Learning Spaces
(Names of spaces and descriptions created by students Yr. 3-6 LC)

Classrooms have learning spaces that include:

*Sky high Learning Tower* (High Benches with or without stools) “Where we can watch over the Learning Community, do our work and talk quietly.”

*Comfortable Learning Cave* (Couches and cushions) “A reflective spot where you can read. A warm and cozy place for independent learning.”

*Silent Walls* (Individual workstations) “Quiet, concentrating places where we don’t distract those working, for independent learning.”

*Learning Theatre* (Floor space) “A place to gather and share student presentations, have discussions as a whole class and share what we have learned.”

*Construction Site* (Tables set for art, craft activities) “Place to make things, complete presentations, help others and share ideas.”

*Dinner Table* (Large round table) “A place where people get together, where people are focused. A place of collaboration.”

*Busy Hives* (Tables arranged for teacher focus groups) “A place where we set goals, share ideas and work together. We have conversations with our teachers on our learning.”

St Thomas Aquinas Primary School
Norlane

A Community of Learners where:

1. The process of learning is valued
2. Learner focused
3. Shared responsibility for all students
4. Being open, flexible and committed to contemporary learning in practice
5. Frequent and open communication from all
6. All students can achieve.

The Learning Plaza
What learning looks like at St Thomas Aquinas
Learning Communities
Our school is arranged into two Learning Communities, Prep – Year 2 and Year 3 – Year 6. Each Learning Community has its own flexible learning space within a traditional school building.

Teachers work collaboratively in the planning and delivery of the curriculum.

Learning Assistants are provided in each community to support the learning.

All staff share in the wellbeing and achievements of all students.

Learning & Teaching
At St Thomas Aquinas there is a strong commitment to thorough planning that is based on evidence of students' learning. We have made a commitment to more contemporary practices in the way we work, which increasingly involve the students' input. Planning and delivery of the curriculum is therefore organized in a collaborative way. Time is given to planning on a weekly basis where teams of teachers are released together and includes curriculum leaders. During this time the team reflects on the learning and teaching program to date and considers evidence that informs the next step for students' learning.

Integrated Units are planned at the whole school level so that all teachers have the opportunity to contribute ideas and an understanding of how the learning is built on from Prep – Six. We have recently added a community engagement aspect to our inquiry units by considering the following questions in our planning phase:

What opportunities are there for family engagement? What opportunities are there for community engagement? What steps do I need to take to achieve these family and community engagement goals for the term?