

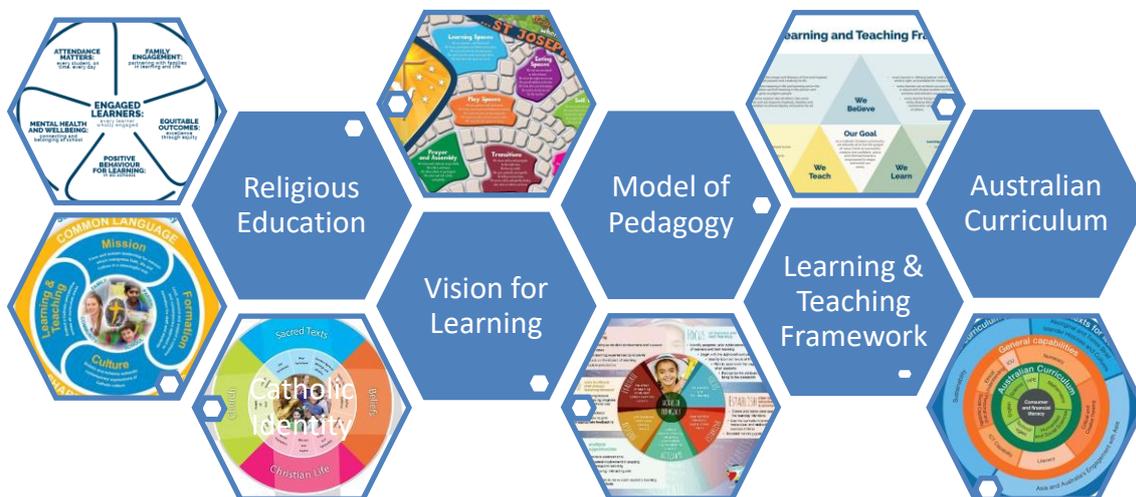
VISION FOR LEARNING AT ST JOSEPH'S SCHOOL

United in faith, our Vision is to: Nurture personal growth
 Inspire a passion for learning
 Build community and Encourage dreams

Our Mission as the community of St Joseph's Catholic School is to live our faith, recognising Jesus in each other. As such, we reach out in compassion, embracing the dignity and diversity of all. Within a supportive and caring environment we aim to foster a love of learning as we strive for excellence in all that we do.

St Joseph's Catholic Primary School is committed to planning and providing a high quality, 21st century Catholic education; an education focused on the development of the human person created whole in the image and likeness of God, bringing faith, life and culture into our school life. Our committed and professional staff deliver authentic learning opportunities for all students. Our Vision for Learning guides all teaching and learning at St Joseph's.

The school's curriculum is responsive to the needs and aspirations of the students and community and provides viable pathways and transitions for all students. School curriculum planning identifies and articulates: Who our students and community are and how these influence and inform the development of the school's curriculum; Beliefs and values of the **Learning and Teaching Framework** and how these are enacted within our school curriculum. The Learning and Teaching framework aligns with and is informed by: **Alice Springs (Mparntwe) Declaration** and the **Catholic Schools Curriculum**.



Curriculum design and delivery at St Joseph's is grounding in the [Alice Springs \(Mparntwe\) Education Declaration](#) and is mindful of the declaration's goals.

1. The Australian education system promotes excellence and equity.
2. All young Australians become:
 - Confident and creative individuals
 - Successful lifelong learners
 - Active and informed members of the community.

The school's vision/mission/goal for learning forms the basis of our education program through teachers planning collaboratively in year level teams with the support and guidance of the Leadership Team, Primary Learning Leader, STiEs (Support Teacher: Inclusive Education) and Guidance Counsellor using the Learning and Teaching cycles to create unique, meaningful and challenging learning opportunities for our learners.

SCHOOL CURRICULUM OVERVIEW

The [BCE Religion Curriculum](#) is the source for all planning, learning and teaching of Religion in Brisbane Catholic Education schools.

Religious Education consists of two distinct but complementary dimensions; namely an educational dimension and a faith formation dimension. The first dimension, most commonly referred to as the classroom teaching of religion, is focused on Religious Education as an educational activity. As one of our subject areas, Religious Education is based on an interrelated approach, emphasising the educational alignment between this subject area and the other areas. We align quality Religious Education with the Archdiocesan vision, policies and guidelines.

The second dimension, faith formation, is reflected in the religious life of the school, family and parish. As a Catholic school, we aim to effectively support our students in their faith growth by providing opportunities for reflection, prayer and the celebration of liturgy. We acknowledge that the family is the first place where faith can be nurtured and strive to work in partnership with parents/guardians and our parish.

The [P-10 Australian Curriculum](#) is the source of all curriculum planning, assessment and reporting for all learning areas covered by the Australian Curriculum. Multiple opportunities are provided for each student to develop knowledge, skills and understanding as clearly outline within the Australian Curriculum through developmentally appropriate and differentiated rich learning experiences.

St Joseph's School provides learning from [BCE Religious Education](#) and [P-10 Australian Curriculum](#) in the following areas:

Curriculum Area	Organisation
Religion	Taught each year across P-6
English	Taught each year across P-6
Mathematics	Taught each year across P-6
Science	Taught each year across P-6
HASS	Taught each year across P-6
HPE	Taught each year across P-6 Health is taught by a class teacher and PE taught by a specialist.
Arts & LOTE	All subjects are taught in each band – Prep, 1-2, 3-4, 5-6 Music and Visual Arts are taught by Specialist Teachers LOTE (Japanese) is taught by Specialist Teacher

St Joseph's School organisation of the curriculum reflects ACARA's emphasis on the priority development of literacy and numeracy foundations through English and Mathematics and across the curriculum. This is continued in middle and upper primary while also emphasising a broader education through planning across all curriculum areas. This emphasis can be found in the [ACRA Time Allocations](#) for each year level and class timetables.

APPROACH TO PEDAGOGY

Curriculum decisions reflect the Model of Pedagogy in accordance with Brisbane Catholic Education policy. Use of the model is an expectation throughout the school and provides a common language and process for planning and reflecting upon learning and teaching. The following components of the pedagogical approach are evident:

- a focus on learners and their learning
- the establishment and sharing of clear learning intentions and success criteria
- the presentation of learning in multiple ways and opportunities to practice in accordance with individual needs
- the provision of feedback that responds to learning
- the evaluation of the impact of teaching on student learning



The use of the Expected and Effective Practices as a key strategy to advance and accelerate literacy progress and achievement is an expectation. These practices support teachers as they:

1. Focus on the learners by identifying, monitoring and responding to their progress using a set of assessment practices and tools to inform learning and teaching;
2. Establish using the curriculum to create and make clear and visible the learning intentions & success criteria; establish learning goals with each student;
3. Activate learning by explicitly teaching the literacy demands of each learning area and of class and school routines through short cycles of contextual learning and teaching;
4. Respond with the provision of teacher, self and peer feedback that is ongoing, progressive and moves learning forward;
5. Evaluate practices and processes that identify and evaluate the impact of teaching on student progress and achievement.

Learning is structured so that students are provided with explicit teaching that allows them to access knowledge, concepts and skills that build on to their existing knowledge, while at the same time providing support that enables them to achieve levels that would not be possible without adult guidance or with collaboration with more capable peers.

Encouraging and advancing student learning is achieved by engaging with a gradual release of responsibility from the teacher to the students. This instructional model requires that the teacher transitions through stages of modelling, sharing and guiding students until they are able to work independently with the newly introduced knowledge, processes or skills.

At St. Joseph's we have a culture that promotes learning with an explicit improvement agenda to differentiate our teaching to meet the learning needs of students. All students engage within effective first teaching, while also receiving the targeted, strategic, or intensive support that they may need at different times or in different learning areas. Using expert teaching teams we analyse and discuss our data, focus on the systematic delivery of the curriculum, and implement effective pedagogical practices.

MONITORING AND EVALUATION

St Joseph's School uses a range of student data to inform learning and teaching that improves student engagement, progress, achievement and wellbeing. This includes:

- Performance – NAPLAN
- Progress – Monitoring data in literacy and numeracy
- Engagement – attendance, behaviour, survey data
- Community satisfaction – survey data
- Teacher – attendance, survey.

At St Joseph's, data-informed teaching, requires teachers to identify students' learning needs and adapt their teaching in response to these needs. Data is collected, both formally and informally, throughout each cycle of teaching, and used to inform the next teaching cycle. Knowing what students can do and understand enables teachers to move student learning forward, provide feedback and plan for student needs.

[\(St Joseph's Data Plan\)](#)

Year level planning is informed by and responds to student data in a range of ways, including:

- Responsive planning and teaching cycles in English and Mathematics based on learning progress and achievement.
- Reviews and changes to year level planning based on learning data, student voice and context.

Student learning is assessed using the Australian Curriculum achievement standards. In the Australian Curriculum, achievement standards describe what students are typically able to understand and able to do. They describe expected achievement at each year level or band of years. Across Prep to Year 6, the set of achievement standards describe a broad sequence of learning. The sequence of achievement standards within each learning area emphasizes the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

When teachers plan, teach and assess, they:

PLAN	<ul style="list-style-type: none"> ▪ Plan collaboratively using the Curriculum Achievement Standards and content. ▪ Plan to make explicit the formative and summative assessment opportunities, aligned with the achievement standard throughout the teaching and learning cycle. ▪ Reach an understanding of what successful learning looks like, aligned with the achievement standard.
TEACH	<ul style="list-style-type: none"> ▪ Co-construct success criteria with students to make clear what successful learning looks like, using the assessable elements ▪ Use models, worked examples and 'bump it up' strategies with students to guide them in establishing where their current progress is against the achievement standard and what their next steps are to improve their achievement. ▪ Use formative assessment strategies to collect evidence of progress to a) provide feedback to students about their progress towards the success criteria, and b) inform the responsive and targeted teaching responses in teaching to move learning forward.
ASSESS	<ul style="list-style-type: none"> ▪ Provide assessment opportunities for students to demonstrate what they know, understand and can do. ▪ Make judgements about the evidence in learning as it aligns with the expected level of achievement. ▪ Moderate student work to develop consistency of judgements.
REPORT	<ul style="list-style-type: none"> ▪ Make reporting judgements twice per year, using 5-point scale, based on the body of evidence collected over the learning period.

Assessment Capable Learners

Focusing on developing assessment capable learners builds resilient and lifelong learners who have the confidence and skills to demonstrate their knowledge, understanding and proficiencies across all learning areas and in real-world situations including assessment environments.

Assessment capable learners refers to students who:

- are aware of their current knowledge, understandings and skills
- understand their next steps for learning
- select relevant resources and tools to guide their learning
- seek feedback and recognise mistakes as opportunities to learn
- monitor their own progress and adjust their next steps as needed
- recognise what they have learnt

Continuing to grow the engagement, progress and achievement of students through effective pedagogy and responsive learning and teaching cycles is the key. In response to system data, school data and QCAA reports, key focus areas have been identified, and resources in the form of snapshots of learning experiences, have been designed to support these focus areas to develop assessment capable learners. Emphasising identified focus areas within responsive learning and teaching cycles will enable our students to demonstrate their full potential within the curriculum and in assessments of learning.

ASSESSMENT OF LEARNING

St Joseph's School assesses student learning using the Australian Curriculum achievement standards. In the Australian Curriculum, achievement standards describe what students are typically able to understand and able to do. They describe expected achievement at each year level or band of years. Across Prep to Year 6, the set of achievement standards describe a broad sequence of learning. Assessment of student learning at St Joseph's takes place at different levels and for different purposes.

Summative Assessment

Provides evidence of student learning against achievement standards to each learning area. It is designed in relation to the assessable elements for the learning area and provides opportunities for students, in the context of the task, to demonstrate:

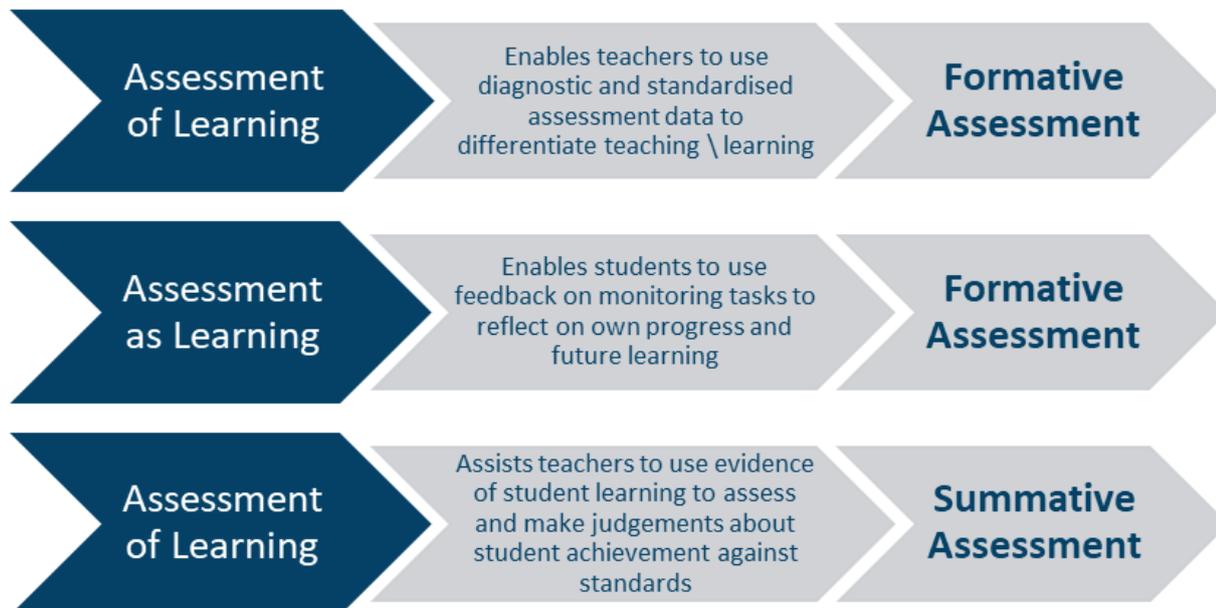
- The depth of content knowledge and understanding
- The sophistication of skills and capabilities.

Formative Assessment

Formative assessment is a regular part of learning and teaching and includes gathering information about the learners, analysing and interpreting that information and using that evidence to adapt the teaching to meet the learning needs of students.

Five key strategies of formative assessment:

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective classroom discussions, activities and learning tasks
- Providing feedback that moves learning forward
- Activating learners as the owners of their own learning – self assessment
- Activating learners as instructional resources for one another – peer feedback



When teachers make judgments about the evidence in student learning, they use the following:

Assessable elements in the achievement standards			Reportable levels of achievement
Knowledge and Understanding	Application of essential knowledge	Identify characteristics in the evidence that demonstrate: <ul style="list-style-type: none"> essential knowledge that aligns with the achievement standard application and extent of the knowledge. 	A Well above expected level B Above expected level C Expected level
	Depth of understanding	Identify characteristics in the evidence that demonstrate: <ul style="list-style-type: none"> understanding that aligns with the achievement standard cognitive processes identified in the achievement standard depth of understanding. 	
Skills	Sophistication of skills	Identify characteristics in the evidence that demonstrate: <ul style="list-style-type: none"> skills that align with the achievement standard skills identified to demonstrate knowledge and understanding the level of sophistication in skills aligned with the achievement standard. 	D Below expected level E Well below expected level 5 point scale

Feedback is a key element of the process of ongoing learning and assessment at St Joseph's. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning. Feedback must answer one or more of these questions for the student and teacher:

Where am I going? How am I going? Where to next?

Feedback is provided at one or more of four levels:

- The learning activity – how well the task is understood or performed
- The process of learning – what the student has to do to perform the task
- The student's management of their learning – planning and self-monitoring
- The student as an individual – personal qualities shown by the student.

As a result of the feedback process, changes could include:

- Increased student effort
- Student use of more effective strategies
- Improved student autonomy, self-assessment, and self-management
- Teacher and students jointly formulate appropriate and specific goals
- Teacher adaptation of teaching strategies to meet students' needs.

MODERATION

The moderation process at **St Joseph's** is focused on professional conversations and sharing expectations about student learning and achievement to enhance learning. Through engagement with this process teachers build capacity to understand the curriculum intent, identify evidence of student learning, determine and develop appropriate pedagogical practices and moderate teacher judgements about student learning.

Teachers engage in professional dialogue to develop assessment opportunities which:

- Align with the element/s of the achievement standard being addressed
- Enable students to demonstrate a greater depth of conceptual understanding, a sophistication of skills and an ability to apply essential knowledge
- Reflect the Principles of Assessment where assessment is valid, equitable, aligned and evidence based.

	Curriculum	Pedagogy	Assessment	Reporting
WHAT	Moderation to develop shared understandings about curriculum and relevant achievement	Moderate to align pedagogy and curriculum to the summative assessment	Moderate to make comparable judgements about student performance on summative assessment	Moderate to make valid judgments for reporting overall levels of achievement
INVOLVES	<p>Reviewing student performance to identify strengths and areas for improvement common to groups of students (Writing analysis, SRS results, PM Benchmarking, LSK/CAPS, NAPLAN, PAT)</p> <p>Establishing priorities to enable students to develop their learning</p> <p>Using an understanding of the Australian Curriculum achievement standards to inform assessment design and plans for teaching and learning detailed in unit plans</p>	<p>Use of pre-calibrated summative assessment tasks and monitoring tool data to provide feedback</p> <p>Shared understandings about the alignment between curriculum, pedagogy, assessment and reporting</p> <p>A structured process for matching evidence of student achievement to the task-specific descriptors for each assessable element on the criteria sheet</p>	<p>A small sample of student responses that represent Well-below to Well-above standard</p> <p>Intraschool moderation occurs at this stage to ensure consistency of judgments across the year level</p> <p>A structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element</p>	<p>Use of a range of assessment samples (digital portfolio) to determine the overall level of achievement in each learning area using the five-point scale</p> <p>Interschool moderation occurs at this stage to ensure consistency of judgements across and between schools.</p>
WHEN	Before assessment takes place	At appropriate times throughout teaching and learning	After assessment takes place, but before it is graded and after assessment is graded	At the end of the reporting period

REPORTING

At **St Joseph's School** we report to parents we report to parents/guardians at the end of Semester 1 and 2 using a five-point scale. Reporting builds the school-parent partnerships to improve student learning. Reporting processes are clear for parents, so they understand the student's achievement against expected standards, how they are engaging with learning and how they may be able to improve.

Students' One Drive and OneNote platforms provide an online digital portfolio to frequently communicate student learning with parents/guardians. This also provides teachers with a wide range of evidence that teachers can use to plan the next steps in their teaching.

WHOLE SCHOOL PROCESSES

At St Joseph's we place a strong emphasis on knowing the learner and provide differentiated teaching for all students in classrooms, as well as small group and individual support, based on student need. Our school provides teachers with a process for identifying students who may require further academic, social or behavioural support.

Student Support ensures that students on Individual Education Plans (IEPs) are monitored, and planning, assessment and progress is reviewed consistently and thoroughly. Differentiated teaching is based upon understanding student learning readiness, learning progress, and knowledge of individual student learning profiles to make evidence-based adjustments for individuals so all students experience challenge, success and improved learning.

At St Joseph's we use the High Yield Strategies in an interconnected process to respond to student progress and to respond with teaching that move learning forward for individual and groups of students.

- Data walls lead discussion that informs teaching and learning responses at whole school levels, and to inform planning at year and class levels
- Review and Response meetings are used to inform planning for targeted teaching responses that have a positive impact on student progress
- Learning walks and talks provide feedback about the impact of school and class improvement strategies and feedback to teachers about the impact of teaching on their student's learning progress.
- The BCE monitoring tools measure and monitor individual progress in an ongoing manner to identify, monitor and respond across stages of learning. Reading Data Distribution, Literacy Data Distribution (PAT_R, Writing Analysis), Review & Response, PM Benchmark and SLK (P-2) monitored continuously and updated in FACES, for all students until they demonstrated PM Benchmark Level 27 and 100% in both the letter and sound components of the tool. ([St Joseph's Data Plan](#))

Levels of teaching Response

At St Joseph's, we follow the [Levels of Teaching Response](#). This is a way of thinking and working with effective first teaching at the foundation. The aim is to ensure that all the Effective and Expected Practices are in place and in use before consideration of other levels of support. The Levels of Teaching Response provides us with a framework to make decisions to support student progress and achievement.

YEAR/BAND LEVEL PLANNING

St Joseph's uses the three levels of planning to:

- Align curriculum, pedagogy, assessment and reporting of the Australian Curriculum which is to be evident in the whole school curriculum and assessment document, term planning, unit plans and classroom teaching
- Monitor progress towards school improvement priorities
- Ensure resource allocation supports the stated vision and priorities
- Share the school's plan for curriculum delivery with parents/carers and the wider school community.

It is expected that all teachers use the consistent St Joseph's planning templates for all curriculum planning, which should be uploaded to the school's SharePoint site under curriculum\planning.

The PLL, AP, APRE and ST:IEs monitor the implementation of the planned curriculum ensuring our students access to and demonstration of the knowledge, understanding and skills of the curriculum areas.

Responsive short cycles in English are collaboratively planned every 3-5 weeks. Assessment is outlined in the short cycle plan. Responsive short cycles in Mathematics are collaboratively planned at the end of each term for the following term. Short term planning cycles are planned across the year for Religion. Each learning cycle covers a deep and surface learning and explores any core scripture that aligns with the learning. The scope and sequence are planned across the year. Learning cycles are planned at the end of each term for the following term. Science, HASS, Technologies, Health, The Arts are planned across the year. Visual Arts, Music, Japanese and Health and Physical Education are planned by specialist teachers across the year.

CLASS/UNIT PLANNING

Planning for learning and teaching at St Joseph's School is a collaborative process including year level teachers, PLL, STiEs and Leadership. All unit and cycle plans use planning templates and are stored in the school's portal under Curriculum Planning.

Teachers at St Joseph's are expected to use differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students are at different stages in their learning and may progress at different rates. All students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. Differentiation is a priority of the school and a feature of every teacher's practice ensuring high-achieving students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations.

- Essential elements of unit/cycle planning include:
 - Duration of the unit/cycle
 - Knowledge, understanding and skills from the Achievement standard in the Australian curriculum (highlighted or inserted)
 - Content descriptions from the Australian curriculum (highlighted or inserted)
 - General Capabilities and/or Cross Curriculum Priorities from the Australian Curriculum as relevant to the unit focus and as per school approach
 - Assessment opportunities – what evidence will be collected and assessed against the identified knowledge, understanding and skills from the achievement standard
 - Teaching and learning sequence
 - Adjustments made to respond to student needs.