



# St Francis Xavier Primary School

## Learning and Teaching Policy

### **Rationale**

St Francis Xavier Primary School's Learning and Teaching pedagogy is driven by the Catholic Education Melbourne Horizons of Hope. This is used to assist teachers to reflect on their work and engage in dialogue around teaching practice and student learning within our own context. St Francis Xavier Primary School promotes consistent best practice in teaching and learning. We have a dedicated staff that demonstrates similar educational philosophies, ensuring that their knowledge, teaching skills and commitment are of the highest standard.

Curriculum and pedagogy at St Francis Xavier Primary School is deeply entrenched in faith and aims to empower students with essential knowledge, skills and capabilities for active citizenship and lifelong learning. The curriculum is planned carefully to ensure it caters for the diverse needs of different groups of students.

Learning at St Francis Xavier Primary School is dynamic, rigorous, innovative and engaging. Guided by the *Victorian Curriculum, Religious Education Curriculum Framework* and *Horizons of Hope*, teaching and learning is designed to encourage children to explore the world they live in and develop the skills and understandings that enable them to work successfully in that world. We value the importance of a connected learning environment; respectful of all learners, relevant to our contemporary world and in partnership with our wider community.

At St Francis Xavier Primary School we are committed to designing curriculum that will support, enable and engage our students in the contemporary world.

### **Purpose:**

St Francis Xavier Primary School aims to provide a range of learning and teaching experiences that will:

- continue the ministry of Jesus through our teaching of Gospel Values;
- foster the spiritual, intellectual, social, emotional and physical development of all students;
- provide a safe, nurturing and engaging learning environment which is inclusive of all;
- provide all students with a comprehensive curriculum based on the *Victorian Curriculum* and *CEM Religious Education Curriculum Framework* which is differentiated to cater for the academic needs of each individual;
- encourage inquiry, risk taking, collaboration, problem solving and reflection;
- encourage the development of respectful, responsible, thinking and productive citizens;
- foster self-esteem, confidence, independence and a desire to continue to learn;
- develop consistent pedagogical approaches utilised by all members of the teaching team;
- allow expertise of all members of the education team to be effectively utilised and developed through professional learning;
- use collaborative processes for purposeful teamwork amongst staff members;
- work in partnership with the community to provide the best possible outcomes for the students;

### **Implementation:**

At St Francis Xavier Primary School:

- Staff are committed to planning a Prep to Year 6 curriculum which has entitlement for all and promotes high expectations for every student;
- All students will have access to a learning and teaching curriculum that comprehensively addresses all standards and capabilities within the Victorian Curriculum and CEM Religious Education Framework at their developmental level;

- A range of contemporary pedagogical approaches are employed to meet the needs of learners, e.g. Thinking Routines, Goal Setting;
- Inquiry undertaken is authentic, purposeful, structured and promotes meaning and understanding of significant ideas;
- The four Capability areas (Critical and Creative Thinking, Ethical, Intercultural, Personal and Social) are taught and used within the teaching and learning of all curriculum areas;
- Students participate in 7 Weekly Specialist Lessons: Discovery Centre (Library), Performing Arts, Visual Arts, Physical Education, LOTE: Mandarin, Digital Technologies and STEM;
- Teachers plan weekly with Level Team Members, Level Leaders and Learning and Teaching Leader to ensure successful implementation of a sequential Prep – Year 6 program using the Religious Education Curriculum Framework and the Victorian Curriculum;
- There is weekly facilitated planning for all levels where teachers are supported by the Curriculum and Level Leaders;
- Modelled and facilitated teaching caters to individual needs, providing a range of experiences and resources;
- Students have access to ‘point of need teaching’ based on quality assessment and data analysis.
- There are targeted and strategic Intervention programs in English and Mathematics to enhance children’s learning at their point of need;
- Teachers and students are encouraged to set goals and targets for themselves and to reflect on their teaching, learning and performance;
- Students are provided with opportunities to reflect on what they have learnt e.g. self-reflection journals, peer tutoring, reciprocal teaching;
- Staff encourage student success by offering timely positive feedback and constructive criticism;
- With the support of their teachers, students consistently identify their learning needs and set achievable goals;
- Pedagogical approaches enable students to develop a range of individualised learning strategies.
- Metacognition is prioritised with learning experiences and reflection, developing in students an understanding of how they best learn;
- Appropriate contemporary resources, which are inclusive of all, are readily accessible, e.g. 1:1 iPads (P-2), 1:1 Chrome Books (3-6), teacher laptops, DT computer lab;
- Students, parents and teachers work in partnership and in line with the school values and objectives to achieve the best possible opportunities and outcomes for the students;
- Students are supported by the teaching team and parents to take responsibility for their learning by establishing effective routines, work habits and time management skills;
- Consistent communications between all parties ensures a common understanding of individual student’s specific learning needs;
- Ongoing collaboration and peer mentoring for staff is enabled through weekly back to back planning, Graduate/Mentor Teacher program and other resources including support from CEM Eastern Region staff;
- There are clear and purposeful connections to Faith Education, Social Justice Action, Wellbeing and Values Education;
- We are passionate about creating authentic links to the local and global community, including our Indigenous Community – We are a Fire Carrier school.

**Implementation:**

This policy will be revisited as part of the review cycle or as changes are made to Government or Catholic Education Melbourne Learning and Teaching programs.

This policy was last reviewed and ratified by SFX Leadership Team – June 2020