Curriculum Plan

2021

Our Vision for Learning

At OLMC School our vision is based on four core beliefs. These are that we are responsible for establishing a culture of care, and a culture of learning. We are accountable for a vibrant, successful school and we have a focus on discipleship.

## Our Motto

Love one another as I have loved you

Our Mission

"With a pioneering spirit, Our Lady of Mount Carmel School, Mullewa Aspires to foster Christian community living in harmony with each other and the environment." We bring this mission alive by actively participating in our call to evangelise, to proclaim the good news.


Our School Crest

Acorn Seed-The oak tree is the symbol of the Presentation Sisters; from the small seed big things grow
The Sacred Heart of Jesus

Parts of the symbol of the Presentation Sisters in WA-a cross and the stars of the Southern Cross
OLMC Church
Wheat and wildflowers that are representative of our environment.
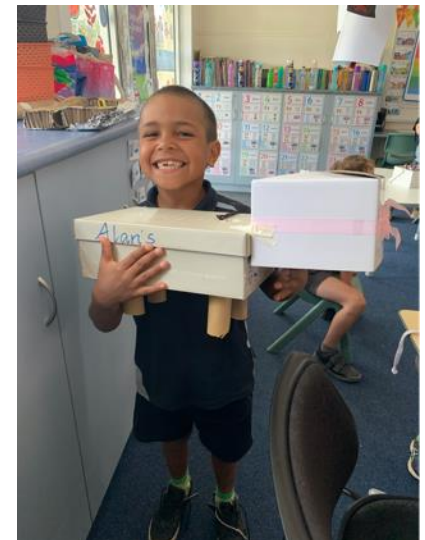
Part A   Our School: In Context

Our school is a thriving, co-educational primary school that caters for approximately 60 students (numbers vary from year to year) from Kindergarten to Year 6, with three composite classes. We are situated in the MidWest region of Western Australia only 96 kilometres from the city of Geraldton. Mullewa is famous for it's magnificent wildflower season and the Monsignor Hawes Church. The student body is made up of children from farming families, children from the Mullewa town site (some that have arrived due to the low cost of rental prices and housing), and Indigenous enrolments are around 16%. We have an ICSEA of 965 and this means a greater need for differentiation of learning with an increase in the provision of basic human needs both physical and emotional.

Staff	Amount
Class Teachers	3
Specialist Teachers	4
Education Assistants	5
Administration	3
Maintenance	1
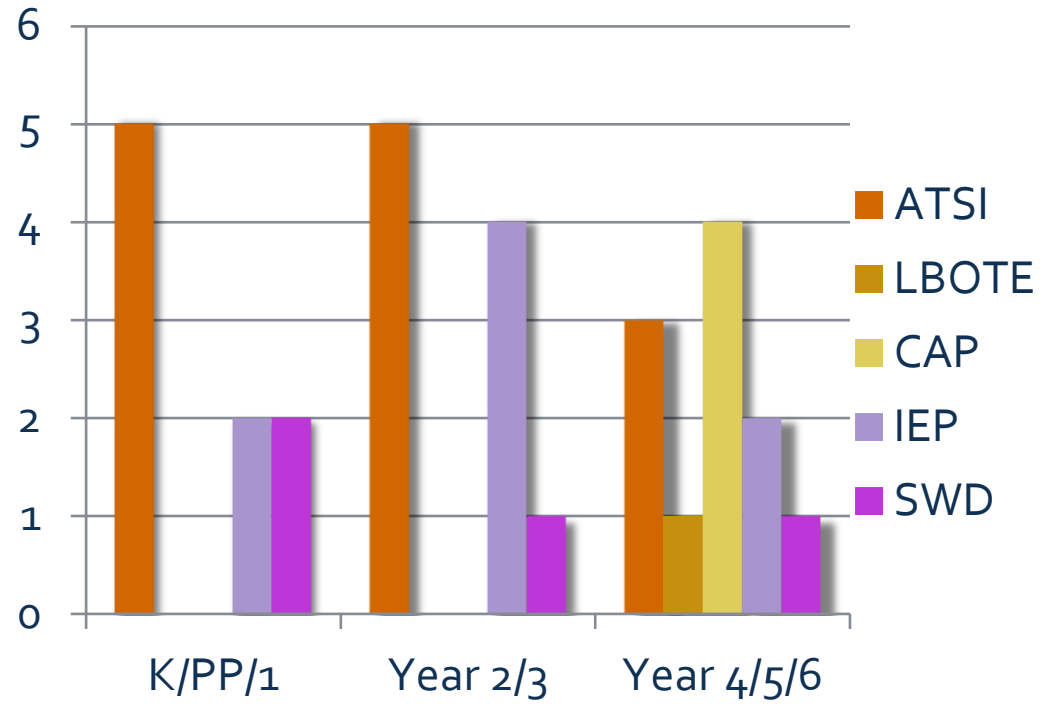
ATSI: Aboriginal and Torres Strait Islander Peoples, LBOTE: Language Background Other than English, CAP: Curriculum Adjustment Plan, IEP: Individual Education Plan, SWD: Students with Disabilities.

Part B   Curriculum

OLMC School plans curriculum in accordance with the Western Australian Curriculum and Assessment Outline in all learning areas other than Religion. The PP-Year 10 Teaching, Assessing and Reporting Policy Standards is used to inform curriculum delivery, assessment and reporting. The Early Years Learning Framework is used to guide the Principles and Practices in all ECE year levels (K-2). The Kindergarten also use the Kindergarten Curriculum Guidelines.

Many children in the school cohort have substantial literacy and numeracy difficulties, thus require Curriculum Adjustment Plans (CAP) or Individual Education Plans (IEP) which help cater for their specific needs.

OLMC acknowledges that all students can learn, albeit at different rates. As such, there is a whole school commitment to the principles of Visible Learning. Teachers regularly monitor, evaluate and give feedback on student's achievement. This year the Brightpath program will be continued along with the use of PM Benchmarks.

Department of **Education**
GOVERNMENT OF WESTERN AUSTRALIA

School Curriculum and **Standards** Authority

Religious Education Curriculum

As mandated by the Bishops of Western Australia, the Religious Education curriculum is offered to students from Kindergarten to Year Six and contains both the process and content of what is to be taught in Religious Education. The Religious Education Curriculum is aligned with the school Sacramental program so that units are taught alongside the Sacraments received.

Early Years Learning Framework

The Belonging, Being and Becoming: Early Years Learning Framework forms the foundation for teaching and learning in the early years at OLMC School. Our early year's philosophy and teaching and learning programs recognise the importance of play-based learning and promote the importance of communication, language (including early literacy and numeracy) and social and emotional development. The National Quality Standard (NQS) is used to reflect and evaluate the Early Years (K-2) at OLMC.

The Quality Improvement Plan (QIP) identifies aspects of the Early Years teaching and learning that need to be focused on.

Literacy:

AS a professional community the teaching staff have developed a set of whole school commitments for the teaching of literacy that have become embedded in the culture of the teaching/learning program within the school. Within the Literacy dedicated time a number of non-negotiable structures are used for: the use of data to inform teaching and learning; the planning of literacy to include whole group, small group aiming for the gradual release of responsibility, at least one teacher led group to occur every day; the use of pedagogies; and the building of content knowledge in the teaching of literacy. Students who are identified to be achieving in the upper bands in standardized and system testing attend weekly extension lessons with a Literacy/Numeracy support teacher.

Numeracy:

Five numeracy sessions are conducted throughout the week in each class. Some philosophical beliefs about numeracy and pedagogy in numeracy lessons include: mental math daily; whole group, small group, whole group; enquiry based activities; concrete to abstract; open ended tasks. There is an OLMC Mathematics Policy that all staff have been involved in developing. This will be used by all teaching staff for future mathematics planning. Students who are identified to be achieving in the upper bands in standardized and system testing attend weekly extension lessons with a Literacy/Numeracy support teacher.

Science:

A specialist Science teacher teaches Science to each class across the school. This program involves the implementation of the Science components of the WA Curriculum. Students receive at least 60 minutes of Science per week. Students in the middle and upper primary who are identified to be achieving in the upper bands in standardized and system testing are extended with STEM activities.

Digital Technology:

All primary students from Year 1 to 6 are allocated an iPad each, to use for the school year. These are used across all learning areas and the school has subscriptions to online learning programs such as Mathletics, Lexile, Sunshine Online and Sunshine Classics. Teachers aim to ensure that the use of IT is embedded throughout the school curriculum. All staff are encouraged to use the technology available (b-bots, sphero's, laptops, iPads, smart TV's) to enrich learning.

LOTE:

Students in Years 2 to Year 6 are learning Chinese through the My Education Group, whereby they have a weekly lesson with a China-based teacher. Unfortunately, these lessons are not designed for split grade classes and do not allow for the change over of students at the start of a new year.

Part C   Child Abuse Prevention

CEWA Child Safe Framework

OLMC School has adopted the nine elements of the CEWA Child Safe Framework that includes the Keeping Safe: Child Protection Curriculum. This program is in it's fourth year of implementation and is taught explicitly to all year levels during Health lessons as well as being integrated into the curriculum of the school. The lessons on protective behaviours and sexual abuse prevention
- have been developed by experts in child abuse prevention
- are age and developmental-stage appropriate
- are culturally appropriate
- make relevant subject-matter links
- include e-safety education
- build practical self-protective skills and strategies

The Code of Conduct was introduced at the beginning of 2017. Each staff member and regular volunteers are required to receive annual training and information on the Code of Conduct, and they are expected to operate according to its guidelines. The annual professional learning to staff and regular volunteers will include information about:
- the law with respect to mandatory reporting of child sexual abuse
- the school's policies, procedures and practices that aim to ensure students' safety and wellbeing at school and during school-related activities.

The Students in the Year 3/4 and 5/6 classes developed a Student Code of Conduct in 2020 and this will continue to be integrated throughout the school. The five key statements are based on the belief that the students want to feel included, welcomed, respected, confident, not judges and safe when they are at school.

Parents and guardians receive information about:
- the protective behaviours curriculum
- the Code of Conduct
- the Student code of conduct
- the Parent Code of Conduct (this has been developed from the School Code of Conduct to relate to parents)
- when, how and whom to tell when they have concerns about grooming, child abuse or other behaviour which is not permitted by either code

Part D   Governing Body Accountability

Evangelisation at OLMC is a collaborative partnership between students, staff, parents, and our parish priest. It nurtures spiritual growth through the provision of opportunities for worship, prayer, service and study. The Evangelisation Plan is linked to the Curriculum Plan and SIP in the following ways: Religious Education lessons, Child Safety practice and procedures, Parent Information Sessions Curriculum Development, Professional learning sessions and standards.

When appropriate , the School Board is informed about relevant curriculum data during monthly board meetings in order to provide them with an understanding of decision making regarding school infrastructure, technology and staffing.

OLMC's Strategic Plan encompasses broad strategic objectives for the forthcoming three year period and within that, a School Improvement Plan that seeks to review and focus on specific aspects of improvement. This year the SIP has five focus areas. They are;

- Increasing the time students spend on prayer and mindfulness. Introducing at least four different ways students can spend time in prayer or being mindful.
- Ensure each Aboriginal student at OLMC has an up to date "My Story" document.
- Develop relevant scope and sequences for Literacy and Numeracy in our Multi Age Classrooms.
- Implement the Skills for Learning Project.
- Develop a process to ensure all staff undertake Performance Enhancement.

At OLMC we are committed to the CEWA "Transforming Lives: Strategy 2025" and creating an inclusive and outstanding learning environment for Aboriginal people and their families. We strive to ensure Aboriginal students have equitable access and participation in the Catholic schooling process, and every opportunity to achieve educational outcomes equal to that of their non-Aboriginal peers. In addition, Aboriginal Education also incorporates teaching non-Aboriginal students about Aboriginal culture, history and language and creating wider community relationships. By providing a variety of opportunities for engagement throughout 2021, we aim to improve educational outcomes for our Aboriginal students, foster partnerships, develop professional learning to improve pedagogy and increase Aboriginal perspectives and cultural awareness amongst all staff and students.

OLMC's School Improvement Plan is a plan outlining identified goals for the year. It is informed by the school curriculum plan, data, staff reflection, student and parent feedback and CEWA directives.

Focus Area	Informed by Evidence *Qualitative and quantitative*	Specific *Performance & development goal to be achieved (stated simply)*	Measurable *Evidence that will be used to demonstrate progression and goal achievement*	Achievable *What actions will we take to achieve the goal?*	Relevant *How does the goal connect to your school's strategic plan (and/ or other plans)?*	Time Bound *What are the timeframe milestones? Timeframe within which the goal will be achieved*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel: Who is responsible for ensuring we are on track?*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *How will we ensure we are on track and have not taken our eyes off the goals?*
Evangelisation Plan Focus	Teacher feedback. Student observations.	Increase the time students spend on prayer and mindfulness. Introduce at least four different ways to spend time in prayer or being mindful.	Time for prayer and mindfulness is timetabled. Students will be able to identify at least 4 different ways they can pray or be mindful.	Staff will attend Professional Learning on prayer and mindfulness. Time will be allocated in the daily timetable for prayer and mindfulness.	Links to our Evangelisation Plan and Positive Behaviours for Learning Program.	At least one form of prayer or mindfulness will be introduced to students each term.	Jill, Penny, Jo Harris, (from CECWA district office), Sheree, all staff. Visio Divina resources Text: "Prayer Strategies" by Beth Nolan	Discussions with students, and student reflection journals. Timetable	Reflect at the end of each term. Review reflection journals.
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Each Aboriginal student at OLMC will have an up to date "My Story" document.	A "My Story" document will be available for every Aboriginal student at OLMC.	Meet with our Aboriginal families to discuss the important information regarding their children. Gather as much information about each student from all stake holders.	Links to our Aboriginal Education Plan and Policy.	By the end of Term 1 then updated as required.	Leon Ridgeway-CEWA Consultant. All staff Aboriginal families	Every Aboriginal student at OLMC will have an up to date "My Story."	Review each students' "My Story" at the end of each Term.
Curriculum Plan Focus	CEWA Strategic Directions #2 and #4	Develop relevant scope and sequences for Literacy and Numeracy in our Multi Age Classrooms.	The scope and sequences will be available for teachers to use.	During our PLC's in Term1 teachers will review the curriculum and identify the key outcomes required in Numeracy and Literacy to meet the needs of our multi age classrooms.	Links to our Curriculum Plan	By the end of Term 1	SCSA, OLMC Mathematics Plan, West Coast Language Development Centre Critical Learning Path. MAG TEAM All teaching staff	Classroom teachers will have scope and sequence documents relevant to their class.	Allocate time in Term1 PLC's to work on the documents.
Early Years Focus *(if applicable)*	NQS ACED Survey EYLF	Implement the Skills for Learning Project.	The Skills for Learning project will be operating within the school.	Upskilling appropriate staff to work with the students in the program. Work with Allied Health to assist with the Occupational and Speech therapy goals.	Links to our NQS and Curriculum Plan	The program will be operating by the end of Term 1 and then be ongoing.	Allied Health Geraldton, Sheree Tropiano, Ann Ocon, Leonora Tunbridge	Students that require the skill and therapy sessions will be attending the sessions and demonstrating improvement in their communication and motor control.	Reflect on the program at the end of each term.
Additional Focus *(optional)*	School Principal Review	Develop a process to ensure all staff undertake Performance Enhancement.	All staff have completed the Performance Enhancement process.	Develop a Performance Enhancement process and allow time for staff to complete.	Links to CECWA Strategic Directions and NQS	By the end of 2021	CECWA Geraldton Consultants, Jill, Tracey, all staff.	Staff will complete the performance enhancement process.	Reflect on the process at the end of each term. Allocate time during each term to complete the process.

Part E   National Quality Standards (NQS)

At OLMC we strive to meet all of the elements of the National Quality Standards for Early Childhood Education. We use Belonging, Being and Becoming: the Early Years Learning Framework as the basis for our educational practice in early childhood.
The internal NQS audit is carried out by the Principal in December of each year.
As informed by the audit and our own reflection, our key focus area for 2021 will be 3.2.1: 'Inclusive environment'- specifically enhancing our physical learning environments to better support inquiry-based learning in indoor and outdoor environments.
Staff involved in early childhood regularly collaborate during PLC's and have time set aside each term to allow them to reflect on the NQS and their practice.

Part F   Data Analysis:

OLMC School staff use a large range of qualitative and quantitative assessment measures to gather accurate data. This information is analysed and used to inform planning and teaching to ensure that the needs of each learner are known and understood. There is a whole school assessment schedule that ensures assessments are systematically collected, monitored, stored and handed over. All teaching staff are required to complete the necessary assessments to gather the data by the expected time.

Term	Collection of Data	Ongoing Collection
1	• OLI Online Learning Interview (PP) • Words Their Way Spelling Inventory (Yrs 1-6) • Observation Survey (Yrs 1-2) • MAI (Mathematics Assessment Interview) (All yr 1-3 Students at risk in Yrs 4-6) • Brightpath oral narrative sample (P-2), Persuasive writing (Yrs 3-6) (Week 9) • Standardised tests: SA Spelling,, Basic Number Facts • PM Benchmark (Week 5) • My Chinese Oral Assessment	• Running Records (1 per term >25, 1 every 2-4 weeks for <25) • Informal Prose Inventory • Literacy Pro (Lexile) Test –Week 10 each term • Literacy Pro (Lexile) Quizzes – end of each book • SCSA Judging standards to level students- end of each term • C Grade descriptors-Religion-end of each term • Words Their Way testing (weekly/fortnightly) • Words Their Way Spelling Continuum • PLD Phonological Awareness Continuum • Multiplication Tables checklist • Sunshine Classics Comprehension Quizzes • Mathletics tests • PM Benchmarks (Week 5 of each Term) • Subject specific Rubrics • Writing Samples • Brighpath writing samples (Week 9 of Terms 1,2 and 3) • National Quality Standards (NQS) • SEQTA Pastoral Care Data
2	• NAPLAN: Years 3 and 5 • Brightpath Recount writing sample (P-2) Narrative writing (Yrs 3-6) • PM Benchmark (Week 5) • My Chinese Oral Assessment	
3	• Brightpath Narrative writing (P-2), Informational report writing sample (Yrs 3-6) • Bishop's Religious Literacy Assessment • PMBenchmark (Week 5) • My Chinese Oral Assessment	
4	• PM Benchmark (Week 5) • My Chinese Oral Assessment • PATR and PatMaths testing	

Part F   Programs, Strategies, resources and teaching practices that are working and need to be maintained:

- Implementation of CAPS and IEPs. The implementation and tracking of students on CAPS and IEPs ensures that student progress is being monitored and maintained
- Use of Brightpath rulers and resources. All teaching staff have completed the initial assessments and used the data to inform their teaching.
- Spelling: Diana Rigg (K-2) (Words Their Way Years 3-6)
- Literacy Pro-Lexiles
- PM Benchmarks
- Running Records
- Data wall
- ACER online testing
- MAI assessment and use of growth points by classroom teachers
- Mathletics
- Re introduction of speech therapy and an occupational therapy program
- The Fruit of the Spirit Program
- Vegetable Garden Project
- Mini Lit and 1 on 1 reading
- Ella online (Chinese App)
- Sustainability projects

Programs, Strategies, resources and teaching practices that are *not* working and need to be modified:

- The online Chinese program is difficult in split grade classrooms as students do not have a developmentally consistent program from year to year and this makes it difficult for students to meet a C Grade.
- Only using Words Their Way

Part F   **Catering for Individual Needs**

Differentiation is a key element of quality teaching at OLMC where we have multi aged classrooms that have a wide range of ability levels. The individual needs of all students are considered as part of teacher planning. Those students who require modifications to the learning environment or teaching instruction/delivery are supported with appropriate accommodations. These accommodations or curriculum adjustments are documented on individualised documents (IEPs or CAPs). Individualised reporting methods are also used for students with Individualised Education Plans. Every Aboriginal student will have a "My Story" document detailing information about their family and family connections. At OLMC we aim to achieve 'growth' or success for every student.

What is working and needs to be maintained:

- The implementation and review of IEP's every term
- Differentiation in every class to cater for each student.

What is not working and needs to be modified:

- The updating and completion of the Personalised Learning Plans for every Aboriginal student and attaching to an IEP if relevant.

OLMC Assessment & Reporting Policy

POLICY

A variety of reporting methods are to be used to explain a child's education and personal well being.

Reporting and providing feedback is recommended to be held in a formal manner, but there are occasions when parents wish to raise an issue in an informal manner.

Formal and informal approaches of reporting are acceptable.

If an issue appears to require more in-depth discussion, it may often be necessary to suggest to the parent that a formal meeting time be established. This is to provide quality time to the parent to discuss issues about their child's progress.

All discussions and meetings are to be documented and kept in the child's relevant SEQTA folder.

A follow-up time is made with the parent to discuss further achievements or steps to assist the child at school.

PROCEDURES

Parent/Teacher or Three Way Interviews are highly recommended and encouraged. This form of reporting is to have the child, teacher and parent present. Goals are set and evaluation of work achieved is assessed and commented on by all parties. This is a very real and informative appraisal of the child's reflections and abilities at school. These will occur at the end of Term 1.

Formal Reporting Formats– Term Two and Term Four

For students from Pre Primary to Year 6, a formal written report is sent home to parents at the end of each semester. These reports are designed to give an indication as to what a child is able to do, based on their knowledge, understanding, skills and social aspects displayed throughout a semester. For students in Kindergarten a work samples will be shown and discussed at Parent/Teacher interviews.

The reports, at this stage, are a generic computer based format.

It is imperative that these reports do not stand alone in regards to a child's progress. Teachers need to constantly assess the student's achievements through the collection of evidence to support their on-balanced judgements. Teacher's must refer and adhere to the OLMC Data Collection Policy that outlines the schedule and expectations for assessment and data collection.

Further evidence may be routinely collected through other methods such as:
Observations – checklists.
Rubrics.
Tests to gauge levels of knowledge and skills.
Work samples.
Products.

Reports need to be completed on the computer and handed to the Principal within the set time. Once corrections have been made, they are entered into SEQTA and saved. The report is then printed and sent home to the Guardians of the student. This occurs twice a year, at the end of term two and at the end of term four.

Open Classrooms are to be a part of the reporting process. These days can be on a portion or whole day format. Teachers may use curriculum days, celebration of a theme day etc. to invite families and friends along to view a child's work and/or to provide information about the structures and procedures of a class routine. A whole school open evening may occur at the start of the school year to inform parents of classroom operations and expectations.

Parent /Teacher Discussions
It is part of the school's reporting policy that teachers meet with each parent at least twice a year, at appropriate times. Parents of children experiencing academic or social problems should have meetings every term. The Parent/Teacher Meeting format is to be used for the interviews.

Individual Education Programs (IEP's)
This form of report and documentation is for students receiving special needs support.
Parents are to be contacted on a regular basis to review the progress of the student. A copy of the IEP is to be kept on SEQTA, as well as with the classroom teacher's records and also within the office file of the student.

Curriculum Adjustment Plans (CAP's)
This form of plan and documentation is for students considered needing adjustments to the curriculum: ie- students at risk, those needing attention. These can be individual or small group plans.
It is expected that for literacy and numeracy there will be at least one group or individual needing a CAP.

Consultants/Specialist Reports
These reports are kept locked in the Principal's Office in line with the Privacy Act (2001).

Ongoing Reporting Methods
It is envisaged that reporting will take on a number of options throughout the year. These will be in the format of class work samples, notes, open days, formal reporting (at the end of each semester), student portfolios, etc.

RECORD KEEPING OF STUDENT REPORTS AND PROCEDURES

Student Files
The items below are to be held on file within SEQTA:
Copies of all correspondence with parents are to be recorded (which the Principal is automatically alerted to via email). Hard copies will also be kept with classroom teacher records,
Copies of student's reports,
Copies of a student's IEP or CAP,
Any Occupational Therapy, Physiotherapy, Speech, Child Health, and Continence reports.

Classroom Teacher, Student Records
Teachers will retain:
Copies of all correspondence about a student.
Interview records.
Work samples.
Assessment evidence (previously listed).
Judging Standard records.

Formal Identification Procedures for Literacy
Teachers will report to parents, on a personal basis about the results of these procedures. This is to maintain confidentiality about a child's progress.
Parents will be asked to assist in implementing literacy skills for their child. This will be in the form of practise tasks, following on from classroom tasks.
Please read our Privacy Policy and secure or destroy personal and/or sensitive information as stated in the Policy.