

Vision for Learning



SAINT HELENA'S
CATHOLIC PRIMARY SCHOOL

Something Beautiful for God



SCHOOL MISSION STATEMENT

As a community united in faith and trust, St Helena's Catholic Primary School seeks to provide a nurturing and diverse learning environment where all are inspired to live the ideal of doing *Something Beautiful for God*.

VISION FOR LEARNING

In a world envisaged by Jesus, we are active and engaged learners working together in a safe and respectful environment.

PREAMBLE

Throughout 2021, staff worked together to articulate a shared Vision for Learning (V4L) for all children and adults at St Helena's Catholic Primary School.

Our V4L places students at the centre and articulates our aspirations and beliefs about learning and teaching. It outlines our desire for all to achieve and grow as they are supported to create their own pathway to lifelong learning. Our learners will be empowered to take ownership of their learning as they collaborate, innovate, create, appreciate and act as critical thinkers within a Catholic world view.

Our V4L affirms the central role of teachers to use expert knowledge, skills and dispositions to develop engaging and challenging learning programs and create the optimal conditions for student learning. It recognises parents and caregivers as the child's first and most influential educators. Our families are welcomed, respected and actively encouraged to work in partnership with our St Helena's staff. This partnership is based on an understanding of expectations, values and attitudes which build on the strengths of each other's knowledge.

Our hope is that the St Helena's V4L finds resonance with our whole community and that we share the aspirations and beliefs it encapsulates. May our shared Vision for Learning drive us forward as we continue to build St Helena's to be a Catholic school of the highest caliber.

PILLARS

Pillar One: Christ Centred

At St Helena's, we value the visible expression of our Catholic Identity and actively give witness to the values of the Gospel.

We value Religious Education as the first learning area and commit to providing every student with high quality Religious Education.

We promote Catholic Identity through physical and visible signs of Catholic culture with appropriate images, symbols, icons and objects of traditional devotion.

We form people to be good citizens of the world, loving God and neighbour through the daily living of the Gospel.

We provide activities of catechesis that lead all to know, experience and spend time with Jesus.

We offer experiences of Christian service for all to give active witness to the school's motto of *'Something Beautiful for God'*.



PILLARS

Pillar Two: Collaboration

At St Helena's, we value staff, students, parents, caregivers, parish and the wider community working together to support each person to become who God intended them to be.

We commit to developing a unified school community.

We partner with and support parents and caregivers as the first educators of their children.

We ensure that all aspects of school life reflect the Catholic social teaching principles of subsidiarity, co-responsibility, common good, participation and equity.

We partner with our parish and priest to authentically reflect an active and engaged faith community.

We encourage learners to work interdependently and cooperatively to harness individual strengths and achieve desired outcomes.

We strive to build environments of trust and reciprocity for the improvement of students, staff and the wider school community.



PILLARS

Pillar Three: Voice and Engagement

At St Helena's, we value evidence-based teaching and learning practices that are respectful and responsive to the diverse needs of all learners in an ever-changing world.

We provide staff with opportunities to witness their faith and engage with faith formation, professional learning and development.

We seek to empower each student to achieve their God-given potential through the provision of quality learning experiences.

We utilise a wide instructional range that reflects evidence-based pedagogies to engage, challenge and progress student learning.

We ensure all aspects of the learning environment scaffold and accelerate each student's learning.

We use assessment as an integral part of teaching and learning to enhance student achievement.

We encourage and enable all to be actively engaged in decisions that promote independence and self-regulated learning.

We seek to be an inclusive community that welcomes and supports those with diverse learning and social needs.



PILLARS

Pillar Four: Safety and Respect

At St Helena's, we value each individual and act with concern for the physical, emotional and spiritual well-being of all members of our community.

We respect the dignity of each person in our school community through inclusive practices that embed a genuine culture of diversity.

We commit ourselves to holistic decision-making practices that are transparent and evidence-based.

We foster Christ-like, healthy and respectful relationships between all members of our community that inspire us to live out our school motto, *'Something Beautiful for God'*.

We empower all members of our school community to proactively manifest the school values of respect, equality, community and care for the Earth.

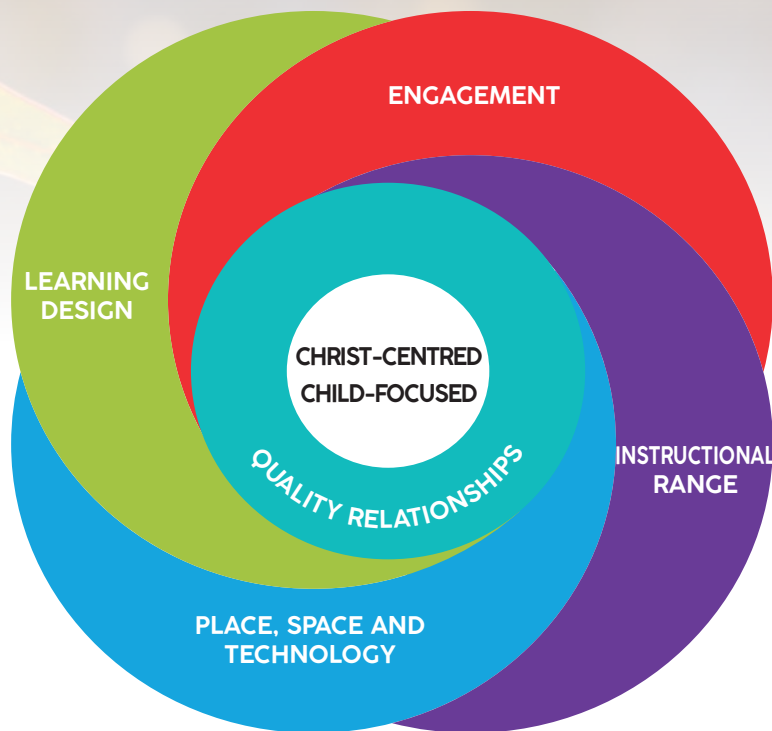
We are driven by the pastoral needs of our school community, and we prioritise the safety of all through promoting spiritual, physical and mental well-being.

We require all members of our school community to adhere to the St Helena's Code of Conduct.



FIVE TEACHER PRACTICES

This Vision for Learning articulates Five Teacher Practices, which provide teachers with an understanding of pedagogical practices that enhance learning. These practices support teachers in their own learning and development and enable them to develop their professional judgement in discerning how and when to apply specific practices.



QUALITY RELATIONSHIPS

Quality relationships is the practice of modelling Christ-like relationships between students and teachers, enabling all to grow in the image of God.

LEARNING DESIGN

Learning design is the practice of creating and enabling learning experiences for each student to achieve their true potential.

ENGAGEMENT

Engagement is the practice of attracting and holding the attention, curiosity, interest, optimism and passion of each student in the learning process and for their development as a whole person.

INSTRUCTIONAL RANGE

Instructional range is the practice of being agile and responsive to the needs of each student, employing a wide range of effective strategies to optimise learning.

PLACE, SPACE AND TECHNOLOGY

Place, space and technology is the practice of using all aspects of the learning environment to scaffold and accelerate learning for each student.

TEACHING PEDAGOGY

St Helena's teachers are committed to using evidence-based pedagogies to support teaching and learning in the classroom. We choose pedagogies that require the explicit teaching of skills and content, with opportunities for students to use learned skills and content in real-world situations. Upon entering a classroom, the following strategies would be seen during the teaching and learning process:

- ❖ **Using Learning Intentions and Success Criteria**
- ❖ **Mixture of whole class/small group/individual groupings depending on skills/knowledge being taught or investigated**
- ❖ **Questioning - teaching children how to question, using questioning wherever possible, encouraging questioning from students, questioning to solve problems (problem solving)**
- ❖ **Warm-ups that activate prior knowledge and allow practice of learned skills and knowledge on a regular basis**
- ❖ **Gradual release model (I do, we do, you do), scaffolding the learning as required**
- ❖ **Teaching skills sequentially (from PP to 6), particularly inquiry skills - researching & questioning, analysing and interpreting information, evaluating and drawing conclusions, communicating findings, and reflecting**
- ❖ **Hands-on learning/immersion - play based learning, manipulatives, rich tasks to 'show' what has been taught, mini-inquiries to investigate, outside play/learning, incursions/ excursions, games, use of technology**
- ❖ **Incorporating student voice into learning & assessment - shared responsibility for creating assessments, projects/inquiries**
- ❖ **Integration of the curriculum to allow students to 'dive' deeper into learning around a topic or focus (cross curricular focus)**
- ❖ **Differentiation of skill and content being presented within each classroom**

