



# LITTLE FLOWER INTERNATIONAL SCHOOL



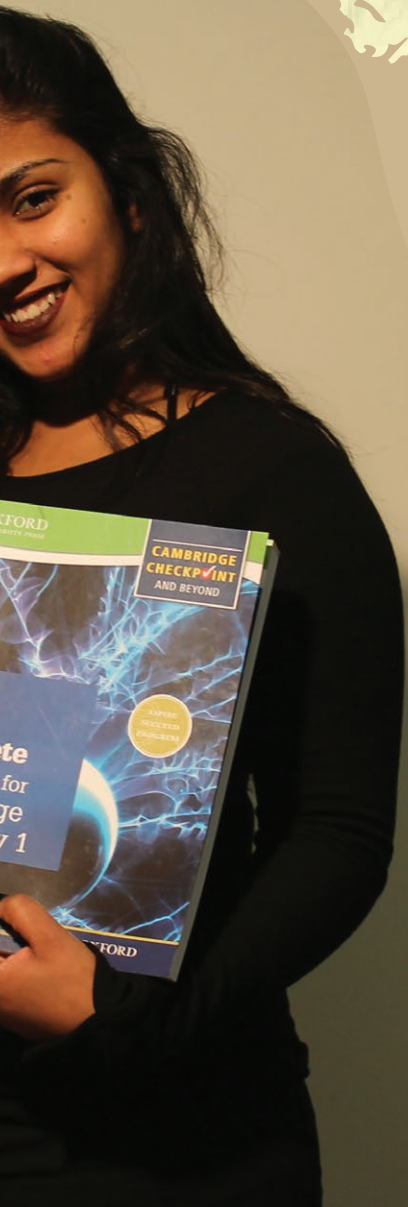
LEARN, LOVE, LEAD



# LITTLE FLOWER INTERNATIONAL SCHOOL AT A GLANCE

LF is committed to delivering top quality Pre-School, Primary, Secondary and Pre-University education, through the internationally-recognised Cambridge curriculum. This is supported with research-based teaching methodologies, continuous assessment, international educators and the belief that all learners should have the freedom to explore, extend and excel. Giving our students the best start in life facilitates their admission into the world's best universities.







# OUR TEACHING & LEARNING APPROACH

## THE THREE-DIMENSIONAL CURRICULUM

The Cambridge Curriculum is a three-dimensional curriculum that recognises the central importance of disciplinary knowledge, skills and understanding, general capabilities and cross-curricular priorities. Due to Cambridge's proximity to Italy, the curriculum recognises the significance of helping students develop a connectedness to cultures of countries in the European region.

Learning Areas	General Capabilities	Cross-curriculum Priorities
English	Literacy	Sustainability
Mathematics	Numeracy	Histories & Cultures of Indigenous People
Science & Technology	ICT Capability	
Humanities & Social Sciences	Critical & Creative Thinking	
Arts	Personal & Social Capability	
Foreign Languages	Ethical Behavior	
Health & Physical Education	Intercultural Understanding	

**LF** strives for all students to cultivate a love for learning. The School's Learning Framework along with specific programs help students to develop intellectually, emotionally, socially, physically and creatively, so that they become well-balanced individuals.

## VISIBLE LEARNING

Visible Learning is an evidence-based approach to teaching and learning developed by Professor John Hattie from the University of Melbourne, which identifies the influences that have the greatest effect on student academic achievement. Teachers are committed to developing Visible Learners who understand each lesson's learning intention and are able to use clearly articulated success criteria to improve their work. LF students are taught to:



### THINK

about how they learn and how they can improve



### LOOK

for feedback about their learning



### ASK

questions about learning and participate in learning discussions



### LISTEN

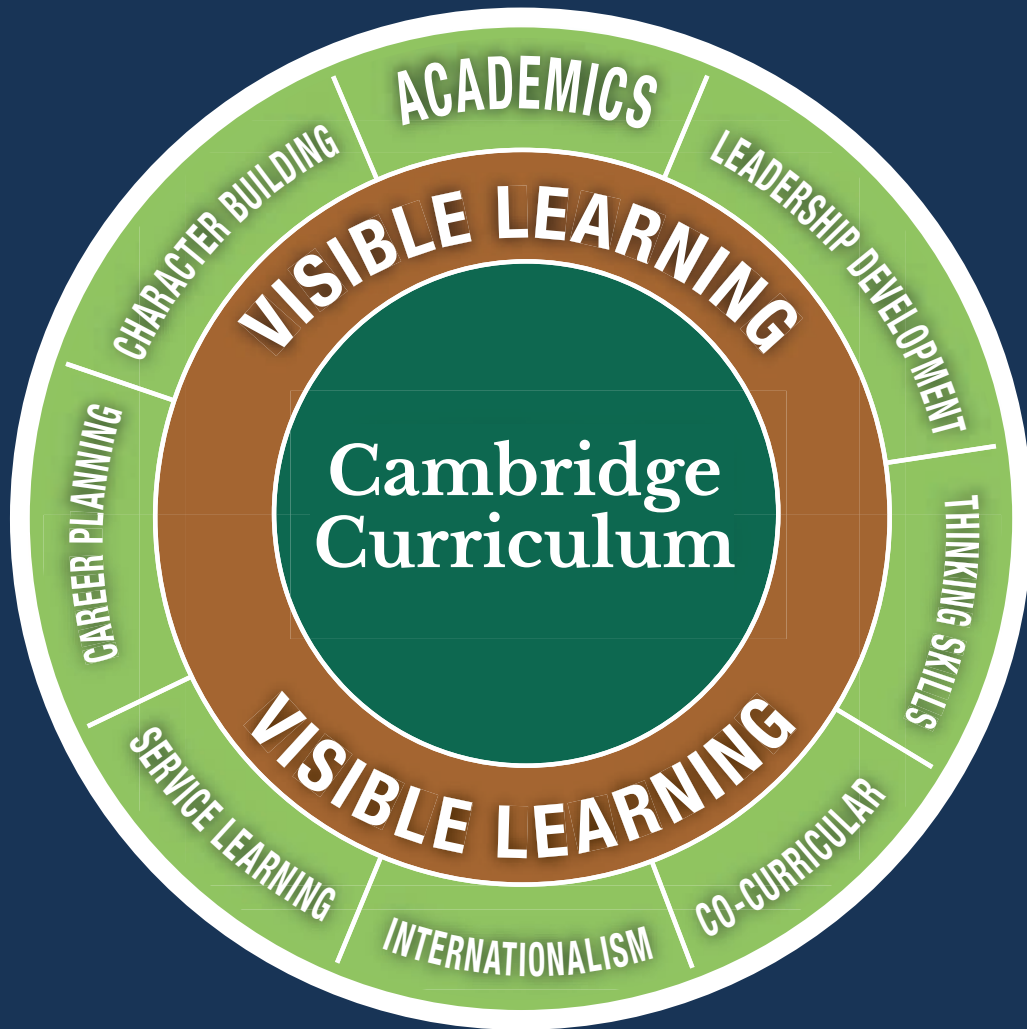
to ideas about learning from their peers

As a result of this approach, LF students are adaptable to change and grow as effective communicators, collaborators and creative thinkers. LFIS is the first international school in Europe to be certified as a Visible Learning School.

## THE LEARNING FRAMEWORK

LF offers a broad range of enriching experiences for students. The School builds knowledge, understanding and skills through the holistic curriculum and varied activities of school life. This includes academics, leadership development, thinking skills, co-curricular, internationalism, service learning, career planning and character-building programs.

AN OVERVIEW OF  
**LF**  
TEACHING & LEARNING  
APPROACH



# THE JUNIOR SCHOOL

The three sections of Junior School:

Early Learning Centre	Lower Junior School	Upper Junior School
Nursery (age 3 – 4) Preparation (age 4 – 5)	Foundation (age 5 – 6) Year 1 (age 6 – 7) Year 2 (age 7 – 8)	Year 3 (age 8 – 9) Year 4 (age 9 – 10) Year 5 (age 10 – 11)

Children in the Early Learning Centre develop literacy, numeracy and problem-solving skills as well as social and emotional resilience through student-directed learning journeys. The Reggio Emilia approach employed in the ELC ensures that learners are actively engaged in the learning process and have foundations firmly in place for academic success.

We balance the rigorous academic requirements of the Cambridge Curriculum with stimulating, fun and investigative learning experiences. An inquiry approach underpins all learning areas, ensuring students develop deep content knowledge and flexible thinking skills necessary for future success. Student learning is enhanced through specialist music, language and sport lessons and an extensive co-curricular program.

Students are supported by a team made up of Assistant Teachers, Teacher Aides, a Learning Enrichment Teacher, School Counsellors, Section Leaders, a Deputy and the Head of School who all work together to assess, track, review and support the progress of learners.

Small class sizes and high-quality expatriate teachers deliver individualised and differentiated learning experiences. A wide range of portable learning technologies such as iPads are used in classrooms to enhance student learning.



# THE MIDDLE SCHOOL

The Middle School community is distinguished by its strong pastoral care approach, which recognises the social and emotional challenges students face at this stage of their development. Emphasis is placed on developing the unique abilities of students in a supportive, nurturing and academically rigorous environment.

## Year 6

Students have a Home Room teacher who teaches them for at least one other subject and Specialist Teachers for all other subjects.

## Year 7 & 8

Students have Specialist Teachers for each subject area

In Middle School, class sizes are kept small to deliver individualised and differentiated learning experiences from high-quality expatriate teachers. Various members of the faculty also support the students. The Assistant Teachers, Learning Enrichment Teachers, School Counsellors, Heads of Department, Year Level Coordinators and the Deputy as well as the Head of School all work together to help analyse and support each student's progress.

In order to meet the different needs of all learners, there is additional support for students who need extra attention, and more challenging classes like Advanced Mathematics and Mandarin for advanced students.

In classrooms, the learning experience is further enhanced through a wide range of portable learning technologies such as iPads in a one-on-one environment.





# THE SENIOR SCHOOL

The final stages of schooling are increasingly focused on developing the knowledge, understanding and skills required to successfully prepare students for their future pathways.

## Years 9 – 10

Access to Specialist Teachers for each subject

Year 10: Professional Work Placement (2 weeks)

Certificate: Record of School Achievements (ROSA) recognised for entry into Pre-University

## Pre-University

Years 11 – 12: Pre-University

Students sit for the Higher School Certificate (HSC) recognised for entry into top universities around the world

Opportunity to study up to 6 Pre-University subjects and choose from over 20 elective subjects

50% school-based assessments

50% based on final HSC examinations

Students receive support in different areas. There are Assistant Teachers, Learning Enrichment Teachers, School Guidance Counsellors, Year Level Coordinators, Head of School and more to help review and guide their progress in School.

Exceptionally small class sizes also ensure immediate access to high-quality expatriate teachers and allows personalised attention during Pre-University studies. Career Guidance and Pathway Planning provides assistance in psychometric profiling, subject selections, tertiary placement, global university fairs, scholarship and university application.







## LOVING LIFE @ LF

Every day at LFIS is exceptional as there is always so much to look forward to. The School not only provides the best in facilities to create a stimulating and enriching environment, but also an exciting calendar filled with co-curricular activities, camps, visits, events and more.

## WORLD-CLASS FACILITIES

LF provides world-class facilities across the campus. These comprise air-conditioned sporting venues to ensure physical activity is made possible regardless of weather, dedicated rooms for Music, Drama and Visual Arts, a well-resourced library and well-equipped labs for Science and Technology. There are also flexible learning spaces to encourage collaboration between students.

Dynamic and engaging digital environments are also an important part of learning at LF to give students access to the latest and most up-to-date digital technologies. By providing students with the best facilities possible, we help them to prepare for tertiary and future success.



## EXTRACURRICULAR ACTIVITIES

Students at Marymount participate in a variety of Extracurricular activities, which provide opportunities to further exercise their intellectual, artistic, and athletic skills and help foster qualities of leadership, decision making, and teamwork. The school develops the activities on offer based on the interests and abilities of the students and employs faculty members and well-qualified teachers and coaches.

### EXTRACURRICULAR ACTIVITIES STARTS AT 2.30 P.M. AND ENDS AT 3.30 P.M.

Our Extracurricular Activities program fosters:

- **SPIRIT:** playing for the love of the game, competing, fun and self-improvement.
- **BALANCE:** opportunities to pursue athletics & other passions.
- **CHARACTER:** development of responsibility through commitment and personal choices.
- **FAIR PLAY:** fair and respectful conduct toward all participants and supporters.
- **COMMUNITY:** dedication to developing responsible leaders and citizens in our communities.

# **1.YOGA**

In this playful yoga course Students will learn yoga poses, breathing, and relaxation exercises which cultivate a calm mind, increase strength and flexibility, improve gross and fine motor skills, improve concentration, and help them understand how to identify and manage their feelings. Games, stories, and music will be incorporated into this fun, non-competitive class. Each class ends with a period of relaxation.

# **2.MUSIC LESSONS**

Music lessons are available on the following instruments - organ, piano, and guitar.

# **3.KARATTE**

The course aims to develop motor and coordination skills in students of young age by performing exercises that include complex movements in different directions (KATA). To achieve these results the students begin to become familiar with their body and its various components (upper and lower limbs), with static and dynamic positions (frontal, lateral and backward) and with their emotions (joy, satisfaction, anxiety and fear) trying to deal gradually with the difficulties that begin to manifest themselves step by step. On the whole of the lessons performed, beginners begin to understand the complexity of the required exercises and, by overcoming them, they acquire greater self-esteem by becoming more experienced, a degree which is recognized by the master with the reward of passing to the next belt. This allows the student to strengthen his character, believe in himself and in his own abilities.

# **4.FOOTBALL**

An introduction to athletics and the fundamentals of verity sports. Students will learn the basics of football. They will undertake training routines focused on developing endurance, agility, strength, and speed. They will also experience training with light weights, and equipment such as ropes, tires, and sandbags.



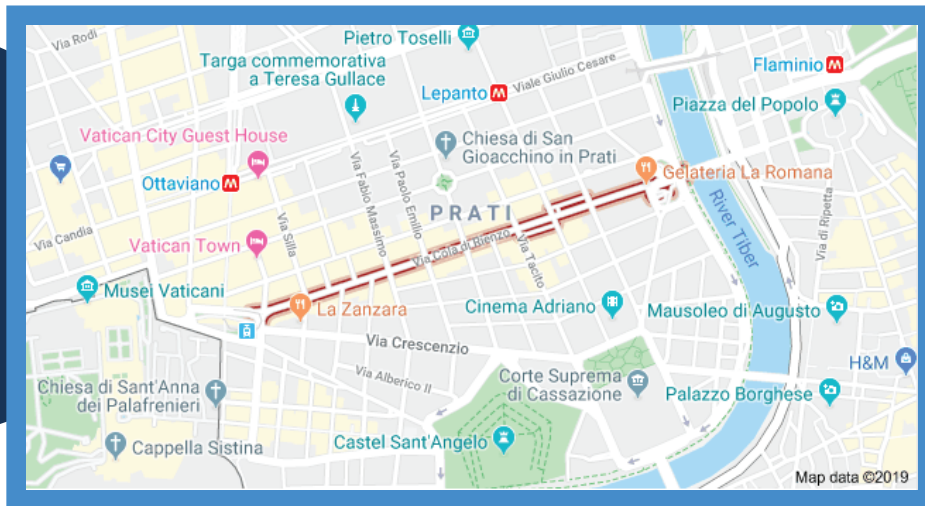


# LITTLE FLOWER INTERNATIONAL SCHOOL



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CONVENZIONATO CON Istituto Scolastico **NAZARETH** Roma Scuola Paritaria Charter School

