



Mission Statement

This is our vision: that Loreto schools offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in responsible and loving service.

Loreto Schools of Australia Mission Statement, 2010

Rationale

At Loreto College, Ballarat we recognise, affirm and believe that:

- all students can learn
- rigorous, relevant and engaging learning opportunities promote equity and excellence
- education is holistic (education is of the whole person in partnership with the parents and the community).

Principles

Learning at Loreto is guided by the principles and practices of Response to Intervention framework (RtI). This is a systematic approach for achieving higher levels of academic and behavioural success for all students.

Purpose

This policy is designed to provide the Loreto College, Ballarat community with a statement of the principles upon which Loreto Learning is based and to:

- facilitate the delivery of high quality learning experiences that encourage students to aim for consistently high levels of personal achievement and excellence.
- guide the organisation of classroom learning and what the College community does to create an effective and well-managed learning environment in which the individual needs of students can be met.
- provide common language, expectations and understanding of what makes outstanding learning and teaching within the Loreto Learning framework.
- establish criteria and processes for regular evaluation of learning and teaching at Loreto.

Aims

At Loreto, through Loreto Learning, we strive to develop:

Learners who are

- open minded
- engaged
- independent and inter-dependent
- persistent
- responsible
- deeply involved their learning
- creative and discerning.

Citizens who are

- historically aware
- culturally accepting
- environmentally sensitive
- involved and active in the community, working for justice
- moral and ethical.

Individuals who are

- reflective
- compassionate
- sincere
- resilient
- flexible
- confident
- optimistic
- aspirational.

Loreto Learning Environment

The **Loreto Learning Environment** is characterised by a **learning landscape** that is:

- based on positive respectful relationships
- student centred
- flexible and adaptable
- caring, safe and welcoming
- encouraging of students reaching their personal best
- well managed.

Teaching practices which are

- informed by evidence based research
- differentiated
- based on principles of planning a Loreto lesson
- restorative
- well-resourced and supported
- collaborative, team-based, and modelled on current best-practice.

Curriculum planning which is

- inclusive of needs of all students
- documented using the Understanding by Design (UBD) format.

Assessment and monitoring which is

- varied and authentic
- curriculum based and standardised
- criterion referenced
- formative and summative
- timely
- based on designated Victorian and Australian Curriculum documents
- informed by data: Loreto Information Network Connecting Data (LINCD).

Role of the Loreto Teacher

Loreto teachers will:

- develop and maintain relationships with students based upon the Mary Ward values of Justice, Sincerity, Verity, Felicity and Freedom
- provide all students with a safe supportive and encouraging environment where learning is central
- plan and work collaboratively with colleagues to ensure that all students have access to the highest quality learning experiences
- maintain up to date curriculum documentation in the designated form accessible to the Leaders of Learning
- deliver lessons in alignment with the Good Loreto Lesson
- plan, design and deliver authentic assessment of, as and for learning
- monitor student learning closely, recording and sharing data in the designated format
- communicate with parents about student achievement, providing feedback on areas for improvement and future learning.

Role of the Loreto Learner

The Loreto Learner will:

- develop and maintain relationships in the classroom based upon the Mary Ward values of Justice, Sincerity, Verity, Felicity and Freedom
- come to class ready and willing to learn
- collaborate and co-operate in her learning
- bring an open, inquiring mind to learning
- take on responsibility for her learning and for creating a supportive learning environment for everyone in the classroom
- strive for excellence in all endeavours in the classroom
- be determined and persistent in her learning.

Role of the Loreto Leaders of Learning

Leaders of Learning at Loreto will:

- ensure that relationships, policies, procedures and processes at Loreto are

based upon the Mary Ward values of Justice, Sincerity, Verity, Felicity and Freedom

- promote the vision of Loreto Learning with which the whole College community can engage and to which the community can contribute
- support and encourage teachers and learners to create and sustain a Loreto Learning Landscape
- facilitate the collaborative culture for the planning and delivery of high quality learning and teaching
- monitor the delivery of Loreto Learning and Teaching to ensure the entitlements of Loreto Learners
- provide opportunities for teacher learning through professional development which is based around student learning and student outcomes
- provide opportunities for parents and the community to partner the College in the education of the girls.

Role of the Parents of Loreto Learners

'Parents are the first teachers of their children in the school of life. Where parents are committed to a Christian way of life, they will seek to develop a similar sense of life in their children.'

Parents/guardians are obliged to ensure their children are educated to the required level, and must be free to pursue religious schooling if they so desire. Catholic parents are to make serious efforts to provide a Catholic education for their children.'

'Awakenings' Catholic Diocese of Ballarat

It is the expectation that parents of the Loreto Learner will:

- support the College in building relationships and learning which are based upon the Mary Ward values of Justice, Sincerity, Verity, Felicity and Freedom
- work in partnership with the College to promote, encourage and facilitate their daughter's learning and her search for personal excellence
- support the College in its goal of providing a faith based Catholic education of the whole person
- communicate with the College about student progress and wellbeing so that their daughter can access success in learning
- participate in the life of the College with their daughter
- support their daughter and the College in the delivery of high quality teaching and learning
- assist their daughter to develop and maintain the habits and practices of a successful learner.

Documents related to and informing this policy include:

- Loreto College Ballarat Safe School Policy
- Loreto College Ballarat Assessment and Reporting Policy
- Loreto College Ballarat Home Study Policy
- Hattie, J (2012) Visible Learning for Teachers: maximising impact on learning. Routledge: Oxon
- Marzano, R. (2007) The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. ASCD: Alexandria, Virginia USA
- Wiggins, G. & McTigue, J. (2005) Understanding by Design 2nd Edition. ASCD: Alexandria, Virginia USA

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Loreto
COLLEGE BALLARAT | EST. 1875

Learning & Teaching

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Loreto Schools of Australia Mission Statement 1998



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It is a systematic approach for achieving higher levels of academic and behavioural success for all students.

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Teaching practices which are:

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- based on principles of lesson planning
- restorative
- informed by data (LINCD)

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