

# Learning & Teaching Information session



Melbourne Archdiocese  
Catholic Schools



**CORPUS CHRISTI**  
Primary School  
*Werribee*

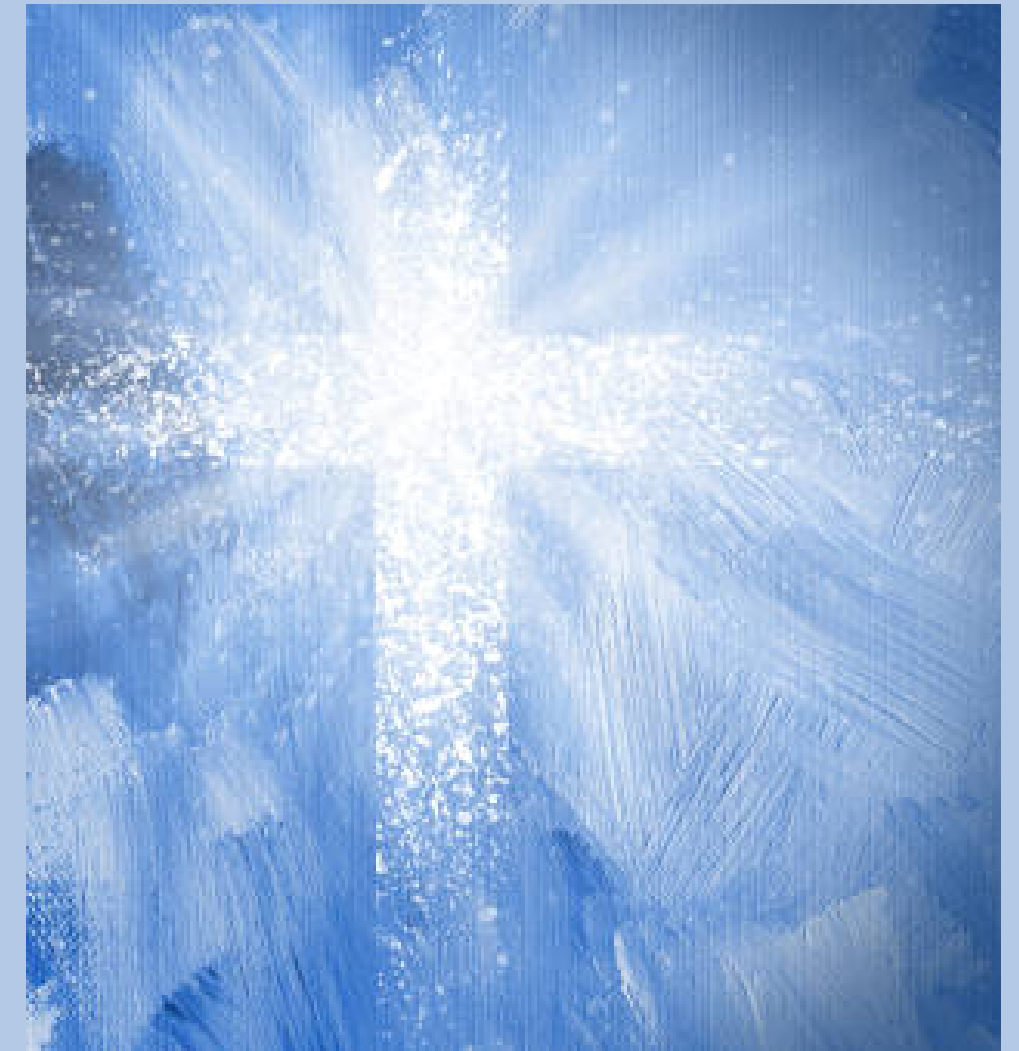
# A Prayer for our students

Dear God,  
Thank you for the gift of education in every form.  
As our children start a new year,  
may confidence be their foundation,  
may grace be their guide, and  
may hope be their compass toward a bright future.

I pray they would have eyes to see  
the needs of those around them  
and a heart to love well.

May they face each day with positivity,  
knowing that no matter what comes their way,  
they do not have to face it alone.

Amen



# Acknowledgement of country



We would like to acknowledge the First Nation people from the Kulin Nation. We identify them and their connection to this land. We thank the Traditional Custodians for caring for Country for thousands of generations. We pay our respects to the Elders and Ancestors of the Country we are on, past, present and emerging. We recognise that First Nations sovereignty was never ceded. This continent always was and always will be Indigenous land.



# Welcome

At Corpus Christi, we embrace the spirit and legacy of St Mary MacKillop, fostering a faith-filled learning environment guided by the values of Justice, Integrity, Respect, and Dignity.

We are committed to:

- Celebrating our faith, scripture, and traditions.
- Providing engaging, contemporary learning experiences.
- Creating an environment where each individual finds meaning and purpose.
- Cultivating a culture of excellence.

We aim to nurture confident, reflective learners prepared for the future while staying true to the Catholic tradition.





# Welcome

How we achieve this:

- We provide hands-on, real-world learning that follows the Victorian Curriculum.
- Our approach uses structured teaching with student-led exploration, ensuring each child's needs are met.
- We use a variety of teaching methods, promote critical thinking and creativity, and encourage digital literacy.
- By valuing student voice and fostering independence, we create a supportive and engaging learning environment.



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# What's been occurring in education?

## *MACS and our Vision for Instruction*

Corpus Christi is part of the Melbourne Archdiocese Catholic Schools (MACS), which is our governing body.

### Goal 1 – Excellence:

All MACS schools deliver a knowledge-rich, evidence-based teaching and learning program.

In February last year, MACS launched its Vision for Instruction. MACS was the first educational body in Victoria to make a commitment to evidence based practices to achieve the goals of excellence and equity for all students. Our school is continuing our journey to achieve this vision through our involvement in “Flourishing Learners” with other MACS schools.

### Goal 2 – Equity:

Every student, regardless of background, achieves literacy and numeracy proficiency.



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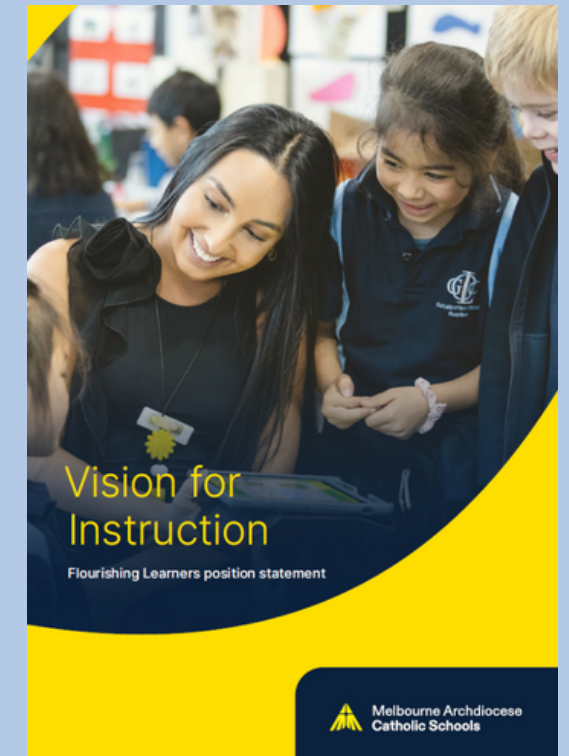
# What's been occurring in education?

## *MACS and our Vision for Instruction*

It is our goal through the Vision for Instruction to become the benchmark for excellence in teaching and learning by aiming to deliver the best educational outcomes for every student through explicit instructional practices.

### Explicit Instruction

- Teachers break down complex skills into small, manageable steps.
- Clear instructions and demonstrations help students understand expectations.
- Students practice the skill with teacher support and feedback.
- Learning continues until the skill is mastered.



As such, we are committed to evidence-based instruction and actively promoting equity and excellence.



# What's been occurring in education?

## ***Victorian Department of Education and the Victorian curriculum***

The Victorian Curriculum F–10 comprises a sequentially-developed continuum of learning.

This year, the Department of Education released the new Victorian Curriculum. Corpus Christi has been working with and unpacking this new curriculum over the past few years in preparation.

The changes in the curriculum reflect the growing body of evidence within education to best teach students.

These recent developments have led to new practices at Corpus Christi.



# ***Reading - What can you remember about learning to read?***

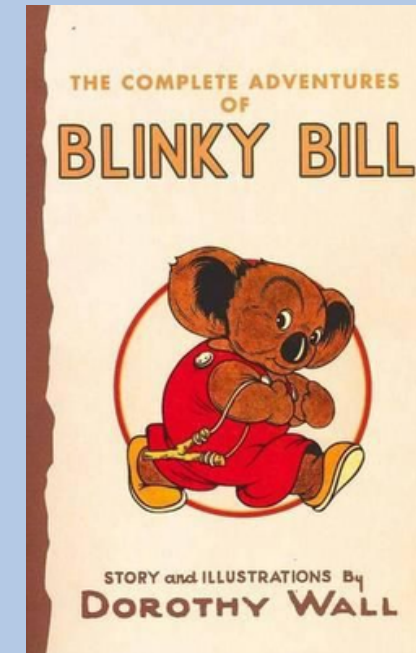
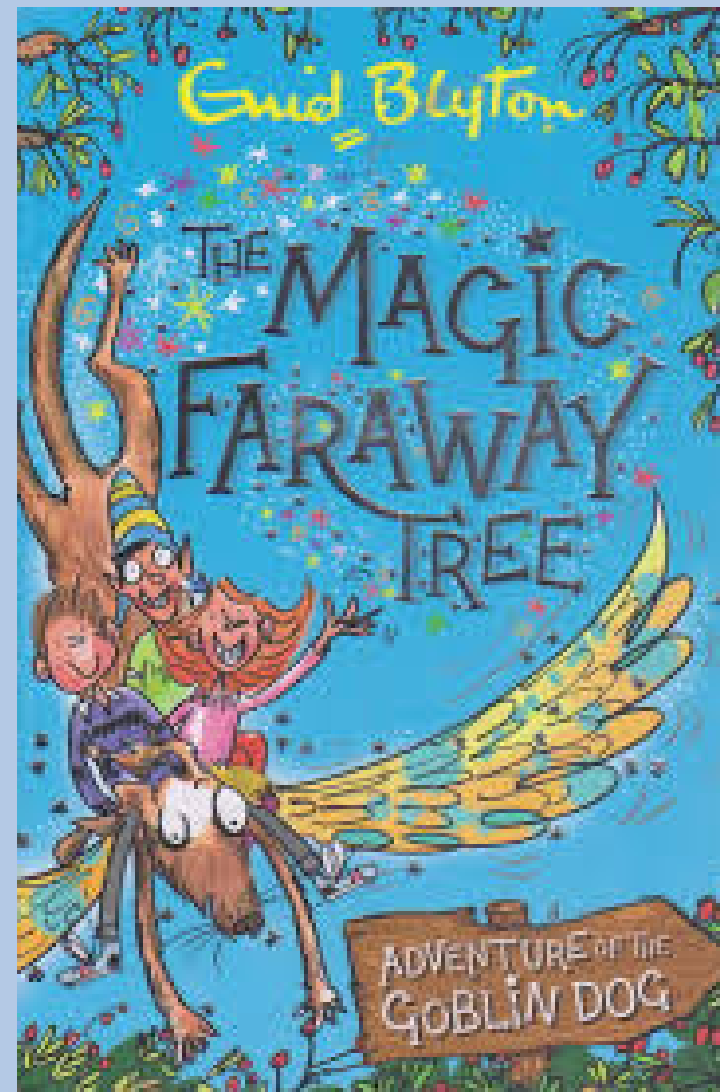


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# ***Reading - What can you remember about learning to read?***



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# ***Reading - How do we learn to read?***

- Librocularist



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# ***Reading - How do we learn to read?***

- Libro cubicularist
- Libro cu bic u lar ist



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# ***Reading - How do we learn to read?***

- Librocubicularist
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# ***Reading - How do we learn to read?***

- Librocubicularist
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*ˌlaɪ.brɒʊˈkjuːˌbɪk.jʊ.lə.rɪst*

a person who reads in bed

# Reading - How do we learn to read?



**Sounds-Write**  
FIRST RATE PHONICS

**LANGUAGE  
COMPREHENSION**

Background  
Knowledge  
Vocabulary  
Language  
Structures  
Verbal  
Reasoning  
Literacy  
Knowledge

**WORD  
RECOGNITION**

Phonological  
Awareness  
Decoding  
Sight Recognition

INCREASINGLY STRATEGIC

Language skill development, practice, and life experience help a child weave language comprehension more strategically.

INCREASINGLY AUTOMATIC

With practice, word recognition becomes more automatic, until it's effortless and unconscious.



Adapted from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

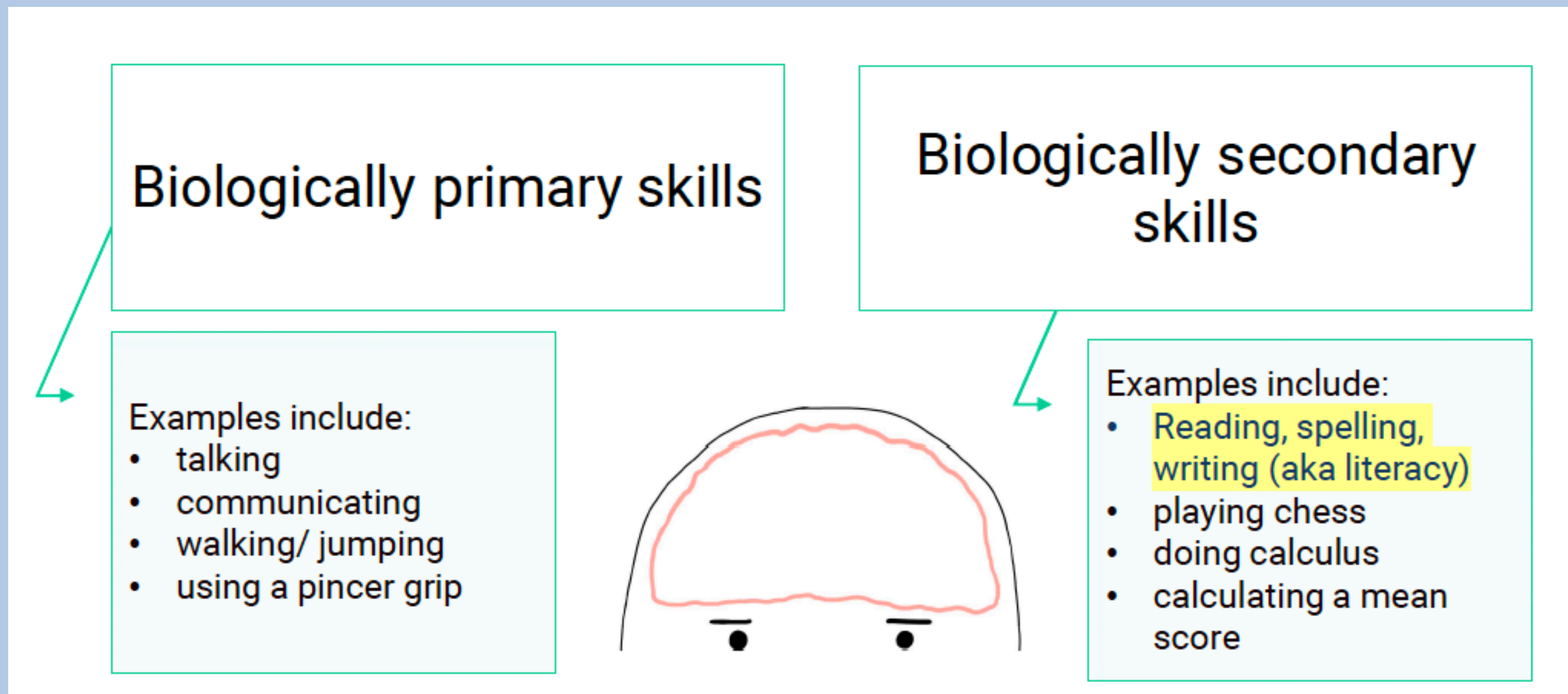


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# Reading - How do we learn to read?



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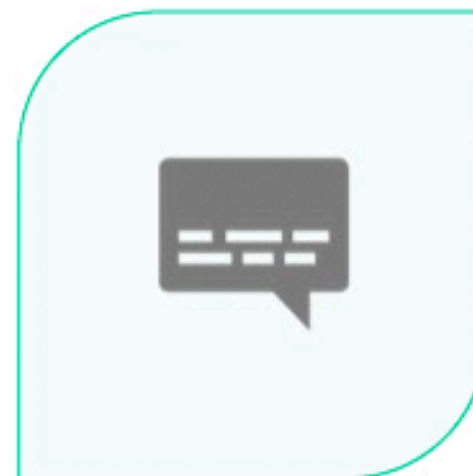


# ***Reading and where it sits within Literacy***



## **READING:**

Decoding print (words) and understanding meaning of connected text.



## **SPELLING:**

To encode a word from the spoken to the written form



## **WRITING:**

To produce written text from simple words and phrases, through to the generation of extended written text

Literacy competency underpins all academic pursuits, and opportunities at and beyond school

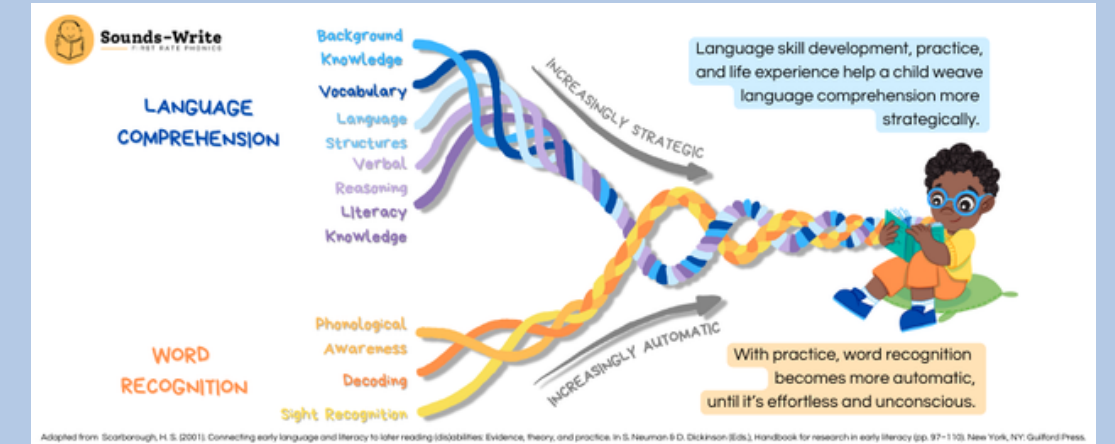
# ***What is happening within the Literacy space at CC?***

Our vision for reading instruction involves the following:

- **phonemic awareness** – understanding that speech is made up of words and sounds
- **phonics** – knowledge of the letter-sound relationships and the ability to use these relationships to decode words
- **fluency** – the ability to read accurately and quickly to derive meaning from text
- **vocabulary** – understanding word meanings in isolation and context
- **comprehension** – ability to understand and derive meaning from text.

These elements present in our Literacy block reflect MACS's vision for instruction and the changes in the Victorian Curriculum.

# Fluency refers to



## Accuracy

Reading accuracy is the ability to correctly decode and say words using letter-sound knowledge. The more accurate a child's reading, the smoother and easier it becomes.

## Automaticity

When children can read words automatically, they free up brain power to focus on understanding the text. This makes reading smoother, faster, and more effortless, helping them enjoy and engage with what they read.

## Prosody

Prosody is reading with expression, using the right stress, intonation, and pacing to make it sound natural and engaging. It helps children understand what they read and communicate meaning through tone, volume, and phrasing. Strong prosody improves comprehension and makes reading more enjoyable for both the reader and the listener.



# ***Reading at home & developing fluency***

- Fluency makes reading easier and more enjoyable. Fluent readers read smoothly, with expression, and understand what they read.
- Less fluent readers struggle with word-by-word reading. This slows them down and makes comprehension harder.
- Fluency develops over time with practice. Early readers may read slowly as they learn to decode words.
- Fluent readers recognize words automatically. They read naturally, like speaking, and group words quickly for meaning.
- Fluent readers focus on understanding, not decoding. This helps them connect ideas in the text to what they already know.



# ***Reading at home & developing fluency***

All students at Corpus Christi have access to:

- Sunshine Online texts (through Google classroom)
- EPIC library (through Google classroom)
- Take home readers (Foundation and Juniors)
- Library books



# ***Maths - What can you remember about learning maths?***



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# Maths - What can you remember about learning maths?

## Multiplication

ONE	TWO	THREE	FOUR	FIVE	SIX
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5	6 x 1 = 6
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10	6 x 2 = 12
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15	6 x 3 = 18
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20	6 x 4 = 24
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25	6 x 5 = 30
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30	6 x 6 = 36
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35	6 x 7 = 42
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40	6 x 8 = 48
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45	6 x 9 = 54
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50	6 x 10 = 60
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44	5 x 11 = 55	6 x 11 = 66
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48	5 x 12 = 60	6 x 12 = 72

SEVEN	EIGHT	NINE	TEN	ELEVEN	TWELVE
7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10	11 x 1 = 11	12 x 1 = 12
7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20	11 x 2 = 22	12 x 2 = 24
7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30	11 x 3 = 33	12 x 3 = 36
7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40	11 x 4 = 44	12 x 4 = 48
7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50	11 x 5 = 55	12 x 5 = 60
7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60	11 x 6 = 66	12 x 6 = 72
7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70	11 x 7 = 77	12 x 7 = 84
7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80	11 x 8 = 88	12 x 8 = 96
7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90	11 x 9 = 99	12 x 9 = 108
7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100	11 x 10 = 110	12 x 10 = 120
7 x 11 = 77	8 x 11 = 88	9 x 11 = 99	10 x 11 = 110	11 x 11 = 121	12 x 11 = 132
7 x 12 = 84	8 x 12 = 96	9 x 12 = 108	10 x 12 = 120	11 x 12 = 132	12 x 12 = 144





# Mathematics

## *Vision for Instruction?*

As part of the Vision for Instruction, mathematics instruction involves:

- **developing number sense** – understanding quantities and numbers, and how to represent them with objects and numerals
- **building fluency** – mastering basic arithmetic operations such as addition, subtraction, multiplication and division
- **teaching mathematics concepts** – understanding the ‘why’ and ‘how’ of mathematics in combination with procedures and rules

As a system, MACS has made the teaching of mathematics a priority, as such, all schools have a mathematics related goal in their Annual Action Plans.



# ***Victorian Curriculum 2.0***

As a Victorian school, we follow the Victorian Curriculum. This year all schools have shifted to teaching mathematics curriculum 2.0

## **Vic Curriculum**

Maths content was divided into:

1. Number & Algebra
2. Measurement & Geometry
3. Statistics & Probability

## **Vic Curriculum 2.0**

Maths content is now divided into:

1. Number
2. Algebra
3. Measurement
4. Space
5. Statistics
6. Probability



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# ***Victorian Curriculum 2.0***

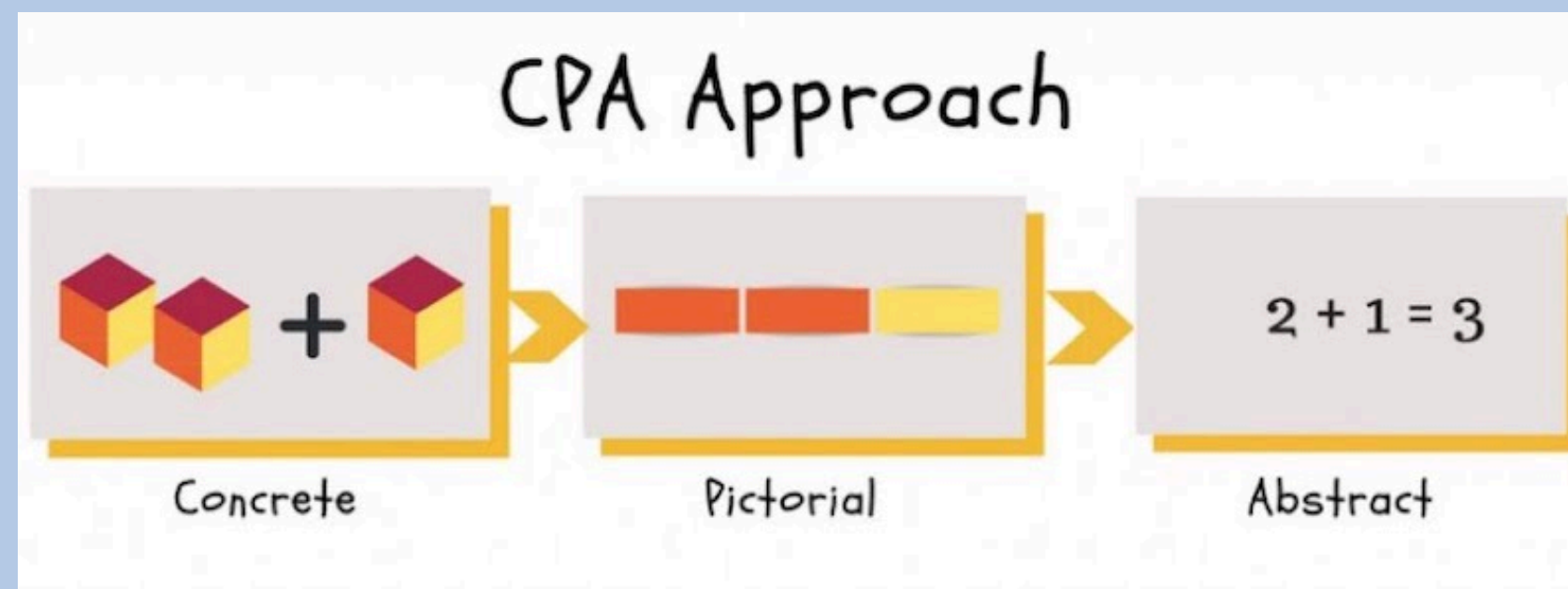
## **Vic Curriculum 2.0:**

- Provides a clearer progression of skills across year levels.
- Encourages connections between different maths concepts.
- Aligns better with real-world applications of maths.
- Stronger Focus on Foundational Skills
- Greater emphasis on developing fluency with basic number facts before moving to complex problem-solving.
- Increased Emphasis on Reasoning & Problem-Solving



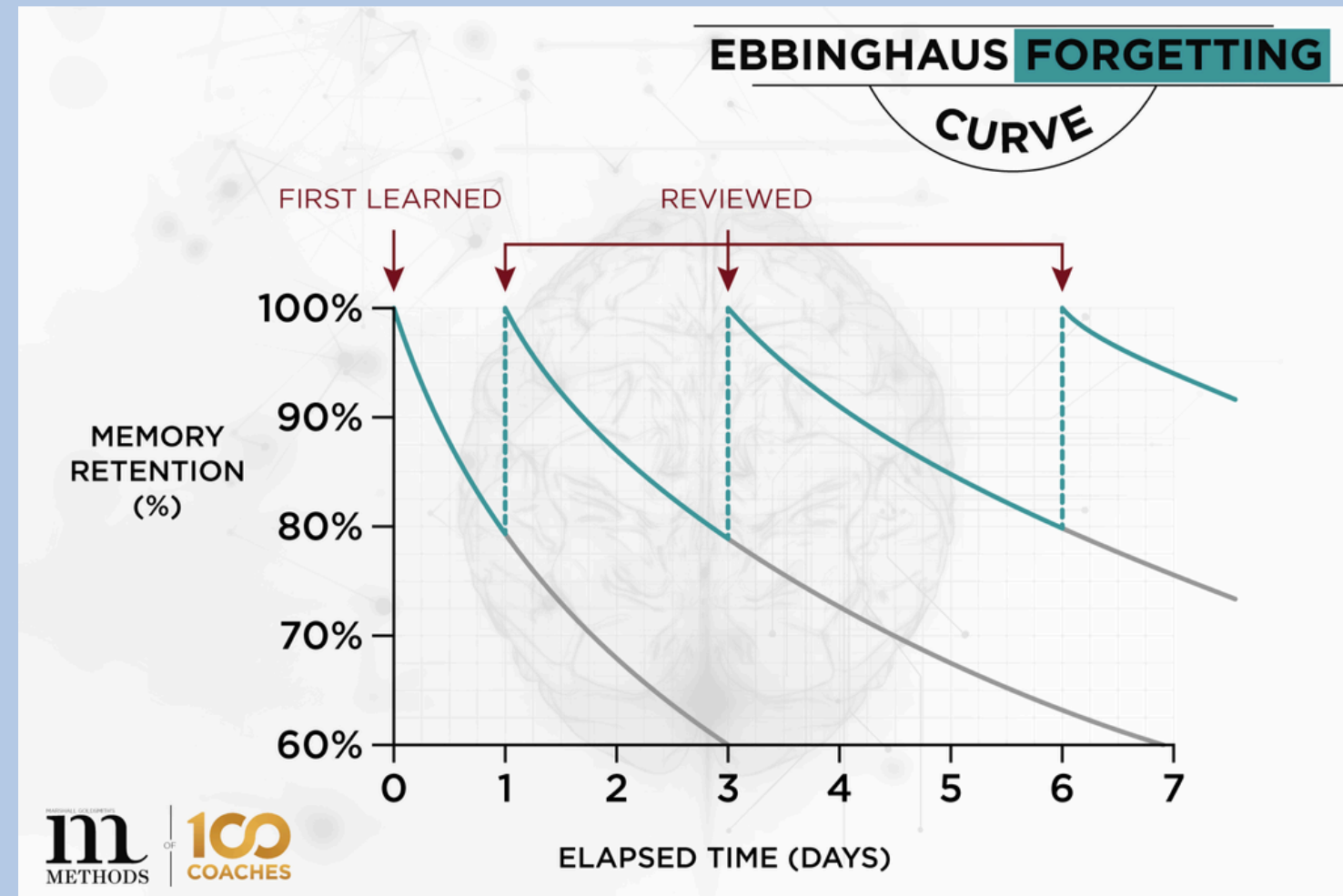
# Mathematics at Corpus Christi

- **Daily Review** to reinforce learning.
- **Concrete-Pictorial-Abstract (CPA)** approach to build understanding.
- **Explicit Instruction** to guide students step by step.
- **Pre- and post-assessments** to inform teaching.
- Align with the **Victorian Curriculum 2.0**.
- **Make connections** to real-world applications.



# Daily Review

- A short, focused session at the start of each maths lesson.
- Revisits previously taught concepts to strengthen retention.
- Includes a mix of question types to challenge students and promote flexible thinking.



## Spaced Practice

Revisits concepts over time, not just when taught. This helps students retain knowledge in long-term memory.

# Daily Review

## **Interleaved Practice**

Mixes different types of maths problems rather than practicing one type at a time. Encourages students to identify strategies rather than relying on rote procedures.

Example: Instead of doing 10 multiplication problems in a row, students might solve a mix of multiplication, division, and word problems.

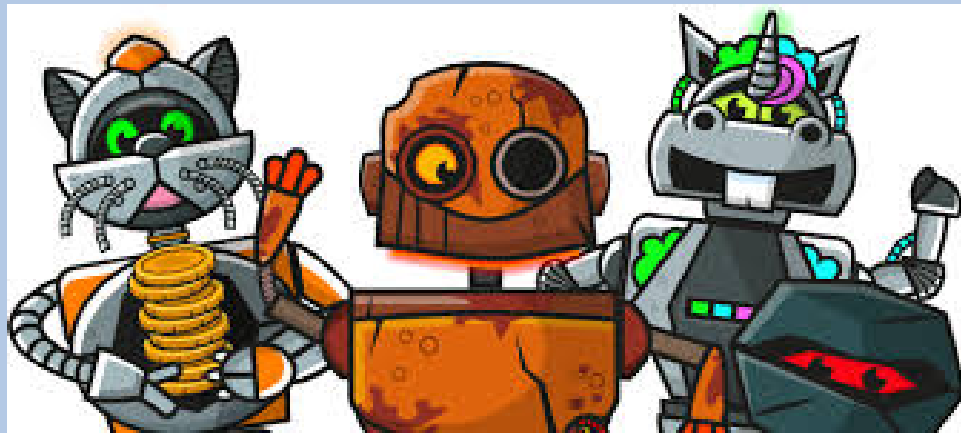


## **Why Daily Review Matters**

- ✓ Reinforces key skills and concepts.
- ✓ Reduces forgetting by regularly revisiting past learning.
- ✓ Builds fluency, accuracy, and confidence.
- ✓ Develops problem-solving flexibility by exposing students to a variety of question types.



# Fact fluency



## What is fact fluency?

- Knowing basic addition, subtraction, multiplication, and division facts quickly and accurately.
- Being able to use strategies flexibly when solving problems.

## Why Does Fluency Matter?

- Frees up mental energy for problem-solving.
- Helps with more complex mathematical concepts in later years.
- Supports confidence and reduces maths anxiety.

## How We Build Fluency in Class

- Hands-on activities, games, daily review and regular practice.






What is Times Tables Rock Stars?



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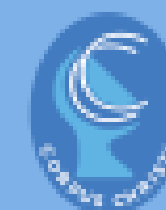


# WHAT IS TIMES TABLES ROCK STARS?

Watch on  YouTube



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# ***How to support Mathematics learning at home***

## ***Use Everyday Activities***

- *Cooking (measuring ingredients)*
- *Shopping (counting change, comparing prices)*
- *Time management (reading clocks).*



## ***Make Maths Fun!***

- Board games, card games, and puzzles that involve numbers.



# ***How to support Mathematics learning at home***

## ***Expand and Use Mathematical Vocabulary***

- Encourage children to explain their thinking: Instead of just saying "8," ask, "How did you work that out?"
- Use different words for the same concept:
- Instead of just saying "plus," use add, sum, total, increase.
- For subtraction: minus, take away, difference, decrease.
- For multiplication: times, groups of, product, double.
- For division: divide, shared equally, split, quotient.
- Read maths-related books or stories to introduce new terms naturally.



## ***Encourage a Growth Mindset***

- Praise effort and strategies, not just correct answers:
- “I love how you tried a different way to solve that!”
- “That was tricky, but you stuck with it—great job!”
- Avoid negative maths talk (e.g., "I was never good at maths"). Instead, model a positive attitude towards learning and problem-solving.

# ***Questions***