



CATHERINE MCAULEY WESTMEAD

ALTIORA QUÆRITE
'Strive for Higher Things'

LEARNING FRAMEWORK



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Catherine McAuley Westmead is a Catholic girls' school established in the Mercy tradition. Inspired by our founder, Venerable Catherine McAuley, we aspire to live a God-centred way of life which respects and affirms the dignity of each person. In embracing our Catholic Mercy heritage and charisma, we:

- commit to excellence and innovation in girls' education;
- empower young women to be courageous and actively involved in social justice;
- value our diversity and inclusiveness;
- build community through hospitality and
- foster the development of the whole person.

We believe that our students' lives are shaped by the school we create and the opportunities we provide. In a dynamic world, our young women of Mercy will be prepared to make a difference. We build on a culture of success, high standards and professionalism. We are innovative, inclusive, responsive and courageous in our approach. We recognise that our students are unique and diverse learners. As a Mercy community, we foster aspiration and excellence through positive relationships, inclusivity, innovation and courage. We build positive relationships with both local and wider community by actively engaging our students in partnerships with social justice agencies, learning institutions and local businesses.

At Catherine McAuley, we strive for...

Excellence

(FEEDBACK AND REFLECTION)



With a passionate desire to 'strive for higher things': we commit to do the ordinary extraordinarily well. We value feedback as one of the most powerful influences on learning and achievement. Reflection on learning enables students and teachers to target gaps in their knowledge, skills and practice and take steps towards improvement. This will be evident through:

- ensuring formative assessment processes and quality feedback which support learners to articulate where they are in their learning, where they are going and how to get there;
- empowering students with the ability to reflect on their own achievements and learning processes and provide teachers with constructive feedback about their teaching practice;
- providing teachers with opportunities to reflect on and develop their approaches to teaching, learning and assessment to become more effective practitioners and
- developing teachers' skills in using a range of qualitative and quantitative data in order to differentiate learning and provide an appropriate challenge for each student.

Relationships

(HOSPITALITY)



Caring and mutually respectful relationships must be open, honest and genuine. Modelled on the person of Jesus Christ, these relationships are the foundations for a learning culture that promotes growth through understanding, mutual respect, compassion and perseverance in the face of challenge. We work for the Common Good through our words and actions, creating a community where all feel welcome, safe, included and respected. This will be evident through:

- showing genuine care and support for each other as learners and as people in all facets of school life;
- providing appropriate pastoral and academic structures that enable teachers to know our students and work with them in order to foster their growth, both as individuals and members of our community;
- promoting opportunities for staff and students to contribute positively as compassionate and empathetic global citizens and
- communicating effectively with parents and caregivers to acknowledge the essential role they play in support of their daughter's learning and the school community.

At Catherine McAuley, we strive to be....

Courageous (GROWTH MINDSET)



Individually and collectively, we show resilience when challenged and have the courage to challenge others. We take risks with our learning, think creatively, act autonomously and with confidence. We cultivate mindfulness and embrace a growth mindset that supports self-efficacy through fostering flexibility, resilience and an understanding that learning is a lifelong process. This is evident through:

- valuing the process of learning and not just the result;
- promoting self-regulation and the taking of responsible risks in learning;
- supporting learners to set achievable goals and to see purposeful effort as a natural path to personal excellence and
- fostering a culture that appreciates the value of learning from mistakes, embracing challenges and persisting in the face of setbacks.

Inclusive (COLLABORATION)



The Catherine McAuley community is an inclusive one that promotes the sharing and building of ideas and the exploration of perspectives to achieve shared insights and foster connectedness. As people of Mercy, we act with compassion and have strength of conviction to uphold our beliefs and values while respecting those of others. As advocates for justice, we have the courage to articulate what is right, challenge injustice no matter where and when it occurs and honour diversity and inclusiveness. This will be evident through:

- engagement in meaningful and effective learning;
- opportunities for teachers and students to learn with and from each other;
- programs in our school and engagement with the wider community to promote problem-solving, empathy, social awareness and service to others in a real world context and
- school structures and learning spaces that support and encourage collaborative practices for staff and students.

Innovative (CRITICAL AND CREATIVE THINKING)



We are innovative problem solvers, critical thinkers and active participants in the wider world. Critical and creative thinking develops deep knowledge, broad understanding and higher-order thinking skills that provide students with the ability to independently and confidently solve real-world problems and transfer knowledge and skills to new contexts. This will be evident through:

- maintaining a strong approach to literacy, numeracy and technological literacy as foundations for critical and creative thinking;
- engaging students in relevant and authentic learning experiences which promote higher-order thinking across a variety of academic and social contexts and through the use of a range of learning technologies;
- providing approaches to learning which promote inquiry, problem solving, metacognition and authentic assessment and
- creating opportunities for staff and students to be challenged, innovative and explore a variety of possibilities and perspectives.

SCHOOL CONTEXT

Situated on the land of the Burramatta people and founded by the Sisters of Mercy Parramatta, Catherine McAuley Westmead is a Catholic girls' school with a strong Mercy charism. The school began in 1966 as a Catholic secondary school for girls in Years 7 to 10 on the present site. Years 11 and 12 were introduced in 1986. Today it offers comprehensive education for girls from Years 7 to 12. The school operates within Catholic Education, Diocese of Parramatta. We pride ourselves on being authentic followers of the vision of the Venerable Catherine McAuley.

Catherine McAuley Westmead is part of a Catholic educational community which includes Parramatta Marist High, Mother Teresa Catholic Primary School and Sacred Heart Primary. The centre of this community is the Sacred Heart parish. Each member of the community has its own distinct and unique charism, however, all are connected in worship and learning in the Catholic tradition.

Catherine McAuley Westmead is a vibrant, diverse and multicultural community with an expert, innovative and dedicated teaching staff. This allows for a broad curriculum, with flexible choices that cater for the wide range of student interests and abilities. We are a comprehensive school that is inclusive and equitable. Our approach to learning prioritises the skills required for young women to actively participate in a dynamic world as autonomous lifelong learners who are



connected, adaptable, discerning and articulate. An extensive extra curricular program provides a holistic education and enables students to experience success and achieve excellence in a wide variety of areas.

At Catherine McAuley Westmead, our comprehensive academic structure is complemented by our Leaders of Learning, Year Coordinators, Homeroom teachers and House Patrons who support and lead stage appropriate programs that address contemporary issues faced by young women.

We commit ourselves to the vision of Venerable Catherine McAuley
“To perform the ordinary, extraordinarily well.”



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