



Good Shepherd
Catholic Primary
School

Education
Program



Good Shepherd Catholic Primary School, Springfield Lakes Education Program

Good Shepherd Catholic Primary School is committed to planning and providing a high quality, 21st century Catholic education; an education focused on the development of the human person created whole in the image and likeness of God, bringing faith, life and culture into our school life. Our dedicated and professional staff deliver personalised and authentic learning opportunities for all students. Good Shepherd staff want every child to achieve a high standard of learning and be given the opportunity to celebrate their success and talents.



Our learning and teaching reflects the global, national and local contexts as we work together to achieve our philosophy for learning. Good Shepherd's induction program in November 2012 with new staff focused on teaching and learning that is informed and guided by the following:

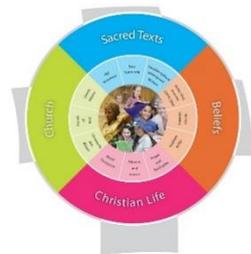


Good Shepherd Catholic School Induction Framework



Brisbane Catholic Education Learning and Teaching Framework

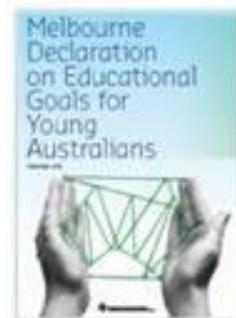
Brisbane Catholic Education Religious Education



Brisbane Catholic Education Religious Life of the School.



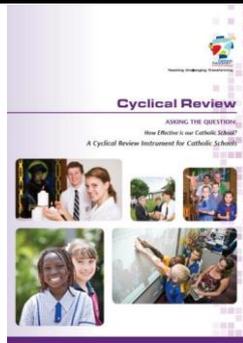
Australian Curriculum



Melbourne Declaration on Educational Goals for Young Australians



Brisbane Catholic Education Strategic Renewal Framework

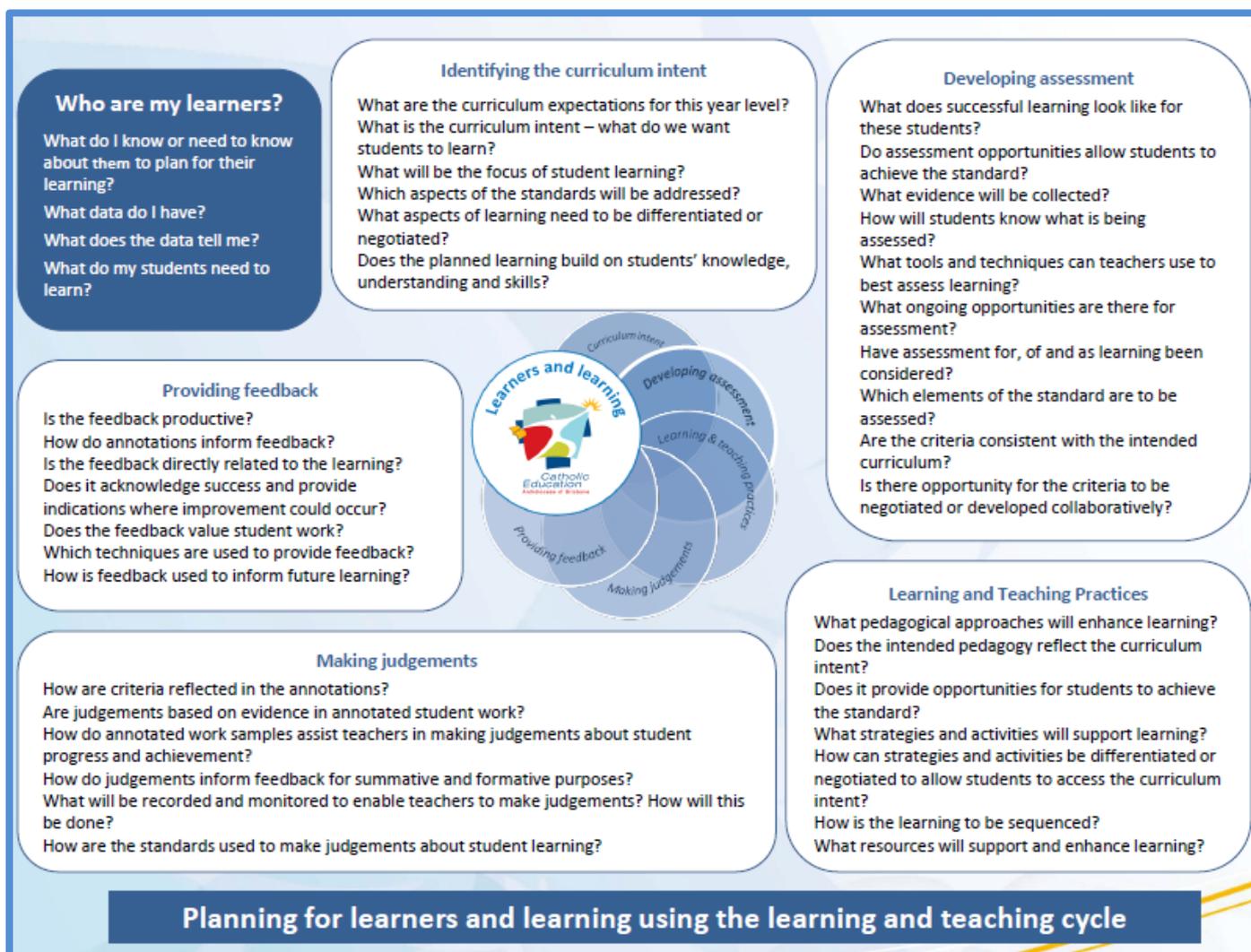


Brisbane Catholic Education Cyclical Review



Brisbane Catholic Education Leadership Framework

At Good Shepherd the teachers *bank* their noncontact time in order to spend quality time together, planning collaboratively, with their *peer teachers*, *Curriculum Support Teacher* and *BCE Curriculum Consultant* using the **Learning and Teaching Cycle** to create unique, meaningful and challenging learning for our learners.



Expectations of Whole School Planning

Good Shepherd's curriculum outlines how it provides "the entitlement of each student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community." (*Shape of the Australian Curriculum, v3.0*)

Teachers will plan, teach, assess and report using the Australian Curriculum for: -

- English, Maths, Science and History, Geography.
- The Arts (Dance, Drama, Music, Media & Visual Arts)
- Health & Physical Education
- Technology
- Information Communication & Technologies

Furthermore, Good Shepherd is providing professional development for teachers in *Visible Learning*, *Design Thinking*, *Reading to Learn*, *Phonics*, *Daily 3* and *Daily 5*. *Design Thinking*, the immersion, synthesis, ideation and prototyping process of creative thinking is about solving real problems. The type that affect real

people's lives. *Reading to Learn* is one of the world's most powerful literacy programs. It is designed to enable all learners at all levels of education to read and write successfully, at levels appropriate to their age, year level and area of study. The *Reading to Learn* strategies have been independently evaluated to consistently accelerate the learning of all students at twice to more than four times expected rates, across all schools and classes, and among students from all backgrounds and ability ranges.

Students and Community

The school's curriculum is responsive to the needs and aspirations of the students and community and provides viable pathways and transitions for all students. Whole school curriculum planning identifies and articulates:

- Who our students and community are and how these influence and inform the development of the school's curriculum;
- Beliefs and values of our [Learning and Teaching Framework](#) and how these are enacted within our school curriculum.

Quality Teaching

The school's curriculum outlines whole school approaches to align learning and teaching across the curriculum; these approaches are developed, communicated, professionally supported and reviewed. Whole school curriculum planning identifies and articulates:

- Whole school pedagogies that ensure continuity of learning for all students across the curriculum and within learning areas;
- The school's principles and guidelines for effective assessment practices within and across learning areas;
- Use of Data Walls;
- Processes to ensure consistency of teachers' judgements about student achievement within and beyond the school;
- Processes for reporting student progress, achievement and development to students, parents, caregivers and the community.

Monitoring and Evaluation

The school's curriculum outlines whole school planning for all students that is informed by student data and monitors student achievement and development to ensure high expectations for all students. Whole school curriculum planning identifies and articulates:

- Processes for how the school monitors, reflects on and evaluates student achievement and development;
- How this data informs decision making for whole school, year level, class and individual planning;
- Promoting Professional Learning: Using the Inquiry and Knowledge Building Cycle;
- Using assessment data for improving teacher practice;
- Using student assessment for professional learning: Focussing on students' outcomes to identify teachers' needs;
- Using student assessment for teacher professional learning;
- Elements of whole school planning;
- From Values & Beliefs to Principles and Practice;
- Aligning beliefs & values with current practices.

Curriculum Structure and Organisation

The school's curriculum is organised in ways that reflect opportunity, inclusivity and flexibility for all students. Whole school curriculum planning identifies and articulates:

- The timeline for the introduction of Australian curriculum areas into the existing school curriculum;
- How entitlement to learning is ensured and how flexibility in offerings meet the needs and aspirations of the community;
- How the school's curriculum is organised and structured to enable the best outcomes for all students;
- The principles that guide the development of curriculum, courses, subjects and plans within and across learning areas.



Educational Context

Goals for Schooling

The overarching goal for learning in Brisbane Catholic Education schools is to empower learners of all ages to shape and enrich our changing world, by living the Gospel of Jesus Christ. All phases of schooling are informed through Brisbane Catholic Education's Learning Framework; Strategic Renewal Framework; Religion Curriculum; Queensland Studies Authority publications; the Australian Curriculum and government regulatory compliance requirements.

The Religion Curriculum P-12 and materials are the source for all planning of Religious Education in Brisbane Catholic Education Schools.

The Australian Curriculum will be the source of all curriculum planning, assessment and reporting for all Learning Areas covered by the Australian Curriculum. Key Learning Areas not covered by the Australian Curriculum will be sourced from the relevant state statutory body.

[The Melbourne Declaration of Educational Goals for Young Australians](#) identifies the important role education plays in building a democratic, equitable and just society.

Learning and Teaching Within the School Community

Learning in Brisbane Catholic Education schools is underpinned by the beliefs that all learners require:

- Multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact their learning; such learning opportunities will occur in individual, small group and whole group contexts;
- Encouragement to learn both independently and collaboratively;
- Challenges to build upon current knowledge and understandings in order to create new knowledge – be co-creators of learning through supported, structured inquiry;
- Opportunities for learning which encompass the diverse aspects of all life experience;
- Classroom and school environments which are intellectually, socially and physically conducive to learning;
- Ready access to and use of appropriate technologies and resources to create, collaborate and communicate learning;
- Personalised learning;
- Essential skills in literacy, numeracy and ICT;
- Ability to solve real world problems in ways which draw upon a range of learning areas and disciplines.

Learning and teaching in the Springfield Lakes community, embraces the spirit of The Good Shepherd as expressed through the vision and mission statement, and engages the aspirations of the residential community in which the school is situated.

Vision for Learning and Teaching

Today's world can only be described as fast and with constant change, marked by rapid developments in science and technology, and where human activity and intervention are affecting our environment. Our society is characterised by global interdependency and population diversity and mobility, and we increasingly are confronted by complex social and environmental issues we cannot avoid. As communities become multicultural and multi-religious, a greater understanding of, and respect for diverse ways of living is required. The rate of technological and social change requires new ways of learning that equip students to be lifelong learners and persons better adapted to the challenges of a rapidly changing world. Good Shepherd will be equipping the students with these changes in learning.

Phases of Learning

The school has two phases of learning, Early and Middle Years defined through developmental stages, curriculum selection and pedagogical strategies and then recognised through facility access and uniform change.



Learning and Teaching Profile

Approaches to Contemporary Learning and Teaching

The curriculum in the Catholic school expresses the educative vision of the school community and an authentic understanding of Christ and his teaching. Within secular educational and social contexts, the Catholic school seeks to bring into harmony, faith, culture and life. The curriculum of the Catholic school is designed to demonstrate the value it holds for the dignity of the human person, a preferred culture of community and its commitment to social justice and service for the common good.

At Good Shepherd Catholic Primary School, the student is at the centre of all curriculum arrangements and interactions within the learning community. The school will offer the Australian curriculum, underpinned by high expectations of achievement, to which all students are entitled, realised through the transformative pedagogies of teachers. The curriculum will combine with the Catholic values and a transformative view of learning and teaching. Experiences are designed to help students develop their knowledge, skills and understandings in all domains of learning.

Early Years Learning

Wink, J. (2008, cited in QCEC Curriculum Policy) defines pedagogy as “the reciprocal, iterative and dynamic process between teaching and learning. It is what goes on every day in great classrooms”. Teachers in the Early Years achieve effective pedagogy by building partnerships to focus on the *Eight Principles of Early Years Learning* within the five contexts for learning as identified in the QSA’s Early Years Guidelines.

Principles of Early Years Learning

1. Children are capable and confident and have been learning since birth.
2. Children build deep understandings when they learn through all senses and are offered choice in their learning experiences.
3. Children learn best through interactions, active exploration and experimentation, and by representing their learning through a variety of modes.
4. Children’s positive dispositions to learning, and to themselves as learners, are essential for success in school and beyond.
5. Children learn best in environments where there are supportive relationships among all partners in the learning community.
6. Early childhood programs are most effective when they recognise, value and build upon the cultural and social experiences of children.
7. Building continuity of learning as children move to and through school provides foundations for their future success.
8. Assessment for young children is an integral part of learning-teaching process and is not a separate activity.

Contexts for Learning in the Early Years

1. Play
2. Real life situations
3. Investigations
4. Routines and transitions
5. Focussed learning and teaching



Early Years Pedagogy (Prep to Year 2)

- Enable children to use their skills and understandings as capable learners;
- Enable children to have ownership of learning (locus of control/agency);
- Provide opportunities for choice, play-based learning;
- Provide opportunities for learning associated with the factors for success in schooling; these factors are identified as social and emotional competence, health and wellbeing, language;
- Development and communication, cognitive development and approach to learning.

Teachers need to advocate for the various types of play by providing opportunities for families and colleagues to dialogue and make connections between their priorities, understandings and values and the explicit learning that occurs when play is skilfully and deliberately scaffolded.

Middle Years Learning (Years 3 to 6)

The child at this stage of development is undergoing a period of transition. They seek greater independence as they try to 'branch out' yet require structure and modelling and set expectations to achieve this over time.

Through this transition the movement from concrete to abstract thinking and change in friendship concepts and relationships marks a formative time.

Principles for Middle Years Learning (The Years 3 - 6 Child)

- Children are curious, enthusiastic, easily motivated and distracted, want to please, are reward driven and excited about learning new things and learning how "I" learn;
- Children discover and define friendship groups more amid a less tactful disposition but some thrive on individual responsibility.

Pedagogy of Middle Years

The pedagogy that best supports these children's learning:

- Matures as the students require less scaffolding, modelling, immersing and guiding and achieve greater independence in their learning;
- Needs to match developmental age of child as they move from learning explicit skills about co-operation with others to learning how to adjust in a pre-adolescent environment;
- Requires adaptability in spaces which pre-determine the scope of many activities i.e. limited available spaces forces more fixed place / desk learning modes while greater space allows for increased flexibility, variation in learning modes and increase in practical application of learning through the use of a combination of such areas as desk, floor, wet areas and outdoor areas;
- Requires a different approach according to the various learning areas and consequently different forms of classroom physical layouts to facilitate groups, individual and whole class work as well as explicit teaching spaces structured around tasks;
- Requires the teacher's ability to negotiate tasks and be flexible – different for different students (suit individual expression).

Class Groupings

Students in Prep to Year 6 are grouped in Pastoral Care Class Groupings as follows:

Prep Groups	Assisi Exploring Place
Year 1	MacKillop Discovery Place
Year 2	Nagle Creating Place
Years 3 – 6	Ignatius Designing Place

Our Pastoral Care groups support an environment where each student is well known and valued as an individual and all members of our Prep to Year 6 community are respected.

As a result, the students in Pastoral Care groups:

- Are valued for who they are, rather than for what they do;
- Are supported to develop resilience and deal with the challenges of everyday life in a realistic and constructive way;
- Are nurtured to develop an optimistic, positive outlook on the world, and to have a sense of wellbeing;
- Are encouraged to place realistic expectations on themselves;
- Learn about and appreciate their intellectual, emotional and social growth.

Our Pastoral Care teachers are responsible for the students, for the purpose of Pastoral Care and the Learning and Teaching across the Curriculum as well as the formation of personalised learning groups across groupings throughout the day/week.

Policy Completed	Policy Implemented	Policy Reviewed	Policy Reviewed By	Policy Review
2012	2013	Term 3, 2016	Judith A. Seery	Term 1, 2017
		Term 1, 2018	Judith A. Seery	Term 1, 2019