

CURRICULUM FRAMEWORK POLICY

RATIONALE

St. John's Lutheran School is a member of the Lutheran Education Australia system of schools and as such, shares many values, staffing resources and teaching and learning goals with other schools in the system. The motto of the school is Praise, Love, and Serve. In our desire to **Serve** the families in our care it is important that we provide an educational experience that is connected to:

- Individual needs of the students and families
- Relevant curriculum documentation of the time.
- Best practice teaching including the use of ICT
- Christian principles and values that support our school
- Our local Portland Community
- Australian and Global perspectives.

The core values identified for Lutheran Schools are foundational to the LEA Lifelong Qualities for Learning (LLQL) and define the aims of the Learning and Teaching Program for the St. John's Lutheran Primary School. LLQL are articulated in the National Lutheran Educational Philosophy and are explicitly and implicitly taught in many units of work across all key learning areas.

The LEA Life Long Qualities promote students who serve their communities by being:

1. Self directed, insightful investigators and learners
2. Discerning, resourceful problem solvers and implementers
3. Adept, creative producers and contributors
4. Open, responsive communicators and facilitators
5. Principled, resilient leaders and collaborators
6. Caring, steadfast supporters and advocates

Students' understanding and ownership of their learning is supported through the tracking of individual students through the school year levels. The progress of the student is recorded and celebrated through their growth and development. The educational program is reviewed in the context of changing educational and social developments and trends.

AIMS

- To foster, teach and model Christian Values.
- To develop all students to their full potential.
- To provide a caring, safe and inclusive learning environment.
- To provide an environment of academic excellence.
- To empower students to work as independent and lifelong learners with the ability to make decisions, plan, develop and communicate their ideas.

- To encourage the student's skills and experiences to be interrelated and interconnected so that learning is valued both within the School and in the wider community.
- To acknowledge and celebrate the achievements of both the individual and the School community.
- To recognise the partnerships within the community through acknowledgement of local community needs and the role of parents in their children's education. The development of a learning community.
- To maintain and further develop positive relationships within and between Lutheran communities; the St John's congregation, other Lutheran schools, agencies such as Australian Lutheran World Service and Lutheran Education Victoria, New South Wales and Tasmania.
- To build staff through the promotion of professional, spiritual and personal development.

Source of Obligation

The Victorian Registration Standards (sch 4 cl 6) require that a framework must be in place for the organisation and implementation of the School's curriculum and teaching practices, and to ensure that, taken, the learning areas in Schedule 1 of the Act are substantially addressed and to provide for the review of the curriculum and teaching practices.

Learning Areas

The eight learning areas required to be covered by our curriculum framework are as follows:

- English
- Mathematics
- Sciences
- Humanities and Social Sciences (including history, geography, economics, business, civics and citizenship)
- The Arts
- Languages
- Health and Physical Education
- Technologies (including information & communication technology and design and technology)

Documentation

The School maintains documentation that shows:

- An explanation of how appropriate time is allocated across the eight learning areas.
- An explanation of how and when curriculum and teaching practice are reviewed.
- An outline of how the School delivers its curriculum through the Victorian Curriculum.
- A whole school curriculum plan showing how the curriculum is organised.
- Where appropriate, we also maintain documentation that shows:
 - Yearly curriculum program plans for each cohort of students
 - An indication of how the eight learning areas are addressed across the years of schooling.

This documentation is maintained by the Principal and copies of all documents are stored in the Principal's office.

Implementation

St John's Lutheran Primary has set up a series of compliance tasks in CompliSpace Assurance, to ensure that key obligations under the Victorian Registration Standards are managed effectively.

IMPLEMENTATION

1.1 Curriculum Documentation

1.1.1 All units of work in all subjects are reviewed every term.

- Individual documentation is reviewed by:
 - Staff as a whole
 - Staff in year level teams
 - Principal

1.1.2 A review of Curriculum Mapping is completed at the end of each year, and reviewed at mid-year the following year. The development of a meaningful, significant, current Scope and Sequence document is a continued priority for St John's Lutheran Primary School.

1.1.3 All units of work are reviewed to see that they have considered:

- a) Relevant curriculum documentation (Victorian Curriculum)
- b) The stated Cross Curriculum Priorities and General Capabilities of the Victorian Curriculum
- c) LEA document *Growing Deep*
- d) The time allocations as specified by the VRQA
- e) Links to Portland and wider communities
- f) Learning experiences that challenge, engage, and involve “hands on” activities and first-hand encounters when practical.
- g) Individual Learning profiles and student needs where relevant.
- h) That assessment informs teaching. Learning opportunities will be open ended, cater for the multiple intelligences of all students and be based upon cooperative learning strategies.
- i) Both extension and intervention opportunities for all students according to their individual needs.
- j) The routine use of information technology will be incorporated throughout the curriculum.

Selection of Resources

2.1 General Guidelines

In selecting appropriate materials for the educational program at St John’s the school will consider a variety of factors. These include selecting materials that:

- a) enrich and support the curriculum and personal needs of the users, taking into account their varied interests, abilities and learning styles.
- b) Nurture the Christian faith
- c) stimulate growth in factual knowledge, literacy appreciation and aesthetic moral and social values.
- d) enable students to make intelligent judgements in their daily lives.
- e) Give opposing sides of controversial issues so that users may develop the practise of critical analysis.
- f) represent our multicultural society and reflect the contributions made by many religious, ethnic and cultural groups.
- g) foster a love for learning

2.1.1 The selection of materials will not merely reflect the interests and tastes of the school community but also provide opportunities to broaden them.

2.1.2 Material should not be rejected solely on the grounds that its content is controversial or likely to offend some section of the school community. Material should give students an opportunity to learn about the wider world.

2.2 Audio Visual Material

- The School includes in its library audio/visual material, which is suitable for use in the School and supports various areas of the curriculum.
- Where relevant audio/visual material is not available in the School library, teachers may borrow material from agencies or from families within the School. Appropriate copyright ruling will need to be read and adhered to.
- Before use of any audio/visual material, a teacher must familiarise him/herself enough with it to satisfy him/herself that it is appropriate for the age level for which it is to be used and is appropriate for use in a Christian school.
- Where a rating appears on material being considered for use, only “G” rated material should be used.
- When it is deemed valuable to view a video that is rated PG because it enhances learning in an area of study, parents will be advised and their permission sought before such viewing takes place. Children who are not given permission to watch a particular video will be given a suitable alternative activity.
- If there are concerns re the rating of a particular film, selected scenes or on-line clips may be used if they are required to illustrate a specific theme.

- Where a rating does not appear and a teacher has concerns about the suitability of any given material, guidance shall be sought from the Principal to provide a second opinion regarding its suitability.

2.3 Internet Use: Teachers are to educate students on:

- a) Appropriate Internet Use
- b) How to make informed judgements on internet sites dependent on their purpose
- c) Personal protection online, including passwords
- d) Internet etiquette
- e) Saving and preserving files

This policy was last updated August 2019