



# St Francis Xavier Primary School Curriculum Overview Policy

St Francis Xavier Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

## Curriculum and Learning Policy

### Vision Statement

St Francis Xavier Primary School: A faith community inspiring all learners to thrive today, excel tomorrow and lead with compassion.

### Mission Statement

Founded by the Sisters of Mercy, St Francis Xavier Primary School is an integral part of Risen Christ Parish.

We are a community built on a strong foundation of faith, kindness and compassion. We develop positive relationships and a strong sense of belonging.

Through high quality explicit teaching and diverse educational opportunities, we provide an engaging and exciting curriculum.

We nurture and support students to be happy, inquisitive, determined and confident learners.

At St. Francis Xavier Primary School, we welcome and respect all.

### Purpose: *(Exert from VCAA Victorian Curriculum Page)*

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

## Accredited Curriculum Overview

### Foundation to Year 10

The Victorian Curriculum F–10 is the Foundation to Year 10 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F–10 and defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions.

The Victorian Curriculum F–10 can be found here:

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

The Victorian Curriculum F–10 recognises that increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop discrete discipline knowledge and understanding, in addition to a set of skills, behaviours and dispositions. These general capabilities apply across discipline content and equip students to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The St Francis Xavier Primary School Curriculum Plan has been developed in light of the directions for Catholic Education, (Vision For Instruction & Forming Hearts), the Religious Education Curriculum Framework (currently under review), the Victorian Curriculum F–10. This curriculum plan ensures excellent holistic education, centred on the students and engaging them in authentic, purposeful learning.

## Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at St Francis Xavier Primary School.

At St Francis Xavier Primary School, the curriculum is enriched by the values, beliefs, perspectives and experiences of each member of the learning community when they engage actively with Catholic understandings of the human person. This orientation towards the person means that the process of curriculum design is shared with students, creating within them a sense of ownership and self-efficacy as learners. Our learning community fosters the conditions for students to have a voice in the curriculum design process, allowing them to contribute to decisions about what they need to know and when.

## Curriculum Content

St Francis Xavier Primary School will take inspiration from the *Vision for Instruction and Forming Hearts frameworks*. These frameworks support MACS school communities to engage in dialogue about the distinctive nature of learning and teaching, leading learning, and enhancing Catholic identity in our schools.

Religious Education has a central place in the teaching and learning program St Francis Xavier Primary School as it reflects our unique character of Catholic identity and focus as a MACS school. The primary source for developing our religious education program is the MACS Religious Education Curriculum Framework.

The school implements the Victorian Curriculum F–10 in order to provide students with a comprehensive teaching and learning program across the year levels with age-appropriate content, sequential learning patterns and interrelated aspects of the content and skills of the desired learning capabilities. Refer to the *Horizons of Hope Foundation Statement – Pedagogy in a Catholic School*. The Victorian Curriculum can be found here: [Victorian Curriculum](#)

All content is developed using the following documents:

- St Francis Xavier Primary School Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- St Francis Xavier Primary School school policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy

The school's learning and teaching program is the school-based plan for delivering this common set of knowledge and skills in ways that best use local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by MACS, St Francis Xavier Primary School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

## Whole-school Curriculum Plan and Time Allocation

### Curriculum overview – Foundation to Year 6

The following provides an outline of the learning areas and recommended weekly time allocation across Prep–6. Multiple learning areas are often part of a unit and not always taught as separate subject areas. This is ensured through time allocations which are in line with recommendations of the educational authorities.

Learning Areas	Recommended Time Allocated
<b>English</b> <ul style="list-style-type: none"><li>• Reading &amp; Viewing</li><li>• Speaking &amp; Listening</li><li>• Grammar &amp; Spelling</li><li>• Writing</li></ul>	1 hour & 40 minutes daily
<b>Mathematics</b> <ul style="list-style-type: none"><li>• Number</li></ul>	1 hour daily

Learning Areas	Recommended Time Allocated
<ul style="list-style-type: none"> <li>Algebra</li> <li>Measurement</li> <li>Space</li> <li>Statistics</li> <li>Probability</li> </ul>	
<b>Religious Education</b>	2 hours weekly (+Prayer Times)
<b>Humanities</b> <ul style="list-style-type: none"> <li>Civics &amp; Citizenship</li> <li>Economics</li> <li>Geography</li> <li>History</li> </ul> <b>Science</b> <ul style="list-style-type: none"> <li>Science as a Human Endeavour</li> <li>Earth Science</li> <li>Biological Science</li> <li>Chemical Science</li> <li>Physical Science</li> </ul>	2 hours weekly The learning areas of Humanities, Science and Health will be taught, through the focus of the integrated unit of work using an inquiry approach developed under the St Francis Xavier Primary School Conceptual Framework.
<b>Specialist Taught Learning Areas</b> <ul style="list-style-type: none"> <li>Discovery Centre (library)</li> <li>LOTE: Mandarin</li> <li>Physical Education</li> <li>Performing Arts</li> <li>Visual Arts</li> <li>Digital Technologies</li> <li>Stem</li> </ul>	Students participate in one 40-minute lesson weekly in each of these learning areas with a specialist teacher. Year 1-6 participate in an alternate week 80 minute STEM & Visual Arts lesson
<b>Wellbeing Lesson</b>	40-minute lesson weekly including focus on school values, Rights, Resilience & Respectful Relationships & Berry Street Program)
<b>School Assembly</b>	40 minute weekly
<b>TOTAL</b>	<b>23 hours and 20 minutes weekly</b>

#### L.E.E.P Program

Learning Areas	Recommended Time Allocated
<b>English</b> <ul style="list-style-type: none"> <li>Literacy Intervention</li> </ul>	Year 1 to 6: 3x40 minute lessons for students (2 groups per year level with no more than 3 students per group) selected based on their results and further testing by the Literacy Intervention teachers
<b>Mathematics</b> <ul style="list-style-type: none"> <li>Numeracy Intervention</li> </ul>	Year 1 to 6: 3x40 minute lessons for students (2 groups per year level with no more than 3 students per group) selected based on their results and

Learning Areas	Recommended Time Allocated
	further testing by the Numeracy Intervention teachers
Enrichment/Extension	Year 1 to 6: 2x40 minute lessons for students selected based on their results and further testing by the Enrichment (L.E.E.P) teacher.

## Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. It is expected that the knowledge and skills defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

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

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

## Implementation

At St Francis Xavier Primary School, the curriculum is designed and delivered from whole-school to level planning to individual teacher plans. These are created in a collaborative and supported environment. This ensures that a guaranteed and viable curriculum is driving student learning and lifting student outcomes. A variety of other resources, including online resources, are available to support planning.

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 MACS Religious Education Framework at their developmental level;
- A range of contemporary pedagogical approaches are employed to meet the needs of learners, e.g., Full Participation Strategies, Thinking Routines, etc.;
- Inquiry undertaken is authentic, purposeful, structured and promotes meaning and understanding of significant ideas;
- Teachers plan weekly with Level Team Members, and Curriculum Leaders to ensure successful implementation of a sequential Prep – Year 6 program aligned with MACS Vision for Instruction and Forming Hearts Framework
- There is weekly facilitated planning for all levels where teachers are supported by members of the Leadership Team;
- 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.
- All staff will participate in the collection of student achievement data, and all staff will have input into school decisions resulting from interpretations of student data.
- 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, exit tickets, etc.;
- Staff encourage student success by offering timely positive and constructive feedback;
- With the support of their teachers, students consistently identify their learning needs and set achievable goals;
- 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 Chromebooks (P-6), teacher laptops, DT lab, STEM room;
- 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 MACS Eastern Region staff;
- A sequential scope and sequence plan will be developed and maintained ensuring affective coverage of Victorian Curriculum requirements.
- Comprehensive planning documents have been established and utilised for curriculum planning.
- Whole school professional development opportunities will be provided, e.g. weekly PLM meetings, as well as personal professional development plans developed that cater for the needs of each staff member based on the School Improvement Plan;
- 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.

## Evaluation

This policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as changes to MACS Policies occur.

## School Policies

Please refer to the various St Francis Xavier Primary school curriculum policies for further information

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Director, Learning and Regional Services
Approval date	November 2022
Risk rating	High
Date of next review	November 2024

POLICY DATABASE INFORMATION	
Related documents	
Superseded documents	School Curriculum Plan Overview – v1.0 – 2021
New policy	

This policy was reviewed and contextualised by SFX Leadership March 2025

