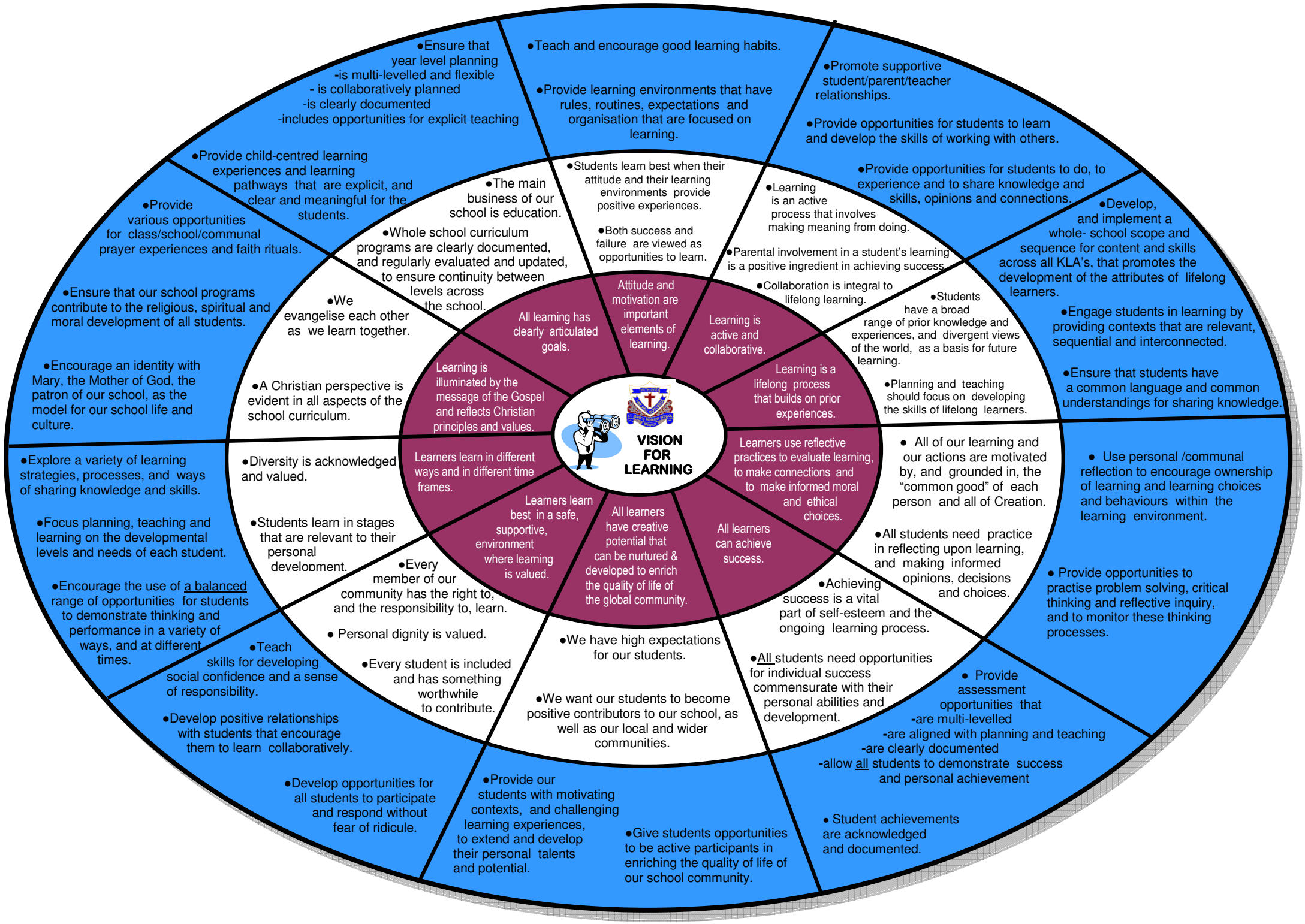
VISION FOR LEARNING
All learning has clearly articulated goals.
Attitude and motivation are important elements of learning.
Learning is active and collaborative.
Learning is a lifelong process that builds on prior experiences.
Learners use reflective practices to evaluate learning, to make connections and to make informed moral and ethical choices.
All learners can achieve success.
All learners have creative potential that can be nurtured & developed to enrich the quality of life of the global community.
Learners learn best in a safe, supportive, environment where learning is valued.
Learners learn in different ways and in different time frames.
Learning is illuminated by the message of the Gospel and reflects Christian principles and values.
•Ensure that year level planning
-is multi-levelled and flexible
- is collaboratively planned
-is clearly documented
-includes opportunities for explicit teaching
•Teach and encourage good learning habits.
•Provide learning environments that have rules, routines, expectations and organisation that are focused on learning.
•Promote supportive student/parent/teacher relationships.
•Provide opportunities for students to learn and develop the skills of working with others.
•Provide opportunities for students to do, to experience and to share knowledge and skills, opinions and connections.
•Develop, and implement a whole- school scope and sequence for content and skills across all KLA's, that promotes the development of the attributes of lifelong learners.
•Engage students in learning by providing contexts that are relevant, sequential and interconnected.
•Ensure that students have a common language and common understandings for sharing knowledge.
• Use personal /communal reflection to encourage ownership of learning and learning choices and behaviours within the learning environment.
• Provide opportunities to practise problem solving, critical thinking and reflective inquiry, and to monitor these thinking processes.
• Provide assessment opportunities that
-are multi-levelled
-are aligned with planning and teaching
-are clearly documented
-allow all students to demonstrate success and personal achievement
• Student achievements are acknowledged and documented.
•Give students opportunities to be active participants in enriching the quality of life of our school community.
•Provide our students with motivating contexts, and challenging learning experiences, to extend and develop their personal talents and potential.
•Develop opportunities for all students to participate and respond without fear of ridicule.
•Develop positive relationships with students that encourage them to learn collaboratively.
•Teach skills for developing social confidence and a sense of responsibility.
•Encourage the use of a balanced range of opportunities for students to demonstrate thinking and performance in a variety of ways, and at different times.
•Focus planning, teaching and learning on the developmental levels and needs of each student.
•Explore a variety of learning strategies, processes, and ways of sharing knowledge and skills.
•Encourage an identity with Mary, the Mother of God, the patron of our school, as the model for our school life and culture.
•Ensure that our school programs contribute to the religious, spiritual and moral development of all students.
•Provide various opportunities for class/school/communal prayer experiences and faith rituals.
•Provide child-centred learning experiences and learning pathways that are explicit, and clear and meaningful for the students.
•The main business of our school is education.
•Whole school curriculum programs are clearly documented, and regularly evaluated and updated, to ensure continuity between levels across the school.
•We evangelise each other as we learn together.
•A Christian perspective is evident in all aspects of the school curriculum.
•Diversity is acknowledged and valued.
•Students learn in stages that are relevant to their personal development.
•Every member of our community has the right to, and the responsibility to, learn.
• Personal dignity is valued.
•Every student is included and has something worthwhile to contribute.
•We have high expectations for our students.
•We want our students to become positive contributors to our school, as well as our local and wider communities.
•Students learn best when their attitude and their learning environments provide positive experiences.
•Both success and failure are viewed as opportunities to learn.
•Learning is an active process that involves making meaning from doing.
•Parental involvement in a student's learning is a positive ingredient in achieving success.
•Collaboration is integral to lifelong learning.
•Students have a broad range of prior knowledge and experiences, and divergent views of the world, as a basis for future learning.
•Planning and teaching should focus on developing the skills of lifelong learners.
• All of our learning and our actions are motivated by, and grounded in, the "common good" of each person and all of Creation.
•All students need practice in reflecting upon learning, and making informed opinions, decisions and choices.
•Achieving success is a vital part of self-esteem and the ongoing learning process.
•All students need opportunities for individual success commensurate with their personal abilities and development.