



St. Lawrence Primary School

Curriculum Plan 2016

Analysis of Student Learning: Profile of the Learners

St. Lawrence Primary School is a single stream co-educational school catering for approximately 260 students from Pre-Kindy to Year 6. 92% of students are Catholic and 8% are non-Catholic. 13% of students have a background other than English and are represented by a diverse range of cultures including Orthodox Christians and Hindu. There are no Aboriginal students currently enrolled at the school.

Students with Identified Learning Needs A detailed profile of these students is on the school database.

Year	SWD	IEP	CAP	EAL/D
K	0	0	0	3
PP	0	0	0	5
1	1	2	5	4
2	1	4	4	5
3	2	9	0	6
4	0	6	4	4
5	0	6	4	2
6	2	11	3	2

Reflection and Evaluation of Curriculum Focus

Effectiveness of teaching and learning programs, strategies, resources and pedagogy.

- PLD resources working well for oral language, phonics, phonological awareness and comprehension skills in the early years.
- A more consistent approach to writing and reviewing of plans (Individual Education Plans, Curriculum Adjustment Plans etc.)
- More opportunities for professional conversations.
- Staff committed and working hard to improve teaching and learning in our focus area.

What have we been doing that is working well and needs to be maintained?

- PLD resources in early years
- Proactive discussion and enthusiasm of staff to address the needs of the students.
- Levelled Literacy Intervention
- Assessment more streamlined and consistent.
- Benchmark Assessment data informing pedagogy.
- Whole school tracking of results and clear targets on data wall.
- Relief time for teachers to administer assessments.
- Links with other schools e.g. St Denis writing moderation

What have we been doing that we could do better and or needs to be modified?

- A whole school approach to elements of Literacy Dedicated Time
- Focus on reflection time at end of Literacy Dedicated Time.
- Scope and sequences for comprehension and word work.
- More work needed on explicit teaching of comprehension strategies, extending vocabulary and written comprehension skills.
- Professional Development for guided reading and additional guided reading resources, to meet needs of range of abilities.
- Focus on use of Literacy Pro.
- LLI may be more beneficial in Semester one in Upper Primary. LLI resources used in classrooms, when not being used for support.
- More input from staff about direction of meetings.
- Some good strategies in place, are there too many areas to focus on at once?
- More time for conversations around the data wall.
- Independence, perseverance and resilience of students continues to be an issue.

Are there particular contexts and/or groups/individual learning needs that need to be addressed?

- NAPLAN data suggests there needs to be a greater focus on extending the top students in each year group. We need to investigate the effectiveness of teaching and learning programs, strategies, resources and pedagogy, to ensure that we are meeting their needs.
- We need to consider how we move students forward when they do not make progress. What do we do for students who have received LLI support or other support, but are still struggling?

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

- We now have a more consistent approach to writing, and reviewing of Individual Education Plans and Curriculum Adjustment Plans.
- Difficult at times to meet the diverse needs of students due to constraints, such as time or support.

Data Analysis

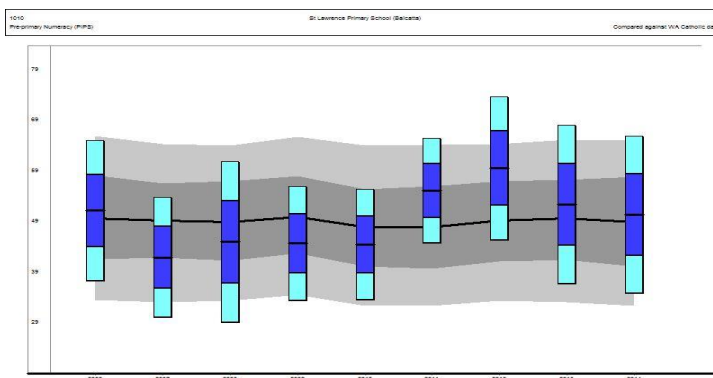
- An assessment and reporting schedule is being compiled 2016.
- All staff are involved in the ongoing analysis of standardised testing results e.g. PIPS, NAPLAN, Fountas and Pinnell Benchmark Assessment.

Areas of strength

- Pre-primary reading – school mean above WA mean last 4 years.
- Writing – Y3 above national average 2012-2015. Y5 above national average 2011-2015.
- Spelling mainly above national average in Years 3 & 5 2008-2015
- Vulnerable students are generally doing well across subject areas.

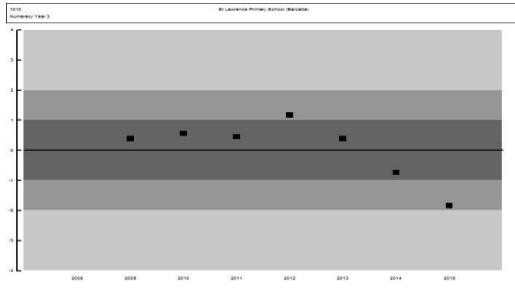
Areas requiring improvement

- High achievers not doing as well as expected across most areas of assessment
- Pre-primary reading – monitor the achievement of vulnerable students
- Reading – Y3 our school average below national average last 3 years. Y5 downward trend last 3 years.
- Numeracy (see graphs below) → data indicates there is a need to evaluate teaching and learning programs in numeracy.



Pre-primary school over time:

All parts of the distribution are on or above the mean but there has been a downward trend over the last 3 years.



Residuals – PIPS to Year 3. The year 3 cohort in 2015 have not improved as well as expected.

Future Planning 2016

Learning Goals	Strategies	Resources (including CEWA consultants)	Person Responsible (Include role rather than a name)	Success Criteria	Timeline
<p>To have a greater number of students meeting or exceeding the mid-year and end of year reading targets.</p> <p>To have consistent instructional practices for the teaching of reading and comprehension.</p>	<p>Dedicated time for PLC meetings, literacy working party meetings, case meetings and conversations around the data wall.</p> <p>Opportunities to observe Literacy Dedicated Time in other classrooms/schools/watch videos of LDT.</p> <p>Whole School Approach to elements of Literacy Dedicated Time identified in programs.</p>	<p>Use CEWA literacy consultant to seek advice as required</p> <p>CEWA School Support Consultant</p>	<p>Leadership Team</p> <p>Literacy Working Party</p> <p>All staff accountable for systems in place.</p>	<p>Students will meet mid-year and end of year targets. Students with reading goals on IEPs are meeting the success criteria.</p> <p>Evidence of Whole School Approach to Literacy Dedicated Time. Elements of Literacy Dedicated Time evidenced in programs.</p> <p>Professional conversations around data wall, case meetings embedded into school culture.</p> <p>Data wall conversations/case meeting discussions informing pedagogy.</p>	
<p>To have a more consistent approach for the assessment of reading and comprehension</p>	<p>Relief provided for teachers to administer benchmark assessments.</p> <p>Case meetings to discuss and analyse data e.g. benchmark assessments/running records.</p> <p>Assessment schedule</p> <p>Reading and comprehension checklists.</p>	<p>School Support Consultant CEWA</p> <p>Literacy Consultant CEWA</p>	<p>Leadership Team</p> <p>Literacy Working Party</p> <p>All staff accountable for consistency of assessment procedures.</p>	<p>Evidence of a consistent approach to assessment in reading and comprehension across the school.</p> <p>Evidence of Assessment informing pedagogy.</p>	