

## Curriculum Plan (Optional Template)

School Name: WANALIRRI CATHOLIC SCHOOL

Date: NOVEMBER 2017

### Part A (Section 4. Observance of Registration Standards)

Wanalirri Catholic School is a co-educational Catholic primary school catering for a transient and ever-changing cohort of approximately ten students, two of whom are the non-indigenous children of teaching staff. The school is located in the East Kimberley region of Western Australia, at the Gibb River Cattle Station and Ngallugunda Aboriginal Community. It is an isolated school in the middle of the Gibb River Road approximately five hours from Derby one way and five hours from Kununurra the other way. During the wet season the Gibb River Road normally floods in several sections meaning that the community is only accessible by light aircraft.

Of great significance to our school was the death in 2015 of an elder who was grandmother to all the students and the significant community member. Not only was she the constant at school meetings and in sharing news between community and school and school and community, she was also a strong supporter and advocate of the school. Since her passing the local community corporation has been placed into administration and some key indicators of school success have been affected negatively; namely, student attendance down, student transience up, attendance at school community meetings down, attendance at assemblies down.

Of particular note is the tendency of students regularly attending Wanalirri school to either attend very poorly or not attend at all when living for periods outside the community. This is made clear in the receipt of few transfer notes for exiting students despite thorough follow-up with likely destination schools.

The ICSEA Value for Wanalirri in 2015 was 676. There is no current value.

| Year Group | Number of Students | ATSI | LBOTE | CAP | IEP | SWD |
|------------|--------------------|------|-------|-----|-----|-----|
| <b>K</b>   | 3                  | 2    | 2     | 2   | 3   | 0   |
| <b>PP</b>  | 2                  | 2    | 2     | 2   | 2   | 1   |
| <b>1</b>   | 0                  | 0    | 0     | 0   | 0   | 0   |
| <b>2</b>   | 1                  | 1    | 1     | 1   | 1   | 0   |
| <b>3</b>   | 2                  | 1    | 1     | 1   | 2   | 0   |
| <b>4</b>   | 0                  | 0    | 0     | 0   | 0   | 0   |
| <b>5</b>   | 1                  | 1    | 1     | 1   | 1   | 0   |
| <b>6</b>   | 2                  | 2    | 2     | 2   | 2   | 1   |

### Part B (Standard 1. Curriculum)

- At Wanalirri the [Western Australian Curriculum](#) (SCSA) is used in planning to meet the needs of learners. As our small cohort operates mostly as a Multi-Age Grouping (MAG), content is selected that meets the broadest range at the time of planning, whilst taking into account levels at which the majority (or most consistently-attending majority) are working. For example, in Science in Term 4, our focus was Physical Sciences to develop students Scientific Understandings. We planned lessons exploring pull/push, heat/cold, forces-content from Yrs 2-4. The curriculum at Wanalirri Catholic Primary School is developed from the Western Australian Curriculum through SCSA. All teachers have fully implemented and



reported on the Western Australian Curriculum areas of English, Mathematics, Science, History and Geography. Planning and implementation for the other learning areas of the Western Australian Curriculum, HASS, The Arts, Health and Physical Education, Technologies have also commenced. The Early Years Learning Framework is also used as a curriculum document from Kindy to Year Two.

| WANALIRRI, Gibb River Curriculum Scope and Sequence 2018 (P-6) unless indicated |  |   |   |
|---|--|---|---|
| (reporting in term...)  |  |   |   |
| <b>RELIGIOUS ED</b>   | <b>Term 1</b>  | <b>Baptism, Lent/Easter + Prayer</b>        | <b>Outcomes 1 &amp; 5</b>   |
|   | <b>Term 2</b>  | <b>Reconciliation + Church</b>              |   |
|   | <b>Term 3</b>  | <b>Confirmation + Bible/Prayer</b>          | <b>Outcomes 3 &amp; 5</b>   |
|   | <b>Term 4</b>  | <b>Eucharist, Advent/Christmas + Prayer</b> |   |
| <b>Kindy:</b>   | Relevant aspects of main themes, plus specific teaching from "Let the Little Children Come To Me" (CEOWA 2014) |   |   |
| <b>ENGLISH</b>  | <b>Language</b>  | <b>Literature</b>                           | <b>Literacy</b>   |
| <b>Term 1</b>   | Language variation and change  | Literature and Context                      | Texts in Context  |
| <b>Term 2</b>   | Language for Interaction   | Responding to Literature                    | Interacting with Others   |
| <b>Term 3</b>   | Text Structure and Organisation  | Examining Literature                        | Interpreting, analysing, evaluating   |
| <b>Term 4</b>   | Expressing and Developing Idea   | Creating Literature                         | Creating Texts  |
| <b>all</b>  | Sound and Letter Knowledge (F-2)   |   |   |
| <b>Languages: ITALIAN</b>   | <b>all</b>   | EAL/D Students:                             | EAL/D-SAE programme integrated into full curriculum   |
|   | <b>all</b>   | EAL/D & SAE Students: Italian               | 1 hour per week oral focus on vocab and conversational Italian, inc where possible into D&T Cooking |
|   |  | <b>Italian Communicating</b>                | <b>Italian Understanding</b>  |
| <b>Term 1,2,3,4</b>   | Communicating: Socialising   | Systems of Language                         |   |
|   | Informing  | Language Variations and Change              |   |
|   | Creating   | Role of Language and Culture                |   |
|   | Translating  |   |   |
|   | Reflecting   |   |   |
| <b>MATHS</b>  | <b>Number and Algebra</b>  | <b>Measurement and Geometry</b>             | <b>Statistics and Probability</b>   |
| <b>Term 1</b>   | Number and Place Value   | Using units of Measurement                  | Chance (1-6)  |
| <b>Term 3</b>   | Patterns and Algebra   | Shape                                       | Data representation and interpretation  |
| <b>Term 2</b>   | Fractions and Decimals (1-6)   | Location and Transformations                |   |
| <b>Term 4</b>   | Money and Financial Mathematics (1-6)  | Geometric Reasoning (3-6)                   |   |
| -   | Real Numbers (6)   |   |   |
| -   | Linear and non-Linear Relationships (6)  |   |   |
| <b>SCIENCE</b>  | <b>Science Understanding</b>   | <b>Science as a Human Endeavour</b>         | <b>Science Inquiry Skills</b>   |
| <b>Term 1</b>   | Physical Sciences  | Nature and Development of Science           | Questioning and Predicting  |
| <b>Term 2</b>   | Biological Science   | Use and Influence of Science (1-6)          | Planning and Conducting   |
| <b>Term 3</b>   | Earth and Space Sciences   |   | Processing and Analysing Data and Information   |
| <b>Term 4</b>   | Chemical Sciences  |   | Communicating   |
|   |  |   | Evaluating (1-6)  |

|                 |               |                           |   |
|-----------------|---------------|---------------------------|---|
| <b>THE ARTS</b> | <b>Term 1</b> | <b>Visual Arts/Music</b>  | *Exploring Ideas and Improvising with Ways to Represent Ideas<br>*Developing Understanding of Practices<br>*Sharing Artworks through Performance, Presentation or Display<br>*Responding To and Interpreting Artworks |
|                 | <b>Term 2</b> | <b>Dance<br/>Drama</b>    |   |
|                 | <b>Term 3</b> | <b>Media Arts</b>         |   |
|                 | <b>Term 4</b> | <b>Music/ Visual Arts</b> |   |



| <b>Humanities And Social Sciences</b>                                    |                      |   |   |
|--|----------------------|---|---|
| <b>HISTORY</b>   | <b>Terms 1&amp;2</b> | <b>Historical Knowledge and Understandings</b>  | <b>Historical Skills</b>                                    |
|  |                      | Personal and Family Histories (F)   | Chronology Terms and Concepts                               |
|  |                      | Present and Past Family Life (1)  | Historical Questions and Research                           |
|  |                      | The Past in the Present (2)   | Analysis and Use of Sources                                 |
|  |                      | Community and Remembrance (3)   | Perspectives and Interpretations                            |
|  |                      | First Contacts (4)  | Explanation and Communication                               |
|  |                      | The Australian Colonies (5)   |   |
|  |                      | Australia as a Nation (6)   |   |
| <b>GEOGRAPHY</b>   | <b>Terms 3&amp;4</b> | <b>Geographical Knowledge and Understanding</b>   | <b>Geographical Inquiry and Skills</b>                      |
|  |                      |   | Observing, Questioning and Planning                         |
|  |                      |   | Collecting, Recording, Evaluating and Representing          |
|  |                      |   | Interpreting, Analysing and Concluding                      |
|  |                      |   | Communicating   |
|  |                      |   | Reflecting and Responding                                   |
| <b>ECONOMICS &amp; BUSINESS (5-6)</b>                                    | <b>Term 2</b>        | <b>Economics and Business Knowledge and Understanding</b>   | <b>Economics and Business Skills</b>                        |
|  |                      |   | Questioning and Research                                    |
|  |                      |   | Interpretation and Analysis                                 |
|  |                      |   | Economic Reasoning, Decision-Making and Application         |
|  |                      |   | Communication and Reflection                                |
| <b>CIVICS AND CITIZENSHIP (3-6)</b>                                      | <b>Term 3</b>        | <b>C and C Knowledge and Understanding</b>  | <b>C and C Skills</b>                                       |
|  |                      | Government and Democracy  | Questioning and Research                                    |
|  |                      | Laws and Citizens   | Analysis, Synthesis and Interpretation                      |
|  |                      | Citizenship, Diversity and Identity   | Problem-Solving and Decision-Making                         |
|  |                      |   | Communication and Reflection                                |
| <b>HEALTH &amp; PE</b>   |                      | <b>Personal, Social and Community Health</b>  | <b>Movement and Physical Activity</b>                       |
|  |                      | Being Healthy, Safe and Active  | Moving our body   |
|  |                      | Communicating and Interacting for health and wellbeing  | Understanding movement                                      |
|  |                      | Contributing to healthy and active communities  | Learning through movement                                   |
| <b>PATHS (Promoting Alternative Thinking Strategies)</b>                 |                      | <ul style="list-style-type: none"> <li>• Behaviours that show empathy and respect for others</li> <li>• The positive influence of respect, empathy and the valuing of differences in relationships</li> <li>• Strategies to identify and manage emotions before reacting</li> <li>• Strategies to cope with adverse situations and the demands of others</li> <li>• Ways to interpret the feelings of others in different situations</li> </ul> | Integrated into Health Curriculum                           |
| <b>Protective Behaviours- "Keeping Safe" Child Protection Curriculum</b> |                      | <b>Focus Areas 1-4:</b><br><b>The right to be safe Relationships</b><br><b>Recognising and reporting abuse</b><br><b>Protective strategies</b>  | Integrated into Health Curriculum                           |
| <b>TECHNOLOGIES</b>  |                      |   |   |
| <b>DIGITAL TECHNOLOGIES</b>  | <b>Terms 1&amp;3</b> | <b>Digital Technologies Knowledge and Understandings</b>  | <b>Digital Technologies Processes and Production Skills</b> |
|  |                      | Digital Systems   | Collecting, Managing and Analysing Data                     |
|  |                      | Representation of Data  | Creating Digital Solutions by:                              |



|  |  |   |  |
|--|--|---|--|
|  |  | Defining<br>Designing<br>Implementing<br>Evaluating   |  |
|  |  | Collaborating and Managing  |  |
| <b>DESIGN AND TECHNOLOGY<br/>Terms 2&amp;4</b> | <b>Design and Technologies<br/>Knowledge and Understandings</b>  | <b>Design and Technologies<br/>Processes and Production Skills</b>  |  |
|  | Technology and Society   |   |  |
|  | Technologies Contexts:<br>Engineering Principles and Systems<br>Food and Fibre Production<br>Food Specialisations<br>Materials and Technologies<br>Specialisations | Creating Designed Solutions by:<br>Investigating<br>Generating<br>Producing<br>Evaluating<br>Collaborating and Managing |  |
|  |  |   |  |
|  |  |   |  |

- The Religious Education Curriculum is presented over a three-year cycle to ensure delivery of all content within the PP-6 programme. Each year units of work are planned and presented based on a lower primary and an upper primary unit, as well as an ECE unit from the “Let the Little Children Come To Me” resource. (eg. In 2017, units planned were based on the Year 1 and Year 4 RE Guidelines Documents, supported by use of the relevant “Kimberley Companion” documents. In 2018 planning will be based on the PP, Year 3 and Year 6 units. Planning and teaching follows the 3 step process mandated.

The first step assists the development of the student’s religious awareness. Step B is to show Jesus as the model of truly human behaviour, and then to focus upon how the world of the students’ experience would be different if all accepted his promise of the power of his Spirit. Step C assists students to experience the Promise of Christian Salvation which requires a personal Christian conversion [*General Directory for Catechesis* 53]. In the words of Jesus, this means people must [Mark 1:15]: *Repent, and believe the gospel*. Religious Education contributes to their New Evangelisation by helping students to understand what is involved in repenting and believing. Religious Education needs to help students discover ‘what exactly faith in Jesus Christ is’ [*General Directory for Catechesis* 75].

- Ongoing school created checklist for collection, analysis and use of data to inform classroom programs for including:
  - Monthly running records for reading levels of children up to level 30 in years 1 – 6
  - Phonological Awareness in PP – 6 ( through Spelling )
  - Mathematics Interview for whole school (1-6)

\*Setting and monitoring of class and individual achievement targets. School-initiated, realistic and achievable goals. Students to have records of IEP’s.

\*Collection and analysis of systemic data

- On Entry Assessment/Interview for PP (Week 6 Term 1, reassess Nov)
- Marie Clay Observation Survey (full survey plus Burt Word and Duncan Word –replacing Clay Word)- Feb/Mar and Nov or on enrolment.
- MAI (Feb and Nov, or on enrolment)
- NAPLAN data / Appraise

\*Coordination of school data for reporting purposes with provision for centrally stored school’s data on school site i.e. T share



\*Reporting according to system requirements through seqta each semester for students Pre-Primary to Year 6.

EAL/D Progress Maps are used to assess at which level each student is working in Literacy. (Beginning, Emerging, Developing, Consolidating). This in turn informs us which Year Level Content students need. Given our MAG (Multi-Aged Grouping) and extremely transient context, this gives us a useful tool to decide which groups students fit into and to cater for all students regardless of the recency of enrolment or duration of their attendance. As teachers we then use the SCSA Year Level Judging Standards to make decisions on student progress and future needs. Reporting on student progress remains in line with SCSA Year Level standards, which shows many students at an “E” standard for their chronological year level, however the use of EAL/D Progress Maps allows us to monitor and develop the progress they are actually making. Individual Education Plans for every student identify specific needs and how they are to be catered for.

The mandated assessment regime for Kimberley Catholic School – (OLI, MAI, Marie Clay Observation Survey (recorded as EYLN data), as well as Prose Inventory (for higher level readers) and reading scheme (Teachers 4 Teachers: Reading Box YELLOW and GREEN) tests are the assessment tools used at Wanalirri.

In terms of LAs other than English and Maths, student literacy levels are a strong indicator of previous schooling, and so are used to guide teachers in content level selection. As a MAG class, this necessitates presentation of one or two content areas with differentiated learning and assessment opportunities around these.

The ECE Programme is linked to the EYLF (Being, Belonging, Becoming) by identifying the 5 outcomes and the extrapolations of each, and linking these to the range of daily strategies that are prepared for students. An explanation of how each outcome is acknowledged, provided for, maintained, motivated, responded to, supported, built on and recognised is included, as well as the daily routine for ECE students. To note is that the MAG classroom does not always (certainly not regularly) include more than one ECE student, and therefore this programme is not generally run separately. The EYLF strategies are incorporated into the general MAG classroom, which also gives greater acknowledgement to the cultural experience and needs of students in being with other students (especially family members) in a whole-class context. Developmental Milestones checklists (Age 3-5) are used to identify areas of need and concern.



Wanalirri Catholic School implements the Keeping Safe: Child Protection Curriculum. The curriculum used in planning and delivery of lessons comes from the:

Early Years Ages 3-5

Early Years Years R-2

Primary Years 3-5 docs covering the topics:

\*The Right To Be Safe

\*Relationships

\*Recognising and Reporting Abuse

\*Protective Strategies

One staff member received Keeping Safe: Child Protection Curriculum training in 2014 at Sacred Heart School, Beagle Bay.

Curriculum delivery to students occurs as two weekly lessons of 30 minutes duration. Similarly to the implementation of the PATHS Curriculum, PHC is also used in response to specific situations and events (ie when there is evidence of a heightened sense of anxiety amongst the students, who all come from the same community). Lessons are delivered to the whole-class, which due to extreme transience can be between 2 and 15 students and be an even mixture of ages or top- or bottom-heavy. Teachers are adept at modifying lessons to suit the student group present on any given day. Lessons are tailored to be engaging, focus on a small amount of specific, repeated language, and provide a calm, positive atmosphere in which students' experiences are valued and accepted.

Curriculum content delivery to parents occurs at School Community Meetings- held weekly. A key concept is shared and briefly explored with parents. The School Code of Conduct is also "unpacked" at regular School Community meetings. We further aim to promote the Keeping Safe Curriculum in our fortnightly newsletters in 2018.

**Part D****(Section 6. Governing Body Accountability)**

**Strategic Plan links:** In an ever-changing school context, emphasis is placed on facilitating student re-engagement with school, assessing their learning needs and academic levels, and addressing these through Individual Education Plans. Encouraging and facilitating parental involvement in planning and implementing learning opportunities is on-going as students come and go and their carers change. An on-going effort to prepare students for high-school and to make links with other likely destination schools (including primary schools) acknowledges transience and facilitates student attendance at a school.

**Annual School Improvement Plan:** This plan emphasises the use of Individual Education Plans that take account of transience, irregular enrolment/attendance and school experience. It aims to cater not only for the academic needs of students, but for the reality that a student presenting to us may have attended a number of different schools during the year, or none at all. Facilitated and supported re-engagement with classroom routine is our core business, to assist students to a point at which they are ready to learn.

**Evangelisation Plan:** This plan emphasizes our priority in responding to needs of the group (those who come regularly, ARE catholic, etc. as well as those non-catholic, irregular/new/short-term) - making it relevant and meaningful for all. It also acknowledges the context of the school staffing in prioritizing a thorough on-the-ground hand-over for in-coming staff (start2019) to maintain the routines and connections that support student engagement.

**Quality Improvement Plan:** This plan takes account of the ever-changing nature of the ECE cohort and how an ECE "routine" is impossible to establish within this unique context. Instead, a whole-school routine, which incorporates ECE activities through IEPs assists re-engagement of all students and avoids isolating students. On-going links with ECE-trained support staff (Leanne and Jo, Broome CEO) as part of our Staff Appraisal process also helps to ensure our ECE routines and programmes are well-reviewed.

**Aboriginal Education Plan:** This plan emphasizes the need to involve family members and the wider community in all aspects of school life to share responsibility for educating students. The Curriculum Plan's emphasises re-engagement strategies, individualized planning and communicating to parents and families through regular, well-advertised and welcoming events through which these opportunities occur.

**Capital Development Plan:** This plan acknowledges that there is no strong cohort within the school and that we essentially cater for a range of part-time students. Funding is therefore difficult to predict and plan around. The Curriculum Plan demonstrates how the school caters for individual needs, even those of students who are not primary-aged. However, infrastructure planning for high-school aged students is not considered as our priority remains to prepare students to enroll at a designated high school.

**Part E****(Section 7. Standard of Education)**

In Part E the school should provide a *short* statement referencing the National Quality Standards (NQS). This needs to include:

- a statement evidencing when the audit was undertaken by the school's principal



- a statement evidencing the key focus areas for the current year
- a statement referencing the process of reflective practice

*This is only a summary of what the key focus areas are for the current year and should link to the QIP and NQS documentation.*

## NQS

All staff identified areas of strength and areas for future development within the National Quality Standards (NQS). A Quality Improvement Plan (QIP) is currently in place. This QIP was formulated by all Staff and reviewed by the Principal during 2017. The Principal has recently undertaken an audit against all quality areas of the NQS. The audit was completed August 2017 with strengths noted and recommendations put forward with strategies for improvement added to the QIP. Among the focus areas for 2018 are:

- **1.1.5 Every child is supported to participate in the program.**  
(Transience is a significant issue, as is re-engagement for students who return after long periods away from the community –and often away from any schooling)
- **2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.**  
(Teaching staff are consistent, but ATAs have been irregular, so there is an ongoing need to ensure every staff member is aware of their responsibilities in this regard.)
- **4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.**  
(Allow, seek and encourage a focus from CEO consultants on our ECE programmes and practices.)

In 2018, the Staff will continue to address strategies noted in the QIP in regular staff meetings, and in conjunction with consultants Leanne Cook and Jo Harris who will assist with ongoing review of current practice.

## Part F (Data Analysis)

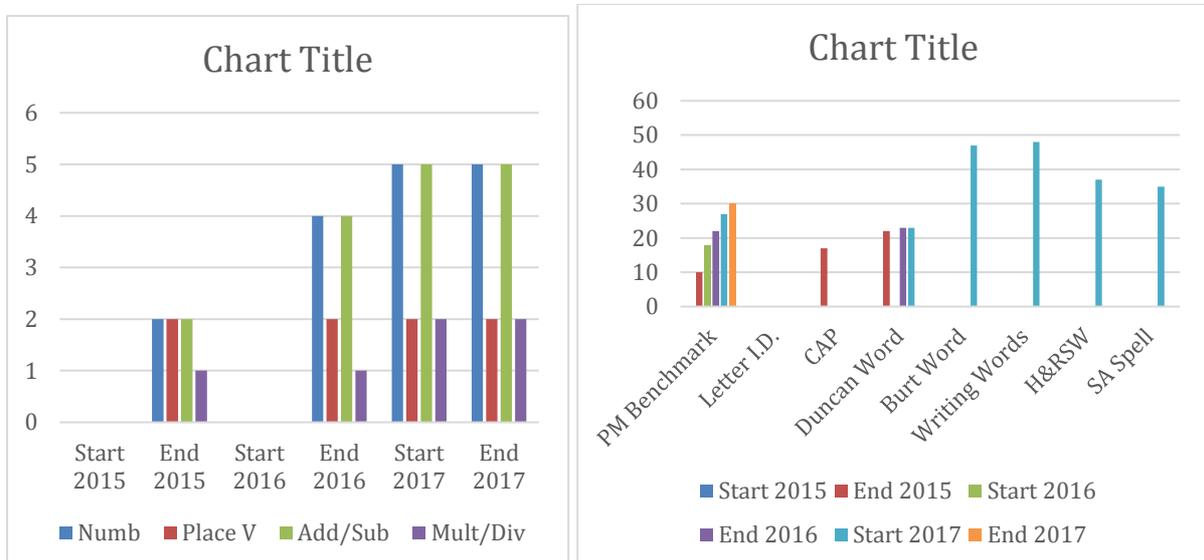
### 1. How, when and by whom the analysis of student learning is undertaken

In compliance with all Kimberley Catholic Schools priorities we (Principal and teacher) conduct MAI and Observation Survey testing twice a year (March and Nov), or shortly after students enroll/re-enroll. Data for students in Year 1-3 is reported through EYLND. NAPLAN data is analysed if the number of students sitting the tests can provide an indication of possible trends. Otherwise data is reviewed only as an indicator of individual performance. Each student has an IEP – Individual Education Plan – on display and this is transparent and has goals that teachers and students have decided to work together on. OLI for Pre-Primary students are conducted in February and re-assessment takes place in November. The Principal is responsible for the coordination and testing and running the tests with students.

NAPLAN results over time.

|      | Year | Sitting | Ttl | ATSI | Below Benchmark | At Benchmark | Above Benchmark | Semester attend. |
|------|------|---------|-----|------|-----------------|--------------|-----------------|------------------|
| 2015 | 3    | 1       | 1   | 1    | 1               |              |                 | 40%              |
|      | 5    | 0       |     | 0    |                 |              |                 | -                |
|      | 7    | 0       |     | 0    |                 |              |                 | -                |
| 2016 | 3    | 0       | 2   | 0    |                 |              |                 | -                |
|      | 5    | 1       |     | 1    | 1               |              |                 | 90%              |
|      | 7    | 1       |     | 1    | 1               |              |                 | 53%              |
| 2017 | 3    | 1       | 1   | 0    |                 |              | 1               | 100%             |
|      | 5    | 0       |     | 0    |                 |              |                 | -                |
|      | 7    | 0       |     | 0    |                 |              |                 | -                |

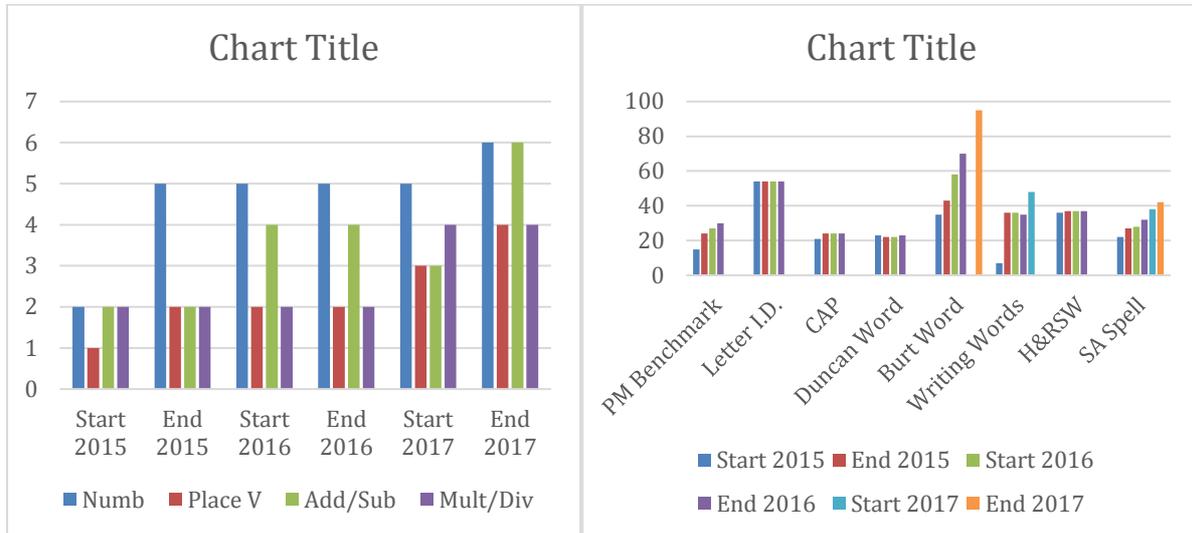
MAI and Marie Clay Observation Survey results over time.



Student 1: Year 7, EAL-D speaker, Attendance 68%

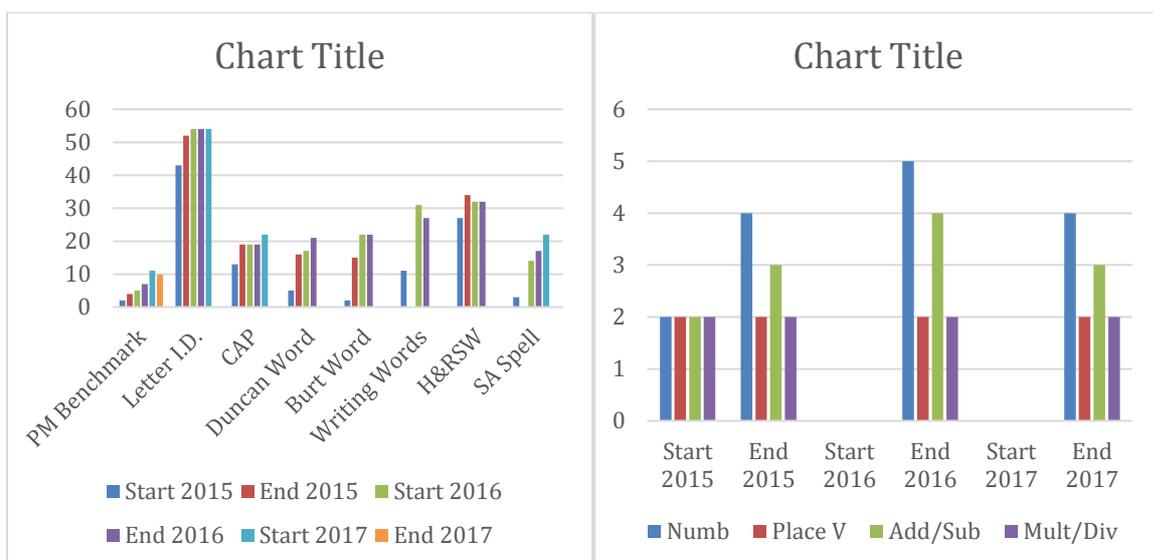
This student showed overall improvement, although levels are well below expectations for the Year level, and this needs to be seen in the context of his previous school experience. He came to us in Term 4 2016 having barely attended school anywhere in the previous 24 months. Keeping him at school every day all day was our first challenge. With family support this was achieved. 68% attendance for this year is actually the best of any student from the community. We acknowledge this attendance would ring alarm bells elsewhere, but in this instance, the student attended nearly every day he was present in the community. Family trips to town were the main reason for periods of absence. A lot of work has been done during this year to provide this student with the basic building blocks for further progress. The most important feedback we received regarding this student came from family members who thanked us and congratulated us on several occasions for what we had done for the student. They were able to see that we had made a difference no previous teachers had been able to make, in helping this student come to school and enjoy each day and see himself as a learner who could set goals and with hard work achieve goals. The graphs and data don't speak of outstanding success, but this is probably the greatest difference our teaching has made

in 2017. Our learning from this as teachers has been that stability of home life is a crucial factor in student progress. Unfortunately, this is outside our sphere of influence, but it is something we can speak with parents about, using this example to show what can be achieved and what commitment needs to be made.



Student 2: Year 3, SAE speaker, Attendance 100%

This student has had a 100% attendance record for all school levels to date. The data shows significant gains in some areas and plateauing in others, but this comes from a solid starting point and mirrors his usual pattern of progressing in sporadic leaps. This student has not done Observation Survey testing for at least a year since scoring full marks on most tests. His SA Spelling Test at the end of 2017 showed him at age-level 11.4, more than 2.5 years above his chronological age. This student's results are useful to reassure us that in providing for students who are generally below expected academic levels, we haven't neglected those whose levels are significantly higher.



Student 3: Year 5, EAL-D speaker, Attendance 50%

This student shows slow progress, to be expected considering the poor attendance figure. This student attends no other school so absence should not be interpreted as possibly being in school elsewhere. Of particular note is the lack of data for start and end 2017. It isn't fair to test students as soon as they reappear/re-enrol, but transience means often testing is simply not done for some students. Of particular note is the regression visible in PM Reading levels from start to end 2017 and Numeracy and Add/Subtr Growth Points for end 2016 to end 2017. This highlights for us that when students return after a significant absence, or after a particularly transient period, we can't simply take up where we left off. This is not just in academic terms either. As teachers in our context we need to be very aware of student readiness to learn, and respond to the needs they present with. Often, these may be more social and behavioural than academic.

|                |   |   |
|----------------|---|---|
|                |   | Catering for Individual and Targeted Learning of all students   |
| What's Working | <p><b>MAG classroom.</b><br/> <b>Steady routine</b> (breakfast, indiv targeted reading, guided reading, Maths Made Easy and CDroms, sport, RE, literacy, cooked lunch, maths, HASS/STEM, Arts(see below), Friday Cooking, weekly excursion, weekly assembly routine, newsletter)<br/> <b>Individual Education Plans</b> (Students grouped according to learning needs and dynamics of cohort)<br/> <b>Play-based/experience-based literacy for younger students-</b> reading and writing about real experiences, making books to take home.<br/> <b>Reading Eggs/ Eggspress</b> (ABC)<br/> <b>Maths Made Easy</b> (Edalive)<br/> <b>Yellow/Green Box</b> (T4T)<br/> <b>Trauma-Informed Practice</b> (inc Brain Breaks)<br/> <b>Early Years Literacy</b> –Phonemic Awareness and Phonics (Eggy Alphabet, Ants on the Apple)<br/> <b>PATHS</b>-regular lessons and needs-based interventions.<br/> <b>Individualised computers-</b> routine of access and applications: spell force &amp; spelling and phonics graded; targeting maths graded activities; galaxy kids and Pm reading levelled.<br/> <b>Arts-</b> strong focus on performance, display, to have a product to show. Weekly Assembly presentation of dance, song, music, vis art, stories.</p> | <p><b>MAG classroom.</b><br/> <b>Steady routine</b><br/> <b>IEPs</b><br/> <b>Reading Eggs/ Eggspress</b> (ABC)<br/> <b>Maths Made Easy</b> (Edalive)<br/> <b>Yellow/Green Box</b> (T4T)<br/> <b>Trauma-Informed Practice</b><br/> <b>Individualised computers</b></p> |
| What's Not     | *Attempts to include <b>Reading Recovery:</b> In 2015, 2016 and 2017, any students whose age or reading levels would have seen them included in this intervention programme did not have the attendance to warrant inclusion.   |   |



|   |   |                |
|---|---|----------------|
|   | *Attempts to run the <b>ECE classroom</b> as stand-alone have not worked. Transience has meant that sometimes there are no students, sometimes one or two, rarely more. There is no routine for newcomers to fit into. In the context we see it as better to have the ECE students in with others (family members) and to run ECE activities within this framework. |                |
| What Modifications/ Changes are Needed? | Increased proactivity with exiting students in terms of alerting destination schools and providing parents/carers with contact names for liaison officers at destination schools.   | Individualised |

### Overall

The available data is very limited and reveals three different stories. Our two SAE speakers are progressing at least at standard in all areas and above standard in most. As K and Yr 3 students, the majority of their school experience has been at Wanalirri. This is a reflection both on the skills they come to school with, as well as the teaching that occurs here. The best attender of EAL-D speakers has shown significant progress in all areas, but the data reveals this student is still well-below standard. This gives a good idea of how low this student’s levels were when he first began to attend regularly, and the benefit regular attendance has given his learning. This is significant also in the light that this student is in Yr 7 and previous school attendance was highly irregular. It is good evidence that the programs, strategies, resources and teaching practices are appropriate and working, but what’s lacking is the regular attendance required for students to benefit from this.

In interpreting the data in this way, we get a clear picture that we must cater for our students’ needs beyond the academic, which unfortunately will seem the most pressing. The needs of students who are regularly or sporadically out of a school routine and often out of regular family, dwelling, friendship group- routines will necessitate a focus on the physical and social-emotional.

The data collected on all other students indicates little improvement, which was expected in the light of irregular and very poor attendance. It indicates the importance for our school to focus on encouraging attendance. Even this is difficult in the light of a transient community with few stable residents. In this respect, our ASIP goal of improving knowledge of parents around destination schools and go-to liaison officers may provide a pathway to a more consistent school experience for students who have periods of attendance at Wanalirri.

### Appendices

It is recommended that schools use current documents to support the review and development of the annual Curriculum Plan.

Appendices to accompany the Curriculum Plan:

- Assessment and reporting policy
- Assessment schedule
- Teaching and learning policy
- Other relevant documents