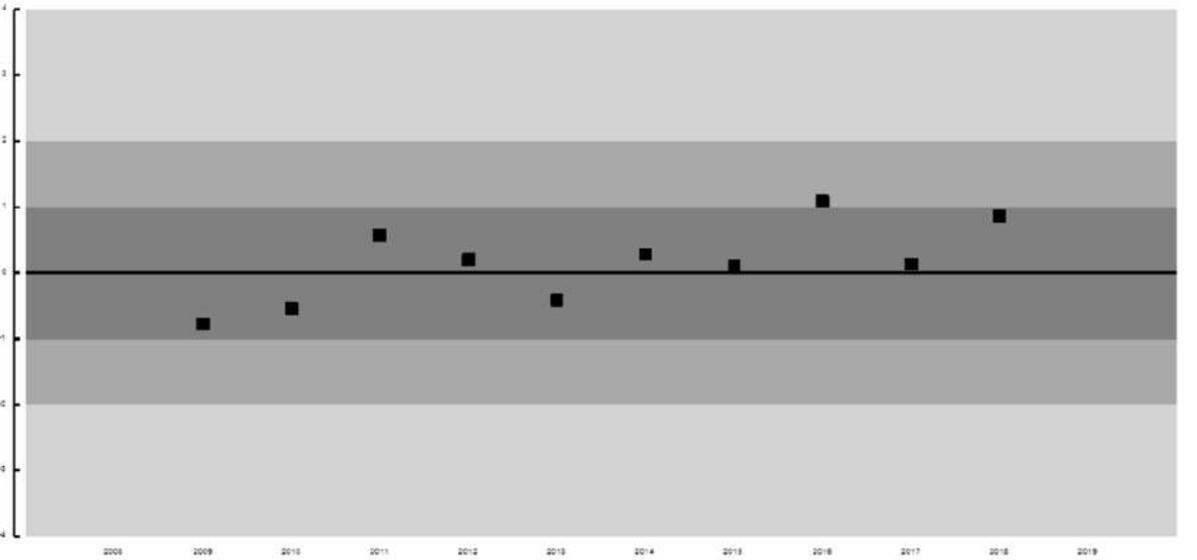
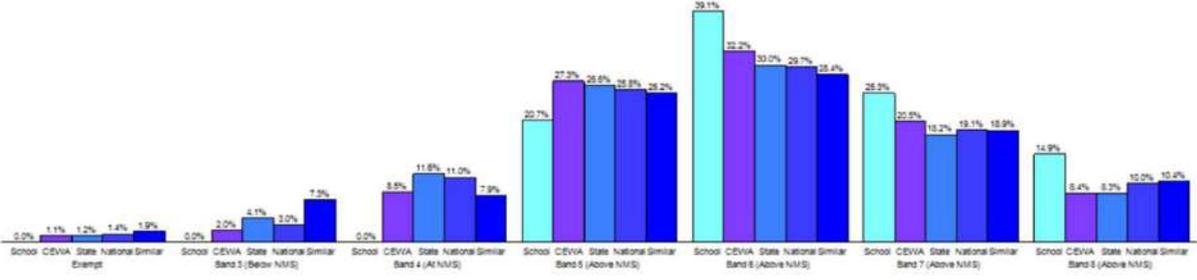
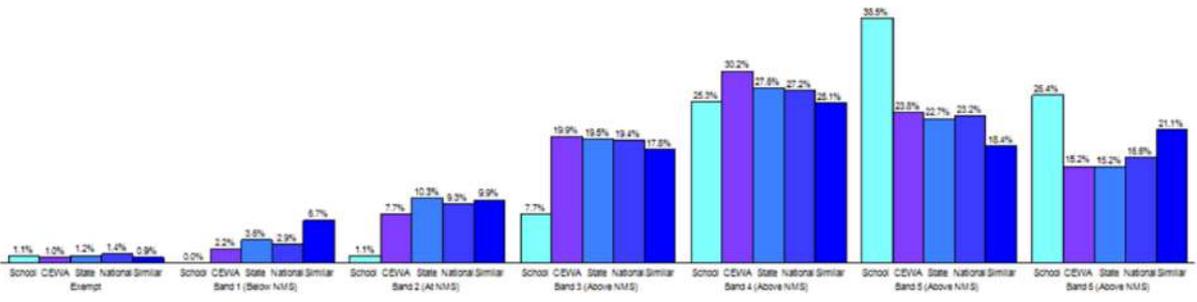


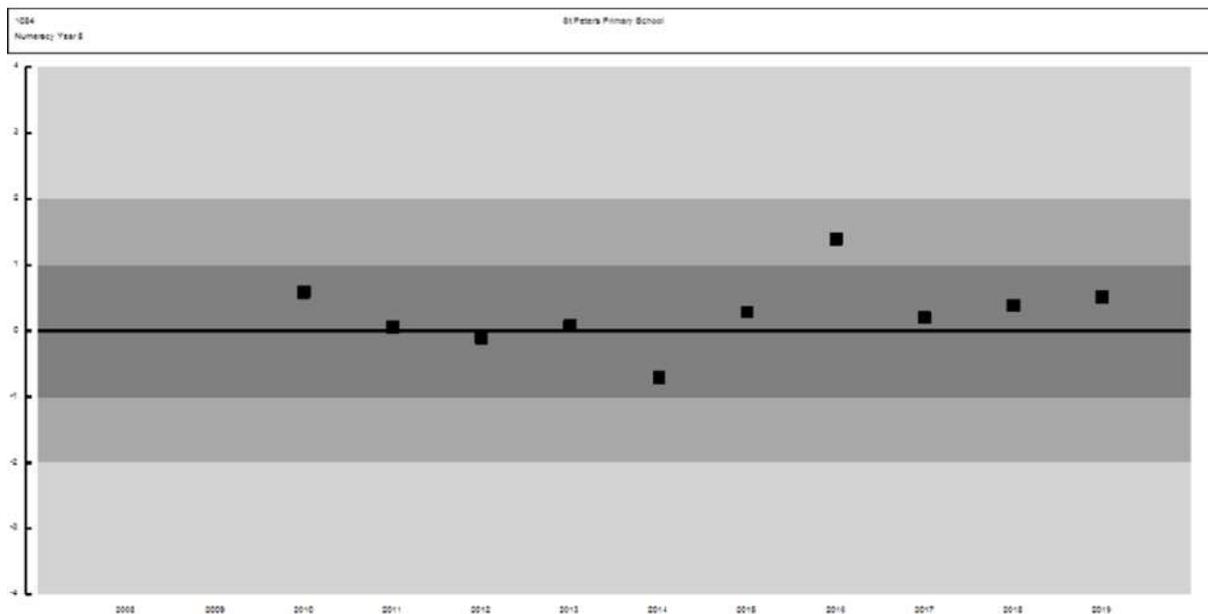


Numeracy:

2019 NAPLAN, St Peter’s student performance average over time in Numeracy, against the like school and national average, continues to show an upward and positive trend. Both year levels achieve results well above the comparative average. Overall positive student achievements continue and growth- change between Year 3 and 5 is considered stable. Critical review of the Numeracy data highlights a wider spread of student performance in both Year groups. A result of this school-wide data analysis highlights some areas for focus in numeracy, including greater skill growth and efficiency for all students over time. In Year Three over 64.9% of students, and in Year Five, 40.2 % achieved results in the top 2 bands. The current approach to explicit teaching of numeracy, use of concrete materials to consolidate learning in the junior primary years and implementing regular consolidation activities in all lessons (warm-ups/lesson reflection/checking for understanding), appear to supporting these positive results. The current focus, to consolidate a school wide understanding of the language of numeracy will further assist growth in this area. We endeavour to ensure more complex or open-ended numeracy problems, embedded in language, will be accessed by all students with familiarity and consistency.







NUMERACY ASSESSMENT DATA REVIEW

MAI & PAT- R Maths Data

School-wide standardised student performance and progress over time in Numeracy is analysed using data collected from PAT-R and the MAI assessment tools. The data collected assists classroom planning and school wide review of teaching, including future focus planning.

Overview of mathematically vulnerable students in 2019

Grade Level	Number of students	Number vulnerable	% Vulnerable in one or more domains (PAT 4-)	% Vulnerable COUNTING	% Vulnerable PLACE VALUE	% Vulnerable ADDITION AND SUBTRACTION	% Vulnerable MULTIPLICATION AND DIVISION
Grade 1	90	52	57%	30%	5%	29%	45%
Grade 2	91	53	58%	23%	27%	24%	33%
Grade 3	10	10	100%	50%	90%	40%	70%
Pat	95	(PAT 4-) 6	6%	(PAT 8+) 11	11%		
Grade 4	93	29	3.2%	3.8%	5.8%	7%	12%
Pat	93	(PAT 4-) 6	6%	(PAT 8+) 4	4%		
Grade 5	7	3	42%	0%	28%	0%	43%
Pat	89	(PAT 4-) 6	7%	(PAT 8+) 11	12%		
Grade 6	10	10	100%	90%	30%	0%	70%
Pat	88	(PAT 4-) 5	6%	(PAT 8+) 17	19%		

The numeracy data shows the overall positive impact of teaching in 2018, which can be summarized as:

- Year 1 maintained 57%- 58%.
- Year 2 lowered the to 6% vulnerable (however it should be noted that the data is now taken from PAT which is not as accurate as MAI data.)
- Year 3 had a significant positive impact 48%-6% vulnerable students.
- Year 4 had a positive impact from 24%-7% vulnerable students.
- Year 5 had a positive impact from 32%-6% vulnerable students.

This data would suggest that our focus on creating a mental image of numeracy and mental strategies has had a significant impact on our % vulnerable in the school.

The MAI Data

Reflecting upon the data collected through the Math's Assessment Interview of Year One and Two students, it would appear our percentage of vulnerable students is high, however there are 25 Year One and 18 Year Two

students who are vulnerable in ONLY ONE domain. The percentage of children vulnerable in more than one domain includes 29% Year One and 28% Year Two students. This data reflects figures closer to our expected norms.

SCHOOL LITERACY INTERVENTION & SUPPORT PROGRAM DATA REVIEW

Reading Recovery Data Analysis 2019:

Reading Recovery is an early literacy intervention and prevention strategy. In terms of intervention, Reading Recovery provides intensive, individual help for Year 1 and Year 2 students having difficulties in learning to read and write after approximately one year's schooling. Through daily individual lessons of 30 minutes, students are helped to make rapid progress, catching up to the class average usually within 20 weeks. After successfully completing Reading Recovery, students can work independently with an average group of learners in their classroom without additional specialist help.

Over several years and with the use of recommended implementation strategies, Reading Recovery emerges as a successful prevention strategy, reducing the numbers of students identified for intervention.

Students successfully complete Reading Recovery when they can work with appropriate independence, using the same strategies which proficient literacy learners use to increase their control over reading and writing while engaging in classroom activities throughout the year.

Reading Recovery text level 16 is considered the minimum level at which students will have developed appropriate independent reading and writing strategies. This is the minimum level at which students may complete Reading Recovery successfully.

During 2019, six Year 2 students and four Year 1 students participated in the Reading Recovery Program; 6 students were successfully discontinued and four did not have time to complete the program and will be carried over to complete the series of lessons in 2020. These children had already experienced a degree of success. On average, students took 74 lessons spread over 21.3 weeks to successfully complete Reading Recovery.

TABLE 4.0: NUMBER OF READING RECOVERY STUDENTS

Year	Male	Female	Total RR students	Total Year 1 students	% of Yr1 cohort	Total Year 2 students	% of Yr2 cohort
2015	Yr2:3 Yr1:4	Yr2:4 Yr1:3	14	84	8.3%	92	7.6%
2016	Yr2: 4 Yr1: 2	Yr2: 0 Yr1: 2	8	89	4.5%	90	4.4%
2017	Yr2: 2 Yr1: 4	Yr2: 3 Yr1: 0	9	92	4.3%	88	5.7%
2018	Yr2: 4 Yr1: 2	Yr2: 0 Yr1: 2	8	92	4.35%	93	4.3%
2019	Yr2: 3 Yr1: 2	Yr2: 3 Yr1: 2	10	93	4.3%	94	6.4%

TABLE 4.1: SERIES OF LESSONS STATUS FOR ALL STUDENTS

Year	STUDENTS WITH COMPLETE SERIES OF LESSONS				STUDENTS WITH INCOMPLETE SERIES OF LESSONS		
	Discon	Referred	Total	% of students discontinued*	Carried Over	Transferred	Withdrawn
2017	6	0	6	100%	2	1	0
2018	4	0	4	100%	4	0	0
2019	6	0	6	100%	4	0	0

TABLE 4.2: ENTRY TEXT LEVELS FOR ALL STUDENTS

Year	ENTRY TEXT LEVELS						Total
	DICTATED TEXT	1-2	3-5	6-8	9-11	12-14	
2017	1	1	3	1	2	1	9
2018	0	1	5	2	1	0	9
2019	1	1	2	2	2	2	10

TABLE 4.3: EXIT TEXT LEVELS OF STUDENTS WITH A COMPLETE SERIES OF LESSONS

Year	REFERRED EXIT LEVELS					DISCONTINUED EXIT LEVELS				Total
	3-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26	27+	
2017	0	0	0	0	0	1	1	3	1	6
2018	0	0	0	0	0	0	0	1	3	4
2019	0	0	0	0	0	0	2	1	3	6

Targeted Literacy Support Program (Structured Sequential Phonics/ Spelling Withdrawal Support Program):

During 2019, a continued focus of the withdrawal literacy support and intervention program was on phonological awareness, spelling and reading comprehension/vocabulary development. Data driven, structured, sequential programs were designed and delivered to small groups of students from Year 1 to Year 6. Positive gains were made for all groups of students and individuals. These results were demonstrated in positive growth scores on standardised assessments (including The Single Word Spelling Test and the SPAT- Sutherland Phonological Awareness Test). Analysis of these standardised measures showed positive impact of the spelling program on targeting learning. However, some discrepancies were noted in transference of skills to classwork. It was decided that the support programs would incorporate more writing tasks and vocabulary development, to ensure transference of positive gains in spelling skills to written work in practised and the ensure reinforcement of support strategies used with the classroom learning environment. The upper years (Yr 4-6) support spelling program teaching focus is becoming more aligned with the classroom focus. This supports reinforcement and transference of learning for students of need. Ensuring transference of learning as a focus will reshape part of the support programs for 2020.

The following tables highlights the number of students targeted at risk in literacy during 2019 and the number of session year groups accessed as support:

Table 5.1 - 2019: Sem 1 and Sem 2

Year Level	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
No Students	28	30	4	4	29	29	17	17	18	18	7	7
Sessions/Time per week target small group support group	6 grps x 3 days 20 min sessions p/w		4 x 30 min targeted session per week for a small group		EA - Reading and spelling targeted sessions for small group		EA - 3 x 30 min per week (Spelling)		EA assisted class work withdrawal based on needs		EA assisted class work, withdrawal based on needs	
Total Year Level Support Time p/w			13 hours per week		14.3 hours per week		11.8 hours per week		11.3 hours per week		7 hours per week	

Summary of 2019 School Data:

A review of the 2019 NAPLAN data identified continued success for St Peter’s students across all learning areas, especially in Grammar/Punctuation for all both Year 3 and 5 year groups. Spelling, Reading and Numeracy data continues to indicate strong comparative achievement levels, especially for Year 3 students . Analysis of the BRL Assessment demonstrates students at St Peter’s performed substantially above the average of the State, with 90+ % of students in Year 3 and 5 achieving results in the middle and top bands compared to similar CEWA students. It is encouraging to note 40+% of students in both Year 3 and 5 in 2019 achieved results in the top band (where 20% of CEWA student mean results).

Based on the NAPLAN and school-based assessments, obvious areas for continued focus have been identified in Reading across all year levels, as well as Grammar/Punctuation, Writing and Numeracy. The continued maintenance of explicit teaching in Spelling and Grammar/Punctuation, developing extended vocabulary use and understanding will be a key focus going forward to maintain and improve current results. Implementing a consistent quality (and explicit) approach to teaching all learning areas, across all year groups, has had a significant positive impact on student achievement and progress throughout the school. Where this practice had been established for some time (in junior classrooms), our results have continued to be strong over time. The transference and adoption of this approach in the middle and upper years has resulted in significant positive change for student progress in these year levels. Establishing a consistent language of learning, maintaining uninterrupted key literacy and numeracy learning times, proving shared planning and support times for all teachers and initiating a reflective peer support program (Peer Mentor Program), designed to focus on supporting teachers with the explicit teaching principles have all assisted in the success of teaching and learning at St Peter’s. Building a common understanding of the importance of differentiated, targeted teaching and quality feedback has given the teachers and students a familiar narrative to guide quality teaching. The targeted work in 2019 towards supporting teachers in planning and constructing quality individualised learning plans has had a positive impact on student with varied learning needs. Maintaining focused PLC gathering targeting quality teaching focus has continued to establish the common skills, processes and language for improved teaching craft at St Peter’s.

Further detailed analysis and interpretation of NAPLAN and school-based data highlights new areas for targeted attention, including comprehension of inferred information and quality of vocabulary and paragraphing to

develop writing. These specific skills will form a focus for literacy programs. Data demonstrating areas of strength and weakness in Maths will be further investigated, including evidence gathered from PAT-R Maths assessments and MAI. Initial data analysis and teacher evaluation identify the need to focus on building efficient and fluent mental math skills and strategies across all year levels.

SECTION 5: FORWARD PLANNING

Following discussions and analysis of school data, the Professional Learning Community has agreed to continue with the focus on improving and embedding visible thinking and learning, improving quality teaching craft, which includes the application of highly effective instruction principles and designing learning that includes consistency of key understanding and practices. This focus will extend specifically into writing, grammar and continue in spelling. If time permits, we will introduce a review of two reading strategies (Shared and Guided Reading). We have refined our school teaching and learning scope and sequences in these literacy domains and aim to enhance teaching consistencies across the whole school. We specifically aim to work on developing the quality of written work, by using vocabulary development and extending the use of grammar to enrich the quality and depth of written work. Data has shown, ideas work (development), text cohesion and rich language use, are still areas to improve across our student work. By refining the Writing Scope and Sequence and focusing on quality teaching of grammar and vocabulary use to enhance sentence writing, we hope to extend the outcomes in Writing.

To continue the outcomes of our explicit spelling program, we need to revise the understanding behind the foundation principles and practise of teaching spelling. This will provide new staff a shared insight, language and approach to teaching quality spelling programs. We will also focus on finding ways to assist children transfer explicit spelling knowledge into their everyday writing. During 2020, the teachers will also review standardised spelling assessment tools and structures to better align testing and teaching methods. The School Based Spelling Scope and Sequence will be reviewed at the end of the year. We will focus PLC discussions in a designated term to the Literacy curriculum focus. Lead teachers and curriculum coordinators will support teacher practice through support meetings and peer teaching partners will collaborate to support teacher development and feedback in these areas.

Our secondary focus will continue to be on the mental maths skills and strategies to develop student competencies in this area. Critical forward initiatives will focus on developing common mathematical language, embedded in the mental maths focus. In 2019 our data showed that mental strategies continued to be an area of need for our school. We have made a lot of progress in this area, with powerful strategies being taught and counting on or back being limited to three items. The transference of these strategies into maths lessons is the new focus for 2020. We aim for the strategies to not be seen in isolation. Conceptual vs Procedural teaching became a goal for 2020 to allow students to apply mental strategies into numeracy lessons and reason about mathematical ideas.

Specifically, we aim to focus on Conceptual vs Procedural teaching in the areas of: Place Value, Multiplication and Division and Fractions to highlight mathematical thinking and using mental strategies and reasoning when completing mental computations.

It is critical to ensure the continued growth in student achievement and maintain strong result across the school, consistent, quality pedagogy and best practice be embedded within the culture of the school. As a result, we will focus on refining a school scope and sequence for Writing, Spelling and Grammar in Literacy and Mental Maths in Numeracy. Going forward with the critical and creative thinking tools and routines, the school will integrate these strategies and skills with a new focus to further extend the teaching and development of the General Capabilities set out in the West Australian Curriculum Guide. Ensuring the school improvement strategy includes a timeline which permits opportunity for consolidation and review of practice, is critical to reinforcing the school improvement focus. A renewed reflection on teacher awareness and consistency with curriculum content and judging standards (including moderating student work) will be a focus for 2020.

Quality differentiated and individualised learning was an important focus of 2019, which yielded positive change in teacher attitude and competencies. This will be a continued focus for 2020. To extend positive changes to documentation and accountability, planning and teaching individualised and small group work will continue to be targeted, in partnership with and under guidance of the Special Education and Curriculum Support Co-ordinators.

Continued focus and implementation of the Protective Behaviours Curriculum, The Keeping Safe: Child Protection Curriculum, will be maintained. Review of curriculum integration and trial of topics and learning points across year levels will take place as part of annual curriculum review processes and at staff meetings/PLCs designated to curriculum and focus review.

With continued development of the Peer Mentorship Program initiative and PLC structure, we aim to improve opportunities to support staff in the journey. Our goal remains to: Make Learning Clear, Make Learning Real, Make Learning Culture and Make Learning Fun.

2020

- Zones of Regulation
- Behaviour Support Plan - student engagement & student escalation profile
- Whole School Wellness
- SEQTA - Student Monitoring Profile

Numeracy

- Concrete to partial to abstract
- Maths games
- Mental maths
- Conceptual vs Procedural
- Assessments – summative vs formative / frequency of assessments

Students with Disabilities and Learning Difficulties

- NCCD
- Differentiation
- IEP

Literacy

- Writing
- Grammar
- Spelling