



St Anne's College School of Wonder (Foundation – Year 4) Rationale

St Anne's College graduates will approach learning across the disciplines with a desire to unearth the truth, respecting the dignity of each human person, created in the image and likeness of God. They will challenge and question respectfully, searching for deeper meaning, an understanding of self and others as Pope Francis expressed "*I am flawed. I am a good and gifted person. I am called to offer my gifts.*" (Pope Francis: Why he leads the way he leads, Lowney, 2013)

St Anne's College aims for graduates to be engaged learners who take risks and are confident leaders. They will have the literacy and numeracy skills required to navigate problems and the critical and creative thinking skills to develop solutions. They will be able to transfer their knowledge and skills across a broad range of contexts. St Anne's College graduates will work in a collaborative way as contributing, positive, global citizens who value diversity and are just, responsible stewards of the earth. They will be technologically savvy.

In order for this vision of a St Anne's College graduate to come to life, we need to ensure that the educational experience the students engage in is one which leads to the development of skills and dispositions to become discerning citizens who value fairness, equity, inclusion and solidarity. One who questions and challenges the status quo, bringing self and others to new awakenings, inspired by the Catholic tradition. Exposure to flexible, creative, inquiring and collaborative learning environments is key in bringing this to reality.

In developing a learning program for the School of Wonder (Foundation – Year 4) to align to this vision means a consideration for the way in which the program is offered to students in terms of opportunities for discernment by the learner. Choice, flexibility, challenge and a close alignment and genuine attention to the General Capabilities are needed to support this vision for the learner at St Anne's College.

AIMS

Our School of Wonder aims for the development of students who:

- Have excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally, spiritually and ethically
- Have opportunity to develop a sense of self in the world
- Explore the nature of knowledge

In Years F-4 students should have the opportunity to engage with the full structure of the Victorian Curriculum F–10.

The college curriculum demonstrates how, across these years of schooling, we provide:

Foundation-2

- A structured teaching and learning program in Religious Education, English and Mathematics at each year level
- Substantial attention to Health and Physical Education
- Substantial attention to The Arts
- Substantial attention to Personal and Social Capability
- A learning program that draws on the curriculum areas of:
 - Humanities – History and Geography
 - Languages
 - Science
 - Technologies – Design and Technologies and Digital Technologies
 - Critical and Creative Thinking
 - Ethical Capability
 - Intercultural Capability

Years 3-4

- A structured teaching and learning program in Religious Education, English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education
- A Languages program
- A Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and, from Year 5, Economics and Business
- An Arts program that in Years 3–4 includes all five Arts disciplines and at Years 5–6 and 7–8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts
- A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies
- A learning program that includes in each two-year band of schooling each of the capabilities:
 - Critical and Creative Thinking
 - Ethical
 - Intercultural
 - Personal and Social Capability

The Critical and creative thinking capability aims to ensure that 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 Ethical Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- 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.

Intercultural capability aims to develop knowledge, understandings and skills to enable students to:

- 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 Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- 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.

Faith - Wisdom - Learning