

PRIMARY TEACHING & LEARNING

■ community ■ challenge ■ choice



St Michael's
COLLEGE

MISSION AND VISION

A quality Lasallian education "is realised by offering a community and personalised environment where individuals can flourish as human beings and where they are open to hope and have a positive sense of life."

Br Alvaro

I have come that they may have life, and have it to the full.

(John 10:10)



St Michael's COLLEGE

St Michael's College is a Catholic school in the Lasallian tradition which is committed to the human and Christian education of the young, especially the poor, through:

■ Community

We are an inclusive and respectful community where each individual is known, valued and cared for, enabling them to feel confident to explore their curiosities, flourish and fully realise their potential.

■ Challenge

Individual growth is achieved through engagement, opportunity and recognition, underpinned by a positive learning culture that is authentic, challenging and supportive.

■ Choice

Through a quality Lasallian education, inspired by the Gospel and a concern for social justice, students are empowered to better choose who they become as people, learners and leaders in the world.



Primary Teaching & Learning

St Michael's College encourages each student to grow as a person in an environment where mutual respect and learning are held in the highest regard.

In keeping with its Lasallian ethos, our curriculum embraces all key learning areas and gives special attention to literacy and numeracy. It is responsive to the changing demands of a modern, forward-looking education system and strives to give all students the opportunity to reach their full potential.

There are six essential elements to our curriculum:

- Accessing an inclusive curriculum, which caters for differing learning styles and abilities, learning individually and collaboratively and communicating effectively.
- Thinking creatively and critically to gain knowledge and apply skills.

- Participating in a community of learners that contribute to the development of and are enriched by each individual member.
- Being a child of God, valued for the contribution made to the social and cultural diversity of the College.
- Being informed citizens who act with integrity.

From the Director Teaching & Learning

At the Primary Campus, we are committed to delivering an innovative inquiry-based curriculum that honours the qualities and uniqueness of all students and teachers. Our curriculum is enhanced by our innovative learning spaces and the continued development of pedagogy that promotes academic, spiritual, social, emotional, and physical growth. Learning at the Primary Campus is further enhanced through our Primary Values that support students to develop skills and attributes that contribute to their success in many aspects of life. Our teachers and students are active contributors to the learning environment as we strive for a culture of learning where we are all knowledgeable, curious, and have the capacity to contribute to the building of a better world for all.



Pedagogy

The primary function of pedagogy is to foster a love of learning in students whilst building on previous learning experiences and inspiring new questions and thinking. Teachers at St Michael's College - Primary make use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged, and learning successfully.

We believe that children learn best when as teachers we:

- create a positive classroom environment where all students feel known, valued and cared for;
- have a strong focus on literacy and numeracy;
- make authentic links to between what we are learning and the world around us (small and large);
- provide opportunities for collaborative work;
- support students to reflect on their learning;
- encourage and support students to achieve excellence in all areas, acknowledging the relationship between effort and success;
- provide honest and authentic feedback that is both encouraging and gives a direction for future learning.

At the Primary campus, we are focused on continuous improvement of teaching and learning, our teachers will model effective practice, review inclusive strategies and explore a variety of teaching approaches to engage and support all students. The following is a snapshot of these approaches and an overview of each learning area. Each year, opportunities arise for curriculum enrichment through but not limited to Academic Competitions, Guest Speakers, Visiting Performances, Instrumental Music Program, Public Speaking, Podcasting, Robotics, Stewardship, and Sustainability.



Pedagogy (continued)

Playful Inquiry - Lasallian Stars (Mid-year Intake) to Year 2

Playful Inquiry refers to a pedagogical approach in the Early Years of St Michael's College. It seeks to harness the power of children's natural ways of learning to explore and develop. The approach pays homage to the Reggio Emilia principle that each child is seen as a citizen of the world, is an agency of rights, full of life, power and confidence. Of course, this emphasis on children's agency does not deny their vulnerability; nor does it diminish adults' responsibility for the protection and nurturing of each child. The educational endeavour to foster children's flourishing is an expression of God's grace." (CESA Children: Close to the Mystery of God). The pedagogy integrates content from the Australian Curriculum and includes opportunities for individual learning paths.

Inquiry-Based Learning

An inquiry-based approach to teaching and learning aims to increase student engagement in deeper thinking and learning, foster creativity, student

choice and provide opportunities for interdependent learning. Inquiry is not simply students doing projects. Inquiry involves students tackling questions that are relevant to them whilst developing their own questioning, research, and communication skills. Our teachers use their knowledge of the Australian curriculum along with their own skills and passions to shape learning experiences for our students. Inquiry learning has many forms including but not limited to problem-based learning, integrated learning, and shared learning. Our school has a rich history of this approach from IB, PYP and Programs of Investigation Units.

SEMP (School Environmental Management Plan)

Education for sustainability is embedded across the curriculum and we hope to develop in our learners the knowledge, skills, attitudes, values and commitment to become critical consumers and make informed decisions for the benefit of current and future generations. Some excellent examples of this are the Stephanie Alexander Kitchen Garden

Program where students learn about so much more than cooking and the Wetlands project that provides an inviting habitat for birds, frogs and other members of this ecosystem. An integral part of our approach is the philosophy that we empower students, and ultimately our whole College community, to make change.

STEM

With a focus on Science, Technology, Engineering and Maths initially this approach to learning often encompasses aspects of the Arts and Humanities. Across all year levels, students are invited to solve problems both real and hypothetical and then present findings. This approach to education is continually evolving due to its close relationship to ever-changing technology. At the Primary Campus we facilitate this approach through the use of the spaces in the Innovation Center - with space for design, media, research, construction, and experimentation. All students use this facility regularly.



The Australian Curriculum

The Australian Curriculum is designed to teach students the skills and knowledge necessary to be confident and creative individuals and become active and informed citizens for a 21st Century learning environment. In the early years, priority is given to literacy and numeracy development as the critical foundations for future learning. As our students progress through the primary years, an increasing focus is placed on developing the knowledge, understanding and skills of all eight learning areas. In addition, we utilise the CESA Frameworks of 'Crossways' and 'Made in The Image of God' for developing teacher programs in the subject of Religious Education.

Within the Australian Curriculum there are three dimensions:

Learning Areas

That contain content descriptions that detail knowledge, understanding and skills that are 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 the teaching and learning in their classroom.

General Capabilities

Seven general capabilities: Literacy, Numeracy, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding, Intercultural Understanding and Information & Communication Technology Capacity. These are skills and abilities intended to prepare young Australians to learn, live and successfully work in a 21st Century learning environment.

Cross-curriculum Priorities

Specific areas identified within learning areas including Aboriginal and Torres Strait Islanders Histories and Culture, Asia and Australia's Engagement with Asia and Sustainability these are considered critical to Australia's future.

Assessment

Teachers use the achievement standards contained within the Australian Curriculum to make balanced judgments about the quality of learning demonstrated by students. Assessment of student learning takes place at different levels and for different purposes and the data collected is both quantitative and qualitative. Assessment of student learning and growth may include the following:

Assessment	Formal Reporting
Diagnostic testing	Written reflections
NAPLAN	Online assessments eg RENAISSANCE
Progressive Achievement Tests (PAT)	Exhibitions and Demonstrations
Oral presentations	Portfolios
Classroom observations and anecdotal evidence	Interviews
Teacher created tests	Rubrics
	Term 1 Students and parents participate in a Learning Conversation
	Term 3 Portfolio Conference Evening and Expos
	Each semester parents are provided with reports that provide a summary of achievements for that semester.

Please note: parents/caregivers are encouraged to contact the class teacher to discuss any learning or wellbeing concerns outside of these times. Do not wait and see - if you perceive a potential problem. We work best when we work in partnership.



Learning Areas

English

The English curriculum is built around the three integrated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The English curriculum expands student's understanding of the conventions of spoken and written language use at home, at school, socially and in other contexts. We aim to promote in students the skills necessary for them to become confident communicators, imaginative thinkers and informed citizens. Students are also taught to engage imaginatively and critically with literature to expand the scope of their vocabulary and experience.

Mathematics

Growth mindset is a key component of Mathematics at our school. Students are guided to develop curiosity in and enjoyment of Mathematics and its application in everyday situations. The Mathematics curriculum provides students with essential mathematical skills and knowledge through the strands of Statistics and Probability, Measurement and Geometry and Number and Algebra; whilst developing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The use of active and concrete experiences are vital to the development of key mathematical understandings and students often use models, pictures and symbols to represent and communicate complex ideas.

Humanities (HASS)

Humanities includes a study of: History, Geography, Civic and Citizenship and Economics and Business. It is a study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Through studying Humanities, students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. The Humanities subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st Century. Each semester students are encouraged to make connections through an inquiry-based learning approach and a key component of our SEMP.

Health & Physical Education

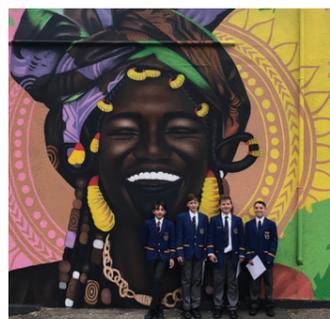
Health and Physical Education has two interrelated strands of Personal, Social and Community Health, and Movement and Physical Activity. Specialist teachers ensure students are taught how to enhance their own and others' health, safety and wellbeing. They also participate in physical activities in varied and changing contexts. A Specialist PE teacher provides a comprehensive program of participation in a variety of Physical Education activities and games during weekly lessons, that focus explicitly on developing movement skills and concepts students need to participate in physical activities with competence and confidence.

Italian

The Languages curriculum is organised through the two interrelated strands of Communicating and Understanding. Through these, students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication. Italian is offered to all students and taught by a specialist teacher, with a focus on Italian culture and includes a conversational approach to language learning. Comprehension and communication skills both oral and written are developed; students are encouraged to explore and use the language creatively through dialogue which in turn further develops their cross-cultural understanding.

Music

Each student attends a weekly music lesson taught by a specialist teacher. All students have the opportunity to learn a musical instrument or singing from a variety of private tutors on campus. In Year 4 we run an Immersion Program with a focus on brass instruments. We are always part of the Catholic Schools Music Festival Choir (Year 6) and every year there is a Musical production and biannually a whole college musical. Throughout the year there are many opportunities for students to showcase and develop their talents.



Learning Areas (continued)

Religious Education

Religious Education is the learning area at the heart of all we do at St Michael's College Primary Campus. It has the same demands and rigour as other disciplines. It is a curriculum of the head, heart and hands, where the children develop knowledge, understanding, skills and positive dispositions about Christianity in the light of Jesus and the Gospel, and St John Baptist de La Salle and our Lasallian story, in dialogue with their own religious and social backgrounds and other religious worldviews. It aims to expand their spiritual awareness and engagement with the mystery of faith, developing a sense of self-worth and belonging, and promoting care for creation and service of others, especially the poor.

Religious Education is supported and enhanced by three different curricula: Catholic Education South Australia Crossways Curriculum; Made in the Image of God (MITIOG) and Human Sexuality Curriculum; and the Keeping Safe: Child Protection Curriculum. Together these curricula contribute to creating an environment of safety, care and compassion. Religious Education is organised around the interrelated strands of: Dialogue and Interpretation, Knowledge and Understanding, Spiritual awareness and Agency. Religious Education interacts with and is enhanced by the religious life of the school and the wider Church which aims to nurture and expose students to a broad range of experiences, enriching their religious and spiritual development through prayer, mass and liturgy, reflection, study and service. In partnership with families and the parish, St Michael's College Primary Campus supports families in the preparation for the Sacraments of Reconciliation, Confirmation and First Communion.

Science

The Science curriculum has three interrelated strands of Science Understanding, Science as Human Endeavour and Science Inquiry Skills. These provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Our students engage in a range of hands-on experiences and research tasks that lead them to observe and appreciate the physical world, pose problems, conduct tests, make investigations, draw conclusions and communicate their findings. Students explore biological, chemical, physical, Earth and Space sciences. Along with HASS, this learning area is a key component of the SEMP and STEM curriculum.

Technologies

Technologies describes two distinct but related subjects: Design and Technologies and Digital Technologies. Design and Technologies involves the purposeful application of knowledge, experience and resources to create products and processes that meet human needs. The process of designing, making and appraising drives this learning area. Technology education aims to improve students' ability to achieve successful outcomes by applying knowledge and appropriate resources to meet particular needs and purposes. Digital Technologies involves the use of computational thinking and information systems to define, design and implement digital solutions. We focus on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems. Students develop explicit knowledge, understanding and skills relating to operating and managing ICT and applying social and ethical protocols while investigating, creating and communicating. Humanities includes a study of: History, Geography, Civic and Citizenship and Economics and Business. It is a study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Through studying Humanities, students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. The Humanities subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st Century. Each semester students are encouraged to make connections through an inquiry-based learning approach and a key component of our SEMP.

The Arts

The Arts Curriculum includes five subjects. These are: dance, drama, media arts, music and visual arts. Currently, both dance and drama are integrated in the PE, Music and English curriculums.

Visual Arts

Are taught by a specialist teacher where students' natural abilities are nurtured and encouraged. The Visual Arts curriculum is structured around the three main strands of: Art in Context, Art Practice, and Art Analysis and Response. Through involvement in visual art experiences, our students develop creative and powerful ways of expressing themselves. They also learn to understand the various concepts, conventions, skills and techniques. Through responding to, reflecting upon and analysing art, our students develop a critical appreciation of their own works and those of others. Both artistic creativity and self-expression is fostered. In addition, many elements of design technology are integrated into Art lessons as the learning space is well resourced with 3D printers, laser cutting technology and much more.

Example of timetable - Year 2

LESSON 1	English 18 students	English 18 students	English 18 students	English 18 students	English 18 students
LESSON 2		2MAT.BP RM12 Mathematics 18 students	2HRS.BP RM12 Humanities and Social Sciences 18 students	2ENG.BP RM12 English 18 students	2ENG.BP RM12 English 18 students
LESSON 3	2ENG.BP RM12 English 18 students	2SCL.BP RM12 Science 18 students	2MAT.BP RM12 Mathematics 18 students		2ENG.BP RM12 English 18 students
RECESS				Duty EARP Early Primary No students	
LESSON 4	2MAT.BP RM12 Mathematics 18 students			2MAT.BP RM12 Mathematics 18 students	2MAT.BP RM12 Mathematics 18 students
LESSON 5	2REL.BP RM12 Religious Education 18 students		2WBB.BP RM12 Well-being Bounce Back 18 students	2MAT.BP RM12 Mathematics 18 students	2REL.BP RM12 Religious Education 18 students
SUPERVISED EATING	2SEA.BP RM12 Supervised Eating 18 students	2SEA.BP RM12 Supervised Eating 18 students	2SEA.BP RM12 Supervised Eating 18 students	2SEA.BP RM12 Supervised Eating 18 students	2SEA.BP RM12 Supervised Eating 18 students
LESSON 6	2HUM.BP RM12 Humanities and Social Sciences 18 students	2SCL.BP RM12 Science 18 students		2TEC.BP RM12 Digital Technologies 18 students	2HUM.BP RM12 Humanities and Social Sciences 18 students
LESSON 7	2HUM.BP RM12 Humanities and Social Sciences 18 students	2SCL.BP RM12 Science 18 students	2REL.BP RM12 Religious Education 18 students	2TEC.BP RM12 Digital Technologies 18 students	2WBB.BP RM12 Well-being Bounce Back 18 students

An inclusive
and respectful
community
where each
individual
is known,
valued and
cared for...



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