

Curriculum

It is School Policy that we follow the Victorian Essential Learning Standards (VELS) as set down by the Victorian Education Department.

In addition to this we teach Christian Studies according to the CSCF (Christian Studies Curriculum Framework) as recommended by the Lutheran Church of Australia. All curricula is underpinned and informed by the Lutheran Lifelong Qualities for Learners.

Learning Areas

Interpersonal Development

Effective healthy, social relationships and the ability to work effectively in teams are developed by teachers through all aspects of

learning. Interpersonal Development is positively supported and achieved by the 'You Can Do It' program to foster healthy habits of the mind built on the five pillars of Confidence, Persistence, Organisation, Getting Along and Resilience, through discussions, role plays, practical examples and scenario planning.

Christian Studies

The Christian Studies Curriculum has been organised into 4 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. Teachers of Christian Studies are required to gain accreditation to teach Christian Studies.

In Christian Studies students are encouraged to appreciate the

Christian response to social justice and ethical issues and the servant role of the Christian Church in society. For those students who have responded to the working of the Holy Spirit, Christian Studies also provides the opportunity for them to grow in their

Christian Faith and in the expression of that faith in their lives.

[Board

for Lutheran Education Australia, 2004].

Christian Studies empowers students to become mature, participating

citizens who are individuals, aware of their humanity and open to the influence of the Holy Spirit, who are

growing in and living according to a cohesive world view, while living in

community and reflecting characteristics of God through core values,

especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.

Health and Physical Education

Health and Physical Education develops healthy habits and attitudes to

physical activity and includes: Regular Physical Education lessons, Life

Education Van, Interschool Competitions, Swimming Lessons,

Swimming Sports, Athletic Sports, Cross Country and a sequential Camps Program from Prep to Year 6.

Personal Learning

The purpose of Personal Learning is to develop learners who are encouraged and supported to take greater responsibility for their own

learning and participation at school.

Civics and Citizenship

Civics and Citizenship develops the knowledge, skills and behaviours that enable students to take action as informed, confident members of a diverse and inclusive Australian society with an understanding of our political and legal systems and processes and the history that underpins them.

The Arts

Visual Arts: is taught at all levels and the students produce some fine works of art that are used to display around the School. Students will experience a variety of techniques such as printing, painting, drawing, collage and sculpture.

Music: is taught to encourage musical appreciation and participation in singing and musical activities. The School also provides the opportunity for instrumental lessons if required. Year 3 - 6 students may have the opportunity to belong to the School Choir.

Dance & Drama: is integrated throughout the curriculum and students will have the opportunity to participate in Performing Arts activities in the classroom and at special events and culminating in a whole School Concert.

Media: is integrated throughout the curriculum and is designed to

develop skills in media while enhancing the curriculum foci of the School.

English

Early and Middle Years Literacy is implemented throughout the School

and is a major educational focus of St John's Lutheran School.

Students

in Prep to Year 4 are provided with a 2-hour literacy block each day and

work in activity groups to develop their literacy skills and to their maximum potential.

Humanities

This Learning Area involves the study of human societies and environments and people and cultures in the past and present. The humanities form a major part of the Integrated Curriculum using a theme approach to ensure outcomes are achieved across a number of areas and to utilise classroom time effectively amidst the 'crowded curriculum'. Humanities become focused on Economics, Geography and History from Level 4.

Mathematics

Numeracy is taught according to the Early Years model in Levels 1, 2 and 3. All students are assessed individually to determine strengths and

weaknesses in all areas of Math's. Teachers encourage individual potential through the use of open-ended tasks. In Level 4 the Middle Years model is utilised to maximise individual potential and provide positive experiences so that all students can achieve in Math's.

Science

The School is committed to providing the students with a stimulating Science program that nourishes curiosity, wonder, questioning, and problem solving.

Communication

This Learning Area helps to underpin all learning and enables students to demonstrate and convey what they have learnt in different situations

for different purposes and for different audiences. Communication assists students to understand that language and discussion differ in

different areas of learning and that there is a need to learn the particular language involved in each.

Design, Creativity and Technology

Students develop the knowledge, skills and behaviours related to investigating and designing by:

- using appropriate planning processes and design briefs;
- creating and developing ideas, applying information, and seeking and testing innovative alternatives;
- producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs;
- analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors.

Information and Communications

Technology

The knowledge, skills and behaviours in this Learning Area enable students to:

- use information and communications technology (ICT) to access,

process, manage and present information;

- model and control events;
- construct new understandings;
- communicate with others;
- use ICT and strategies to monitor learning patterns, to process data,

to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and

respectful ways;

- access up-to-date technology in their classrooms.

Thinking Processes

This Learning Area encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for

effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.

The ability to think effectively in all situations is paramount to each student's potential to succeed and to prosper in an ever-changing, information rich and increasingly interactive world. Students need to be

flexible learners, skilled problem solvers and be able to adapt to change.

Thinking is an essential learning skill that needs to be explicitly taught, practiced and developed.