

St Mary's College Broome 2018 Curriculum Plan

1. ANALYSIS OF STUDENT LEARNING

1.1 Profile of the Learners

(RSR 2.2) Who are our learners and which groups of learners need a differentiated program in order to cater for the learning needs of all students?

Student Enrolment Statistics : 0-4 Year Old Program (63), K – (59), PP- 6 (402), Year 7 -12 (238)
Aboriginal – 54% Non-Aboriginal 46%

1.1.1 Who are our Learners?

St Mary's College (SMC), Broome, is a Catholic coeducational college that provides educational opportunities from birth to Year 12 catering for the diverse educational, spiritual and cultural needs of its students while also positive promoting self-esteem and initiative. The multi-cultural identity of the College is fostered in ways that affirm and promote the cultural heritage of each student and family involved with the College, honoring the special place of the indigenous cultures of Broome and the Kimberley. This is summarised in the College motto, Listening Hearts. Since its foundation in 1908 St Mary's College has been a non-selective school that caters for all students regardless of ability thus our cohort varies from those needing significant modification of programs, those needing support, and to those who are highly capable and need extension.

St Mary's College attracts students from very differing schools and curricula. Its well-earned reputation as a school that cares, draws families who feel that the pastoral care will assist children with learning difficulties who might otherwise be overlooked in a large school. Applications for entry to St Mary's come from four other local DOE primary schools, BSHS and a range of schools throughout the Kimberley and across Australia. We have a cohort of Year 7-12 students (29) who are boarders at Broome Residential College comprising of students from locations across the Kimberley. Some are from relatively large communities and others from tiny, remote communities where students may have significant gaps in their learning. The enrolment pattern reflects a high degree of family mobility due to parental occupation in the resources, maritime, pastoral and tourism industries. A further factor leading to a transient population and interrupted schooling are the unscheduled and often extended family absences due to cultural commitment and traditions.

1.1.2 Differentiated learning programs catering for the learning needs of all students.

Language and literacy have a particular emphasis at the College, and as an initiative to expose young children to a strong oral environment and better prepare them for learning in a kindergarten setting, the College provides a 0-4 year old play group program, "Our Mob". This is based on the Australian Abecedarian Approach. The Early Childhood years at SMC also incorporates the Literacy Acquisition for Pre Primary Students (LAPS) program. The Reading Recovery intervention program is delivered in Year One and the Levelled Literacy Intervention Program is delivered from Years 3 - 6.

St Mary's has a number of secondary students who are identified as being below benchmark for literacy and numeracy. Students identified as being two or more years below benchmark are placed in the Pathways Program which has a strong focus on raising literacy and numeracy levels.

1.1.3 Summary of programs delivered to cater for differing student learning needs.

Primary K-6	Secondary 7-12
Literacy	Literacy
0-4 Year Old Program - Oral language and play based learning (Abecedarian Approach)	Mac Lit – Literacy Intervention for Pathways students 3+ Years below benchmark. 1:1 Reading Program for students with very low reading levels.
Literacy Acquisition Program for all Pre Primary (LAPS)	Pathways Program – Year 7-10 3+ Years below benchmark
Reading Recovery – Reading Intervention for Year 1 students below reading benchmarks	Word Flyers Spelling Program Years 7-8 (mainstream) OLNA small group tuition Year 10-12
Levelled Literacy Intervention – Year 1-6	Numeracy
Words Their Way – Spelling – Year PP-6	Math Pathways – Year 7 & 8 2017 (to be progressively introduced to Year 9 – 10 in 2018/2019)
Numeracy	Pathways Program – Year 7-10 3+ Years below benchmark. OLNA small group tuition Year 10 -12
Extending Mathematical Understandings – EMU	
Envision Mathematics - Year PP – 6	Gifted Academic Program – Year 7-10
Gifted Academic Program Year 1-6	Protective Behaviours 7-12 - Keeping Safe Curriculum upskilling for staff in 2018 and mapping for 2019 delivery in Year 7-12.
Protective Behaviours – K-6 Keeping Safe Curriculum and KAMS resource for Child Protection is delivered to students in K-6.	

1.2 Evaluation of Curriculum Focus

Evaluation of Curriculum Focus (RSR 2.2;3.3;3.4)

- Reflection time to consider effectiveness of programs, strategies, resources and pedagogy
- What have we been doing that is working well and needs to be maintained? (Indicated by)
- What have we been doing that could be done better and needs to be modified? (Indicated by ★)
- Are there particular contexts and/ or groups / individual learning needs that need to be addressed?
Yes, there are many which have been highlighted below under the heading Curriculum Projects and Engagement and Well Being Programs. The majority of these programs are working well and need to be maintained or further improvements made.

Curriculum Focus: The College has developed a K to 12 curriculum consistent with the requirements of the Religious Education Guidelines, the School Curriculum and Standards

Authority and policy in Vocational Education and Training. The College is committed to developing life-long learners with high level literacy and numeracy skills.

Reflection and Review: On primary, teachers meet in 'Learning Hubs' to regularly reflect on and review the effectiveness of programs being delivered. The HOP and AHOP's also act in a coaching capacity to work with teachers in the classrooms and to review their programs each semester. Secondary teachers work in Learning Area teams to reflect on and review their programs. The HOS and Principal will also meet with Learning Area Coordinators each semester to review their LA programs.

Selected teachers from K-12 complete an AITSL self-reflection review each year followed by a meeting with members of Leadership Team to discuss their review and set goals for the following year.

1.3 Curriculum Projects

Collaborative Learning Project K-12 ✓

St Mary's College has implemented strategies from the Collaborative Learning Project (CLP) including Case Management, Data Collection and Review – Putting Faces on the Data, Learning Walks and Talks, Learning Intentions and Success Criteria.

0-4 Year Olds "Our Mob" Project ✓

This is based on the Australian Abecedarian Approach with an emphasis on exposing young children to a strong oral environment and learning materials in the home to better prepare them for learning in a kindergarten setting. The College's program for 0-4 year olds, began in Term 4 2015 and currently has an enrolment of 60 families. Each day many young people and their mum, dad or guardian access the 'Our Mob' center.

Reading Recovery Program ✓

St Mary's College has been a model school in the delivery of this Reading Intervention Program. The Reading Recovery Program targets students identified in Grade 1 as being below benchmark for reading and through an intensive daily 16-20 week program that enables students to attain grade level for their reading and comprehension. SMC currently has two part time Reading Recovery teachers.

Yawuru Language Project Year K - 6 ✓ In 2011, students at St Mary's Primary began learning the Yawuru Language. The program was initially introduced in the early years and then transitioned to Year 6. Due to staffing shortages, the program was placed on hold in 2016. Students currently have limited Yawuru Language tuition with a focus on the Aboriginal Mass.

Literacy Acquisition Program for all Pre Primary (LAPS) ✓

The Literacy Acquisition for Pre-Primary Students (LAPS) program supports Pre-Primary teaching teams to achieve the best possible literacy outcomes for children in their first year of school. It involves up-skilling teachers using specific small-group teaching procedures for reading and writing. Working with students in a small group allows teachers to closely observe children's learning and effectively cater for their needs, providing them with more individual support.

Levelled Literacy Intervention – Year 1-6 ✓

Students on the primary campus identified as being below their benchmark reading level, receive additional support with this daily small group intervention program. Students receive targeted instruction and resources to assist them attain grade level achievement in their reading. The

program has further benefits associated with their knowledge of language and words and writing skills.

Extending Mathematical Understandings – EMU (Early Years)

A specialist Mathematics intervention program first implemented at St Mary's College primary in 2016 for students identified as being at risk in Mathematics to improve the student's confidence and understanding of Mathematics.

Secondary School Literacy Approach Year7-12 ★

The approach to literacy in Years 7-12 needs to be a 'whole school' approach and literacy needs to be seen the responsibility and 'business' of every teacher in every subject. A need was identified in 2012, to have a common whole school approach to literacy. Dr John Munro from Melbourne University delivered PD to teachers in 2013/14, and in 2016 Janene Baseggio from Broome CEWA worked to upskill staff in the Seven High Reliability Literacy Strategies researched and promoted by Dr John Munro.

Pathways Program Year7 - 10

This is made available to students identified as being more than three years below benchmark. In 2016 a primary trained Pathways Coordinator was appointed to oversee the program. Significant improvements were made throughout 2016 to enhance the program. During 2017/18, a new timetable for Pathways students has been implemented to include dedicated literacy/numeracy blocks and a reduced number of teachers for each Pathways Year level, enabling teachers to teach across subject areas with a dedicated focus on literacy.

Follow the Dream Partnerships for Success Program Year 7-12

In 2011, St Mary's College implemented the Follow the Dream Partnerships for Success Program on the Secondary Campus. The Department of Education has supported this program in their schools for some time, the first program starting in 1997. St Mary's is fortunate to be the first Catholic school that the Polly Farmer Foundation, jointly with the Catholic Education Office is supporting with such a program. The program incorporates an enrichment centre which provides academic support to the most capable aspiring Indigenous students. This support will potentially lift the academic standards across the school.

The program at St Mary's involves students receiving out-of-hours and some in-school tutoring. Students are also given careers advice and each student on the program is to develop their own educational and personal goals. The progress of students is tracked over the year with and regular parent meetings established. The program includes cultural camp experiences and excursions to academic institutions. This is working well and needs to be maintained.

1.4 Student Engagement/Wellbeing Programs to Support Student Engagement and Learning

Rock and Water (P) - The Rock and Water program aims to apply a physical/social approach to assist boys and girls in their development to adulthood by increasing their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A specific goal for the course is teaching boys and girls to deal with power, strength and powerlessness.

Girl Power and Good Guys (P) - Both of these skills based programs focus on coaching the students through the following important concepts:

Cool Connections (P) - The Cool Connections group is designed to support students with their social and emotional learning.

Outdoor Education (P&S) ☑ - On the primary campus an Outdoor Education program with a wellbeing emphasis runs for disengaged boys who work on individual targets in a physical activity; such targets can include Attendance or Behaviour. On secondary the Outdoor Education program is offered for boys and girls as a regular option subject.

Ministry Groups and Young Leaders program (P) ☑ - This operates for Year 6's, with clubs meeting a diversity of needs across Year 3-6 from Wellbeing, Sport, the Environment and Digital Learning.

Seasons for Growth (P) ☑ - Seasons for Growth is an innovative program that uses the imagery of the seasons to illustrate the experience of loss. Loss is felt by students in many ways: through change of location, and separation, family breakup and death.

Positive Behaviors Program (P&S) ☑ – On Primary, the program is promoted by Mr Crocodile the program mascot! It is a friendly croc encouraging kind, respectful and responsible behaviour consistent with the maxim “Listening Hearts”. A similar approach is taken on secondary with a positive behaviour matrix promoted in classrooms and in the yard. Recognition for positive behaviour with ‘merit’ slips are used on both campuses.

West Kimberley Academy -The Clontarf Foundation ☑

Exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and by doing so, equip them to participate more meaningfully in society. Using the passion that Aboriginal boys have for football allows Clontarf to attract the boys to school. But it is not a sporting program. This is working and needs to be maintained.

Wirrpanda Foundation -The Deadly Sista Girlz Program ☑

Engages, inspires and empowers Aboriginal and Torres Strait Islander girls between 11-17 years. The adult leaders aim to connect with the girls as a friend, confidant, and a mentor, to encourage the girls to become great role models in their community and achieve every success with their chosen career paths. The Deadly Sista Girlz Program offers girls a stable environment in which they can discuss current and personal issues they may be facing and it allows the girls to trust and receive guidance in a safe environment. This is working and needs to be maintained.

Secondary Homework Centre ☑★

St Mary's Secondary campus conducts a Homework Centre on Mondays, Tuesdays and Wednesdays for all students. The Homework Centre is a program where further enhancements can be made to provide more specialised subject specific support available to students. Further work is required to fulfill the program potential and to provide for all student's needs including access to academic extension groups after school.

To what extent are the support and learning needs of students with disabilities and at-risk of educational failure being met?

Students identified and funded for Special Learning Needs - Students from K-12 identified and funded for their special learning needs work within Individual Education Plans (IEPs) and Curriculum Adjustment Plans (CAPS). From K-6 the Special Needs Coordinator role is undertaken by the HOP and for Y7-12 the student needs are overseen by the Learning Support Coordinator. The HOP and LSC work with the classroom teachers and College psychologist to address each student's needs. The philosophy at SMC is to wherever possible have students with Learning Needs in their year group classroom and be released from class as required for their specialist support programs.

Aboriginal Students with Learning Needs - There are Aboriginal Assistant Teachers and Teacher Assistants who work with the classroom teachers generally, and the Teacher Assistants specifically work with children identified as having special learning needs. On primary, classes from K – Year 2

have one dedicated ATA per class. From Year 3-6 an ATA is shared between two classes. On secondary, there are five ATA's working with students in classes from Year 7-12. At the secondary campus there are also the Pathways, Follow the Dream, Clontarf Foundation and the Deadly Sista Girlz programs to support Aboriginal students. Deadly Sista Girlz support primary students with a program one day per week.

★Students with general Learning Needs (unfunded)

The Special Education Network Centre addresses particular needs of students at various places on the learning spectrum, both within and beyond the classroom. On Primary, a Reading Recovery, Literacy Support Teacher and a Numeracy Support Teacher are developing a scope and sequence within the curriculum to ensure a clear development of skills and knowledge occurs for all students. On both campuses, a significant number of students are undiagnosed FASD or have suffered early life trauma which impacts on their learning. Many students also have their learning impacted by the transient natures of their family life and poor attendance at school.

Students requiring Differentiation and Academic Extension - In addition to differentiation that is delivered by classroom teachers, students identified through AGAT testing as being academically gifted have the opportunity to participate in a Gifted Academic Program. This program was initiated on primary in 2014 and on secondary in 2015. Differentiation has been a focus with staff Professional Learning opportunities offered. On the primary campus in 2014 Numeracy was a major focus. The implementation of "EnVision Maths" from Semester Two, 2014, has given teachers a systematic learning framework to facilitate student learning across all areas of the mathematics curriculum; in 2015, Numeracy and Digital Learning was a focus. The latter was about utilising technology in the promotion of independent, differentiated learning. E.g. use of the SAMR Model (Substitution, Augmentation Modification Redefinition) which is structured to blend technology into teaching and learning – enhancing technology integration which emphasises transformation through redefinition and modification; balanced by enhancement focusing on augmentation and substitution. Writing is a focus area on Primary, while Numeracy Intervention and extension where required is the Mathematics focus. A new 'Mathematics Pathways' program began on Secondary for all Year 7 students in 2016 and in 2018 this is now delivered from Year 7 to Year 9. Implementation will continue in 2019 to include Year 10.

1.5 Data Analysis

Data Analysis (RSR 2.1; 2.2; 2.5; 3.3) Analysis of student learning should be based on evidence gathered from a range of sources such as standardised test results, moderated school assessment or student achievement, surveys, and other available data. It should also consider the achievement, progress and engagement of individual students and targeted groups of students e.g. Aboriginal, English as an Additional Language or Dialect (EAL/D), special needs, gifted and talented and at-risk students.

What evidence is gathered and analysed to inform future planning? - Standardised testing is used across Years PP-10. The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9 and the College examines and acts upon the data thus generated. The College also uses results of On Entry Assessment Literacy and Numeracy PP, Preprimary LAPS data, EYLND Year 1-3, Mac Lit and Multi Lit data; Extending Mathematical Understanding (EMU), AGAT, PATR (Sec) and PATM (Prim), OLN, ATAR/ VET/ and Appraise data to inform teacher practice.

Comprehensive Data walls on the primary campus for students in Years PP-6 are updated at regular intervals throughout the year. This practice was working well and needs to be maintained. 

A Data Wall was created for Year 7- 10 students in 2015 on the secondary campus and for Year 7-10 students in 2016. In 2016, all Year 7-10 underwent PATR testing to provide data for the creation A more comprehensive and dynamic data set and was created in 2017, and work is continuing during 2018 in the area of data presentation and analysis on the Secondary campus.★

On Secondary, Year 11/12 Courses have year-long assessment schedules. Year 7-10 Courses have term or semester assessment schedules. Staff analyse the data collected from class assessments to guide their teaching. Data from standardised tests such as NAPLAN and OLNA are also used to inform the development of resources and to inform placement of students into Pathways and Foundation Year 11/12 classes and to ensure parents are informed.

Who, within your school community is involved in the process of data interrogation?

At St Mary's College, the Head of Secondary, Head of Primary and Assistant Heads of Primary oversee data analysis and provide feedback as well as organising testing, collating and analyzing data and determining how to best distribute this data to staff. SMC Leadership and classroom teachers review data through Learning Area meetings and cluster meetings on primary. ★Further upskilling to unpack data is an area of need for teachers generally. It would be fair to say that our current teaching is data informed rather than data driven. Analysis of data is also a stronger practice on the primary campus.

What specific areas of strength were revealed through the process of data interrogation?

On Primary there has been a consistent positive trajectory with Reading and Writing.

What specific areas, which require improvement, were revealed through the process of data interrogation? (This will be used to inform the learning goals of the Curriculum Plan).

On Primary, in 2018 there is consistency in whole school approaches to Writing, Spelling and Numeracy. In 2016 Writing was a whole school focus. In 2014 Numeracy was the focus and 2015 Spelling was the focus. This was a decision made based on the Primary data evidence.

On Secondary, there continues to be a focus on Reading, Writing, Spelling and Numeracy as targeted areas for improvement as well as providing extra tuition to students not yet at benchmark for their OLNA results.

FUTURE PLANNING

2.1 Future Planning (R.R 2.3, 2.4)

Short term goals (linked to the ASIP and Annual Report) and long term goals (Linked to the strategic plan) informed by the data analysis process.

Each of these above points is addressed in our three year Strategic Plan which also makes links to the LEAD - CEWA System Strategic Outcomes and the goals of Quality Catholic Schooling (QCS).

The evaluation and consolidation of the programs and structures for improved literacy and numeracy, stands as a major goal of the College's Strategic Plan.

Demonstration of full implementation of the relevant phases of the Western Australian Curriculum.

The Western Australian Curriculum is fully implemented in the areas of Mathematics, English, Science and History and this is reflected in our programs and assessments.

Progress towards meeting the National Quality Standards (NQS) in Early Childhood Education and Care and School Age Care requirements.

St Mary's College (SMC) is progressing towards meeting the NQS in Early Childhood Education and Care and School Age Care requirements. Data from standardized assessments administered in Early Years Learning including PIPs and more recently 'On Entry' Literacy and Numeracy indicates that SMC is maintaining and establishing effective early years practice, programs and tiers on intervention. Progress in the SMC early years literacy preparation shows improvement in the standards of achievement of all students. Looking at the 2015 cohort of Pre Primary students, it is clear that they begin schooling with skills displayed in both Mathematics and Reading below that of the State average. In Mathematics, the students from St Mary's College may have difficulty in lessening the gap that exists. In Reading, the gap becomes more pronounced. Of particular note for this cohort of students is that there have been many students who have varying degrees of delays with their speech. A targeted Oral Language Program developed by the team of Speech Pathologists from Allied Health ran during Term 4, 2015. A comprehensive plan was developed with Allied Health to screen and give group instruction throughout 2016. In 2018 we have further support from final year Allied Health students completing their final practicum SMC Primary under the supervision of the Rural Alliance Allied Health initiative coordinator coordinates the program on site at SMC with support from Notre Dame University.

Assessment and Reporting (R.R 3.3) - Can we positively say that we analyse the data collected effectively to guide our teaching? Is there a process in place after the Standardised Assessments are performed? How does this influence our teaching?

On the primary campus a comprehensive a Roadmap Document is produced to unpack data and to guide teaching practices and inform the focus for the following year. With regards to the data profiling occurs, data is discussed at curriculum meetings and through the Data Project, students are Case Managed. The primary campus also collects a substantial amount of data displayed on the data walls. In Learning Hubs moderation occurs using a combination of work samples and data.

Can we all analyse the data effectively? What support do we need?

More upskilling is needed. Issues include the transient nature of staff and at times, significant change over in staff. Much time needs to be taken each year to upskill staff new to SMC, and in many cases staff new to WA. A further issue that impacts on learning and teaching is the significant amount of time taken at the beginning of the year for testing. This is further compounded by all new staff to the Kimberley having to be out of class for 4 days of orientation and induction.

***Protective Behaviors Curriculum**

In 2016, Primary teachers from K-6 were implementing the Kimberley Aboriginal Medical Services resource for child protection. This program was recommended for St Mary's Primary students by

Kimberley Schools Government Psychology Service personnel as being the most appropriate for our school. In 2017/18 K-12 staff are being trained in the Keeping Safe curriculum to enable delivery and embedding the Keeping Safe curriculum from K-12 in 2018/19.

Appendixes

Appendix: Assessment and Reporting Schedule

Primary	Secondary
Standardized and Diagnostic Testing – On Entry Literacy and Numeracy Year PP, EYLND Years 1-3, PATM, AGAT, Words Their Way, Marie Clay Observation Survey Term 1	Entry testing for all newly enrolled students Year 7-10.
Parent Student Teacher Information Week 2 Term 1	Interim Reports Term 1 followed by parent/student/teacher meetings.
CAP/PLP Meetings Term 1	NAPLAN Testing Term 2 – Year 7,9
Parent Teacher Meetings end of Term 1	
NAPLAN testing Term 2 – Year 3,5	
CAP/PLP Meetings Term 2	
Learning Journeys Week 8 Term 2	PATR testing for all Year 7-10 students end of Term 1
Semester 1 Reports	Mid-Year Tests/Exams – Term 2
CAP/PLP Meetings	Semester 1 Reports for all students followed by 3 way interviews for parents/students/teachers
Bishops Literacy Tests	Bishops Literacy Tests
Parent Meetings and Learning Journey End of Term 3	Term 3 Interim Reports for all students
Learning Journeys End of Term 3	PATR testing for all Year 7-10 students end of Term 1
Parent Interviews by request	End of Year Tests/Exams
End of Year Reports mailed home for all students	Term 4 End of Year Report mailed home for all students

Appendix:**NAPLAN 2017**

Brief outline Year 3, 5, 7 and 9 Students National Reading, Writing, Spelling, Grammar/Punctuation and Numeracy Benchmarks.

Year 3	School Mean	National Mean
Reading	395.9	431.3
Writing	384.7	413.6
Spelling	381.6	416.1
Grammar/Punctuation	355	439.2
Numeracy	356.2	409.4
Year 5	School Mean	National Mean
Reading	439.7	505.7
Writing	405.9	472.5
Spelling	435.4	500.8
Grammar/Punctuation	413.3	499
Numeracy	429.9	493.8
Year 7	School Mean	National Mean
Reading	485.8	544.7
Writing	448.1	512.9
Spelling	487.6	549.5
Grammar/Punctuation	482.3	541.5
Numeracy	485.7	553.9
Year 9	School Mean	National Mean
Reading	542.3	580.9
Writing	468.5	552.0
Spelling	542.9	581.4
Grammar/Punctuation	505.4	573.6
Numeracy	544.5	591.9