



Good Shepherd Catholic Primary School School Philosophy and Aims



School Philosophy and Aims

*I came that they may have life and have it abundantly.
(John 10:10)*

Catholic schools have been a major component of Australian education for over 200 years. During this time, adaptation has occurred in the changing circumstances and changing times. In recent decades, as both the Church and Australian society have changed, Catholic schools have continued to develop and to grow in quality and public esteem.

Compared to previous generations, today's Australian Catholic schools are relatively well equipped and staffed by well-qualified, committed teachers. Parents, students and staff of Catholic school strive to be Christ-centred communities which witness to the Faith. Like all Australian schools, Catholic schools are accountable to governments and their local communities for meeting all the teaching and learning requirements of the state. They also have distinctive goals and features which derive from a core of philosophical and theological truths which are central to their character and mission. They are highly regarded by the Australian community.

Catholic schools will strive to continue to meet the needs of the Australian people as they begin to confront the major national challenges such as Reconciliation and the demand for greater social equity. It is therefore timely to take stock of Catholic schools in Australia and the ways in which they are still relevant to meeting the needs of students and parents, the Catholic community and Australian society. To do so is to take up such major challenges as that recently issued by the Vatican Congregation for Catholic Education in its document *The Catholic School on the Threshold of the Third Millennium* (1997), namely to "devote careful attention to certain fundamental characteristics of the Catholic school, which are of great importance if its educational activity is to be effectual in the Church and in society" (#4). National Catholic Education Council Website

Christ-Centred

At Good Shepherd Catholic Primary School Springfield Lakes, we believe that Catholic schools are an integral part of the Church and are Christ-centred communities based on gospel values. Catholic education, for our community, strives to make a difference in the lives of individuals. We believe that in the wider community that by challenging young people, to find meaning and value, through the *Everywhere God*, in their lives and reach their full potential as compassionate, contributing, life-giving members of society who are highly skilled, informed, tolerant, open and just.

Quality Education – Australian Curriculum

Good Shepherd seeks to provide not only a high-quality academic education based on the Australian Curriculum and in particular, personalised learning, giving due emphasis to pedagogical practices that focus on the fundamental literacy and numeracy skills, through a whole school timetable and school-wide language, required for both learning and life through the connected curriculum, as well as through faith and Christian values based holistic education for all students. (See charts below re organisation of Australian Curriculum).

Good Shepherd Catholic Primary School has as its foundation, *The Good Shepherd* in the person of Jesus Christ. Good Shepherd Catholic School:

- recognizes its role as part of the teaching mission as part of the Catholic Church.
- regards parents as the primary educators of their children and affords parents and teachers the opportunity to cooperate with one another in the formation of the students in the knowledge and love of Jesus Christ.
- recognizes the importance of the development of the whole child.

- committed to providing the spiritual, intellectual, emotional, and physical growth of each student within a creative and safe environment.
- believes that the *Religious Life of the School* encompasses a framework of a value-centred approach to education.

How is the Australian Curriculum organised?

There are three dimensions in the Australian Curriculum:

- learning areas
- general capabilities
- cross-curriculum priorities.

1 Learning areas





The Australian Curriculum is organised into learning areas and subjects. Some learning areas bring a number of subjects together: Humanities and Social Sciences includes History, Geography, Civics and Citizenship, and Economics and Business; The Arts includes Dance, Drama, Media Arts, Music and Visual Arts; Technologies includes Design and Technologies and Digital Technologies. There is also a choice of 15 Languages.

Learning areas contain content descriptions that detail knowledge, understanding and skills to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of teaching and learning in the classroom.



2 General capabilities

General capabilities are included in the content of the learning areas. These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. The Australian Curriculum has seven general capabilities:

- | | |
|---|--|
|  Literacy |  Critical and Creative Thinking |
|  Numeracy |  Personal and Social Capability |
|  Information and Communication Technology (ICT) Capability |  Ethical Understanding |
| |  Intercultural Understanding |

3 Cross-curriculum priorities

In a similar way, there are three priorities critical to Australia's future:

-  Aboriginal and Torres Strait Islanders Histories and Culture
-  Asia and Australia's Engagement with Asia
-  Sustainability

They build across the curriculum and allow students to connect the content of learning areas.

Preparing students for 21st century living

Assessing Student Learning

At Good Shepherd, assessing student learning is an integral part of teaching and learning. It provides data in order to improve learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

Assessment of student learning at Good Shepherd takes place at different levels and for different purposes, including:

- ongoing formative assessment within learning pods for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students.

Formative Assessment

At Good Shepherd, formative assessment is a regular part of learning and teaching and includes gathering information about the learners, analysing and interpreting that information and using that evidence to adapt the teaching to meet the learning needs of students.

Five key strategies of formative assessment:

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective learning pod discussions, activities and learning tasks that elicit evidence of learning
- Providing feedback that moves learning forward
- Activating learners as the owners of their own learning – self-assessment
- Activating learners as instructional resources for one another – peer feedback

Student Self-Assessment

Student [self-assessment](#) is regarded as vital to success at Good Shepherd. It involves teachers:

- sharing with students the success criteria for each assessment activity
- ensuring that students understand the success criteria
- explicitly teaching students how to apply those criteria to their own work
- providing students with feedback to help them improve
- helping students to set learning targets to achieve that improvement.

Students engage with self-assessment experience, increasing motivation, self-esteem and improvement in their learning because they know how they learn rather than just what they learn.

Good Shepherd Teachers engage students in self-assessment see the responsibility for learning shifting from them to the students, increasing student motivation and using the feedback from students about how they learn to shape future teaching and learning.

Peer Feedback

At Good Shepherd, peer feedback is encouraged, activating learners as instructional resources for one another, which occurs when students offer each other advice about their work with reference to:

- what has been done well in relation to the success criteria
- what still needs to be done in order to achieve the success criteria
- advice on how to achieve that improvement.

Peer assessment occurs when students assess each other's work in a summative way. That is, they provide each other with an actual rating.

Mercy Values

At Good Shepherd Catholic Primary School Springfield Lakes, the heart of Catherine McAuley's understanding of God's mercy are several values which pervade and gives character to our mission, for which today, we as Good Shepherd community, is responsible.

Good Shepherd is committed to ensure that our education and all areas in which our staff minister and our community aspire to being mercy to others, are based on the Mercy Tradition which holds the following values:

- **Mercy:** We act compassionately and courageously, open to others and to their needs, nurturing hope and joy.
- **Hospitality:** we create a community where all feel welcome, through openness to people, ideas and challenges
- **Acceptance:** We embrace unconditionally the uniqueness and diversity of people, fostering quality and fairness in relationships.
- **Excellence:** We are committed to quality, continuous learning and improvement.
- **Dignity:** We treat all people with respect, accepting their right to spiritual, emotional and physical safety and care.
- **Empowerment:** We assist and advocate passionately for and with people, enabling them to make life enhancing choices and to gain control over life shaping decisions.
- **Integrity:** We act ethically, justly and honestly to all including an appreciation for ecology.



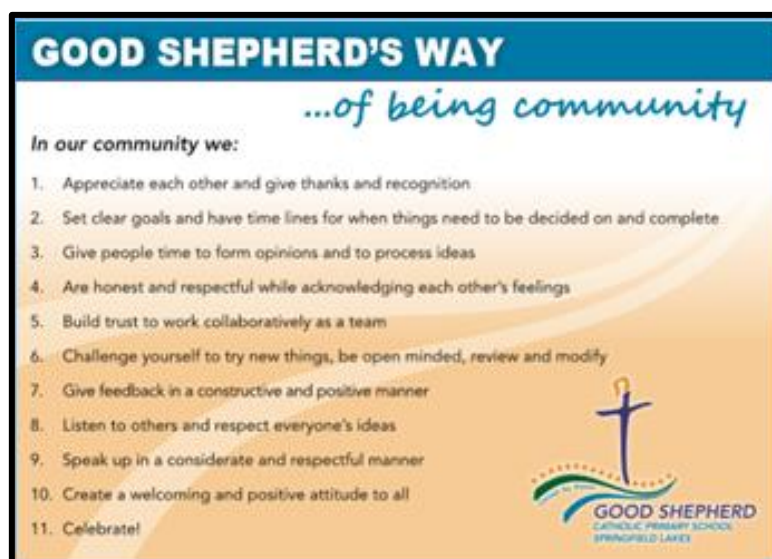
The overarching goal for learning at Good Shepherd Catholic Primary School is to empower learners to shape and enrich our changing world by living the Gospel of Jesus Christ through the Mercy Values.

Our Vision

At Good Shepherd, our vision is to create strong and genuine relationships - within school, with the local parish and wider local community and to include the wider world – which will be at our heart. The school will combine local learning with a global outlook. The purpose is to provide a meaningful, tailored personalised and supportive academic education for our students and to enable the highest levels of attainment.

Good Shepherd's vision enacts the Mercy charism through welcome and hospitality and aims to build Catholic Identity through a culture of personalised learning, collaboration and a relational, professional learning community.

Called by Name (Good Shepherd's Motto) to Learn. As a community, Good Shepherd's aim is the transmission of values for living through *Good Shepherd's Way of Being Community*.



As a community, Good Shepherd aims to promote a faith relationship with Jesus, The Good Shepherd in whom all values find fulfillment.

As a community, Good Shepherd Catholic Primary School's Vision takes into account, Aboriginal spirituality which recognises the connections of spirit, people and land. The Jagera and Turriubul people is acknowledged as the traditional owners of the land on which the school is built.

The Vision is based on sound research (John Hattie – Pedagogy, Michael Fullan's – *Coherence Framework*, Lyn Sharratt – *Putting Faces on the Data* and Andy Hargreaves – *Sustainable Leadership*), and the Alice Springs Education Declaration- 2019. The Vision includes Catherine McAuley's (Mercy) Charisms which strongly supports the culture of Good Shepherd.




Our Mission

At Good Shepherd, we are inspired by Jesus Christ the Good Shepherd and Brisbane Catholic Education's Vision, enlivened through five focus areas (2020). Furthermore, the vision of Catherine McAuley and along with the spirit of the saints (*Venerable Mother Catherine McAuley RSM*, *St Francis of Assisi OFM*, *St Mary of the Cross MacKillop RSJ*, *Venerable Nano Nagle PBVM*, *St Ignatius of Loyola SJ* and *Hildegard von Bingen OSB*) assist Good Shepherd, as chosen models and heroes. Good Shepherd's community confirms the sacredness in each member by consistently teaching that everyone is *made in the image and likeness of God*, is foundational to the understanding and application of the Catholic social teachings. Every human being has dignity, not because of something "we have done", but because we are created by the *Everywhere God*. In Genesis, "Then God said, "Let us make people in our image, after our likeness"" (Gen.1:26). Because each member is made in God's image, therefore, dignity cannot be taken away from community members. The Catechism affirms this: "The dignity of the human person is rooted in his creation in the image and likeness of God" (1700).

Our Mission

As the community of Good Shepherd Catholic school, we are called by name to **teach, challenge and transform**:

- by being open and welcoming, reaching out to others with justice and compassion;
- by embracing stewardship as a way of life, sharing our time, talents and treasure;
- by celebrating, living and enriching our Catholic Christian faith through worship, spiritual and faith formation, evangelisation and hospitality;
- by teaching that everyone is made in the image and likeness of God, and by ensuring that learning is personalised so that every child reaches their full potential.



Learning and Teaching Framework

Good Shepherd values the following three underpinning beliefs that form part of Brisbane Catholic Education's **Learning and Teaching Framework**:

We Believe:

- All learners can contribute to *my story, our story - the story*
- Students have broader knowledge and access through technology; digital technologies; rapid and continuing advances in ICT (*ICT General Capability*)
- Play/explore/risk take (*play-based approach; inquiry; design thinking*)
- Learning is visible (*Model of Pedagogy; communication with parents*)
- Ethical Lifelong Learning
- Students can all learn and be successful; plan for success for all and celebrate success; celebrate life
- Students learn to be accepting - collaborative
- That Spirituality is a pathway that is connected to learning and teaching
- Students are accountable for their choices, and responsible for their actions
- Every learner is an individual (*personalised learning*)
- Each child is unique and has an individual style of learning (*Mission Statement*)
- That we have a holistic approach to education (*Whole school timetable*)
- Learning and living go hand in hand – providing 'real world' experiences
 - Global integration and mobility provides potential for new and exciting opportunities; global challenges and demands

- That students need to have appreciation and understanding of our world and how our actions affect sustainability; responsible stewardship, sustainability (*Cross Curriculum Priorities CCP*)
- Australia is a community with multiple cultures and faiths; build relationships and knowledge with Asia (intercultural understanding General Capability, (*Cross Curriculum Priorities CCP*))
- Valuing and recognising the 'original' people of Australia (*Cross Curriculum Priorities CCP*)

We Learn:

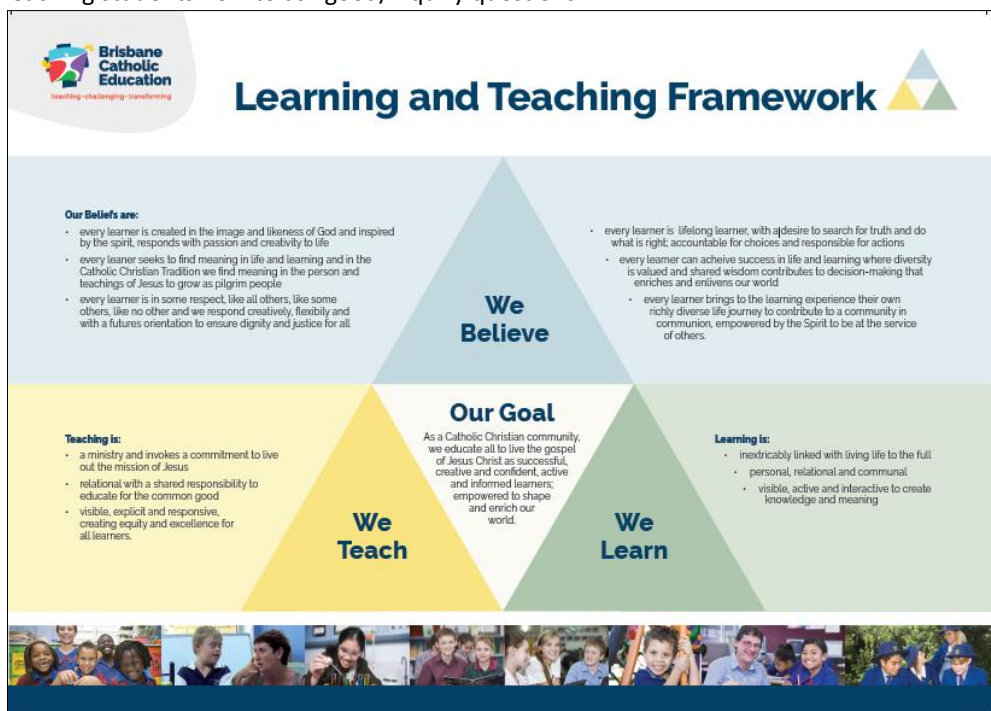
Our learners learn best through

- Being active participants; being active and interactive
- Using technology relating to their world
- Making connections globally
- Providing a holistic approach to learning
- Learning with positive reinforcement, exploring and inquiring and taking initiative for their own learning
- Early Years students learn best through actions, participation, encouragement, scaffolding, and new experiences
- Providing students with opportunities to question (*critical & creative thinking general capability; inquiry; design thinking*)
- Interacting with others (*collaborative*)
- Nurturing the environment (*sustainability*)
- Responding well to praise/encouragement
- Building relationships with peer learners

We Teach

Our learners are taught through

- Personalised learning - learning for all
- Reviewing and modifying teaching practices based on their effectiveness with student progress and learning outcomes
- Implementing effective, adaptive, inclusive and equitable practices and teaching strategies
- Proactively and collaboratively engaging in professional renewal practices to enhance student outcomes
- Working collaboratively with the leadership team, teachers and other staff members in contributing to the professional life of the school
- Providing effective supervision of students
- Teaching students to contribute to the common good
- Teaching with equity - all learners can learn and be successful; high expectations for all
- Teaching students how to ask good/inquiry questions



Aims of Education (Goals for Learning)

At Good Shepherd we believe that education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society and contributing to every aspect of their wellbeing.

The Alice Springs Education Declaration sets out a vision for education in Australia and the commitment to improving educational outcomes for young Australians.

The Declaration states:

Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.

To achieve excellence, and for our system to be equitable, every student must develop strong literacy and numeracy skills in their earliest years of schooling and go on to develop broad and deep knowledge across a range of curriculum areas.

The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

Achieving these education goals is the responsibility of Australian Governments and the education community in partnership with young Australians, their families and carers and the broader community.

The Distinctive Nature of Learning and Teaching as a Catholic School

Good Shepherd as a Catholic School is a sacred setting where faith and knowledge are in dialogue. In this place, the formation of the religious and cultural identities of the learners is enacted. The students become free and responsible, capable of living a spiritual life in dialogue with God, and capable of engaging with the Australian culture and society. The students are empowered to shape and enrich this world with direction, meaning, purpose and hope derived from their encounter with the life and teachings of Jesus.

The learning and teaching process is a graced territory where the learner is seen as “*autonomous (able to stand on their own feet), connected (with self, society, God and Church)*” and with a transcendent orientation (with a spiritual identity – acting with integrity, from the best possible self). Personhood is at the heart of the learning and teaching process, as the person of each individual being, is at the heart of Christ’s teaching.

Contemporary Learning for the Twenty-First Century

Good Shepherd community lives in a world of fast and 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’s aim* is to equip the students with these changes in learning.

Contemporary Catholic Curriculum and Pedagogy

At Good Shepherd, we believe that 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 *Visible Learning* and 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. The students will reach through their learning, an understanding of how and what they are learning.

Therefore, we aim to:

1. *Create a secure environment in which everything we attempt mirrors the Gospel values of trust, respect, tolerance, honesty, generosity and forgiveness;*
2. *Provide a welcoming, caring atmosphere and foster joy and enthusiasm for learning;*
3. *Include all children, supporting those with additional needs;*
4. *Offer the highest quality of learning opportunities through Visible and Personalised Learning;*
5. *Reflect, respect and celebrate each child's name, home environment and their diverse cultures and religions;*
6. *Promote justice and peace, respect for all life and concern for the environment;*
7. *Maintain an effective code of behaviour with dignity;*
8. *Develop the strengths of the school community by building links and partnerships between children, parents, staff, faith communities, educational agencies and wider society;*
9. *Support the physical, social, spiritual, mental and emotional health and wellbeing of all students, parents and staff;*
10. *Involve students in wellbeing days, enterprising activities, generating creativity and co-operation;*
11. *Foster high quality leadership throughout the school community;*
12. *Foster professional learning at all levels including parents and the wider community.*

Policy Completed	Implemented	Policy Reviewed	Reviewed By	Next Review	Amendments
2012	2013	Term 2, 2016	Judith A. Seery	Term 3, 2018	
		Term 1, 2018	Judith A. Seery	Term 3, 2019	
		Term 2 20 May 2020	Judith A. Seery	Term 2 May 2021	Updated document including Alice Springs Declaration
		Term 1 March 2021	Judith Anne Seery	19 March 2021 17 August 2021	Organisation of the Australian Curriculum