ALL SAINTS' SCHOOL BOONAH

Whole School Curriculum Overview

EDUCATIONAL PHILOSOPHY AND AIMS

The Alice Springs (Mparntwe) Education Declaration (December 2019) highlights the importance of promoting equity and excellence so that all students have the opportunity to be *successful lifelong learners* and *confident, creative individuals* to become *active and informed citizens*.

Our vision is for a world-class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face. (Alice Springs Education Declaration, 2019)

In line with the Alice Springs (Mparntwe) Education Declaration, All Saints' Catholic Primary School is committed to 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. We recognise each child's unique learning journey and value diversity in learning styles and paces. Our dedicated staff deliver personalised learning opportunities for all students, aiming for high standards whilst ensuring equity through differentiated strategies. Our nurturing environment fosters confident, innovative individuals dedicated to lifelong learning and active citizenship. Our educational ethos revolves around principles of leadership and service, where integrity, tolerance and perseverance are valued, and Gospel values are lived out daily. We believe that learning involves a continuous progression from current knowledge to future growth, with success stemming from embracing challenges, receiving feedback, and setting goals. Respect for others' rights, feelings, and beliefs is fundamental to our community, and it is our collective responsibility to empower every individual to reach their full potential.

This is underpinned by our school vision, mission and values statement

SCHOOL VISION, MISSION AND VALUES

As a Parish school, we are a faith-filled community creating a better future. United in our faith and service, we walk compassionately with others and excel in our learning growth for all.

Led by the teachings of Jesus and founded in the Mercy Tradition founded by Catherine McAuley, we are a catholic educational community shaped by the touchstones of faith, wisdom and family.

We value excellence, inclusivity, service and social justice.

(Revised 2021)

SCHOOL MOTTO

Inspired by the teachings of Jesus, and founded in the Mercy Tradition, we are an educational community, shaped by the touchstones of:

- **Faith** – nurturing and deepening a relationship with God, through the lived experience of community and evidenced in the way that we speak, act and treat one another.

- **Wisdom** – cultivating a love of learning to enrich and transform our world.

- **Family** – embracing a genuine sense of belonging and a willingness to contribute to our school, parish, and wider community.

SCHOOL CURRICULUM OVERVIEW

The Australian Curriculum and the Brisbane Catholic Education Religion Curriculum is the source of **all** curriculum planning, assessment and reporting at All Saints' School. In accordance with the Australian Professional Standards for Teachers, the BCE Learning and Teaching Framework and Model of Pedagogy, teachers bring together principles and practices that lead to success for all learners. All Saints' staff work hard for every child to achieve a high standard of learning and be given the opportunity to celebrate their learning, success and talents.
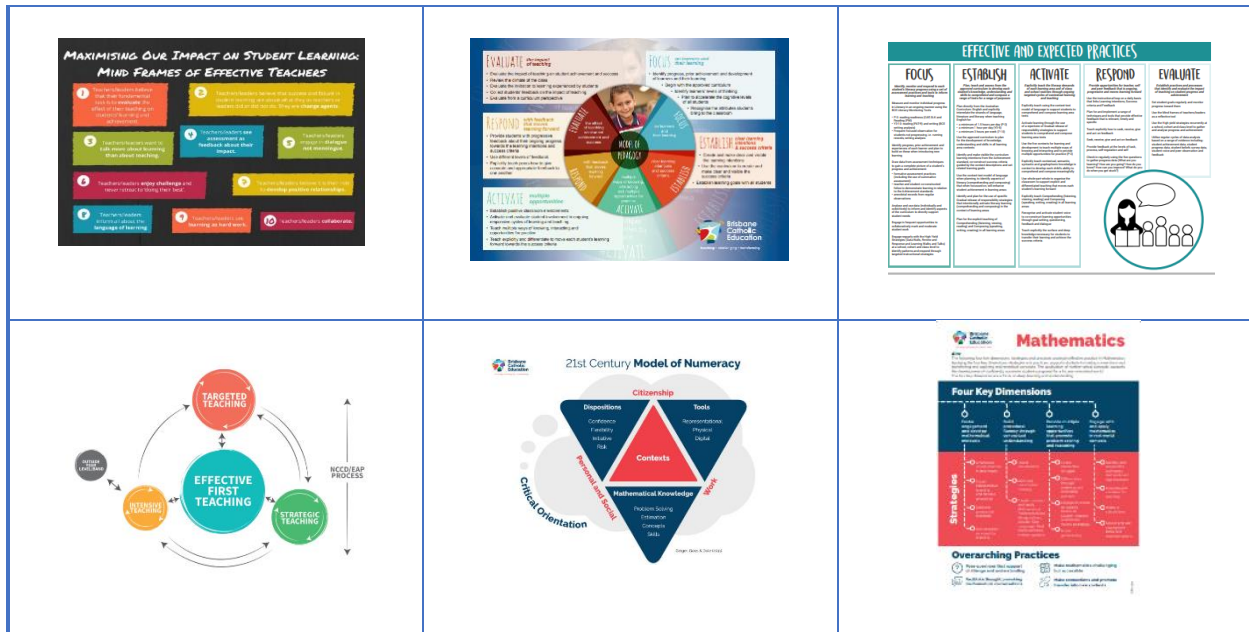
CURRICULUM DELIVERY

All Saints' teachers use the BCE Religious Education and F-10 Australian Curriculum to plan learning and teaching experiences for students from Prep to Year 6. Our teachers collaboratively plan with the Primary Learning Leader and APRE using the BCE Model of Pedagogy to create differentiated responsive learning cycles. The General Capabilities and Cross Curriculum Priorities (CCP) are integrated into planning where appropriate. As outlined in the Alice Springs (Mparntwe) Education Declaration these need to be addressed to benefit all Australian individuals and our country as a whole.

All Saints' class teachers (Prep to 6) are responsible for the planning, teaching, assessing and reporting of:

- Religion
- English
- Mathematics
- Science
- Humanities and Social Science (HASS): Geography; History; Citizenship Education
- The Arts: Visual Arts, Drama, Media Arts (All 5 Arts subjects are taught in each band – F, 1-2, 3-4, 5-6)
- Technologies: Digital and Design Technologies (taught in each band F, 1-2, 3-4, 5-6)

Specialist teachers are responsible for the planning, teaching, assessing and reporting of:

- The Arts: Dance (Term 2) and Music (taught in each band F, 1-2, 2-4, 5-6)
- Languages: Japanese (taught in each band F, 1-2, 2-4, 5-6)
- Health and Physical Education (taught in each band F, 1-2, 2-4, 5-6)

All Australian Curriculum subjects are delivered according to the indicative time allocation as prescribed by Australian Curriculum Assessment and Reporting Authority (ACARA).

Quality Teaching

Whole school curriculum planning is informed by:
- The All Saints' common language about pedagogy, and a shared understanding of learning, leading, engaging and teaching with evidence-based effective and expected practices
- The BCE Levels of Teaching Response
- Analysis and use of data (learning, well-being, attendance data)
- Processes to ensure consistency of teacher judgement through moderation
- Processes for conferencing and reporting student progress, achievement and development

All Saints' embraces the pedagogical framework of **Visible Learning**, and this is the approach across the whole school, P-6.

Visible learning is a model of teaching and learning, based on the notion of visible teaching and visible learning. 'Visible' refers to making student learning visible to teachers, ensuring clear identification of the attributes that make a visible difference to student learning and all in the school knowing the impact that they have on learning (of the student, teacher and school leaders). 'Visible' also refers to making teaching visible to the student, such that they learn to become their own teachers over time. 'Learning' aspect refers to how we go about knowing and understanding, and then progressing student learning. *(Visible Learning for Teachers Maximizing Impact on Learning, John Hattie, 2012)*

EXPLICIT IMPROVEMENT AGENDA

At All Saints', we foster a culture that promotes learning with an explicit improvement agenda to differentiate our teaching methods to accommodate the diverse learning needs of all students. Utilising the School Improvement Tool (SIT), we evaluate and contemplate our endeavours to enhance the calibre of classroom instruction and learning experiences, thereby enhancing student outcomes encompassing academic achievement and well-being. Consequently, we have crafted our Reading Framework Statement with Signature Practices.

APPROACH TO PEDAGOGY

All Saints' uses the BCE Model of Pedagogy to provide evidence-based, and responsive teaching to ensure learning progress and achievement for each student. The model of pedagogy is used by teachers to guide planning, teaching and assessing, by:

- **Focusing** on student progress and plan to accelerate this
- **Establishing** clear learning and intentions and success criteria from the Australian 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.

The 3 dimensions of the Australian Curriculum (Learning Areas, General Capabilities and Cross-Curriculum Priorities) provide teachers with the flexibility to cater for student diversity through personalised learning. Teachers meet individual learning needs by incorporating explicit teaching of the general capabilities and/or cross-curricular priorities through learning area content.

Students who are successfully engaging in the curriculum and need opportunities to work at a greater depth and with more breadth within the year level curriculum are catered for in the classroom by planning with the General Capabilities and Cross-Curricular Priorities to add rigour and relevance to their learning. These students engage in the same context as the rest of the class and co-construct individual learning goals aligned with the year level content.

Instructional Loop (Learning Intentions, Success Criteria, Feedback, Personal Learning Goals)

Learning intentions provide a goal for knowledge or skill-based acquisition, which will be provided at the appropriate part of the lesson. These are drawn from Australian Curriculum Achievement Standards. The co-construction of *success criteria* provides teachers and students with clear steps to monitor individual success. *Effective feedback* is planned for and implemented with a range of techniques and tools that is relevant, timely and specific. This can occur at the levels of task, process, self-regulation and self and is ongoing, progressive and moves

learning forward. The instructional loop is completed when feedback informs *personalised learning goals* for each individual learner.
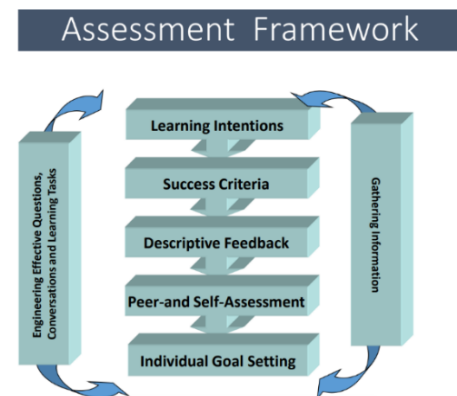
Journey of Learning

A growth mindset is beneficial to all learning. Mt Greville represents our 'Journey of Learning' and is used it to describe the depth and levels of increasing complexity in a student's understanding. As stated in the Alice Spring's Declaration, educators have a role in supporting the wellbeing and mental health of our students by building their capacity to be resilient by recognizing, adapting to, and managing change.

Language of Learning

All Saints' explicitly teach and encourage student growth in *Self–Awareness*, *Resourcefulness*, *Resilience* and *Reflection.* These four learning behaviours help our students to be successful learners, develop a 'growth mindset', climb out of the learning pit and to take ownership of their learning growth.

Assessment

Assessing student learning is an integral part of our teaching and learning. It improves learning and informs teaching. Teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning. Assessment of student learning takes place at different levels and for different purposes.

These include formative assessment techniques (observation, consultation, peer- and self-assessment), which are used to monitor learning, provide student feedback and inform teaching impact. These along with summative assessments inform teachers judgements against the Achievement Standards at the end of cycles of learning. This data informs the next cycle of learning. The body of evidence collected by teachers inform the twice-yearly reporting.

When teachers plan, teach and assess, they:

Plan	Teach	Assess	Report
Plan collaboratively with the PLL using the ACARA curriculum achievement standards and content. Use data and evidence of learning to inform responsive teaching and learning cycle or unit Plan to make explicit the formative **and** summative assessment opportunities, aligned with the achievement standard (Learning Intentions) throughout the responsive teaching and learning cycle or teaching unit. Reach an understanding of what successful learning looks like, aligned with the achievement standard.	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 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	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 or exceeds the expected level of achievement. Moderate student work to develop consistency of judgements	Make reporting judgements twice per year, using A-E or equivalent 5-point scale, based on the body of evidence collected over the learning period.

All Saints' teachers and students use multimodal assessment tools on a daily basis to monitor learning progress and achievement including:

- Daily writing tasks
- Daily Guided and Shared Reading Sessions
- Audio records
- Filming
- Oral Presentations
- Hands-on construction
- Written tasks
- Group discussions
- Running records
- Anecdotal records
- Written/oral tests
- Extended response

- Mathematics manipulation activities
- Collaborative activities
- Online Tasks / App Tasks
- Research assignments
- Quizzes
- Digital constructions and collaborations
- Written tests
- Forms
- Teacher observation
- Checklists
- Multiple choice tests
- Group discussions

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: • essential knowledge that aligns with the achievement standard • application and extent of the knowledge.	A Well Above Expected B Above expected C Expected D Below expected E Well Below Expected
	Depth of understanding	Identify characteristics in the evidence that demonstrate: • 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: • 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	5 point scale

Moderation

The moderation process at All Saints' is focused on developing and maintaining consistency in the application of the achievement standards. This occurs through professional conversations and the sharing of expectations about the extent of student learning and achievement. Through engagement with this process, teachers build capacity to understand curriculum intent, identify evidence of student learning, determine and develop appropriate pedagogical practices and moderate judgements about student learning. Moderation is formally scheduled twice per term as part of collaborative planning sessions and follows clear processes and protocols. Staff also engage in moderation discussions informally throughout a cycle of learning to maintain consistency of teacher and student expectations.

Reporting

At the end of semester, a report is generated informing parents/carers of student progress. A student's overall achievement and effort is indicated using a five-point scale. Access to this report is via the Parent Portal and the BCE Connect App. A hard copy can be requested.

ACHIEVEMENT SCALE	
Well Above Expected	The student's work typically demonstrates a very high level of knowledge, understanding and application of processes.
Above Expected	The student's work typically demonstrates a high level of knowledge, understanding and application of processes.
Expected	The student's work typically demonstrates a sound level of knowledge, understanding and application of processes.
Below Expected	The student's work typically demonstrates a limited level of knowledge, understanding and application of processes.
Well Below Expected	The student's work typically demonstrates a very limited level of knowledge, understanding and application of processes.
EFFORT	
C G S R	The student's effort in each area of the curriculum is reported on a four-point scale Consistently Generally Sometimes Rarely

Parent / Student / Teacher Dialogues

An Information meeting occurs at the beginning of each year. This meeting allows for a sharing of classroom routines, of teacher expectations and a general overview of learning throughout the year. During Term 1, parents are invited to meet with teachers to share an understanding of their child.

Formal parent/student/teacher dialogues are conducted during Term 2. Teachers use student folios as evidence and provide samples supporting Semester 1 reports. 'Celebrations of Learning' will occur once a term.

Monitoring and Evaluation

Brisbane Catholic Education provides monitoring tools for teachers to collect data that assists them to evaluate students' understandings in Literacy and Numeracy and plan for responsive targeted teaching.

All Saints' accesses a range of student data to inform learning and teaching to improve student engagement, progress, achievement and wellbeing.

This includes:
- Achievement – NAPLAN, SRS reporting results
- Progress – BI Tool, monitoring data in literacy and numeracy
- Engagement – attendance, behaviour, survey data
- Wellbeing -

Prep – Year 6 teachers collect and input data into the BI Tool throughout each term in accordance with the BCE monitoring tools schedule.

The **monitoring tools** are:
- Foundational Literacy – Concepts about Print, Phonological and Phonemic Awareness, Oral Language
- Prep - 2– Concepts about Print, Sound and Letter Knowledge, PM Benchmark
- Year 3: PM Benchmarks
- Years 3-6: Writing Analysis
- Informal collection: 'Trust the Count' Years P-1, Place Value 1 – 6
- PAT-R - Years 2-6
- PAT-M - Years 2-6
- NAPLAN - Years 3 and 5
- PROBE – Years 3 – 6 (intervention purposes)

High Yield Strategies

Data Walls
All Saints' Literacy and Numeracy Data Walls enables our student learning to be visible to encourage whole school ownership. This data generates robust discussion and analysis focusing in on individual student and cohort growth and progress. Data trends feed into annual school educational goals.

Learning Walks and Talks
As All Saints' has a focus on 'Visible Learning', teachers and leadership staff work to ensure students understand what they are learning and how they can work towards their personal learning goals. Staff participate in 'Learning Walks and Talks" throughout the term.

During these Learning Walks and Talks five key questions are asked of students. The noted responses provide feedback in relation to school goals and recent professional learning.
The five questions are:
- What are you learning?
- How are you going with your learning?
- How do you know?
- How can you improve?
- What do you do when you need help?

WHOLE SCHOOL PROCESSES

Year Level Planning

The PLL/APRE/ST:IE 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 name, calendar year and relevant year level/s
• An outline of the sequence of learning and assessment 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 (assessment) will be gathered

Class Unit Planning

Teachers are responsible for the documentation of class/unit planning, consulting and collaborating with learning leaders as required. All unit and cycle plans use a common cover template. Responsive cycle plans and unit plans are stored in the school's portal under 'Curriculum and Responsive Planning Cycles'. 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 (data and curriculum informed)
- Relevant aspects of the curriculum achievement standard in alignment with year level/band planning
- Aligned content descriptors (coded)
- General capabilities and/or cross curriculum priorities relevant to the unit focus
- Named Learning Intentions and Success Criteria (co-constructed is preferrable)
- Named literature, quality texts and resources (English Responsive Cycles)
- 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
- Review of adjustments within the teaching and learning sequence for NCCD purposes
- Reflections of unit or responsive cycle – Curriculum, Assessment, Adjustments
- Catholic Perspectives (when a natural and powerful fit occurs) – not assessed

Where applicable, connected and integrated planning takes place when contexts, achievement standards, content, and assessments are aligned across multiple curricula.