# WHOLE SCHOOL CURRICULUM PLAN





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St Brigid's Catholic Primary School is a learning community that honours God through **service, faith, peace, compassion, respect,** and **love.**

Inspired by Jesus's example of **faith, peace, compassion, respect** and **love**, St Brigid's Catholic Primary School creates a culture of belonging and equality that envisions a hope-filled future for all.

We promote a culture of excellence through providing contemporary educational experiences that empowers a life-long love of learning.

Learning at St Brigid's Catholic Primary School aligns with the *Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019)* and guides our planning and teaching through the following:

Goal 1:     The Australian education system promotes excellence and equality.
Goal 2:     All young Australians become:
- confident and creative successful lifelong learners,
- active and informed members of the community.

These goals are then further defined by 'The St Brigid's Way' as demonstrated in the following diagram:

# The St Brigid's Way
## Making Christ Present

**A Catholic school** which prizes traditions, teachings and rituals that are foundational to our collective spirituality based upon the life, death and resurrection of Jesus.

We: Provide an Archdiocesan Religion Curriculum that is based upon our rich Catholic faith and beliefs.

Empower our community to make informed choices grounded in the charism of St Brigid.

Celebrate the Religious Life of the School as a school community in partnership with the Parish.

*Helping children to develop into the best version of themselves that God created them to be.*

## Catholic Identity
### FAITH — our Moral Compass

A Catholic school that shares a common vision of welcome as a Christian community of care, support and well-being.

We: Create a supportive, inclusive & welcoming culture through shared Christian values.

Foster collaborative partnerships and respectful relationships

Celebrate achievements, commonalities and differences.

**Our community is life giving and life sustaining.**

## PEACE — strong and gentle

## Our Community
### LOVE — fired up to Learn

We implement a Model of Pedagogy which empowers and motivates teachers and students through a holistic and energising curriculum.

We: Teach the Australian Curriculum with the Expected and Effective practices.

Equip children with skills to be life-long learners to adapt to an ever-changing world.

Provide our staff with professional learning to remain passionate, professional and caring.

*Our thirst for excellence, results in high standards and expectations for all students so that they reach their full potential.*

## Our Children

We know and value each child and their uniqueness. We equip our children with knowledge and skills to become strong & successful learners.

We: Empower the children to *Make Christ Present* as respectful and resilient individuals.

Equip children to be confident, creative and enquiring individuals with the ability to problem-solve.

Challenge children to produce desired results with emotional well-being.

*Our children have the attributes of successful learners.*

## COMPASSION — Understand our Children

## Environment

## RESPECT — The St Brigid's way

## Learning & Teaching

The tranquil surrounds of our school invites care for the physical beauty and promotes a healthy, spiritual and emotional climate which inspires and motivates.

We: Provide a serene, physical environment that is conducive to learning.

Cultivate a happy and safe culture that inspires children to learn.

Actively live out our values the St Brigid's way.

*We are cloaked in an environment which encompasses the physical, spiritual and emotional well-being of all.*

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## St Brigid's Way
### The Key Elements...

Established in 1994, located in the Gold Coast hinterland, on Kombumerri land nestled on the banks of the Nerang River is St Brigid's Catholic Primary School.

Our Patron Saint Brigid ministered to the people of Ireland and her charism is forefront in the St Brigid's way.

# ST BRIGID'S EDUCATIONAL PHILOSOPHY & AIMS

All phases of schooling at St Brigid's Catholic Primary School are underpinned by Brisbane Catholic Education's Learning and Teaching Framework and The Alice Springs (Mparntwe) Declaration (2019). The Alice Springs (Mparntwe - pronounced as 'M- ban-tua') Education Declaration sets the national vision for education for all Australians and notes two 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

Curriculum design and delivery at St Brigid's Catholic Primary School is grounded in the Alice Springs (Mparntwe) Education Declaration and is mindful of the declaration's goals. In alignment with the declaration, which promotes excellence and equity, we support students to achieve high standards and provide structures and adjusted strategies that enable equitable learning experiences. This is achieved within a faith-filled learning environment in which we are committed to supporting students to become confident and creative individuals, successful lifelong learners and active and informed members of the community.

Our learning environment is based on the charism of Making Christ Present in which we value Faith, Compassion, Respect, Love & Peace and the daily living of Gospel values. We value every child as a learner and understand that all children learn in different ways and at different rates.

Our vision for learning is intrinsically linked to Brisbane Catholic Education's Learning and Teach Framework and has been embedded into St Brigid's Catholic Primary School. We are creating a school where every young learning develops a sense of belonging and is inspired to shape their future. The *Dimensions of Teaching and Learning* provide the foundation for our pedagogical framework. These dimensions are used to inform our planning, assessment and learning and teaching to meet the learning needs of the diverse range of students in our classrooms.

# ST BRIGID'S APPROACH TO PEDAGOGY

Learning and teaching at St Brigid's Catholic Primary School is aligned with the BCE Model of Pedagogy which brings together the principles and practices of learning and teaching that lead to success for all learners.

At St Brigid's Catholic Primary School, we believe in maintaining consistency of research-based teaching practices across all classrooms to reduce the variability of student progress within our school. We believe that effective pedagogy relates to the principles and practices of learning and teaching that lead to success for all learners. These principles arise out of the beliefs and values of the BCE Learning and Teaching Framework, an evidence-based framework upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.
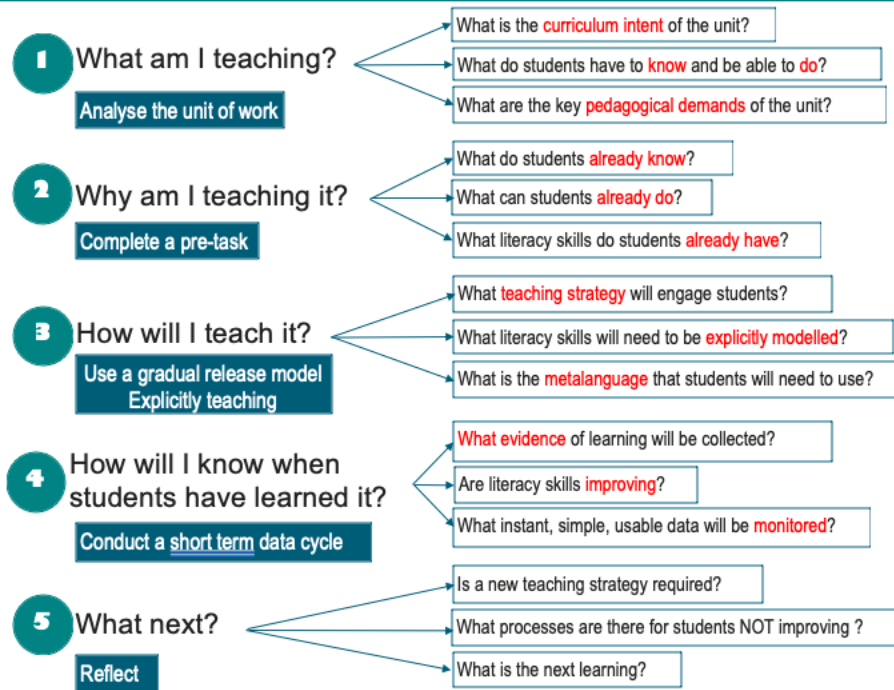
Effective pedagogy:

- relates to the principles and practices of teaching children
- is teaching that makes learning visible and leads to successful achievement for all learners
- creates conditions where the relationship between the learning and teaching is focused, generative and responsive - enabling every learner to participate and progress in their academic and social development

The BCE Model of Pedagogy is used by teachers to guide planning, teaching and assessing by:

- Focusing on student progress and planning to accelerate this
- Establishing clear learning intentions and success criteria from the Australian/Religion Curriculum
- Activating learning and multiple ways of knowing and doing
- Responding with feedback to support the student in their next steps to achieve the success criteria
- Evaluating the impact of teaching on each student's learning progress and achievement

# ST BRIGID'S RESPONSIVE TEACHING CYCLE

**1** What am I teaching?

Analyse the unit of work

- What is the curriculum intent of the unit?
- What do students have to know and be able to do?
- What are the key pedagogical demands of the unit?

**2** Why am I teaching it?

Complete a pre-task

- What do students already know?
- What can students already do?
- What literacy skills do students already have?

**3** How will I teach it?

Use a gradual release model
Explicitly teaching

- What teaching strategy will engage students?
- What literacy skills will need to be explicitly modelled?
- What is the metalanguage that students will need to use?

**4** How will I know when students have learned it?

Conduct a short term data cycle

- What evidence of learning will be collected?
- Are literacy skills improving?
- What instant, simple, usable data will be monitored?

**5** What next?

Reflect

- Is a new teaching strategy required?
- What processes are there for students NOT improving ?
- What is the next learning?

Adapted from: Sharratt and Fullan 2012

# ST BRIGID'S COLLABORATIVE PRACTICES

At St. Brigid's Catholic Primary School, we hold the belief that the pace of student learning accelerates when teachers collaborate in teams to enhance their proficiency in specific teaching methodologies. Moreover, students experience even greater progress when proficient educators lead collaborative teams dedicated to comprehending effective practices and their underlying principles.

Professional learning teams (PLT) are established at each year level with time allocated for weekly meetings in the school timetable. Within PLT's, teachers review data on student performance and progress and collaboratively plan learning in cycles.  PLT's use a *Cycle of Inquiry* to plan common formative assessment, collaborate instruction, analyse student learning, establish interventions, assess, review and plan for the next cycle of learning. At the beginning of each semester, each PLT develops a shared mission and vision which will guide their work. Time is provided through the school's meeting schedule to congregate for each stage of the *Cycle of Inquiry* at least once per term.

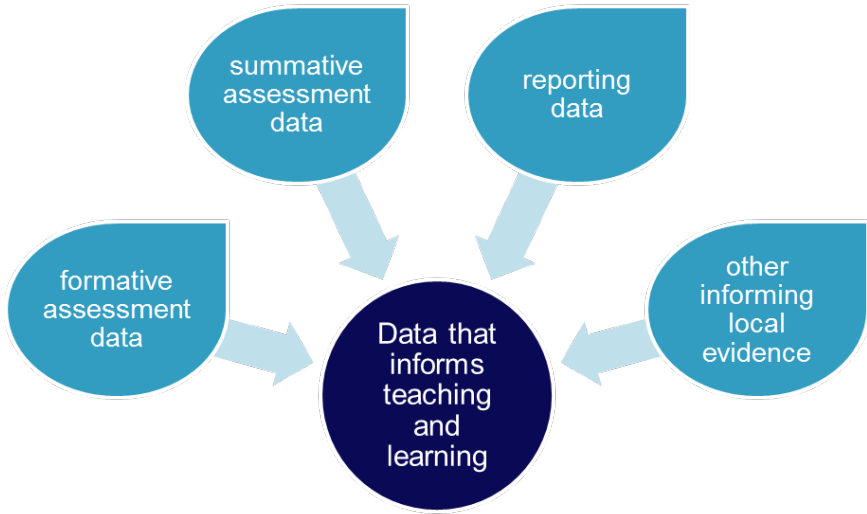**The four key questions we ask in our PLT's are:**
1. What is it we expect our students to learn?
2. How will we know they have learnt it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

**The six Characteristics of PLT's:**
1. Shared mission, vision, values and goals.
2. Collective inquiry – our collective need to grow and improve – learning teachers, learning students; gathering evidence about what works better; improving our knowledge so that we can provide best practice for students.
3. Collaborative culture: in PLT's, teachers do not work in isolation.
4. Action orientation and experimentation: for PLT's to function effectively, PLT members must try new things.
5. Continuous improvement – in PLT's we never take the attitude that students don't need further learning.
6. Focus on results – PLT's are guided by evidence of student learning. PLT's analyse and act upon data (formative & summative assessment). One of the key goals of the PLT is to focus on learning for all students.
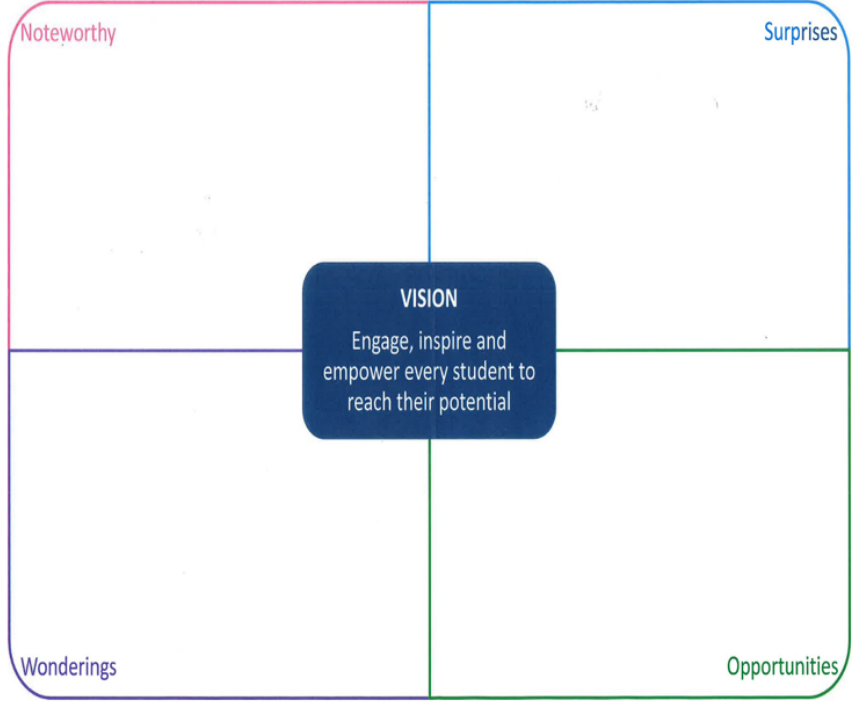
summative assessment data

reporting data

formative assessment data

other informing local evidence

Data that informs teaching and learning

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**Responsive Teaching Cycle**

### Responsive Teaching Cycle 1

BCE Model of Pedagogy focus area
**Focus & Establish**

**1 What am I teaching?**
Analyse the unit of work
- What is the curriculum intent of the unit?
- What do students have to know and be able to do?
- What are the key pedagogical demands of the unit?

**2 Why am I teaching it?**
Complete a pre-task
- What do students already know?
- What can students already do?
- What literacy skills do students already have?

Curriculum Artifacts
- Identify achievement standards & content descriptors.
- Front end summative assessment
- Create common formative assessment
- Create Know and do table
- Create clear and visible learning intentions.
- Create clear and visible the success criteria.
- Co construct a (C) standard model responses.

### Responsive Teaching Cycle 2

BCE Model of Pedagogy focus areas
**Activate**

**3 How will I teach it?**
Use a gradual release model
Explicitly teaching
- What teaching strategy will engage students?
- What literacy skills will need to be explicitly modelled?
- What is the metalanguage that students will need to use?

Curriculum artifacts
- Break down and dissect formative assessment.
- Start with Data- Noteworthy/surprises/ wonderings/opportunities.
- Plan explicit teaching and differentiation strategies.

### Responsive Teaching Cycle 3

BCE Model of Pedagogy focus areas
**RESPOND**

**4 How will I know when students have learned it?**
Conduct a short term data cycle
- What evidence of learning will be collected?
- Are literacy skills improving?
- What instant, simple, usable data will be monitored?

Curriculum Artifacts
- Evaluate student work samples
- Discuss strengths and obstacles as a team.
- Assess multi-tiered systems of support (levels of teaching response).
- Plan explicit teaching and differentiation strategies.
- Explicitly plan learning for students who are already proficient.

### Responsive Teaching Cycle 4

BCE Model of Pedagogy focus areas
**Evaluate**

**5 What next?**
Reflect
- Is a new teaching strategy required?
- What processes are there for students NOT improving ?
- What is the next learning?

Curriculum Artifacts
- Evaluate the impact of teaching on student achievement and success.
- Unpack summative assessment and discuss criteria sheet.
- Evaluate student samples and make judgments about the quality of the evidence against the criteria sheet.
- Unit review and evaluation.

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START WITH DATA — YEAR 6

Noteworthy

Surprises

**VISION**
Engage, inspire and empower every student to reach their potential

Wonderings

Opportunities

What structures could drive our improvement towards every student reaching their potential and succeeding?

The Australian Curriculum is the source of all curriculum planning, assessment and reporting for learning areas named in the Australian Curriculum. Multiple opportunities are provided for each student to develop and demonstrate the knowledge, understanding and skills outlined within the Australian Curriculum through developmentally appropriate and differentiated learning experiences.

St Brigid's Catholic Primary School provides learning from the BCE Religion Curriculum and P-10 Australian Curriculum in the following areas:

**Provision of the whole curriculum plan**

**Year and/or band plans**

**Unit plans**
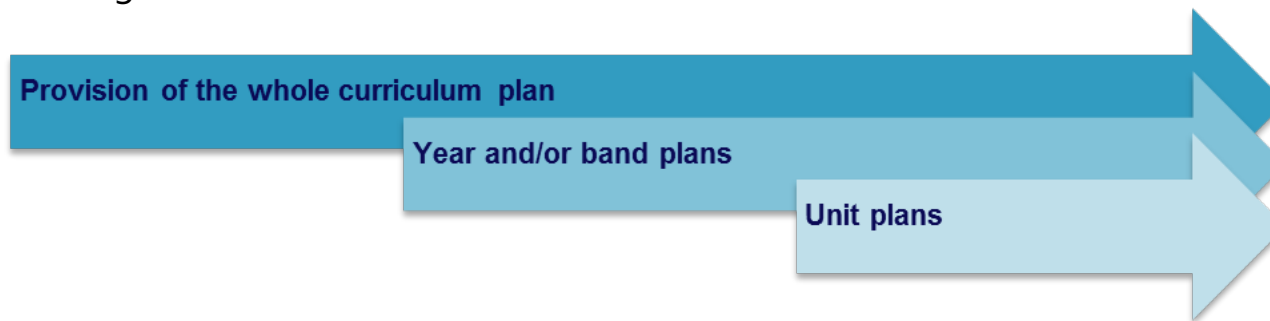
At St Brigid's Catholic Primary School, our whole school Curriculum, Assessment and Reporting Plan ensures a cohesive progression and sequence of learning from Prep to Year 6.  This plan is audited and monitored to ensure both horizontal (within year level) and vertical (spiralling curriculum from year-to-year level) alignment.

We use the three levels of planning to:

- **align** (vertically and horizontally) curriculum, pedagogy, assessment and reporting of the Australian Curriculum,
- **monitor** progress towards school improvement priorities,
- **quality assure** the curriculum provision for all students,
- ensure **resource allocation** supports the stated vision and priorities; and
- **share** the school's plan for curriculum delivery with parents/carers and the wider school community.

| Intended Curriculum | Enacted Curriculum | Implemented Curriculum | Assessed and Achieved Curriculum |
|---|---|---|---|
| Planning considerations: - <br><br> • Review intended curriculum from appropriate documents from ACARA and QCAA – <br> • Achievement standards or descriptors | Operationalisation of intended curriculum; - <br><br> • Unit plans developed, assessment aligned to standards and descriptors. <br> • Differentiate teaching so every student's learning needs are met in ways appropriate to their age, the context in which they are learning and nature of the curriculum. <br> • Assessment is embedded into the teaching and learning process and exemplars developed to ensure alignment between curriculum intent, achievement standards and what is being assessed. | Evidence based Teaching and learning strategies includes: <br><br> ▪ Elevating deliberate practice and gradual release of responsibility <br> ▪ Responses to diverse learning needs, data and adapting to student needs. <br> ▪ Literacy and numeracy demands are explicitly taught within learning areas and subjects. <br> ▪ General Capabilities and 21st Century Skills <br> ▪ Multiple opportunities for students to learn concepts, practice skills and apply to other contexts with increasing autonomy. <br> ▪ Students have opportunities to demonstrate the achievement standards or standard descriptors. | ▪ Quality assurance and moderation of student work to ensure comparable and consistent teacher judgement. <br> ▪ These processes help develop a shared understanding of the qualities of student work described in the achievement standards. <br> ▪ Teachers make standards-based judgements about the quality of work submitted and, provide feedback relating to standards and criteria. <br> ▪ Feedback is provided on formative and summative tasks to assist student learning. <br> ▪ Students reflect upon the feedback provided and set learning goals. |

# PLANNING, TEACHING & REPORTING CYCLE

| Plan | Teach | Assess | Report |
|---|---|---|---|
| Plan collaboratively using the curriculum achievement standards and content.<br><br>Plan to make explicit the formative and summative assessment opportunities, aligned with the achievement standard throughout the teaching and learning cycle.<br><br>Reach an understanding of what successful learning looks like (front-ended summative assessment), aligned with the achievement standard | Provide/co-construct success criteria with students to make clear what successful learning looks like, using the assessable elements.<br><br>Use models, 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 will be to improve.<br><br>Use formative assessment strategies to collect evidence of progress to:<br>a) provide feedback to students about their progress towards the success criteria; and<br>b) inform the responsive and targeted teaching responses to move learning forward | Provide assessment opportunities for students to demonstrate what they know, understand and can do.<br><br>Make judgements about the evidence of learning as it aligns with the achievement standard.<br><br>Moderate student work to develop consistency of judgements | Make reporting judgements twice per year, using a 5-point scale, based on the body of evidence collected over the learning period |

**Year level/band planning**

The PLL to monitor the implementation of the approved curriculum ensuring students can appropriately access and demonstrate the knowledge, understanding and skills of the curriculum areas.

Year level/band planning is mapped using scope and sequences to ensure coverage of the approved curriculum and includes:

- The school's name, calendar year and relevant year level/s
- An outline of the sequence of learning (content descriptions) and assessment (achievement standards) for the year
- An outline of how the general capabilities and cross-curriculum priorities are developed.
- Identification of curriculum content that is integrated with other learning areas/subjects (if relevant)
- An outline of how evidence of learning will be gathered.

**Class/unit planning**

Teachers are responsible for the documentation of class/unit planning, consulting and collaborating with learning leaders as required. Class/unit plans include:

- The school's name, relevant year level/s and nominated period (e.g., Term 2, Weeks 6-10)
- The focus and context for learning
- Relevant aspects of the curriculum achievement standard in alignment with year level/band planning
- General capabilities and/or cross curriculum priorities relevant to the unit focus
- The evidence of learning that will be gathered in the assessment.
- A sequence of teaching and learning strategies
- An outline of adjustments (if required) necessary to cater for the varied needs and abilities of students.

# TIME ALLOCATION ACROSS LEARNING AREAS

| Year level | Reporting period | English - | Mathematics - 2012 | Science - 2022 | Humanities and Social Sciences - 2022 | Health - 2022 | Physical Education - 2022 | Technologies - 2022 | Digital Technologies | Design and Technologies | The Arts - 2024 | Dance | Drama | Media Arts | Music - 2024 | Visual Arts | Languages: Japanese - 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Prep | Sem 1 | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| Prep | Sem 2 | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | | ☑ | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| 1 | Sem 1 | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| 1 | Sem 2 | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | | ☑ | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| 2 | Sem 1 | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | | ☑ | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| 2 | Sem 2 | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| 3 | Sem 1 | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| 3 | Sem 2 | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ | | ☑ | ☑ | ☑ | ☑ | | ☑ |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **4** | **Sem 1** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| | **Sem 2** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ |
| **5** | **Sem 1** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ |
| | **Sem 2** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | ☑ | | ☑ |
| **6** | **Sem 1** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ |
| | **Sem 2** | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ | ☑ | ☑ | | ☑ |