

Curriculum Statement

Belong

Explore

Flourish

Serve

Pilgrim School

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| Policy Title | Curriculum Statement |
| Version | 1.2 |
| Current Date of Last Review | November 2021 |
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| Related Legislation and Regulatory Requirements | |
| Cross Sector Guidelines (SA) | |
| Responsibility | Leadership Team |
| Status | ACTIVE |
| Approved by | Leadership Team and School Board |

| Date | Version | Revision Description – Prepared/ Reviewed |
|---------------|---------|---|
| February 2020 | 1.0 | Julie Wicks - approved by Board May 2017 |
| July 2020 | 1.1 | Andrew Edmondson |
| November 2021 | 1.2 | Julie Wicks |
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Introduction

Pilgrim School teaches, assesses and reports on all learning areas from the Australian Curriculum. We understand that all curriculum frameworks have an underlying worldview, expressed or implied. At Pilgrim School, we present the curriculum from the Biblical lens or Biblical worldview.

Rationale

The Melbourne Declaration on Educational Goals for Young Australians emphasised the importance of supporting students' social, emotional, spiritual, cognitive and physical development. As a Christian school Pilgrim School meets these important objectives, albeit with a fundamentally Christian worldview. To provide for this, and to achieve the school's aims, a wide range of learning opportunities are planned.

The Pilgrim Student Attributes incorporate latest thinking about 21st century skills and they describe the values and skills we aim to develop in the students over their time at Pilgrim School.

Pilgrim School Attributes

At Pilgrim School, we intentionally strive to:

- develop in Godly character in a Christ centred community
- be prepared for new futures
- be engaged thinkers and active learners
- be effective communicators and collaborators
- take our place in the world

Teachers seek to embed the attributes in teaching and learning tasks and school activities and events. See Appendix A. The Pilgrim Student Attributes are aligned with the Australian Curriculum General Capabilities.

The school uses the 'inquiry approach' in the teaching of HASS, Science and Health Units, or Inquiry Units. Within these, concepts are explored which allow for the integration of many areas of learning within the Australian Curriculum. Inquiry is about the students being actively involved in their learning and follows the cycle – exploring, asking questions, discovering, recording, sharing, reflecting, and taking action. Design Thinking is incorporated into the Inquiry Units.

Critical and creative thinking strategies are used widely to impart the Australian Curriculum. Teachers are provided with resources and are encouraged to use these strategies with their students.

Children with identified additional needs are provided with specific programs and are supported by the classroom teacher and specialist staff. Opportunities for children with special abilities are provided through extension tasks in the classroom and through involvement in specific activities such as the Oliphant Science Awards and the Bebras Challenge, and enrichment programs that periodically run. We intentionally plan for and provide a number of programs that support students' wellbeing such as kimochois, PeaceWise and What's the Buzz. A Christian Pastoral Worker and Wellbeing Coordinator are employed to support well-being programs in the school.

Campus teachers provide specialist lessons in Music and Physical Education Campus sports teams, choirs, instrumental music and band are opportunities in which many Pilgrim students become involved. Indonesian is the language other than English that is taught. The students also have one lesson a week of Media and Digital Technologies, taught by a specialist teacher.

The use of networked computers, Chromebooks and iPads demonstrate the importance of integrating digital technology into the learning context of the students. Integrated use of technology aims to provide the tools that enrich learning for students or bring an entirely new learning experience. Software and apps may be used to reinforce skills such as those in literacy and numeracy. They also allow students to communicate information and ideas, engage with thinking challenges, and publish and present their learning and creativity.

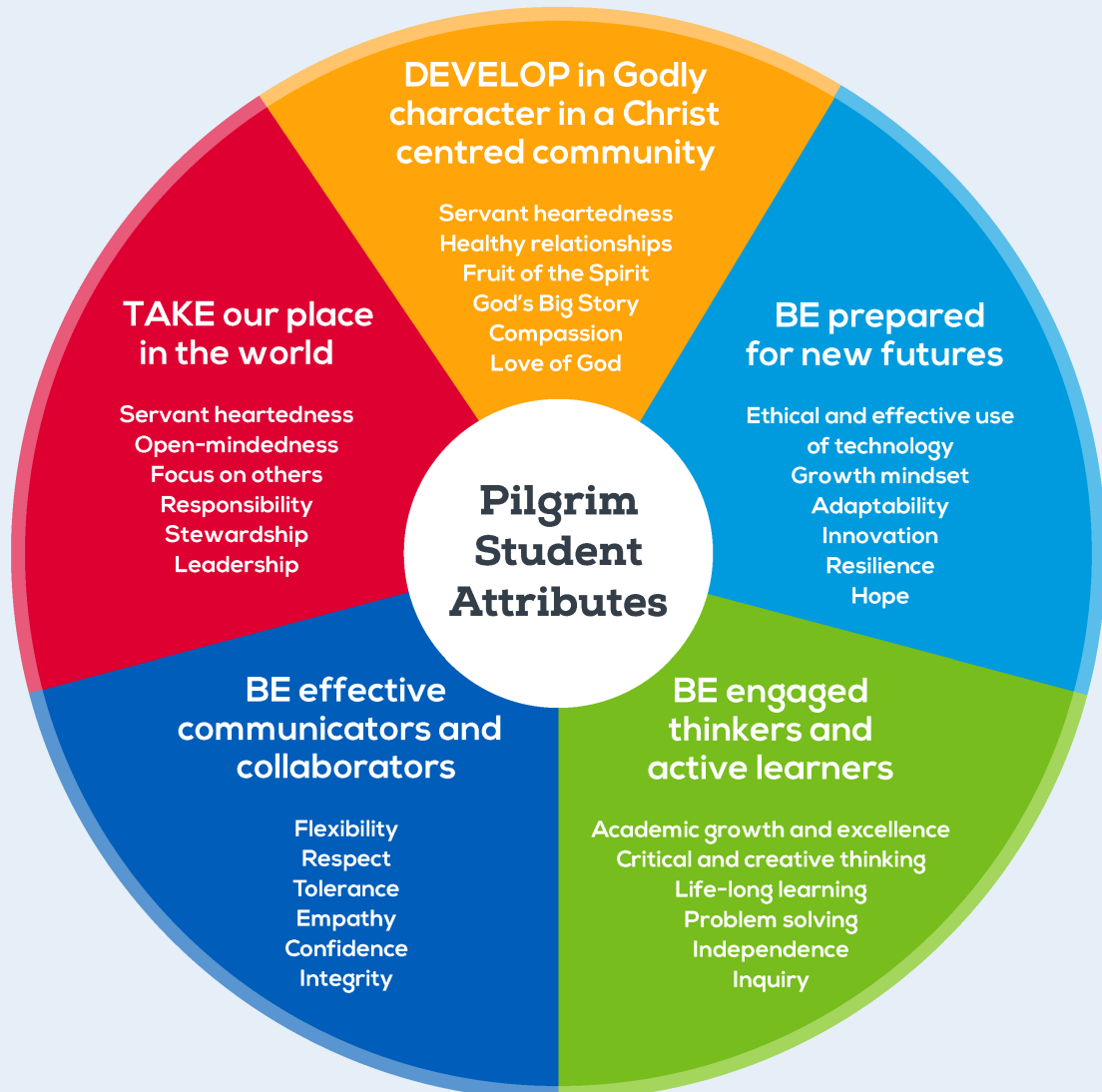
Christian Education at Pilgrim School encompasses all areas of the curriculum. In particular, the students learn of God's love and of the life and teachings of Jesus through regular Worship times, class devotions, and Christian Education lessons. Teachers, by their own example, encourage an understanding of the Christian way of life.

The school sees itself as working in partnership with parents in supporting children with their learning. The school uses a number of ways to communicate with parents about the curriculum including parent information nights held at the start of the year and class newsletters sent home in Terms 2-4. Children's work is continually being assessed and reported to parents via tasks posted on Seesaw, interviews, written reports, visiting days and performances.

Pilgrim School provides an active, stimulating environment which encourages excellence, and in which students feel secure and confident. Every effort is made to provide a balanced education where academic skills, creative development and spiritual development in the students are seen as complementary and enhancing.

APPENDIX A

At Pilgrim School, we intentionally strive to:



Pilgrim School