



St Anthony's Greenmount Curriculum Plan 2017

Section One - Profile of the Learners

St Anthony's Greenmount has a student population of **479** from Kindergarten to Year Six. In addition, the school conducts a Three Year Old programme for **twenty** students. Our ICSEA is 1024. To supplement the academic curriculum provided by classroom teachers, students are also taught by specialist teachers in Science, Geography, Library, Music, Physical Education and Italian. Learning support is provided by a mixture of teaching staff and Education Assistants across the school.

St Anthony's is situated in an outer metropolitan suburb which has a healthy population. While the community has students from a diverse cultural background, the majority of our families are of European descent.

As a result of rigorous assessment practices, all staff '*know their students*' well. In addition to classroom assessment, data is currently gathered from the following sources:

- On-Entry Assessment (PP)
- National Assessment Plan – Literacy and Numeracy (NAPLAN - Years 3 and 5)
- National Quality Standards (PK – PP)
- Early Years Literacy and Numeracy Data (Years 1 and 2)
- PATR – Literacy and Numeracy (Years 1 – 6)
- Running Records all students in Years 1 – 2 and in other years students that have been identified '*at risk*'.
- Informal Prose Inventory – Reading (Years 3 – 6)
- Mathematics Assessment Interviews (All students Years 1 & 2; students identified as at risk 3-6)
- Bishops' Religious Literacy Assessment (Years 3 and 5)
- Diana Rigg Spelling Programme (Years 1-6)

Section Two - Reflection – What have we been doing?

PLC Meetings have reinforced the use of learning intentions, success criteria and feedback (Hattie's Visible Learning) across all subject areas and year levels in the school. Teachers have continued to share video footage of their teaching practices and have engaged in reflective, collegial discussions centred on data and best practice.

Case Management Meetings were introduced to provide the forum for staff to discuss data, effective instructional practices, intervention and extension for at risk and high performing students.

Key Teacher roles in Numeracy and Literacy were formalised last year. In collaboration with the APs and Principal, the Key Teachers planned and lead PLCs that both incorporated Hattie's Visible Learning approaches and promoted a deeper understanding of their curriculum area. By building teacher capacity (**Appendix 1 Building Teacher Capacity 2017**) the quality of teaching and learning is maximised, thereby raising the achievement of students in all learning areas.

Teacher capacity is being enhanced at St Anthony's through continued:

- self-reflection
- professional readings and action research
- Professional Learning Community meetings to engage in professional conversations about teaching practice and how students learn
- Individual teacher AITSL Meetings with Assistant Principals
- Professional development opportunities.

Section Three - Data Analysis

- Data Wall showing / tracking Reading and Mathematics
- Case Management Meetings during hymn singing and PLCs
- NAPLAN Review 2016 (**Appendix 2**)

Section Four - Future Planning

The Annual School Improvement Plan:

- promote high quality teaching practices across the school to accommodate the varying developmental needs of students
- identify and address the pastoral care needs of students
- harness the use of ICT to support excellence in teaching and learning.
- consistently use data to inform teaching practices
- develop the capacity of teachers to lead teams, facilitate learning, provide constructive feedback and manage staff in their teams.
- foster a positive staff culture built on trust and collaboration.
- discern our school's charisms to enhance the spiritual character and unique contribution to the school.

Curriculum Focus:

Numeracy:

Last year, staff participated in the Mathematics Pilot Program. Teachers were up-skilled in designing highly inclusive learning environments, delivering effective instructional practices, promoting multiplicative thinking and enhancing mental computation. Our two Key Teachers in Numeracy, Principal and an Assistant Principal attended additional sessions to support staff with instructional design and implementation. As a result of our school's participation in the Mathematics Pilot Program, a school-wide decision to move away from text books was reached.

Through our Key Teachers and PLC structure, further support is being provided to assist our staff to implement the various instructional practices and differentiate the curriculum in their classrooms.

Technology:

This year's focus will be on unpacking the Technologies component of the Australian Curriculum / SCASA. PLCs will assist staff to familiarise themselves with the Digital Technologies strand and the various resources available on CEWAs Digital Learning webpage, particularly the exemplars, and SCASAs Judging Standards. Through the support of our Technologies Key Teacher, staff will programme, trial and share components of the curriculum with one another.

Key Teachers:**Maths:**

- Meeting one-to-one with individual teachers to discuss assessment data, planning / programming, teaching strategies and differentiation.
- Modelling lesson structure (e.g. warm up, explicit teaching, differentiated activities and whole class reflection).
- Class observation – providing feedback on lesson structure, explicit teaching, specific strategies for differentiated groups.

Literacy:

- Meeting one-to-one with individual teachers to discuss assessment data, planning / programming, teaching strategies and differentiation.
- Modelling lesson structure (e.g. explicit teaching, differentiated activities and whole class reflection) and or specific teaching strategies.
- Class observation – providing feedback on lesson structure, explicit teaching, and differentiation.

Section Five - Assessment and Reporting

The assessment and intervention schedule is attached as **Appendix 3 - The Assessment and Intervention Schedule**. The main change to the testing schedule is the introduction of the On-Entry Assessment test for Pre-Primary students.

Section Six – Evaluation of Curriculum Focus**Visible in Teacher Timetables/DWP/Classroom Observations:**

- Dedicated, non-interrupted Literacy and Mathematics time to be increased to 100min sessions wherever possible.
- Differentiation
- Learning Intentions and Success Criteria to be displayed in classrooms.
- Plenary/Sharing sessions to be carefully planned as a method of metacognition for students to discuss their learning; this will be a particular focus through the use of feedback, student/s – student/s and teacher – student.
- Student assessment data.

Programmes saved on Staff Share:

- All year level programmes
- Specialist teachers' programmes

NAPLAN & BRLA Data:

- to meet the national expectation for distribution of students in all aspects of NAPLAN testing.
- to continue working on raising the Bishop's Literacy Assessment results for Years 3 and 5.

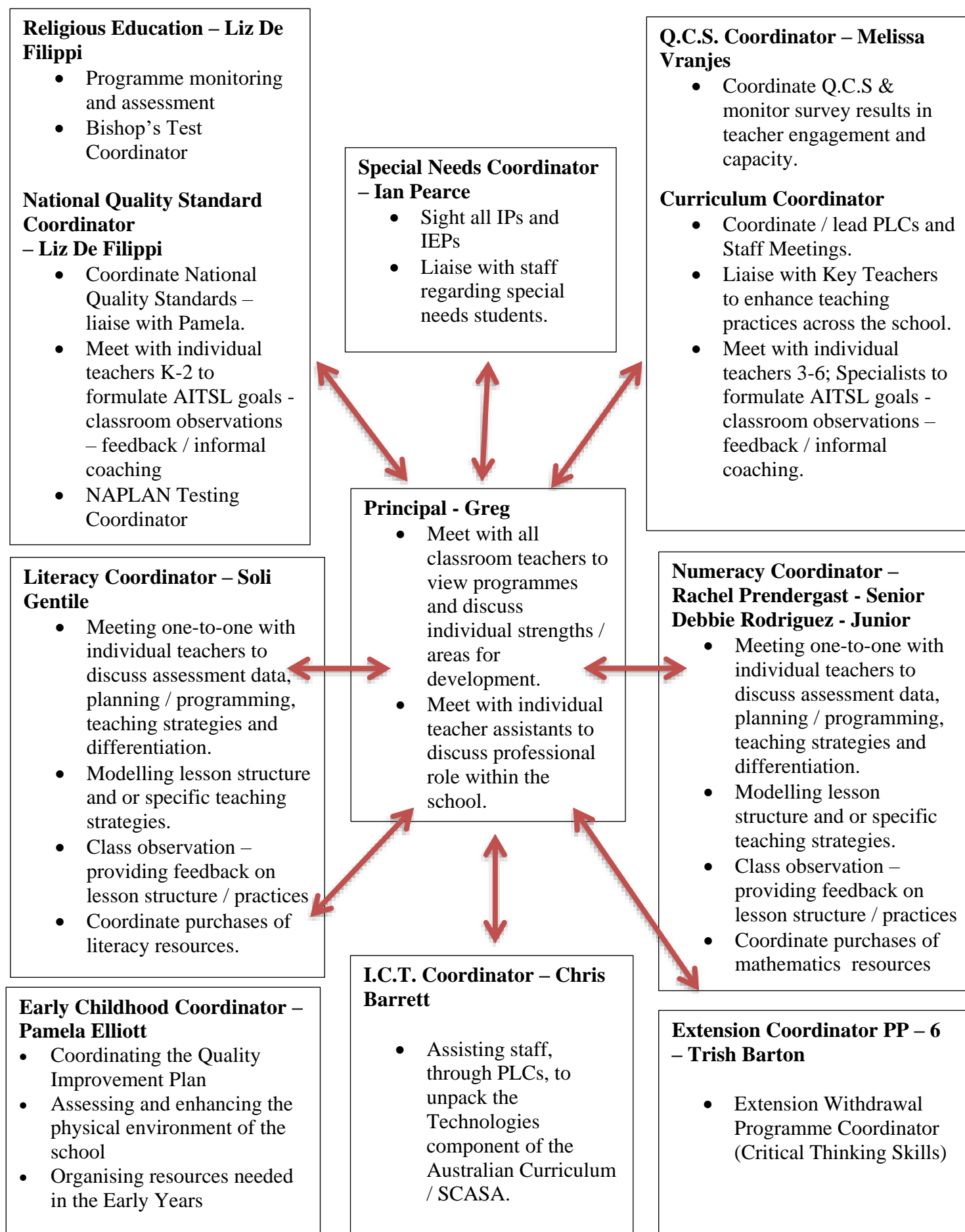
Discussions among Staff:

- Shoulder to shoulder culture to continue being developed across the school
- PLCs accommodate professional reflections and evaluations of teaching practices and achievement of curriculum.

Section Seven – Consideration, Concerns and Queries

- How best to use the collated data for future planning a strong focus
- Opportunities to share successes and concerns about the continued implementation of the whole school mathematics programme
- Harnessing Key Teachers to move from instructional coaching to instructional rounds.

Appendix 1 - Building Teacher Capacity 2017



NAPLAN Review 2016

All future reporting of St Anthony's NAPLAN results will refer to the comparison mean data with all Australian school.

Year Three

Our Year Three students have performed above the mean average for all Australian schools in Reading and Grammar and Punctuation, on par with Numeracy and only slightly below in Writing and Spelling. The focus in all areas will continue to be explicit teaching and in the area of Numeracy open-ended problem solving.

Year Five

NAPLAN Mean Data Comparison with all Australian Schools

| Year 3 2016 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|-------------------|---------|---------|----------|-----------------------|----------|
| Australian Mean | 425 | 420 | 420 | 436 | 402 |
| St Anthony's Mean | 432 | 416 | 417 | 447 | 402 |
| Year 5 2016 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
| Australian Mean | 501 | 475 | 492 | 505 | 492 |
| St Anthony's Mean | 510 | 491 | 516 | 526 | 504 |

| Year 3 2015 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|-------------------|---------|---------|----------|-----------------------|----------|
| Australian Mean | 425.8 | 416.3 | 409.2 | 432.7 | 397.8 |
| St Anthony's Mean | 446.2 | 434.1 | 426.0 | 445.5 | 394.1 |
| Year 5 2015 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
| Australian Mean | 498.2 | 478.1 | 498.1 | 503.8 | 397.8 |
| St Anthony's Mean | 513.9 | 505.1 | 523.2 | 521.3 | 394.1 |

| Year 3 2014 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|-------------------|---------|---------|----------|-----------------------|----------|
| Australian Mean | 418 | 402 | 411 | 426 | 401 |
| St Anthony's Mean | 417 | 388 | 402 | 414 | 408 |
| Year 5 2014 | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
| Australian Mean | 500 | 468 | 497 | 504 | 487 |
| St Anthony's Mean | 476 | 482 | 479 | 492 | 468 |

For further information please visit the following - <https://www.myschool.edu.au/>

IMPLICATIONS FOR 2017

The implications of this Curriculum Plan will be providing structures and opportunities for staff to regularly engage in dialogue and collegial planning to enhance both teaching practices and student learning outcomes.

To promote the smooth implementation of the Technologies component of the curriculum, a deep understanding of the Digital Technologies strand and resources to be acquired will need to be fostered. Providing release time, networking opportunities and professional development for the IT Key Teacher will be paramount to this process being achieved.

In order for our school to progress to Instructional Rounds, Instructional Coaching will need to be nurtured, particularly through collaboration between the leadership team and our Key Teachers.

Appendix 3 - The Assessment and Intervention Schedule

| Year Level | Data Gathering Instrument | Time |
|--------------|--|---|
| Kindergarten | Learning Stories, checklists, observations, anecdotal notes and recordings | Ongoing |
| Pre-Primary | On-Entry Assessment Observations and anecdotal notes Running Records | February/March all students October/November 'at risk' students Ongoing Terms 3 & 4 |
| Years 1 – 6 | MAI Years 1 – 6 IEP/CAPS Meetings Parent Teacher Information Evening Informal Prose Inventory: Running Reading Records for Data Dianna Rigg Early Literacy Test Year1 Dianna Rigg Phonic Dictation Parent Teacher Interviews (Interim Report) NAPLAN Semester One Report Religion Test – Years 3 & 5 Learning Journey Letters of Concern Standardised Tests (Online) <ul style="list-style-type: none"> • PAT Spelling Years 2-6 • PAT-R Comprehension Years 1-6 • PAT-R Vocabulary Years 4-6 • PAT Maths Years 1-6 IEP/CAPS Handover Meetings Semester Two Report | February February/March February/March At least once per term Ongoing February February April May July August September November/ December December December |