St Thomas More Catholic Primary School Margaret River Curriculum Plan

2019

Part A: Observance of Registration Standards

St Thomas More Catholic Primary School is a single stream Catholic Primary school, with an enrolment of 155 students from Kindergarten to Year 6. The school is in the Bunbury Diocese and is situated 270 kilometres south of Perth in the town of Margaret River. Many of the children in our school come from the local rural community either involved in the Wine Industry or Dairy Farming. The last five years has seen an increase in the number of Filipino students enrolled in the school. The school has one indigenous child.

St Thomas More Catholic Primary School opened in 1993 with an enrolment of 68 students from Pre-Primary to Year 5 in three composite classes. The original staff of six included a non-teaching Principal who also took on the role of Administration Officer and Bursar. The school has since grown to a full single stream school with approximate 24 full-time and part time staff.

The school offers a broad curriculum based upon Catholic values. St Thomas More Catholic Primary School works closely with the Parish of St Thomas More to ensure an authentic Catholic school setting and faith-based education. The Sacramental programs in Year 3, 4 and 6 use the Parent-centred, parish-based and school supported model of service delivery. The school motto is: "to seek wisdom". St Thomas More provides a range of specialist subjects including: Physical Education, Indonesian, Music, Art, STEM and a Gifted and Talented program. There is a well-resourced library and extensive playgrounds, including an informal nature play area. A 1:1 iPad program is planned for implementation in 2019 for the Year 4 and 5 students. There is an ongoing technology focus with the recent purchase of equipment to teach coding, robotics and computational thinking. St Thomas More has a staff of approximately 24, including Educational Assistants and Administrative staff, and has an integrated approach to cater for the needs of all the students. The School Board oversees the school's budget and development and the Parents & Friends Association provides additional support for educational resources and community activities. The teaching staff attend staff meetings and Junior and Upper Primary cluster meetings on a rotating roster.

The ICSEA Value is 1070
SES: 99
70% of our students are Catholic.

Table 1: Numbers of students within each year level in 2018

Year	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
K	14	-				
PP	13	-				
1	15	-	1			
2	15	-	1	3		
3	29	-	1	4	1	1
4	22	-		7		
5	27	-	1	8	1	2
6	24	-		2		

Part B: Curriculum

The curriculum at St Thomas More is developed from the Western Australian Curriculum (SCSA), from Pre-Primary to Year 6. The Kindergarten to Year 2 curriculum is also informed by Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) for Australia, with additional Kindergarten Guidelines as required by SCSA. The curriculum taught at St Thomas More uses play-based learning, explicit teaching and problem based and inquiry learning.

In 2019, the WA Curriculum will be implemented as follows:

Learning Area	Class Teacher	Specialist Teacher
ENGLISH	All areas	
MATHEMATICS	All areas	
HEALTH & PHYSICAL EDUCATION	Health	Physical Education K-6
SCIENCE	All areas	
LANGUAGES		Indonesian K-6
TECHNOLOGIES	Class Teacher K-2 Digital Technologies Class Teachers Design technologies	Digital Technologies specialist Yr 3-6
THE ARTS	Dance Drama	Art K-6 Music K-6
HASS	All areas	

Table 1: St Thomas More Curriculum allocation 2019

Religious Education Curriculum:

Students are led to know and understand their Catholic faith through the Religious Education Units of Work and curriculum as mandated by the WA Bishops. St Thomas More Catholic Primary School offers students a well-planned curriculum, using pedagogy that is appropriate to the developmental level of the child and aimed at nurturing and strengthening faith. We use Godly play, biblical story telling, God talk, project-based learning, and Making Jesus Real to evoke learning and understanding. Religious lessons take place daily with an allocated time of 20 minutes for PP-Yr 1 and 40 minutes for Year 2-6. We are a community where students are encouraged to celebrate the Sacraments, liturgy and prayer within a pastoral and supportive environment. The celebration of the Eucharist is the heart of the prayer life of the school. STMCPS also offers students well planned and relevant experiences of prayer, Masses and liturgies aimed at nurturing and strengthening faith.

Early Years:
The Kindergarten and Pre-Primary programs incorporate the principles of Being, Belonging and Becoming Early Years Learning Framework and Kindergarten Curriculum. This Curriculum draws from the key ideas and related content from the EYLF to inform learning in Kindergarten. The National Quality Standards are also used to guide learning and practices in Kindergarten to Year 2.

Teaching, Assessing and Reporting:

STMCPS assessment and reporting procedures are informed by the PP-10 SCSA WA Curriculum Achievement Standards, the Reporting and Assessment Policy and Judging standards. Curriculum planning accounts for the needs of all students at STMCPS. This includes the enrolment of students with disability in regular classes.

At STMCPS teachers develop and administer assessments in relation to the content of the SCSA curriculum and ensure that students demonstrate their knowledge and understandings in relation to their year level achievement.

Formal and informal data is gathered to ensure that teachers understand the needs of their students well in line with the schools' Assessment schedule and the required data collection sources:
- Occupational Therapy and Speech Therapy Screening (K)
- Child Health Nurse Assessments (K)
- On-Entry Assessment: (OLI) (PP)
- Early Years Literacy and Numeracy Data (EYLND) (Years 1 & 2)
- National Quality Standards (PK – Year 2)
- National Assessment Program – Literacy and Numeracy (Year 3 & 5)
- Progressive Achievement Testing: Reading Comprehension, Vocabulary, Spelling and Maths (Years 1 – 6)
- Bishops Religious Literacy Assessment (Years 3 & 5)
- Acer General Aptitude Test (Year 2-6)

St Thomas More has a rigorous assessment & reporting schedule with formal reports issued every semester for PP-Y6 scoring students on a 5-point scale as per the WA curriculum guidelines.

Learning Area	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion Semester 1	Discovering God Drawing on Human Experience Catholic Practices	Knowing Jesus Living Like Jesus Catholic Practices	Discovering God Drawing on Human Experience Catholic Practices	Discovering God Living Like Jesus Catholic Practices	Discovering God Drawing on Human Experience Catholic Practices	Discovering God Knowing Jesus Catholic Practices	Drawing on Human Experience Living Like Jesus Catholic Practices
Semester 2	Knowing Jesus Living Like Jesus Catholic Practices	Discovering God Drawing on Human Experience Catholic Practices	Knowing Jesus Living Like Jesus Catholic Practices	Drawing on Human Experience Knowing Jesus Catholic Practices	Knowing Jesus Living Like Jesus Catholic Practices	Drawing on Human Experience Living Like Jesus Catholic Practices	Discovering God Knowing Jesus Catholic Practices
English Semester 1	Reading Writing Speaking &Listening	Reading Writing Speaking & Listening	Reading Writing Speaking &Listening	Reading Writing Speaking & Listening	Reading Writing Speaking & Listening	Reading Writing Speaking & Listening	Reading Writing Speaking & Listening
Semester 2	Reading Writing Speaking &Listening	Reading Writing Speaking &Listening	Reading Writing Speaking &Listening	Reading Writing Viewing	Reading Writing Viewing	Reading Writing Viewing	Reading Writing Viewing
Mathematics Semester 1	Number & Algebra Statistics & Probability	Number & Algebra Measurement & Geometry	Number & Algebra Measurement & Geometry	Number & Algebra Measurement & Geometry	Number & Algebra Measurement & Geometry	Number & Algebra Statistics & Probability	Number & Algebra Statistics & Probability
Semester 2	Number & Algebra Measurement & Geometry	Number & Algebra Statistics & Probability	Number & Algebra Statistics & Probability	Number & Algebra Statistics & Probability	Number & Algebra Statistics & Probability	Number & Algebra Measurement & Geometry	Number & Algebra Measurement & Geometry

The Arts *Semester 1*	Making & Respond Responding *(Visual Arts)* Making & Respond *(Music)* Drama	Making & Respond Responding *(Visual Arts)* Making & Respond *(Music)* Drama	Making & Respond Responding *(Visual Arts)* Making & Respond *(Music)* Drama	Making & Respond Responding *(Visual Arts)* Making & Respond *(Music)* Drama	Making & Respond Responding *(Visual Arts)* Making & Respond *(Music)* Drama	Making & Respond Responding *(Visual Arts)* Making & Respond *(Music)* Drama	Making & Respond Responding *(Visual Arts)* Making & Respond *(Music)* Drama
Semester 2	Making & Respond *(Visual Arts)* Making & Respond *(Music)* Dance	Making & Respond *(Visual Arts)* Making & Respond *(Music)* Dance	Making & Respond *(Visual Arts)* Making & Respond *(Music)* Dance	Making & Respond *(Visual Arts)* Making & Respond *(Music)* Dance	Making & Respond *(Visual Arts)* Making & Respond *(Music)* Dance	Making & Respond *(Visual Arts)* Making & Respond *(Music)* Dance	Making & Respond *(Visual Arts)* Making & Respond *(Music)* Dance
Health/PE *Semester 1*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*
Semester 2	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*	Personal, Social and Community Health *(Health)* Movement & Physical Activity *(Phys Activity)*
Languages (Indonesian) *Semester 1*	Listening, Responding & Speaking	Listening, Responding & Speaking	Listen, Responding & Speaking	Listening, Responding & Speaking Writing	Listening, Responding & Speaking Writing	Listening, Responding & Speaking Writing	Listening, Responding & Speaking Writing
Semester 2	Listening, Responding & Speaking	Listening, Responding & Speaking	Listening, Responding & Speaking Writing	Listening, Responding & Speaking Writing	Viewing, Reading & Responding	Viewing, Reading & Responding	Viewing, Reading & Responding
Science Semester 1	Science Inquiry Skills Science as Human Endeavr Science U/standing - *Biological Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing - *Physical Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing - *Biological Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing - *Chemical Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing – *Biological Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing *Biological Science*	Science Inquiry Skills Science as Human Endeavr *Science U/standing* Earth and Space Science
Semester 2	Science Inquiry Skills Science as Human Endeavr Science U/standing - *Earth and Space Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing *Chemical Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing- *Earth and Space Science*	Science Inquiry Skills Science as Human Endeavour Science U/standing - *Physical Science*	Science Inquiry Skills Science as Human Endeavour Science U/standing - *Physical Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing - *Earth and Space Science*	Science Inquiry Skills Science as Human Endeavr Science U/standing - *Physical Science*
HASS Semester 1	History OR Geography - Knowledge & Understanding	History OR Geography - Knowledge & Understanding	History OR Geography - Knowledge & Understanding	History OR Geography - Knowledge & Understanding	History OR Geography Knowledge and Understanding	History OR Geography & Civics and Citizenship - Knowledge & Understanding	History OR Geography & Civics and Citizenship - Knowledge & Understanding
Semester 2	Geography OR History - Knowledge and Understanding	Geography OR History - Knowledge and Understanding	Geography OR History - Knowledge and Understanding	Geography OR History (K&U) & Civics and Citizenship	Geography OR History (K&U) & Civics and Citizenship	Geography OR History (K&U) & Economics & Business	Geography OR History (K&U) & Economics &Business
Technologies Semester 1	Digital Technologies -Knowledge & Understanding -Processes & Production Skills	Digital Technologies -Knowledge & Understanding -Processes & Production Skills	Digital Technologies -Knowledge & Understanding -Processes & Production Skills	Digital Technologies -Knowledge & Understanding -Processes & Production Skills	Digital Technologies -Knowledge & Understanding -Processes & Production Skills	Digital Technologies -Knowledge & Understanding -Processes & Production Skills	Digital Technologies -Knowledge & Understanding -Processes & Production Skills
Semester 2	Design Technologies -Knowledge & Understanding -Processes & Production Skills	Design Technologies -Knowledge & Understanding -Processes & Production Skills	Design Technologies -Knowledge & Understanding -Processes & Production Skills	Design Technologies -Knowledge & Understanding -Processes & Production Skills	Design Technologies -Knowledge & Understanding -Processes & Production Skills	Design Technologies -Knowledge & Understanding -Processes & Production Skills	Design Technologies -Knowledge & Understanding -Processes & Production Skills

Part C: Child Abuse Prevention

St Thomas More Leadership Team ensures that all staff are familiar with and operate according to the School's Code of Conduct. This is reviewed at the start of each year with all staff and all staff are presented with a copy of the statements and guidelines. Staff will revisit the Code of Conduct throughout the year. Additionally, the code of conduct is discussed with students at the beginning of the school year and parents are also provided with the statements and a parent charter, which explains how parents can follow this Code of Conduct The school has a comprehensive anti-bullying policy and staff have been involved in the creation and implementation of this policy. All staff are required to undertake Mandatory Reporting Professional Development.

In 2017 the school adopted the Keeping Safe: Child Protection Curriculum. Two staff members were trained in this curriculum (2 day Train the Trainer program) and in 2018 all classroom teachers received and were fully trained in delivering this curriculum within classrooms. This curriculum has been developed by child protection experts and experienced educators from South Australian schools and preschools and implemented since 2008.
The St Thomas More Leadership Team ensures all staff are familiar with and continue to implement this program within the school.

Implementation:
The KS: CPC fits primarily within the Health and Physical Education learning area of the Australian Curriculum, but can also be incorporated across other learning areas including R.E. The recommended strategy is for classroom teachers to present activities and topics from the program that are integrated across their curriculum. In the Early Years, the KS: CPC concepts and activities will be integrated throughout the Early Years Learning Framework outcomes.

Parents:
Parents and carers are informed of the program at the beginning of the school year and regularly throughout the course of the year. This is be done through newsletters, concept summaries, information notes and parent information evenings.

Part D: Accountability

School Board:
The School Board is informed regarding Curriculum data during Board meetings which helps them make decisions in the best interest of the school. Board meetings are held once a month.

School Strategic Plan:
The school's Strategic Plan details the establishment of a consistent team-based approach to teaching Literacy and Numeracy. This is evidenced in the Curriculum Plan with provision for whole school programs. The use of data to inform teaching practices, which will be discussed at fortnightly PLC Cluster group meetings. The implementation of NQS and a play-based approach to Early Childhood Education. The introduction of an Inquiry-based approach which incorporated 21st century fluencies is also evidenced.

School Improvement Plan:
The SIP include goals to improve student outcomes in writing which will be achieved through explicit teaching and supplemented in the use of both Brightpath and Talk for Writing. All teachers and Teacher Assistants from K-6 have been trained in these programs. The use of data to inform learning will be explored by staff at Staff Meetings, held on a fortnightly basis. Implementing a whole school prayer focus and developing the iconography throughout the school, as referenced in our Evangelisation Plan will also be examined.

Evangelisation Plan:
The Bishops' Mandate Letter calls for Catholic educators to create "links between faith, culture and life" (CECWA, 2009, para. 21). Catholic schools have the challenge of connecting student's life, family and cultural experiences to the traditions, stories, values and practices of the Christian faith. The Evangelisation plan provides opportunities to empower students and staff to participate in the religious life of the school through further staff development. This includes understanding the meaning of rituals and prayers.

Quality Improvement Plan:
The further development of staff understanding of the educational programming and practice (QA1) will be a focus in 2019. The continued use of EYLF documents to inform planning and how the program is differentiated to meet each child's needs will be a focus, particularly in Years 1 and 2.

Aboriginal Education Plan:
A focus for staff to develop their capacity in developing education programs that support equitable and ongoing participation of Aboriginal students by engaging in collaborative relationships with community representatives and parents and caregivers. Staff advocate for, participate in and lead strategies to support high-quality Aboriginal Education professional learning opportunities.

Part E: Standard of Education - NQS

A quality improvement process has been designed for Early years teams use the National Quality Standard to reflect upon current practice. These reflections are captured in the Early
Years (K-2) Reflection tool. The Early Years (K-2) Reflection tool requires teams to reflect on their programs and practices in relation to the elements in all seven Quality Areas.

The current focus in K-2 is for Learning Intentions and Success Criteria to be made visible. Teaching and Learning intentions and Success criteria will be displayed and explicitly explained to students. Teachers will investigate and research preferred options for displaying intentions and teaching focus. In 2018 the focus will be to display Literacy Intentions and Success Criteria in each classroom (K-2).

An Audit was carried out in consultation with the early Years Support Consultant in November 2018. A NQC Audit will be carried out on the 26 August 2019.

An area of focus for 2019 will be the further development of staff understanding of the educational programming and practice. The continued use of EYLF documents to inform planning and how the program is differentiated to meet each child's needs will be a focus, particularly in Years 1 and 2.

Part F: Standard of Education – Data Analysis

Analysis of Student Learning

Student Learning is discussed and analysed by both the Leadership Team and staff. This is done at staff meetings, PLC Cluster meetings and on Whole School professional development days. Data is collected about students from testing and work samples – PAT, Running Records and Informal Prose Inventory, NAPLAN, BRLA, Brightpath writing samples, Origo Maths check-ups and Diana Rigg Placement Tests.

Staff are regularly involved in discussions in regard to student learning, particularly during Staff and PLC meetings. Whole school practices, programs and expectations are discussed. As a school, there are some whole school programs that have been implemented – Diana Rigg PLD, Origo Stepping Stones Maths, Talk for Writing. There is also an expectation that teachers are implementing a Literacy Dedicated Time, which incorporates Reading Groups and Guided Reading and that the areas of Reading, Writing and Spelling are covered each day. We believe the implementation of all programs needs to be reviewed and possibly either modified, replaced or discontinued. Conversations about this will take place over the course of the year.
Further work on implementing a whole school approach to teaching Guided Reading will also take place.

It is an expectation that all children are catered for in the classroom through differentiation and that learning programs are tailored to the needs of the child. This is done through ability groups and open-ended learning approaches. Students with a disability or requiring extension are catered for both inside and outside of their classroom, incorporating the use of Teaching Assistants and individualized learning plans. IEPs, CAPs, GAPs and Behaviour plans have all been implemented with those children who require them. Time is provided for teachers to write these adjustment plans with our Students with a Disability coordinator so support and assistance can be provided. These plans are regularly reviewed and support is provided from the regional SWD consultant and Learning Support consultant in implementing them. A Gifted and Talented program (LEAP Kids) has been implemented for students identified through testing. This is offered to children in Years 3 and 4 and in Years 5 and 6.
Support programs are in place, with two Teacher Assistants employed to work with students needing support in Years 1-6. The Toe-by-Toe program is run by one Teacher Assistant and the Assistant Principal also will provide support through the implementation of the Maqlit program. A discussion into implementing the Letters and Sounds program will occur in 2019.

Religious Education (BLRA)

The analysis is based on the Year 3 & 5 assessment. The following graphs show St Thomas More's Year 5 overview compared with WA Catholic Similar Schools over time and the distribution and mean for each year level. The data reveals there is some inconsistency in results with no clear trends, however, is well below CEWA Similar Schools. The Year 3 cohort has declined and is also well below CEWA Similar Schools. Closer item analysis of the questions indicates that although students performed poorly in all areas in Year 5, over the cohort of Year 3 and 5 students, the areas needing most consolidation are the *Jesus* and *Sacraments and Prayer* areas. The school will take this as the Religious Education Area focus for 2019 and it has been incorporated into the 2019 Evangelisation Plan for resourcing and further development.
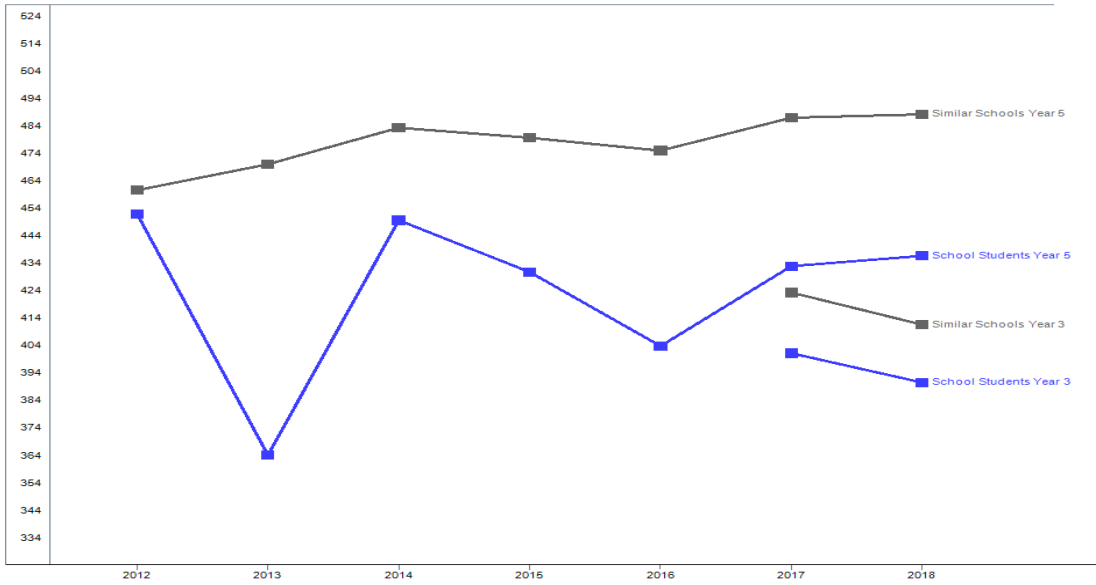
Table 4: St Thomas More BLRA 2018 Overview

1385   St Thomas More Catholic Primary School (Margaret River)

2018 BRLA Year 3   CEWA Mean: 408.4

BRLA   School Students Mean: 390.1
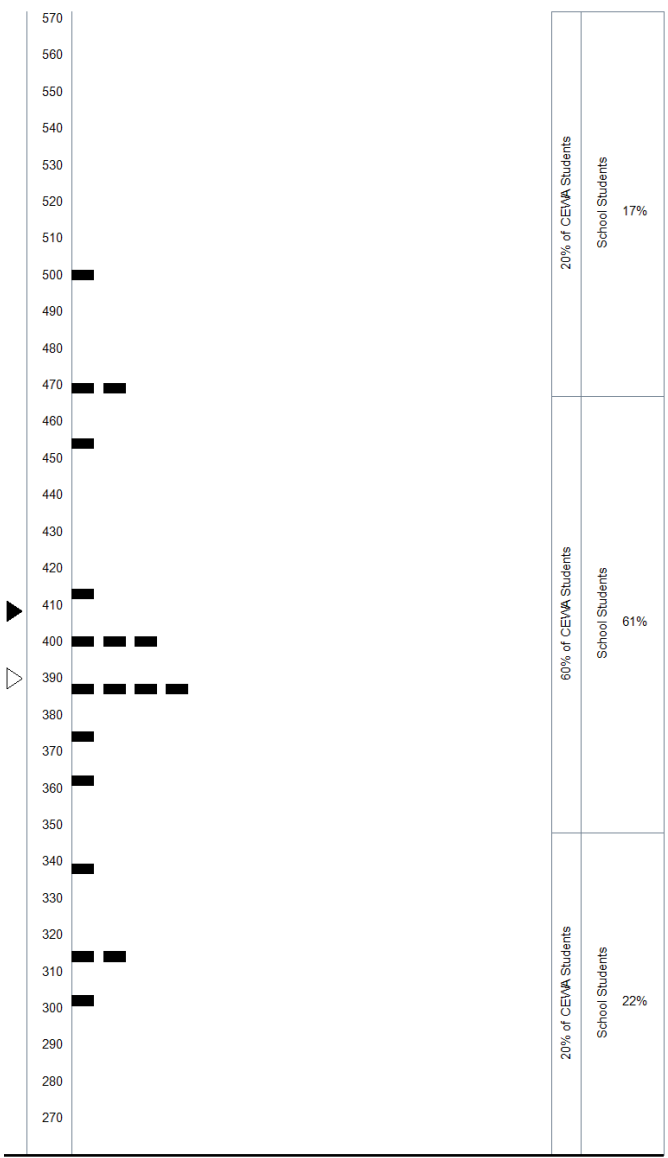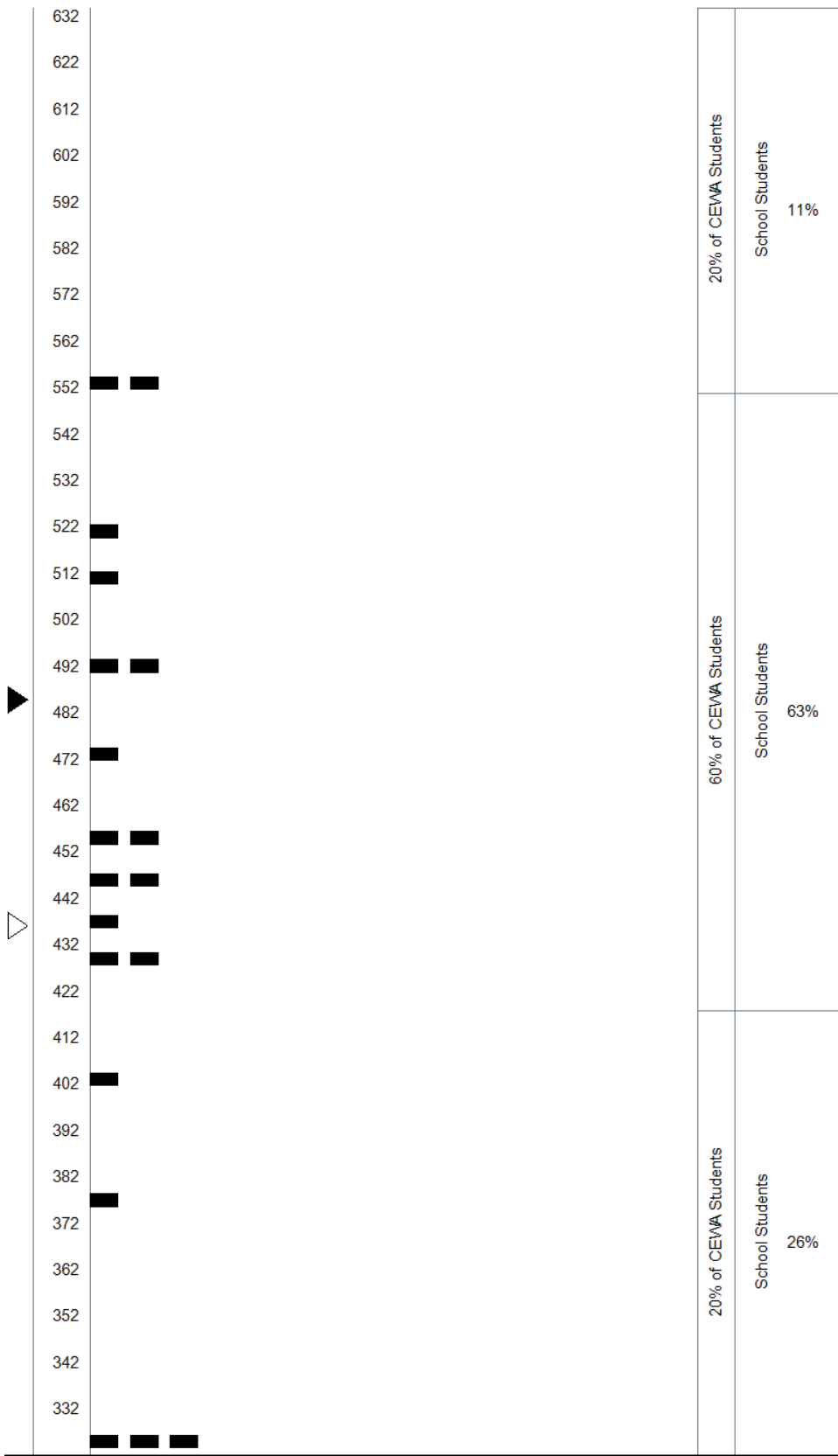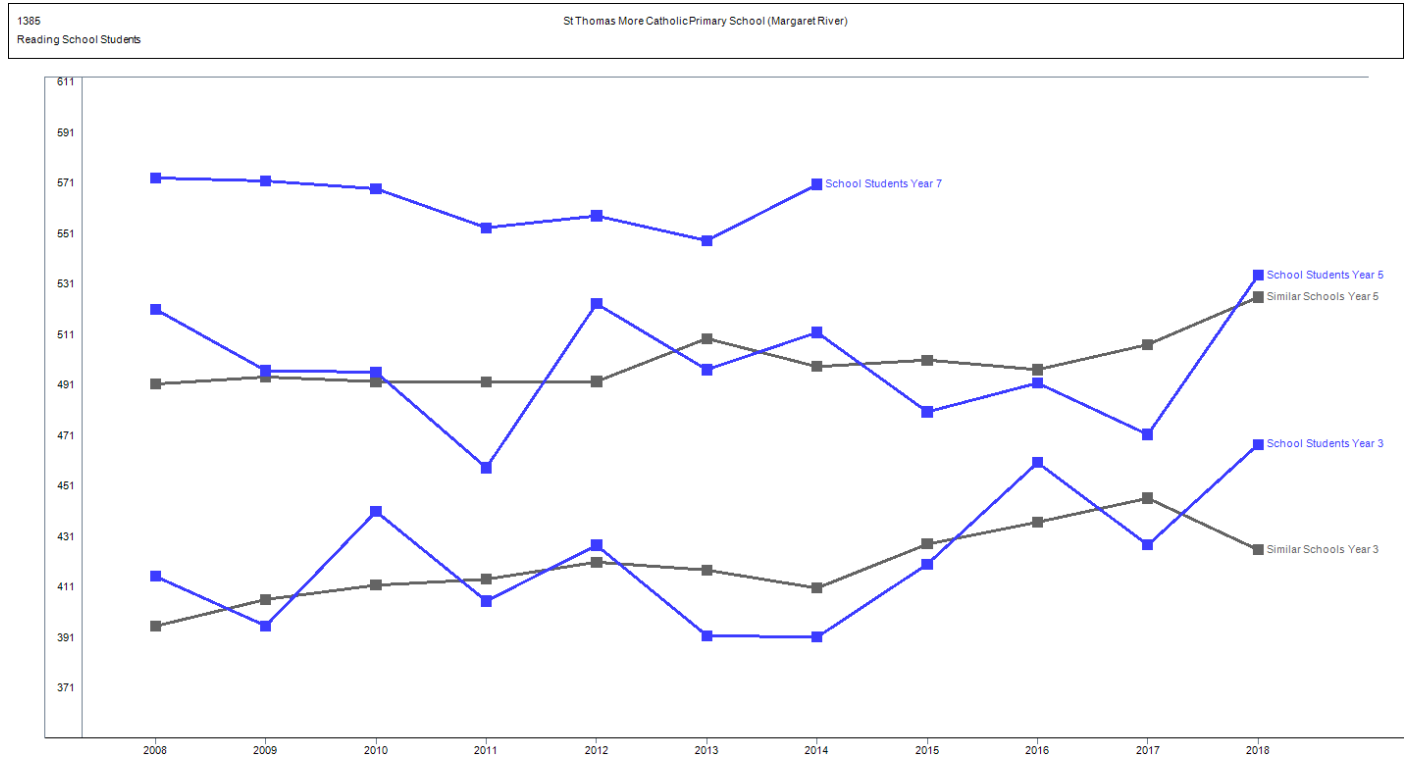

Table 5: St Thomas More BLRA 2018 Year 3 Distribution

1385	St Thomas More Catholic Primary School (Margaret River)
2018 BRLA Year 5	► CEWA Mean: 484.9
BRLA	▷ School Students Mean: 436.3

632		
622		
612		
602		
592	20% of CEWA Students	School Students 11%
582		
572		
562		
552	▬ ▬	
542		
532		
522	▬	
512	▬	
502		
492	▬ ▬	60% of CEWA Students / School Students 63%
482	►	
472	▬	
462		
452	▬ ▬	
442	▬ ▬	
432	▷ ▬ ▬	
422		
412		
402	▬	
392		
382		20% of CEWA Students / School Students 26%
372	▬	
362		
352		
342		
332		
	▬ ▬ ▬	

Table 6: St Thomas More BLRA 2018 Year 5 Distribution

National Assessment Program Literacy and Numeracy (NAPLAN)

This section refers to the school's NAPLAN data for 2018, with the caveat that this is a single test on a single day in a year for two year levels in the school. Analysis must be taken within the context of the class and the story of the school. However, it can and does provide a useful and valid insight into programs and initiatives within the school, if examined within a whole school and longitudinal context, rather than a reflection on individual classes and their teachers.

Overall, the general school NAPLAN data for 2018 is inconsistent, with no real trends being evident. However, the Year 3 Numeracy is showing an upward trend.

Numeracy

The St Thomas More overview reveals the Year 3 cohort continuing to track on an upward trend, for the 3rd consecutive year and well above similar schools. This points to strong and consistent numeracy teaching the early years. The Year 5 cohort is turning around a downward trend. Both these results may indicate that the school's numeracy focus over the last 3 years is finally improving outcomes and that some consolidation of new effective practices has occurred, especially in the early years. The data indicates maintenance of current programs and ongoing monitoring.
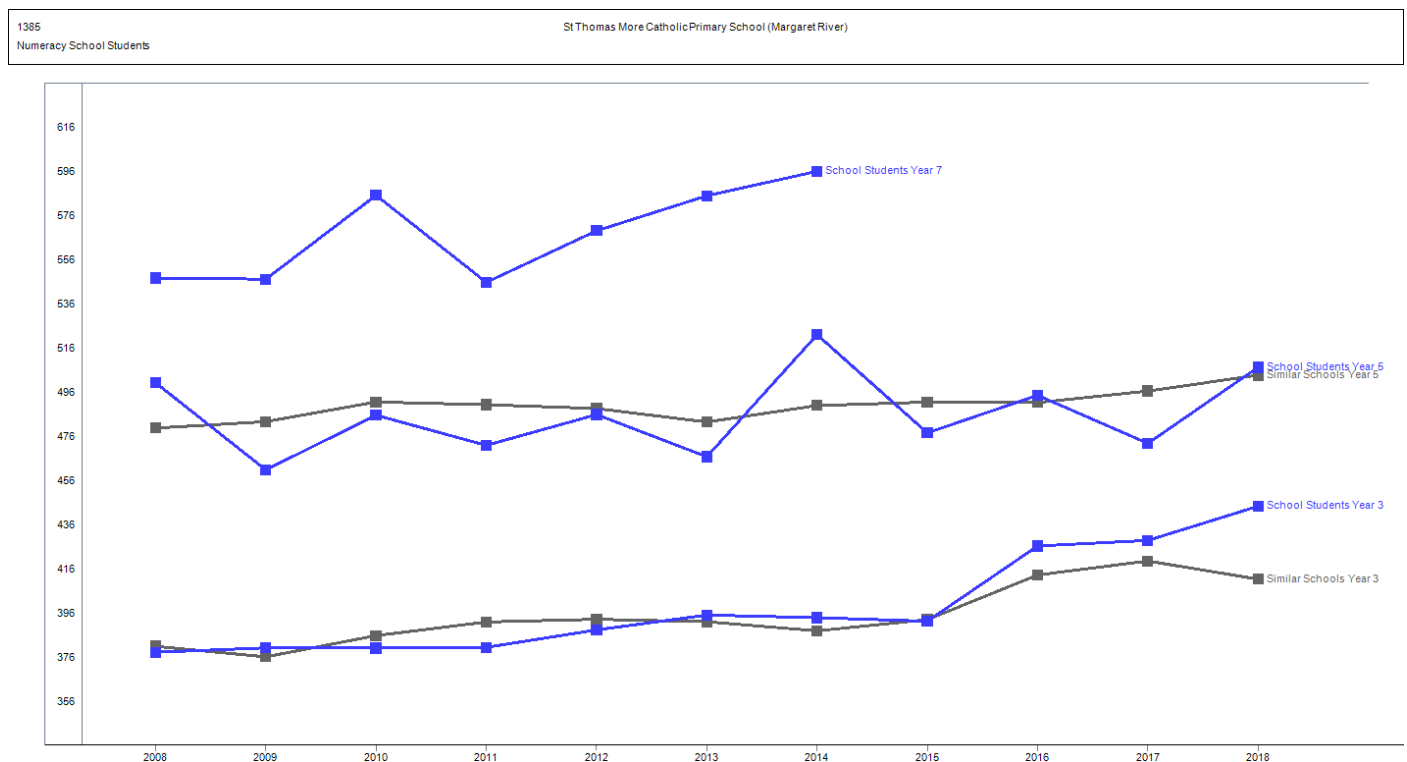
Table 7: St Thomas More NAPLAN 2018 Numeracy Overview

St Thomas More Catholic Primary School (Margaret River)

▶ Australian Mean: 407.7
▷ School Students Mean: 443.7

20% of Australian Students	School Students	32%
60% of Australian Students	School Students	53%
20% of Australian Students	School Students	16%

Bands shown: Band 6, Band 5, Band 4, Band 3, Band 2, Band 1
Scale values: 238, 258, 278, 298, 318, 338, 358, 378, 398, 418, 438, 458, 478, 498, 518
Above / At national minimum standard

Table 8: St Thomas More NAPLAN Year 5 2018 Numeracy Distribution

1385
2018 Numeracy Year 3

St Thomas More Catholic Primary School (Margaret River)

Band	School	CEWA	State	National	Similar
Exempt	0.0%	1.0%	1.1%	1.7%	0.3%
Band 1	0.0%	1.7%	3.2%	2.5%	2.3%
Band 2	10.5%	9.1%	9.9%	9.0%	7.0%
Band 3	10.5%	18.3%	20.5%	19.8%	17.2%
Band 4	26.3%	30.4%	27.7%	27.4%	29.4%
Band 5	21.1%	25.4%	23.1%	23.3%	27.3%
Band 6	31.6%	13.1%	14.4%	16.1%	16.4%
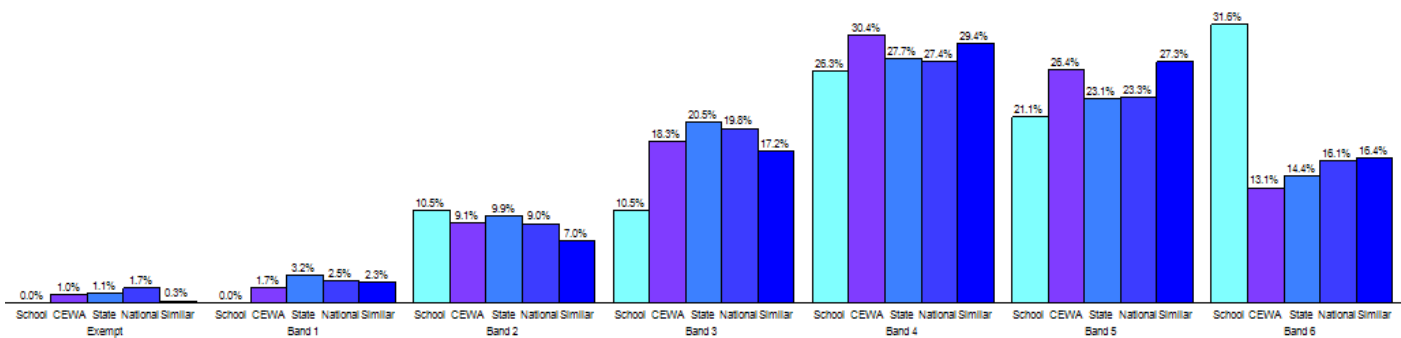
Table 9: St Thomas More NAPLAN 2108 Year 3 Numeracy Bands

Reading

The School overview reveals the Year 3 and 5 cohorts starting to track upwards and significantly above similar schools. With an emphasis placed on implementing Guided Reading it is hoped this will continue and these cohorts continue to show gains over time. Despite this, there have been no real trends to compare at this point.

Table 10: St Thomas More NAPLAN 2018 Reading Overview

St Thomas More Catholic Primary School (Margaret River)

Australian Mean: 433.8
School Students Mean: 467.0

Band 6
Band 5
Band 4
Band 3
Band 2
Band 1

Above
At national minimum standard

518
498
478
458
438
418
398
378
358
338
318
298
278
258
238

20% of Australian Students
60% of Australian Students
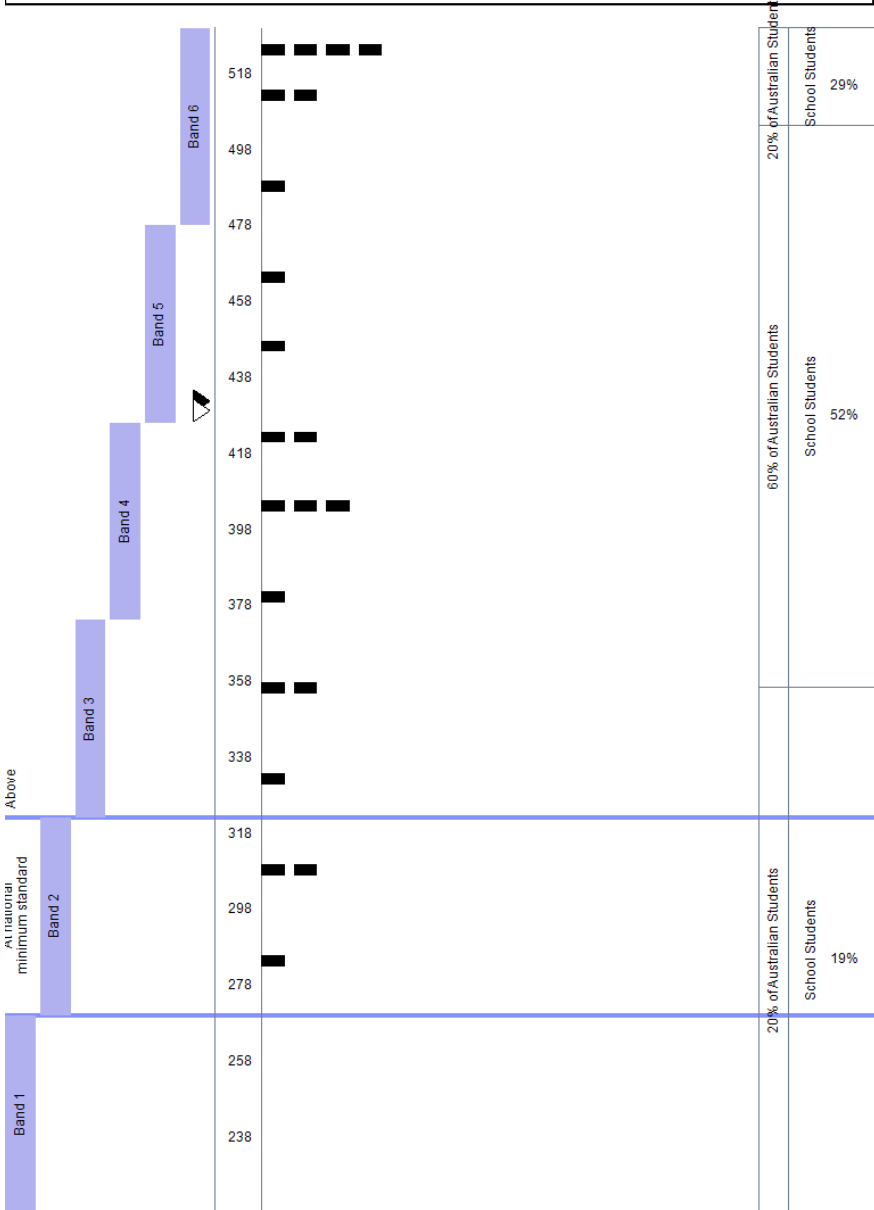20% of Australian Students

School Students 32%
School Students 58%
School Students 11%
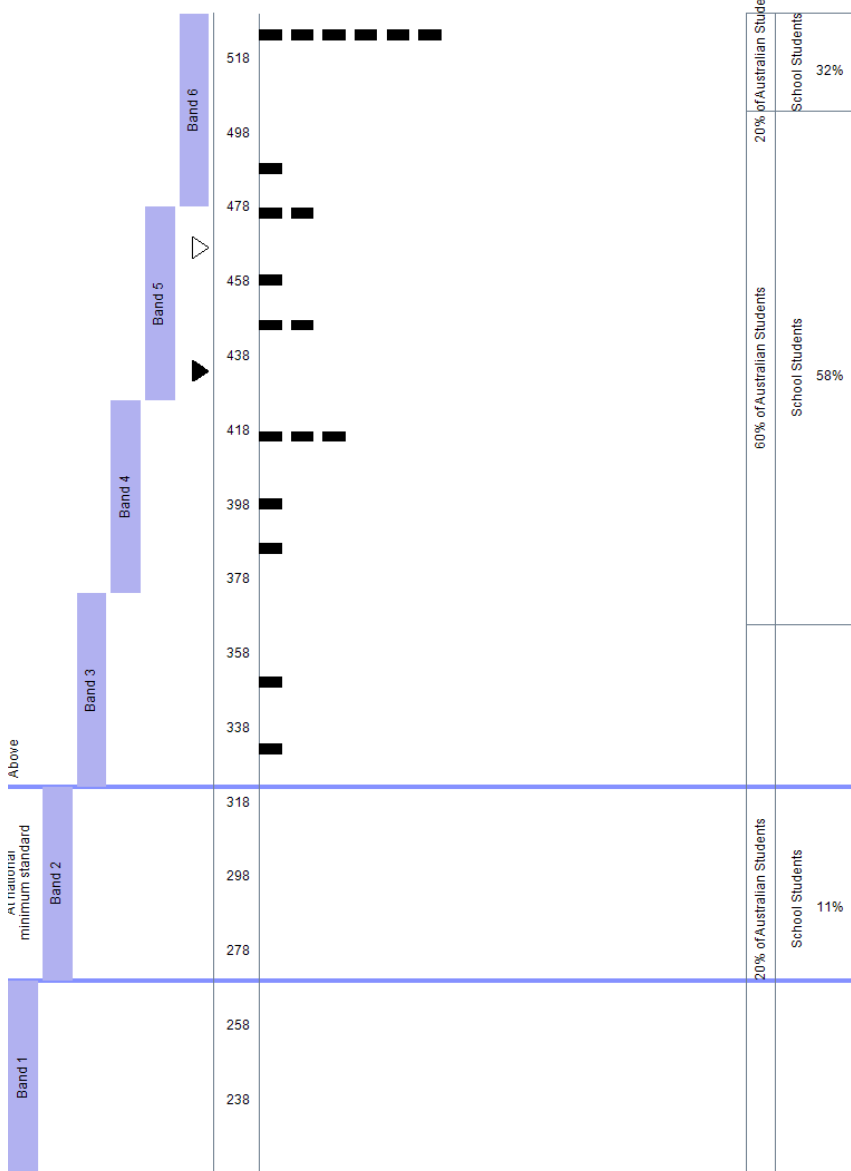
Table 11: St Thomas More NAPLAN 2018 Year 3 Reading Distribution

St Thomas More Catholic Primary School (Margaret River)

	School	CEWA	State	National	Similar
Exempt	0.0%	1.0%	1.2%	1.8%	0.3%
Band 1	0.0%	2.9%	4.0%	2.6%	3.1%
Band 2	0.0%	6.6%	7.6%	6.1%	8.5%
Band 3	10.5%	13.7%	15.1%	13.8%	12.9%
Band 4	26.3%	21.3%	23.5%	22.6%	23.2%
Band 5	26.3%	26.1%	23.3%	23.8%	26.0%
Band 6	36.8%	28.4%	25.4%	29.3%	26.0%

Table 22: St Thomas More NAPLAN 2018 Year 3 Reading Bands

St Thomas More Catholic Primary School (Margaret River)

Australian Mean: 509.0
School Students Mean: 534.0
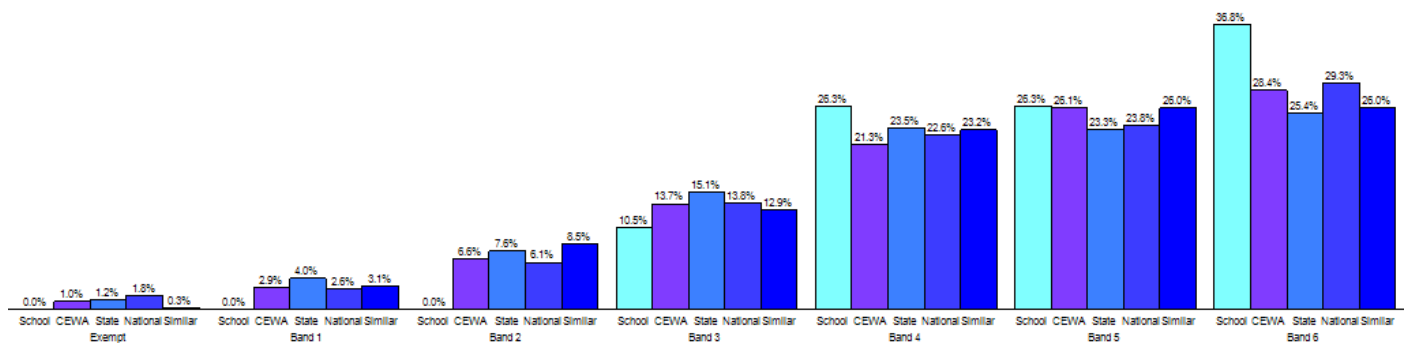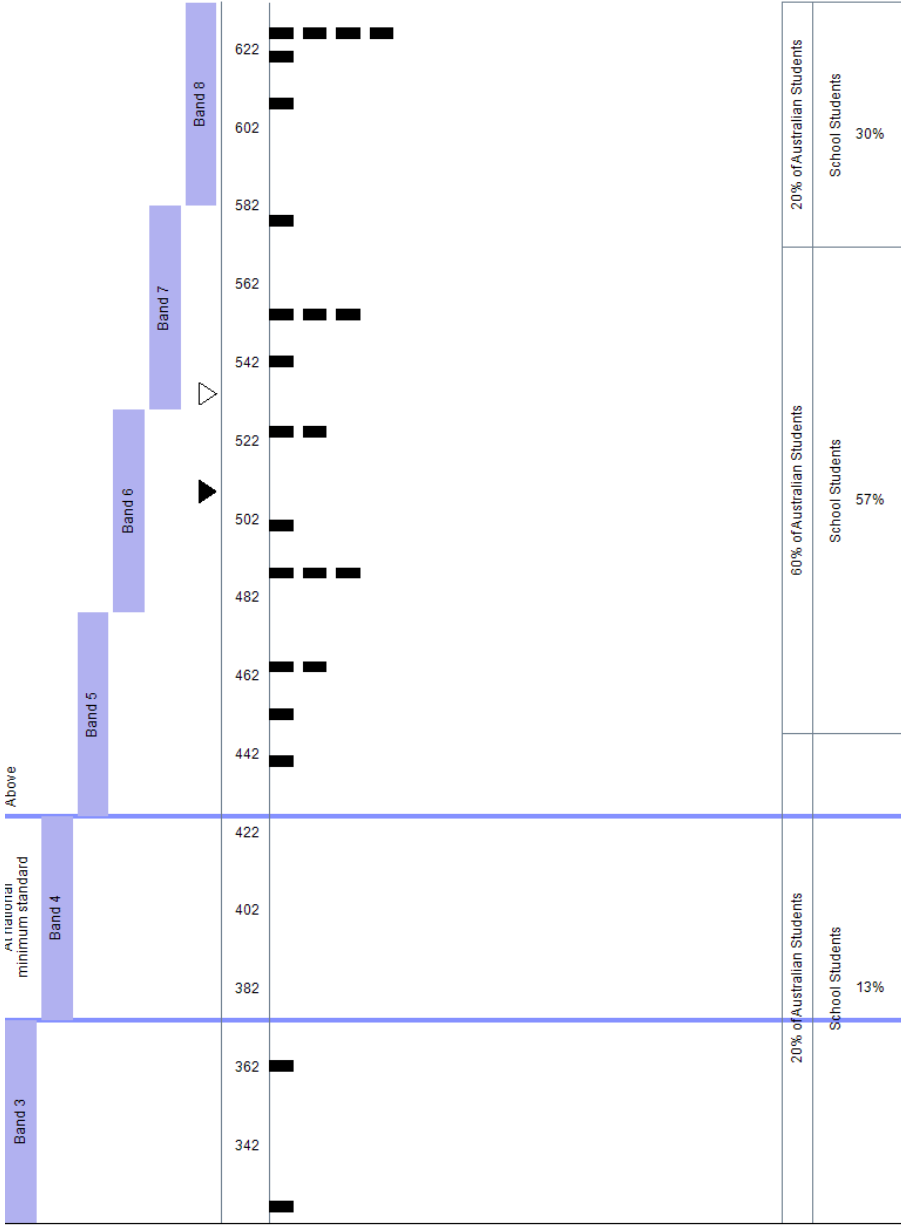
Table 133: St Thomas More NAPLAN 2018 Year 5 Reading Distribution

St Thomas More Catholic Primary School (Margaret River)
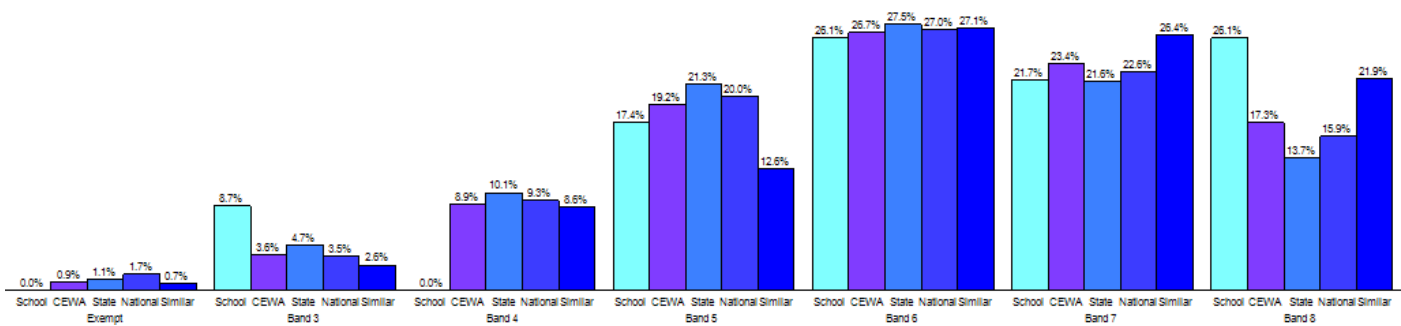
Table 14: St Thomas More NAPLAN 2018 Year 5 Reading Bands

Spelling

Spelling results show inconsistencies in trends, despite an increase in both 3 and 5 results in 2018. The downward trend for Year 5 from 2014 until 2017 will need further discussion in regard to spelling programs that have been implemented and whether a different synthetic phonics program needs to be implemented for K-2 and an alternative spelling program is instigated for Years 3-6. Certainly the data suggests there is further work to be done in ensuring St Thomas More closes the gap between CEWA similar schools.
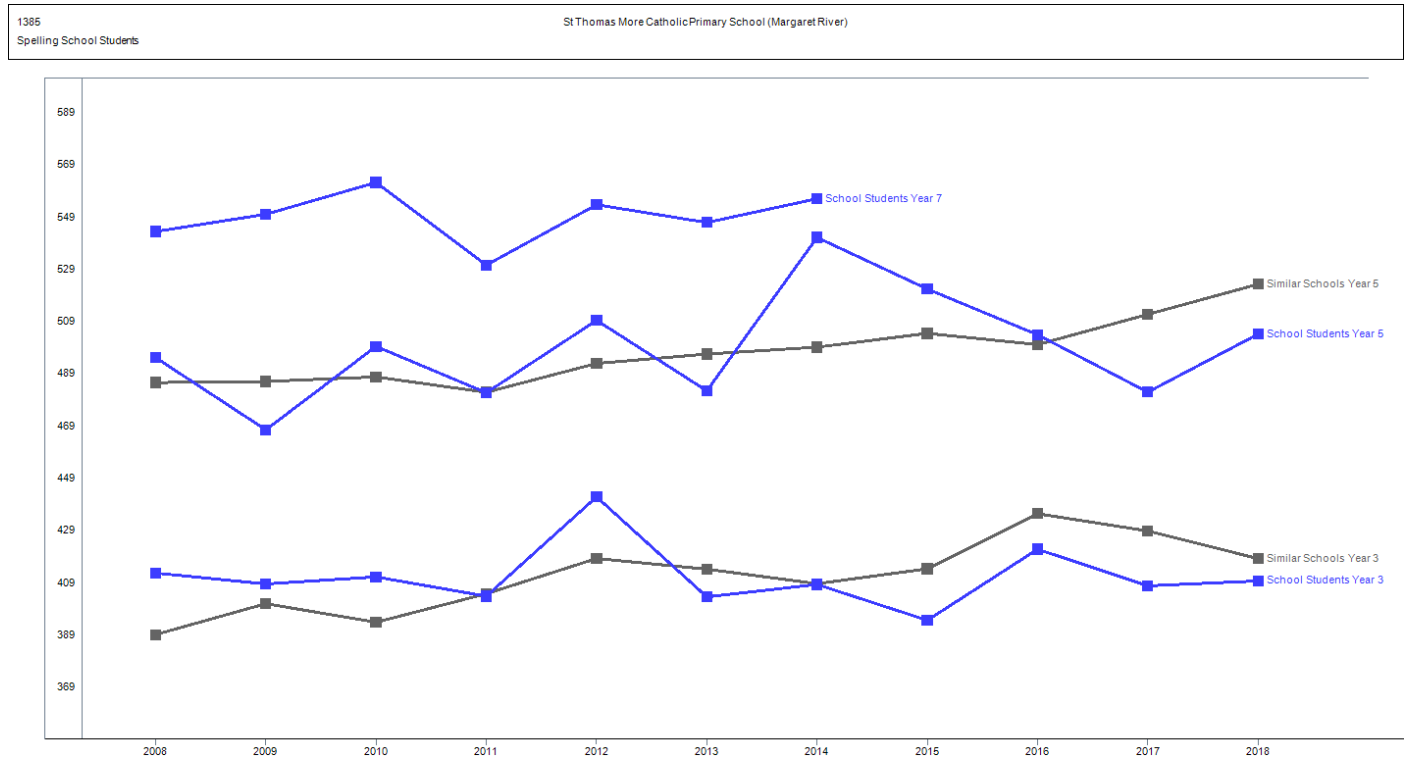
Table 15: St Thomas More NAPLAN 2018 Spelling Overview

St Thomas More Catholic Primary School (Margaret River)

Australian Mean: 417.8
School Students Mean: 409.9
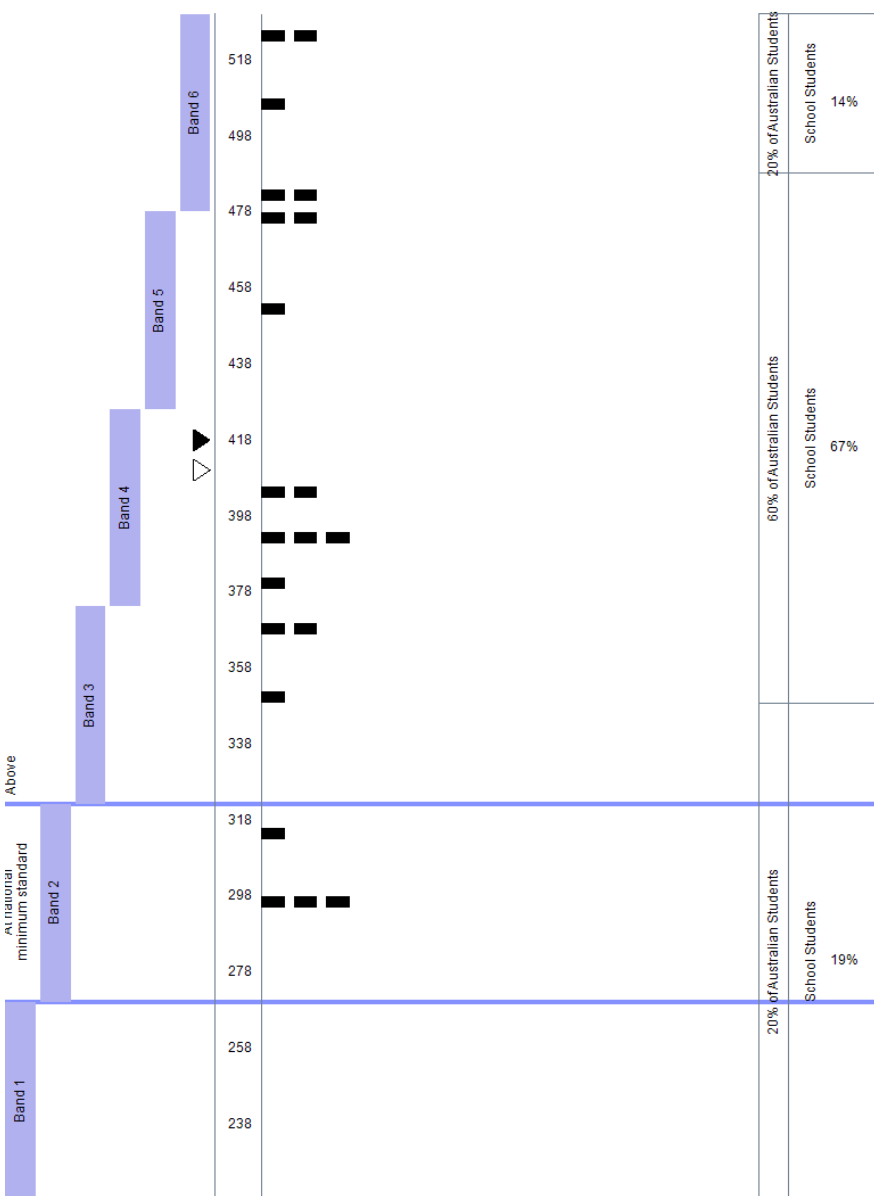
Table 16: St Thomas More NAPLAN 2018 Year 3 Spelling Distribution

St Thomas More Catholic Primary School (Margaret River)
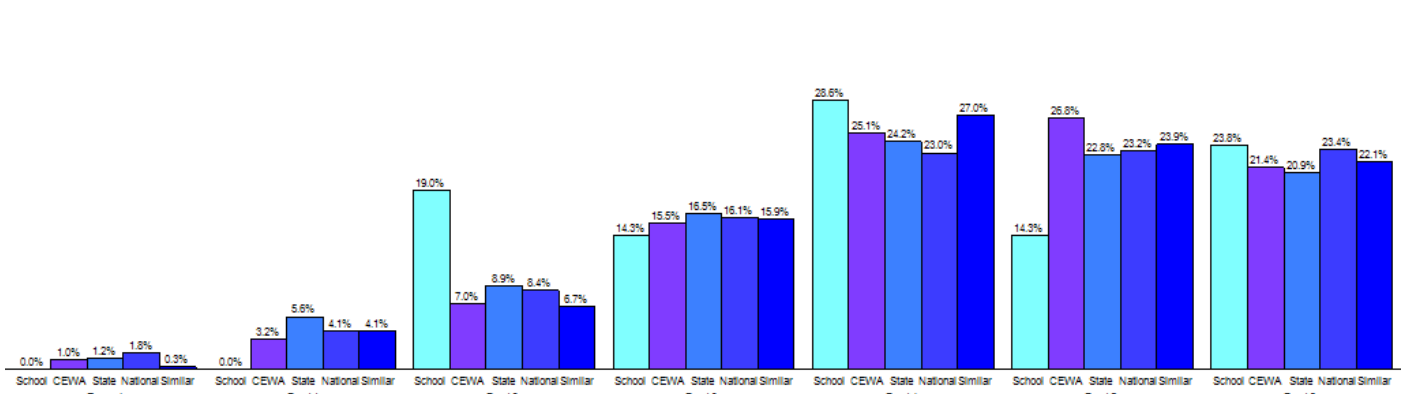
Table 17: St Thomas More NAPLAN 2018 Year 3 Spelling Bands

St Thomas More Catholic Primary School (Margaret River)

Australian Mean: 502.5
School Students Mean: 504.3

Band 8
Band 7
Band 6
Band 5
Band 4
Band 3

Above
At national minimum standard

622
602
582
562
542
522
502
482
462
442
422
402
382
362
342

20% of Australian Students — School Students 30%
60% of Australian Students — School Students 57%
20% of Australian Students — School Students 13%

Table 18: St Thomas More NAPLAN 2018 Year 5 Spelling Distribution

St Thomas More Catholic Primary School (Margaret River)

	School	CEWA	State	National	Similar
Exempt	0.0%	0.9%	1.1%	1.7%	0.7%
Band 3	4.3%	2.0%	4.5%	3.9%	1.7%
Band 4	8.7%	6.9%	9.8%	9.6%	4.5%
Band 5	21.7%	18.7%	21.3%	20.9%	17.5%
Band 6	30.4%	30.8%	29.8%	29.3%	27.5%
Band 7	17.4%	28.9%	22.2%	22.3%	31.3%
Band 8	17.4%	11.9%	11.4%	12.3%	16.7%
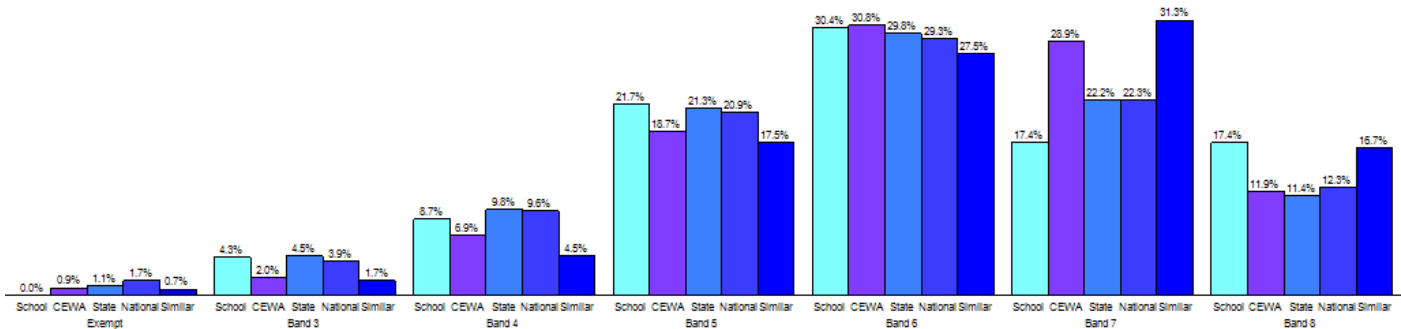
Table 19: St Thomas More NAPLAN 2018 Year 5 Spelling Bands

Grammar and Punctuation

The Grammar and Punctuation data is again very inconsistent with no real trends. There has been an upward trend from 2014 for the Year 3 cohort, however, this went down in 2018. Practices taught in the junior primary may need to be reflected on and implemented by Senior Primary teachers through teacher collaboration. The Scope and Sequence for Grammar and Punctuation needs to be reviewed and updated.

1385
Grammar & Punctuation School Students

St Thomas More Catholic Primary School (Margaret River)
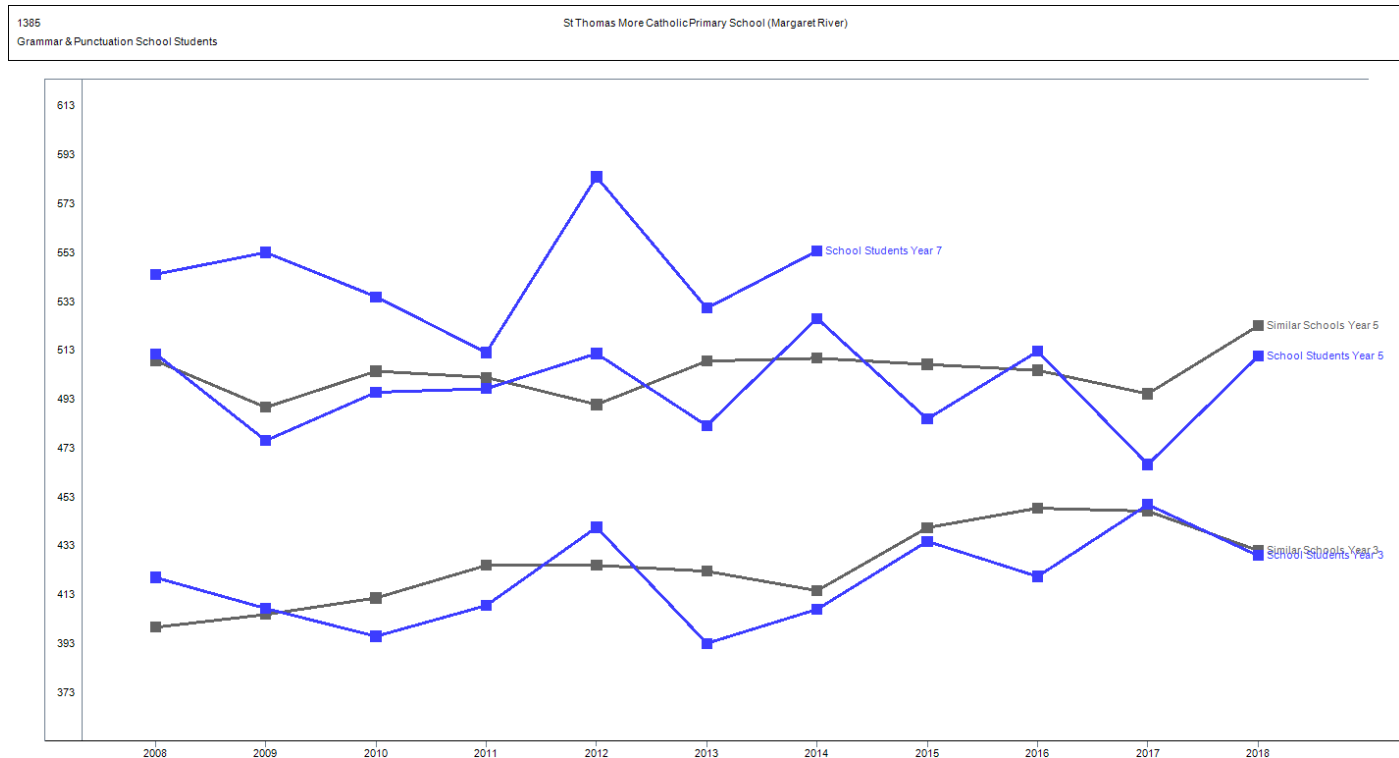
Table 20: St Thomas More NAPLAN 2018 Grammar & Punctuation Overview

St Thomas More Catholic Primary School (Margaret River)

Australian Mean: 431.7
School Students Mean: 429.2

Table 21: St Thomas More NAPLAN 2018 Year 3 Grammar & Punctuation Distribution

	School	CEWA	State	National	Similar
Exempt	0.0%	1.0%	1.2%	1.8%	0.3%
Band 1	0.0%	3.5%	5.4%	3.7%	3.6%
Band 2	14.3%	7.5%	9.3%	7.6%	5.1%
Band 3	14.3%	14.4%	13.9%	13.7%	15.7%
Band 4	28.6%	25.3%	17.3%	19.4%	26.0%
Band 5	9.5%	17.7%	25.2%	24.2%	20.3%
Band 6	33.3%	30.6%	27.6%	29.5%	29.0%

Table 22: St Thomas More NAPLAN 2018 Year 3 Grammar & Punctuation Bands

1385   St Thomas More Catholic Primary School (Margaret River)
2018 Grammar & Punctuation Year 5   Australian Mean: 503.6
NAPLAN   School Students Mean: 510.8
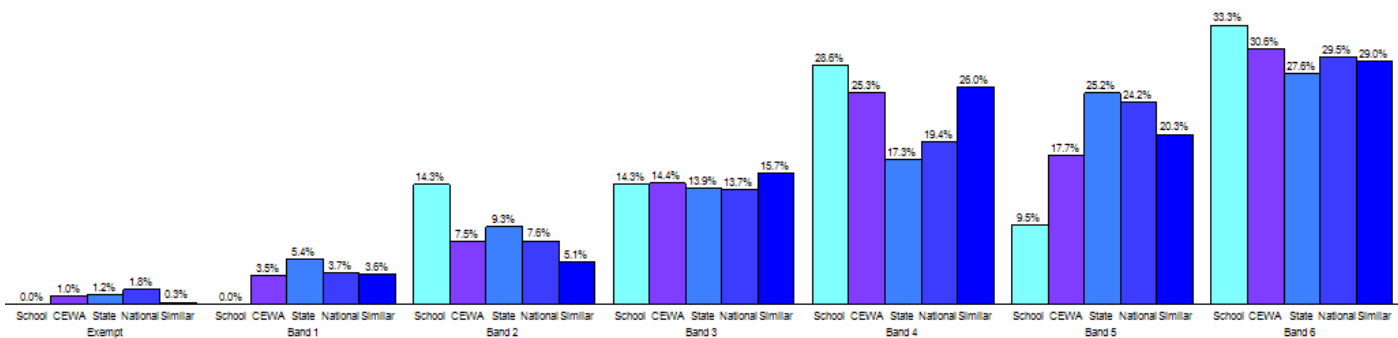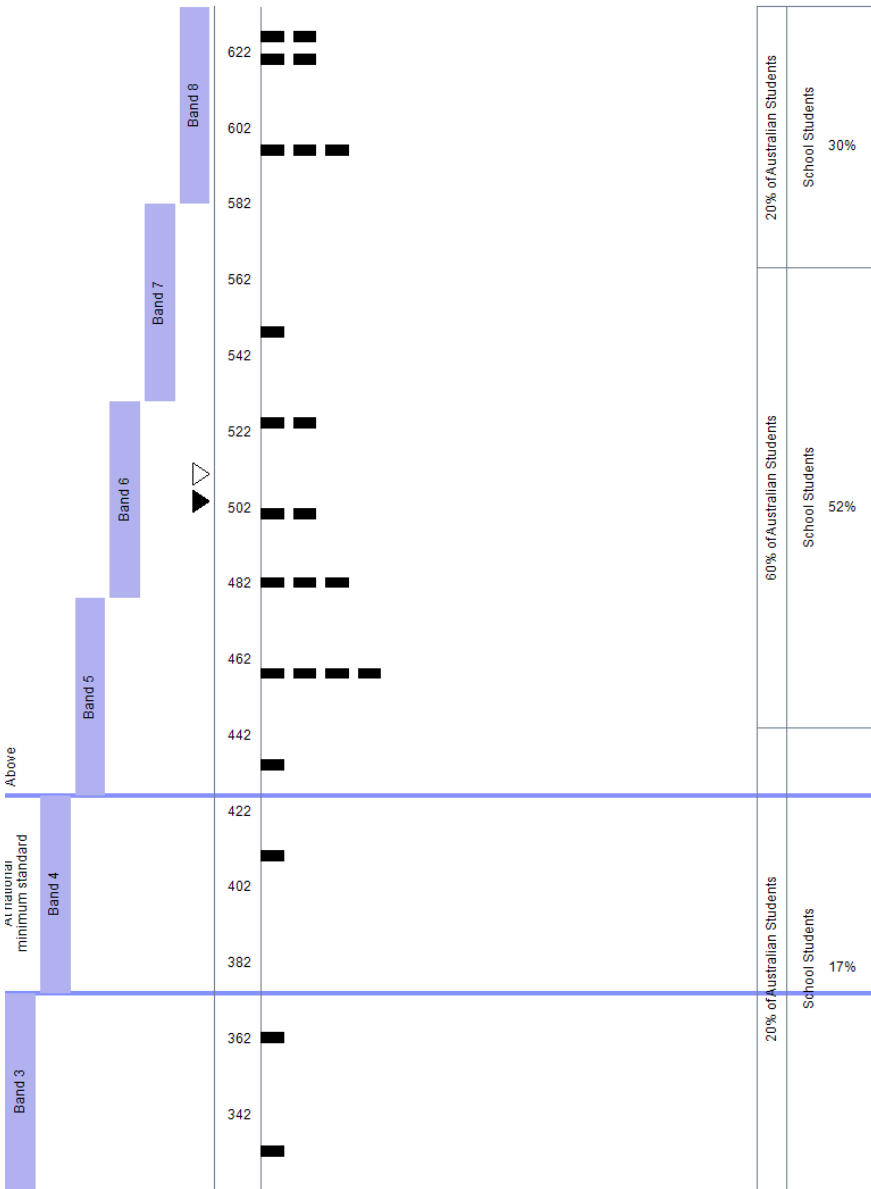
Table 23: St Thomas More NAPLAN 2018 Year 5 Grammar & Punctuation Distribution

	School	CEWA	State	National	Similar
Exempt	0.0%	0.9%	1.1%	1.7%	0.7%
Band 3	8.7%	3.9%	7.0%	4.8%	1.9%
Band 4	4.3%	8.9%	9.8%	9.5%	9.1%
Band 5	21.7%	15.8%	17.4%	19.6%	12.4%
Band 6	30.4%	32.6%	29.2%	28.5%	33.5%
Band 7	4.3%	19.5%	21.8%	21.8%	18.7%
Band 8	30.4%	18.4%	13.7%	14.1%	23.7%
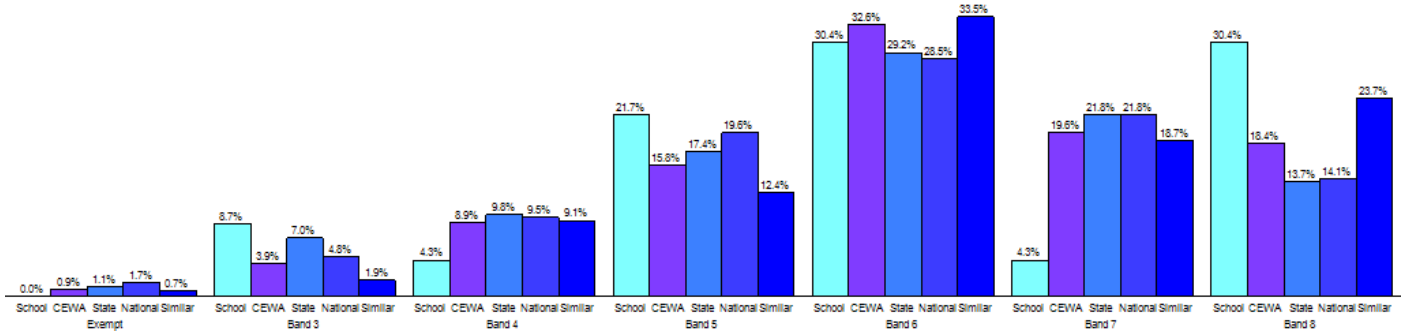
Table 24: St Thomas More NAPLAN 2018 Year 5 Grammar & Punctuation Bands

Writing

As with other school results for 2017, the Year 3 cohort has shown strong performance in Writing, significantly above similar schools and continuing an upward trend. Year 5 has performed above similar schools but not as strongly as Year 3 and are on a slight downward trend. This suggest that Early Childhood programs are working well and should be maintained and some of the effective Early Childhood strategies need to be introduced into the upper primary teaching practice.

1385
Writing School Students   St Thomas More Catholic Primary School (Margaret River)

Legend:
- School Students Year 7
- Similar Schools Year 5
- School Students Year 5
- School Students Year 3
- Similar Schools Year 3
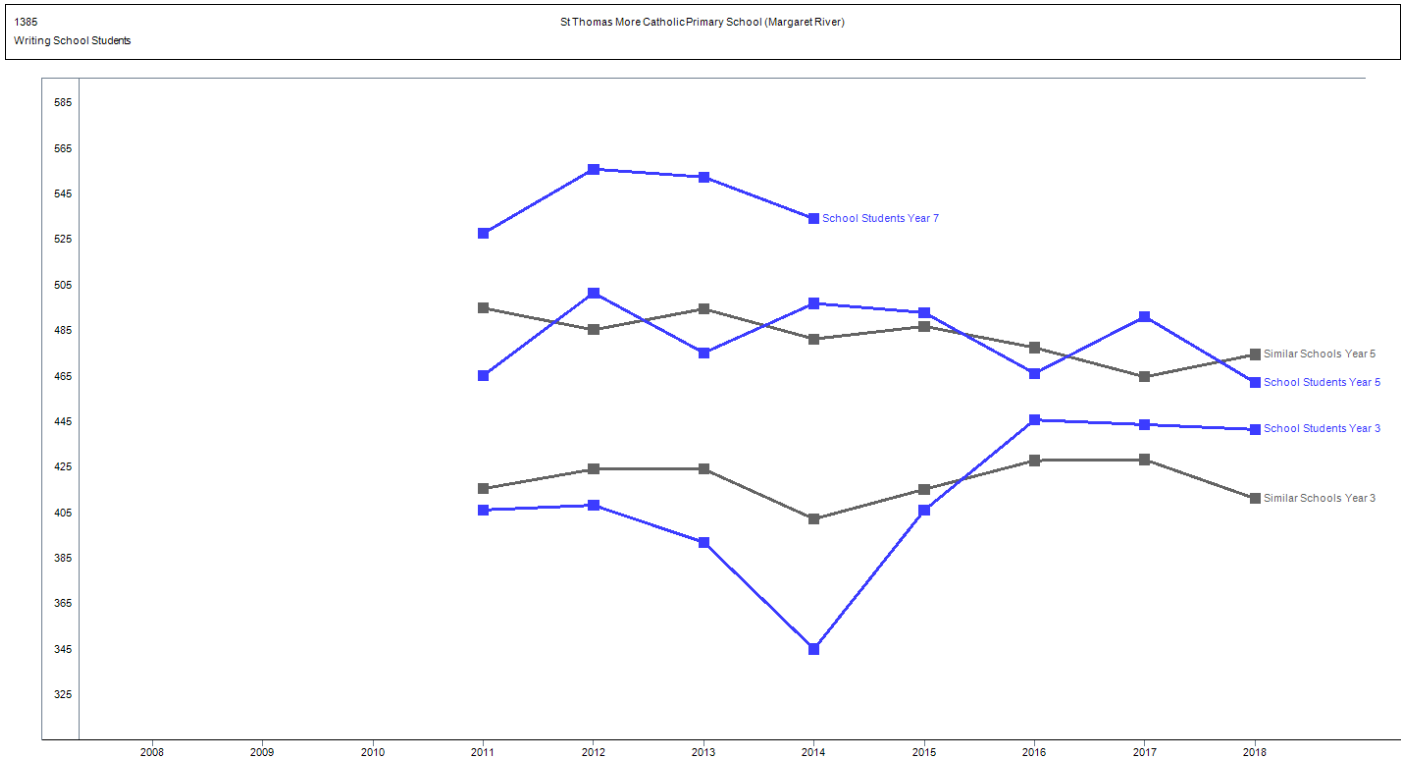
Table 25: St Thomas More NAPLAN 2018 Writing Overview
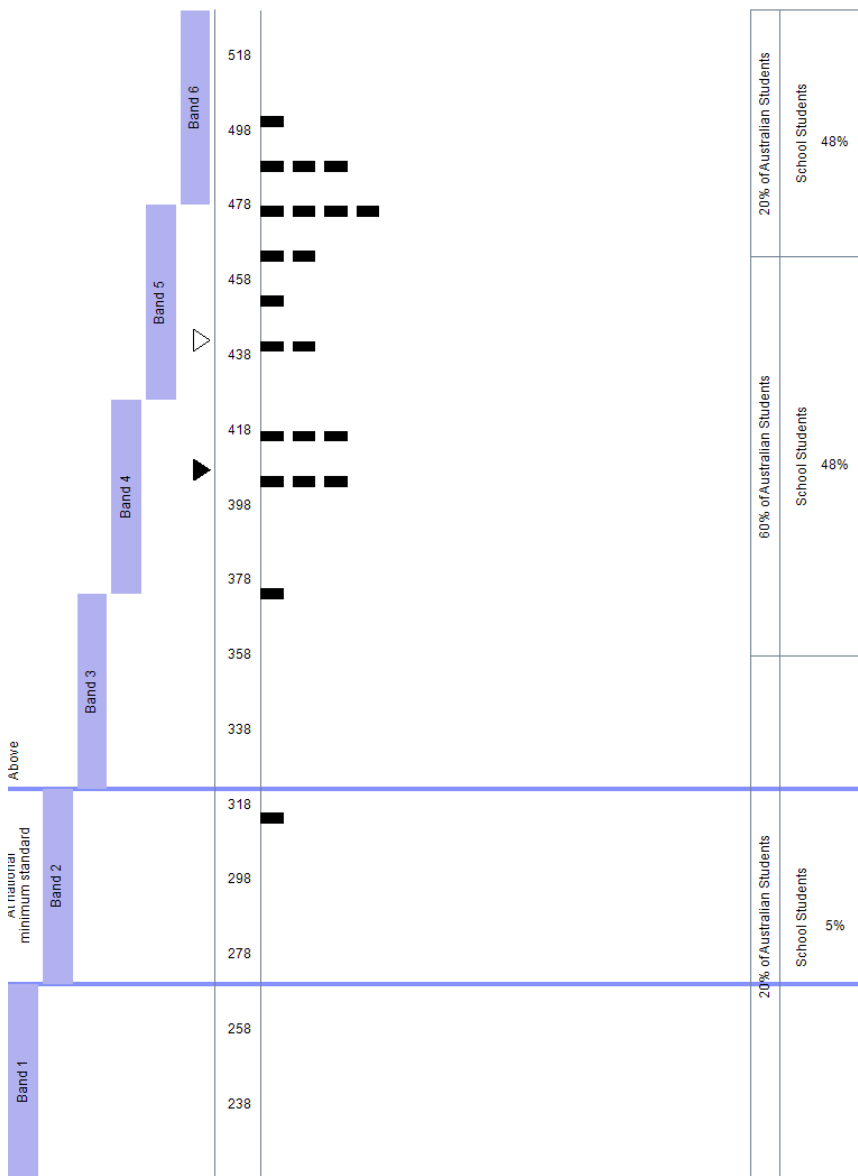
Table 26: St Thomas More NAPLAN 2018 Year 3 Writing Distribution
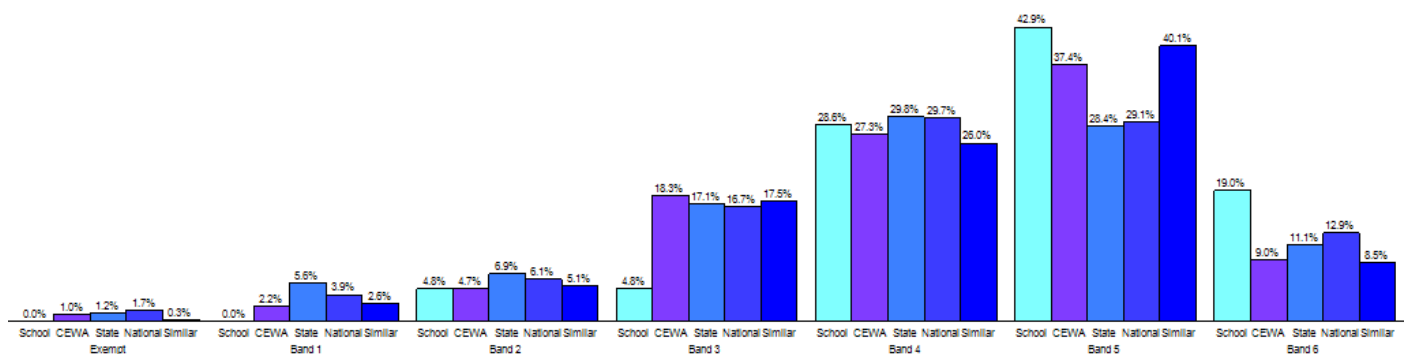
Table 27: St Thomas More NAPLAN 2018 Year 3 Writing Bands

St Thomas More Catholic Primary School (Margaret River)

Australian Mean: 464.6
School Students Mean: 462.5

Band 8

622

602

582

Band 7

562

542

Band 6

522

502

482

Band 5

462

442

Above

422

At national minimum standard

Band 4

402

382

362

Band 3

342

20% of Australian Students — School Students 4%

60% of Australian Students — School Students 87%

20% of Australian Students — School Students 9%

Table 28: St Thomas More NAPLAN 2018 Year 5 Writing Distribution

St Thomas More Catholic Primary School (Margaret River)

	School	CEWA	State	National	Similar
Exempt	0.0%	0.9%	1.1%	1.6%	0.7%
Band 3	4.3%	5.5%	10.3%	8.5%	5.0%
Band 4	4.3%	9.8%	15.5%	14.9%	10.2%
Band 5	65.2%	39.7%	31.4%	31.4%	38.1%
Band 6	26.1%	30.4%	28.6%	29.9%	30.2%
Band 7	0.0%	10.4%	10.1%	10.8%	12.1%
Band 8	0.0%	3.2%	2.9%	3.0%	3.6%
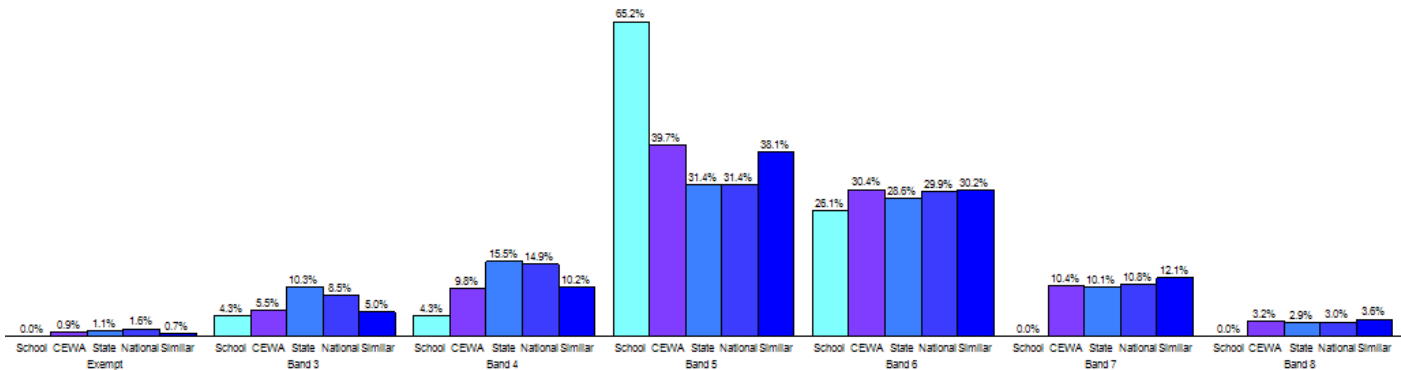
Table 29: St Thomas More NAPLAN 2018 Year 5 Writing Bands

Pre-Primary On-Entry Assessment: OLI 2018

In 2018, the Pre-Primary class completed the On-Entry Assessment in Term 1. The skills assessed in the OEA are Speaking and Listening, Reading, Writing and Numeracy.

The On-entry Assessment Program is an assessment for learning, rather than an assessment of learning. Conducting this assessment early in the year ensures that the teacher has information about the current skills and understandings of each child to assist in the planning and delivery of targeted learning programs that address the needs of each individual, especially those who may require early intervention or extension.

The On-Entry Assessment program states that students should reach a Developmental/Progression Point of 1 by the end of Pre-Primary.

Student	Speaking and Listening	Reading	Writing	Numeracy
1	0	0.2	0.1	0.6
2	0.6	0.7	0.1	1
3	0.3	0.5	0.1	0.6
4	0.6	0.8	0.1	1
5	0	0.2	0.1	0.6
6	0.4	0.8	0.1	1.1
7	0.6	0.8	0.1	1.2
8	0.8	1.9	0.2	1.2
9	0.5	0.9	0.2	1.1
10	0.5	0.9	0.2	1.1
11	0	0.6	0.4	0.8
12	0	0.4	0.1	0.6
13	0.4	0.6	0.1	0.6
14	0	0.6	0.1	1
15	0.1	0.2	0.1	0.6
Average	**0.32**	**0.67**	**0.14**	**0.87**

A 'ceiling point' has been introduced for each numeracy module: Module 1 - 1.6 Module 2 - 2.2 Module 3 - 2.6. These points indicate student achievement deemed to be at or above that point for each module; and are reflective of the limited number of items in each module that are set well above year level curriculum.

Table 30: STMCPS 2018 On-Line Entry Data

The OLI handbook states that students should reach a developmental/progression point of 1 by the end of Pre-Primary. At the present stage, testing is conducted at the beginning of the school year with no comparison data taken at the end of that year.

On entry to Pre-Primary students tested showed strength in both Numeracy (M=0.87) and Reading (0.67). Whereas, student scores in Writing (M = 0.14) and Speaking and Listening (M = 0.32) were observed as an area of possible weakness. This data is used to determine areas of priority, early focus and developmentally appropriate intervention. Additionally, this information is used to support other data collated by our early years specialists to inform teaching and learning.

Reading Levels:

The reading benchmarks used at STMCPS are set by Catholic Education Office Western Australia and calculated using the PM Benchmarks that are aligned to the Reading Recovery Levels.

Year	STMCPS Reading Level Targets for end of year	Average end of year STMCPS 2017 Reading Levels	Percentage of Students meeting or exceeding Reading targets
Pre-Primary	Between 3-5	4.8	60%
Year 1	Between 5 -15	16.59	83%
Year 2	15 - 25	23.68	91%
Year 3	25 -30	26	93%

Table 2: STMCPS Reading Level Targets

The above table shows the average reading levels achieved by students and the percentage of students meeting or exceeding the specified targets. Results indicate that in all year groups students are either at or above the set benchmarks. The Year 3 average is capped by the benchmark and a failure to measure readers past level 30. The Informal Prose Inventory is used to measure students who have completed a RR level of 30. The identification of at-risk students is guided by data from PATR tests, conducted in Term 1, and the Toe by Toe reading assessment (i.e. Students at reading risk are identified as those students being 2-3 reading years below their chronological age).

The NELP Report into Early Literacy Development (2009) suggests that there is a strong correlation between children with strong oral language and phonological awareness skills and literacy levels. The STMCPS OLI results for 2018 showed lower scores in Speaking and Listening and Writing when entering Pre-Primary, and as such is identified as an area for further investigation and discussion.

PAT Testing

The school undertakes PAT testing towards the commencement of the school year. Tests covered are Reading, Vocabulary and Maths.
Analysis of the data shows that in Reading and Maths, the stanines range from 1-7 for most year levels, with a mean between 3 and 5. The Year 1 results were particularly low, with a mean of Stanine 2.

Gifted and Talented Testing (AGAT)

Our G&T test data, completed at the start of the year, indicates a number of students performing in higher percentages in comparison to other students of the same age. The ongoing G&T program, known as LEAP Kids (Learning Enrichment Academic Program) warrants further continuation. The program is based on the G&T test results and teacher nomination. Students participate in the program on an ongoing basis for the course of the year. This provides the largest range of opportunities for students displaying exceptional abilities to engage in an Extension program.

General Observations

The results for the various cohorts at St Thomas More shows there is some inconsistencies in the teaching and learning programs being offered and further investigation into the effectiveness of these programs is warranted. In addition, the practices being implemented need to be documented, discussed, explored and verified amongst staff. The data also indicates that the school's focus on Numeracy over the last few years is paying dividends and student scores are improving across all classes. It shows that with concerted and consistent effort and by focusing resources and ensuring consolidation at a whole school level, effective change to improve student outcomes can be achieved. This provides a model for achievement in other curriculum areas.

Curriculum Goals for 2019

Religious Education

1. Teachers to provide more explicit teaching on the elements and traditions of the Mass
2. Religious Education teaching to focus on the areas of Jesus and Sacraments and Prayer
3. A focus on incorporating a variety of formal and informal prayers into the classroom environment

Literacy

An ongoing emphasis on the examination of student data in the school to identify learning and teaching gaps through:

1. Regular data-based PLC cluster meetings.
2. The continued implementation of Literacy Dedicated Time incorporating Guided reading and reading groups.
3. Continue to develop literacy practices to promote reading skills.
4. Monitoring of spelling data in Junior primary to ascertain effectiveness of Diana Rigg program, with a view to move to the implementation of Letters and Sounds for K-2.
5. Review of Spelling in Years 3-6 with a view to implement a Spelling program for these year levels.
6. Development of a Scope and Sequence for Grammar & Punctuation through the school.

Numeracy

1. Consolidation of strategies, including numeracy dedicated time, hands-on learning, problem-solving focus, mental maths strategies and use of a wide range of maths resources.
2. A review of the effectiveness of the use of the Stepping Stones maths text book.

Child Protection Curriculum

1. Ongoing in servicing of new classroom teaching staff in the "Keeping Safe" Programme.
2. All new staff to complete course in Mandatory Reporting.
3. Teachers to continue to inform parents of year level content of "Keeping Safe".
4. Staff to undertake Professional Development in the CEWA Child Safe Framework

Quality Catholic Schools

Components identified for improvement in 2019:

Domain 3 – EDUCATION

301: An Explicit Improvement Agenda

Domain 3 – EDUCATION

305: Effective Pedagogical Practices

St Thomas More Catholic Primary School - Assessment Schedule - 2019

	Term 1	Term 2	Term 3	Term 4
FORMAL REPORTING	K-Y6: PARENT-TEACHER INTERVIEWS	PP-Y6: SEMESTER 1 FORMAL REPORT	K-Y6: LEARNING JOURNEYS with Work Samples	PP-Y6: SEMESTER 2 FORMAL REPORT
Kindy	• Individual OT & Speech Screening	• Vision & Hearing Screening (School Nurse) • Portfolio		• Diana Rigg: Alphabetic Investigation • Portfolio
Pre Primary	**Literacy and Numeracy:** • Online Entry Assessment **Numeracy:** • Stepping Stones Module/Quarterly Check-up	**Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running Records (for reading students) **Numeracy** • Stepping Stones Module/Quarterly Check-up	**Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running Records (for reading students) **Numeracy** • Stepping Stones Module/Quarterly Check-up	**Literacy:** • Phonic and Sight Word Assessment • Running Records (for reading students) **Numeracy** • Stepping Stones Module/Quarterly Check-up
Year 1	**Literacy:** • Observation Survey • Early years PAT-Reading • Running records • Diana Rigg Spelling Placement test **Numeracy** • Early years PAT Maths • Stepping Stones Module/ Quarterly Check-ups	**Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running Records **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running Records **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Early years PAT-Reading • Phonic and Sight Word Assessment • Running Records **Numeracy:** • Stepping Stones Module/Quarterly Check-ups • Early years PAT Maths
Year 2	**Literacy:** • Observation Survey • PAT Reading (Test 2) • Sight word testing • Diana Rigg Spelling Placement test: • Running records **Numeracy** • PAT MATHS (Test 2) • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running records **Numeracy:** • Stepping Stones Module/Quarterly Check-up	**Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running records **Numeracy:** • Stepping Stones Module/Quarterly Check-up	**Literacy:** • PAT Reading (Test 2) • Phonic and Sight Word Assessment • Running Records **Numeracy** • PAT MATHS (Test 2) • Stepping Stones Module/Quarterly Check-up

Year 3	**Literacy** • Observation Survey (students at risk 'with a text level of 20 or less) • Sight word testing • Diana Rigg Spelling Placement test • Running records • Toe by Toe • PAT R Comp (Test 3) • PAT Grammar & Punctuation (Test 3) • PAT Spelling (Test 3) PAT R Vocab (Test 3) **Numeracy** • Stepping Stones Module/Quarterly Check-ups • PAT Maths (Test 3)	**NAPLAN** **Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running records (Students below RR L30) • Informal Prose Inventory (Students above Level 30) **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Phonic and Sight Word Assessment • Brightpath Assessment • Running records • (Students below RR L30) • Informal Prose Inventory (Students above Level 30) **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Phonic and Sight Word Assessment • Running records (Students below RR L30) • Toe by Toe • Informal Prose Inventory (Students above Level 30) • PAT R Comp (Test 3) • PAT Grammar & Punctuation (Test 3) • PAT Spelling (Test 3) PAT R Vocab (Test 3) **Numeracy:** • Stepping Stones Module/Quarterly Check-ups • PAT Maths (Test 3)
Year 4	**Literacy** • Diana Rigg Spelling Placement test • Toe by Toe • PAT R Comp (Test 4) • PAT Grammar & Punctuation (Test 4) • PAT Spelling (Test 4) • PAT R Vocab (Test 4) **Numeracy** • Stepping Stones Module/Quarterly Check-ups • PAT Maths (Test 4)	**Literacy:** • Brightpath Assessment **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Brightpath Assessment **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Toe by Toe • PAT R Comp (Test 4) • PAT Grammar & Punctuation (Test 4) • PAT Spelling (Test 4) • PAT R Vocab (Test 4) **Numeracy:** • Stepping Stones Module/Quarterly Check-ups • PAT Maths (Test 4)
Year 5	**Literacy** • Diana Rigg Spelling Placement test • Toe by Toe • PAT R Comp (Test 5) • PAT Grammar & Punctuation (Test 5) • PAT Spelling (Test 5) • PAT R Vocab (Test 5) **Numeracy** • Stepping Stones Module/Quarterly Check-up • PAT Maths (Test 5)	**NAPLAN** **Literacy:** • Brightpath Assessment **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Brightpath Assessment **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	**Literacy:** • Toe by Toe • PAT R Comp (Test 5) • PAT Grammar & Punctuation (Test 5) • PAT Spelling (Test 5) • PAT R Vocab (Test 5) **Numeracy:** • Stepping Stones Module/Quarterly Check-ups • PAT Maths (Test 5)

Year 6	Literacy • Diana Rigg Spelling Placement test • Toe by Toe • PAT R Comp (Test 6) • PAT Grammar & Punctuation (Test 6) • PAT Spelling (Test 6) • PAT R Vocab (Test 6) **Numeracy** • Stepping Stones Module/Quarterly Check-up • PAT Maths (Test 6)	Literacy: • Brightpath Assessment **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	Literacy: • Brightpath Assessment **Numeracy:** • Stepping Stones Module/Quarterly Check-ups	Literacy: • Brightpath Assessment • Toe by Toe • PAT R Comp (Test 6) • PAT Grammar & Punctuation (Test 6) • PAT Spelling (Test 6) • PAT R Vocab (Test 6) **Numeracy:** • Stepping Stones Module/Quarterly Check-ups • PAT Maths (Test 6)

Assessment and Reporting Policy

https://cewaedu.sharepoint.com/:w:/r/sites/8497StThomasMoreCatholicPrimarySchoolMargaretRiver/Teacher%20Share%20Drive/STMCPS%20POLICIES/Assessment%20and%20Reporting%20Policy.docx?d=w131c0bbf7f6e4e4ab26c972e5851e42d&csf=1&e=5MrS8f