

CURRICULUM GUIDE 2026

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Xavier College Junior School

Prep - 6



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ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge the Wurundjeri people who are the traditional custodians of the land that we teach and learn on. We acknowledge the contributions of Indigenous peoples to education by recognising the importance of Indigenous stories, song lines and heritage.

We would like to pay our respects by acknowledging the Elders, both past present and emerging of the Kulin Nation, and extend that respect to all in our learning community who are Indigenous.



Artwork by Xavier
College students: Eli
W, Xavier V, Jayden D,
Alwyn D, Tex W and
Kobe H





DIRECTOR OF CAMPUS

At Xavier College, we educate boys and in the Junior School, we have carefully crafted our curriculum in a manner that allows each boy to flourish in every way. A Jesuit education is one that challenges each student to strive for the 'magis', to go deeper, and to be the best version of themselves in all aspects of life. This Curriculum Guide demonstrates how we have strategically shaped the curriculum to meet the specific needs of students at each defined stage of learning. Children are naturally inquisitive with a thirst to learn, and our curriculum ensures the flame of curiosity burns brightly throughout their primary schooling.

We have established three defined but carefully linked stages of learning; Prep-Year 2, Years 3&4 and Years 5&6. Each stage has been shaped to expose students to a broad range of experiences helping them develop a deeper awareness of the world in which they live. Developing the ability to analyse, think creatively and question will allow our students to delve deeper as they search for meaning and answers to their wonderings.

For students to have the ability to demonstrate these skills, they must first and foremost develop fundamental literacy and numeracy skills. At each stage, we are deliberate in our explicit instruction of the literacy and numeracy curriculum to ensure each child develops the skills necessary to access all areas of learning. Students will develop the ability to transfer these fundamental skills to other areas of learning where they will explore topics that impact our world today.

In a time where personal wellbeing is as important as academic achievement, time is given across all year levels for students to develop a deeper understanding of 'self' whilst establishing a strong sense of connection with their peers and the broader local and global communities.

It is our intent to create an environment where each students' natural inclination to be inquisitive and curious can flourish. Ultimately, it is our goal to discover the 'golden vein' in every child where each will discover their true passions.

Brett Collison,
Director of Campus





HEAD OF LEARNING, PREP-6

As part of the Ignatian tradition, students at the Xavier College Junior School are nurtured to become reflective, compassionate and filled with hope. We develop learning opportunities which support students to develop as authentic individuals, who strive for academic excellence and provide outstanding service and leadership in our local and global communities.

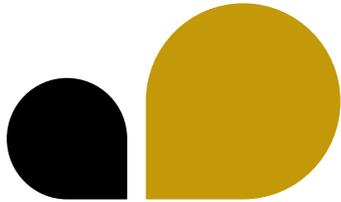
In the Early Years of Burke Hall (Prep - Year 2), a deliberate focus on the core learning areas of Literacy, Numeracy and Digital Technologies take precedence. These key areas of curriculum are designed in conjunction with our Expeditions program which provides students with a rich stimulus for learning. Our Expeditions program enriches and extends students' learning beyond the classroom, to our stunning local environment where weekly adventures foster a sense of wonder and discovery.

In Years 3 and 4, there is a significant curriculum shift, where we intentionally challenge students to become academically courageous and resilient. Through connections with industry experts and the application of knowledge to real-world contexts, our approach to learning is innovative, future-focused and driven by our bespoke curriculum framework.

The proud tradition and structure of our Year 5 and 6 program offers a broad curriculum delivered by specialist teachers. This exceptional educational experience lays the strong foundations required for a successful transition to the Xavier College Senior School - academically, socially and spiritually.

Tania Rivett,
Head of Learning Prep-Year 6





DIRECTOR OF LEARNING AND GROWTH

Xavier College has a rich history of education. We hold value on our tradition, culture, spirituality and our faith. As we implement this next stage of our College with our Junior School, our curriculum holds a rich tapestry of tradition while being contemporary and progressive. Across our two campuses, we have the opportunity to grow and shape the learning journey of the students in our care from Prep to Year 12. The continuum of learning is a priority. We design curriculum and learning experiences for each age and stage to develop skills, knowledge and love of learning. At Prep-6, this looks like skills taught explicitly and integrated in contextual project applications - the curriculum framework for this is called ASPIRE.

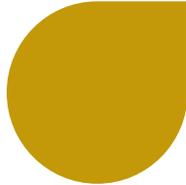
The 2026 Curriculum Guide comprises the following information:

- Principles of the curriculum at Xavier College
- ASPIRE Curriculum framework
- Subject learning at each age and stage, Prep through to Year 6

As you read this Curriculum Guide, you will notice repetition and common themes that appear throughout each page. There is a focus on a holistic education, and nurturing our students' academic, social and spiritual dimensions.

Monique Dalli,
Director of Learning and Growth

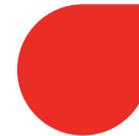
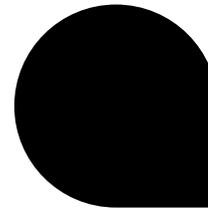




CURRICULUM AT XAVIER COLLEGE

As a Jesuit school, we are guided by principles that call us to:

- Protect and develop the whole person
- Form men and women of faith to work for justice in the world
- Pursue excellence in humanity
- Seek discernment and wisdom
- Engage critically in the world
- Strive for the Magis (depth)

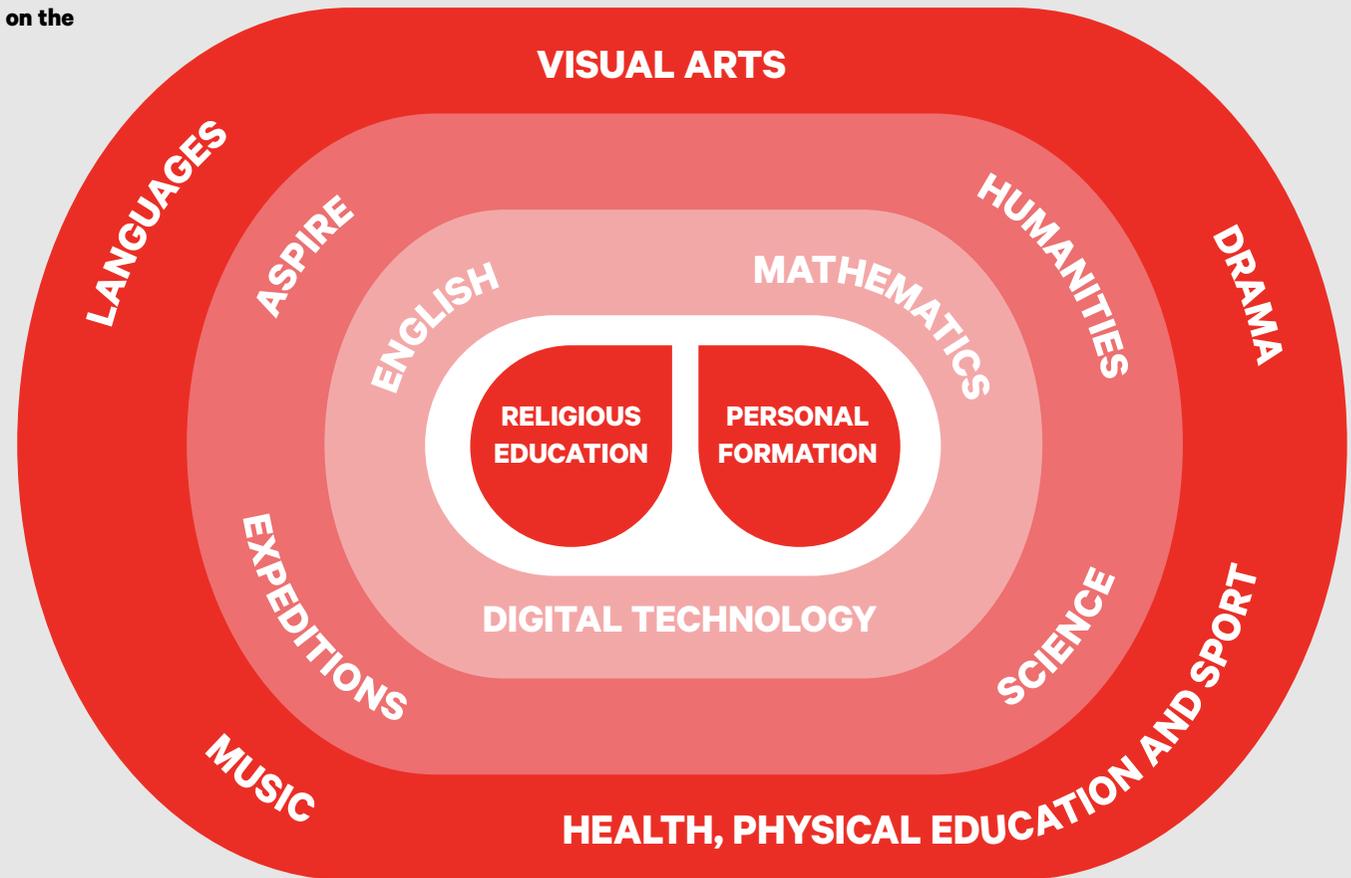


LEARNING AREAS AND SUBJECTS

Our curriculum is integrated, which means learning in one subject does not happen in total isolation. Skills and knowledge gathered in one subject can be transferred to another. Our comprehensive curriculum delivers a breadth of learning opportunities, allowing students to identify their areas of passion prior to their transition to the Senior School where elective choices based on passions increases.

At the core of our curriculum is **Religious Education and Personal Development**. An individual's faith journey is a personal experience and in a Jesuit school, we 'meet each student where they are at'. This allows students to share prior knowledge and experience as they develop relationships with those they encounter. Student wellbeing and knowledge of 'self' are key determiners of how students engage in the learning process. It is essential that our boys develop a sense of connection with their peers as they progress along the learning journey. These experiences will shape the type of learner a student will become.

Explore the Junior School subject areas by clicking on the subject names in the graphic below -



RELIGIOUS EDUCATION

As a Catholic school in the Jesuit tradition, we promote Gospel values through Ignatian spirituality. Our guiding principles stem from the Ignatian-Jesuit principle of 'cura personalis', caring for the whole person. Integral to this philosophy is an invitation to deepen one's relationship with God and embed a desire to strive for the Magis - to do more for Christ, and for others.

Exploring context, Scripture and the Catholic perspective, students make connections to faith. Deeper self-awareness and a more nuanced understanding of the world is developed through dialogue with interfaith communities. School Masses, daily prayers and our Sacramental programs strengthen students' faith journey. Spiritual growth is fostered through the Examen (Saint Ignatius prayer) where students reflect and evaluate their choices in light of God's presence.

We empower students to compassionately respond to challenges with resilience and embrace the Jesuit ideal of becoming faith filled 'men and women for others' through acts of love and service. Age appropriate offerings for students to commence engagement with marginalised and vulnerable communities through acts of service and advocacy are at the heart of our Religious Education.

PREP - YEAR 2:

In the Early Years, students begin to develop their sense of belonging and make relational connections to their world through experiences that are designed to:

- Foster an awareness of self, others and what it means to belong to a Catholic faith community
- Introduce Catholic stories (Scripture), tradition (beliefs, practices, symbols, important figures) and rituals (prayers) and elements of Ignatian Spirituality
- Develop an understanding of Jesus Christ and his teachings

YEARS 3 - 4:

Using a Catholic lens, our Year 3 and 4 students begin to build an understanding of how our Jesuit charism can be used to live out the Gospel values in daily life by:

- Investigating concepts such as prayer, liturgy, sacraments, church community and spirituality from a Catholic and Ignatian perspective
- Understanding the role of religion in the context of morality and justice and reflecting on the impact of personal choices
- Connecting with our community and exploring how we can serve others and support the marginalised
- Developing an appreciation of interfaith diversity through Catholic dialogue

Preparation for Sacraments: Commencement of Sacramental programs may occur externally in community parishes. Our Religious Education program aligns in Year 3 as students prepare for Reconciliation and continue in Year 4 where students prepare to receive First Eucharist

YEARS 5 - 6:

In Years 5 and 6, students deepen their understanding of the Catholic faith from an Ignatian perspective, investigating questions that challenge their beliefs and ideas. This involves:

- Exploring concepts such as, morality and virtues, sacraments, scripture, church community, church history
- Cultivating an appreciation of prayers, why we pray, and how we can integrate Ignatian spirituality in our lives
- All students will learn about the Sacrament of Confirmation. This will complement formation sessions conducted in parishes
- Developing an understanding of the relationship between faith and reason



ENGLISH - LITERACY

Our Literacy program is underpinned by high expectations and academic rigour. Our student-centred approach utilises data and evidence-based strategies to explicitly teach the knowledge and skills required for interactions within the English language. Teachers use a range of assessment tools to determine where a child is at in relation to the Reading and Viewing, Writing, and Speaking and Listening achievement standards of the Victorian Curriculum and differentiate according to student learning needs. Students are empowered to be independent learners and critical consumers and creators of written, visual and spoken texts, with the goal of equipping them to understand and interact with the world with courage, purpose and empathy.

PREP - YEAR 2:

- Focus on engaging in literacy with confidence to become effective learners
- Strong connections to Expeditions - language experience
- Build foundations across reading, writing, speaking and listening
- Flexible groupings based on student needs

Additional support:

- Evidence-based interventions supported by Diverse Learning Teachers/Assistants

Opportunities for extension:

- Point of need instruction and evidence based practices to build on students' knowledge and skills

YEARS 3 - 4:

- Build literacy to support interpreting and using language for communication and learning
- Strong connections to outside world
- Consolidate knowledge of the writing process to write for authentic purposes
- Responsive to the needs and interests of students

Additional support:

- Diverse Learning Teachers/Assistants provide point of need instruction and adjustments to support group and individual goals

Opportunities for extension:

- Point of need instruction based on data to give breadth and depth to students' knowledge and skills

YEARS 5 - 6:

- Strong connections to Senior Campus
- Increased student agency
- Preparation for secondary school - deeper thinking and greater detail in responses and writing
- Participation in College and external debating, public speaking and writing competitions

Opportunities for extension:

- Diverse Learning Team can provide support to assist group and individual goals on a needs basis

Additional support:

- Point of need instruction based on data to give breadth and depth to students' knowledge and skills



MATHEMATICS - NUMERACY

In Mathematics, we prioritise building strong mathematical foundations to equip students with comprehensive numeracy skills that can be applied confidently and effectively in real-world situations.

Teaching programs are designed using data-informed approaches, aligned with the Victorian Curriculum, and leverage evidence-based teaching pedagogies to help deepen students' understanding of mathematical concepts.

Support, extension and enrichment is provided in every class. Students requiring additional assistance are supported by a Diverse Learning Assistant/Teacher using evidence based programs. High achieving students are extended by exposure to concepts beyond the expected curriculum level and complex problem solving requiring higher order thinking. Enrichment opportunities introduce advanced mathematical concepts and the application of increasingly sophisticated critical and creative thinking skills. Enrichment may also involve acceleration through the current year level curriculum by compacting or skipping areas where students demonstrate mastery.



PREP - YEAR 2:

- Using concrete materials and play based learning, students are given opportunities to interactively explore mathematical concepts
- Explicit and modelled teaching instruction combined with visual and technological aids
- Working in collaborative groups, students find solutions to real world problems

Strategies for support:

- Use of evidence-based strategies such as thinking routines and structured prompts to promote active engagement, deep learning, creativity and the development of metacognition skills
- Small teacher-led focus groups
- Additional in-class support by Diverse Learning Assistants/ Teachers

Opportunities for extension:

- Rich and open ended tasks

YEARS 3 - 4:

- Transitioning from concrete materials to visual/pictorial representations of mathematical concepts
- Hands on and game-based learning
- Open ended tasks and real-world problem solving
- Technology based learning using digital tools and resources

Strategies for support:

- Extra time, simplified instructions, multiple exposures and/or additional teacher scaffolding
- Small focus groups for differentiated instruction
- Additional in class support by Diverse Learning Assistants/ Teachers

Opportunities for extension:

- Investigations to promote deeper understandings and development of critical and creative thinking skills
- External competitions such as the Australian Mathematics Competition and Bebras Computational Thinking Challenge (Australian Mathematics Trust)

YEARS 5 - 6:

- Progressive use of symbols and algorithms as students evolve their abstract mathematical thinking skills
- Collaborative fluid groupings to foster critical and creative thinking, problem solving and communication skills
- Use of technology to enhance engagement and learning experiences

Strategies for support:

- Extra time, simplified instructions, multiple exposures and/or additional teacher scaffolding
- Small teacher led focus groups for differentiated instruction
- Additional in class support by Diverse Learning Assistants/ Teachers
- GONZAGA homework club held after school in the Burke Hall Library

Opportunities for extension:

- Authentic real world problem solving
- Fluid Maths Enrichment classes where eligible students may be accelerated through the curriculum
- Participation in external competitions such as the Australasian Problem Solving Mathematical Olympiads, Mathematics and Statistics Research Challenge (Melbourne University), Australian Mathematics Competition (Australian Maths Trust), including the Maths Challenge in Year 6.



DIGITAL TECHNOLOGIES

At Xavier College, we offer an experiential and adventurous Digital Technology curriculum which promotes creativity and flexible thinking. By providing these integrated experiences, students have the opportunity to critically and creatively pursue a depth of learning that is dynamic and impactful.

Digital Technology is taught as a discrete subject area from Prep - Year 6 where there is a deliberate focus on digital innovation. This develops understanding around computer science, computational thinking, digital citizenship, systems and design thinking.

We embrace our responsibility to be at the forefront of our ever-evolving and dynamic digital world. We are curious about new technologies as they are encountered and eagerly search for opportunities for educational application within and beyond our classrooms.



PREP - YEAR 2:

Students in Prep to Year 2 identify and explore common digital technologies and begin with foundational knowledge of computer science and programming with a focus on sequencing.

Learning opportunities include:

- Introduction to simple algorithms
- Introduction to block coding languages and application of computational thinking skills
- Exploration of hardware and software in digital systems including various software applications and hardware devices, such as robotic devices, Beebots, Botley Robots, Pro-bot Robots, Dash Robots, Ozobots and Edison Robots Robots
- Creating digital solutions such as eBooks, interactive collages, films and simple games

YEARS 3 - 4:

Students in Year 3 and 4 develop their knowledge of a range of digital technologies and their purposes. They are introduced to branching, requiring algorithmic thinking to involve decision-making and user input.

Learning opportunities include:

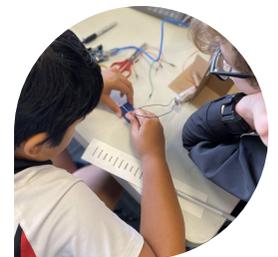
- Developing knowledge of block programming languages
- Solving problems by constructing their own algorithms and giving explanations of how their solution meets a purpose
- Creating interactive digital solutions using coding languages to create digital games, presentations, websites and applications
- Experimenting with a range of digital systems and functions from peripheral devices explored through circuitry input devices and various robotic devices including Dash robots, Sphero Robots, Edison Robots, Little Bits and Makey Makey.
- Optional Steam Club and participation in Moonhack and International Scratch Olympiad competitions

YEARS 5 - 6:

Students in Year 5 and 6 extend their knowledge of digital technologies by explaining the functions of common components. They define problems and address them by developing more sophisticated algorithms that involve iteration, where steps are refined to meet an outcome.

Learning opportunities include:

- Building their independence with flexible use of a variety of programming languages including block programming languages and applying these to various electronic and robotic devices including Micro-bit, Little Bits, Sphero Robots, Edison Robots and Lego EV3 Mindstorm.
- Investigating computer components and operation
- Defining real life problems (such as sustainability and social justice) and constructing algorithms
- Developing innovative digital solutions such as games, applications, websites, films, and interactive projects to solve real world problems with a focus on sustainability and social justice.
- Optional Steam Club and participation in Victorian Coding Challenge, Sphero Global Challenge and STEM Games Challenge



ASPIRE - PROJECT BASED LEARNING

The ASPIRE program at Burke Hall is an innovative and progressive subject area that enables students to take action on their learning within real-world contexts. Influenced by the pedagogies of Inquiry Learning and STEAM, students are taught specific areas of the curriculum (including Science and Humanities) and are supported to implement new knowledge or understandings for purposeful and productive learning experiences. This bespoke subject area at Burke Hall utilises industry experts to support students to extend and apply their knowledge beyond the classroom. Each of the learning stages employs a range of teaching strategies that encourages deep thinking, application and connections between curriculum areas.

PREP - YEAR 2:

Our youngest learners (Prep - Year 2) are introduced to key critical and creative thinking skills that build strong foundations for lifelong learning. These skills include:

- Questioning
- Collaboration
- Teacher-led investigations
- Making connections between and beyond subject areas
- Reflection on the learning process

YEARS 3 - 4:

In Years 3 and 4, the significant shift in the ASPIRE curriculum specifically and deliberately enhances the academic resilience of students. Developing the following skills and knowledge is central to this learning:

- The process of Project Based Learning
- Problem solving
- Hypothesising
- Data analysis
- Student directed inquiry
- Global engagement

YEARS 5 - 6:

The Year 5 and 6 ASPIRE curriculum supports students to direct their own learning. This increased responsibility promotes the skills of time management, project planning, collaboration and reflection on learning goals. Engaging students in the below proficiencies is pivotal to this learning area:

- Project Based Learning
- Design thinking
- Open-ended inquiry
- Critical thinking
- Reasoning
- Collaboration with industry experts



EXPEDITIONS

At Xavier College we define Expeditions as ‘Journeys with Purpose’. Expeditions enhance academic learning through regular, meaningful, nature-based experiences directly linked to learning that is taking place in the classroom. Students are provided with regular hands-on learning opportunities to explore their individual perspectives on a range of topics. As students move through the Expeditions program they explore multiple locations; starting local within the Burke Hall campus and moving further afield as they progress through each year level. Fundamentally, the Expeditions program is experiential in nature.



PREP - YEAR 2:

Discover: Experience more. Learn more. Be more.

At the heart of the Discover program is to foster a strong sense of curiosity through discovery, an adventurous spirit and the encouragement to ask ‘why?’.

Specifically focusing on the beautiful natural surroundings within our Burke Hall campus, students are encouraged to look closely at what is around them and discover the magic of the natural world.

Key Experiences include:

- Connecting regularly in the “Secret Garden” at the Villa Alba
- Nurturing and growing in our dedicated vegetable garden
- Discovering what it means to be ‘on country’
- Venturing on foot from our Campus into the Yarra Bend National Park
- Discovering the significance of Merri Creek through a shared Expedition experience

YEARS 3 - 4:

Spark: Spark curiosity. Ignite learning.

The Spark program is designed to ignite and foster curiosity. It seeks to fundamentally transport curriculum into the real world.

Centred around the narrative of a ‘Story of a River’, Year 3 and 4 students will build a deep connection and understanding of the Birrarung (Yarra) River, with key experiences from the source to the sea.

Key Experiences can include:

- Visiting the mountains to launch the ‘Story of a River’
- Exploring how the river changes as it moves through the Yarra Valley through connection with the Yarra River Keeper Association
- A different perspective of the river and Yarra Bend National Park during a sunset Expedition at Burke Hall
- A Year 3 Campus Campout Expedition at Burke Hall
- Discovering how the river has shaped Melbourne’s CBD over time
- A Year 4, two night Expedition “As the River Reaches the Sea”

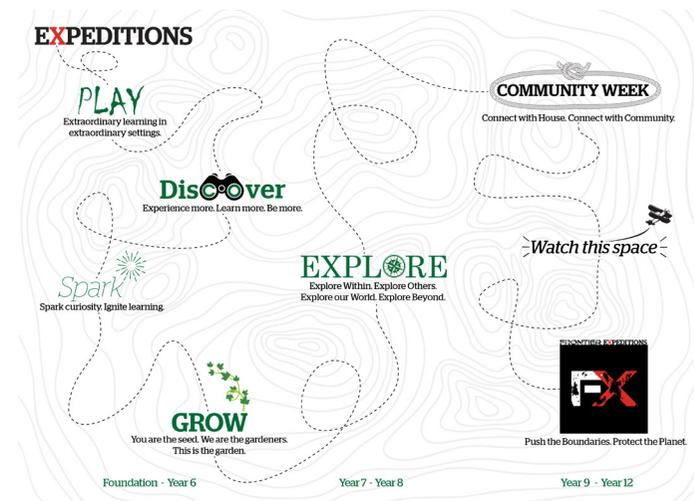
YEARS 5 - 6:

Grow: You are the seed. We are gardeners. This is the garden.

At the heart of the **Grow program** is the notion that Burke Hall is fertile soil for nurture and growth. This program builds on the foundations of the ‘Discover’ and ‘Spark’ stages, providing students the space to grow their understanding of themselves, others and the world around us. We use the metaphor of a plant growing and maturing as a central theme. From planting a seed, to setting roots, to flourishing and celebrating. We encourage students to grow in their own unique and special ways.

Experiences include:

- Year 5 Connection Day
- Year 5 ‘Support Structure’ Expedition
- Year 6 Canberra Expedition



SCIENCE

Science encourages students to explore their curiosity, ask questions, and seek answers through investigation. By engaging with biological, physical, chemical, and Earth and space sciences, students develop an understanding of natural phenomena and how science shapes our lives.

A strong focus on literacy helps students interpret scientific meaning through texts such as reports, procedures, and explanations. Immersive technologies like Augmented Reality (AR) and Virtual Reality (VR) are harnessed to enhance engagement with abstract concepts.

Practical investigations develop Science Inquiry Skills (SIS), enabling students to evaluate claims, solve problems, and draw evidence-based conclusions. Beyond traditional methods, STEAM approaches including AR, 3D fabrication, and multimedia storytelling, support students in visualizing and presenting scientific ideas.

PREP - YEAR 2:

In Prep to Year 2, Science learning is embedded into our Expeditions and ASPIRE - Project Based Learning subject areas. Weekly outdoor experiential learning opportunities provide our students with a “hands on” curriculum which supports their understanding of our natural world - past and present.

- Posing simple questions and making predictions.
- Using senses and simple tools to collect and record observations.
- Sharing findings through oral, pictorial, and short written procedures, reports, and sequential explanations.

YEARS 3 - 4:

In Years 3 and 4, Science is integrated into our Expeditions, English and ASPIRE - Project Based Learning subject areas. This approach enables opportunities for application, breadth and depth in the curriculum, particularly in the areas of Sustainability and Indigenous Histories and Cultures. Opportunities to work in our fully appointed science laboratory also provide a strong transition to the Year 5 curriculum through learning practical skills and proficiency in handling scientific apparatus and equipment.

- Developing scientific questions and predictions based on observations.
- Planning and conducting fair tests, identifying variables, and recording observations using tables and basic graphs.
- Presenting findings through written reports, explanations, diagrams, and exploring cause-and-effect relationships.

YEARS 5 - 6:

In Years 5 and 6, Science lessons are conducted in the fully appointed science laboratory, and taught by our specialist Science teachers. The Year 5 and 6 Science curriculum covers topics including biological sciences, from cells right through to systems of the human body. Physical sciences investigate the states of matter and their properties, light and its characteristics, the principles behind electric circuits, as well as the various forms of energy. Studies of renewable and non-renewable sources and their uses are also examined and their future implications for society. Chemical sciences investigate elements, compounds and mixtures, explore atoms at the subatomic level and analyse why they chemically combine to make new substances. Earth and space sciences explore changes on the Earth's surface resulting from earthquakes and other natural disasters, as well as predictable phenomena in relation to the Earth's position relative to the Moon, other planets and the Sun.

Extension Opportunities:

- Individual and group projects
- National Science Week activities
- Extension components offered through practical investigations
- Science Talent Search (Foundation-Year 6)
- Quantum Victoria PrintACar Challenge (Years 3-6)
- Think Science Competition by ANSTO (Australia's Nuclear Science and Technology Organization), (Years 3-6)
- Formulating scientific questions and hypotheses that explore causation and observable patterns.
- Designing and conducting controlled experiments, accurately measuring and recording data in various formats.
- Developing proficiency with formal scientific text structures, including causation explanations and reports, to present findings.



HEALTH, PHYSICAL EDUCATION AND SPORT

Our goal in Physical Education and Sport is to meet all students at their point of need, and develop a love of sport through exceptional sports experiences. Our offerings across the Sports, Health and Physical Education subject area is designed to enhance physical performance through the development of the key skills and dispositions required for success. Our curriculum is informed by the latest technology and research regarding positive psychology and provides students with important opportunities to develop their understanding of how health, fitness, science and technology are shaping the future of sport.

Through connections to ASPIRE students also explore local and global issues facing sport, including the impact of physical, social and emotional wellbeing on athletic performance and masculinity.

Students are encouraged to enact values of innovation, inclusion, equity and respect during all sporting endeavours. They are supported and extended to become leaders and role models of sport within and beyond the College.

Xavier College's elite sporting pathways begin in the Early Years and extend through to Year 6, for those students who are determined to excel in their chosen sports. We provide opportunities for additional coaching and conditioning as well as opportunities to learn from, and connect with leading industry experts.



PREP - YEAR 2:

Students in Prep to Year 2 develop strong fundamental movement skills. By participating in Physical Education, students learn to combine motor skills, strategic thinking and tactical knowledge to improve individually and as a team. Activities include:

- Fundamental movement based program
- Developing an understanding of the importance of physical activity
- Weekly co-curricular opportunities including an introduction to team sports
- Intensive swimming program
- Junior School Athletics Carnival

YEARS 3 - 4:

In Years 3 and 4, we develop student's ability to use performance criteria and feedback to evaluate and improve their own performance. In this stage of learning, we also focus on:

- Weekly co-curricular opportunities to transfer skills to Game Sense in a team setting
- Optional opportunities for additional fitness strength and condition coaching including De Castella Run Club
- Intensive swimming program
- Game Sense curriculum with a focus on tactical decision making
- Opportunities to represent Xavier at APS finals in swimming, athletics and cross country as well as progression through the School Sport Victoria pathway
- Developing physical capacity in areas such as strength, flexibility and endurance and relating these to both fitness and physical performance

YEARS 5 - 6:

In addition to the Health and Physical Education program, in Years 5 and 6 students commence their formal participation in the Associated Public Schools (APS) competition. Through APS students have the chance to compete in up to seven out of the eighteen primary sports offered each year:

- AFL Football
- Badminton
- Basketball
- Cricket
- Cross Country
- Handball
- Hockey
- Netball
- Snow Sports
- Soccer
- Softball
- Swimming
- Table Tennis
- Tennis
- Touch Football (formerly known as Touch Rugby)
- Volleyball
- Water Polo



In preparation for their transition to Senior Campus, we also provide the following opportunities:

- Additional elite coaching opportunities to further develop sports specific skills such as strength and conditioning
- A Physical Education curriculum that develops leadership, confidence and strategic and tactical decision-making, as well as developing fine and gross motor skills across various sporting codes and activities
- Access to elite pathways through School Sport Victoria representative team trials

PERSONAL FORMATION

At Xavier College, student wellbeing underpins everything we do. Wellbeing is integral to overall success in life and to developing a culture of excellence in learning aligning with our Jesuit values. Personal Formation learning embraces and reflects the characteristics of a Jesuit education through assisting the total formation of each individual within the human community, insists on individual care and concern for each person, and encourages realistic knowledge of the world in which we live.

Personal Formation seeks to foster an environment that clearly prioritises the social and emotional wellbeing of all students promoting our commitment to cura personalis (the care of the individual) and pastoral care. It positively impacts upon relationships, resilience, school culture and the broader societal engagement of our students. As a College, we take pride in developing and maintaining a supportive and nurturing community for all students. We respond to these needs through nurturing relationships, developing character strengths, and equipping students with the skills for human excellence.

Our Personal Formation program is designed to provide opportunities that develop and cultivate conscience, self-awareness, compassion, and commitment, building an appreciation to be men and women for others. It enables student voice, participation, responsibility, and leadership through an inclusive engagement with students at all levels and the promotion of their relational capacity and communication skills.

PREP - YEAR 2:

In this first stage of learning, boys are offered structured opportunities to express how they are feeling and be aware of how others are feeling as a way of developing Social Emotional Learning (SEL).

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions
- Compare their emotional responses with those of their peers
- Identify and describe personal strengths
- Identify ways to care for others, including ways of making and keeping friends

YEARS 3 - 4:

In Years 3 and 4, students are taught skills of organisation, persistence and getting along, as well as developing social language and behaviours.

- Recognition and expression of emotions
- Development of resilience
- Relationships and diversity
- Collaboration with peers
- Identify and describe personal strengths

YEARS 5 - 6:

In Years 5 and 6, students are equipped with the skills and mindsets to support their transition to the Senior Campus. They identify their character strengths and how to leverage them to achieve goals.

- Emotional literacy
- Positive coping strategies and stress management
- Problem solving and help-seeking behaviours
- Gender identity and positive gender relations



MUSIC

At Xavier College, Music is an integral part of personal formation and provides a strong sense of community within College life and beyond. Our esteemed Music department is comprised of recognised industry professionals and experienced educators who inspire our young musicians to develop their craft to their full Potential.

Through regular performance opportunities, we embed a culture of pride, achievement and success. Students collaboratively prepare and perform music in Concert Band, Stage Band, String Orchestra, Choir and small ensemble settings. Our comprehensive performance schedule throughout the year includes school concerts, competitions, workshops and tours.

Our holistic classroom music program develops patience, perseverance, resilience, and teamwork. Our music program is based on Kodály philosophies and centres around singing; teaching music the way students naturally learn and nurturing every students' musical aptitude. In addition, students can receive personalised tuition from the Xavier College Music Tutors to capitalise on their personal strengths.

PREP - YEAR 2:

In Prep to Year 2, students develop strong foundational music literacy skills. Their experiences in Music include:

- Singing games and musical movement, evolving eventually into pitch recognition, rhythm reading and conducting activities
- Developing an understanding that original, personal and imaginative ideas can be expressed through music and that their own musical ideas and compositions may be different from that of others
- Beginning to connect basic musical sounds and symbols to develop fluent musical literacy
- Classroom choir with their peers which builds confidence, community and strengthens their independent singing

YEAR 3:

Instrumental & Classroom Music Program

In Year 3, students are offered the opportunity to apply their musical knowledge in the Year 3 String Program, undertaking weekly group lessons and performing in solo, small group and large ensemble settings throughout the year. This program includes:

- Individual and small group tuition in either violin, viola or cello
- Development of requisite physical, aural and expressive skills
- Recognising the function of sound, pitch, rhythm and notation in a musical context
- Following a conductor and working together in various ensemble settings

Students also develop their music literacy skills in the classroom setting. This includes:

- Using their stringed instruments to compose and recognise pitch
- Experimenting with creating sounds and tone colours
- Continuing to explore pitch recognition, singing and movement

YEAR 4:

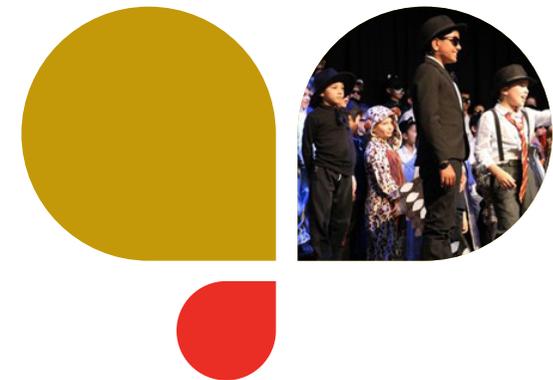
Classroom Music

In the classroom, Year 4 students continue to develop their music literacy skills. Their experiences include:

- Using increasingly complex elements as they participate in a wide range of musical activities including singing, games, pitch recognition, rhythm reading, conducting and analysis
- Becoming more open-minded when considering the creative ideas and responses of others and preparing to experiment with another person's suggestions during the composition process
- Classroom choir with their peers which involves aural activities, conducting and part-singing activities

In Year 4, students are also offered the opportunity to implement their musical knowledge and creativity towards creating a production. This experience includes:

- Leading script-writing, staging and lighting
- Designing sets, props and costumes
- Choreographing actions, movements and dances
- Collaboratively creating an impressive musical experience for their families and the wider community



MUSIC CONTINUED...

YEAR 5: Classroom Program - Orchestral Performance

In Year 5, students participate in our Band and Strings Program. Students have the opportunity to select one of 14 instruments (oboe, flute, clarinet, bassoon, trumpet, French horn, trombone, euphonium, tuba, percussion, violin, viola, cello, double bass) offered to learn throughout the year and receive:

- Weekly small group tuition in their chosen instrument to build individualised instrumental skills
- Weekly ensemble rehearsals to foster teamwork and a broader understanding of musical context
- Solo, small group and large ensemble performance opportunities both inside and outside of the school environment
- Workshops and concerts with professional musicians to broaden student experience, musical scope and perspective

YEAR 6: Classroom Music Program

In Year 6, students consolidate their music knowledge in preparation for their transition to the Senior Campus. Their experiences include:

- Comprehensive aural and theory work
- Building community and Ignatian connection through Liturgical Singing
- Creating compositions through the use of digital audio workstations (DAWs)
- Opportunities for leadership

Students can continue their instrumental tuition to master their chosen instrument.



VISUAL ART

Visual Art is a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them.

Learning about art provides students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Students learn about the role of artists, crafts people and designers in society and throughout history. This includes a respect for and acknowledgement of Aboriginal and Torres Strait Islanders histories and cultures, acknowledging and learning cultural perspectives.

Our students are stimulated to think and articulate their thoughts in new ways, through a variety of media and technologies with increasing depth, complexity of ideas and concepts. Students are encouraged to express and represent their own ideas and personal interpretations with imagination and growing sophistication. Through the making of art works, they learn about and use knowledge, skills, techniques and processes. When responding to art, students view, discuss, explore and analyse, reflecting upon themes and meanings.

As students progress, their knowledge, understanding and practices as artists and viewers will enable them to contribute to a creative society.

PREP - YEAR 2:

- Students are introduced to making, learning, and creating artworks, in conjunction with developing their fine and gross motor skills
- Students explore conventions such as the art elements of line, shape, colour, tone, texture, and form
- Students create through differentiated instructions and experiences and consider why people make visual artworks
- Making art works includes learning about and using knowledge, skills, techniques, processes, materials, and technologies
- Responding includes exploring, analysing, and applying techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three dimensional (3D) forms

YEARS 3 - 4:

- Students explore ideas and artworks from different cultures and time as inspiration to create visual artworks
- Students continue to explore conventions such as the art elements of line, shape, colour, tone, texture and form and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three dimensional (3D) forms
- Students will continue to identify and discuss how ideas are expressed in artworks from a range of places, times and other cultures, including artworks by Aboriginal and Torres Strait Islanders peoples

YEARS 5 - 6:

The Year 5 and 6 Art Program introduces students to the visual arts design process. They investigate artists and artworks based on themes from a range of contemporary, historical and cultural contexts; learning to identify and describe through a developing understanding and use of visual language to communicate their thinking.

Students develop skills with planning and creating artworks by exploring, selecting, applying and manipulating techniques, technologies and processes, presenting artworks of growing depth and complexity. Students work with a range of artforms and mediums including paint and drawing, clay and sculpture, printmaking and digital technologies.

Opportunities for Extension:

- Open-ended units are explored with a depth that promotes and encourages curiosity in the pursuit of excellence
- Students are inspired and extended through a range of experiences including incursions with visiting artists or designers, gallery visits and competitions
- The year culminates in our annual student Art Show that showcases and celebrates achievement in the visual arts



DRAMA

Drama offers students a wide variety of activities that develops movement skills, script writing, and enhances their expressive and performance skills. Through the study of drama students deepen their understanding of performance structure and mediums through the study of mime, dance, voice and circus. Students identify features and purposes of drama from the past, in order to explore a variety of viewpoints and enrich their drama making.

PREP - YEAR 2:

[Click here to refer to EY Musical](#)

YEARS 3 - 4:

[Click here to refer to EY Musical](#)

YEARS 5 - 6:

Our esteemed Drama program is offered as a discrete subject area in Years 5 and 6 and is taught by our specialist drama teachers. In Drama, students develop the confidence to creatively explore, represent and celebrate the human experience. They use body, gesture, movement, voice and language to depict real and imagined worlds. Our students develop an appreciation of both traditional and contemporary drama. They reflect on their learning as critical and active audience members.

In Drama, students participate in dramatic workshops that explore topics such as movement, fractured fairy tales, characterisation and stagecraft. Students learn about the fundamental elements of performance, including exaggerated and stylised movement, vocal and facial articulation, projection and expression and also the use of stagecraft, such as puppetry or mask. They reflect, analyse and discuss the performances they view in class as critical and active audience members using the language of drama. Technology is also utilised to provide virtual and interactive experiences including exploration of production areas, set design and director and actor interviews.

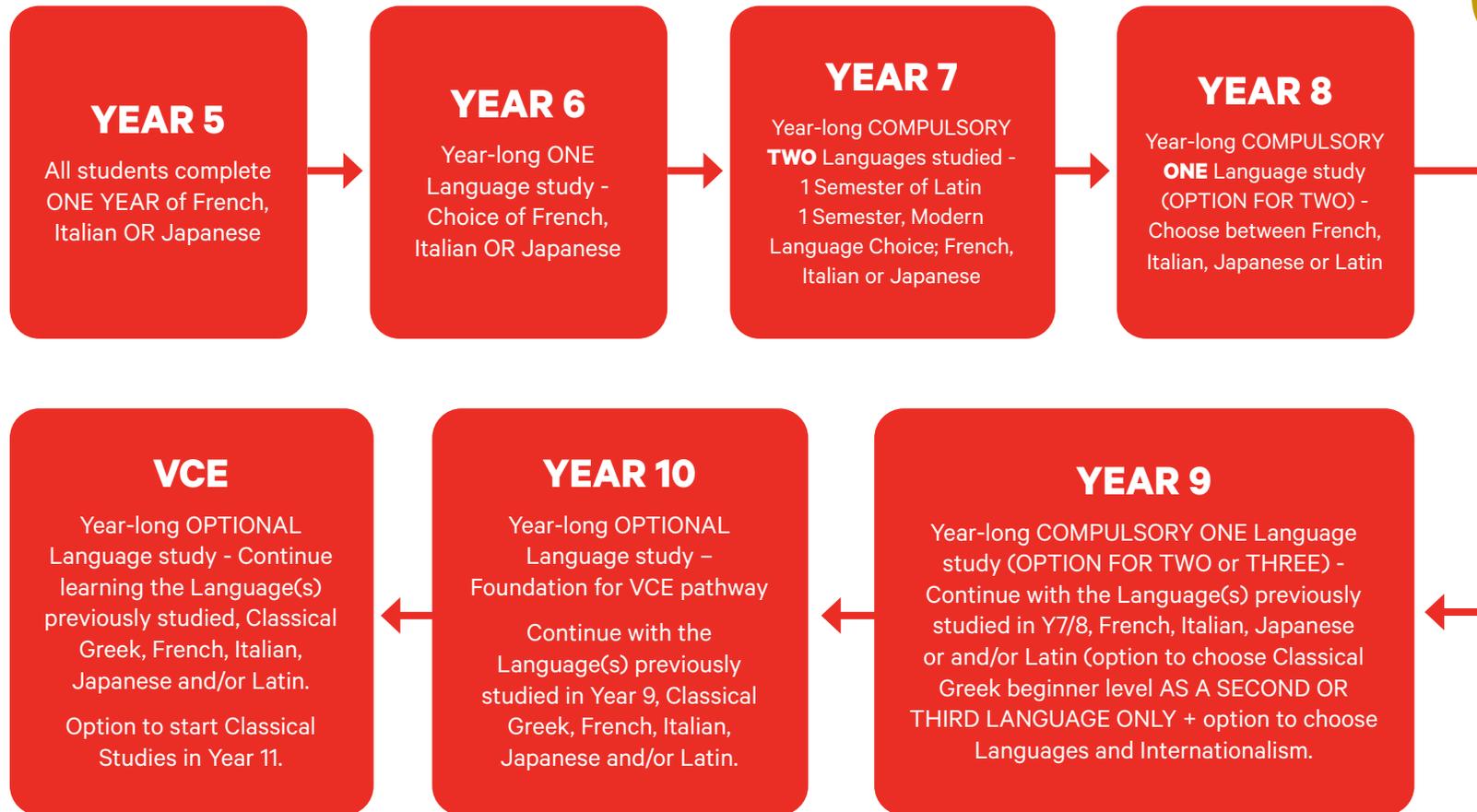
Extension Opportunities

- Involvement in our esteemed theatrical productions is open to all students at Burke Hall. Students progress through the audition process, rehearse after school and on weekends and have evening and matinee performances. They also have the opportunity to work as part of the stage crew, on costumes or with makeup, providing a full drama experience
- Drama Club operates at lunchtime and is open to all students interested in participating in drama games and musical theatre
- Students have the opportunity to view professional theatre



YEAR 5 - 12 LANGUAGES

LANGUAGES



LANGUAGES

At Xavier College, fostering an appreciation of linguistic diversity is at the heart of our ethos. Embarking on a journey of language acquisition is a source of excitement and enrichment that can endure for a lifetime. We accompany students on this voyage from a young age, nurturing their linguistic growth until they reach VCE.

As the world becomes increasingly interconnected, multilingualism offers a variety of advantages in our students' future careers, travels and interactions with people from different countries.

At Xavier College Junior School, our language learning process involves three important aspects: Learning Language Together, Learning About Language and Learning Through Language. Our emphasis on language learning extends beyond grammar and vocabulary; it encompasses embracing diversity and understanding new cultures.

For languages not offered at Xavier College, students can opt for distance education through the Victorian School of Languages, a practice we have long accommodated, for the flames of multilingualism burn brightly, reminding us that with linguistic diversity lies the key to unity and a richer tapestry of existence.

PREP - YEAR 2:

In Prep to Year 2, students learn Italian. The Xavier Junior School offers a unique Italian program for our young learners, allowing them to experience language and culture in an authentic setting and context, using an immersive and CLIL (Content and Language Integrated Learning) approach in selected classes.

Learning experiences include:

- Stories, songs and dance

YEARS 3 - 4:

In Years 3 and 4, students learn Italian. Building on knowledge from Prep to Year 2, our vibrant program focuses on learning and using functional and instructional language to help students see themselves as speakers of the Italian language.

Learning experiences include:

- Annual celebration of Italian Day
- Incursions and excursions to il Museo Italiano and CO.AS.IT
- Connection with local Italian community centres
- Lunchtime Italian Club



LANGUAGES CONTINUED...

YEARS 5 - 6:

In Year 5, students begin their language journey by selecting the Modern Language they wish to pursue between **Japanese, French and Italian**. This is an essential choice as they will most likely study that language until the end of Year 9.

In Year 6, students pursue the language they have elected to study in Year 5. They continue to explore the five skills that are part of the Modern Languages' foundation for learning. They also explore varied cultural aspects associated with the language.

JAPANESE

In Year 5 and 6, students are given the option to study the language and culture of Japan via a range of engaging learning activities, using a range of texts, multimedia resources and extra curricular activities. They learn the script, hiragana, through reading and writing.

- Students speak and respond to Japanese words and phrases, creating basic dialogues in practical settings
- They explore speaking, listening, reading, viewing and writing skills through various cultural and modern topics, such as technology, anime/manga, folktales, food, daily routines and travel
- Students participate in a collaboration program with Shotoka Gakushuin Primary School in Tokyo where they exchange with penpals

FRENCH

In Year 5 and 6, students are given the opportunity to study the language and culture of Francophonie, particularly France. They participate in a range of engaging activities, using a range of texts, multimedia resources and extra curricular activities.

Developing the following skills and knowledge is central to this learning:

- Speaking and responding to new French words and phrases, with each other in conversation and in scripts for performance
- Learning the spelling and grammatical structures of simple phrases, in composing sentences and paragraphs, to describe themselves and family members
- Reading short and longer texts, students identify and learn vocabulary, as well as practise reading comprehension and translation skills
- Studying and sharing their understanding of francophones, French food, history and culture

ITALIAN

In Years 5 and 6, students are given the option to study the language and culture of Italy. They participate in a range of engaging learning activities, using a range of texts and multimedia resources and extra curricular activities.

- Incursions and excursions to il Museo Italiano, CO.AS.IT and the annual Italian Film Festival
- Collaboration program with an Italian school based in northern Italy where students connect and collaborate with penpals



LIBRARY

Our dedicated team of specialist Library staff provide the P-6 Library program to encourage a love of reading and the development of digital literacy skills.

Our Junior libraries provide a vibrant and welcoming atmosphere for our students where they can collaborate with peers and engage with their learning in a meaningful way. Our Library staff are committed to creating programs that foster a love of reading and learning.

In addition to developing a strong reading culture, Xavier College libraries provide a relevant information literacy program for our students. Information literacy is the foundation of lifelong learning, and encompasses the ability to locate, use and communicate information. Our Library staff promote digital literacy across all learning areas, and encourage students to become critical thinkers and responsible digital citizens.

Our Library team is passionate about providing all P-6 students with the skills and knowledge to access our wide range of online databases, research guides and referencing tools through the Xavier College Library Portal.

Read Every Day for a sustained period of 15 minutes, is our motto.

PREP - YEAR 2:

- Weekly visits to the Junior Library to explore the collection and borrow
- Storytimes that highlight favourite stories, authors and illustrators
- Author and illustrator visits
- Book Week dress up parade and activities
- Library Portal - digital access to StoryBox Library and Junior Online Databases
- Makerspace during lunchtimes
- 'Read Every Day for 15 Minutes' (RED15) program

YEARS 3 - 4:

- Weekly Library lessons for borrowing and developing information literacy skills
- Incursions and excursions to encourage a love of books and reading
- Visits from authors and illustrators
- Book Week parade and activities
- Pen Pal program
- STEM activities during lunchtimes
- Zine book making to include written and artistic contributions of students
- 'Read Every Day for 15 Minutes' (RED15) program

YEARS 5 - 6:

- Your Voice 2026 inter-school program
- Information literacy lessons - accessing research guides through the Library Portal
- Beanstack Reading Challenge - weekly borrowing
- Author and illustrator incursions
- Literary Scholarship recipient for 2024
- 'Read Every Day for 15 Minutes' (RED15) program
- Makerspace/STEM lunchtime activities



DIVERSE LEARNING

Support and extension is embedded in our rich Xavier College

Junior School curriculum. We value and respect the diverse skills and experiences our students bring to our community. We celebrate diversity and support all students to lead rewarding and successful lives, embracing differences and ensuring every student is valued, respected, and nurtured to achieve their full potential. At Xavier College, we understand students learn differently and plan accordingly to incorporate these learning styles into all aspects of daily life at the College.

Our inclusive learning program is supported in the classroom by our Diverse Learning Teachers and Assistants. The Diverse Learning team works in conjunction with our Teaching and Learning team and in partnership with our Educational Psychologist, Health Centre, parents, caregivers and external health professionals to maximise inclusion. This provides opportunities for Diverse Learning Teachers to work alongside our subject teachers in response to individual student data, to implement evidence-based practices and high quality teaching strategies that include all learners.

Xavier College adheres to the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). Diverse learning students with an imputed or diagnosed disability requiring additional support or extension within curriculum areas have an Individual Learning Plan (ILP) outlining their recommended reasonable adjustments and SMART goals. Student Support Group (SSG) meetings involve parents and health professionals to review learning adjustments, goals and strategies, to ensure they are appropriate for the student's current context. This process maximises each student's access to learning areas across the curriculum.

It is important to always remember that:



We respect and support all individuals to achieve their greatest potential



We embed inclusivity and diverse learners in our thinking and responses



Diversity and inclusion are everyone's business. We are all a part of this process



We learn from everyone's experience within our community, no matter who they are



It is empowering when we can empathise and respect that everyone is unique and has their right to learn without judgement but rather with consideration and acceptance



Our Intent

At Xavier, we aspire to form **exceptional graduates** through **inspiring learning** experiences and our distinct **Jesuit character**.

Our Pillars

Our Intent is developed through seven Pillars:

- 1 Our **Jesuit Identity**
- 2 Our **Inspiring Learning**
- 3 Our **Student Life**
- 4 Our **Xavier Family**
- 5 Our **Professional Expertise**
- 6 Our **Operational Excellence**
- 7 Our **Global Engagement**

Each have core Values and Priorities that direct and drive our ongoing actions.

Our Graduates

Our students are at the heart of all we do.

Through their Xavier journey, we strive to form exceptional Xavier graduates who are:

Authentic by their integrity, inquiry, reflection and conscience

Spiritual through faith, hope and love

Positive in their action, their diverse intelligence and competence, their leadership and accomplishment

Inspiring, courageous and committed in making a difference in the world

Resilient, embracing vulnerability and diversity and thriving on challenge and adversity

Empathetic, compassionate, with generous hearts, who value community and act for and with others

