

Learning at Loreto

LNSGM & FACE Curriculum



Loreto
Normanhurst





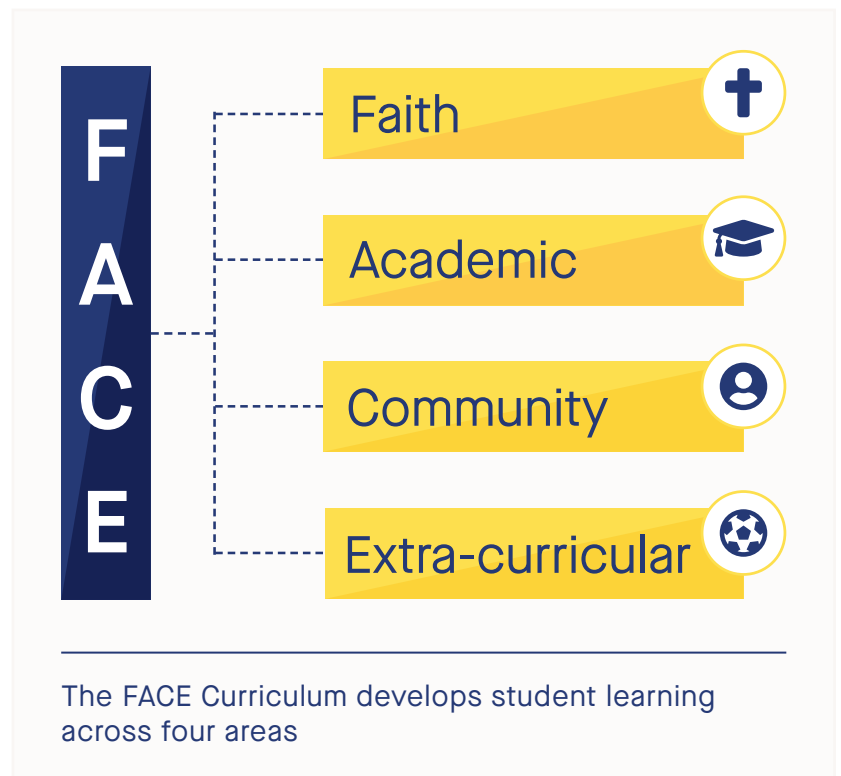
LNSGM & FACE Curriculum

Our unique and robust, award-winning, Loreto Normanhurst Student Growth Model (LNSGM) develops students with integrity and courage to create change in the world. The LNSGM focuses on the development of students in a holistic sense, utilising the key areas of Faith, Academic, Community and Extra-curricular (FACE Curriculum) to focus on individual student growth.

A Loreto Normanhurst education assists our students to be young women who are passionate about learning, compassionate to others and have a strong sense of faith and social justice that guides their decision making and underpins their values to achieve their personal best. We aim to encourage our students to be lifelong learners who are curious and critical thinkers with a broad vision for the future.

At the centre of our approach is growing individuals and communities where relationships and learning are of equal importance. All students work in partnership with teachers and faculties and together provide a student-centred learning model.

The curriculum meets all the requirements of the NSW Education Standards Authority (NESA) and, in addition, includes our bespoke subject, Integrated Learning. This subject has a skills focus with an emphasis on cross-curricular priorities. It is delivered in flexible open learning spaces facilitated by a team of dynamic teachers from different discipline areas.



Advisors and Tutors

All students in the school from Year 7 to 12 have an Advisor or Tutor who cares for them each day and gets to know them as a whole person. Students are encouraged to see learning as involving all elements of the person: her faith, academic, community and extra-curricular connections, which make for some very exciting learning opportunities that will better equip our students for life.

Student Conversations

The 1:1 Student Conversation provides an opportunity for Advisors/Tutors to connect with students in their care on a regular basis, building a critical learning relationship which assists the student in developing an understanding and ability to articulate her learning.

Student Conversations are designed to provide a forum for students to:

- Practice and understand the 'Language of Growth'
- Reflect on their learning across all of the FACE dimensions and all aspects of the curriculum
- Be challenged to achieve the best standard of which they are capable across all areas
- Discuss the challenges and dilemmas they face in their learning
- Set goals for development across all elements of the FACE curriculum

These conversations assist Loreto Normanhurst students to be purposeful learners and young adults who can clearly articulate their goals and demonstrate strength, resilience and adaptability in all that they do.

Values-based curriculum that is real-world and immersive

An integral element of the LNSGM is a comprehensive Formation and Immersion Program. All students are given the opportunity to engage in spiritual formation and age-appropriate experiences. Through their participation they are invited to reflect on their actions and discern how they may live out the Gospel vision and the tradition of Mary Ward in the modern world. All immersions are linked to the curriculum. The following opportunities are provided to each year group and are a compulsory component of learning at Loreto Normanhurst.



FORMATION &



Primary

Year 5 and 6 undertake a three-day outdoor education program. The experience challenges students through engagement with outdoor education activity that builds resilience and fosters healthy relationships. Reflection and Ignatian spiritual practices are embedded in the daily activities to deepen the learning of each student.



Year 7

In Year 7, students engage in a four-day immersive program beginning with Traditioning Day: an onsite experience that engages students in the key elements of the Loreto Normanhurst story. This leads into The Mary Ward Open Circle Experience, an outdoor education experience where students develop their social and emotional skills and engage in spiritual formation.



Year 8

In Year 8, students have a five-day Songlines experience which seeks to bring deep learning into 'the backyard of Loreto.' The name Songlines, is the western name given to the Aboriginal songs and stories about the land and sacred sites that Aboriginal peoples tell as they move through country. The Songlines Program comprises formation and spiritual experiences in the tradition of Mary Ward. There are clear and articulated links to the Year 8 learning curriculum and social and emotional skills and outdoor education experiences are embedded throughout the immersion. The five-day program will take place in the Sydney Basin focusing on the Indigenous Country and Indigenous culture of this region as well as building relationships and resilience.

& IMMERSION



Year 9

In Year 9, students are involved in a two week "Far North Queensland (Outreach) Experience". The FNQE is a holistic experience designed to explore and incorporate the unique characteristics of FNQ into the students learning. During the two weeks, the girls undertake Community Service, interact with Australian Indigenous communities and undertake excursion activities. Students are challenged to step out of their comfort zone and engage in learning outside the classroom and in real world experiences. Ignatian Spirituality is embedded into every aspect of the experience and explicit reflection deepens the learnings of each student.



Year 10

Year 10 students have the opportunity to participate in an optional immersive experience, Loreto Rural Partnership, a weeklong experience to three country towns, Dunedoo, Coolah and Gulgong. Each day the students engage in community service to support local, regional primary schools. Here, our students engage in activities that allow them to experience and develop an appreciation for rural life.



Year 12

The Senior retreat takes place as students move from Year 11 to Year 12. The purpose is to provide an Ignatian style spiritual experience to enable them to practice reflection and discernment, finding God in all things. These practices, adopted by Mary Ward are at the core spiritual lives of the Loreto Sisters and all Loreto communities.

Year 12 are also introduced to the Cardoner Project, a Jesuit organisation engaged in overseas outreach. The Cardoner Project offers three-week immersions and longer. It is an optional opportunity aimed at Year 13 students when they have left school.

Parents in Partnership



A key element of the LNSGM is the focus on developing young adults who are independent, resourceful and resilient. For each student to meet their full potential across the FACE curriculum it is essential that parents are involved in their learning journey. Parental involvement is key to each students' engagement and motivation with their learning.

As such we invite parents to engage with their daughter's learning journey in a variety of ways:

- Continuous Reporting platforms via our online Learning Management System
- Semesterised Pastoral and Academic Reporting
- Academic Plenaries
- Holistic Plenaries

Plenaries

Members of staff at the school meet with students and their parents to discuss their academic and extra-curricular pursuits, their social emotional learning and their faith and values. These meetings are called Plenary Meetings.

Plenary meetings provide an opportunity for parents to enter into their daughter's learning in an authentic and highly significant way. Each student presents her learning and holistic growth to her parents in an environment which is both structured and supportive.

Plenary meetings promote independence, reflection, sound communication skills, positive relationships, understanding and recognition of a student's own identity. They also demonstrate clearly the integration of the FACE elements across the curriculum.

The Plenary Meetings take two forms

The Academic Plenary Meeting is held in Term 2. These meetings promote independence, reflection, sound communication skills, positive relationships, understanding and recognition of a student's own identity. They also demonstrate clearly the integration of the FACE elements across the curriculum. This is an opportunity for the student to reflect on her learning across the range of her academic subjects and to discuss all aspects of her learning with her parents and the teacher of each subject.

The Holistic Plenary Meeting is held in Term 3 and involves the student, her parents, and her Advisor. Each student shares her reflections on her growth across the FACE elements in all her learning experiences – across each subject, as well as in her extra-curricular pursuits and across any community service experiences. Holistic Plenaries are compulsory for students in Year 7-9.

Social and Emotional Educational Learning

The Loreto Normanhurst OakSEED (Social and Emotional Educational Development) Program has been commissioned by Loreto Normanhurst to sit within its Pastoral Care program.

The Pastoral Care program focuses on a broader purpose of education to develop the social and emotional capacities necessary for individuals to achieve their academic and personal potential at school and as they transition into a world of work and experiences beyond the School gates. Research supports the concept that student wellbeing and academic progress are inextricably linked and thus students with positive wellbeing will achieve greater academic success. It recognises the importance of feeling safe and secure before learning takes place.

Social and emotional learning fosters essential skills to engage in the learning process; to manage complex situations and uncertainty, communicate confidently, think critically, be aware of, control, and express emotions, to make responsible decisions and to handle interpersonal relationships empathetically and fairly. The development of these skills provide a foundation to enhance motivation, commitment and perseverance.

The program brings together a single language and metaphor of resilience represented by the historical significance of the school's Oak Tree. It emphasises the strong intertwined roots that hold it firmly to the ground, to represent the School values of Sincerity, Justice, Freedom, Felicity and Verity and the Loreto Normanhurst community. The Oak Tree stands strong and tall, and its spiralled trunk has a capacity to flex in the wind. Developing the social and emotional capacities of Loreto Normanhurst students is a protective factor for wellbeing that enables them to grow and flourish like the Oak Tree; to allow the wind to flow through them, to withstand the elements that unsettle them and to reflect on the changing colours of the leaves as they progress through the program.



oakSEED

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to *manage* complex situations and uncertainty,

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think critically,

be *aware* of, control, and express emotions,

to *make* responsible decisions and

to *handle* interpersonal relationships empathetically and fairly.



OakSEED is a preventative, strength-based program that *strengthens the Loreto Normanhurst Pastoral Care whole-school approach to wellbeing*. It develops a student's social and emotional capacities within an *environment that fosters a sense of belonging and values relationships* as underpinned by the Mary Ward Open Circle.

Diverse Learning

Our Goals and Approach

As a school we seek to nurture the diversity of learners in our community, encouraging each student to fulfill her academic and personal potential in an atmosphere of freedom, care and respect. We recognise that some students have specific needs which require intervention beyond those readily available in the regular classroom; as such we employ the Response to Intervention (RTI) 3-tier approach when identifying and responding to students' learning and behavioural needs.

Our diverse learning approach supports students with the following features.

QUALIFIED TEACHERS

Our Diverse Learning faculty consists of highly qualified and expert teachers who have post-graduate qualifications in both Gifted Education and Special Education. In addition to our Diverse Learning teachers, we also have a team of Learning Support Assistants who provide in-class support along with the delivery of small group and 1:1 intervention programs for students with more substantial learning needs. The team constantly monitors student performance in order to respond to their needs by providing either learning support and/or learning enrichment. Students are identified using data from external reports and tests, including AAS (Allwell) and NAPLAN Tests, semester rankings and general class performance as well as perceptual data from teachers and parents.

CURRICULUM

Through a collaborative curriculum planning model, students with diverse learning needs are provided with adjustments to participate and progress through the curriculum within an inclusive model. Adjustments to teaching, learning and assessment activities assist the student in accessing the syllabus outcomes in a range of ways. The development of Individual Adjustment Plans is a collaborative process that involves the Diverse Learning teacher, the student and their parents, providing the student with an opportunity to set learning goals in the spirit of growth that is an imperative of the Loreto Normanhurst Student Growth Model.

RESPONSE TO INTERVENTION APPROACH (RTI)

- High quality teaching and learning processes engage students so that they achieve academic, social and emotional outcomes.
- Specific initiatives target the learning and behavioural challenges of students needing support.
- Implemented individualised supports for students requiring intensive assistance to achieve educational, social and emotional outcomes.



Features of our Program for Gifted and Talented Students

- UNSW GERRIC
- Think Tank Program
- Future Problem Solving (FPS)
- Da Vinci Decathlon
- Learning Nova Program
- Mathematics Olympiad
- Debating and Public Speaking
- Thriving Minds Philosophy Days
- Macquarie University & Young Wisdom Incubator
- Stage 5 Philosophy Elective

Features of our Program for Students with Additional Needs

- Individual Adjustment Plans
- Differentiated curriculum guided by the Universal Design for Learning (UDL) framework
- Explicit, direct instruction
- In class support for Year 5-12
- Study support for Year 11-12
- Year 5 & 6 small group support
- Year 9 & 10 Learning Essentials Elective
- Evidence Based Interventions:
 - ↳ Literacy (Multi Lit & Macq Lit)
 - ↳ Numeracy (QuickSmart)
- Afterschool homework help for Year 7 & 8
- Homework help before school and at lunch
- Individual appointments for support
- EAL/D support
- Life Skills courses
- Adjustments to Assessments for Year 5-10 as per NESA guidelines
- Provisions for Year 11 & 12 as per NESA guidelines
- TAFE Courses for Year 11 and 12
- Diverse Pathways for the HSC

Learning Support



A range of learning support options are in place for students at Loreto Normanhurst as required.

Academic Support Classes

These are offered to students through a number of programs. In Year 7 and 8 the emphasis is on general literacy skills; in Year 9 and 10 students reduce an elective and work instead in a small group to receive assistance with general assignments; in senior years, students with diverse needs receive learning support in their timetabled study lessons, which is tailored to suit their individual needs.

Homework Help

The promotion of independent learning, good study practices, and availability of expert help with homework are important elements of academic pastoral care at Loreto Normanhurst. All students have access to independent homework help through a dedicated team of teachers who are available most mornings and afternoons to work with individual students.

Additionally boarding students have dedicated teachers who provide assistance in small groups when students are in study periods of an evening.

Academic Opportunities

FUTURE PROBLEM SOLVING

Future Problem Solving is a multi-disciplinary creative problem solving activity which requires students in a team of four to consider major issues in a futuristic context.

TAFE AND DISTANCE EDUCATION COURSES

A range of TAFE vocational education courses can be accessed by students in Year 11 and 12 to contribute to their ROSA and HSC pattern of study. These courses can lead to the attainment of an industry standard certification whilst completing the Higher School Certificate; some of these courses can also contribute to a student's ATAR.

LEARNING MATTERS

Learning Matters is a program that has been developed to meet the specific needs of senior students at Loreto Normanhurst. Commencing in Year 10, the Learning Matters curriculum leverages the work of Dr Prue Salter's Enhanced Learning Educational Services.

Dr Salter delivers workshops to our Year 10, 11 and 12 students. The learning and skills from these workshops are then reinforced via Learning Matters sessions that are embedded across the senior timetable. Some topic areas that are targeted in these sessions include:

- Learning to learn - using neuroscience and research to develop effective study habits
- Wellbeing strategies - health and mental health (developed and delivered by our school counsellors)
- Careers planning - including Q&A sessions with alumni
- Goal setting
- Time management
- Building healthy relationships
- Academic Integrity, Research Skills and Study Skills







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