

VISION FOR THE FUTURE

EASTSIDE LUTHERAN COLLEGE 2021 – 2031



IT TAKES A VILLAGE

Unique, Transformative, Inclusive Christian Education

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CORE PURPOSE

To:

- ✚ Provide a safe and nurturing learning environment grounded in the gospel that encourages students to know Christ, to love Him and to serve others and their community.
- ✚ Provide a unique, transformational, and inclusive educational environment, enabling every student to recognize his / her own potential and to develop spiritually, emotionally, academically, physically, socially, and culturally.

To know Christ - “knowing” Jesus, refers to having a relationship with Him. Being a Christian is more than knowing *about* Jesus; being a Christian is *knowing* Him personally. Jesus spoke of the need to know the Saviour when He prayed, “This is eternal life: that they know you, the only true God, and Jesus Christ, whom you have sent” (John 17:3)

To love Him - “If you love me, you will keep my commandments.” (John 14:15) The love of God has been poured out in our hearts by the Holy Spirit who was given to us” (Romans 5: 5). This love for God helps us recognize that God's love is shown in His commandments. This leads us to fulfil the commandments, not out of fear of punishment, but out of love to our heavenly Father:

To serve others and their community - “This is my commandment, “That you love one another, as I have loved you” (John 15:12) “If we truly love our fellowmen, we extend ourselves to help ‘the poor and the needy, the sick and the afflicted.’ For they who do these acts of compassion and service, the same are disciples of Jesus Christ.”

Unique - provide an educational model, based on learner centred philosophies, that aims to engage all students, develop their God given talents, curiosity and creativity and enable them to be compassionate, active 21st century citizens.

Transformational - to provide students with the deep understanding to critique the way things are, envision a preferred future and work to build that future.

Inclusive - open to all families and all students.

21st Century – 21st century learning is the development of a highly valuable skill set for the future. 21st century skills are flagged as critical for the digital and evolving economy. Instead of specific subject knowledge, 21st century skills are ways of thinking, ways of working and ways of living.

Ways of thinking

1. Creativity and innovation
2. Critical thinking, problem-solving, decision-making
3. Learning to learn, metacognition

Ways of working

4. Communication
5. Collaboration

Tools for working

6. Information literacy
7. ICT literacy

Living in the world

8. Citizenship — local and global
9. Life and career
10. Personal and social responsibility — including cultural awareness and competence

COMMUNITY CONTEXT

At the College we talk of the College being a living body, with a head (a commitment to intellectual growth as well as academic rigour), a heart (a loving, serving, compassionate sense), a soul (a strength of faith that keeps our eyes toward our vision) and legs (the people and energy to walk the talk and carry out our mission).

Most importantly to carry out our mission, our students need to see Christ in us. We need to *show* them who He is. God is love, and if we want to show Him to our students, we must also love them - all of them. In loving our students, we must provide a strong example of Christ's authority and leadership through the expectation of high standards and modelling integrity, humility, and compassion.



Paul names the church as partners in the Gospel for, he says, all of you share in God's grace. The Church and College relationship will develop with this foundational understanding; that we come together as community – part of the one body – a group of people who hold at our heart – partnership in the Gospel.

There will be many possibilities for partnerships that build relationships between the College Community and the Congregation. These include sharing skills across the curriculum, establishing and maintaining wellbeing and lifestyle programs such as the Day Care Facility, Breakfast club and the Boarding facility as well as working closely with the Chaplain to nurture and sustain the Christian ethos of the College.

In providing for the dynamic body that is ELC and influenced by the works of educationalists, Sir Ken Robinson and Michael Fullan, and reflecting structures and style from schools such as the Fitzroy Community School Melbourne, and Candlebark and Alice Miller Schools, Macedon Ranges Victoria, the College should have an equal focus on the arts, academics and outdoor education with an emphasis on living and doing and out of classroom experiences with a strong service element.

The College will continue to be a nonselective College with 20-25% students with special needs. If all of the College remains at its 'present site, the student numbers would be approximately 500-600 if all the available land at the back of the College was suitable to build upon.

COLLEGE ENVIRONMENT

- A farm (reinvigorating and redeveloping current farm in line with best practice and permaculture principles)
- A community garden (reinvigorating and extending current community garden)
- A mushroom farm (currently being established)
- A Bee Apiary (currently being established)
- School therapy animals and class animals (current)
- Large nature play areas, rotated to conserve natural bushland (building upon current area)
- Sensory gardens and modified paths and structures and reconciliation garden.
- A Community Shed (where community elders can share skills with the students and families)
- Formalised access to an oval (Warrane Oval).
- A Gymnasium
- An Arts space including drama, dance, and visual arts spaces
- A multimedia library space with access to a wide 21century technology
- A Makers' Space
- An Integration Hub (Life Skills, Social Skills, and Intensive Programs) o housing Learning Support, Speech Pathology, Occupational Therapy, Psychologist, Youth worker, Social worker, and other paraprofessionals.



range of

ENVIRONMENTAL CONSIDERATIONS

- Use of POD Matrix
- Having environmentally sustainable products.
- More solar panels and water tanks.
- Replanting and conservation of nature areas to create wildlife corridors with adjacent bushland. Eatable plants.
- School farm and garden grounded in permaculture principles.
- Consideration of the College training students as Wild-Life Carers.

PROGRAMS

A CHAPLAINCY PROGRAM

(A Chaplain follows in the footsteps of Jesus, is approachable and invites discussion and serves others)

A College Chaplain would have the vital role of nurturing and sustaining the Christian ethos of the College. The Chaplain's primary focus would be to ensure the wellbeing of both students and staff at the College. The Chaplain will foster strong relationships with students and staff and connect with the community. The Chaplain would assist in the delivery of Christian Studies classes across the school as well as some modules of learning while also providing Spiritual guidance and activities for the Youth of the College.

YEAR LEVEL SPIRITUAL RETREATS

The Spiritual Retreat program at ELC would provide students with Gospel centred formative experiences through which their spiritual growth is nurtured as they grow in Christian self-understanding.

A LIMITED BOARDING FACILITY

To provide care for students who are currently in out of home care situations and at risk. 6 – 8 students in a house environment with a stable adult couple. This would require the college to register as a provider and access government funding. This is not an onerous process and could be a joint Church and College venture.



A HEALTHY EATING PROGRAM

A breakfast and lunch program in conjunction with a whole school healthy eating education program and plan (Breakfast program already established).

ARTISTS IN RESIDENCE PROGRAM

The College already has on staff a Glover Art Prize winner, two published authors, a well-known photographer, a potter, a ceramic artist, and a music/singing teacher. These and other local community members could be arranged to provide structured weekend and holiday workshops.

SCIENTISTS IN RESIDENCE PROGRAM

Two staff have PhDs in their fields of study. One has led a Scientific Antarctic expedition and can involving Mawson's Hut and the CSIRO and the other has a well-known following with the Festival of Bright Ideas (Chemistry and Physics). These would be project and/or challenge based and structured for weekend and holiday workshops.

CHEERLEADING

Continuation of Cheerleading – A College staff member is an Olympic Cheerleading Coach and currently coaches the Colleges very successful Cheerleading Team.



OUTDOOR LEADERSHIP PROGRAM

This program would build upon our current comprehensive Outdoor Education Program and provide for leadership and resilience training. This program would also be able to incorporate the current Duke of Edinburgh Program.

CURRICULUM SUMMARY

At ELC the curriculum will take account of the Australian Curriculum standards and requirements and will be designed and delivered through an integrated, cross-curricular, student-centred, inquiry and problem-based approach.

It will:

- enable personalised learning and works with students; strengths and interests while building competency in core disciplines.
- utilize and integrates community resources and the natural world.
- promote understanding and respect for indigenous culture.
- provide students with the freedom to actively explore their world, learn to care for the environment and for others and increasing sustainability literacy.
- equip students with social and relationship skills, intelligences, and attitudes to succeed at school and throughout their lives.
- encourage creativity, and innovation.
- employ 21st century digital technologies.



This will occur through:

- the provision of a rich cultural environment.

- access to a wide variety outdoor experiences.
- flexible learning in spaces and time.
- flexible groupings enabling cross age, ability, and interest networking.
- effective pedagogies based on a thorough understanding of how people learn grounded in the principles of:
 - quality relationships,
 - respect for individual differences,
 - active participation in relevant and authentic learning tasks,
 - the development of autonomy and independence.

CHRISTIAN STUDIES CURRICULUM

Christian Studies is an essential and distinctive part of the ELC Christian education program, which is the total life of the College and which is expressed through the culture of the College, all teaching and learning activities, the worship program, pastoral care for students and staff, behaviour management policies and practices, Christian groups and activities that address the personal spirituality of staff and students.

Teaching and learning in Christian Studies occurs in a supportive, inclusive, and safe environment. Strategies used reflect a respect for the diversity of students' knowledge, faith backgrounds and worldviews and are inclusive of different learning styles and contexts. Learners are engaged in intellectually challenging experiences that actively involve them in journeys of inquiry and constructing their own meanings. Students pose their own questions, gather, analyse, critique, apply and reflect on content and concepts.

BLEA Policy October 2012



practice (including

IMPORTANT CONSIDERATIONS FOR STAFFING

- All staff passionate and inspired, constantly seeking opportunities for professional learning and reflective PLP's)
- All staff trained in:
 - required pedagogy
 - trauma informed practice and knowledge of neuroscience in education.
 - Relational Behaviour Management and 10 Essentials
 - Indigenous culture and heritage
 - Connect
 - Equip (Teachers of Christian Studies)
 - MSL (Primary and Learning Support)
 - TAE qualifications (Senior Secondary)

LINKS TO:

Continue to deepen and create links to community organisations including (but not limited to):

- Clarence TAFE
- Regis Aged Care
- Oakdale Disability Support
- Business East and Young Leaders
- Heemskirk Community Garden
- University of Tasmania and CSIRO
- Southern Support Centre
- St Peter's College Indooroopilly (Googa) or own farm stay development.
- Continue to foster and encourage collaboration with other educational organisations and professionals such as Tasmanian Catholic Education Office, Early Childhood Educators Tasmania, Sustainability Learning Centre.

STRUCTURE: THE SHIRE

A MULTI-VILLAGE COLLEGE:

By dividing the College into developmentally appropriate sub-schools (villages) each with their own unique structure and style of learning the College can maintain the small school feel and the culture of community and family support. Class structures will include cross age, social and ability groupings, varying according to cohort needs.

PRE-SCHOOL VILLAGE

To provide for early intervention and support for children transitioning into formal schooling as well as a strong base for community and assisting families. Ideally the Day-Care would have connections with the Church to provide another support base for families requiring additional support. This multipurpose space would also be able to be accessed for out of school hours care (OSHC).

Day-Care: Day Care Director and 1 group educator per 5 children (in line with current Tasmanian Regulations)

- Long day care 6am-6pm
- Baby to pre-kinder (3-year-old Kinder program)
- Reggio-Emilia inspired play- based approach with embedded nature play element.

Kindergarten: 2 teacher and 3 aides (additional support aides if required)

- Offer 4-day per week.
- Double stream 25 per class.
- Reggio-Emilia inspired, play-based approach with embedded nature play element.
- Strong arts focus with on-site atelierista and music and drama experiences.
- Introduction of Outdoor Education and experiential learning opportunities through incursions and excursions (as currently happens at ELC).
- Use of age appropriate ICT.



EARLY LEARNING VILLAGE

To develop students' social skills, motivation to learn, and even language and numeracy skills. Providing a play-based curriculum where taking initiative, focusing attention, and curiosity about the world are fore-grounded.

Prep (Foundation) 2 teachers and 2 aides

- Double stream 25 students per class.
- Reggio Emilia inspired play-based approach with strong nature play element.
- Strong arts focus with music and drama specialist teachers.
- Introduction of AUSLAN specialist lessons.
- Introduction of Outdoor Ed (as currently happens at ELC).
- Use of age appropriate ICT.

Year 1/2/3 - 6 teachers and 6 aides

A variety of cross age, ability, and interest groupings across a wide range of lessons. The base approach would continue to be play-based moving towards the formal aspects of schooling.

- 6 classes - 25 students per class.
- Reggio Emilia inspired play-based approach with strong nature play element.
- Inquiry focus with explicit and direct instruction in skills.
- Strong arts focus with music and drama specialist teachers.
- AUSLAN and other language specialist lessons.
- Outdoor Ed lessons.
- Perceptual motor Program.
- Social Skills Program.
- Integration of appropriate ICT.
- Introduction of service element to Christian Studies.



200 students

8 teachers and 8 aides

1 Head of sub-school and 1 assistant with a teaching load.

JUNIOR SCHOOL VILLAGE

Year 4,5,6 would continue to learn through cross age, ability, and interest groups with some time in class year levels.

Year 4 - 2 teachers, 1 shared aide and a support aide if high=needs students in class

- Double stream 25 students per class



- Strong arts focus with music and drama specialist teachers.
- Continued access to nature experiences.
- Inquiry / PBL focus with integration of entrepreneurial learning
- AUSLAN and other language specialist lessons.
- Outdoor Ed lessons.
- Social Skills Program.
- Integration of appropriate ICT
- Continued Service element to Christian



Studies.

Year 5 - 2 teachers, 1 shared aide and a support aide if high-needs students in class

- Double stream 25 students per class
- Strong arts focus with music and drama specialist teachers.
- Continued access to nature and environmental experiences.
- Inquiry Focus
- AUSLAN and other language specialist lessons.
- Outdoor Ed lessons.
- Social Skills Program.
- Increased ICT integration and focus.
- Continued service element to Christian Studies.
- Continued emphasis on inquiry and entrepreneurial learning and PBL.
- Integration of Leadership responsibilities.



Year 6 – 2 teachers, 1 shared aide and support aide if high-needs students in class

- Double stream 25 students per class.
- Strong focus on PBL and integration of entrepreneurial learning including STEAM.
- Strong service element to Christian Studies.
- Continued access to nature and environmental experiences.
- Strong Outdoor Education focus.
- Continued Arts focus.
- Increased use of specialist teachers (Art, Christian Studies, HPE, Music, AUSLAN, Language)
- Home room teacher for Mathematics, English, HASS, Science.

150 students

6 classroom teachers, 3 teacher aides (not including specialist teachers and support staff)
1 Head of Sub-School

MIDDLE SCHOOL VILLAGE

Year 7, 8 and 9 would learn through whole group, small group, skills groups, and other groupings that work for the particular cohort. The concept of the 'Shed' with skills coaches in different areas for student to go to as the need arises would be continued. There would be some separation into classes for particular year level activities and modules.

Year 7 - 2 teachers, 1 shared aide and support aide if high-needs students in class.

- Double stream 25 students per class.
- Strong focus on PBL and integration of entrepreneurial learning including STEAM.
- Strong service element to Christian Studies.
- Strong Outdoor Education focus.
- Continued Arts focus.
- Increased use of specialist teachers (Art, Christian Studies, HPE, Music, AUSLAN, Language)
- Home room teacher for Mathematics, English, HASS, Science.

Year 8 - 2 PC teachers and one shared aide and support aide if high-needs students in class

- Double stream 25 students per class.
- Strong service element to Christian Studies (Introduction to Projects Abroad and Lutheran World Service)
- PC Teacher
- Separate subject lessons and teachers with Integrated PBL approach.

Year 9 - 2 PC teachers and one shared aide and support aide if high-needs students in class

- Double stream 25 students per class.
- Two 4-week blocks of residential out of classroom experiences. Emphasis on resilience, Leadership, collaboration, and individual responsibility.
- Strong service element to Christian Studies (Emphasis on Projects Abroad and Lutheran World Service)
- Introduction to Duke of Edinburgh
- PC Teacher
- Separate subject teachers with Integrated PBL approach.
- VET Pathway
- Modules of Learning Pathways



150 students

6 classroom teachers, 3 teacher aides

1 Head of Sub-School

SENIOR SCHOOL VILLAGE

The senior school would continue to learn through a combination of individual and group-based work as well as whole class and across year level depending on the subject and modules.

Year 10 - 2 PC teachers and one shared aide and support aide if high-needs students in class

- Double stream 25 students per class. Strong service element to Christian Studies (Emphasis on Projects Abroad and Lutheran World Service)
- Duke of Edinburgh
- Separate subject teachers with Integrated PBL approach.
- VET Pathway
- Modules of Learning Pathways
- Provision for all students to gain Senior First Aide, Surf Life- Saving Cert, Driver Ed, and Learners Licence and at least 1 VET Cert 1/2 qualification.



Year 11 and 12 (some students would leave at Year 10 to other Colleges and VET)

- Double stream 20 students per class.
- VET Pathway
- Academic Pathway

Year 13 individual pathway provided

90 students

4 PC teachers and specialist subject staff including VET coordinator and TASC Liaison Officer

590 Students

SUMMARY

The College would be a Christ-centred school that offers a unique education based around learning through small village grouping for PBL/inquiry and doing through 'out of classroom' activities and involvement in, and service to, the local and global community. It would incorporate Day Care through to Year 12 with multiple pathways to work and further study.



ELC LEARNING SHIRE

Pre School Village



Day Care and 50 kinder students

Early Learning Village



F – 3 200 Students

Junior School Village



Yr. 4-6 150 students

Middle School Village



Yr. 7 - 9 150 Students

Senior School Village



Yr. 10 - 12/13 90 Students

F - 12 590 students excluding Day Care and Kindergarten

Faithfully submitted



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