



Curriculum Policy

PURPOSE OF THE POLICY

St James Lutheran College is implementing this policy to align with the current Education Act to provide a quality school curriculum consistent with current Queensland Studies Authority syllabuses and guidelines (or QSA accredited courses an/or nationally accredited training based on AQF qualifications and endorsed within the National Training Framework) OR show equivalence of learning to Queensland standards of learning – standards of learning authorised by International Baccalaureate Organisation or a comparable interstate syllabus.

Scope

This policy applies to all staff and students.

Responsibility

Principal

Point of Contact

All teaching staff

BACKGROUND

Curriculum policy at St James Lutheran College is better stated as a teaching and learning policy that is learner focused. In LEA's document, *A Vision for Learners and Learning* (2006), our ethos is clearly articulated. We recognise that "each person is a unique creation of God and a person loved by God (and) all useful knowledge and learning is God's gift to people for their (students') wellbeing".

This perspective implies:

- The importance of learner centred education that engages the learner
- Choices that will feature multiple pathways of learning
- The need for differentiation to cater for uniqueness
- Opportunities for collaborative learning to draw upon one another's strengths

If learning and knowledge is "God's gift", we work to:

- Provide a holistic education that recognizes the importance of intellectual, spiritual, social emotional and physical knowledge
- Create learning experiences that feature intellectual rigour and connect to real-life problems
- Focus on how to learn as well as what to learn
- Arouse students' curiosity and wonderment about breadth of learning possibilities
- Create innovative and affective learning environments to best facilitate learning that is 'learner centred'
- Use diverse strategies that encourage students' discovery, exploration and analysis

This is affirmed in the document *A Charter for Lutheran Education: 6 Challenges; 6 Mysteries* where the first mystery is labelled 'learning centred'. "Learning centred" is where an environment is created 'where students have a passion to explore, discover and analyse their world as part of an exciting life journey'.



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Vision:

The Mission Statement of St James Lutheran College:
'Called to Share'

At St James Lutheran College, we believe that we are called to share God's love by providing a quality Christian education that nurtures each student's faith in Jesus Christ, and presents learning opportunities that encourage the development of the whole child.

The Mission Statement of St James Lutheran College defines the ethos of our school. Everything that occurs is informed by the Mission Statement and this ethos, which is in accordance with the stated aims of the Lutheran Church of Australia. Lutheran Schools are concerned with the whole person: physical, emotional, social, spiritual and intellectual.

In addition, Goal 2 as stated in The Educational Goals for Young Australians notes that "all young Australians become successful learners, confident and creative individuals, and active and informed citizens". Successful learners highlights the importance of skills, the ability to think deeply and logically, creativity and innovation and notions of life-long learning to reach full potential. Confident and creative individuals means that learning will encompass the development of personal and social competence and the importance of personal values is featured. In addition, the Melbourne Declaration notes that to be active and informed citizens students will act with moral and ethical integrity and appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture. A focus upon understanding and acknowledgement of Indigenous cultures is emphasised as well as the ability to contribute to and benefit from reconciliation.

To plan meaningful learning experiences for students at St James Lutheran College, attention is given to:

- providing Learner-centred, real-life and life-like opportunities to acquire skills, solve problems and to create and build.
- Building teachers' knowledge and understanding of pedagogy and their repertoire of innovative and contemporary strategies that best maximise learning
- evidence-based and relevant assessment practices (see subsequent documents for details)
- Reporting procedures that acknowledge reporting learning and learning progress broadly encompasses an array of reporting procedures such as face-to-face, written and electronic reporting. Reporting students' learning progress is provided to the relevant authorities, parents and the students themselves and may be undertaken in both a formal and informal manner.

POLICY

At St James Lutheran College the curriculum policy features:

- Sequenced, learner-related learning experiences using a quality school curriculum consistent with current Queensland Studies Authority syllabuses and guidelines and ACARA Phase 1 Learning Areas (OR show equivalence of learning to Queensland standards of learning)
- An education program that is accessible to all learners
- The development of an array of pedagogical practices that enhances how learners learn
- The use of a variety of assessment tools and data collection strategies to accurately document success and monitor students' progress
- A variety of reporting procedures that includes reporting to parents/care-givers twice per year in writing (Years 1 – 12) and offers cohort information aligned with state and federal government reporting requirements of the Education Act (2006). At appropriate junctures, Year 3,5,7 & 9 results are distributed to parents in written form.



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POLICY RELEASE DETAILS

Date of Policy

October 2014

Approved by Board

Date

Review Date

Biennially

RELATED POLICIES AND DOCUMENTS

Assessment Guidelines
Christian Studies Guidelines
Homework Guidelines
Literacy, Language and Listening across the Curriculum Guidelines
Referencing Guidelines for Secondary School
Worship Guidelines