

St Kieran's Primary School, Brighton

School Curriculum Plan



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Accreditation Requirements

The St Kieran's Primary School Curriculum Plan demonstrates compliance with the **Education (Accreditation of Non-State Schools) Act 2017** and alignment with **Brisbane Catholic Education's Curriculum Compass: Planning, Teaching, Assessing and Reporting requirements (P-12)**.

The plan explicitly references the **Alice Springs (Mparntwe) Education Declaration (2019)** as the national policy foundation for curriculum design and delivery. It outlines how the principles of excellence and equity are enacted for all learners through a systematic approach to curriculum provision.

Curriculum delivery is articulated through **three mandated levels of planning**:

- whole-school curriculum planning and oversight
- year-level and band planning
- class and unit planning

Together, these levels align with Brisbane Catholic Education and QCAA requirements for curriculum coverage, coherence and accountability.

The plan reflects a consistent whole-school approach to **Plan – Teach – Assess – Report**, underpinned by:

- the use of the **BCE Model of Pedagogy**
- the implementation of **Growing and Thriving** to support literacy and numeracy instruction
- a **Multi-Tiered System of Supports (MTSS)** that promotes access, differentiation and equity
- assessment practices that are valid, accessible and reliable
- moderation processes that support consistent judgements against the Australian Curriculum v9 achievement standards
- reporting practices that meet legislative requirements, including twice-yearly reports using a five-point scale

The school uses **QCAA planning templates** to monitor curriculum delivery and achievement standards coverage. These tools support compliance and transparency, while planning decisions are made through collaborative school-based processes aligned with BCE expectations.

Ongoing monitoring, review and refinement of curriculum delivery are informed by student data, moderation outcomes and school improvement priorities, ensuring that the curriculum remains responsive, coherent and contemporary.

Purpose of the Curriculum Plan

The St Kieran's Primary School Curriculum Plan outlines how the school designs, delivers, monitors and reviews its educational program from Prep to Year 6. It provides a coherent whole-school framework for curriculum decision-making and promotes consistency in planning, teaching, assessment and reporting.

Specifically, this plan:

- meets the requirements of the **Education (Accreditation of Non-State Schools) Act 2017**
- aligns with **Brisbane Catholic Education's Curriculum Compass**
- supports teachers and school leaders in implementing evidence-informed practice
- ensures that all students have access to a high-quality, equitable education

The plan is shared with all staff and informs annual curriculum priorities as they are identified, enacted and reviewed. It also supports planning discussions and is accessible through the school website and staff portal.

The Curriculum Plan is a living document that is reviewed annually in response to Brisbane Catholic Education updates, student data, moderation outcomes and school improvement priorities, ensuring ongoing relevance and coherence.

National and System Policy Context

Curriculum design and delivery at St Kieran's Primary School are aligned with the **Alice Springs (Mparntwe) Education Declaration (2019)**, which provides the national policy foundation for Australian education. The Declaration commits to excellence and equity and establishes two overarching goals: that the Australian education system promotes excellence and equity, and that all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

At St Kieran's, this policy direction is enacted through Brisbane Catholic Education's Learning and Teaching Framework and Curriculum Compass, ensuring alignment between national expectations, system priorities, and school-based curriculum implementation.

School Context: St Kieran's Vision and Mission

These statements underpin curriculum delivery at St Kieran's Primary School and inform all learning and teaching decisions.

Our Vision:

St Kieran's Catholic Primary School is committed to providing a faith-filled learning environment. In the spirit of Saint Kieran, we strive for a culture of growth, generosity and belonging as part of an inclusive community.

Our Mission:

We encourage students to have a growth mindset so that they achieve their potential and become lifelong learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters, we continue to reflect their values by giving our best, having courage, doing the small things well, working as a team and never giving up. We live our motto, 'Strength Through Caring' so that our students become successful members of society.



Vision

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Mission

We encourage students to have a growth mindset so that they achieve their potential and become life-long learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters we continue to reflect their values by giving our best, having courage, doing the small things well, working as a team and never giving up. We live our motto, 'Strength Through Caring' so that our students become successful members of society.



Phase-Based Visions for Learning:

Early Primary Years (Prep – Year 2)

At St Kieran's, we believe that early learners thrive when they are confident, creative and supported in developing a growth mindset. This foundation empowers them to become successful, life-long learners. We recognise that learning in the early years is interactive and based on real-world experiences. It is responsive to the needs of each child and enriched through strong partnerships with families. At St Kieran's, we view the early years learning community as a collaborative and inclusive environment. We are committed to advocating for accessibility and equity, ensuring that every learner can experience a sense of belonging.

Middle Primary Years (Year 3 & Year 4)

At St Kieran's, we believe every Year 3 and 4 learner is a lifelong learner with the capacity to be curious, creative and active. Our classrooms foster deep learning through purposeful engagement, problem solving and meaningful challenge. We create environments where students are empowered to have a voice, experience a strong sense of belonging, and take ownership of their learning. Through rich and intentional learning experiences, students develop into successful, confident world citizens who love learning and seek understanding. Together, we nurture a community in which every child thrives, contributes, and learns with joy, purpose and imagination.

Upper Primary Years (Year 5 & Year 6)

At St Kieran's, we empower our senior students to be confident, creative learners who embrace a growth mindset. They courageously challenge themselves in their learning, striving to model their lives on the likeness of God. Through engaging in deep learning experiences, a love of learning is fostered and modelled for younger students, inspiring a culture of growth. Together, our senior students lead a school community built on positive, collaborative relationships.

School Motto:

“Strength Through Caring”

Approved Curriculum:

St Kieran's Primary School delivers:

- the **Australian Curriculum Version 9** across all learning areas, and
- the **Brisbane Catholic Education Religious Education Curriculum**

Curriculum provision ensures that all students are provided with access to the full breadth of mandated learning areas, with priority given to the development of strong foundations in literacy and numeracy.

Whole-School Curriculum Organisation:

Curriculum delivery is organised to ensure:

- coverage of all mandated learning areas
- appropriate sequencing of curriculum content and achievement standards, and
- balanced and timetabled learning opportunities across the school

Indicative time allocations for each learning area align with the guidance provided in the Curriculum Compass and are reflected in school timetables published on the school portal.

Three Levels of Curriculum Planning:

Curriculum planning occurs at three levels in alignment with the requirements of the Non-State Schools Accreditation Board, the Queensland Curriculum and Assessment Authority, and Brisbane Catholic Education:

Whole-School Curriculum Planning

- articulates curriculum organisation and priorities
- ensures alignment with Catholic identity, national policy, and Brisbane Catholic Education expectations, and
- provides coherence across year levels and learning areas

Year Level and Band Planning

- ensures the appropriate sequencing of curriculum content and achievement standards
- identifies assessment points and sources of evidence of learning, and
- supports collaboration and shared accountability

Class and Unit Planning

- is responsive to the learning needs of students
- identifies curriculum focus, assessment evidence and teaching sequences, and
- documents adjustments and differentiated responses where required

Use of QCAA Planning Templates and BCE's Curriculum Planning Hub:

St Kieran's Primary School uses **QCAA curriculum planning templates** to support alignment with the Australian Curriculum Version 9 and the Brisbane Catholic Education Religious Education Curriculum. **School-based tracking documents**, informed by QCAA requirements, are used to monitor and evidence coverage of achievement standards and curriculum requirements. Teachers and leaders are further supported by Brisbane Catholic Education's **Curriculum Planning Hub on SPIRE**, which provides authoritative guidance, exemplars, and resources to support compliant and consistent curriculum planning. Curriculum planning decisions are made collaboratively by teachers and leaders through school-based processes aligned with Brisbane Catholic Education expectations.

In the preparation of curriculum materials, Brisbane Catholic Education encourages the thoughtful and ethical use of digital tools, including generative artificial intelligence applications such as Microsoft Copilot, to support the intellectual preparation and contextualisation of planning for the school and classroom setting. At St Kieran's, these tools may be used to support professional thinking, the refinement of curriculum materials, and responsiveness to student learning needs. Teacher professional judgement remains central to all decisions related to curriculum planning, teaching, assessment, and reporting, ensuring alignment with curriculum requirements, Catholic identity, and Brisbane Catholic Education expectations.

Curriculum Compass:

The Curriculum Compass promotes excellence and equity in learning by providing the guiding framework for consistent curriculum implementation practices and processes across Brisbane Catholic Education schools. Produced annually by Brisbane Catholic Education in June, the Curriculum Compass outlines the most up-to-date requirements for curriculum delivery for the following year.

The Curriculum Compass:

- clearly outlines requirements for planning, teaching, assessment, and reporting
- supports alignment with the regulatory requirements of the Non-State Schools Accreditation Board (NSSAB)
- promotes consistency across Brisbane Catholic Education schools, and
- defines the responsibilities of Brisbane Catholic Education

Minimum requirements for teaching, assessing and reporting on learning areas or subjects from Prep to Year 6.

Prep		
Teach, Assess and Report	Teach	Optional
• Religion (minimum 2.5 hours per week) • English (minimum 7 hours per week) • Mathematics (minimum 5 hours per week) • HPE (minimum 1.5 hours per week)	• Science (minimum 45 minutes per week)* • HASS (minimum 45 minutes per week)* • The Arts (minimum of 2 Arts subjects; minimum 45 minutes per week)*	• Technologies • Languages • The Arts (in addition to the minimum requirements)

Year 1-2	
Teach, Assess and Report	Optional
• Religion (minimum 2.5 hours per week) • English (minimum 7 hours per week) • Mathematics (minimum 5 hours per week) • HPE (minimum 1.5 hours per week)* • Science (minimum 45 minutes per week)* • HASS (minimum 45 minutes per week)* • The Arts (minimum of 2 Arts subjects; minimum 13 hours per year, recommended 29.25 hours per year)** • Technologies (minimum 9.75 hours per year, recommended 19.5 hours per year)**	• Languages • The Arts (in addition to the minimum requirements)

Year 3-4	
Teach, Assess and Report	Optional
• Religion (minimum 2.5 hours per week) • English (minimum 7 hours per week) • Mathematics (minimum 5 hours per week) • Science (minimum 1 hour per week)* • HASS (minimum 1 hour per week)* • HPE (minimum 1.5 hours per week)* • Technologies (minimum 13 hours per year, recommended 29.25 hours per year)** • The Arts (minimum of 2 Arts subjects; minimum 13 hours per year, recommended 29.25 hours per year)**	• Languages • The Arts (in addition to the minimum requirements)

Year 5-6	
Teach, Assess and Report	Optional
• Religion (minimum 2.5 hours per week) • English (minimum 6 hours per week) • Mathematics (minimum 5 hours per week) • Science (minimum 1.5 hours per week)* • HASS (minimum 1.5 hours per week)* • HPE (minimum 1.5 hours per week)* • Technologies (minimum 13 hours per year, recommended 29.25 hours per year)** • The Arts (minimum of 2 Arts subjects; minimum 13 hours per year, recommended 29.25 hours per year)**	• Languages • The Arts (in addition to the minimum requirements)

Planning templates are made available to teachers through the school portal.

Curriculum Delivery: Indicative Time Allowances

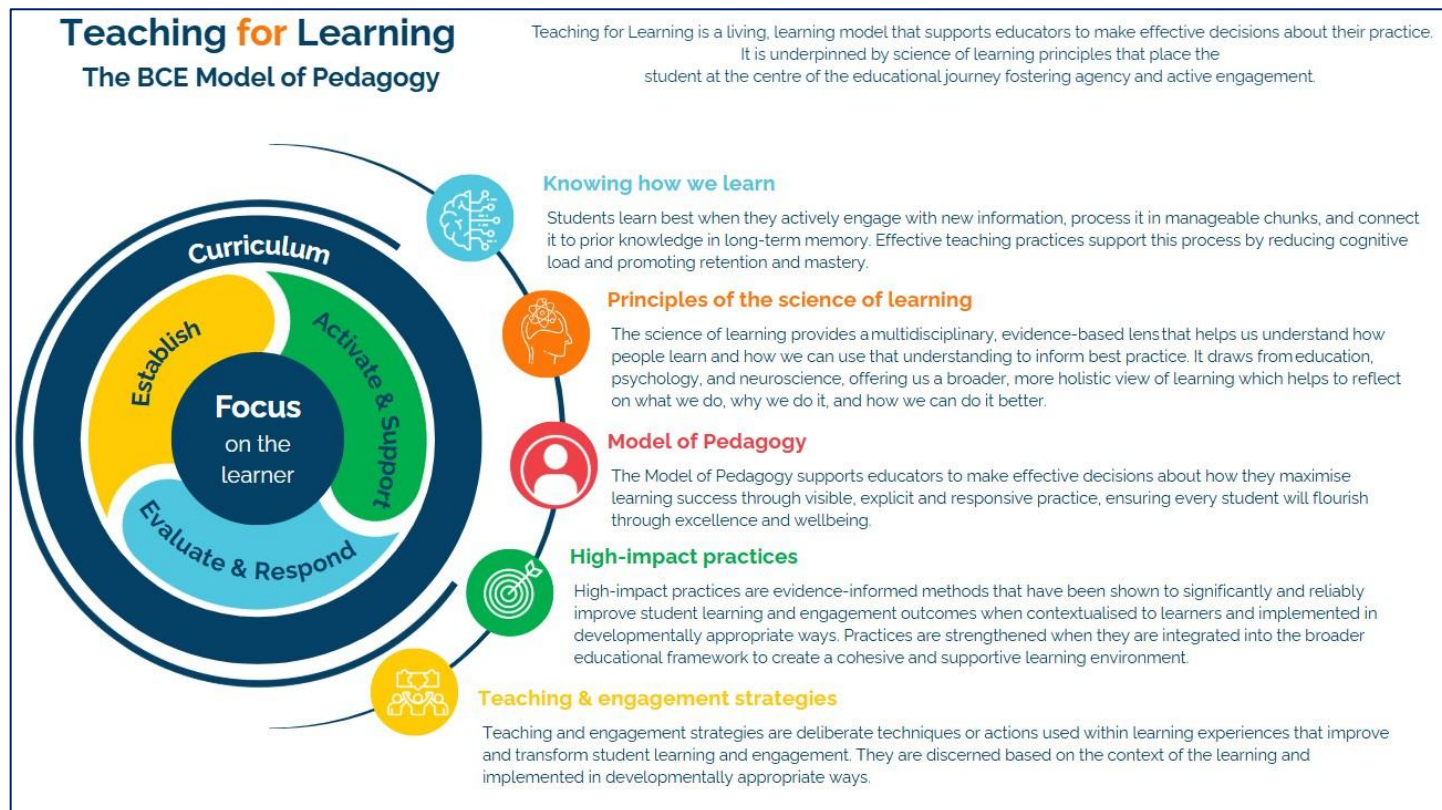
St Kieran's Primary School provides learning from Religious Education (Archdiocese of Brisbane) and the Australian Curriculum in the following areas:

Curriculum Area	Organisation
Religion BCE Religion Curriculum	Planned, taught, and assessed each year across Prep to Year 6 by the classroom teacher
English V9 Australian Curriculum	Planned, taught, and assessed each year across Prep to Year 6 by the classroom teacher
Mathematics V9 Australian Curriculum	Planned, taught, and assessed each year across Prep to Year 6 by the classroom teacher
Science V9 Australian Curriculum	Planned and taught in Prep by the classroom teacher Planned, taught, and assessed each year across Years 1–6 by the classroom teacher
HASS V9 Australian Curriculum	Planned and taught in Prep by the classroom teacher Planned, taught, and assessed each year across Years 1–6 by the classroom teacher
HPE * V9 Australian Curriculum	Planned, taught, and assessed each year across the bands Prep, Years 1–2, Years 3–4, and Years 5–6 Health is planned, taught, and assessed across the year by the classroom teacher. PE (movement) is planned, taught, and assessed throughout the year by a specialist teacher in all year levels. Additional opportunities for PE (movement) are provided throughout the year, including swimming, school sport, intra-school competitions, and regular movement breaks; these opportunities are not formally assessed.
Arts * V9 Australian Curriculum	All Arts subjects are planned, taught, and assessed each year across the bands Years 1–2, Years 3–4, and Years 5–6 All Arts subjects are planned and taught in Prep. Music is delivered by a specialist teacher across Prep to Year 6 in Semester 1. Dance is delivered by a specialist teacher across Prep to Year 6 in Semester 1. Visual Arts is delivered by a specialist teacher across Prep to Year 6 in Semester 2. Media Arts is delivered by a specialist teacher across Prep to Year 6 in Semester 2. Drama is delivered by a specialist teacher across Prep to Year 6 during planning release time throughout the academic year.
Technologies * V9 Australian Curriculum	Technologies is planned, taught, and assessed each year across the bands Years 1–2, Years 3–4, and Years 5–6 Technologies is planned and taught in Prep. Design Technologies and Digital Technologies are delivered by the classroom teacher across the year, with balanced coverage of both subjects.
Languages * V9 Australian Curriculum	Japanese is planned, taught, and assessed each year across the bands Years 1–2, Years 3–4, and Years 5–6 In Prep, Japanese is planned and taught. Japanese is delivered by a specialist teacher across Prep to Year 6.

*Under the guidance of the PLL, teachers meet at the start of each school year to determine the focus of each year levels' planning, teaching and assessing across banded subjects, ensuring full curriculum coverage across the two years.

St Kieran's curriculum organisation reflects ACARA's emphasis on strong foundations in literacy and numeracy through English and Mathematics, embedded across all learning areas and year levels. This priority is evident in year-level timetables. Teachers use the time allocations outlined in Brisbane Catholic Education's Curriculum Compass when developing weekly, monthly, and term timetables. These timetables are published on the school portal.

Teaching for Learning: BCE Model of Pedagogy



St Kieran's Primary School uses the BCE Model of Pedagogy, *Teaching for Learning*:

The BCE Model of Pedagogy is evidence-based and supports teachers to make effective decisions about practice. With the learner at the centre, it draws together understandings of how students learn and key principles from the science of learning. High-impact practices, along with teaching and engagement strategies, guide decision-making that maximises student outcomes.

The model enacts the beliefs and values of the BCE Learning and Teaching Framework and emphasises responsive, targeted teaching practices that make the impact of teaching on each learner's progress visible.

At St Kieran's Primary School, effective teaching practices are enacted through the BCE Model of Pedagogy and evidence-informed approaches. High expectations, deep curriculum and pedagogical knowledge, targeted teaching, and ongoing monitoring are embedded in planning, teaching, assessment, and feedback. These practices are informed by student data and professional dialogue, including moderation processes and whole-school review cycles.

Literacy and Numeracy Model: Growing and Thriving:

Foundational literacy and numeracy are prioritised across all year levels through Brisbane Catholic Education's Growing and Thriving model. Teaching practices are evidence-informed and designed to move learning from surface understanding to deeper knowledge and application.

Differentiation and Equity:

High-quality differentiated teaching is provided for all students. Teaching practices are responsive to:

- student readiness
- students' strengths and interests, and
- student learning progress over time, and
- student learning needs

Students with Disability and NCCD

Through consultation and collaboration, reasonable adjustments are planned, implemented and reviewed in accordance with:

- the **Disability Discrimination Act 1992**
- the **Disability Standards for Education 2005**, and
- the requirements of the Nationally Consistent Collection of Data (NCCD)

Adjustments are documented within curriculum planning and personalised learning plans to support student access and participation on the same basis as their peers.

Multi-Tiered System of Supports (MTSS)

Teaching responses at St Kieran's Primary School are aligned with Brisbane Catholic Education's Levels of Teaching Response within a Multi-Tiered System of Supports, as shown in Figure 1. Effective first teaching provides high-quality, evidence-informed instruction for all students. Ongoing monitoring of student data is used to identify those requiring strategic or intensive teaching responses, with adjustments made to the frequency, intensity, and mode of support to address identified learning needs. Differentiation and enrichment are also prioritised to support students performing above and well above the achievement standard, including opportunities to apply learning in meaningful and extended contexts.

Figure 1. Multi-Tiered Systems of Supports (MTSS) Framework

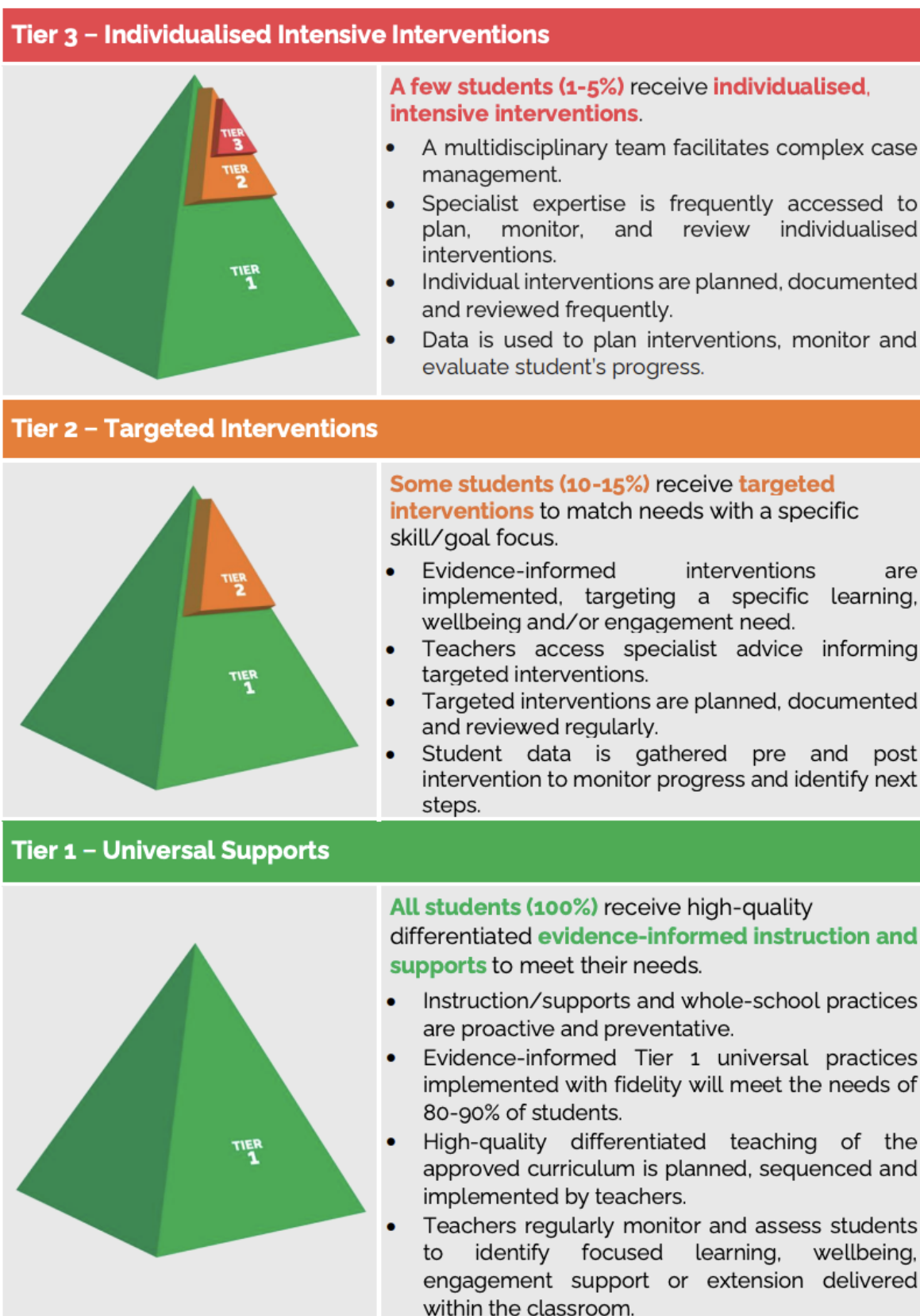


Image 1 – BCE MTSS Tiers of Support

Student Learning and Wellbeing
October 2025

Principles of Assessment:

Assessment practices at St Kieran's Primary School are:

- **valid:** with clear alignment to curriculum and achievement standards
- **accessible:** enabling all students to demonstrate their learning, and
- **reliable:** supporting consistent and defensible judgements

Assessment is used to inform teaching, provide feedback to students, and monitor progress over time.

Formative and Summative Assessment:

Formative assessment is used throughout the learning cycle to inform instructional decision-making and respond to student learning needs. Summative assessment provides evidence of student achievement for reporting purposes and is aligned with the relevant achievement standards.

Teachers plan assessment using a backward design approach, identifying the required evidence of learning at the outset and designing teaching and learning sequences accordingly.

Moderation:

Moderation processes support the consistency, accuracy, and defensibility of teacher judgements against the relevant achievement standards. These processes include:

- whole-school moderation
- the use of QCAA and BCE standard elaborations
- inter-school moderation opportunities, and
- collective analysis of student work samples

Moderation is embedded within planning, teaching, and assessment cycles to support consistent interpretation of achievement standards and evidence-informed judgement. Relevant standard elaborations are located within teaching unit folders to guide marking, and additional moderation guidance is available through the moderation link on the school portal.

Monitoring Tools and Data Use:

The **St Kieran's Primary School Data Plan** outlines Brisbane Catholic Education and school-based monitoring requirements, including the tools used and timelines for data collection. An agile monitoring cadence supports the systematic sequencing, tracking, and review of school performance data to identify trends, monitor progress, and inform areas for improvement.

Monitoring tools inform:

- differentiation and teaching responses
- intervention and enrichment planning, and
- school improvement priorities

The school's **Data Plan** sets out the schedule for data collection, analysis, and communication across each year level and is used to identify, monitor, and respond to student learning needs.

Key Monitoring Tools:

Literacy Monitoring Tools:

Prep to Year 6	DIBELS: Dynamic Indicators of Basic Early Literacy Skills	BOY: Term 1 MOY: Term 2 EOY: Term 4
Prep to Year 6	PAT Spelling Skills	Term 1 & Term 4
Prep	Foundational Literacy Monitoring Tools: Concepts about Print, Phonological Awareness and Oral Language	Termly, until achieved
Year 2 to Year 6	PAT Reading	Term 1 (Linear) & Term 4 Adaptive
Year 3 & Year 5	NAPLAN: Writing; Reading; Grammar & Punctuation and Spelling	Term 1

Numeracy Monitoring Tools:

Year 2 to Year 6	PAT Mathematics	Term 1 (Linear) & Term 4 (Adaptive)
Year 3 & Year 5	NAPLAN: Numeracy	Term 1
Prep to Year 6	Mathematics Monitoring Tools: Trust the Count, Place Value and Multiplicative Thinking	As needed

REPORT: Reporting and Communication

Reporting to Parents and Carers:

Student achievement is reported twice yearly using:

- a five-point scale aligned with achievement standards
- plain English to describe student progress, and
- opportunities for parent-teacher engagement

Reporting is completed through the Brisbane Catholic Education Learning Dashboard in accordance with system requirements and occurs at the end of each semester.

Ongoing Communication:

In addition to formal reporting, parents and carers are engaged through:

- scheduled interviews
- learning portfolios and work samples, and
- ongoing communication regarding student progress and wellbeing

Formal interviews are offered in Term 1 and Term 3, during which parents and carers can view student work samples and evidence of learning. The following samples of work, including task outlines, learning focuses, and marking guides, are made available:

- 2 samples of English
- 2 samples of Mathematics
- 2 samples of Religion, and
- 1 sample from another curriculum area

Information about a child's achievement relative to their peer group (cohort data) is also available on request.

Review and Continuous Improvement

This Curriculum Delivery Plan is reviewed annually by school leadership in consultation with staff. Review processes are informed by:

- student learning data
- moderation outcomes
- BCE updates and system requirements, and
- school improvement priorities

This review process ensures that curriculum delivery remains current, coherent, and responsive to learner needs.

Appendix 1: Key Links and Examples

Focus Area	Description/Purpose	Location (Link or System)
Curriculum Planning:		
Curriculum Compass	Outlines the roles and responsibilities of Brisbane Catholic Education, schools, and teachers in planning, teaching, assessment, and reporting.	Curriculum Compass Document
QCAA: Curriculum Support	Provides planning templates to support compliant unit and curriculum planning aligned with the Australian Curriculum Version 9.	QCAA: Curriculum Support
Curriculum Planning Hub	Provides BCE guidance, exemplars, and resources to support consistent and compliant curriculum planning.	Curriculum Hub: Year 1 English Unit Example
Pedagogy and Teaching:		
BCE Model of Pedagogy	Provides the system model that guides teaching and learning practice.	Model of Pedagogy
Growing & Thriving	Provides the BCE literacy and numeracy model that guides evidence-informed teaching practice.	Growing and Thriving Document
Assessment and Moderation:		
Assessment Task and Marking Guide	Provides task-specific marking guides aligned with achievement standards.	Curriculum Hub: Year 1 English Assessment Example
QCAA: Standards Elaborations	Provides standard elaborations to support teachers in making consistent and comparable judgements on a five-point scale.	QCCA Standard Elaborations: Year 1 English Example
School Moderation Policy	Outlines the school-based moderation process for supporting consistent teacher judgement.	St Kieran's School Moderation Policy
Monitoring and Data:		
School Data Plan	Outlines the schedule and use of monitoring tools to inform teaching and learning at St Kieran's.	St Kieran's School Data Plan
BCE Monitoring Tools Schedule	Outlines the Brisbane Catholic Education system-wide monitoring tools used to support consistent tracking of student progress, including: - Foundation Literacy Monitoring Tools (FLMT) – Prep - ACER PAT Reading and Mathematics; Years 2–6 - DIBELS – Prep to Year 6 - Numeracy Monitoring Tools; Prep to Year 6	BCE Monitoring Tools Schedule 2026
NAPLAN	Outlines the National Assessment Program – Literacy and Numeracy (NAPLAN), an annual assessment administered to students in Years 3, 5, 7 and 9.	NAPLAN Website
Reporting and Communication:		
Learning Dashboard	Provides the BCE platform used to report student achievement, accessed through BCE Connect.	Learning Dashboard on BCE Connect
Report Cards and Parent-Teacher Interviews	Outlines St Kieran's formal communication with parents regarding student progress.	St Kieran's Primary School Website