

ST JOSEPH'S

PRIMARY SCHOOL

NORTH IPSWICH



LEARNING AND TEACHING

WHOLE SCHOOL CURRICULUM PLANNING

2026

Purpose

The Whole School Curriculum Overview at St Joseph's Primary School (North Ipswich) guides the way planning, teaching, assessing and reporting is embedded consistently across the school.

Engagement in the processes and practices outlined in the school curriculum overview also ensures alignment with government regulations.

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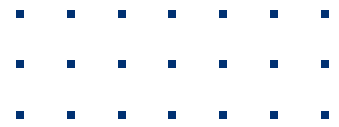
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Vision, Mission & Dispositions



Vision



The school's Vision Statement incorporates the vision for Religious Education, as at St Joseph's it is our vision that students are taught the skills required to help them take their place as purposeful people with courage, wisdom, and a will to shape and enrich the world.

"As a Catholic community of faith, St Joseph's School North Ipswich inspires students to be lifelong, independent learners so that they may take their place as purposeful people with courage, wisdom, and a will to shape and enrich our world."

Mission



The school's Mission Statement incorporates the vision for Religious Education, as at St Joseph's it is our mission to provide opportunities for children to grow spiritually as well as emotionally, physically, academically and socially. We believe it is our mission to live out our Catholic Faith and foster an environment to teach students to be just.

"Our mission is to be an inclusive community, where children are educated in the Catholic faith, life and learning guided by the Sisters of Mercy tradition. We follow Christ through work and prayer".

Dispositions



This set of dispositions acts as motivation for us to develop in each learner, every day, and are crucial to successful learning.

Persistence: Following through on a task or goal until its completion, in spite of challenge or adversity.

Collaboration: The mindset and behaviour of working with others in order to achieve a positive result.

Organisation: Ensuring that you have everything you need to be successful.

Courage: The willingness to embrace change and challenge in order to continuously grow.

Engagement: Being present to the task at hand and to each other so that we can embrace a learner mindset.

Vision for Teaching and Learning

Our vision for teaching and learning is to provide students of all abilities a range of opportunities to learn in an environment that supports and challenges them to:

- Achieve success in learning
- Grow in their capacity to become self-directed learners
- Develop a positive mindset for learning

Staff will...

- Embed effective pedagogy and assessment in their daily practices
- Build and sustain a culture of high expectations
- Teach using a range of innovative technologies
- Use data and the Australian Curriculum to inform their teaching practices and professional learning

Students will...

- Apply themselves to accept the challenges of learning
- Set learning goals
- Talk about their learning
- Act on feedback

Parents will...

- Work in positive and productive partnerships with school staff
 - Support and encourage their children to achieve success
-

Mparntwe - National Vision and Goals for Education for all Australians



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

The Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) outlines two goals:

1. The Australian Education System promotes equity and excellence;

1. All young Australians become:

- Confident and creative individuals
- Successful lifelong learners
- Active and informed members of the community

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework which identifies the main goal as:

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

The St Joseph's Vision for Learning and Teaching is intrinsically linked to these goals and is embedded in the School's Mission, Motto, Dispositions for Learning and Pedagogical Practices.

The following statement from the Alice Springs Education Declaration, 2019 underpins all we do at St Joseph's.

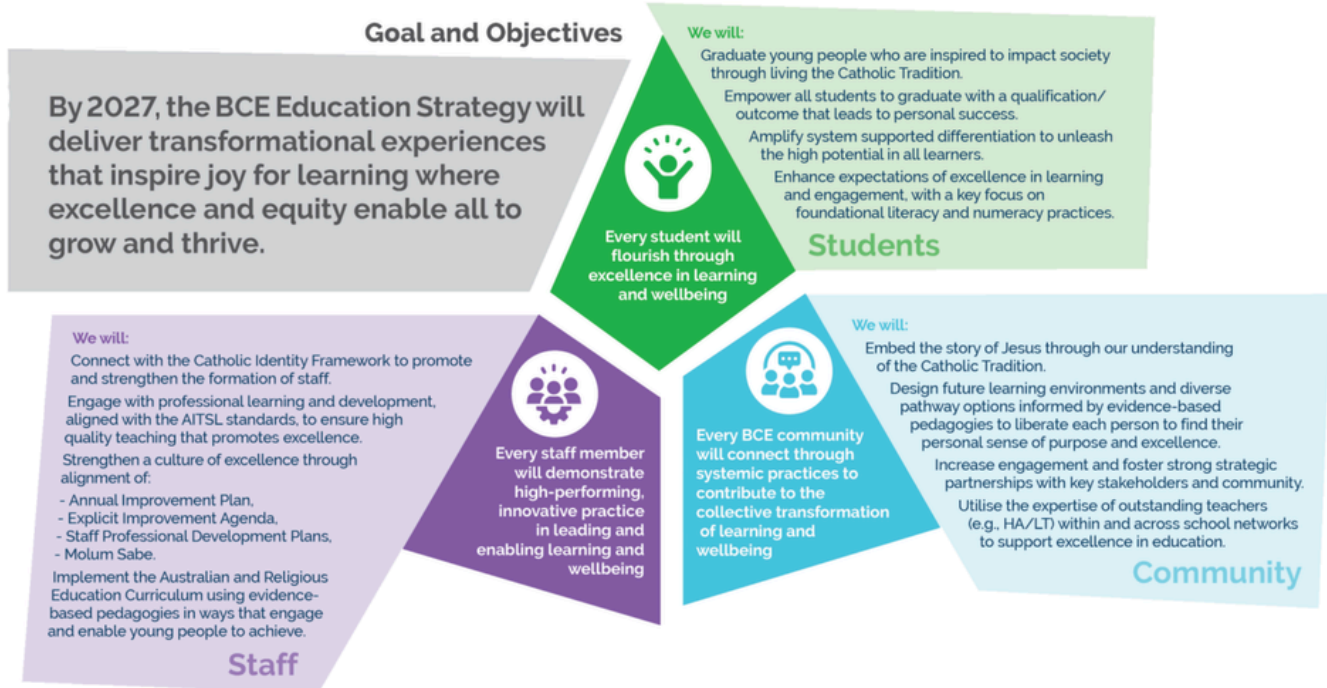
Our vision is for a world-class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face. (Alice Springs Education Declaration, 2019)

Approach to Pedagogy



Education Strategy

St Joseph's shares and promotes the BCE Education Strategy which outlines the vision for the *transformational experiences that inspire joy for learning where excellence and equity enables all to grow and thrive.*



Model of Pedagogy

Learning and teaching at St Joseph's 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.

Teaching for Learning The BCE Model of Pedagogy

Teaching for Learning is a living, learning model that supports educators to make effective decisions about their practice. It is underpinned by science of learning principles that place the student at the centre of the educational journey fostering agency and active engagement.



High Impact Practices

The High-impact Practices at Brisbane Catholic Education (BCE) have been developed in partnership with the University of Queensland's Learning Lab. Grounded in the science of learning, these practices activate the Teaching for Learning - BCE Model of Pedagogy with a clear and consistent focus on the learner.

A high-impact practice can be defined as: evidence-informed methods that have been shown to significantly and reliably improve student learning and engagement outcomes when contextualised to learners and implemented in developmentally appropriate ways. Practices are strengthened when they are integrated into the broader educational framework to create a cohesive and supportive learning environment.

Resourcing for the high-impact practices is currently in development and represent examples of evidence-informed approaches designed for Brisbane Catholic Education schools and classrooms. They are not intended as a definitive checklist of actions for teachers, but rather as practices to support diverse learning contexts in developmentally appropriate ways.

High-impact practices, include:



Cultivate collaborative learning



Differentiate instruction



Enable active learning



Implement spaced retrieval and interleaved practice



Integrate timely and actionable feedback



Leverage worked examples



Scaffold learning



Set clear learning goals



Structure lessons intentionally



Teach metacognition and self regulation



Use explicit teaching



Use questioning and promote discussion

We are a faith-filled learning community creating a better future

**Throughout 2026, high impact practices will be unpacked and teachers will be upskilled to be able to incorporate these into their pedagogy.

Curriculum Delivery

At St Joseph's Primary School the Australian Curriculum V9 is the source used for all planning, teaching, assessing and reporting. In addition to the Australian Curriculum St Joseph's uses the BCE Religious Education Curriculum for the planning, teaching, assessing and reporting of Religion.



The curriculum areas taught are:

- Religious Education
- English
- Mathematics
- Health and Physical Education (HPE)
- Science
- Humanities and Social Sciences - HASS P-2: History and Geography; from Year 3: adds Civics and Citizenship; from Year 5: adds Economics and Business
- The Arts - 5 subjects, Dance, Drama, Music, Media Arts, Visual Arts in 3 bands P-2, 3-4, 5-6.
- Technologies - Digital Technology and Design & Technology (taught as STEM)
- Cultural Literacy and Languages - AUSLAN

The Australian Curriculum sets consistent high standards for what all young Australians should learn as they progress through schooling. It prepares Australia's next generation for the future and lays the building blocks for generations to come.

The curriculum identifies general capabilities that describe the knowledge, skills, behaviours and dispositions that students need to develop to live, learn and work successfully in a changing world. These include Critical and Creative Thinking, Literacy, Numeracy, Information and Communication Technology Capability, Ethical Understanding, Intercultural Understanding and Personal and Social Capability.

Three cross-curriculum priorities provide global, national and regional dimensions to develop students knowledge understanding and skills relating to Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and Sustainability.

Our school learning community values contemporary pedagogies to promote the experience of rich inquiry-based teaching and learning which is differentiated to meet the needs and interests of our students.

Version 9.0

The Australian Curriculum

... setting the expectations for what all young Australians should be taught, regardless of their background or where they live.

Curriculum Delivery

Curriculum Access and Time 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 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 year level timetables.

Curriculum Area	Organisation
Religion	Planned, taught, assessed and reported for each year across P-6 by the classroom teacher and the AP;RE (minimum 2.5 hours per week)
English	Planned, taught, assessed and reported for each year across P-6 by the classroom teacher (Prep – Year 4: minimum 7 hours per week, Year 5 and 6 minimum 6 hours per week)
Mathematics	Planned, taught, assessed and reported for each year across P-6 by the classroom teacher (minimum 5 hours per week)
HPE	Physical Education and Health are both planned, taught and assessed each year across P-6 by specialist teachers (minimum 1.5 hours per week)
Science	Planned, taught, assessed and reported for each year across P-6* by the classroom teacher (Prep – Year 2: minimum 45 minutes per week, Years 3-4: minimum 1 hour per week, Years 5-6: minimum 1.5 hours per week) *Prep students are not required to be assessed or reported on for Science
HASS	Planned, taught, assessed and reported for each year across P-6* by the classroom teacher (Prep – Year 2: minimum 45 minutes per week, Years 3-4: minimum 1 hour per week, Years 5-6: minimum 1.5 hours per week) *Prep students are not required to be assessed or reported on for HASS
The Arts	Arts subjects are planned and taught in each band – Prep*, 1-2, 3-4, 5-6 by a specialist teacher (minimum 45 minutes per week) Visual Arts and Drama is assessed and reported on *Prep students are not required to be assessed or reported on for The Arts
Technologies	Digital and Design Technologies are planned, taught, assessed and reported on in each band – Prep*, 1-2, 3-4, 5-6 by a specialist teacher (minimum 45 minutes per week) *Prep students are not required to be assessed or reported on for Technologies
Languages	Languages (AUSLAN) is planned, taught, assessed and reported on in Years 4-6 by a specialist teacher

Curriculum Delivery

Planning, Teaching, Assessing and Reporting

Plan	Teach	Assess	Report
<ul style="list-style-type: none">• Plan collaboratively using the Australian Curriculum V9 achievement standards and content descriptors.• Plan to make explicit the formative and summative assessment opportunities, aligned with the achievement standard throughout the learning cycle.• Reach an understanding of what successful learning looks like (front-ended assessment) aligned with the achievement standard.	<ul style="list-style-type: none">• Deconstruct learning intentions and co-construct success criteria with students to make clear what successful learning looks like.• Use models, examples and 'bump it up' strategies with the support of learning walls to guide students in establishing how their learning is progressing.• Use formative assessment strategies to collect evidence of progress	<ul style="list-style-type: none">• Provide multiple assessment opportunities for students to demonstrate what they know, understand and can do.• Make judgements about the evidence of learning against the achievement standards and based on a collection of evidence.• Moderate student work to develop consistency of judgements.	<ul style="list-style-type: none">• Make reporting judgements twice per year, against the achievement standards, using a 5-point scale, based on the body of evidence collected over the learning period informed by marking guides

Curriculum Delivery

Planning

At St Joseph's teachers within the cohort explicitly plan for the teaching of each of the curriculum areas outlined in the Australian Curriculum. Teachers are released each term to plan using short learning cycles that are responsive to student's learning progress. These cycles use the *Gradual Release of Responsibility Model* as well as the *Whole Part Whole Model*. Teachers include learning intentions and success criteria and plan for the assessment of student skills and knowledge throughout the cycle.

Using data to inform planning, teachers differentiate and make adjustments to plans to ensure that all students are able to access the curriculum.

Year Level/Band Planning

Teachers create a yearly overview identifying the parts of the Achievement Standard being taught in each learning cycle in each term. Yearly overviews reflect key dates throughout the year as well as whole school and class events.

Purpose

- Scope and sequence for the full year
- Ensures that required content is covered (content descriptions) and assessed (achievement standard)
- Reflects how knowledge, understanding and skills are developed throughout the year
- Identifies how and when evidence of student learning is gathered
- Outlines how general capabilities and cross-curriculum priorities are developed

Must include

- School name, calendar year and year level
- Outline the sequence of learning (such as content descriptions) and assessment (Achievement Standards) for the year
- Identify how evidence of student learning is gathered (assessment task and marking guide)
- How to use:
- Created in consultation and collaboration with the Primary Learning Leader at the beginning of each year
- Reviewed at planning days each term
- Use as the guide to plan learning for the year, incorporating all subjects and key dates

Responding to Data

Teachers also use this time to analyse student achievement data for reading and numeracy with the view of responding with targeted teaching. Data sets that are analysed include Foundational Literacy Monitoring, Dibels, Acer testing (PAT-M, PAT-R and Spelling Skills), NAPLAN, Writing Analysis, and Mathematics Check-ups. Using the proforma of Here's What, So What, Now What explicit focus areas are decided upon and written into planning documents.

Curriculum Delivery

Planning continued

Unit Planning

Purpose:

- Identifies focus and context for learning
- Clearly shows assessment opportunities throughout
- Identifies the sequence of learning for the range of learners in the class
- Identifies adjustments and tailored supports for specific students
- Indicates appropriate pedagogy to support and engage all learners

Must include:

- School name, year level, nominated period for the plan
- Relevant aspects of the curriculum achievement standard in alignment with the year level plan
- Identify curriculum (content descriptors) to support teaching and learning in alignment with the year level plans
- Indicate how students will be assessed
- Adjustments and tailored supports (if required) necessary to cater for all abilities of students

How to use:

- Short learning cycles created prior to the cycle beginning
- Built from the yearly overview, contextualised to the specific cohort and learning needs
- Reviewed and updated during planning release days and collaborative PPC time

Class Planning

Teachers are also responsible for constructing Weekly Plans with clear and focussed sequences of learning in each subject area. The Weekly plans are complete and detailed no later than the Friday prior to teaching.

Purpose:

- To ensure pacing between classes on a year level
- Transparent and up-to-date schedule for any supporting staff/relief teachers to access
- Reflects the 'real-time' week in a school and allows to plan for interruptions

How to use:

- Weekly schedule of the current and next week
 - Link to the unit plans for specific lessons
 - Brief (dot points) information to guide the week's lessons
 - Incorporates all elements of the week, including assemblies, specialist classes, excursions, whole school events, etc
-

Curriculum Delivery

Assessment

At St Joseph's we use the Achievement Standards from the Australian Curriculum for all key learning areas to plan, teach, assess and report.

Assessment of student learning takes place at different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching and for students to inform their learning;
- Summative assessment for the purposes of twice year reporting to parents and carers on the progress and achievement of students.

Both summative and formative assessment at St Joseph's takes place as a collection of evidence, spanning across each semester, and provides regular spaced opportunities for students to demonstrate their learning.

Assessment opportunities are clearly visible on planning documents.

Assessment Capable Learners

As a community we are focussed developing assessment capable 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.

The process of assessment at St Joseph's involves our teachers in:

- Providing students with rich authentic assessment tasks that allow students to demonstrate what they know and can do in relation to the identified success criteria across all curriculum areas;
- Gathering evidence and recording data of students' demonstrations in all learning areas;
- Making judgements about students' demonstrations in all curriculum areas.

The following assessment techniques are used to gather evidence about student learning. These include:

- Observation
 - Focused Analysis
 - Success Criteria
 - Periodic testing
 - Self and peer assessment
 - Feedback
 - Checklists
 - Presentations, in class activities
-

Curriculum Delivery

Moderation

Purpose

Moderation at St Joseph's takes place each term and is intended for teachers to engage in focussed professional conversations to analyse the quality of student work. The focus is to improve the consistency of making judgements in relation to the Achievement Standards in the Australian Curriculum.

Protocols

Maintain confidentiality

- Discussions should be centred on the individual assessment pieces
- Assessment pieces are to be de-identified wherever possible

Be respectful

- Conversations are to remain professional
- Be open to new ideas and perspectives
- An environment of trust and honest feedback is to be adopted
- Active listening is expected

Effective Decision Making

- Teachers are to aim for a consensus on judgements
- Ensure feedback informs consistent judgements
- Ensure feedback is clear, concise and actionable

Process:

Prior to moderation

- Select samples to discuss
- Ensure samples are annotated against the achievement standard and success criteria
- Include the success criteria (aligned to the Australian Curriculum)

During moderation

- Share a range of assessment/graded student samples/collection of evidence
- Briefly describe the learning context and outline the assessment opportunities used to collect evidence
- Use language from the Achievement Standard with which the student's aligned their work
- Conduct professional conversations based on evidence presented
- Come to a consensus about the judgement made (on a 5 point scale)
- Ensure conversations have added value to the assessment practices

After moderation

- Ensure consensus is appropriately aligned to the achievement standard
 - Review the rest of the work samples and adjust judgements accordingly
-

Curriculum Delivery

Reporting

At St Joseph's every child should be proud of a report that is personal and speaks to their efforts, successes and goals. No two students should ever receive the same (or very similar) comment and so we provide a succinct and personalised comment on the twice-yearly written reports to parents and caregivers.

As a general format the comment includes:

- A positive opener
- Addresses learning behaviour
- Identifies an area for improvement
- Identifies strengths
- A positive close.

The character count is 700 (the comment above is 685), and every sentence has impact and speaks directly to what the student has demonstrated through their effort.

It is imperative that rich communication is maintained with parents in between summative reporting phases. Emails home, student learning goals, term newsletters, learning cycle whole class updates, regular opportunities for parents to meet with teachers are also tools that can be used to strengthen the relationships between home and school while deepening family understanding about what our school is working towards.

Making judgements

Twice yearly reporting judgements are made on a folio of evidence collected during the reporting period. When providing twice yearly written reports, teachers:

- compare the folio with the achievement standard and student work samples and make a judgement about whether the evidence in the folio reflects the knowledge, understanding and skills in the achievement standard.
- make a professional judgement about the quality of the evidence using a 5 point scale i.e. Does the evidence show a depth of understanding, sophistication of skill and/or application of knowledge that goes beyond that described in the standard?

Folio of evidence

When reporting, teachers use the collection of evidence or folio of selected student work to make an on-balance judgment about how well the evidence in student responses to the range of assessments best match the valued features of a learning area described in the achievement standards. The on-balance judgment represents the student's achievement at the time of reporting.

The folio of student work involves gathering sufficient and targeted evidence of student learning over the reporting period.

According to Stiggins (2001), a portfolio should tell the story of a student. Through the portfolio processes of collecting, selecting, organising and reflecting, an individual is actively involved in constructing the story of her/himself as a student. The artefacts included in the portfolio demonstrate what that student knows and can do. These artefacts, collected over time, provide an ongoing record of the student's accomplishments. Artefacts can include curriculum-based work samples, photos, performance assessment tasks, audio and video recordings, self-evaluation, peer evaluation, tests, teacher anecdotal records/observation.

Curriculum Delivery

Monitoring and Data requirements for 2026

At St Joseph's Primary School North Ipswich we believe that monitoring student progress is central to the provision of quality teaching. We give high priority to the school-wide collection, analysis and response of systemically collected data as a valuable tool in the instructional cycle.

St Joseph's collects and analyses a broad range of student learning data to inform learning and teaching cycles and whole school progress and performance. As a school we recognise the outcomes of frequent, consistent collection of data as being;

- Reliable, with shared ownership
- Timely, in order to effectively monitor and respond
- A way to identify student progress and concerns
- A way to inform responsive planning throughout the learning cycle

We identify gaps in student learning and wellbeing, monitor student improvement over time, monitor growth across the years and inform the implementation of strategies that improve student outcomes. Central to the collection of this data is the consideration of school-wide data literacy and the processes and practices that support quality teaching and learning. Staff access data through the Business Intelligence (BI) tool and the OARS site, to support analysis, discussion and implementation of strategies that will improve student outcomes.

Data *collection* occurs at different points throughout each term.

Data *analysis* discussions occur formally during planning meetings in weeks 8 and 9, as well as during a staff meeting in week 6. Informal data analysis occurs more frequently in teaching teams.

Data *response* takes place using a multi-tiered system of support with most targets being addressed at a class level (through daily FOCUS time and small group instruction) and some responses requiring the support of the ST;IE or other professionals.

Monitoring tool	Purpose
Foundational Literacy Monitoring Tool (FLMT)	Gathers information about students' foundational literacy skills in three key areas considered critical for students entering formal schooling, particularly in Prep and Year 1.
DIBELS	Monitors foundational reading skills to identify those at risk and provide timely targeted support to improve literacy outcomes.
PAT-R (Reading)	Assesses students' reading comprehension and vocabulary knowledge to track progress over time, inform teaching decisions, and support differentiated instruction aligned to the Australian Curriculum.
PAT-M (Maths)	Assesses students' mathematical knowledge, reasoning, and problem-solving skills to track progress over time, inform teaching decisions, and support differentiated instruction aligned to the Australian Curriculum.
PAT Spelling Skills	Assesses students' spelling strengths and gaps, monitor progress over time, and inform targeted, explicit instruction across phonological, orthographic, and morphological knowledge domains.
NAPLAN	A full-cohort national assessment that provides standardised, comparable data on student achievement in literacy and numeracy. Its purpose spans multiple levels – for schools and teachers, parents/carers, BCE and governments.
Tell Them From Me (TTFM)	Gathers insights into student, teacher, and parent perceptions of learning, wellbeing, and school climate to inform school improvement, system strategic work and targeted interventions.
Writing Analysis Tool	Assesses students' writing capability across all learning areas and used to track student progress, support targeted teaching and strengthen literacy as a general capability.
Learning Progressions or NLLIA Bandscales (EAL/D)	Monitors and assesses English language proficiency for students who speak English as an Additional Language or Dialect (EAL/D).

Curriculum Delivery

Monitoring and Data requirements for 2026

Foundational Literacy Monitoring Tool (FLMT)

Year level/s	Timeline/completed by																																																		
	Term 1										Term 2										Term 3										Term 4																				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10											
Prep Concepts About Print	Ongoing - For students who require further monitoring and targeted teaching in the component of Concepts About Print																																																		
Prep Phonological Awareness	Ongoing - For students who require further monitoring and targeted teaching in the component of Phonological Awareness																																																		
Prep Oral Language																																																			
Year 1 All identified components	Ongoing - For students who require further monitoring and support for identified FLMT components																																																		

*Identified students only.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Year level/s	Timeline/completed by																																																			
	Term 1										Term 2										Term 3										Term 4																					
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10												
Prep					^																																															
Year 1 – Year 6																																																				
Year 7 – Year 8																																																				

BOY – Beginning Of Year monitoring point | MOY – Middle of Year monitoring point | EOY – End of year monitoring point

^Identified students: 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.

*Identified students: Students who have been identified 'at risk' based on the previous monitoring point (test only 'at risk' domains).

School-discerned PAT Spelling Skills

Year level/s	Timeline/completed by																																																			
	Term 1										Term 2										Term 3										Term 4																					
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10												
Year 2^																																																				
Year 3 – Year 10^																																																				

*Please note:

- PAT Spelling Skills differs to PAT-R and PAT-M linear testing as it allows teachers to select the tests that are most appropriate for each students' level of spelling skills
- PAT Spelling Skills provides multiple tests of similar difficulty within a set, providing flexibility to monitor spelling development with more frequent test administrations

*Assigning tests:

- To meet the needs of the wide range of student abilities within a single classroom, it is not necessary to assign the same test to all students in a class
- The focus of assigned tests should be on each student's ability at the time of the assessment (rather than where they are expected to be) – for example in Year 2, Term 1:
 - Test B3: where students are still solidifying their foundational spelling skills
 - Test C1: where most of your students are already comfortable with basic spelling patterns and are ready to be challenged with slightly more difficult words
 - If unsure, start with Test B3 as it is easier to move forward to more difficult testing if necessary (there is no limit to the number tests students can complete)
- The Literacy Progressions are a useful resource for further clarity on determining the starting point
- Additional tests can be assigned to students as required (e.g., when additional information is required or when evidence of progress has been observed)
- It is recommended that teachers preview and become familiar with the content of the tests being assigned to ensure the assessment will provide useful information about progress that will provide scope for response
- When determining a test to assign, schools can refer to page 10 of ACER's assessment framework document

PAT-R (Reading) + PAT-M (Maths)

Year level/s	Timeline/completed by																																																			
	Term 1										Term 2										Term 3										Term 4																					
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10												
Year 3 – Year 10 (Linear)																																																				
Year 3 – Year 10 (Adaptive)	School-discerned for students across the year																																																			

*The timing of the PAT (linear) testing window is to be confirmed. Indicated timing is reflective of 2025.

NAPLAN

Year level/s	Timeline/completed by																																																			
	Term 1										Term 2										Term 3										Term 4																					
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10												
Year 3, 5, 7, 9																																																				

Overview

Year level/s	Test domain*	Sequence					NAPLAN in 2026
		Day 1	Day 2	Day 3	Day 4	Day 5+	
Year 3	Writing (Paper)	<input checked="" type="checkbox"/>				Final day	*All schools participate in NAPLAN Online from 11 March to 23 March and will utilise a nine-day testing window. • Year 3 writing is done on paper by all students and must be scheduled for day 1 o It is recommended Year 3 writing tests be completed by all classes at the same time in the morning • Year 5, 7 and 9 writing must be scheduled on day 1, with day 2 only used where there are technical/logistical limitations o Events such as camps, excursions, school sport and carnivals are not considered logistical limitations – do not plan for these events to occur during the testing window • Tests must be scheduled as soon as possible within the test window, prioritising scheduling in days 1 to 3 and the morning over the afternoon • The NAPLAN training and practice environment is available from January 2026 – schools are encouraged to engage with this platform to promote familiarisation and confidence See additional information here .
	Reading (After Writing)						
	Conventions of Language (After Reading)						
	Numeracy (Last)						
	Catch Up Tests						
Year 5, 7, 9	Writing (Online)	<input checked="" type="checkbox"/>					
	Reading (After Writing)						
	Conventions of Language (After Reading)						
	Numeracy (Last)						
	Catch Up Tests						

NAPLAN Week 1			NAPLAN Week 2		NAPLAN Week 3
Day 1	Day 2	Day 3	Day 4	Day 5-8	Day 9
Wed 11/3	Thurs 12/3	Fri 13/3	Mon 16/3	Tues 17/3 to Fri 20/3	Mon 23/3

Whole School Practices

Reading Practices

Readers at St Joseph's Primary School North Ipswich are confident life-long learners who read for purpose and enjoyment. Reading provides our learners with opportunities to be active, informed citizens with the knowledge and skills needed for education, training and the workplace.

At our school, reading is taught through a consistent, whole-school approach that reflects the principles of the Brisbane Catholic Education Curriculum Compass. Teaching and learning in reading is informed by the Australian Curriculum Version 9 and guided by a commitment to high expectations for all learners. Teachers systematically collect and analyse student reading data to inform planning, monitor progress, and evaluate the impact of instruction. This evidence is used to design and implement differentiated teaching responses that are purposeful, responsive, and appropriate to student need, ensuring equity and excellence in reading outcomes for every learner.

St Joseph's ensures the following instructional practices (aligned with Brisbane Catholic Education's expectations in the [Reading Practice Series](#)) are embedded throughout literacy blocks in every classroom:

- Modelled Reading – used flexibly with shared reading across the week
- Guided Reading – occurs most days
- Independent Reading – occurs most days
- Literature Circles / Book Discussion Groups – used flexibly across the year

School resources which support our reading practices are:

- Heggerty (Prep-Year 2)
- Get Reading Right synthetic phonics program (Prep-Year 2)
- Reading Eggs (Prep)
- Literacy Pro (Years 3-6)



Modelled Reading



Independent Reading



Guided Reading



Book Discussion Groups



Whole School Practices

Modelled Reading @ St Joseph's

Learners at St Joseph's Catholic Primary School engage in Modelled Reading. This includes planned, teacher-led explicit demonstration of selected reading behaviours including comprehension and word identification strategies. Modelled reading helps students to understand how effective readers read and process texts and to gain a deeper understanding of when, how and why particular reading strategies are used by effective readers.

At St Joseph's, modelled reading occurs frequently (multiple times per week) as part of the responsive cycle in English block time.



Modelled Reading looks like:

- Using 'think alouds' to demonstrate use of reading strategy
- Keeping the focus on a singular or limited amount of instruction
- Repeated modelling of reading behaviours
- Brief in length – five to ten minutes

Modelled Reading is evidenced by every classroom implementing the following:

- Use of rich texts as the focal point for English - identified at the planning stage
- Explicit pre-planned opportunities for monitoring meaning throughout the text
- Anchor charts visible in classroom (Stop and Think, Monitoring Meaning)
- Anchor Charts to determine desired behaviours (eg I do, You do)
- Clearly identified learning intentions linked to reading strategies
- Focus for modelled reading is reinforced and practiced during shared, guided and independent reading



Guided Reading

Guided Reading @ St Joseph's

Learners at St Joseph's Catholic Primary School engage in Guided Reading. This includes teacher-supported small group instruction with a clearly defined purpose in response to analysed data. Guided Reading is used to assist students develop their skills in relation to fluency and accuracy, with an emphasis on text processing and comprehension.

At St Joseph's, guided reading frequency is personalised to the group of learners and their needs. It is an opportunity for students to develop confidence in their use of reading and comprehension strategies. Across the week, students will have multiple opportunities to access guided reading instruction.

Guided Reading looks like:

- Clearly defined purpose
- Flexible student groups
- Brief in length – 10-20 minutes
- Texts selected are pitched at the student's instructional level
- A pattern of asking guiding questions, reading and discussing
- Teachers listens to individual students read while others are reading quietly to themselves, NOT round robin

Guided Reading is evidenced by every classroom implementing the following:

- Explicit Learning Intentions and Success Criteria
- Anchor Charts for learned routines and behaviour expectations
- Levelled and appropriate texts
- Data informed flexible groups

Opportunities for monitoring learning during Guided Reading include:

- Teacher checklists
- Anecdotal records
- Running records
- Student goal setting

Whole School Practices

Independent Reading @ St Joseph's

Learners at St Joseph's Catholic Primary School engage in Independent Reading. This includes providing regular opportunities for learners to engage in purposeful, authentic, self-selected texts that allow them to apply previously learnt reading skills and strategies. Engaging in independent reading provides opportunity for students to develop the habits and identity of thoughtful, strategic, proficient readers and thinkers, through productive practice and explicit instruction.



At St Joseph's, independent reading occurs every day in every classroom for varying lengths of time (according to year levels and learner capabilities).

Independent Reading is evidenced by every classroom implementing the following:

- Co-constructed classroom libraries with good fit books
- Anchor charts (real vs fake reading, learning boards with reading strategies)
- Responses to reading (eg reader's notebook)
- Individual student goals
- Sharing as readers (eg 'My Reading Life' posters)

Opportunities for monitoring learning include:

- Conferencing
- Notebook entries
- Whole class discussions
- Book recommendations
- Goal setting and monitoring
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Book Discussion Groups @ St Joseph's (Literature Circles)

Learners at St Joseph's engage in Book Discussion Groups. This includes groups of students having choice around what text to read from a range of high-quality literature (pre-selected by the teacher). The goal of book discussion is for students to engage in rich and purposeful talk around texts. Book Discussion Groups have different targets depending on the reading abilities and interests of the students.

At St Joseph's Book Discussion Groups are different depending on the needs of the learners.



Book Discussion Groups

For **independent and confident readers**, students participate in Literature Circles, which involves small groups of students taking on clearly defined reading roles to discuss, share and reflect on texts. Students meet at regular intervals and are responsible for preparing for their meetings.

Literature Circles look like:

- Small groups of students reading the same rich text
- Student choice around texts
- Students working in explicitly taught roles (discussion director, word wizard, artful artist, clever connector, summariser)
- Students prepare the literature circle role for discussion through notes, prompts or creative responses
- Positive contribution to group meetings

Students who are **still developing independence or confidence** as readers can still participate in book discussions, with more teacher input, and will focus on oral language and discussion in response to texts.

Book Discussion Groups look like:

- Small groups of students reading familiar texts at their reading level
- Student choice around texts
- Students participating in discussion around the text

Whole School Practices

Mathematics Instructional Practices

At St Joseph's Catholic Primary School, learners engage in focused and explicitly sequenced Mathematics lessons, aligned with the Australian Curriculum V9 Mathematics Rationale and Aims, as enacted through the BCE Curriculum Compass. Mathematics instruction provides all students with essential mathematical knowledge, skills, procedures and processes across the content strands of number, algebra, measurement, statistics and probability. Lessons are designed to build conceptual understanding over time, connect ideas across strands, and support students to apply mathematics confidently and accurately in a range of meaningful and authentic contexts.

Teaching is intentional and systematic, ensuring students develop deep understanding, fluency, reasoning and problem-solving through clearly structured learning experiences. Students are able to develop mathematical proficiency while providing multiple opportunities to engage with hands-on tasks and apply their conceptual understanding to real world contexts. Students engage in Mathematics lessons frequently (multiple times per week) and tasks are informed in response to data (Pat-M, Check-ups, curriculum, observations).

Mathematics lesson structure at St Joseph's looks like:

Whole Class

- Working together, discussing together, thinking together
- Questioning to encourage inquiry
- Super-sized resources

Hands On

- Consolidation and practice time for concepts taught during the whole class lesson
- Students work in pairs or small groups
- Discussion and exploration through hands-on tasks

Independent

- Students demonstrate their understanding at their level
- Opportunity to explain and 'show what they know'

Effective Mathematics instruction is evidenced by every classroom implementing the following:

- Effective questioning to promote inquiry
- Whole class chorusing of key elements
- Learning Intentions (key ideas) displayed
- Hands on resources (super-sized for whole class)
- Respectful calling out
- Giving students 'wait time'