

# Welcome to our Catholic Learning Community



I would like to welcome you to the Catholic Learning Community of St John XXIII, Stanhope Gardens.

In 2007, the vision for a contemporary Catholic Learning Community was initiated to address the needs of the Catholic communities in the area. This vision is now a reality with our College providing purpose built educational settings for students, Kindergarten to Year 12.

Our quality facilities and committed staff support our students with the knowledge, understanding, skills and values to make a difference in the world they will enter.

As a learning community we focus on promoting the spiritual, intellectual, physical, social, emotional, moral and aesthetic development and well-being of each of our students. We recognise that we share this responsibility with the Parish, students, parents and our broader community.

In our Catholic Learning Community we strive to promote a sense of equity and that 'all students count'. We seek to ensure that all staff and students strive for excellence in every endeavour.

When students move into the community, it is hoped that they will be confident and creative individuals, they will be active and informed participants and they will be successful and engaged learners.

I invite you to visit our College and witness the contemporary learning environments that provide students with the opportunity to learn and grow.

Dr Peter Webster  
College Principal



# Evangelisation



## Religious Education and Evangelisation

To be Christian leaders of tomorrow is a core dimension of our College Mission Statement.

Religious Education and Evangelisation is expressed through:

### **The Religious Education Curriculum Kindergarten - Year 12** **The Liturgical and Prayer life of the College** **Social Justice Programmes** **Staff and Student Spirituality**

Religious Education is a lifelong process that guides people into 'intimacy with Jesus Christ'. (Catechesi Tradendae)

In our Catholic Learning Community, Religious Education is more than formal instruction; it is a conscious pathway to the development of the whole person as a model of Christ and permeates all facets of College life within our Catholic community.

This religious dimension is present everywhere: in the playground, the assemblies and the learning spaces themselves where every subject contributes to a genuinely religious way of understanding the world. Meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of College life in the context of the Church's celebration of the liturgical year.

Within the formal curriculum, 'Religious Education is given priority with regard to the school curriculum, time and space allocation and the choice and recognition of staff.' (Catholic Schools at a Crossroads page 14). Within the Parramatta Diocese it is a course of formal study that commences in Kindergarten and continues until the end of Year 12.

Classroom-based Religious Education is just as demanding as every other subject. It has its own syllabus (Sharing Our Story) and uses the most effective pedagogical methods including group work, research, critical thinking, problem-solving, appropriate use of memorisation, display and dramatic presentation.





# Pastoral Care



The challenge to be 'Be Not Afraid' is fundamental to our College goals that encourage excellence, promote learning and foster the development of the whole person. We ask students and staff to be courageous, whether it is in their relationships with others, their schoolwork, extra-curricular activities or their work within our learning community.

Our environment integrates Gospel values with daily living and learning. These values are reflected in our restorative justice approach to behaviour management, learning and performance program (LAP), community partnerships, counseling and peer support programs. Our structures are built on strong relationships and communication between teachers, students and their families. Our goal is to support students' well-being and learning needs through personalised plans.

At a day to day level, we have a dedicated team of Well-being Team Leaders and Primary Class Teachers who are the immediate point of contact in areas of student welfare. Together, they work closely with the College Leadership Team to support the academic and personal well-being of every student. Well-being is indeed a priority at our College. Every staff member shares the responsibility for the welfare of our students - in this way we are indeed "Nurturing Hope for the Future".

Developing self-esteem and confidence through our Pastoral Care programs is instrumental to student growth. Our programs encourage students to build their own capabilities to deal with challenging issues and broaden their understanding of matters that affect young people. Examples of programs that are currently being undertaken include cyber safety, safe driving, anti-bullying, goal setting, time management and resilience. The College Pastoral Care structure is based on a horizontal stream Home Room structure and a House system that encourages students to be actively involved in all House activities, Kindergarten to Year 12, as a way of building community spirit and a strong sense of belonging. A "buddy" system supports the development of strong friendships across the College, aiming to ensure that each individual is well-known and connected to our College community.

There are many opportunities for student leadership. Our Student Leaders, elected by their peers and their teachers, focus on the areas of Ministry, Learning, Arts and Sport. Students embrace numerous opportunities to represent the College, promote their school and broader community initiatives, as well as facilitating discussions and action around the needs of the student body.



# Teaching & Learning



## 21st Century Learning

The Kindergarten - Year 12 Catholic Learning Community of St John XXIII is committed to providing an education for our students that will prepare them for the society of the future. We believe that authentic education addresses the “whole child”, the “whole person”, and does not limit our professional development and curriculum design to workplace readiness. We are preparing our students to be critical thinkers, problem solvers, competent communicators, creative, adaptable and curious lifelong learners by engaging with 21st century teaching and learning.

“No one works alone” is a central College mantra that responds to the 21st century reality that the members of our community are constantly connected to the world. Our approach to the core business of learning recognises it is a social activity that requires skills acquisition, not just in how to learn, but how to work with others to share the learning journey. Our teachers work in teams to design, plan and implement learning experiences that allow students to develop 21st Century skills. By identifying and mapping aspects of the curriculum that correlate, teachers are able to identify an overriding concept, principle or idea that guides the learning. This allows the students and teachers to recognise and explore what is valued and connected in their learning, resulting in richer, deeper, more relevant learning experiences.

Teachers model for the students, and each other, effective approaches to exploring problems and developing responsive, flexible, creative ways to co-produce responses that allow for the ambiguities and diversity of life in and beyond school. Teams of teachers and students, working together within the learning spaces, create opportunities for mutual teacher-student observation and reflection as co-learners, providing timely and specific feedback that persistently informs the learning and teaching paths taken.

No learning or teaching is private within the learning architecture that plays a pivotal role in our College. The agile interior design is open, comfortable and flexible promoting creativity in both teachers and learners.

Above all, our approach to curriculum delivery and pedagogy emphasises the intrinsic value of the social, the student-teacher relationship – focusing on knowing the learners and their journeys, not on knowledge as a destination to be reached. The ethics of this human side of the core business are constantly referenced to and framed within the Catholicity of our learning community.





# Sport



In our Kindergarten to Year 12 College, each student is afforded the opportunity to actively participate in a broad variety of Sporting opportunities. We acknowledge not only sporting excellence but equally participation, skill development and pride in performance.

Primary students are provided with opportunities to participate in Gala Days with a focus on touch football, soccer, netball and basketball.

Our Swimming, Cross Country and Athletics Carnivals provide opportunity for participation, with the more gifted given the opportunity to participate in the Hills Zone, Diocesan, Mackillop and NSW CPS competitions.

For further opportunities in a broader range of sports, students are able to nominate to trial for PDSSSC teams in their speciality areas.

Secondary students participate in grade sport for one hour each week with a focus on participation, collaboration and community spirit. Each term we focus on a particular sport. During this time, students have the opportunity to be selected into the academy team, where fitness, teamwork and extending their skills are at the forefront. During academy training we also select students to represent the College at the PDSSSC Gala Days.

Students are involved in Gala Days, PDSSSC, NSWCCC, Mackillop and NSWPSA across a variety of sporting disciplines and our Swimming, Cross Country and Athletics Carnivals are the first step in the pathway to these opportunities to compete at an elite level.

We are proud to have students of the College who have achieved Australian representatives status in the areas of Golf, European Handball and Baseball.



# Creative & Performing Arts



Creativity involves thinking and making new or different connections to generate ideas. Creativity at the College extends into all areas of the curriculum and is designed to engage students in their learning. Students are immersed in and exposed to, creative endeavours through Dance, Drama, Digital Media, Music and Visual Arts courses.

Creative and Performing Arts teachers are committed to 21st century learning and teaching opportunities. They make meaningful links between creativity, practice and critical study. Creative and Performing Arts courses extend students' skills and knowledge as well as influence their thoughts and ideas by fostering the development of collaboration, communication, connectivity and critical thinking. Collectively, our students' work reflects diversity, boldness and risk-taking.

In Dance and Drama, students learn experientially, on their feet. Students are encouraged to communicate ideas through movement and voice, and to express and represent their ideas, while displaying empathy for multiple viewpoints. Students learn to develop skills in making, performing and appreciating drama and theatre. In Drama, students explore several dramatic forms and theatrical styles, including theatresports, street theatre, Epic theatre, protest plays, physical theatre, film-making, melodrama, realism and expressionism. In Dance, students explore contemporary dance movement principles and composition skills; physically and intellectually exploring the communication of ideas through movement.

In Digital Media, students work with new and emerging technologies to create and critically study the art of photography, film, digital and visual communication, and design. Students develop their own blogs and create portfolios of their work for teacher, self and peer review. Students engage in practical workshops to learn about and practice creating original digital media compositions. Students reflect on their own contributions and the work of others, using 21st century technology platforms.





# Creative & Performing Arts



In Music, students explore different styles, such as classical, rock, jazz and international music. They are encouraged to participate in choirs, bands and ensembles. Students learn to develop skills in composition, listening and performance. The commitment from the student body in choir, junior and senior primary and secondary, compliments the religious dimension of the College.

In Visual Arts, students experience a dynamic art program. Students explore several art forms including ceramics, painting, drawing, photography, digital media and video, textiles, sculpture, print-making and installations. Students experience various mediums such as oil and watercolour paint, wax, clay and found objects. Students explore 21st century art-making practices and artists to engage in a critical study of their work and an investigation of the world around them.

Students at the College are given many opportunities to explore and express new ideas through all Creative and Performance Arts courses. In the Primary school, students participate in the Catholic Education Office's initiative, Captivate, where a mixture of private lessons and class lessons are undertaken in strings, brass and woodwind instruments. Students have opportunities to compete in various performances and eisteddfods.

