

LEARNING & CURRICULUM HANDBOOK

Learner at the Centre

At Holy Family the learner is at the heart of everything we do. Children are seen as competent citizens who have agency and voice in their learning. We are a school committed to preparing our learners, both child and adult with the skills and knowledge to contribute to entities far bigger than themselves, being their community, their country, their world. We aspire to be a transformation influence in the world.

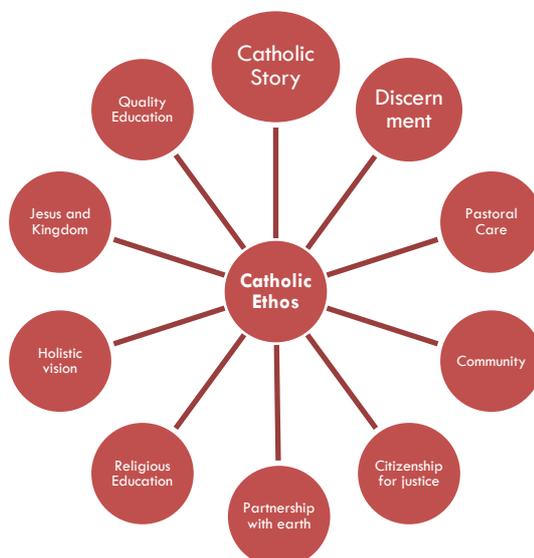
Our Mission

Our mission is our work. We have consolidated the many things we do into three main themes: Catholic Identity, Ecology and Pedagogy. They are inextricably linked and give purpose and direction to all that we do:



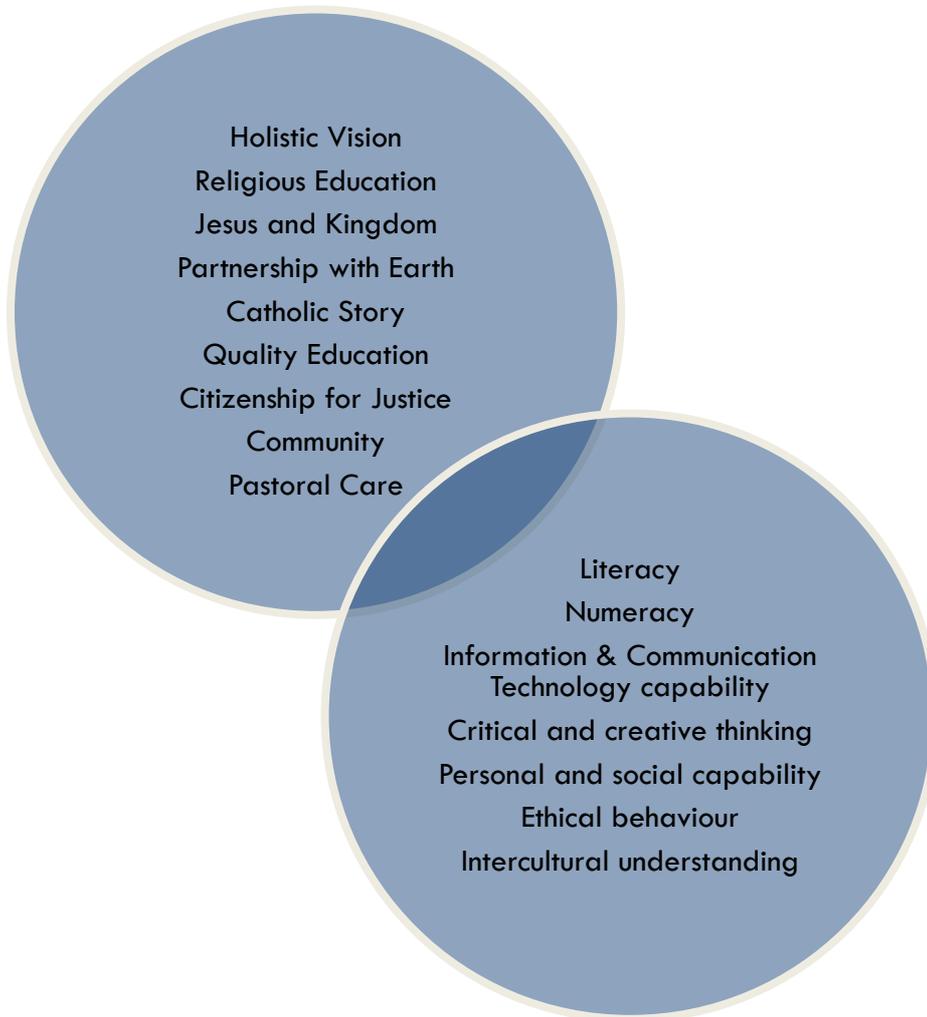
Catholic Identity

Our School is an integral part of the outreach of the Salisbury Catholic Parish and we embrace the Parish vision of 'a welcoming community, united in Faith, centred in the Eucharist, which embraces the spirit and nature of all God's people'. We promote the elements of Catholic Christian ethos with a commitment to Jesus and Kingdom, Catholic Story, Quality Education, Pastoral Care, Community, Social Justice, Environmental Education and Religious Education. The educational program of the school derives from our commitment to Catholic Ethos summarised below:



The provision of quality education is fundamental to the Catholic Ethos of Holy Family School. In turn, Holy Family embraces the Australian Curriculum as the basis of our curriculum to ensure the delivery of quality education to our students.

We discern a close correlation between the principles of Catholic Ethos and the General Capabilities that underpin the Australian Curriculum:



The relationship between Catholic Ethos and the General Capabilities of the Australian Curriculum

As a Catholic Parish School our ethos is nurtured under the over-arching precepts of the SACCS Vision Statement and the Salisbury Parish Vision. Importantly, Holy Family is active in shaping an understanding of the Parish Vision for a preferred future.

Pedagogy

Our pedagogy is shaped by our Teaching and Learning Values

At Holy Family Catholic School, we:

- provide a safe learning environment.
- encourage the children to create their own authentic knowledge.
- embrace the inquiry philosophy.
- provide quality education.
- promote collaborative learning.
- believe that all children can be successful.
- believe that children have 100 languages to share their learning.

- promote positive learning that is modelled by staff.
- confirm that our prime purpose is learning.
- promote Family engagement and participation in student learning.
- engender a friendly, welcoming spirit in our learning community.
- celebrate our cultural diversity.
- embrace the reality that we are all life-long learners.
- expect comprehensive learning design by our teachers.
- use ICT to enhance teaching and learning.
- promote the development of personal responsibility for learning.
- feature care as a prime concern in our community of learners.
- continue to develop new learning philosophies for children.
- model, guide and share learners towards independent learning.
- promote Family participation in student learning.
- value each unique individual.
- create opportunities for students to reach their full potential.
- focus on the individual student's strengths, interests and needs.
- we believe students are entitled to learning that fosters independence, confidence, and responsibility for themselves, others and the environment.

All students are encouraged to strive for excellence.

Our approach to professional development is understanding and application of the South Australian and Australian Curriculum Standards and Accountability Frameworks (SACSA and ACARA).

Ecology

Our focus on Ecology comes from our Faith. As a Catholic community, we feel connected to Gods creation. We are all called to protect our natural environment and appreciate a shared voiced custodianship of the land. This approach permeates everything we do at Holy Family.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs.

Food Production

Our focus on food production comes from a variety of influences. At Holy Family our approach is to act locally. The school maintains orchards including, citrus, stone fruit and olive groves. The Fish Farm produces a number of fruits and vegetables grown in an aquaponic setting which is a sustainable practice that conserves water. Produce is directed towards the canteen and families.

Fish Farm, MUDLA (Multi-interdisciplinary learning area) & STEM (Science, Technology Engineering and Mathematics)

At Holy Family our students are able to take their learning of the natural living world deeper in our Fish farm space which holds specific of barramundi, silver perch, yabbies, gold fish and cichlids. The students explore and research in this ecological space to ensure the water chemistry, pH levels and nitrates are optimal for the animals. Recently, the school received a grant to increase the numbers of the Purple Spotted Gudgeon, which is an indigenous fish close to extinction. This has increased ecological learning around fish breeding, feeding cycles, aquamarine environments and water chemistry. The MUDLA houses a classroom space for students to learn about a range of reptiles, amphibians, fish and small mammals in the space.

Nature Play

Our focus is to provide freedom for our children to explore their world, care for the environment and one another. This includes Log park, Grevillia, natural resources and interaction with living species.

Live Learn Lead Framework

The *Living Learning Leading Framework* gives our school a foundation for understanding what we do in Catholic Education – who we are, what we value and how we partner with our families to ensure our students thrive.

At the heart of our framework is our commitment to our students and our understanding of all people – we see them as ‘thriving people, capable learners, leaders for the world God desires.’



Curriculum

In designing learning, we consider the wide and varied needs of children in our school. We use contemporary curriculum guidelines including the Australian Curriculum. Within the curriculum we focus on how children learn by providing a contemporary pedagogy that incorporates the general capabilities, elements of positive education and other competencies. The curriculum is described by ACARA which embraces the capability philosophy, and addresses means of Action Plans for each Key Learning Area and Cross Curriculum Priorities.

Curriculum Frameworks

The Australian Curriculum

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community.

The Australian Curriculum is used to design learning for English, Mathematics, Science, History and Geography for Reception to Year 10.

Crossways

Crossways is the Religious Education curriculum for South Australian Catholic Schools. The Crossways curriculum is designed so that students will engage with their own worlds of meaning and make links with Catholicism as a believing, living, celebrating and praying religious Tradition.

Literacy at Holy Family

Rationale

At Holy Family we believe that Literacy learning is key to the development of confident communicators, critical thinkers and informed citizens. Our goal is to build on the capacity and capabilities of our learners to analyse, understand, communicate and build relationships with others and the world around them by providing a language rich environment for learning.

Philosophy

In the subject area of English, the study, enjoyment and critical use of a range of spoken, written and visual texts enables children to develop knowledge about how language functions and how texts reflect and shape social attitudes and practices. Our use of the Australian curriculum and Literacy Learning progressions aims to ensure that children learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

Learning is centred around the belief that all students are readers and authors and that they will continue developing their reading and writing identities throughout their schooling years. Our approach to the teaching of reading and writing is based on the development and recognition of student's learning dispositions such as curiosity, confidence, purposefulness and persistence. Our Reader's and Writer's workshop pedagogy enables young learners to have agency in their learning and their reading and writing decisions.

At Holy Family we offer

- A dedicated Literacy block
- Opportunities for daily reading and writing
- A workshop approach to teaching reading and writing skills and dispositions
- Integration of Phonological awareness, Phonics and Word Study throughout the Literacy program
- Access to a range of rich texts in a range of modes including digital literacies
- Support for children with additional needs.
- Targeted support for EALD students and early arrivals.

Numeracy at Holy Family

Rationale

Students learn mathematics at Holy Family in order to learn the characteristic ways of thinking and working to enable the development of mathematical ideas, along with the application and communication of these concepts in a wide range of contexts. Mathematical fluency, reasoning, understanding and problem-solving are developed and fostered throughout the year using an investigative approach where students are encouraged to delve deeper into mathematical concepts. Students are given the opportunity in all year levels to manipulate hands on materials to inform and enhance their mathematical understandings.

Philosophy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. In numeracy students will have the opportunity to learn life skills centred around being competent, numerate citizens and participate in play-based learning centred around numeracy in the early years.

Subject and capability

Mathematics provides students with essential mathematical skills and knowledge in the strands of:

- Number and Algebra

- Measurement and Geometry
- Statistics and Probability.

Numeracy provides students with the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly across the key idea elements of:

- Calculating and estimating
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting statistical information
- Using measurement

Key Learning Areas

Religious Education

Religion deepens students' understanding of the Tradition and develops an appreciation of its significance in their lives, so that they may participate effectively in the life of the Church and wider society.

English

English extends the students' proficiency in Listening, Reading and Viewing, and Writing (including Grammar and Spelling) to learn about texts, use language strategies and apply this knowledge and understanding to a range of contexts, purposes and audiences.

Mathematics

Students learn the Characteristic ways of thinking and working to enable the development of mathematical ideas, along with the application and communication of these concepts in a wide range of contexts.

Science

Science allows students to develop ways of investigating, describing, understanding the physical and biological world. Students are encouraged to seek and use evidence as the basis for forming ideas and taking actions and to develop a responsible attitude towards the environment.

History & Social Sciences (HASS)

History is a process of inquiry into the past that develops students' curiosity and imagination. Through history, students increase their understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as continue to exist to the present day.

Geography

Geography uses an inquiry approach to assist students to make meaning of their world. Through geography, students explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

Design and Technology

Students develop understandings about people, diversity and the technological world, and learn to question by assessing their own and others' products, processes and systems.

Health and Physical Education

Studies include Health and Physical Education to promote active and healthy lifestyles, and awareness of Family Life Education and Protective Behaviours to enable students to make informed decisions about issues related to lifelong independent living and their own and others' wellbeing.

The Arts

These studies include Dance, Drama, Music, Media Studies and Visual Arts. Students acquire knowledge and skills in critiquing, designing and making that will equip them with lifelong skills to develop creative and powerful ways of expressing themselves through the arts.

Spanish

Students learn the language and the appreciation of its culture through active and practical involvement in its use. Through such activities they integrate the four skills of listening, speaking, reading and writing.

General Capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Information and Communication Technologies (ICTs) Capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.

Critical and Creative Thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.

Personal and Social Capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment.

Intercultural Understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They learn to understand how personal, group and national identities are shaped, and the variable and changing nature of culture.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia. This will allow students with the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

Asia and Australia's engagement with Asia

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. This will allow students to develop a better understanding of the countries and cultures of the Asia region. Students will develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.

Sustainability

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. This will allow students to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future.

Inclusive Education

At Holy Family we strive to ensure every student is supported in their learning to achieve success.

Holy Family values the rich diversity of students and recognises their special right to have adequate access to the curriculum through inclusive practices and adjustments.

Holy Family supports students with diverse needs by:

- Working together with families and school community members to develop and implement Personalised Plans for Learning for students with disabilities or special rights.
- Monitoring, reviewing and reflecting on learning design that outlines the planned and implemented adjustments for learning.
- Organise review meetings with families to increase communication in relation to learning goals and adjusted support.
- Providing Excellence and Equity team members and Learning Support Officers to coach and work with students and the teachers to deliver a differentiated curriculum that meets the needs in the classroom.
- Team planning to help students reach their full potential. Teams can consist of Excellence and Equity team members, Religious Education (APRIM), Learning Support Officers and teachers.
- Linking with Catholic Education services to provide expert knowledge from Inclusive Education Teachers, Hearing, Physical and Vision impairment specialists, Selective Mutism experts, Speech Language Pathologists, Occupational Therapist, Physiotherapists and Psychologists.

Holy Family is committed to fostering cultures of inclusion that respond to the educational needs of students regardless of their abilities, backgrounds and aspirations.

Assessment

At Holy Family we use a range of diagnostic testing to monitor students understanding, strengths and areas of growth in specific learning areas. Analysis of assessment data occurs at several levels including system, whole school level and class level to guide and develop intervention and support, professional learning and curriculum design.

Diagnostic	Year Level	Purpose
NAPLAN	3 and 5	Standardised assessment of Reading/Comprehension, Language Conventions, Reading and Writing
PAT R	2-6	Biannual Progressive achievement assessment of reading comprehension
PAT M	2-6	Biannual Progressive achievement assessment of Mathematics/Numeracy
Running Records	R-6	PM benchmarking of reading and comprehension achievement and progress.
EALD LEAD levels	R-6	Assessment of literacy and language levels of EALD learners
PSC Phonics screening check	1	Phonics and word knowledge interview assessment Term 3
ReLAT	4	Religious Literacy Assessment Tool to assess achievement of Crossways curriculum outcomes.

Holy Family works in close collaboration with ACER (the Australian Council for Educational research). This involves students undertaking two progressive achievement tests (PAT) for years 2-6 in terms 1 and 3 in order to measure growth of concepts, skills and dispositions throughout the year. Teachers utilize the data from early on in term 1 focusing on strengths, weaknesses and gaps in learning in order to use the ACER resource concept builders to inform and compliment their learning design. The aim being that each student can show a progression of skills learned and consolidated on throughout the year.

In addition, Holy Family works with the University of NSW to deliver ICAS (International Competition and Assessment for Schools) tests for families who nominate and pay to undertake global learning competitions to receive awards, honours and distinctions.

Sharing learning and assessment with families

Every class has a blog which serves the purpose to share and document the learning that is taking place every day. On each class blog there will be photos, student quotes and videos in the relation to the learning that is being explored.

At the end of each semester an individual student school report is digitally sent to families. The school report provides feedback on the learning development on the Australian Curriculum general capabilities, grades for the learning areas (Year 1-6) and includes a student reflection in each area.

At Holy Family our approachable staff are available for informal and formal conversations. Our children benefit from parents and teachers working in partnership to provide supportive, secure, relationship-based learning environments.

Indigenous Students

Aboriginal and Torres Strait Islander families feel welcomed and listened to at Holy Family Catholic School. For Aboriginal and Torres Strait Island (ATSI) Indigenous Students who require some additional support the school is able to apply for some additional support through the Catholic Education Office. In addition, there is regular contact with the students' families to ensure the best educational and wellbeing outcomes for the students. The school has position of responsibility for Indigenous Education perspectives and learning. Aboriginal and Torres Strait Islander students have established a solid connection with the school Fish Farm and MUDLA initiatives providing them with direct links to cultural engagement through native species of fish and animals.

Student Focus

Pastoral care

As learning is the prime focus in our school so it follows that we promote holistic concern for the spiritual, physical, social and emotional well-being of the students in our community of learners. We understand that healthy minds and healthy bodies are important variables to the process of facilitating effective learning.

Assembly

Every Friday morning classes work together (in partnered or buddy classes) to share an assembly to the community. Assemblies showcase the many talents of the learners in the school and is an opportunity to share their 100 languages of learning through song, dance, reading, acting and creating.

Buddy Class

Each year level is matched with another class in the school. Classes collaborate and share in learning and also present assemblies together to the community.

Student leadership

All children at Holy Family are seen as leaders and therefore have the opportunity each day to demonstrate this to the community.

Dining Hall

Classes have the opportunity each to share a meal together which is provided by the school.

Houses

At Holy Family we group students and teachers into three houses of learning that create opportunities for vertical learning/grouping. The three houses are St Mary Mackillop of the Cross House, St Vincent DePaul House and Pope John Paul II House.

Evaluation of student outcomes by the school

The Leadership of the school take a keen interest in evaluating student learning outcomes. Through the lines of leadership, teachers are asked to submit their Learning Design documentation, assessment and behaviour records on a regular basis. Through discussion with class teachers, we are able to identify any students who may be at risk. We are also able to suggest possible strategies or changes to classroom practice. Within the school we have a range of expertise to draw on.

The NAPLAN Data is summarised by the leaders who then discuss future directions and areas of focus.

When a student or group of students present with some learning issues, a collaborative approach is adopted. Parents are informed of our concerns and involved in the process. When additional information or assessment is sought, parents are notified and often present during external assessments.

Information Services

The Library is a welcoming, dynamic learning space which promotes reading, reflection, collaboration, creativity and lifelong learning. The Library supports the mission of the school by building life-giving relationships, providing quality information resources and services which cater for all members of the school community

Library activities include:

- Book Week
- Weekly library borrowing and book sessions for each class
- National Simultaneous Story time
- Competitions
- Premier's Reading Challenge with awards
- Book Club orders

Extra-curricular activities

Music – Choir, Instrumental Lessons (Piano, Singing, Violin, Guitar and Drums).

Sport – Athletics carnival, Swimming carnival, Netball carnival, Cricket carnival, AFL carnival, Soccer carnival, Soccer knockout, Touch Football carnival, Tennis carnival, Cross Country Event, Achilles Cup.