



# Stella Maris

## Catholic Primary School

113 OAK STREET, BEAUMARIS 3193 TELEPHONE 9589 2641 WWW.SMBEAUMARIS.CATHOLIC.EDU.AU

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### Learning & Teaching Policy

#### 1. RATIONALE

- To equip students with skills for life-long learning; teaching them how to learn.
- To promote learning and teaching practices that will improve the quality of education for all students in our school.
- To provide each student with a range of learning experiences which will:
  - Assist them to improve their own learning
  - Promote excellence in learning
  - Develop self-esteem, confidence and independence
- To provide a range of personnel, services, resources and facilities to enhance teaching and learning practices.
- To promote teaching and learning as a partnership between home and school and the local wider community.

#### 2. SCOPE

This policy applies to the whole Stella Maris School community and will be made available to others on request.

#### 3. POLICY AIMS

- To promote active learning, which provides opportunities for pupils to pose their own questions, investigate issues and take increasing responsibility for what they do
- To encourage discussion between pupils and their teachers about learning programmes, about expectations, targets, choices and decisions within them.
- To ensure that there is continuity of learning so as to ensure progression within a class, between classes and at transition between schools.
- To provide a variety of learning experiences using various teaching styles and appropriate assessment methods that the pupils can understand.
- To provide working contexts which offer a range of opportunities for participation individually and co-operatively in groups of various sizes.
- To ensure that learning programs contain knowledge, which is relevant to each pupil's needs, interests and abilities giving emphasis to its practical application.
- To encourage pupils' families and wider community involvement enabling pupils to contribute to the community and use it as a resource for learning.
- To give opportunities for pupils to reflect upon and appraise their own work, to identify goals for further progress and to make appropriate choices.
- To guide and counsel the pupil, involving parents wherever practicable, to help pupils to recognise and assess their particular strengths and potential.
- To ensure that assessment and recording of attainment is an integral part of the learning process.



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#### 4. CURRICULUM OVERVIEW - Victorian Curriculum

Stella Maris has made a strong commitment to bring the current school curriculum in line with the [Victorian Curriculum](#) introduced to Victorian schools in 2016/ 17.

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

The eight learning areas are:

- English
- Mathematics
- Sciences (including Physics, Chemistry and Biology)
- Humanities and Social Sciences (including History, Geography, Economics, Business, Civics and Citizenship)
- The Arts
- Languages
- Health and Physical Education
- Information and Communication Technology, and Design and Technology

#### Discipline Based Learning

##### Religious Education

The Religious Education program and lessons are based on the "Texts and Guidelines For Religious Education" of the Archdiocese of Melbourne. The Religious Education curriculum aims to complement the family in developing the total child in the life of faith.

Education in Faith happens when we are:

- Forming Christian attitudes
- Developing children's consciences
- Handing on factual knowledge
- Celebrating liturgy and worship

We share with parents the responsibility of educating children in Faith. Together we pray and support each other in the precious but awesome task.

##### English

In English and within a Two hour daily learning block, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. They study language in the variety of texts and contexts in which it is spoken, read, viewed and written. English involves students in reading, viewing, writing, comparing, researching and talking about texts. Students explore the meaning of texts and how that meaning is conveyed. They develop a critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers. Students develop an understanding of the way purpose, audience and situation influence the structures and



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features of language and learn to apply their knowledge in their reading, viewing, speaking and listening. They learn to control language by applying grammatical structures, spelling accurately and using punctuation effectively and by imitating good writers and speakers.

### **Mathematics**

Students learn to demonstrate useful mathematical and numeracy skills, solve practical problems with mathematics, see mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems. They develop an understanding of the role of mathematics in life.

Key features of this program include:

- Daily one hour numeracy block
- Comprehensive numeracy assessment using Essential Assessments
- Identification and intervention strategies for students at risk

Through the maths program students develop a powerful means of communication which helps to represent, explain and predict events within our world, whilst gaining an appreciation for the social and cultural significance of mathematics.

### **Science**

Through Science, students learn to appreciate, understand, control and manage their world. They learn respect for the environment (living and non-living) and the opinions and ideas of others, honesty in collecting and presenting data and evidence and acknowledgment of the work of others. Student's understanding is extended beyond what effects them to include what they can't see, feel, hear or touch but can only imagine. Students explore the two Science dimensions of 'Science knowledge and understanding' and 'Science at work' through the disciplines of biological, chemical, earth, environmental, physical and space sciences.

### **The Humanities – Economics & Business, Geography, History and Civics & Citizenship**

Students study human societies, people and their cultures in the past and the present, learning about human behaviour. They learn to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems and related to other groups of people.

### **Economics & Business**

While there is no formal economics and business curriculum prior to Level 5, students may have developed relevant knowledge and capabilities through other curriculum areas and interactions in everyday life.

Students may develop a basic understanding of economic and business concepts, and the nature of economic thinking, by making observations about their world and their interactions with it. They will be able to identify their needs (for example, food, clothing or shelter) and wants (for example, games, skateboard or holidays) through family discussions and spending.

Students may develop an understanding of resource allocation (scarcity) through their experience of choosing between alternatives when making everyday decisions about



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spending money or how they use their time. They may have explored the reasons why people work, what jobs are available in their local community and the types of work undertaken by their family members and friends.

Students will also have used some Economics and Business vocabulary in their everyday life and in school situations. Terminology such as money, banking, choice, buying, selling, goods, services and work will have meaning for students in F–4.

Across the curriculum prior to Level 5, students have opportunities to develop their decision-making skills, basic money and financial skills, and to work collaboratively in group situations. Students will, therefore, have begun developing some basic enterprising behaviours and capabilities such as demonstrating initiative, solving problems and dealing with change.

### History

Students study the past in order to understand themselves and their world. They learn about cultures, ideas and values that are important to other societies as well as their own. They learn that all history, including Australian history, reflects multiple influences and connections to an array of other countries, cultures and times. Students learn about the key events in the history of the Australian nation and how it has evolved over time. They learn that Indigenous history is an integral perspective within Australian history.

### Geography

The Geography curriculum identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making. They are the key ideas involved in teaching students to think geographically.

In Foundation to Level 2, there is a particular emphasis on the use of the concepts of place, space and environment in studies at a personal and local scale. The concept of interconnection is introduced in Level 2 to develop students' understanding of how people are connected to places in Australia and across the world. These concepts continue to be a focus of study in Levels 3–6 but the scale of the places studied moves from the local to the national, world regional and global scales. The concepts of sustainability and change are also introduced in these years.

### Civics & Citizenship

Civics and Citizenship curriculum develops students' knowledge of political and legal institutions and explores the nature of citizenship in a pluralistic liberal democracy. Students will develop general skills and capabilities such as an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

Contemporary issues such as debates over changes to the law, elections and Australian government responses to international events, are a means of linking what students may know from the media to the theory about democratic political and legal institutions and values such as fairness, equality, representation and accountability and citizens' rights that underpin a democracy.



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A focus on contemporary issues also provides a means of developing students' thinking and critical capacities. These issues provide models of the ways that citizens can actively participate, question and improve democracy.

### **The Arts**

The Arts involve the Visual Arts, Music & Performing Arts (M-Parts) and Visual Communication. Engagement in the Arts involves the inspired and passionate exploration of ideas and the resultant products and performances. Students experience learning in Visual (Art, including 2-D and 3-D) disciplines and forms and M-PARTS classes to engage in Music and the Performing Arts. Arts Specialists take weekly lessons from Prep to Year 6.

### **LOTE (Languages Other Than English - Italian)**

Italian is the language studied in the LOTE program at Stella Maris. Learning a second language at primary level is a cultural experience, exposing students to another set of beliefs, customs and lifestyles. With these experiences comes a spontaneous desire for students to learn to communicate (speak, write and read) in that language. A LOTE Italian Specialist Teacher takes weekly lessons from Prep to Year 6.

### **Health & PE**

The Health and Physical Education curriculum plays a significant role in building the knowledge, skills and understandings that apply to a range of health, wellbeing, safety and movement contexts, including:

- Swimming and water safety
- Respectful relationships
- Building resilience
- Health and lifestyle
- Emerging issues in drug and alcohol education
- Bullying
- Child safety
- Road safety (Bike Ed Year 4 & 5)

A PE Specialist Teacher takes weekly lessons from Prep to Year 6.

### **Information and Communication Technology, and Design and Technology**

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

In Design and Technologies, students are actively engaged in the processes of creating designed solutions for personal, domestic and global settings for a sustainable future. For younger children, this usually involves personal and family settings, where there is an immediate, direct and tangible outcome and where playfulness and practical exploration are a focus. Students work on projects as they investigate needs and opportunities, generate and evaluate ideas, plan, manage, produce and evaluate designed solutions.



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They evaluate success by using predetermined criteria that have been negotiated with the class or developed by students.

### 5. CURRICULUM OVERVIEW - VICTORIAN CURRICULUM CAPABILITIES

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. A key distinction between the Australian Curriculum F–10 and the Victorian Curriculum F–10 is the provision of content descriptions and achievement standards in the four capabilities.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Victorian Curriculum F–10 design does not include these three general capabilities as separate learning areas or capabilities with discrete knowledge and skills.

Given the inclusion of a Literacy strand in English, and the proficiencies of understanding, fluency, problem solving, and reasoning in Mathematics, it is unnecessary to define Literacy and Numeracy as a distinct curriculum. The learning of the skills and knowledge defined by the ICT general capability are now embedded in student learning across the curriculum.

There is considerable research that identifies the importance of the teaching of literacy and numeracy and ICT in the context of the different curriculum areas. It is both appropriate and necessary that the literacy, numeracy and ICT requirements be embedded in the curriculum areas.

### 6. IMPLEMENTING THE CURRICULUM AT STELLA MARIS SCHOOL INVOLVES:

The teacher is clearly a key person in facilitating learning. They have responsibility for the learning that takes place in the classroom and ensuring that it is effective for all pupils. Each teacher's classroom needs to reflect the school's aims and values and so offer a consistent approach to the development of the children's learning. The characteristics of the classroom environment are a vital element in support of this. It has a fundamental influence on the way teachers and pupils work, think, learn and feel.

- All teachers participating in Professional Learning Teams (**PLT's**) to support the whole school implementation, on-going monitoring and development of the Victorian Curriculum.
- All teachers adhering to the Principals of Learning and Teaching (**POLT's**)



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- Teaching, planning and evaluating in Level Teams
- Teachers participating in ongoing Professional Development in line with School Improvement Plan.
- Teachers embracing the wide range of support programs within the school. This includes, but is not limited to PLP's, Reading Recovery and Maths Intervention.
- Teachers acknowledging and respecting the diversity of the school community.
- Teachers incorporating ICT as an integral part of teaching and learning.
- Teachers acknowledging and considering individual differences in ability, prior experiences, interests, learning styles, ethnicity and gender.

Please note, Stella Maris School is moving towards utilising Horizons of Hope to implement Learning & Teaching practice. Horizons of Hope is the education framework for the Archdiocese of Melbourne and draws on evidence-based research to respond to the current challenges within our education context and the challenge of enhancing Catholic identity within our schools.

The Horizons of Hope framework will support Catholic school communities to navigate the current landscape – to learn together and in dialogue with the Catholic tradition, to work from evidence, to animate and support learners, and to lead in faith and transformation. This presents us with great opportunities and exhilarating challenges.

### **Sources:**

Victorian Curriculum:

<https://victoriancurriculum.vcaa.vic.edu.au/>

Horizons of Hope:

<https://cevn.cecv.catholic.edu.au/Melb/Curriculum/Horizons-of-Hope>

### **Evaluation**

This policy was last reviewed in 2021 by T Ruyg.