
Good Shepherd Lutheran School

Curriculum Policy

Introduction

The curriculum is all learning planned, guided and implemented by Good Shepherd. Curriculum covers knowledge, skills, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

The Curriculum Policy at Good Shepherd reflects our strategic plan and in particular our vision to “implement a quality curriculum”. The Curriculum Policy acts as an overarching guide for teaching and learning at the school and informs the development, updating and implementation of other policies within the school related to teaching and learning.

Purpose of Policy

The purpose of curriculum is to develop each student intellectually, physically, socially, emotionally, morally and spiritually - as a person, as a community member, as a contributor to society, and as a learner.

Vision statement

Good Shepherd welcomes with ‘Open hearts’ all students to provide a quality education for ‘Inquiring Minds’ in a value enriched environment which is informed by God’s Word, the Bible.

Mission statement

Good Shepherd seeks to nurture individuals to become lifelong learners, who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and according to a cohesive worldview while...

Living in community and reflecting characteristics of God through core values, especially Love, Justice, Compassion, Forgiveness, Service, Integrity, Humility, Courage, Hope, Quality and Appreciation and...

Contributing to communities by being:

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

Educational Philosophy

At Good Shepherd, we believe that children learn best when they are active participants in the learning process. Learning experiences at Good Shepherd are differentiated to reflect students' current skills and knowledge and provide an appropriate level of challenge enabling them to be successful.

Contextual Considerations

As a small school, Good Shepherd has small numbers of students at each year level which requires classes to combine students from multiple year levels (multi-age groupings). This requires a flexible approach to curriculum implementation which is achieved through a biannual cycle of units of learning.

Teachers at Good Shepherd plan using the Australian Curriculum aims, achievement standards and content descriptors.

The IB PYP Scope and Sequences align with the Australian Curriculum and mapping of the two documents show that through planning and teaching with the Australian Curriculum meets the curriculum expectations of the IB PYP Scope and Sequences.

Curriculum Rationale

The curriculum frameworks used at Good Shepherd from Foundation to Year 7 are: The International Baccalaureate® (IB) Primary Years Programme (PYP) and the Australian Curriculum (AC).

(a) The Australian Curriculum

The Australian Curriculum is designed to teach students the necessary skills and attitudes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008) (Melbourne Declaration) provides the policy framework for the Australian Curriculum. It includes two goals:

Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens.

At Good Shepherd all teachers will use the Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

All teachers at Good Shepherd are to teach using the latest version for content, achievement standards, capabilities and cross curricula priorities where they are compulsory for a year level. Subjects include:

- English
- Mathematics
- Science
- Health & Physical Education

- Humanities & Social sciences – History, Geography, Civics & Citizenship (Year 3 onwards) Economics & Business (Year 5 onwards)
- The Arts – Drama, Media Arts, Music, Visual Arts, Dance
- Technologies – Digital Technologies, Design & Technologies
- Languages – German

Alongside disciplinary knowledge, the Australian Curriculum provides seven general capabilities: ***Literacy, Numeracy, Information & Communication Technology Capability, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding and Intercultural Understanding.***

The Australian Curriculum also includes three current cross-curriculum priorities that are to be developed, where relevant, through the learning areas. These are: ***Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia and Sustainability.***

The Arts

The Australian Curriculum “The Arts” covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts – across bands of year levels:

- Foundation to Year 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8

At Good Shepherd students will be taught “The Arts” by a specialist teacher, weekly for 60 minutes. Students in F-6 will be assessed against The Arts sequence of achievement F-6. Students in Year 7 will be assessed against The Arts sequence of achievement F-10.

Health and Physical Education

The Australian Curriculum “Health and Physical Education” covers both Physical Education and Health across bands of year levels:

- Foundation
- Years 1 and 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8

At Good Shepherd students will be taught “Health and Physical Education” by a specialist teacher in conjunction with the classroom teacher. Physical Education will be taught by a specialist teacher, weekly for 60 minutes. Classroom teachers will teach health weekly for 70 minutes. Health lessons taught at Good Shepherd are in conjunction with Bounce Back and the Child Protection Curriculum. Health and Physical Education are assessed against the Health and Physical Education sequence of achievement F-10.

Languages

At Good Shepherd students will be taught a language from the Australian Curriculum. This language will be German and will be taught by a specialist teacher, weekly for 60 minutes across bands of year levels:

- Foundation to Year 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8

German language will be assessed against the Australian Curriculum German sequence of achievement F-10.

Technologies

The Australian Curriculum “Technologies” covers both digital technologies and design and technologies across bands of year levels:

- Foundation to Year 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8

At Good Shepherd students will be taught “Technologies” by the classroom teacher and they will be assessed against the Technologies sequence of achievement F-8.

(b) PYP Written Curriculum

The International Baccalaureate® (IB) Primary Years Programme (PYP) balances the acquisition of significant and relevant knowledge and skills, the development of conceptual understanding, the formation of personal, positive attitudes and the capacity to take responsible actions.

The PYP:

- addresses students’ academic needs and their social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students’ effort to gain understanding of the world and to function effectively within it
- helps students to establish personal values as a foundation on which international-mindedness will flourish.

The PYP is organised according to:

- The **written curriculum** – which explains what students will learn
- The **taught curriculum** – which sets out how educators teach the PYP
- The **assessed curriculum** – which details the principles and practice of effective assessment in the PYP

The written curriculum, outlined below, is made up of five essential elements and details what students will learn.

- **Knowledge**, which is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts PSPE) and transdisciplinary
- **Concepts**, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Approaches to Learning**, which are the broad capabilities students develop and apply during learning and life beyond the classroom
- **Attitudes**, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the Learner Profile
- **Action**, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action

At the end of their final year, students participate in ‘The Exhibition’, which culminates the programme through the search for a solution to a problem of global significance.

ACARA has determined that the IB-PYP program is an acceptable framework for instruction.

“General outcomes for organisations that have submitted alternative national curriculum frameworks for assessment of comparability with the Australian Curriculum are: International Baccalaureate Primary Years Program (PYP). The International Baccalaureate (PYP) curriculum framework documents the organisation of knowledge and skills in a conceptual framework. The Recognition Committee acknowledges the difference between this approach and that taken for the Australian Curriculum and considers that these IB frameworks allow students to achieve comparable learning outcomes.”

http://www.acara.edu.au/curriculum/alternative_curriculum_recognition/recognition_register.html

Good Shepherd Specific Curriculum – Christian Studies

The Christian Studies Curriculum Framework (CSCF) has been organised into four major strands; ***Christian Beliefs, Christian Church, Christian Living and Christianity in the world***. These strands identify the major understandings and processes essential to develop religious literacy from a Christian perspective.

At Good Shepherd teachers who have responsibility for the teaching of Christian Studies are supported professionally by meeting the accreditation requirements of the LCA staffing policy for Lutheran schools which provides them with the opportunity to reflect on their spirituality and to articulate a personal vision for teaching Christian Studies.

The Board for Lutheran Education Australia (BLEA) policy is that all schools have a minimum of 90 minutes of formal Christian Studies per week. This does not include the time allocated to class or school worship.

Christian Studies is a learning area that belongs to the formal curriculum program of a Lutheran School and as such operates within the same parameters as other learning areas including appropriate assessment and reporting.

Keeping Safe - Child Protection Curriculum

The Keeping Safe Child Protection Curriculum (KS:CPC) is a framework to teach students from preschool to Year 12 – to firstly, recognise abuse and secondly, develop the skills and knowledge to protect themselves from it. The Keeping Safe framework

has been updated in April 2014 bringing it in line with the Australian Curriculum and reflects current research on child protection.

At Good Shepherd students will be taught KS:CPC in conjunction with Australian Curriculum Physical Education, Health, and Bounce Back from Foundation to Year 7.

Teachers at Good Shepherd teaching KS:CPC will have formal training and accreditation in KS:CPC and will complete updates when required.

Related Resources

AC – Australian Curriculum Version 8.2

<http://www.australiancurriculum.edu.au>

IB PYP – International Baccalaureate Primary Years Program

<http://www.ibo.org/programmes/primary-years-programme/>

ACARA – Australian Curriculum, Assessment and Reporting Authority

<http://www.acara.edu.au/default.asp>

AISSA – Association of Independent Schools of South Australia

<http://www.ais.sa.edu.au/home>

CSCF – Christian Studies Curriculum Framework

<http://www.lutheran.edu.au/publications-and-policies/christian-studies-curriculum-framework/>

KS:CPC – Keeping Safe Child Protection Curriculum

<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/keeping-safe-child-protection-curriculum>

Related Policies

International Baccalaureate Primary Years Program Assessment

The Australian Curriculum

Lutheran Education Australia: A Framework for Lutheran Schools

Association of Independent School's South Australia

Christian Studies Curriculum Framework – Lutheran Education Australia

Keeping Safe Child Protection Curriculum – April 2014

Good Shepherd Lutheran School Assessment Policy

Good Shepherd Lutheran School Language Policy

Good Shepherd Lutheran School Learning Support Policy

IB PYP Scope and Sequences – all curriculum areas

This policy was last ratified by GSLS school council December 2016