



At St. Martin de Porres primary school we are committed to a Learning and Teaching cycle (see attached) we have adapted from Wiggins & McTighe's 'Backward Design Model' (2001) which identifies desired outcomes, designs evidence of success and prepares these as learning experiences and instruction. We are also committed to creating and implementing explicit, personalised, authentic and contemporary learning opportunities which will be assessed, evaluated and reported to parents.

These opportunities are to be created collaboratively to empower school staff, students, parents and community members to engage in the learning process.

Students will emerge from St Martin's as engaged, successful, diversely skilled thinkers who are also independent, confident and resilient citizens. They will be ready to interact with, and contribute to, the local and global community.

We also believe that learning and teaching will be most effective when there is :

- personal goal setting, based on each individual needs - to empower all as co-responsible learners;
- reflection and feedback - to give direction and encourage personal development;
- tiered success criteria and learning intentions to cater for individual need and to allow learners to experience success;
- data gathered to inform teaching and provide evidence of learning;
- higher order thinking skills embedded to develop connections and deeper thinking;
- accountable student and teacher talk - how they talk to and with each other - being respectful, focussed, logical, clear and precise in order to understand, challenge, build upon and refine each other's ideas;
- connection with the wider community - to provide expertise, develop partnerships and access to real life learning;
- 'Critical & Creative Thinking', 'Personal & Social Awareness', 'Intercultural and Ethical Understanding' embedded in learning experiences;
- digital and design technologies utilized in learning tasks;
- flexible and adaptive learning spaces available.

*Revised Nov 2011 with reference to the Principles of Learning and Teaching (PoLT 2009)
Reviewed & ratified by the School Advisory Board Dec. 7th 2011
Reviewed & expanded 2014
Reviewed & ratified by the School Advisory Board in May 2016
Reviewed by staff in November 2018*

L & T CYCLE

RELATED CURRICULUM STATEMENTS

The following curriculum statements contain the core or essence of each learning dimension for Victorian schools. Each is to be developed throughout the seven years of schooling provided at St. Martin de Porres.

RELIGIOUS EDUCATION

At St. Martin de Porres, the teaching and learning of Religious Education is about students developing a catholic faith by encouraging wondering, questioning, exploring, discovering and reflecting on Christ's life, catholic tradition and contemporary catholic social teachings and action. These are facilitated via the strands : **'Scripture & Jesus', 'Church & Community', 'God, Religion & Life', 'Prayer, Liturgy & Sacrament' and 'Morality & Justice'**. Strong links are forged between the school, parish and wider community to enhance a sense of belonging to our local parish and more global catholic community.

ENGLISH

At St. Martin de Porres, the teaching & learning of English is about students becoming proficient, confident readers, writers, listeners and speakers of the English language so that they are equipped and empowered to contribute critically and creatively to the local and global world. This is taught via three strands - **Reading & Viewing, Writing and Listening and Speaking.**

MATHEMATICS

At St. Martin De Porres the teaching and learning of Mathematics is about students developing mathematical skills and understandings for everyday life, work and as active, critical citizens in a technological world. Students will be provided with opportunities to see connections between the three strands of **Number & Algebra, Measurement & Geometry and the Statistics & Probability** and to apply mathematical concepts, skills and processes to solve problems in Mathematics and other disciplines and contexts.

SCIENCE

At St. Martin de Porres, the teaching & learning of Science is about students collaboratively engaging with, exploring and making sense of the world through the four strands - **Physical, Biological, Chemical and Earth & Space Sciences**. It is also about the development of scientific knowledge, understandings and skills to explore, investigate, make predictions and solve problems related to local, national and global issues.

HUMANITIES

At St. Martin's de Porres, the teaching & learning of Humanities is about students engaging with and exploring **'Civics & Citizenship', 'Economics & Business', 'Geography' and 'History'**. With 'Civics and Citizenship,' students engage with and explore understandings of Government and democracy, Laws and citizens, Citizenship, and diversity and identity.

With 'Economics and Business', students engage with and explore understandings of resource allocation, consumer and financial literacy, work, reasoning and interpretation and being enterprising.

With 'Geography', students engage with and explore understandings of concepts such as place, space, interconnection, scale, change, environment and sustainability.

With 'History', students engage with and explore understandings concepts and skills of sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

THE ARTS

At St. Martin de Porres, the teaching & learning of The Arts is about students exploring **Visual Arts, Dance, Drama, Music and Design** as expressive, creative and communicative forms to engage them in critical and creative thinking and help them understand themselves and the world. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

RELATED CURRICULUM STATEMENTS

TECHNOLOGIES

At St. Martin de Porres, the teaching & learning of Technologies is about students engaging with and exploring **Digital and Design Technologies** in order to acquire and apply specific ways of thinking about problem solving to create innovative, purpose - designed digital solutions.

INDONESIAN

At St. Martin de Porres, the teaching & learning of Indonesian (as a Language Other Than English), is about students **understanding the role of language and culture in communication**. Exploration of the Indonesian language develops understandings of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity in an increasingly interconnected and interdependent world.

HEALTH & PHYSICAL EDUCATION

At St. Martin de Porres, the teaching & learning of **Health and Physical Education is about the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities**. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

GENERAL CAPABILITIES

At St. Martin de Porres, the teaching & learning of the General Capabilities is about integrating 'Critical & Creative Thinking', 'Personal & Social Awareness', 'Intercultural and 'Ethical Understanding' across the breadth of curriculum offerings at St. Martin de Porres, where it is relevant and appropriate.

The 'Critical & Creative Thinking' capability aims to ensure students develop :

- understanding of thinking processes and an ability to manage and apply these intentionally
- skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

The 'Personal & Social Awareness' capability aims to ensure students develop :

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.

The 'Intercultural' capability aims to ensure students develop :

- demonstrate an awareness of and respect for cultural diversity within the community
- reflect on how intercultural experiences influence attitudes, values and beliefs
- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

The 'Ethical Understanding' capability aims to ensure students develop :

- Analyse and evaluate ethical issues, recognising areas of contestability
- Identify the bases of ethical principles and ethical reasoning
- Engage with the challenges of managing ethical decision making and action for individuals and groups
- Cultivate open-mindedness and reasonableness.

VICTORIAN CURRICULUM AREA

CURRICULUM AREAS		STRANDS	FORMALLY ASSESSED
The following Curriculum Areas & Strands need to be reported (as a minimum) on an annual basis			
Religious Education		Knowledge & understanding Reasoning & responding Personal & communal engagement	Prep. to Yr. 6 Yr. 3 to Yr. 6 Prep. to Yr. 6
English		Reading & Viewing Writing Speaking & Listening	Prep. to Yr. 6 Prep. to Yr. 6 Prep. to Yr. 6
Mathematics		Number & Algebra Measurement & Geometry Statistics & Probability	Prep. to Yr. 6 Prep. to Yr. 6 Prep. to Yr. 6
Science		Knowledge & Understanding Science Inquiry Skills	Yr. 2 to Yr. 6
The following Curriculum Areas & Strands need to be reported (as a minimum) on a bi-annual basis			
The Arts -	Dance Drama Media Arts Music Visual Arts Communication Design	Exploring & Express Ideas Arts Practices Present & Perform Respond & Interpret	Prep. to Yr. 6 Yr. 3 to Yr. 6 Yr. 3 to Yr. 6 Yr. 3 to Yr. 6
Health & Physical Education		Movement & Physical Activity Personal, Social & Community Health	Prep. to Yr. 6 Yr. 3 to Yr. 6
Languages Other Than English		Communicating – socialising, informing, creating, translating, reflecting Understanding – systems, variation, change & role of language & culture	Prep. to Yr. 6 Yr. 3 to Yr. 6
Humanities ~	Economics & Business	Resource Allocation & Making Choices The Business Environment Consumer & Financial Literacy Work & Work Futures Enterprising Behaviours & Capabilities Reasoning & Interpretation	Not assessed until Yr. 10
	Geography	Geographical Concepts & Skills Geographical Knowledge	Prep. to Yr. 6 Prep. to Yr. 6
	History	Historical Concepts & Skills Historical Knowledge	Prep. to Yr. 6
	Civics & Citizenship	Government & Democracy Law & Citizens Citizenship, Diversity & Identity	Yr. 3 to Yr. 6
Technologies	Design & Technologies	Technologies & Society Technologies' Contexts Creating Designed Solutions	Yr. 1 to Yr. 6
	Digital Technologies	Digital Systems Data & Information Creating Digital Solutions	Yr. 1 to Yr. 6
General Capabilities	Critical & Creative Thinking	Questions & Possibilities Reasoning Metacognition	Yr. 1 to Yr. 6
	Intercultural Understanding	Cultural Practices Cultural Diversity	Yr. 1 to Yr. 6
	Ethical Capability	Understanding Concepts Decision Making & Actions	Yr. 1 to Yr. 6
	Personal & Social Capability	Self - Awareness & Management Social Awareness & Management	Yr. 1 to Yr. 6