



ST JOACHIM'S SCHOOL

WHOLE SCHOOL CURRICULUM DELIVERY PLAN 2026



Systematic Curriculum Delivery

Whole School Curriculum Delivery Plan



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INTRODUCTION

At St Joachim's School, The Whole School Curriculum Delivery Plan explicitly outlines a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum, and refined collaboratively to provide a shared vision for curriculum practice. This plan is also shared with parents and families.

This Curriculum Delivery Plan is reviewed annually by the Leadership Team to ensure ongoing alignment with NSSAB requirements, The BCE Curriculum Compass, Religious Education Curriculum and the Australian Curriculum. The plan is monitored through curriculum review processes, moderation, data analysis and school improvement planning.

ST JOACHIM'S SCHOOL VISION & MISSION

PREAMBLE

The St Joachim's Holland Park Vision and Mission statement reflects the Archdiocesan Vision, which challenges Catholics to:

- Embrace the person and vision of Jesus
- Build Communion with God and others
- Engage in Christ's mission in our world

As St Joachim's is situated within the context of Brisbane Catholic Education (BCE), our Vision and Mission statement is also aligned with the BCE:

- **Vision:** We are a faith-filled learning community creating a better future.
- **Mission:** Teach, Challenge, Transform
- **Values:** excellence, integrity, justice, hope

Guided by the principles of the [Alice Springs \(Mparntwe Declaration\)](#). Our Vision and Mission outlines our philosophy and aims for our school's education program, our collaborative teams and learning environments and the organisational practices in the school.



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ST JOACHIM'S SCHOOL VISION

We are a Christ-centred community empowering our learners through faith, respect, and service.

ST JOACHIM'S SCHOOL MISSION

Through our words and actions, we will live our vision by;

- celebrating our faith in God
- respecting God, self, others, and creation
- enriching our community through service

VISION FOR LEARNING AND TEACHING

Our Vision for Learning and Teaching provides practical ways for us to live out St Joachim's Vision and Mission. It has three interrelated but distinct focus areas:

**CONTEMPORARY
PEDAGOGY**

**EXCELLENCE IN
LEARNING**

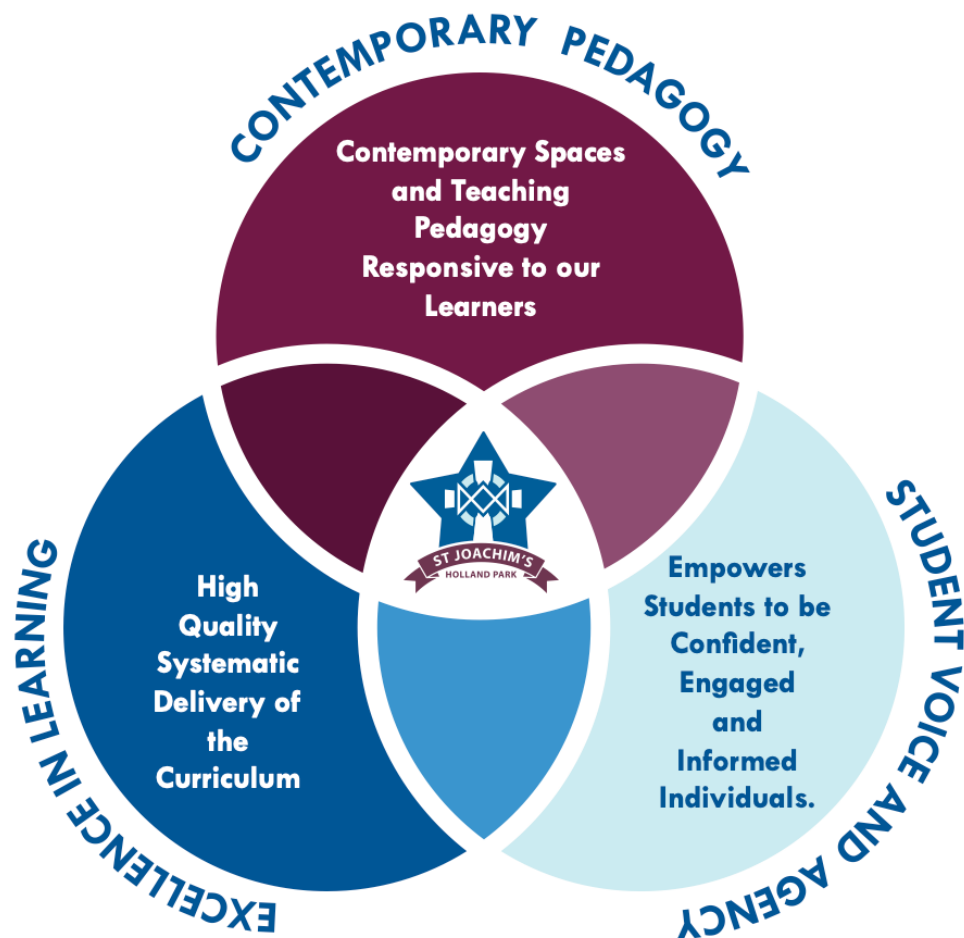
**STUDENT VOICE
AND AGENCY**



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St Joachim's Vision for Learning and Teaching



Our vision for Learning and Teaching at St Joachim's School is centred around three interrelated but distinct areas:

CONTEMPORARY PEDAGOGY: We cultivate contemporary spaces and utilise modern teaching methodologies that are responsive and adaptable to our learners' needs.

EXCELLENCE IN LEARNING: We are committed to, and experts at, delivering high-quality, systematic instruction of the Australian Curriculum. We ensure that every student receives a robust and comprehensive education that prepares them for the future and develops them as lifelong learners.

STUDENT VOICE AND AGENCY: We believe in empowering our students to be confident, engaged, and informed individuals. We encourage student participation and value their input in the learning process, fostering a sense of ownership and responsibility in their education.



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EDUCATIONAL CONTEXT

BCE's [Learning and Teaching Framework](#), The Queensland Catholic Education Commission's (QCEC) [Queensland Catholic Schools and Curriculum 2021](#) publication and [the Alice Spring's \(Mparntwe\) Declaration \(2019\)](#) inform the structure and allocation of all phases of schooling at St Joachim's School. St Joachim's School aligns its curriculum planning with the BCE Education Strategy, Growing and Thriving, the BCE Multi-Tiered System of Supports (MTSS), and Curriculum Compass requirements, ensuring excellence and equity for all learners.

Our teaching and learning cycles reflect the national vision and two distinct, but interconnected, goals for education outlined within the [Alice Spring's \(Mparntwe\) Declaration \(2019\)](#):

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

EDUCATIONAL PHILOSOPHY

At St Joachim's, we value every child as an individual. We understand that all students learn in different ways, in different settings, and at different rates. We are a Catholic community dedicated to providing all students with an education in a faith-filled environment. We know that learning is most effective when it involves active partnerships with parents and families, peers, teachers, school, and community members.

Our school community is grounded in the charism of St Joachim and the Josephite tradition in which we grow in faith, live respect, and deliver service. Our educational philosophy underpinned by the knowledge that learning is about progressing from *"This is what I know"* to *"This is where I need to go next to improve"* and that learners will experience success as a result of challenge, feedback, and goal setting. We believe we must be respectful of the rights, feelings, and beliefs of others and it is our responsibility to assist everyone in our community to be the best that they can be.

At St Joachim's we provide a high quality, high equity curriculum grounded in excellence for all learners. We implement all subject areas of the Australian Curriculum. The Australian Curriculum sets out the core knowledge, understanding, skills, and general capabilities that all Australian students are entitled to access. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth, and active participation in society. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high-quality teaching to meet the needs of all Australian students.



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CURRICULUM

THE AUSTRALIAN CURRICULUM

[The Australian Curriculum](#), published by the Australian Curriculum, Assessment and Reporting Authority (ACARA), is the source of curriculum planning, assessment, and reporting for all Teaching and Learning cycles across all learning areas at St Joachim's. Multiple opportunities for each student to develop knowledge, skills and understanding aligned to the appropriate year-level Australian Curriculum Achievement Standards are provided.

St Joachim's School provides all learning areas of the Australian Curriculum and BCE Religious Education Curriculum in accordance with Curriculum Compass 2027 requirements. Curriculum provision is organised to ensure students receive their full curriculum entitlement while allowing flexibility in scheduling, specialist delivery and composite class structures. Delivery is reviewed annually against the Curriculum Compass Minimum Time Allocation Guides.

In **Prep to Year 02**, when determining an appropriate range of learning areas, priority is given to literacy and numeracy development (primarily through English and Mathematics) as the foundational skills that will be developed and then applied across the years of schooling. Priority is also given to physical activity and the development of movement skills, and safe and healthy personal practices.

In **Years 03 to Year 06**, the provision of an appropriate range of learning areas continues to prioritise English (and literacy development) and Mathematics (and numeracy development) together with opportunities for students to engage with a range of learning areas.

At St Joachim's, our organisation of the Australian Curriculum Version 9.0 reflects both ACARA's *emphasis on the priority development of literacy and numeracy* while also emphasising a broader education through learning and teaching cycles across all curriculum areas. A further breakdown of curriculum content and time allocations is available in the section below, as well as in the year-level term timetables stored on the St Joachim's Staff Portal.



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Across the school, the following subjects are taught to all students:

CURRICULUM AREA	ORGANISATION
RELIGION	Taught, assessed and reported on each year across P-6.
ENGLISH	Taught, assessed and reported on each year across P-6.
MATHEMATICS	Taught, assessed and reported on each year across P-6.
SCIENCE	Taught, assessed and reported on each year across P-6.
HASS	Taught, assessed and reported on each year across P-6. (P-2: History and Geography only; from Year 3 : add Civics and Citizenship; from Year 5 onwards : add Economics and Business).
HPE	Health (Personal, Social and Community Health) is taught, assessed and reported on each year by Teachers. Physical Education (Movement and Physical Activity) is taught each year across P-6 in collaboration with the ZINGActiv. Physical Education is assessed and reported on by Teachers.
MUSIC AND DRAMA	(Performing Arts) Taught, assessed and reported on each year across P-6 by a Specialist Teacher.
VISUAL ARTS	Taught, assessed and reported on each year across P-6 by a specialist teacher.
DANCE	Taught, assessed and reported on each year across P-6 in Term 3 in collaboration with the ZINGActiv Company.
TECHNOLOGIES	Digital Technologies and Design Technologies are taught assessed and reported on in each band across P-6.
LANGUAGES (ITALIAN)	Taught, assessed and reported on each year across P-6 by a specialist teacher

RELIGIOUS EDUCATION CURRICULUM

[The Religion Curriculum P-12](#) is the source for all planning, learning, and teaching of Religion in BCE schools. At St Joachim's, our teaching and learning cycles for Religious Education address the first dimension of the Religious Education curriculum, most commonly referred to as the classroom teaching of Religion where the teaching of Religious Education is seen as an educational activity.

As an integral component of Catholic education, the teaching of Religious Education is based upon developing religious knowledge, deep understanding, and skills as outlined in the curriculum achievement standards and content elaborations for all year levels. Catholic Social Teaching is intentionally embedded across learning areas where authentic curriculum connections exist. This may include themes of human dignity, stewardship, justice, solidarity and the common good. Catholic Social Teaching is integrated within learning experiences rather than applied as an isolated add-on. Religious Education is aligned with the Archdiocesan vision, relevant system policies, and guidelines. The second dimension, Faith Formation, is reflected in the Religious life of the school, family, and parish, and is realised within our [Staff Faith Formation Plan](#) and [Student Formation Plan](#).



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CURRICULUM TIME ALLOCATIONS

Curriculum time allocations are informed by the Curriculum Compass 2027 Minimum Time Allocation Guides and are reviewed annually. Time allocations may be delivered flexibly to accommodate specialist timetabling, curriculum integration and local school priorities while maintaining students' curriculum entitlement.

The following table reflects a design assumption about the relative emphasis given to curriculum allocation across an academic year:

LEARNING AREA	HOURS PER WEEK BASED ON A 39-WEEK YEAR							
	Time	PREP	YEAR 01	YEAR 02	YEAR 03	YEAR 04	YEAR 05	YEAR 06
RELIGION	Hrs/Wk	2.5	2.5	2.5	2.5	2.5	2.5	2.5
ENGLISH	Hrs/Wk	7	7	7	7	7	6	6
MATHS	Hrs/Wk	5	5	5	5	5	5	5
SCIENCE	Hrs/Wk	0.75	0.75	0.75	1	1	1.5	1.5
HEALTH AND PE	Hrs/Wk	1.5	1.5	1.5	1.5	1.5	1.5	1.5
HASS	Hrs/Wk	0.75	0.75	0.75	1	1	1.5	1.5
THE ARTS	Hrs/Wk	0.75	0.75	0.75	0.75	0.75	0.75	0.75
LANGUAGES (ITALIAN)	Hrs/Wk	Encouraged ACARA elective for P-04 (40mins a week at St Joachim's)					0.75	0.75
TECHNOLOGIES (DESIGN AND DIGITAL)	Hrs/Wk	0.5	0.5	0.5	0.75	0.75	0.75	0.75

At St Joachim's The Arts is provisioned across all year levels at a total of 02 hours due to the use of Arts specialists providing PPC time for Collaborative Teaching teams.

MULTI-AGE CURRICULUM DELIVERY

St Joachim's operates Year 5/6 composite classrooms under the operating name of 'Senior Primary.' Curriculum delivery is organised to ensure students are assessed against the achievement standard of their enrolled year level. Where banded curriculum exists (for example HPE, Technologies, Languages and The Arts), year A/B curriculum sequencing may be utilised. Year-specific learning areas including Religious Education, English, Mathematics, Science and HASS maintain year-level achievement standard alignment. When assessing student achievement. In these year-specific learning areas, an A/B rotation of unit planning occurs so that the same units are not repeated year on year. This is outlined explicitly in year Level Band Planning Documents.



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CONSENT AND RESPECTFUL RELATIONSHIPS (CRRE)

At St Joachim's School, Consent and Respectful Relationships Education (CRRE) is implemented as part of a whole-school approach to student wellbeing, learning and formation. Through age-appropriate learning experiences, students develop the knowledge, skills and dispositions required to build safe, respectful and healthy relationships, while fostering a strong sense of personal identity, belonging and responsibility within the school and wider community. CRRE supports students to recognise and demonstrate respect, empathy, inclusion, personal safety and positive relationship practices consistent with the school's Catholic identity, values and commitment to student wellbeing.

The explicit teaching of CRRE is embedded within the Health and Physical Education curriculum and is strengthened through meaningful connections across Religious Education, English, Humanities and Social Sciences, Digital Technologies and The Arts where appropriate. Learning experiences are planned to be developmentally appropriate, strengths-based, inclusive and responsive to the needs of learners, ensuring students have multiple opportunities to engage with and apply concepts over time.

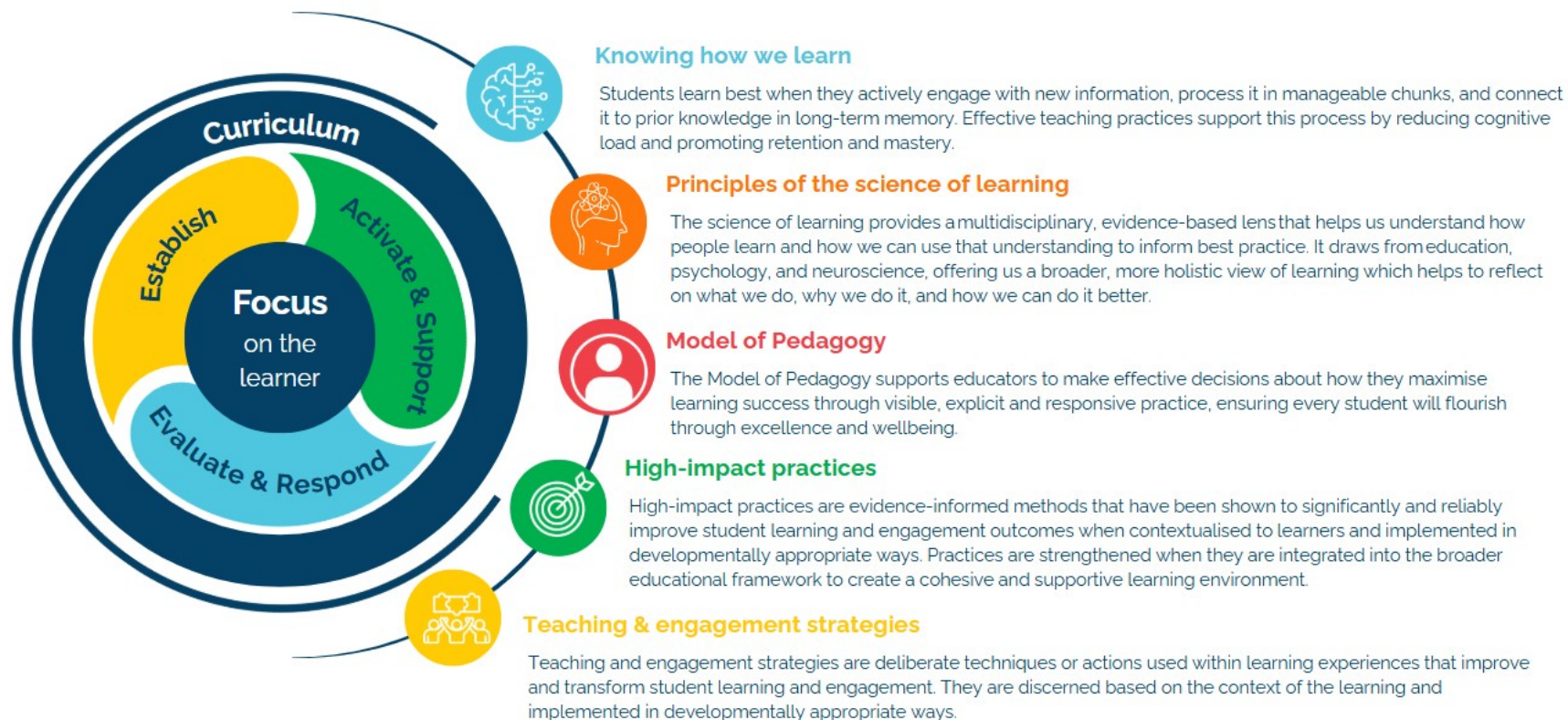
Leadership and teaching staff work collaboratively to ensure the delivery of CRRE aligns with Brisbane Catholic Education requirements and reflects contemporary evidence-informed practice. Curriculum planning, teaching and wellbeing practices are reviewed regularly to ensure students are supported to develop respectful relationships, make safe and informed decisions, and contribute positively to their communities.

TEACHING FOR LEARNING: THE BRISBANE CATHOLIC EDUCATION MODEL OF PEDAGOGY

At St Joachim's School, Teaching for Learning is enacted through a shared, explicit commitment to excellence in curriculum delivery, instructional clarity and inclusive practice. The Brisbane Catholic Education Model of Pedagogy complements and strengthens our established approaches by providing a coherent, evidence-informed framework that guides high-quality teaching and learning across the school. Grounded in the science of learning, the model supports consistent, intentional decision-making and aligns with St Joachim's emphasis on high expectations, learner engagement and responsive teaching. Through the deliberate and systematic application of high-impact practices and effective teaching and engagement strategies, learning is purposeful, visible and inclusive, ensuring that all students are known, challenged and supported to achieve sustained growth and success.

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.





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PEDAGOGICAL APPROACH AND INSTRUCTIONAL IMPROVEMENT

At St Joachim's School, Teaching for Learning is enacted through the Brisbane Catholic Education Model of Pedagogy and informed by the Growing and Thriving framework for literacy and numeracy improvement. High-quality teaching is recognised as the most significant school-based influence on student achievement, wellbeing and engagement. Teachers utilise evidence-informed pedagogical practices aligned with the science of learning to establish the conditions for success, activate and support learning, and evaluate the impact of teaching on student outcomes. Learning experiences are designed to be challenging, engaging and inclusive, enabling all students to access the curriculum, experience growth and achieve success. Explicit instruction, formative assessment, feedback, retrieval practice, differentiation and responsive teaching are embedded within classroom practice to maximise learning outcomes for all students.

The Leadership Team actively monitors and strengthens pedagogical practice through systematic and ongoing improvement processes. This includes collaborative planning cycles, curriculum conversations, classroom support, coaching and feedback, moderation activities, professional learning and regular analysis of student achievement and wellbeing data. Evidence gathered through formative assessment, school-based assessment, moderation processes and system monitoring tools is used to evaluate teacher impact, identify emerging needs and refine instructional approaches. Through this deliberate cycle of inquiry and improvement, St Joachim's maintains a consistent, high-impact approach to teaching and learning that aligns curriculum, pedagogy, assessment and reporting in support of excellence and equity for every learner.

CONTEMPORARY PEDAGOGIES AND EVIDENCE BASED PRACTICES

At St Joachim's, highly effective teaching is the key to improving student learning throughout the school. The Leadership Team encourage the use of research-based teaching practises in all classrooms to ensure that every student is engaged, challenged, and learning successfully. All St Joachim's Staff understand and use effective teaching methods—including explicit instruction—to maximise student learning.

The school's systematic approach to the teaching of English and Mathematics illustrates our commitment to implementing pedagogical practices that are built upon a strong evidence base. It is expected that all Staff, supported by the Leadership and Support Team, implement the school's chosen effective teaching strategies to set high expectations for every student's progress and ambitious targets for improving classroom performance.

St Joachim's Staff create contemporary learning spaces in which all students are engaged, challenged, feel safe to take risks, and are supported to learn. Teachers are expected to design engaging teaching and learning cycles and provide regular and timely feedback, that make it clear to students what actions they can take to make further learning progress.



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WHOLE-SCHOOL DIFFERENTIATION AND MTSS

At St Joachim's School, teaching and learning are delivered through a Multi-Tiered System of Supports (MTSS) that promotes excellence, equity and inclusion for all learners. Through the use of curriculum, assessment, wellbeing and achievement data, teachers identify student learning needs and implement differentiated teaching, targeted intervention and extension opportunities to ensure every learner is supported to achieve success. This whole-school approach enables staff to respond proactively to student need while maintaining high expectations for learning and engagement.

Tier 1 support is provided through high-quality differentiated classroom instruction aligned with the Australian Curriculum, the BCE Religious Education Curriculum and the Brisbane Catholic Education Model of Pedagogy. Teachers utilise evidence-informed practices, formative assessment, feedback and responsive teaching strategies to support all learners. Student progress is monitored through classroom assessment, moderation processes and system monitoring tools, including DIBELS, FLMT, PAT-R, PAT-M and NAPLAN, to inform teaching and learning decisions.

Where additional support or extension is required, students may access targeted Tier 2 interventions or individualised Tier 3 supports. These responses are informed by student data and developed collaboratively with teachers, specialist staff, families and external professionals where appropriate. Interventions and adjustments are monitored and reviewed regularly to ensure positive outcomes for students and continuous improvement in teaching and learning.

TIER 1	TIER 2	TIER 3
→ High-quality differentiated classroom instruction. → Universal supports. → Evidence-informed teaching.	→ Targeted interventions. → Intervention plans. → Progress monitoring.	→ Individualised interventions. → Multi-disciplinary support. → Specialist involvement.



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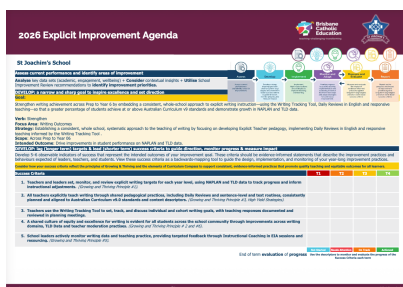


ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

St Joachim's School is committed to the authentic and respectful inclusion of Aboriginal and Torres Strait Islander Histories and Cultures across the curriculum. Curriculum planning reflects the intent of Brisbane Catholic Education's 'Molum Sabe' Education Strategy by providing opportunities for students to engage with Aboriginal and Torres Strait Islander perspectives in meaningful and developmentally appropriate ways. Through whole-school curriculum planning, year level planning and unit design, teachers identify where First Nations perspectives can be authentically embedded to strengthen student understanding of Country/Place, Culture and People while avoiding tokenistic approaches.

This commitment is further supported through the school's Reconciliation Action Plan (RAP), which guides the development of culturally responsive practices, community partnerships and opportunities for students and staff to deepen their understanding and appreciation of Aboriginal and Torres Strait Islander histories, cultures and contributions. Learning experiences are responsive to local context and support students to develop respect, understanding and appreciation of the world's oldest continuing cultures.

EXPLICIT IMPROVEMENT AGENDA



In 2026, the St Joachim's School Leadership Team have established, and are driving, a strong, Explicit Improvement Agenda for the school, grounded in evidence from research and practice, and expressed in terms of improvements in measurable student outcomes.

The **St Joachim's 2026 Explicit Improvement Agenda (EIA)** provides explicit and clear school-wide targets for improvement and are to be used to cultivate *'Strengthen writing achievement across Prep to Year 6 by embedding a consistent, whole-school approach to explicit writing instruction—using the Writing Tracking Tool, Daily Reviews in English and responsive teaching—so that a greater percentage of students achieve at or above Australian Curriculum v9 standards and demonstrate growth in NAPLAN and TLD data.'*

The EIA is maintained as a living document and is accessible to all St Joachim's staff via the school portal. The Leadership Team works with staff to regularly review the content of the EIA to ensure a shared understanding and consistent implementation. The 2026 EIA is communicated to parents and families, staff and students through the school newsletter, targeted cohort communications and the school's social media platforms.



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ASSESSMENT

Assessing student learning is an integral part of the teaching and learning process. It informs teachers about the impact of their teaching and allows students to demonstrate their learning throughout a cycle of work. St Joachim's assesses student learning using the Australian Curriculum Achievement Standards as a benchmark for student achievement.

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

- ongoing **formative assessment** for the purposes of monitoring learning, providing feedback, for teachers to inform their teaching, and for students to inform their learning.
- **summative assessment**, at the conclusion of all learning cycles, for the purposes of informing twice-yearly reporting by schools to parents and carers on the progress and achievement of students against Australian Curriculum Achievement Standards.

FORMATIVE ASSESSMENT

The purpose of Formative Assessment is to provide regular opportunities for feedback on the progression of student outcomes across teaching and learning cycles. It includes gathering information about the learners, analysing, and interpreting that information, and using that evidence to adapt the teaching to meet the learning needs of students. The key strategies of Formative Assessment are:

- identifying and unpacking Learning Intentions and Success Criteria with students to scaffold their attempts at demonstrating their learning,
- cultivating focused classroom discussions, activities and learning tasks that elicit evidence of learning and support directing learning towards success criteria
- providing opportunities for students to self-assess their learning progress against Success Criteria
- when scaffolded, provide opportunities for students to provide peer feedback to each other using Success Criteria as a prompt.

SUMMATIVE ASSESSMENT

The purpose of Summative Assessment is to provide evidence of student learning against Achievement Standards in all KLAs. It generates samples of work to be assessed against identified elements of subject-specific Achievement Standards and:

- provides opportunities for students, in the context of the task, to demonstrate their depth of content knowledge, understanding and skills.
- provides a way of describing student achievement with reference to the relevant achievement standards.
- gives visibility to how judgments are made about the quality of the evidence demonstrated by the student.
- provides a platform for feedback on student achievement specific to the individual student.
- informs the impact of teacher pedagogy on student outcomes.
- supports whole school moderation processes to align curriculum, pedagogy, assessment, and reporting.



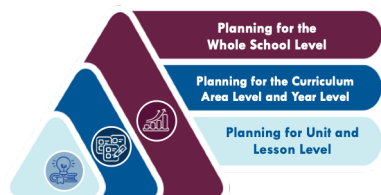
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EVIDENCE OF PROGRAMMING

The Non-State schools' Accreditation process supports the provision of quality education and maintains public confidence in Queensland's Non-State Schools. The documentation outlined in the following section supports schools to provide evidence of compliance with section 9(2) of the Regulation. Prep to Year 10. At St Joachim's, the documentation of the three levels of planning demonstrates the scope and implementation of the curriculum for each phase of learning in Prep–Year 06.



At St Joachim's, the 3 levels of planning consist of documentation at:

- Whole School Level
- Year Level or Band Level and
- Unit planning Level.

The format and structure of planning documentation at St Joachim's are determined at a school-based level to ensure coherence, consistency and alignment with system requirements. The QCAA P–10 Planning App is used as the primary platform for the development of band plans, unit plans and assessment tasks, with downloadable data summaries and reports providing clear evidence of the three levels of planning. These QCAA planning documents are then used to inform and support school-based, curated OneNote planning and teaching spaces, ensuring a consistent, accessible and comprehensive approach to curriculum planning, delivery and documentation across the school.

WHOLE SCHOOL PLANS



The St Joachim's Curriculum Delivery Plan articulates the whole-school, contextual decisions that underpin the effective implementation of the Australian Curriculum. It aligns with the Alice Springs (Mparntwe) Education Declaration and demonstrates how teaching and learning reflect the school's vision, mission and values within its unique community context.

The plan outlines the rationale for curriculum and teaching time allocations in accordance with minimum requirements, explains how flexible curriculum provisions respond to the diverse needs and interests of students, and identifies system and school priorities, including targeted foci such as literacy and numeracy.

The plan also details the processes used to gather and analyse data to inform, monitor and evaluate teaching and learning, and clearly describes the school's reporting structures, including formal reporting on student achievement using a five-point scale and regular opportunities for parents and caregivers to engage in learning conversations with teachers.

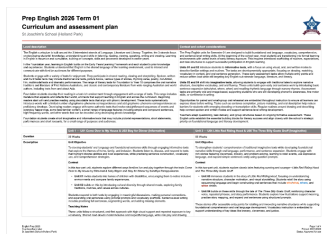


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YEAR LEVEL BAND PLANS



At St Joachim's, year level and band plans clearly articulate the specific teaching, learning and assessment expectations within each learning area and form a critical link between the whole-school curriculum plan and the development of unit overviews.

These plans outline the coherent sequence of learning and assessment across the year or band, ensuring alignment with curriculum requirements and continuity of learning for students. They identify how evidence of student learning is gathered and specify the opportunities provided for students to demonstrate achievement against the relevant achievement standards.

General Capabilities and Cross-Curriculum Priorities are referenced, where appropriate, to support holistic curriculum design.

UNIT PLANS



At St Joachim's, Unit Plans are developed from the Year Level or Band Plans and provide the detailed, practical guidance required to support high-quality teaching and learning in the classroom. Unit plans clearly identify the specific curriculum content, pedagogical approaches and assessment requirements, adding clarity and precision to the broader planning framework. They outline the focus and context for learning aligned to assessment demands, the planned sequence of teaching and learning for the full range of learners, and the use of appropriate, evidence-informed pedagogy to engage and support all students.

Unit plans also document adjustments and tailored supports to address the diverse needs, abilities and interests of learners, and detail how student achievement is assessed, including provisions for students accessing individual learning programs or highly individualised curriculum plans, aligned to the relevant achievement standards or general capabilities.

Unit Plans are then embedded and contextualised within St Joachim's school-based planning OneNotes, where they are adapted to reflect cohort needs, student data and classroom contexts. The OneNotes provide a central, curated space for teachers to document teaching adjustments, learning sequences, resources and reflections, ensuring alignment between planned curriculum intent and enacted classroom practice.

All three levels of planning documentation (Whole School planning, Year Level Band Planning and Unit Planning) are uploaded to and securely stored on the St Joachim's School Portal, which serves as the single source of truth for curriculum planning and teaching documentation. This ensures consistency, accessibility and shared accountability across the school.



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MODERATION

At St Joachim's, moderation is a significant component of our assessment and reporting procedures. Moderation is focused on facilitating targeted professional conversations, sharing expectations about student learning and achievement, and analysing teacher impact towards the conclusion of cycles of learning. Teachers follow the [St. Joachim's Moderation Process Document](#) to facilitate professional conversations.

Moderation is scheduled to formally occur across the school twice a term during designated EIA Time between the Primary Learning Leader and Teaching Staff and, where appropriate, at staff meetings. St Joachim's Staff are expected to engage in moderation discussions within their Collaborative Teams at the conclusion of learning cycles and share moderation conclusions with the Leadership Team during scheduled planning sessions.

Through the moderation process, teachers build capacity to:

- understand how assessment tasks challenge students to meet the intent of the curriculum,
- identify evidence of student learning,
- refine pedagogical practices as part of the teaching and learning cycle, and
- moderate teacher judgements about student learning.

Discussions also include exploring how assessment tasks can be refined to allow for students to:

- demonstrate a greater depth of conceptual understanding,
- explore the ongoing sophistication of learning habits, and
- reflect the Principles of Assessment to ensure that assessment tasks are engaging, equitable, curriculum-aligned, and evidence-based.



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REPORTING

At St Joachim's, we report to parents and families at the end of Semester 01 and 02 using a five-point scale. The reporting process is a way that builds school-parent partnerships to improve student learning outcomes. Reporting processes are made clear to parents and families through the school's communication channels, so they understand:

- their child's current academic achievement against expected achievement standards,
- how they are engaging with learning, and
- how they may be able to improve.

Parent-teacher interviews are formally offered at least twice annually, in Terms 01 and 03, with additional meetings scheduled throughout the year as required. These meetings provide structured opportunities for parents and caregivers to engage in conversations about student learning, progress and wellbeing. In addition to these scheduled interviews, the school actively supports ongoing communication and meeting opportunities throughout the year, ensuring parents and teachers can connect as needed to respond to individual student needs and strengthen home-school partnerships.

ANALYSIS AND DISCUSSION OF DATA



At St Joachim's, we support the use of the National School Improvement Tool (NSIT) by giving high priority to school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, and behavioural outcomes, and student wellbeing. St Joachim's collects and analyses a broad range of student learning and wellbeing data to inform learning and teaching cycles and whole school progress and performance. Data analysis considers:

- overall school performance,
- the performances of students from identified priority groups,
- evidence of improvement/regression over time,
- performances in comparison with similar schools, and
- in the case of data from standardised tests, measures of growth across the years of school." (ACER 2012, p. 4).



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Central to the collection of all data is the consideration of:

- school-wide data literacy and
- the processes and practices that support quality teaching and learning.

Staff are able to access data through the Business Intelligence (BI) tool, and other authority and evidence-based sources, to support analysis, discussion, and implementation of strategies that will improve student outcomes. In developing and implementing a data plan, consideration of an overall school schedule of learning, teaching, and well-being data is outlined in [St Joachim's School Data Plan](#).

Essential elements in the data plan to support the tracking of the school's explicit improvement agenda are:

- clear specification of types of data to be collected,
- performance measures to be achieved,
- sources of data that best reflect those outcomes,
- the timeframe and lines of responsibility, and
- analysis processes and actions to be implemented.