



POLICIES

Leschenault Catholic Primary School

Topic:

Policy No:

Policy Area: Education

Updated: 2016

Date of Review: 2018

SCHOOL PROFILE

Leschenault Catholic Primary School is a co-educational, double stream school comprised of 467 students from Kindergarten to Year Six. We also have a comprehensive Three Year Old program running in our junior primary area. We are blessed as a school to be ably supported by our Parish and there is a strong relationship between the Parish, the school and the wider community. Religious Education Curriculum underpins our school and enables students to practise their faith within a range of liturgical celebrations.

Leschenault promotes an atmosphere of openness and mutual respect where children feel secure to develop to their full potential. Students embrace spiritual, emotional, intellectual, physical and social skills, encouraging them to develop into independent learners. Senior students participate in ministries focusing on Religious, Environmental, Library, Media, Peer Mentoring and Sporting leadership. It is very important that our school leaders have the opportunity to lead our school and become active citizens.

All classrooms are equipped with interactive whiteboards or large televisions with Apple connections to support the dynamic teaching and learning environments. We are a very well-resourced school providing our staff and students with the latest technology. The school has a well-equipped computer lab and we also provided eight iPads for each classroom. The technology infrastructure within the classroom is constantly evolving so that we may keep up with new technological advances. We encourage our staff to be innovative and to use many forms of technology to promote learning within our school.

The school has developed a whole school approach to Literacy and Numeracy. Many assessment strategies contribute data. This is used to monitor the progress of each individual student. Curriculum differentiation and specialist group work is an integral part of all teaching at Leschenault. Each class has access to a Teacher Assistant to facilitate this process. This ongoing commitment to cater for and support students with a range of specialised needs, is evident in the Intervention and Enrichment programmes within the school.

We also value sports within our school and above all, sportsmanship. Our students have not only developed their skills in this area and achieve well in all sports, but school spirit is paramount to our community. Our students constantly attain great results but also encourage one another on and off the field.

Our students are also in the process of learning Indonesian; students from Year One to Year Six participate in this programme and are currently also learning about the culture as well as the language.

We have many talented students in our school community and this year we would like to extend students in creative thinking through their involvement with Opti Minds as well as involvement with a number of community tournaments.

Leschenault Catholic Primary School is made up of 481 students (247 boys / 234 girls) from Pre Kindy to Year Six. These are made up of:

Catholic students - 363 (76%) of these 185 are boys and 178 are girls.

Other Christian - 34 (7%). Other Faith 2 (0.4%) No Religion 81 (16.6%).

Three children on Visas from South Africa, India and Ireland.

Students with Disability - 7 (1.45%)

Profile of Learners

Students with Identical Learning Needs				
A detailed profile of these students can be found...				
Year	SWD	IEP	CAP	GAT
K	1			
PP	1			
1			6	
2	1		8	
3		1	4	
4	1	2	15	4
5	2	1	9	10
6	1		5	7

REFLECTION AND EVALUATION OF OUR CURRICULUM FOCUS

Investigation

After much discussion and exploration of school level data our Professional Learning Community decided to embed the Walker Learning approach across classrooms from Pre-Kindy to Year Two. This will assist teachers in Early Childhood to meet the NQS, and in particular elements in Standard 1.1, 1.2 and 3.2. There was also a consensus that there would be further investigation into its implementation in Years Three to Six. This approach allows us to provide a rich range of personalised learning opportunities that are truly reflective of the child's age, stage of development and interest. The implementation of aspects of Walker Learning in Years 3-6 would assist teachers to give the students authentic opportunities to become more confident and involved learners, particularly focussing on the Australian Curriculum General Capabilities of critical and creative thinking, and personal and social capability. In this way we are not simply supporting student learning but encouraging every child to extend their own learning. Changes made to support this initiative:

- Classroom environments have been modified to reflect Walker philosophy, promoting exploration and investigation through a range of resources and opportunities
- Higher expectations of self-regulation
- Provide authentic choice with shared responsibility to ensure that the areas are reset
- Collaborative learning structure
- Highlight learning intentions in all classrooms, provocations changed/added to learning centre regularly
- Focus children (records) and clinic groups highlight specific developmental or learning objectives for individual students on a regular basis (fortnightly)
- Reflection time becomes a critical part of each day

After examining and discussing NAPLAN and other classroom data teachers identified the need to focus on writing in 2015 and 2016. As a consequence of the below action, we would expect to meet the requirements of the Australian English Curriculum and extend our students into the top NAPLAN bands for writing over a period of time. We also expect to see an improvement in daily writing and a greater engagement in daily writing tasks.

Changes made to support this initiative:

- Run daily guided writing sessions to discuss progress, establish writing goals and provide individualised small group feedback
- Explicitly teach students how to give praise and give critical feedback during peer conferencing sessions
- Allow students the opportunity to select their own writing topics as well as reflecting on their writing through the use of a structured format which highlights specific learning intentions/outcomes
- Expect collaboration between teachers on specific writing tasks, teachers moderate grades
- Use data from rubrics to identify specific needs of both high and low achieving students to tailor individualised intervention
- Gain specific diagnostic information about student's strengths and challenges in writing
- Use baseline data from assessed writing samples to begin Action Learning Cycle to assess growth in confidence and ability in writing tasks across the school

Curriculum Strategies

The following supportive structures form a foundation for our literacy and numeracy strategies:

The school has used elements of the Collaborative Professional Learning model to guide our professional learning and has implemented the following:

- ✦ Enabling year level learning teams
 - One Coordinator of Professional Learning
 - Release time for staff on a fortnightly basis to collaborate in junior and senior teams to work collaboratively for Walker Learning
 - Timetabled released time through shared DOTT for collaboration
- ✦ Developing models of effective practice
 - Appointment of Key Teachers for Literacy, Numeracy, ICT and Pre-Compulsory with ongoing professional learning throughout 2015 year
- ✦ Engage in action learning
 - Use data collected in 2015 to improve the way we assess writing, with the view of using data to improve student outcomes in writing
 - This writing initiative is to be carried into 2016
 - Developed a scope and sequence of writing rubrics for all year levels from PP to Year 6
 - Professional upskilling of staff in phonics (DSF)
- ✦ Professional Learning Community
 - Regular professional learning community meetings were held to investigate and discuss: Best practise for teaching and assessing writing. Focusing on Narrative but by the end of 2016 including other text types like report writing. These meetings enabled the building of common shared understanding about effective teaching, learning and assessment practices.
- ✦ Walker Learning
 - Completion of building in Junior Primary has allowed teachers to further explore the implementation of Walker Learning
 - Regular PD and support from Walker Learning consultants has seen the implementation of the Walker Approach in junior years with this approach beginning to filter into the Year 3-6 classrooms

- \$30,000 from our P&F has seen our classroom environments change to embrace the fundamental values of the Walker Approach
 - Fortnightly meetings enable collaboration of the junior/senior classes to troubleshoot and implement aspects of the approach
- ✦ Leadership
- Data analysis and decision regarding focus was undertaken by all staff in November 2015
 - Decisions were formed after the analysis of a range of data including NAPLAN, and further extend our students through differentiation
 - Review Words their Way and Phonics Programs (Letters and Sounds) and consider a scope and sequence of implementation of Phases and Programs
 - Selection of current professional readings
 - Key teachers deployed to analyse data and provide feedback to colleagues
 - Empower teachers to focus more on assessing writing using common, agreed upon criteria
- ✦ Professional Learning Events
- Regular professional learning community meetings held to investigate and discuss implementation of focus
 - Professional Readings that encourage self-reflection, springboard for ideas and professional development
 - Consistent mentoring from Walker Approach consultants
- ✦ Whole School Supportive Structures in 2015:
- Uninterrupted Literacy and Numeracy Dedicated Time timetabled from years PP – 2 this has been successful as it allows 2 hours every morning to implement these programs
 - Extra support via Educational Assistants has enable greater differentiation in Junior classrooms
 - Whole School Numeracy programme – Stepping Stones has allowed students to accelerate in Mathematics and be extended through the addition of open questions
 - Collaborative planning and assessment tasks/ moderation within year levels
- ✦ Support Structures for at risk students
- Mathematics Assessment Interviews (MAI) given to students at risk to identify areas of need
 - Streaming from Years 3-6 in Mathematics allows students to work at their level with appropriate support
 - The Toe-by-Toe intervention program has significantly improved results in reading and writing in about 25 students
 - Small group instruction using levelled readers is accelerating reading outcomes
 - Collaborative processes are in place which support staff to differentiate student learning opportunities

OUR DATA

School Based Data

Our school based data for 2015 - 2016 on our whole school focus embedding Walker Learning through our PK – Year 2 classes and introducing aspects into our Year 3 – 6 classes will be:

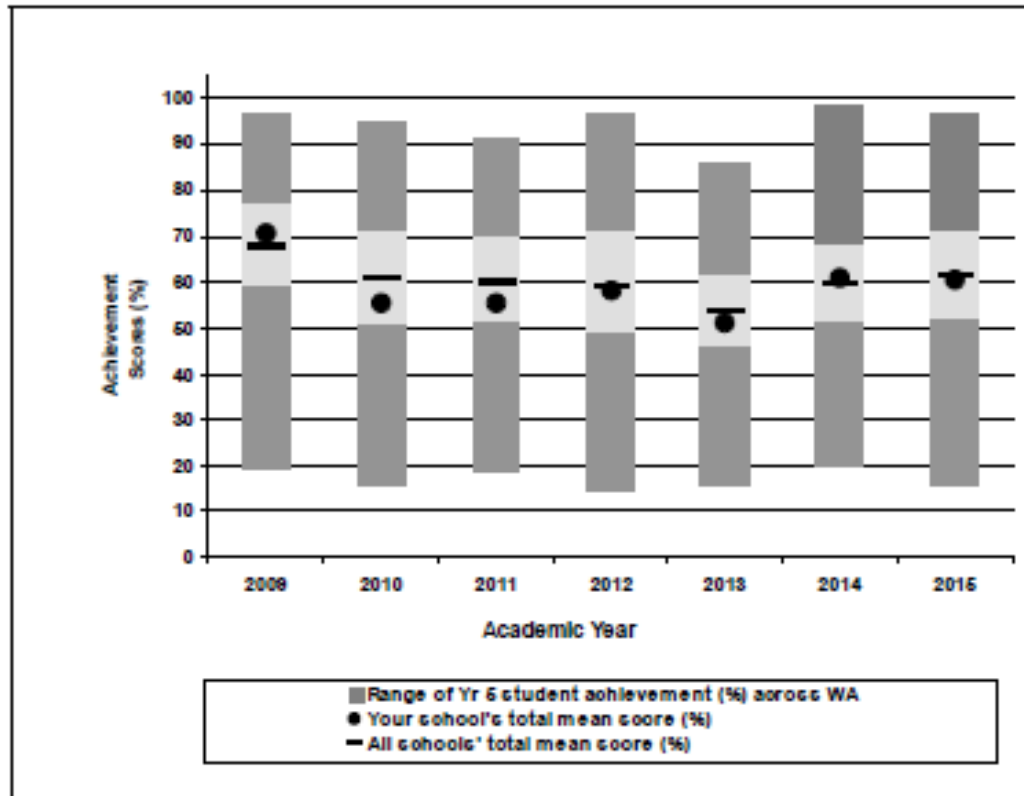
- Focus Child records to demonstrate growth across 7 domains
- Students demonstrate a greater capacity to self-regulate behaviour demonstrating more independence and organisation. Less need for discipline of minor annoying incidents
- Extension of students is evident through understanding of learning intentions shown in open ended tasks with more able students demonstrating higher order thinking
- Whole school scope and sequence of diagnostic writing assessments (rubrics) to provide specific information about a student's writing

System Data

In this section reference is made to BISHOP'S LITERACY/NAPLAN/PIPS data.

The following graphs show Leschenault Catholic Primary School's means compared with National School results (NAPLAN) or System Mean (Bishop's Literacy/PIPS).

BISHOP'S LITERACY



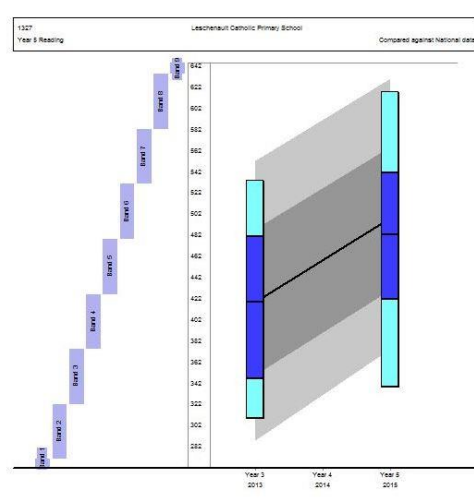
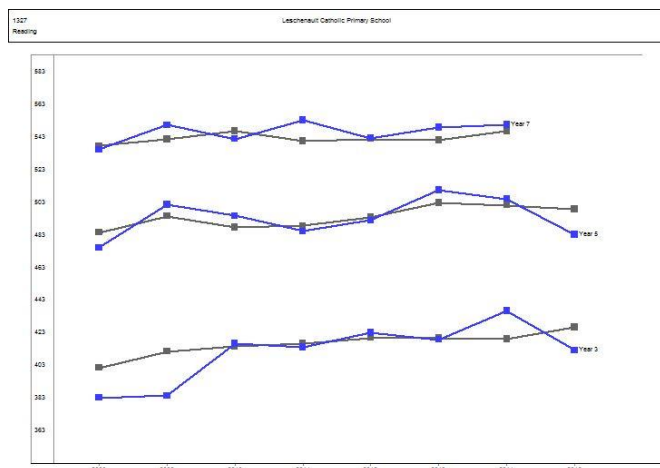
Observations

Our 2015 Religious Education results indicate

- Our Year 5 students have performed marginally lower than the State mean, with the number of students in the top 25 percentile remaining decreasing slightly.

NAPLAN

Reading

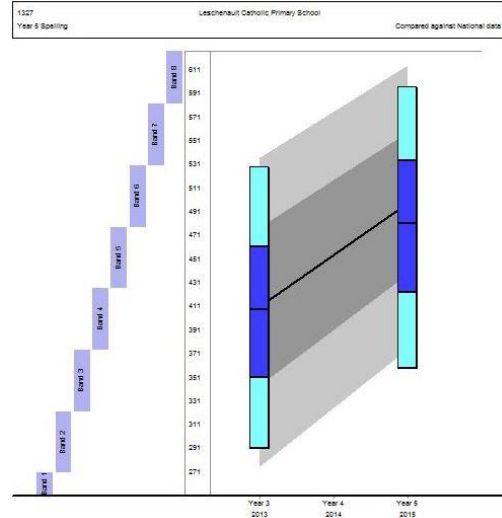
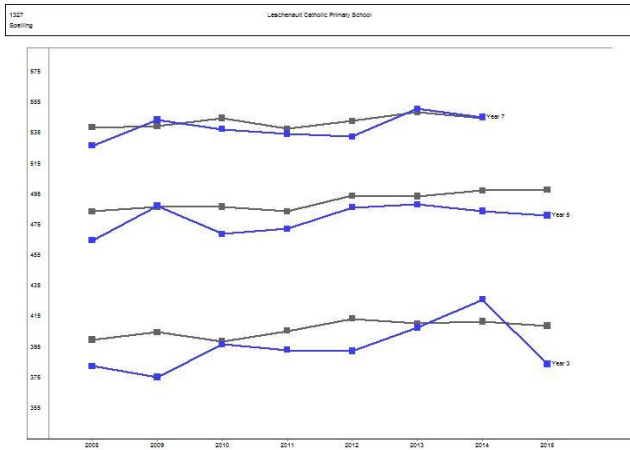


Observations:

Our 2015 Reading results indicate

- Our Year 3 and Year 5 students are performing below the National Mean as this is the first time in a minimum of 5 years that this has occurred. There is an already identified tail in Year 3 and 5 who are already receiving support through individualised reading and Toe-by-Toe.
- Only 3 Year Three students are identified as being below minimum standard and are already receiving additional support

Spelling

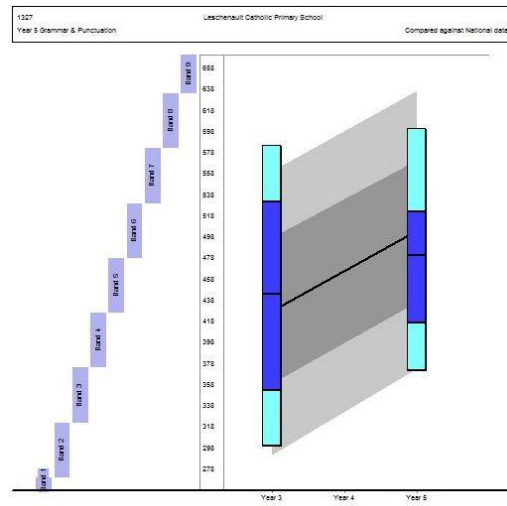
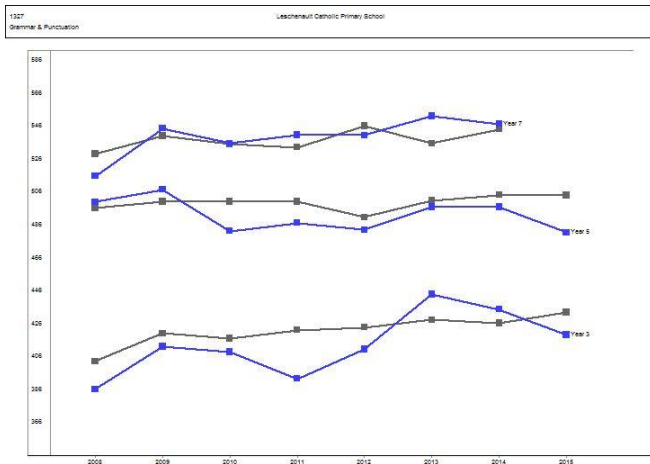


Observations:

Our 2015 Spelling results indicate

- The Year 5's have performed below the National Mean, with the bottom 25 percentile tail quite large
- The Year 3's have performed 25 points below the National Mean with an over representation in Bands 2 and 3. Other school assessments support these results hence the review of our whole school spelling program.

Grammar and Punctuation



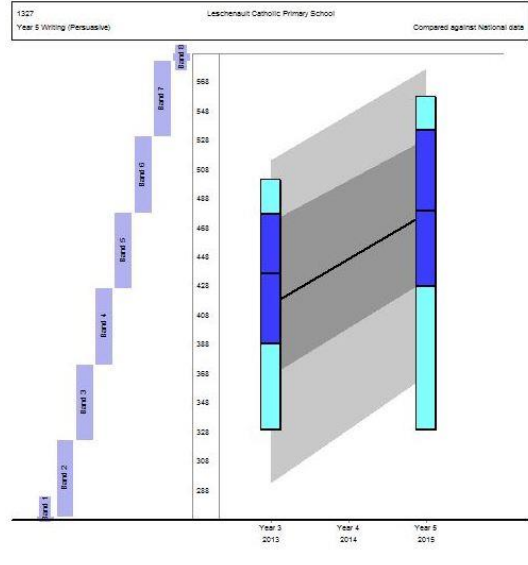
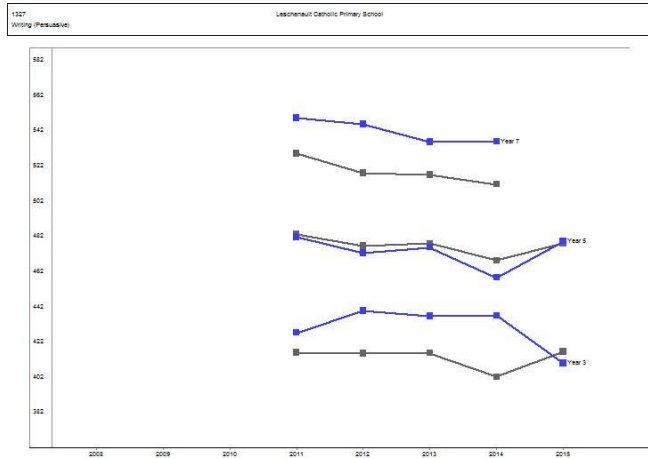
Observations:

Our 2015 Grammar and Punctuation results indicate

- The Year 3 and 5 cohort are both below the National Mean

- Our Year 5 results indicate significant decline in cohort as a whole and 10 individual students showed negative growth. This is to be further investigated and cross referenced with writing assessments
- Year 3 have only 3 students below minimum standard and the cohort performed 13 points below the National Mean, with an over representation in Band 3. Current practices will be investigated through our Writing Focus

Writing (Persuasive Text)

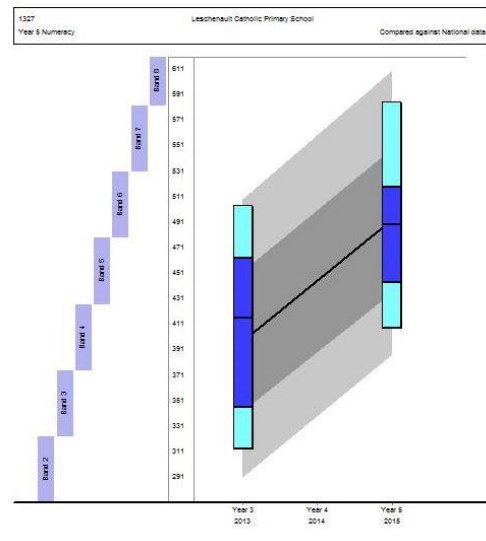
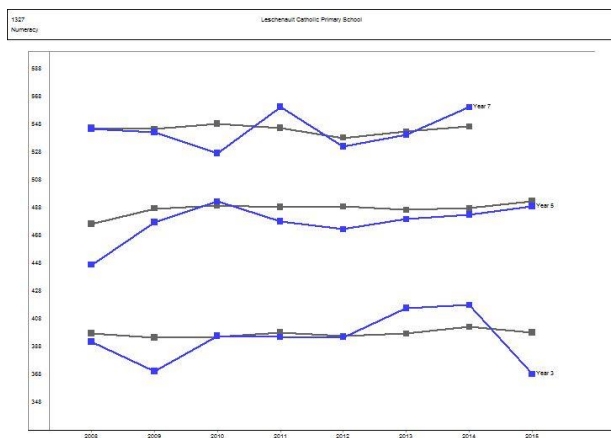


Observations:

Our 2015 Year results in Writing indicate....

- Our Year 5 results show that our Year 5 cohort are performing slightly above the National Mean, However there is a concern with the growth in the bottom tail to 19% from 4% in Year 3 (2013)
- Our Year 3 results show that these cohorts have performed slightly below the National Mean, with the Year 3 cohort showing 18% percentage in the bottom 20 percentile of Australian students

Numeracy

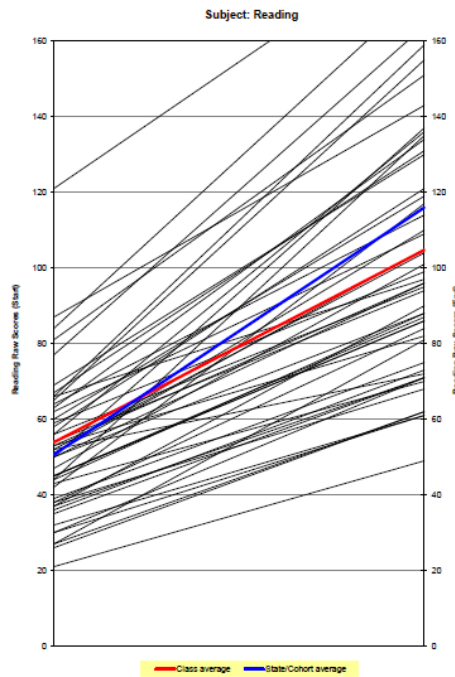
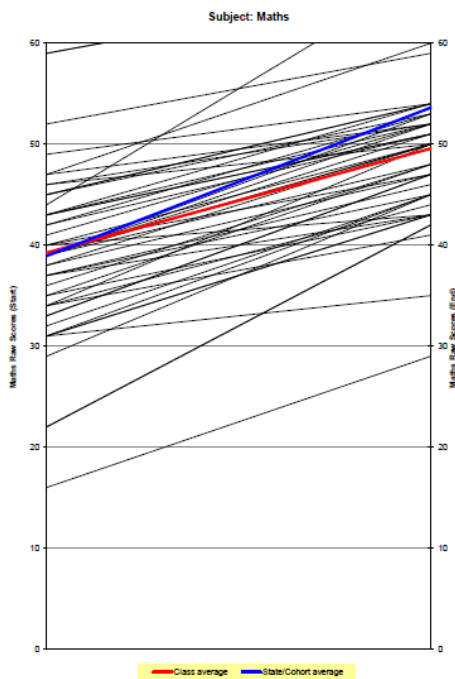


Observations:

Our 2015 Year results in Numeracy indicate

- Our Year 3 cohort performed well below the National Mean (30%) with only 5% in the top 20 percentile. In 2015 Year 3 students have been streamed in Mathematics and it is expected that the results will improve over the next few years.
- Our Year 5 results show that the Year 5 students were performing at the National Mean and with over representation of students in Band 5 (44%) and lower representation in the higher bands.

PIPS



Observations:

Our 2015 Year results in Numeracy indicate that while

- The cohort has not improved as expected, with both classes starting slightly above the State Cohort and at the end of the year classes have fallen below in both reading and mathematics

DATA OBSERVATIONS

- Initial analysis of PIPs and NAPLAN data undertaken by the Leadership Team and then shared with the staff.
- This data is cross-referenced with class and whole school assessments
- An area of strength identified in 2015 was Numeracy which can be credited to the whole school Mathematics program – Stepping Stones and Numeracy dedicated time, which will continue.
- The data informs us that we need to continue with our Writing focus with an additional focus of spelling, grammar and punctuation within writing.

FUTURE PLANNING

Short Term Goals

Our writing focus will continue as planned through to 2016, and will be extended to include the implementation of the phonics program “Letters & Sounds’ from Kindy to Year 3. As a consequence of this focus, we would expect to see:

- Greater engagement in daily writing tasks.

- Improve spelling outcomes
- Transfer this spelling knowledge to daily writing
- Improvement in students ability to critically analyse their own writing through clearly communicated learning intentions
- Improvement in students meeting literacy intentions based on the English scope and sequence from Foundation to Year 6 in the West Australian Curriculum and in the extension of our students over time
- Individual growth for each child in NAPLAN scores in all year levels, no regression which cannot be explained

We will also continue to improve the implementation of the Walker Approach across Kindy to Year 2, and work on aspects of Walker Learning “Engagement Matters” in the Years 3 – 6 classrooms. As a consequence of this focus, we would expect to see:

- Communication boards in all classrooms which clearly communicate learning intentions