



Marymount Primary School Whole School Curriculum Overview 2025



PURPOSE OF THE WHOLE SCHOOL CURRICULUM OVERVIEW

The Whole School Curriculum Overview at Marymount Primary School 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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SCHOOL VISION AND MISSION

At Marymount we aspire to educate and form students who are challenged to live the Gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Our Mission Statement describes a high quality inclusive Catholic education and is grounded in five fundamental values.

Engage

Challenge

Include

Collaborate

Reflect

Marymount Primary School is a community founded on the principles of the Franciscan Sisters of the Immaculate Conception and St Francis of Assisi. These foundations are enhanced by our devotion to Mary, the mother of Jesus.

Marymount Primary School Vision and Mission



SCHOOL MOTTO

Crest and Motto

The Marymount Primary Crest takes its inspiration from St Francis of Assisi (1182-1226).

The Crest incorporates the Franciscan symbol of the crossed arms of Christ and St Francis. Both hands bear wounds to remind us that for St Francis, the most important thing in life was to follow Christ as closely as possible, so closely in fact that he seemed to be transformed into an image of Christ with the Stigmata.

The centre of the Crest is dominated by a cross, the symbol of Christianity, surrounded by rays of light. The cross is a reminder of salvation through the death and resurrection of Jesus which has become a central reality in our lives as Christians. Christ the light shows us how to find meaning in our lives. Surrounding these symbols are clouds covering two mountain tops – Mt Calvary, where the death of Jesus bought our salvation and Mt Alvernia, where Francis shared the passion of Jesus through the Stigmata, the five wounds of Christ. The clouds symbolise the realities of Heaven, the new life which is ours as we live out the struggles and difficulties of life supported by the strength of Christ.

The motto, “Deus Meus et Omnia” translates to My God and My All. This reminds us that no matter what we strive for, there is little we can achieve without God’s help and guidance.

EDUCATIONAL PHILOSOPHY AND AIMS

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

1. The Australian education system promotes excellence and equity.
2. All young Australians become:
 - Confident and creative individuals
 - Successful lifelong learners
 - Active and informed members of the community

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

Our learning environment is based on the charism founded on the principles of the Franciscan Sisters of the Immaculate Conception and of St Francis of Assisi. These foundations are enhanced by our devotion to Mary, the Mother of Jesus. In which we value Mary who kept faith in God and announced the coming of justice of God in her great song of liberation. “God will put down the mighty from their thrones and exalt the lowly; fill the hungry with good things but send the rich away empty” (Luke 1:46-55). Mary was a faithful disciple; a poor member of the people, an ‘outsider’, a victim of violence, a prophet of justice and a woman. and the daily living of

Gospel values. We value every child as a learner and understand that all children learn in different ways and at different rates.

VISION FOR LEARNING

VISION FOR TEACHING AND LEARNING

At Marymount Primary School, we strive to encompass a dynamic and inclusive teaching and learning environment that nurtures the growth and development of every student.



WE BELIEVE IN



Fostering a collaborative learning environment that caters for differentiated learning styles.

Creating challenging opportunities that encourage learners to be self-reflective and set individual learning goals.

Engaging learning environments that prepare our learners for their future.

Inclusion for all learners, we strive to create a nurturing, accepting, and empowering educational environment that ensures every student feels valued, supported, and can flourish academically, socially, and emotionally.

Cultivating reflective learners who possess the skills, mindset, and habits of self-reflection.

WE TEACH THROUGH



Nurturing students' natural curiosity to create deep and meaningful learning experiences. Through inquiry-based teaching, we spark students' interest, ignite their passion for learning, and foster active engagement in the classroom.

Developing effective communicators that enable students to plan activities independently, collaborate, work in teams, and communicate their ideas.

Promoting excellence through an informed pedagogy.

Delivering a curriculum with breadth, balance, and depth, providing assessment opportunities that are rigorous and comprehensive.

Empowering students to take ownership of their learning and develop self-directed learning skills.

WE LEARN THROUGH



Collaborating with each other to actively participate and engage in the learning process. Through collaborative activities, discussions, and projects, students are actively involved in sharing ideas, solving problems, and constructing knowledge together.

Empowering our students to develop a growth mindset, embrace challenges, and persevere in their pursuit of knowledge.

Fostering a learning environment that encourages students to ask questions, explore, and seek answers. We believe that curiosity is the foundation of learning, and we strive to ignite and nurture the natural curiosity within each student.

Encouraging our students to embrace challenges as opportunities for growth and learning. We believe that resilience is developed when students encounter obstacles, or difficulties and find the strength and determination to persevere and overcome them.

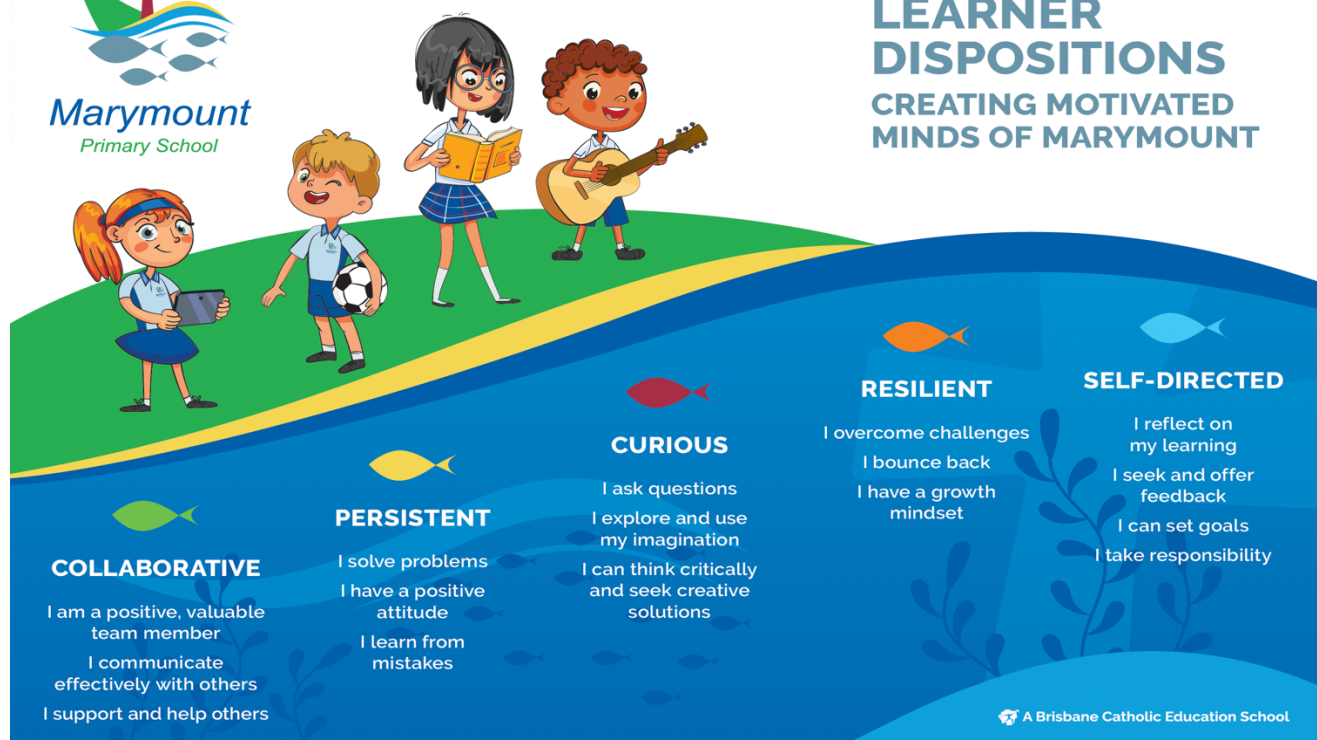
Matthew 5:1-2

"Now when Jesus saw the crowds, he went up on a mountainside and sat down. His disciples came to him, and he began to teach them..."

 A Brisbane Catholic Education School

LEARNER DISPOSITIONS

CREATING MOTIVATED MINDS OF MARYMOUNT



APPROACH TO PEDAGOGY

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



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

Effective pedagogy:

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

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

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

COLLABORATIVE PRACTICES

COLLABORATIVE PRACTICE

At Marymount Primary School, collaboration is founded on trust, respect, competence, integrity and personal regard for others.

Our collaborative practice:

- enhances clarity
- ensures agreed ways forward
- aligns curriculum with pedagogy
- uses data to inform our decisions
- develops a shared responsibility and accountability for all our learners
- builds collective capacity in instruction
- builds teacher leadership
- builds equity and excellence through sharing of expertise

THE 4CS MODEL

Our goal is to implement all stages of the 4C's model across the school in all KLAs:

Co-planning: to work collaboratively to identify and improve an aspect of teaching practice

Co-teaching: to deliver the co-planned lesson and identify the impact of the focus aspect of the teaching practice

Co-debriefing: to examine and discuss the effectiveness of the lesson and share reflections

Co-Reflecting: to identify next steps for learning and practice



Co-teaching is:

- an approach to program delivery where two or more teachers (general and special education teachers) share teaching responsibilities within a general education classroom
- using various arrangements of students and group sizes, so each student's educational potential is recognised.

Co-Teaching benefits general and special education students, teachers, parents and the learning community.

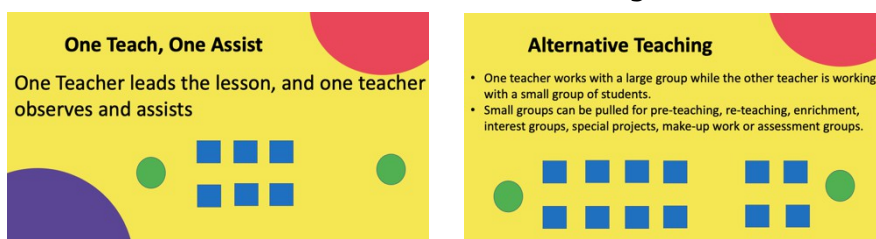
For Students, co-teaching ...

- supports individualised instruction, differentiation and inclusion
- fosters wellbeing and enhanced engagement
- develops respect for differences
- creates a sense of belonging
- enables development of broader friendships
- provides affirmation of individuality
- develops empathetic skills
- provides peer modelling

For teachers:

- co-teachers broaden professional horizons by working with others
- co-teaching represents continuous professional learning
- collective teacher efficacy is stronger in schools with co-taught classrooms
- co-teaching fosters teacher wellbeing
- administrative efficiencies can be achieved
- co-teaching can catalyse changes to pedagogical practice

assessment and curriculum can be more holistic and integrated There are 5 proposed models for coteaching:



Parallel Teaching

The class is divided in half. Both teachers plan instruction jointly and are teaching the same lesson at the same time to heterogenous groups

Station Teaching

- Teachers divide instructional content into several segments and present the content in separate stations around the classroom.
- With two stations, the teachers each teach their half of the content and then switch groups. Alternatively, both teachers may move between groups in order to provide support.
- If students can work independently with content, a third station may be established.

Team Teaching

- Both teachers share in the instruction of students.
- One teacher may lead the discussion while the other models or demonstrates.
- Team teaching affords the ability to model quality team and interpersonal interactions.

CURRICULUM DELIVERY

The Religion Curriculum P-12 is the source for all planning, learning and teaching of Religion in Brisbane Catholic Education schools.

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

Marymount Primary School provides learning from the BCE Religion Curriculum and P-10 Australian Curriculum in the following areas:

Learning area	Organisation
Religion	Taught each year across P-6 by the classroom teacher
English	Taught each year across P-6 by the classroom teacher
Mathematics	Taught each year across P-6 by the classroom teacher
Science	Taught each year across P-6 by the classroom teacher
HASS	Taught each year across P-6 by the classroom teacher
HPE	Health – taught each year across P-6, P-2 specialist teacher and 3-6 classroom teacher Physical Education – taught each year across P-6 by a specialist teacher
The Arts	Music – taught each year across P-6 by a specialist teacher (Term 1 + 2) Drama – taught across each band P, 1-2, 3-4, 5-6 by a specialist teacher (Term 3) Media Arts – taught each year across P-6 by a classroom teacher Visual Arts and Dance – taught in each band P, 1-2, 3-4, 5-6 by the classroom teacher and external provider 'Zing'
Technologies	Digital Technologies and Design & Technologies are taught in each band P, 1-2, 3-4, 5-6 by a specialist teacher and supplemented by classroom teachers where allocation hours are required
Languages	French is taught by a specialist teacher Years 5-6

Curriculum access and time allocations

The Australian Curriculum and Religion Curriculum guide the time allocations for learning areas. The allocation of time is based on the content of the curriculum and is flexible to suit the local context of schools. Schools may allocate more time to learning areas that are a priority. At Marymount Primary School, specialist teachers in the areas of Physical Education P-6, Health P-2, Music and Drama P-6 and Technologies P-6 provide non-contact time, which influences school decisions on time allocations.

Classroom and specialist teacher timetables are reflective of the school context and priority areas.

Prep – Year 6

Curriculum emphasis and recommended time allocation guide								
Learning areas	No. of hours	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion	Each week	2.5	2.5	2.5	2.5	2.5	2.5	2.5
	Each year	97.5	97.5	97.5	97.5	97.5	97.5	97.5
English	Each week	7	7	7	7	7	6	6
	Each year	280	280	280	280	280	240	240
Mathematics	Each week	5	5	5	5	5	5	5
	Each year	200	200	200	200	200	200	200
Science	Each week	30 min	30 min	30 min	1	1	1.5	1.5
	Each year	20	20	20	40	40	60	60
Humanities and Social Sciences	Each week	30 min	30 min	30 min	1	1	1.5	1.5
	Each year	20	20	20	40	40	60	60
Health and Physical Education	Each week	2	2		2		2	
	Each year/band	80	160 (80 each year)		160 (80 each year)		160 (80 each year)	
The Arts ^	Each week	1	1		1.5		1.5	
	Each year/band	40	80 (40 each year)		120 (60 each year)		120 (60 each year)	
Technologies	Each week	30 min	30 mins		1		1.25	
	Each year/band	20	40 (20 each year)		80 (40 each year)		100 (50 each year)	
Languages^^	Each week	30 min	1		1		1.5	
	Each year/band	20	80 (40 each year)		80 (40 each year)		120 (60 each year)	

^ Access to Dance, Drama, Media Arts, Music and Visual Arts is to be provided within each band (P, 1-2, 3-4, 5-6).

^^ Languages must be provided in a least one semester each year in Year 5 and Year 6; Provision of Languages in Prep to Year 4 is a school-based decision and encouraged.

The curriculum emphasis and recommended time allocation guide can be used flexibly to suit the local context of schools. For example:

- schools may elect to provide greater emphasis on specific priority areas than are recommended in the time allocation guide and implement inter-disciplinary approaches that maximise the learning time within other areas
 - schools should maintain an awareness of the implications when compressing learning areas and/or subjects into a single term, semester or year and the effective coverage and assessment of the achievement standards
 - schools may be required to allocate time flexibly through scheduling of specialist teachers that are used to provide teacher non-contact time

Planning, teaching, assessing and reporting cycle

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

Year level/band planning

The Primary Learning Leader along with the Assistant Principal Teaching and Learning, 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 (content descriptions) and assessment (achievement standards) for the year
- An outline of how the general capabilities and cross-curriculum priorities are developed
- Identification of curriculum content that is integrated with other learning areas/subjects (if relevant)
- An outline of how evidence of learning will be gathered

Class/unit planning

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

- The school's name, relevant year level/s and nominated period (e.g., Term 2, Weeks 6-10)
- The focus and context for learning
- Relevant aspects of the curriculum achievement standard in alignment with year level/band planning
- General capabilities and/or cross curriculum priorities relevant to the unit focus

- The evidence of learning that will be gathered in the assessment
- A sequence of teaching and learning strategies
- An outline of adjustments (if required) necessary to cater for the varied needs and abilities of students

Assessment

Assessing student learning is an integral part of the teaching and learning process at Marymount Primary School. It informs teachers about the impact of their teaching and allows students to demonstrate the extent of their knowledge, understanding and skills. Marymount Primary School assesses student learning using the Australian/Religion Curriculum achievement standards.

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, to inform 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

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. Formative assessment includes:

- Gathering information about the learners
- Analysing and interpreting that information, and
- Using evidence to adapt the teaching to meet the learning needs of students

Summative Assessment

The purpose of summative assessment is to provide evidence of student learning against achievement standards within learning areas. Summative assessment:

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

Teachers engage in professional dialogue to develop assessment opportunities which:

- Align with the element/s of the achievement standard being addressed
- Enable students to demonstrate a greater depth of conceptual understanding, application of essential knowledge and sophistication of skills
- Reflect the Principles of Assessment in which evidence is valid, equitable, aligned and evidence based

Moderation

The moderation process at Marymount Primary is focused on professional conversations and sharing 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 a term during planning and correction time (PPCT). Staff also engage in moderation discussions informally throughout a cycle of learning to maintain consistency of teacher and student expectations.

Our leadership team and teachers are committed to a cyclical moderation process and participation in professional conversations during the teaching and learning cycle. Moderation is reflected in the four levels of curriculum, pedagogy, assessment and reporting. Teachers utilise moderation processes, focus on professional conversations and share expectations about student learning and achievement to enhance learning to build a deep understanding of the Australian Curriculum. Teachers build assessment literacy and support consistency of teacher judgments and accuracy of reported results against the relevant standards. Through engagement with this process, teachers build capacity to understand the curriculum intent, identify evidence of student learning, determine and develop appropriate pedagogical practices and moderate teacher judgments about student learning.

In choosing a moderation focus, teachers:

- Align with the element/s of the achievement standard being addressed, including A – E data trends and learning area data trends
- Enable students to demonstrate a greater depth of conceptual understanding, a sophistication of skills and an ability to apply essential knowledge
- Reflect the principles of assessment where assessment is: valid, equitable, aligned and evidence-based
- Using evidence demonstrated in student work, teachers select the best match for each stem of the achievement standard and award an overall A – E grade based on standards and criteria provided in the QCAA making judgements document for each unit.

Our whole school approach to moderation involves teachers engaging in professional conversations both as a year level and with the cluster, sharing expectations about student learning and achievement. This process supports teachers to align curriculum, pedagogy, assessment and reporting.

Reporting

At Marymount Primary we report to parents/guardians at the end of Semester 1 and 2 using a five-point scale. Reporting builds school-parent partnerships to improve student learning. Reporting processes are clear for parents, so they understand their child's level of achievement against expected standards, how they are engaging with learning and how they may be able to improve.

REPORTING PROCESS 2025

Marymount's current reporting practices include:

Format	Term 1	Term 2	Term 3	Term 4
Parent Information Night	Week 2			
Parent Teacher Interviews (Parents may request an interview at any time during the year)	Week 8		Week 2	
Report Card-The Learning Dashboard		End of Semester 1		End of Semester 2

All reporting at Marymount Primary School involves a professional judgement made on a body of evidence about a student's progress and achievement. These judgements are made against the achievement standards of the Australian Curriculum.

Teachers engage in assessment moderation to ensure consistency in teacher judgement. This occurs during:

- Year level collaborative meetings
- Year level staff meetings
- Consistently of Teacher Judgement Professional Development Days

2025 – The Learning Dashboard

Reporting occurs through 'The Learning Dashboard' twice yearly. These reports provide parents' caregivers and students with an overview of achievement and progress for the current reporting period.

The report includes:

- An overall achievement for each Learning Area using the 5-point scale A-E
- A level of effort using a 4-point scale – Consistently, Generally, Sometimes, Rarely
- A level of effort on social skills
- A level of effort on 'The Marymount Learner Dispositions'

PARENT TEACHER INTERVIEWS 2025

Formal parent/ teacher interviews are conducted twice yearly. These provide opportunities for the class teacher and parents to discuss learning achievement and progress, and to provide feedback about the quality of this achievement and direction for future learning.

Teachers are expected to effectively communicate the key points that are relevant to each student's learning. Interviews are planned for, and targeted evidence of student learning over the reporting period along with suggestions for moving learning forward.

Parents or teachers may request informal parent/ teacher interviews at any time.

Monitoring and evaluation/data

At Marymount Primary, we use a range of student data sets to inform learning and teaching that improves student engagement, progress, achievement and wellbeing. This includes:

- Performance – NAPLAN
- Progress – monitoring data in literacy and numeracy
- Engagement – attendance, behaviour, survey data
- Community satisfaction – survey data
- Teacher – attendance, survey data

DATA-INFORMED TEACHING

Marymount implements a systematic plan for the collection, analysis and use of a range of student achievement data. The Data Plan is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. The data plan details the monitoring tools Marymount uses and their purpose.

Each year professional development aimed at building teachers' and leaders' data literacy skills is conducted. Teachers are encouraged to access the BI Tool regularly to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results while using objective data on student achievement as evidence of successful teaching.

In professional learning communities during PPCT, teachers come ready to discuss how they can value add to the learning of their students, and what growth has been observed.

Teachers are aware of the school's Explicit Improvement Agenda and the school and class targets that have been set each year.

Teachers should be able to discuss:

- Who are the students who are learning?
- Who is not?
- What am I doing about it?

The leadership team at Marymount analyse student data sets looking at the overall school performance as well as the performances of students from identified priority groups and similar

student data. At regular staff meetings across the year, discussions of student achievement and strategies for the continuous improvement of student outcomes are held.

Marymount uses the methodical analysis of data sets to provide the evidence a teacher needs to improve learning and teaching for a class cohort and all individuals within it. The analysis of data allows for evidence-informed decision making and enables teachers to understand where learners are in their learning and to set the goals for the next steps in their learning process and plan the learning and teaching program.

Marymount uses a range of assessments to provide teachers with reliable evidence of learning from which the teacher can make judgments about their students and their achievement. Teachers are encouraged to use the BI tool to triangulate data sets and analyse assessment data at cohort or individual student level. Teachers who understand their cohorts of learners and each individual learner develop effective learning programs for their students.

At Marymount teachers are encouraged to analyse data to identify misunderstandings or knowledge gaps experienced by individual learners or cohorts of learners. Identifying what is expected more broadly of learners in their cohort creates opportunities for improving the learning progress of students to inform the next steps in their learning.

At Marymount, data is used to challenge our assumptions and inform decisions and actions. We use data to:

- align to our Explicit Improvement Agenda
- understand what is working well, for whom and apply appropriate measures
- set targets for improvement by comparison to relevant data sets
- progress learning and student academic achievement from formative, summative and diagnostic sources
- decide on actions to address problems of practice
- adjust teaching strategies to support learners
- understand impacts while monitoring the impact of what teachers are doing to improve learning and wellbeing of children and students, school improvement and quality improvement.

When analysing data, teachers ask the following questions:

- What are the limitations of this data?
- For whom is it working well?
- Who could benefit from another approach?
- Where could we be making more impact?
- What haven't we seen yet?
- Who aren't we talking about?
- What are the trends?
- What are the next steps for a group of students or individual students?

The collection of data according to the BCE Monitoring Tools schedule is an expectation for all schools and each student across Prep to Year 6. Teachers are asked to ensure the relevant data is uploaded in a timely manner.

Results of these Monitoring Tools are reflected on the school's data wall and BI tool. Student progress is recorded and tracked throughout the year by classroom teachers and the school's PLLs. The results of the data from the monitoring tools are monitored regularly and the analysis is reportable at Leadership Team Meetings, PLC meetings, in Year Level Meetings and through the school newsletter on a regular basis in order to maintain focus and accountability.

Differentiation

At Marymount Primary, we recognise that every classroom is made up of learners with diverse prior knowledge, interests, abilities, and aspirations. The BCE Learning and Teaching Framework guides our beliefs at the system, school and class level. As such, we share the beliefs that:

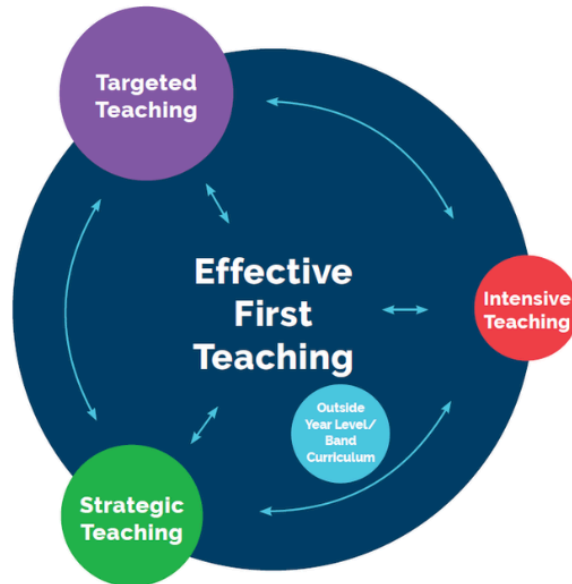
- Every learner is in some respect, like all others, like some others, like no other, and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the spirit to be at the service of others

Differentiation at Marymount Primary is well considered and can occur in various forms:

- Content - knowledge, understanding and skills that connect to the approved curriculum
- Process – the methods and approaches used by students to make sense of content
- Product – the demonstration of what students know, understand and are able to do after a period of learning
- Affect – how students' emotions and feelings impact their learning
- Readiness – a student's current proximity to specific knowledge, understanding and skills
- Interest – that which engages the attention, curiosity, and involvement of the student
- Environment – the physical and emotional context in which learning occurs

Levels of teaching response

At Marymount Primary, we implement the Levels of Teaching Response Framework (LOTR). This is a way of thinking and working with effective first teaching at the foundation. The aim is to ensure that effective first teaching is taking place before consideration of other levels of support.



The Levels of Teaching Response provide us with a framework to make informed decisions to support student progress and achievement. The information below provides an overview of how the LOTR is enacted at Marymount Primary.

Student Support Team

Marymount has a Student Support Team whose role is to support school staff to ensure that appropriate educational opportunities are available for all students. The team consists of the Assistant Principal's: Curriculum, Support Teachers: Inclusive Education (STIE), Guidance Counsellors, School-Based Speech Pathologist, Primary Learning Leaders and several School Officers.

This team provides in-class support and a variety of individual and small group interventions to promote the educational, social and emotional development of students.

Support is provided in the following ways:

- Identification of children in need of assistance by means analysing school-based data, screening programs and teacher consultation. Diagnostic tests may then be administered to determine specific areas of learning difficulty. The STIE liaises with parents and specialists and provides referrals to support agencies when necessary.
- Intervention may be carried out by means of specific programs developed for classroom use or, where appropriate, through individual or small group work with the support teacher or with a trained school officer. Examples of such programs may include:
 - Minilit
 - Macqlit
 - Hands-on Maths Strategies

Support Teacher Inclusive Education (STIE)

The STIEs support the school and teachers to meet the specific learning needs of students across the full range of abilities. They collect, analyse and interpret data to inform teaching and

learning. In collaboration with teachers, they co-teach and provide additional in-class targeted teaching support. As well as Strategic and Intensive interventions and teaching responses for identified students.

Guidance Counsellors

The Guidance Counsellors work in a variety of proactive ways in relation to social, emotional and behavioural issues. Support may include parent consultation, classroom, small group and individual evidence-based interventions promoting mental health and resilience.

School-Based Speech Pathologist

The Speech Pathologist develops, implements and evaluates speech pathology services to promote student communication, learning and well-being outcomes

Collaboration and communication between teachers, student support team, school officers and the leadership team are integral to ensure the learning needs of all students are met.

Positive Behaviours for Learning (PB4L)

Marymount's objective is to foster and promote a safe and positive school environment that enhances learning by implementing the PB4L Framework which aims to:

- Maintain a safe, respectful and supportive learning environment for all students and staff through consistent practice.
- Provide students with an opportunity to acquire the knowledge, skills and values through schoolwide teaching and recognition of positive behaviour.

PB4L is adapted from Positive Behavioural Interventions and Supports (PBIS) which is an evidence-based multi-tiered system of support (MTSS) framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day.

The PB4L framework consists of:

- Systems - the way schools operate their foundational systems to support staff
- Data - using data to select, monitor and evaluate outcomes, practices and systems across all three tiers
- Practices - evidenced-based practices are the key to improving student outcomes at every tier
- Outcomes - what schools achieve through the data, systems and practices they put in place
- Engaged Behaviours - the clarity of expectations for student learning

Continuum of support and key features of PB4L

An important component of PB4L is the continuum of behavioural supports. Students need differing levels of behavioural interventions in the same way as adjustments are made to accommodate teaching and learning to support success in school. The continuum informs school staff how each tier of support is linked to the school Student Behaviour Support Plan.

The continuum has 3 tiers of support:

1. **Tier 1** - Universal social and academic supports for all students. The focus is on creating a whole school positive learning environment, promotion of productive behaviours, consistent responses to unproductive behaviours and whole school data - informed decision making.

2. **Tier 2** - Targeted social and academic supports for 10-15% of students. The focus is on small group social skill instruction, academic supports and self-management strategies. The Tier 2 team use data to identify those students requiring a level of support greater than universal. Early intervention at this level is designed to stop unproductive behaviours becoming intense or chronic. (Sailor et al., 2013)
3. **Tier 3** - Personalised social and academic supports for 1-5% of students. The focus is on those students who require highly individualised behaviour support. The Tier 3 team use data to select, monitor and evaluate students. Support may include mental health professionals and community services.


ADDITIONAL WHOLE SCHOOL PROCESSES/PRACTICES

In response to our Explicit improvement agenda at Marymount we have consistent processes and practices that outline our collaborative planning and weekly briefing process.

PPCT Process- Teachers collaborate with the AP Teaching and Learning and in P-2 both the AP Teaching and Learning and Primary Learning Leader.

Weekly Spelling Briefing established – 8:10am – *Key teacher discussing weekly plan for Spelling in the Year level PPCT, providing resources, sharing planning.*

Spelling Signature Practices- co-constructed with Spelling Committee – *common language established with teachers and students.*

<div>An education to believe in</div> <div>Annual Improvement Plan & Explicit Improvement Agenda 2025</div> <div></div>							
Marymount Primary School							
Goal	Strategic Priority	Justification	Targets	Key Risks	Actions	Timeline	Responsibilities & Accountability
Goals that inspire and set your school's direction.	Alignment of goal to Strategic Plan 2025-2027 priorities.	Evidence to support the goal and strategic alignment.	Measurable targets to track progress towards your school's goal.	Consider what could happen that could help or hinder your efforts.	Actions required to drive progress of targets or manage risks identified.	Timeline for action.	Key stakeholders for actions.
Where do we need to go?	Where does it align?	Why do we need to go there? What will be the benefits and how does it align to the priorities?	How do we know we are getting there?	What could happen that will impact our goals or targets?	What will we do to get there?	When do we want to get there by?	Who is responsible for ensuring it happens?
Goal 1 Develop whole school processes and structures, in line with Australian Curriculum V9, to embed the explicit teaching and assessment of spelling to improve student progress.	<input type="checkbox"/> Connecting communities	Recent data analysis of student progress has indicated while students writing data is demonstrating progress our mechanics of writing such as spelling are preventing our students from continuing to improve and reach their full potential.	Initial Lit: Prep Cohort data tracking at above 60% at end of Cumulative Review 1. FLM: 75% of students achieving a 2 (achieved) on the FLMT marking scale in Phonological Awareness in the areas of Rhyme, Initial Sound and Final Sound by the end of Term 3. Action Data: Year 3 students completing NAPLAN in 2025 will demonstrate 80% progress in Strong and Exceeding proficiency bands. Action Data: Year 5 students completing NAPLAN in 2025 will demonstrate 85% progress in Strong and Exceeding proficiency bands.	Initial Lit: Insufficient teacher response to the pacing of Initial Lit instruction in response to the needs of their learners. Initial Lit: Insufficient time spent consolidating base level sounds in Initial Lit program before mastery has occurred. FLM: Lack of teacher understanding of the importance of base level pre-requisites for synthetic phonics instruction, i.e. the importance of rhymes, chants and song prior to sound/letter knowledge acquisition.	1a. Professional Development Plan to support the implementation of spelling pedagogy across P-6. 1b. Implementation of Initial Lit P-2 and P-2 Spelling program 3-6. 1c. Develop a school wide editors code. Displayed in all classrooms.	1a. Completed by the End of Term 4 2024 1b. Beginning Term 4 planning days and continue into Term 1, 2025. 1c. Identified at Term 4 planning days in preparation for 2025.	1a. Leadership Team 1b. Primary Learning Leaders 1c. Classroom Teachers
	<input type="checkbox"/> Delivering thriving Catholic schools	Staff voice survey gathered on current EIA and then possibility of change. Resounding staff voice indicated a change for EIA to move into the area of Literacy specific to spelling.	Essential Assessment Data: 75% of students at or above year level expectation. Pat Spelling: 75% of students above the test mean years 3 to 6.		1d. Key English Teacher per year level to drive literacy development of cohort teachers, attending further PD and leading Wednesday morning briefings.	1d. Professional development days in January, Twilight and staff meetings throughout the 2025 year. OIBELS professional development Nov 2024.	
	<input checked="" type="checkbox"/> Maximising potential	Analysis of academic performance data indicates that students are underperforming in NAPLAN and Pat Spelling tests, indicating the importance of this goal.	KCAS: Spelling Bee (August 2025) Year 2 to 6. Marymount: Marymount Primary School in-house Spelling Bee competition Prep to 6. South Australian Spelling Test: 75% of all students testing at age-level capability in Spelling in November each year.		1e. Whole school professional development to upskill the knowledge of synthetic phonics instruction and reading acquisition.		
	<input checked="" type="checkbox"/> Optimising conditions for success	Teachers indicate through moderation discussions of writing, current, in class spelling results, NAPLAN and Pat Spelling results indicate that the need to create consistent practices, processes and assessment of spelling. Conversations occurred with staff on the importance of revisiting previous pedagogy such as VOP. Further professional development opportunities to upskill teachers on current spelling programs including Initial Lit, P-2 and Cere resources.		Teachers resist being challenged to reflect on and make changes to their professional practice. Learning Walks and Talks being an embedded signature practice for staff and students - established in a manner that is supportive and non-threatening.			
Goal 2 Create a collaborative culture where staff and students develop skills to give and receive feedback to enhance practice and improve outcomes for students.	<input checked="" type="checkbox"/> Connecting communities	Reflect is one of our school values and has been an area identified through staff surveys	Staff survey at the beginning of the year and the end of the year		1a. Provide staff with a postcard after Learning Walks and Talks that gives both Grow and Glow feedback. Leadership member gives both spoken and written feedback at the end of the day. Let know staff ahead of time what the focus of the Learning Walk and Talk will be. Scheduled opportunities for professional development in staff meetings. Scheduled sharing of practice in staff meetings, providing opportunities for staff to share their learning and classroom practices in providing feedback.	Late 2024 consult with BCE support staff to refine roadmap for 2025	1a. Leadership Team Set 2025 roadmap with support from BCE staff. Facilitate professional learning for teachers Demonstrate expected methods of providing feedback and establish boundaries for effective feedback
	<input checked="" type="checkbox"/> Delivering thriving Catholic schools	Compliments the Well-being work that has been carried out over the past two years.	Keep records of the postcards to track progress.			1a. 1b. PD staff in the types of feedback Term 1 twilight - re-establish forms and modes of feedback, how to give and receive feedback, begin to develop Marymount signature practices for feedback.	
	<input type="checkbox"/> Maximising potential	There has been infrequent Learning Walks and Talks which has led to inconsistencies in the way feedback has been provided and received.	Students During Learning Walks and Talks students can articulate their understanding where they are and where they need to be regarding their learning.			Term 2 - Leadership Learning Walks and Talks - spelling focus modelling various styles of feedback to staff Term 3 - Staff Walk & Talk - sharing of practice - staff provide collegial feedback with a focus on teaching of spelling. Term 4 - Student to student feedback	1b. Primary Learning Leaders Implement Spelling focus for 2025 Maintain whole school communication to be supported by collegial feedback
	<input checked="" type="checkbox"/> Optimising conditions for success	2024 TTFM survey indicates that there is scope for improvement in the way that staff give feedback to students; leadership give feedback to staff; staff give feedback to each other and to students	2025 TTFM survey would see improvement in all elements that relate to feedback above the school average				1c. Classroom Teachers Engage with professional learning opportunities and strategies Implement Marymount signature practices in their own classrooms and within their collegial teams in both providing and receiving feedback.

							Implement student to student feedback strategies.
Goal 3							
Catholic Identity Goal community. Create a whole school motto and prayer in consultation with students, staff and families to foster a more vibrant and contemporary expression of our faith.	✕	Connecting communities	TTFM data demonstrates a strong sense of belonging felt by students. Room for improvement regarding Catholic Vision and Values as well as student perception of contribution to design of learning in RE.	Consultation with students, staff, family and parish representatives.	Reasonable timeline interrupted	1a. Build staff capacity for dialogue through planned professional learning, including connection to the school charisms and culture. Look at examples of school prayer.	1a. APRE and RLOS volunteer team.
	✕	Delivering thriving Catholic schools	Teachers engage in PD to demonstrate greater support for a variety of class prayer resources and a desire for a common & unique school prayer.	Contributions collated and themes articulated.	Committed staff to establish and drive the process and bring others along – RLOS Committee	1b. Collect data from the community to ascertain important components for consideration in our Marymount Prayer. Present this information to staff for feedback.	1b. APRE, committee and class teachers
	✕	Maximising potential	Further strengthening Catholic identity and embedding existing charism in our everyday school life.	School prayer and motto articulated in draft form. Draft adjusted and submitted for approval to PP and CIRE team Prayer & motto published for community use	Lack of value placed on prayer by some	1c. Using this data, the RLOS team will discern themes and create a draft prayer that will be submitted to the CIRE team for approval.	
	✕	Optimising conditions for success	Enhanced opportunities for school community partnerships for students and staff. Strengthening community support and engagement with school-based initiatives in enhancing Catholic identity.	2025 TTFM data to reflect increased satisfaction around engagement and belonging		Term 2 – collect data from classes and parents 1c. Term 3 - RLOS team will create a Marymount prayer & motto, using the data from the community. Submit late in the term. Term 4 – publish prayer and motto	

NAPLAN Response Plan

Connecting to Marymount's current EIA 2025

Goal: Learning and Teaching (CHALLENGE) Develop whole school processes and structures, in line with Australian Curriculum V9, to embed the explicit teaching and assessment of spelling to improve student progress.

- Success Criteria
- All teachers will use Version 9 English curriculum to plan, teach, assess and report.
- Embedding of moderation of Formative & Summative assessment within the short cycle planning in Spelling.
- Improved high impact strategies within the area of English, to create a consistency signature practices in Spelling.
- Marymount Spelling practices embedded into teacher pedagogy; Student Voice are displayed in all classrooms.

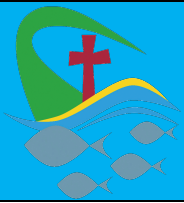
Actions:

- Version 9 English Curriculum actions align to the success criteria.
- Partnership with BCE EO to deliver professional development – PD days in January.
- Weekly Spelling Briefing established – 8:10am – Key teacher discussing weekly plan for Spelling in the Year level PPCT, providing resources, sharing planning.
- Spelling Signature Practices- co-constructed with Spelling Committee – common language established with teachers and students.
- Registration with Essential Assessment – to have consistent practices with formative and summative assessment. Responsive targeted teaching where students are currently working.
- Critical Friend – Narelle Cartwright – PD of current pedagogy.
- Analysis of Pat-Spelling data for Year 3 and Year 5 – become data literate to inform teaching practices and increase student attainment of Year-on-Year progress (what % of increase targets).
- NAPLAN- for Marymount Year 3 and 5 students to maintain above the NMS for the area of the Spelling. Marymount NAPLAN spelling Goal 2025: Year 3 S60% E15% Year 5 S65% E15%. Maintain over 80% of all students in the Strong and Exceeding bands.
- Week 1-5 Specifically Year 3 and 5 Teachers
- Curriculum planning- includes daily writing tasks in response to stimulus. Include opportunities for Narrative and Persuasive tasks.
- Literacy- Assessment capable learners' continuation with NAPLAN practice domain, tests question readiness continued, question skills including break down of language or word confusing.

- Spelling Focus: Using BCE Spell Check resources in Year 3 to target skills and pedagogy. ICT capabilities and any trouble shooting concerns that arise from the use of Spell Check.
- Numeracy- as above, also continue levelled Matharoo questions to increase problem solving skills, Studiosity and Essential Assessment platform use.
- Planning- during PPCT short cycles of planning that target the areas that teachers believe are concerns for the current 3 and 5 students.
- Resources- NAPLAN demo site pinned to students iPad's to practice question types and ICT skills needed to complete questions.
- Test Practice- Year 3 Ominbus test schedule Wednesday 5th March, Year 5 Ominbus test Monday 3rd March. Writing practice tests will be done in class at various times but particularly during the week before NAPLAN. Year 5 will complete eWrite on the ACER platform during week 5/6 and analyse data to identify any gaps that require targeted teaching prior to NAPLAN.

Learning Walks and Talks Feedback

Feedback: provide teachers with feedback with regards to intentional and targeted pedagogical practices that Leadership and peer teachers are looking for that align to Marymount Primary School's signature practices.

Marymount Primary School Learning Walk and Talk Feedback Postcard Focus Area: Contemporary Learning Environments															
Teacher:	Date:	Time:	Lesson:												
What did I see? <table border="0"> <tr> <td>Learning Intentions</td> <td>Success Criteria</td> <td>Student Work Samples</td> </tr> <tr> <td>Student Collaboration</td> <td>Student Goals</td> <td>Exemplars of Task</td> </tr> <tr> <td>PB4L Evidence</td> <td>Feedback (To and From Students)</td> <td>Data Collection/ Sharing</td> </tr> <tr> <td>Differentiation of Task (Enablers/Extenders)</td> <td>Contemporary Learning - Campfire/Cave/Waterhole</td> <td>Students using ICT/ Technology</td> </tr> </table>				Learning Intentions	Success Criteria	Student Work Samples	Student Collaboration	Student Goals	Exemplars of Task	PB4L Evidence	Feedback (To and From Students)	Data Collection/ Sharing	Differentiation of Task (Enablers/Extenders)	Contemporary Learning - Campfire/Cave/Waterhole	Students using ICT/ Technology
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