



St Paul's
WOODRIDGE
Catholic Primary School

*Grow Strong in the Faith,
the Spirit, the Word*

St Paul's Catholic Primary School Whole School Curriculum Overview 2026



PURPOSE OF THE WHOLE SCHOOL CURRICULUM OVERVIEW

The Whole School Curriculum Overview at St Paul's School Woodridge 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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*Information required to meet [curriculum compliance and accreditation](#) obligations.

SCHOOL VISION AND MISSION

The school's vision and mission statement are underpinned by 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

The school vision statement is consistent with the Brisbane Catholic Education vision of a faith-filled learning community creating a better future - calling us to Teach, Challenge and Transform. The school vision forms the basis of the school's education program, and guides education and organisational practices across the school.

School Vision

We are a faith-filled community nurturing confident and creative contributors

School Mission

To empower learners today for a brighter tomorrow

SCHOOL MOTTO

To Grow Strong in the Faith, Spirit and Word

"To Grow Strong in the Faith, Spirit and Word" expresses the heart of St Paul's School Woodridge and captures our commitment to the holistic formation of every learner. The motto reflects our Catholic identity and calls our community to nurture faith in God, strengthen the spirit of each person, and deepen understanding through the Word, so that learning is purposeful, hope-filled and transformative.

Guided by this motto, St Paul's seeks to develop learners who grow academically, spiritually, socially and emotionally. It shapes our approach to teaching and learning by emphasising belonging, dignity and high expectations, and reminds us that education at St Paul's is not only about knowledge and skills, but about forming confident, compassionate and creative contributors who are equipped to serve others and make a positive difference in the world.

EDUCATIONAL PHILOSOPHY AND AIMS

All phases of schooling at St Paul's School Woodridge 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 St Paul's School Woodridge 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 of our Mary MacKillop traditions, in which we value Hope, Compassion, Justice and Integrity 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.

At St Paul's School Woodridge, learning is valued, individual gifts are encouraged, and listening, compassion, peace and acceptance are nurtured within a safe and inclusive environment. Our diversity is acknowledged as a strength that enriches our community, and we are committed to creating a nurturing and supportive school culture where all students feel a strong sense of belonging and are supported to achieve their full potential.

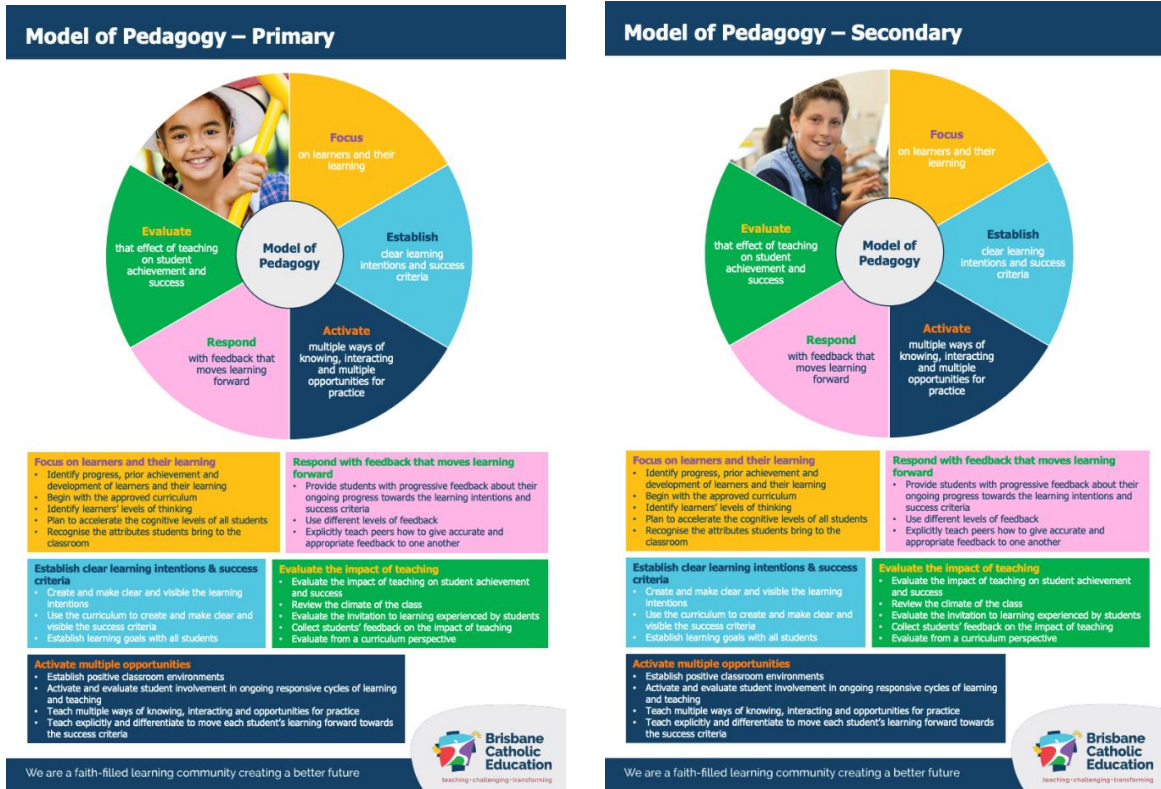
VISION FOR LEARNING

St Paul's School Woodridge's vision for learning provides guidance and direction for all learning across the school community. It clearly articulates the beliefs, values, principles and practices that guide teaching and learning, ensuring clarity and consistency in learning experiences for all students. Our vision for learning is inspired by faith, equity and excellence for all, and by our people, expressed through a nurturing and inclusive community. Learning at St Paul's is future-focused, collaborative and responsive, grounded in evidence-based practices, data-informed decision making and the effective use of emerging technologies to support student growth and achievement.

Our school dispositions reflect the belief that learners are at the centre of our work and that every child is unique, bringing different needs, backgrounds, strengths, perspectives and interests. We value learning environments that are safe, supportive and inclusive, where student wellbeing is prioritised and a strong sense of belonging is fostered. At St Paul's, learning experiences are purposeful, engaging and innovative, and are strengthened through strong partnerships between families, staff and the wider community. High expectations for learning are maintained while recognising and celebrating effort, achievement and excellence in all learners.

APPROACH TO PEDAGOGY

Learning and teaching at St Paul's School Woodridge 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 St Paul's School Woodridge, 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

At St Paul's School Woodridge, pedagogy is underpinned by a strong commitment to creating safe, inclusive and supportive learning environments where all students are known, valued and supported to succeed. Teaching and learning practices are informed by evidence-based approaches and are responsive to student progress, needs and wellbeing. A whole-school focus on oral language as the foundation for learning supports students to build understanding, communicate effectively and engage meaningfully across all curriculum areas.

Pedagogical practices at St Paul's are collaborative, reflective and data-informed. Teachers plan and implement learning experiences that are purposeful, engaging and innovative, using ongoing assessment to monitor progress and inform responsive teaching. Differentiation is embedded across classrooms to ensure equitable access to learning, with appropriate adjustments made so that all students can participate and progress on the same basis as their peers. High expectations for learning are maintained while recognising individual pathways and celebrating effort, achievement and excellence.

Trauma-informed practices are an integral component of the school's pedagogical approach. Staff are mindful of the impact of trauma on learning, behaviour and wellbeing and take deliberate steps to prevent re-traumatisation. Universal, targeted and intensive supports are implemented through a tiered approach, ensuring students receive the right level of support at the right time. Student wellbeing and a strong sense of belonging are prioritised, enabling learners to thrive academically, socially and emotionally.

Teaching and learning at St Paul's is strengthened through collaborative professional practices, including planning, learning walks and talks, review and response meetings, and targeted professional learning. Strong partnerships with families and the wider community further support a coherent, whole-school approach to pedagogy that reflects the school's Catholic identity and commitment to nurturing confident and creative contributors.

COLLABORATIVE PRACTICES

Collaborative practice is a key feature of teaching and learning at St Paul's School Woodridge. Staff work together in purposeful and structured ways to plan, review and refine teaching and learning, ensuring consistent, high-quality practice across the school. Collaboration is embedded through whole-school, year-level and specialist planning processes, with teachers working collegially to design coherent learning experiences aligned to curriculum expectations and responsive to student needs.

Professional collaboration is strengthened through regular opportunities for shared reflection and review, including planning days, curriculum meetings, review and response meetings, and learning walks and talks. These processes support teachers to analyse student data, moderate judgements, discuss the impact of teaching strategies and identify targeted responses to improve student learning and wellbeing. Collaboration between classroom teachers, specialist teachers

and support staff ensures that differentiation and reasonable adjustments are planned and implemented effectively for all learners.

Collaboration at St Paul's extends beyond the classroom to include strong partnerships between staff, leadership, families and the wider community. Families are recognised as key partners in learning, and opportunities are provided for meaningful engagement and communication. A team-based approach, supported through ongoing professional learning, coaching and mentoring, builds collective responsibility for student success and fosters a shared commitment to continuous improvement within a nurturing, faith-filled community.

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.

St Paul's School Woodridge 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 by the classroom teacher Physical Education – taught each year across P-6 by a specialist teacher
The Arts	Music, Drama, Media Arts, Visual Arts and Dance – taught each year across P-6 by a specialist teacher
Technologies	Digital Technologies and Design & Technologies are taught in each band P, 1-2, 3-4, 5-6 by the classroom teacher

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 St Paul's School Woodridge, specialist teachers in the areas of The Arts, Physical Education and Library 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.

Learning Area	P-2	3-4	5-6
Religious Education	2.5 hours	2.5 hours	2.5 hours
English	7 hours	7 hours	6 hours
Mathematics	5 hours	5 hours	5 hours
Science*	45 mins	1 hour	1.5 hours
HASS*	45 mins	1 hour	1.5 hours
The Arts	1 hours	1 hours	1 hours
Health and PE	1.5 hours	1.5 hours	1.5 hours
Technologies: Design and Digital**	0.5 hours	1 hours	1.25 hours

Term1:
Arts Hour: an additional 5 hours allocated to either dance or visual arts.

Note:
* May be taught as an integrated learning area with English
** May be taught as an integrated learning area with Science or HASS

[St Paul's Timetables](#)

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 monitors 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 St Paul's School Woodridge. It informs teachers about the impact of their teaching and allows students to demonstrate the extent of their knowledge, understanding and skills. St Paul's School Woodridge 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 St Paul's School Woodridge 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 each term within year levels and across year levels. Staff also engage in moderation discussions informally throughout a cycle of learning to maintain consistency of teacher and student expectations.

Moderation is embedded within existing collaborative structures, including planning days, professional learning team meetings and scheduled moderation sessions, and is further strengthened through ongoing informal discussions during cycles of learning. Teachers also engage in moderation through review and response meetings, where student data and work samples are analysed to inform teaching decisions and next steps for learning.

Consistency of judgement is further supported through reference to the Australian Curriculum achievement standards and QCAA standard elaborations, ensuring shared language and clarity about expectations for student learning. Evidence of moderation practice at St Paul's is reflected in planning documents, assessment tasks, moderated work samples and professional dialogue observed during learning walks and talks.

Reporting

At St Paul's School Woodridge, 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 at St Paul's is based on a body of evidence collected over time and reflects consistent and comparable judgements aligned to the Australian Curriculum achievement standards. Parents and guardians are provided with opportunities at least twice each year to meet with their child's teacher through Celebration of learning afternoons in the classroom and a scheduled parent-teacher meeting to discuss achievement, progress and next steps for learning. To support effective communication within our diverse community, bilingual support is provided where required, enabling families to engage meaningfully in reporting conversations and school-home partnerships.

Monitoring and evaluation/data

At St Paul's School Woodridge, 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

At St Paul's School Woodridge, data collection, analysis and evaluation are guided by a comprehensive whole-school data plan that supports improved student engagement, progress, achievement and wellbeing. A range of data sources is used to inform learning and teaching, with data analysed at the school, cohort, class and individual student levels to ensure responsive and targeted teaching practices.

Monitoring data is used consistently to inform planning and teaching decisions through structured processes such as Review and Response meetings, data wall conversations and cohort review meetings. These processes support teachers and leaders to analyse patterns and trends, identify strengths and areas for improvement, and implement targeted responses that positively impact student learning outcomes. A suite of Brisbane Catholic Education monitoring tools is implemented in alignment with system requirements to ensure effective and equitable teaching responses.

The school recognises the diverse learning needs of students, including EAL/D learners, and uses appropriate monitoring tools such as EAL/D Learning Progressions to track progress and inform teaching. Data is used formatively and summatively to evaluate the impact of teaching strategies, guide differentiation and reasonable adjustments, and support continuous improvement in learning, wellbeing and engagement across the school community.

Differentiation

At St Paul's School Woodridge 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 St Paul's School Woodridge 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 St Paul’s School Woodridge, 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 St Paul’s School Woodridge.

At St Paul’s School Woodridge, the Levels of Teaching Response Framework is enacted through a **Multi-Tiered System of Supports (MTSS)** that integrates data, instruction and wellbeing to maximise the progress and achievement of all students. The framework responds to students across all aspects of learning and ensures that support is provided at the appropriate level, based on evidence of need. Effective first teaching forms the foundation of all responses, with additional layers of support implemented only when required.

Tier 1 focuses on high-quality, evidence-informed classroom teaching for all students. This includes explicit teaching, differentiation, reasonable adjustments and ongoing monitoring of student progress. Classroom teachers respond to student needs primarily through in-class support and targeted teaching, with short-term evaluation of the impact of strategies used.

Tier 2 involves strategic and targeted teaching responses informed by data and collaborative professional conversations. Teachers access specialist expertise within and beyond the school to plan, monitor and review targeted interventions. Instruction is planned and delivered to address identified learning needs, with progress closely monitored to determine effectiveness.

Tier 3 provides intensive, individualised teaching for students with complex or ongoing needs. This level involves regular collaboration with specialist staff and may include personalised learning plans, individual curriculum plans or behaviour support plans. Teaching responses are documented, monitored and reviewed frequently to ensure support is responsive and effective.

The Levels of Teaching Response Framework at St Paul's relies on shared decision-making, strong leadership, collaborative practices and effective use of student data. Processes such as Review and Response meetings, Student Support Team meetings and ongoing monitoring ensure that teaching responses are timely, targeted and aligned to student need, supporting continuous improvement in learning, engagement and wellbeing.

ADDITIONAL WHOLE SCHOOL PROCESSES/PRACTICES

St Paul's School Woodridge has established a range of coherent whole-school processes that support consistent, high-quality teaching, learning and wellbeing outcomes. These processes promote shared understanding, collective responsibility and continuous improvement across the school community.

Whole-school planning, monitoring and review are supported through collaborative structures including term planning days, year-level and specialist planning, curriculum meetings, moderation, and review and response processes. These practices enable staff to analyse student data, plan targeted teaching responses and evaluate the impact of teaching and learning strategies over time.

Teaching practice and student progress are further strengthened through learning walks and talks, data wall conversations and cohort review meetings, which support professional dialogue, consistency of expectations and timely responses to student learning and wellbeing needs. Student Support Team and PB4L processes provide coordinated, tiered support for students, while Community Hub practices strengthen engagement with families and external partners.

Professional growth and collective capacity are supported through instructional coaching, professional goal setting, early career teacher induction and ongoing professional learning. Together, these whole-school processes ensure a coordinated, data-informed and collaborative approach that aligns with the school's Catholic identity and commitment to improving student engagement, progress, achievement and wellbeing.

