



St Joseph's CORINDA
CATHOLIC PRIMARY SCHOOL
Justice • Love • Humility

St Joseph's Catholic Primary School Corinda



Whole School Curriculum Delivery 2025



Table of Contents

School Vision, Mission and Values	3
Our Story, School Motto.	4
Staff Meeting Norms.	5
Educational Foundations	6
Vision for Learning, BCE Learning and Teaching Framework.	7
Supporting Student Behaviour	8,9
Curriculum Delivery	10, 11, 12
Planning Process and Expectations.	13, 14
Data Collection and Use.	15, 16
Assessment and Reporting.	17, 18
High Yield Strategies.	19

Vision

Enlivened by the Gospel and our rich Catholic story
we are an inclusive and welcoming learning community
who act justly, love tenderly, and walk humbly.
Committed to enriching and transforming the lives of all
through engaging and inspirational learning,
we strive to make a positive difference in our world.

Mission

Inspired by the love of God revealed in Jesus at St Joseph's School:

We honour the past, by embracing the spirit of our Catholic heritage and the legacy of the Daughters of Our Lady of the Sacred Heart.

We celebrate the present, by nurturing the faith, spirituality and wellbeing of all in our community. We foster resilience and engage in high quality teaching and learning to build a culture of success for all.

We inspire the future, by growing a vision of hope, a spirit of joy, an appreciation of others and a willingness to serve.

Values

We embrace the words of the Prophet Micah (6:8), living these core values that we continue to live today:

Justice:

Try to keep God with us by charity of thought, word and act.

Mary MacKillop (Sept 1890)

Love:

The love of the heart of Jesus will be our light, our strength, justice and support.

Jules Chevalier.

Humility:

With all humility and gentleness, with patience, bearing with one another in love.

Ephesians 4:2.

Faith:

In the face of unjust and painful situations, faith brings us the light which scatters the darkness.

Pope Francis. (Sept 2015)

Our Story

St Joseph's School community acknowledges the Jagerra and Turrbal peoples, who have walked and cared for this Country where life has been sustained for many thousands of years. We pay our respects to Elders past, present and emerging. As we move towards a reconciled Australia, let us remember we are one in land, in spirit and in community...

We continue to build on the foundations of those who have walked before us. We honour the richness of the Daughters of Our Lady of the Sacred Heart, whose values are embedded in our school. We commit to follow their example, educating in the Catholic tradition. Inspired by St Joseph and our founders, Jules Chevalier, Marie Louise Hartzler and Mother Chanel Bergin, we continue the story of St Joseph's School.

We acknowledge the valuable contributions that families, parishioners, teachers, and staff have made since 1917, which have been instrumental in shaping our school into the exceptional institution it is today.

We believe that:

The school is an integral part of the Corinda/Graceville Catholic Parish and shares in the mission of Jesus to bring love, forgiveness, dignity and salvation to all. We believe that leadership at all levels is demonstrated through loving service to the school community.

To achieve this we work at all times to achieve what is expressed in our school motto:

Our School Motto...

*Act Justly,
Love Tenderly
and Walk Humbly
with our God. (Micah 6:8)*

Staff Meeting Norms



ST JOSEPH'S STAFF MEETING NORMS

Staff at St Joseph's Corinda accept personal and collective responsibility for the growth of this school. When we meet in any forum each individual commits to:

Being positive, respectful and engaged.



Accepting the challenge of setting high expectations of ourselves and for our students.

Engaging in purposeful, solution focussed conversation.



Keeping the achievement and wellbeing of students at the centre.

Attending with an open to learning mindset

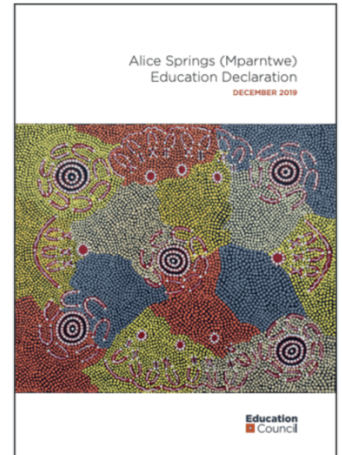


We accept that to successfully hold ourselves to this professional standard we need to be accepting and empathic people. We contribute our fair share and demonstrate trust in each other. We realise the strength of our teaching cohorts will be the basis of the school's growth. Staff commit to supporting teachers by keeping their focus on the classroom environments.

Educational Foundations

St Joseph's educational programs and plans are founded on national, state and Brisbane Catholic Education educational frameworks.

The Alice Springs Education Declaration (Mparntwe), released in December 2019, sets the national vision and goals for education for all Australians, agreed on by all education ministers in Australia. The Mparntwe Declaration outlines two goals similar to the 2008 Melbourne Declaration:



- The Australian education system promotes excellence and equity.
- All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

St Joseph's Vision for Learning (below) reflects these goals and provides a foundation for the learning and teaching at St Joseph's as it:

- promotes confident and creative individuals and active and informed learners,
- promotes learning as a partnership – working collaboratively and learning from others,
- promotes excellence and equity – responding to each child's needs

We have high expectations for our learners, and these are fostered through challenging experiences that make connections to the real world, provoking curiosity, innovative thinking, and a love of learning. Our School develops assessment capable learners who understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning.

Our motto "Act Justly, Love Tenderly and Walk Humbly with our God" supports the Australian education system goals by promoting equity and focussing on actions which support all members of our community.

St Joseph's Vision for Learning



The [BCE Learning and Teaching Framework](#) outlines the vision for the learning and growth of our students built on our values and beliefs. It is the beginning point for planning for learning and teaching across BCE.

Learning and Teaching Framework

Our Beliefs are:

- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life.
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.

We Believe

- Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Our Goal

As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners; empowered to shape and enrich our world.

We Teach

Teaching is:

- a ministry and invokes a commitment to live out the mission of Jesus
- relational with a shared responsibility to educate for the common good
- visible, explicit and responsive, creating equity and excellence for all learners

We Learn

Learning is:

- inextricably linked with living life to the full
- personal, relational and communal
- visible, active and interactive to create knowledge and meaning

Supporting Student Behaviour

At St Joseph's we believe the most effective way to support student behaviour is through a school-wide positive approach called *Positive Behaviour for Learning* (PB4L). PB4L is about people, practices, and processes. It has a focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice. These are all integrated into the PB4L strategy.

Three expectations are established for our students to follow:

- Be safe
- Be respectful
- Be a learner



Our Approach - Positive Behaviour 4 Learning

What is Positive Behaviour 4 Learning?

PB4Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



Teaching expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. With our older students, we have found strong, positive results when staff:

Remind = Regularly remind students of behaviours, procedures and routines

Supervise = Monitor student performance or compliance in all settings

Feedback = Provide feedback, non-contingent and contingent

Encouraging Expected Behaviour – *Jumping Joey Awards*

At St Joseph's, there are several ways in which staff establish the behaviour expectations of our students, including explicit teaching, modelling and consistent follow-up of school expectation.

Positive behaviours are to be reinforced including through the use of **Jumping Joey Awards**. These are small cards handed to students upon demonstrating positive behaviours in class, play areas or during transitions. Each week Jumping Joey Award winners are chosen and celebrated at assembly. Winning awards attracts points towards a house colour trophy at the end of the year.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.



**Be Safe
Be a Learner
Be Respectful**



St Joseph's CORINDA
CATHOLIC PRIMARY SCHOOL
Justice • Love • Humility

BEHAVIOURS FOR LEARNING

	Learning Spaces	Eating Areas	Play Spaces	Gathering Spaces	On The Move
<p>BE SAFE Yourself and others <i>By acting responsibly</i></p>	<ul style="list-style-type: none"> Move safely in all learning spaces Ask permission to leave the learning space Be responsible for your words and actions Be Cyber Safe when online Use equipment correctly Hands and feet to yourself Be an active bystander 	<ul style="list-style-type: none"> Sit and eat in eating areas before being dismissed to play Eat your own lunch Put your lunchbox in the right place when you have finished eating Put your rubbish in the correct bin Wash your hands 	<ul style="list-style-type: none"> Wear your hat to play Walk on concrete and pathways Let a teacher know if you or others are hurt Play in the right area Play with equipment safely Hands and feet to yourself Be an active bystander 	<ul style="list-style-type: none"> Participate in rituals Body and mind stillness Enter and exit calmly 	<ul style="list-style-type: none"> Move promptly to pick up area and wait patiently Go to the toilet with a buddy Wash hands after the toilet Sit quietly in the undercover area in the morning until allowed to play Take turns and be patient at the bubblers Walk carefully around the school
<p>BE A LEARNER Yourself and others <i>Learning to love learning</i></p>	<ul style="list-style-type: none"> Be an active learner and participate Be on task Be organised and ready to learn Challenge yourself to progress your learning 	<ul style="list-style-type: none"> Eat food and drink water to support learning Include others at eating time 	<ul style="list-style-type: none"> Be friendly and kind to others Be organised and bring all equipment / lunch with you Follow teacher instructions Respond promptly to the bell Care for our school environment 	<ul style="list-style-type: none"> Sit quietly and listen attentively Follow teacher instructions Celebrate together 	<ul style="list-style-type: none"> Follow all teacher instructions and safety rules Be ready to move in the pickup zone Put your belongings in the right place
<p>BE RESPECTFUL Yourself and others <i>Through actions and words</i></p>	<ul style="list-style-type: none"> Look after classroom and personal property Speak positively and listen to others Raise your hand and wait to speak Use manners Respect the right for everyone to learn 	<ul style="list-style-type: none"> Clean up eating area All rubbish in the correct bin Put your hand up and wait for teacher instructions before going to play Speak positively and wait your turn patiently at the tuckshop 	<ul style="list-style-type: none"> Speak positively and listen to others Make everyone part of your fun Take turns and share Return equipment Follow the rules of the game and play fairly 	<ul style="list-style-type: none"> Participate by singing and responding Listen to speakers Join in prayer Be welcoming to all 	<ul style="list-style-type: none"> Check in at the office for a late pass if you arrive late Share pathways to let others past you Go to the toilet at appropriate times

 A Brisbane Catholic Education School

Act **justly**, love tenderly, walk **humbly** with your God

Curriculum Delivery

[The Religion Curriculum P-12](#) is the source for all planning, learning and teaching of Religion at St Joseph's School. 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 [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 outlined within the Australian Curriculum through developmentally appropriate and differentiated rich learning experiences.

St Joseph's delivers curriculum programs in the following subject areas:

<i>Subject</i>	<i>Year Levels</i>	<i>Teacher</i>
Religion	Planned, taught and assessed each year P-6	Classroom Teacher
English	Planned, taught and assessed each year P-6	Classroom Teacher
Mathematics	Planned, taught and assessed each year P-6	Classroom Teacher
HASS	Planned, taught and assessed each year P-6	Classroom Teacher
Science	Planned, taught and assessed each year P-6	Classroom Teacher
Technologies - Design and Technology - Digital Technologies	Planned, taught and assessed each year P-6 (Planned, taught and assessed each year P-2 Digital Tech)	Classroom Teacher Teacher Librarian
Health and Physical Education	<i>Planned across Bands of learning.</i> Planned, taught and assessed each year Yrs P – 6 (Personal Social and Community Health emphasis) Planned, taught and assessed each year Yrs P – 6 (Movement and Physical Activity emphasis)	Classroom Teacher Specialist Teacher
The Arts - Media Arts - Visual Arts	<i>Planned across Bands of learning.</i> Planned, taught and assessed each year P-6 Subjects taught and assessed at least once each semester	Classroom Teacher
The Arts (Performing Arts) - Music - Dance - Drama	<i>Planned across Bands of learning.</i> Planned, taught and assessed each year P-6 Subjects taught and assessed at least once each semester	Specialist Teacher
Languages - Japanese	<i>Planned across Bands of learning.</i> Planned, taught and assessed each year 3- 6	Specialist Teacher

Specialist Lessons

Specialist lessons are delivered weekly within time allocations below.

Specialist lessons provide 2.5 hours of required Planning Preparation and Correction time (PPCT) for teachers. (2.5 hrs - full time. Pro rata for part time teaching staff)

	Yrs P - 2	Yrs 3 & 4	Yrs 5 & 6
Physical Education (H&PE)	1 x 50 min weekly	1 x 50 min weekly	1 x 50 min weekly
Performing Arts: - Music, Dance, Drama	1 x 50 min weekly	1 x 50 min weekly	1 x 50 min weekly
Languages: Japanese	NA	1 x 50 min weekly	1 x 50 min weekly
Library	1 x 50 min weekly	NA	NA

All students will have access to the Library and the expertise of our Teacher Librarian who facilitates the teaching of Literature across the school and for P - 2, Digital Technologies. Years 3 – 6 will have weekly sessions to borrow and be updated on new resources and literature.

Australian Curriculum – Version 9 implementation plan

In 2023 the revised Australian Curriculum (Version 9) was approved and released.

In June 2023 the Minister for Education advised that the familiarisation period for the Australian Curriculum v 9.0 would be extended by 12 months. The implementation expectation is that all Queensland schools will be teaching all Australian Curriculum v9.0 learning areas by the end of 2027. St Joseph's implementation plan is as follows:

St Joseph's Australian Curriculum Implementation Plan V9.0					
	2023	2024	2025	2026	2027
<i>Religion</i>					
<i>English</i>					
<i>Mathematics</i>					
<i>HASS</i>					
<i>Science</i>					
<i>H&PE</i>					
<i>The Arts</i>					
<i>Technologies</i>					
<i>Languages</i>					

Time & Subject allocations

St Joseph's organisation of the curriculum reflects ACARA's emphasis on the priority development of literacy and numeracy foundations through English and Mathematics 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 is reflected in the learning area and time allocations below and in year level timetables.

St Joseph's assigns time to each subject according to ACARA and BCE recommended time allocations. Indicative times across subjects are as follows:

Hours per week based on a 39 week year							
Learning Area							
	Prep	1	2	3	4	5	6
Religion	2.5	2.5	2.5	2.5	2.5	2.5	2.5
English	7	7	7	7	7	6	6
Mathematics	5	5	5	5	5	5	5
Science	0.5	0.5	0.5	1	1	1.5	1.5
Health and PE	2	2	2	2	2	2	2
HASS	0.5	0.5	0.5	1	1	1.5	1.5
The Arts	1	1	1	1.5	1.5	1	1
Languages <i>(BCE – School based decision supported)</i>				50 min	50 min	50 min	50 min
Technologies: Design and Technology	0.5	0.5	0.5	1	1	1.25	1.25
Technologies: Digital Technologies							

Extra-Curricula activities

In addition to the lessons planned directly from the curriculum, students can access the expertise of tennis, chess, drama and instrumental teachers on site as a private arrangement between parents and those providers.

School provided Club activities are offered after school free of charge and supported by school staff. Extra-curricula and club activities offered include:

Extra-curricula activities:

- Instrumental lessons / School band (from Yr 3)
- Speech and Drama (from Yr 1)
- Tennis (Yrs P - 6)
- Chess (Yrs P - 6)

School provided Clubs and activities include:

- Code Club (Yrs 4, 5 & 6)
- STEAM Club (Yr 6)
- Garden Club
- 'Make Do' Club
- Games Club

Planning Process and Expectations

Effective teaching requires quality planning. Cohort planning takes place twice a term basis with Responsive Planning Meetings held generally in weeks 5 & 10 of each term. Literacy Support and Learning Enrichment teachers are present in planning in week 10 to support classroom teacher planning.

These meetings are school funded and supported. In addition to this time, teachers meet with their teaching partners and plan in their additional PPCT and in their own time.

Classroom teaching at St Joseph's is built on the BCE [Model of Pedagogy](#). This requires that teachers use student's prior knowledge and skills, learning intentions, success criteria, effective feedback, reflection and goal setting to progress learning. This is based largely on the work of John Hattie. Teaching practice is data-informed, and teaching is adjusted and differentiated to target all learners.

An outline of the process followed at St Joseph's and its alignment with BCE's Model of Pedagogy is below.

Model Of Pedagogy	Critical Questions	Pedagogical Norms	Supporting Resources
Focus	What should the students know and be able to do? (CURRICULUM)	<ul style="list-style-type: none"> • We review recent learning data • Previous cycles of work are reviewed and learning from these cycles is applied to subsequent cycles of learning. • We plan directly from the Australian Curriculum and Religious Education Curriculum • We use 'Line of Sight' and QCAA documents to guide selection of curriculum elements. • Selected elements (Content descriptors and Achievement standard selections) are reviewed against Yearly Overviews and Band Scope and Sequence documents to monitor curriculum implementation. • Cross Curriculum Priorities, General Capabilities and Catholic Perspectives are selected if relevant • Learning intentions are created using the Achievement Standards of the Australian Curriculum, BCE learning progressions and QCAA Standards Elaborations. • Success criteria is informed by content descriptors. • Assessment as evidence of learning is named and recorded. • All planning is uploaded and accessible from the school portal page – in Year levels and in Subject folders for Specialist Teachers. 	Australian Curriculum BCE Curriculum website BCE Model of Pedagogy QCAA documents Scope and Sequence Yearly Overviews Unit plans on School Portal Growing and Thriving Curriculum Compass
Establish	How will we structure the learning experiences to ensure the students learn?	<ul style="list-style-type: none"> • Learning intentions are named and discussed with students during lessons • Success criteria is shared and developed with students. • Teachers activate the prior knowledge of students when introducing a new learning intention and make use of Familiarising stage in Gradual Release of Responsibility Model 	Australian Curriculum BCE Curriculum website BCE Model of Pedagogy QCAA documents Scope and Sequence Yearly Overviews Unit plans on School Portal
Activate	(PEDAGOGY)	<ul style="list-style-type: none"> • Students are supported to understand assessment with use of Model texts, WAGOLs and Bump it Up Walls 	Australian Curriculum BCE Curriculum website BCE Model of Pedagogy QCAA documents Scope and Sequence Yearly Overviews Unit plans on School Portal

		<ul style="list-style-type: none"> • Lessons are framed around use of pedagogical structures including Whole Part Whole, Maths Talks and Launch/ Explore/ Summarise/ Review (LESR). • Teachers support students using the Gradual Release of Responsibility Model • Mathematics lessons make use of LESR pedagogical strategy and use engaging tasks for learning • We use research-proven practices to teach new concepts 	
Respond	How will we know the students have learned it? (ASSESSMENT)	<ul style="list-style-type: none"> • We regularly use formative assessment strategies to identify our impact on student understanding • Students receive regular feedback on their learning from teachers or peers so their next learning steps can be planned (student learning goals) • We use Levels of Teaching Response as support for all students and for those who are not progressing • A variety of assessment techniques are used to allow students to show their knowledge, understanding and skills and allow for differentiation of assessment. 	Curriculum unit plans/ cycles of work BCE Model of Pedagogy
Evaluate	How will we respond when students do not learn it or already know it? (INSTRUCTION)	<ul style="list-style-type: none"> • We adjust student groupings based on observations, formative assessment evidence and BCE monitoring tools • We monitor through the BCE BI tool, the literacy and numeracy progress of all students using BCE literacy and numeracy monitoring tools • We collect a range of evidence to inform judgements about student achievement • We review cycles of work to ensure learning is recursive and retained. • We conduct Learning Walks and Talks to identify areas of strength and areas for support for learning and teaching • We support and enrich student learning through classroom work and support teacher intervention • We use Levels of Teaching Response as support for all students and for those who are not progressing 	BCE Monitoring Tools

Data Collection and Use

PB4L data collection

The Student Support System (Engage) enables schools to monitor student behavioural patterns and trends, and use data-based decision-making to proactively and positively support student behaviour. Engage was rolled out to the whole of Brisbane Catholic Education in Term 4 2016.

Behaviour incidences are entered into Engage by Teachers and Administration staff where necessary in a data collection capacity. This data is reviewed regularly by the Behaviour Support Team (PB4L team) to inform decision making processes, so that students who need Targeted Supports are identified and the appropriate supports are implemented.

Monitoring Tools data collection

In order to gauge teaching impact, regular monitoring is conducted throughout the year and can be seen in our school's yearly data plan – **Monitoring Learning Progress**. Monitoring tools at St Joseph's reflect the BCE requirements and include but are not limited to:

- Foundation Literacy Monitoring Tools (P – tracked till students reach 100%)
- DIBELS Dynamic Indicators of Basic Early Literacy Skills) (yrs P – 6)(
- Writing Analysis in Years 3 to 6,
- Pat R and Pat M online assessments in Years 2 to 6.
- Numeracy Monitoring Tools (P-6 when required)
- NAPLAN

Results in some of these Monitoring Tools are reflected in BI tool. Student progress is recorded and tracked throughout the year by classroom teachers, support teachers and the school's Primary Learning Leader.

In addition to classroom assessment and observations, school progress data is collected on a regular basis so that student progress is closely tracked and monitored. This is collected by classroom teachers and overseen by the school's Primary Learning Leader and Learning Support Teachers. Classroom teachers are responsible for entering learning data into the BI tool as it is collected, and prior to Responsive Planning Meetings. Progress data assists in informing Learning Support Programs and general planning for differentiation. Data collection is outlined in the Monitoring Learning Progress plan for the year. (see table below)



MONITORING LEARNING PROGRESS 2025

Data collection is ongoing and continuous. Dates are provided as guides of final dates 'to be collected by...'

MONITORING TOOL	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy							
Foundational Literacy Monitoring Tool: (CAP; PA; OL) <i>Concepts About Print</i> <i>Phonological & Phonemic Awareness</i> <i>Oral Language</i>	Term 1: Week 3 (Feb 14) CAPs – all students Week 5 (Feb 28) PA – all students Week 7 (Mar 14) OL – all students Ongoing by: Wk 8 - Terms 1,2,3. Wk 6 - Term 4	Ongoing for students not at 100% and require further monitoring and targeted teaching of FLMT Ongoing by: Wk 8 - Terms 1,2,3. Wk 6 - Term 4	Ongoing for students not at 100% and require further monitoring and targeted teaching of FLMT Ongoing by: Wk 8 - Terms 1,2,3. Wk 6 - Term 4				
DIBELS	Term 3: * Wk 2 (25 July) T4: Wk 8 (28 Nov) LNF; PSF; NWF; WRF all students	T1: Wk 4 (21 Feb) T2: Wk 10 (27 June) T4: Wk 8 (28 Nov) LNF; PSF; NWF; WRF; ORF. all students	T1: Wk 4 (21 Feb) T2: Wk 10 (27 June) T4: Wk 8 (28 Nov) NWF; WRF; ORF, Maze all students	Term 1: Wk 4 WRF; ORF; Maze All students	Term 1: Wk 4 ORF; Maze All students	Term 1: Wk 4 ORF; Maze All students	Term 1: Wk 4 ORF; Maze All students
	<i>Ongoing monitoring of progress as required: T2: Wk 8; T4: Wk 6</i>						
	<small>* Students who have successfully demonstrated all components of FLMT in Term 1 and would benefit from monitoring using DIBELS prior to the Middle of Year monitoring point. ^ Please note: Data from the Year 1 Middle of Year monitoring point will be used to report Year 1 Phonics Check participation rates to the Australian Government.</small>						
Writing Analysis				Wk 8 of term	Wk 8 of term	Wk 8 of term	Wk 6 of term
PAT-R-Comprehension			Term 1 Wk 8 (5 – 9 Feb)	Term 1 Wk 3-4 (10 – 21 Feb)	Term 1 Wk 3-4 (10 – 21 Feb)	Term 1 Wk 3-4 (10 – 21 Feb)	Term 1 Wk 3-4 (10 – 21 Feb)
PAT-M Mathematics	Yrs. 1 – 6. PAT Adaptive tests available to use if required – Terms 2,3,4.						
ICAS Assessment Nominated Yrs 4 -6					English (TBC); Mathematics (TBC)		
NAPLAN				Term 1 Weeks 7 - 9 (12 - 24 March online window)		Term 1 Weeks 7 - 9 (12 - 24 March online window)	
Numeracy							
Trusting the Count Place Value Multiplic. Thinking			<i>Monitoring Tools collected as required for diagnostic assessment, targeted teaching and monitoring of progress</i>				

Assessment and Reporting

School Yearly Assessment and reporting plan / timelines

Term 1 – Parent Teacher interview

Term 2 – Written report – 5 point scale

Term 3 – Parent Teacher interview offered

Term 4 – Written report – 5 point scale

Parents and teachers may call for additional meetings throughout the year on a needs basis. Sometimes, these meetings take the form of Student Support Team Meetings that include our Learning Support Team.

The Learning Dashboard (TLD) is used to provide the twice-yearly written report to parents. Guidelines for teachers for report writing and timeline for reporting is set out in the school's [Report Card Writing guide](#) for teachers.

Parent Information Night

Additionally, in week 3 of Term 1, a parent information night is held for parents to hear information and messages about the year's learning. Year level teaching teams hold these nights together as a team. Specialist and support teachers are present to meet parents and support classroom teaching teams.

Principles of Assessment

Teachers collect evidence of student understanding, application and performance using both formative and summative assessments. Assessment of learning reflects the BCE's Principles of Assessment.

A variety of assessment techniques are used to allow students to show their knowledge, understanding and skills and allow for differentiation of assessment. Judgements are made on a body of work rather than single assessment pieces.

Principles of assessment

Equity

Assessment is underpinned by equity principles. It takes account of the diverse needs of students and contexts of education. As an integral part of the learning and teaching cycle, it makes a positive contribution to each student's learning.

Does the assessment provide the opportunity for all students to demonstrate what they understand, know and can do?

Does the assessment allow for optimal participation for all – that is, is it inclusive of students with diverse backgrounds and learning needs?

All students must be confident that they understand the intent and specific requirements of the assessment.

Alignment

Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.

Is the assessment clearly related to the content that is being taught?

Does the assessment provide evidence of student achievement across the range of knowledge, understanding and skills in the approved curriculum?

The connections to the approved curriculum must be clear to all audiences.

Validity

Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity – what is taught informs what is assessed, and what is assessed informs what is reported.

Does the assessment opportunity provide relevant contexts for learning?

Does the assessment opportunity have a genuine and valued purpose?

Students must recognise and be motivated by the purpose and relevance of the task.

Evidence-based

Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to the achievement standard and is based on evidence.

Is the information collected through assessment activities sufficient suitable to enable defensible judgments to be made? Is the evidence of student learning compiled over time to show the depth and breadth of the learning?

Students must have clear and explicit criteria for the types of evidence they will be required to provide.

Assessment is a purposeful collection of student's knowledge, understanding and skills used to inform teaching and improve learning. It provides evidence that enables judgements to be made about the student's learning.

High Yield Strategies

At St Joseph’s School, we value the interconnectedness of the high yield strategies (HYS) as integral to the learning culture of our school. These strategies help to build the collective capacity of teachers and school leadership to improve our impact on student learning and minimise variation within our school.

Review and Response



Review and Response

[Review and Response](#) meetings at St Joseph’s provide teachers with the opportunity to talk about particular students who are not progressing in their learning. At St Joseph’s they typically take the form of discussions with Student Support for a learner, including “Support for a Learner” meetings. Classroom teachers select a student in their class who is not progressing or experiencing difficulty. Review and Response meetings are aligned to [Levels of Teaching Response](#).

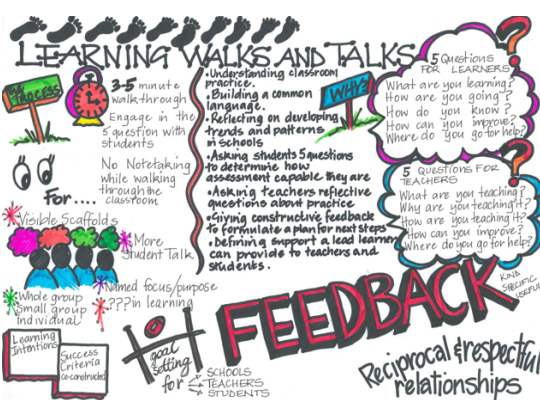
Use of Data



Use of Data

Use of data is aimed at making student learning visible so the whole school can take ownership of their students' learning. Reviewing recent data supports teachers and leaders to focus in on individual student growth and progress. Regular conversations about data in BI tool are conducted as part of Responsive Planning Meetings and assist teachers to select students who have made progress and those who may need support in the next learning cycle.

Learning Walks and Talks



Learning Walks and Talks

[Learning walks and talks](#) are a tool to support leadership teams and teachers to answer the question, "how do we know that all of our students are learning?"

At St Joseph’s School, learning walks and talks are conducted regularly by the leadership team, including classroom teachers.

Teachers are given feedback shortly after the Learning Walk and Talk and observations are captured in Forms surveys. Data collected from Learning Walks and Talks is shared with staff and used to direct future directions.