



Educational Plan

Vineyard Lutheran School
Initiated 2016 ... Currently a work in progress

Mission

"To educate, nurture and inspire individuals in a Christ Centred environment."

Vision statement

"Developing creative, curious, independent and future-focused learners, who seek excellence and actively contribute to the community."

Values

We value:

- The holistic development of each individual student - spiritually, intellectually, socially, physically and emotionally.
- A personal and growing relationship with Jesus.
- Respect for all people, and an acceptance of every individual, no matter who they are.
- Responsible behaviour and self-discipline.
- Involvement and effort in all areas of school life.
- Service in our relationship with God and people; at home, at school and in the community.
- A life that embraces joy, curiosity, hope and faith.

Educational Outcomes

At Vineyard we believe that our students should be supported to become *"successful learners, confident and creative individuals, and active and informed citizens"* (Aus Curriculum), therefore we strive to provide opportunities that lead to the following outcomes for our students:

Our objectives are:

Students can demonstrate and apply the knowledge, understanding and skills as detailed in the eight learning areas of the Australian Curriculum

- English
- Mathematics
- Science
- Human and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

Students are competent and confident in the seven "General Capabilities"

- Literacy
- Numeracy
- ICT capability in Digital and Design Technologies
- Critical and creative thinking
- Personal and social capabilities
- Ethical Understanding
- Intercultural Understanding

NOTE:

We believe, as stated in the Melbourne Declaration on Educational Goals for Young Australians, that...

Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australians. Schooling should also support the development of skills in areas such as social interaction, crossdisciplinary thinking and the use of digital media, which are essential in all 21st century occupations. As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others.

A further Educational Outcome for Vineyard as a Lutheran School is a hope for each person that they will develop a clear sense of their personal identity and worth. As they experience life in a Lutheran school community, learning about and growing in their understanding of a Lutheran worldview, they begin to develop and shape their personal worldview. Increasingly, over time there will be congruence between their beliefs and their actions. Such individuals live life with integrity. (Lutheran Education Australia's Lifelong Qualities for Learners)

Statutory Requirements

Vineyard uses the Australian Curriculum as the basis for our teaching and is fulfilling the obligations with regard to reporting and curriculum implementation.

Religious beliefs / Philosophy

Vineyard Lutheran School is part of the Lutheran Schools Association and as such we aim to provide a Christ centred quality education for young Australians. The gospel of Jesus Christ informs all learning, teaching and human relationships.

We are currently in the process of unpacking the LEA Leadership Framework "Growing Deep", as a whole staff, recognising that all of our staff are people of influence and therefore leaders. This document will provide a framework for our interactions, relationships and direction forward.

Teaching and Learning Philosophy / Pedagogy

Vineyard Lutheran School believes that, as stated in our Australian Curriculum, we are entrusted to develop successful learners who are confident and creative individuals and active and informed citizens.

Staff have recently worked intensively on what we believe about teaching and learning and refined our philosophy into nine Learning Principles which underpin all that we do.

We believe

- We are all learners ... constantly learning new processes, knowledge and skills

- That the wellbeing of a learner underpins their success, therefore our relationships, actions, practice and environment must allow learners to feel safe and secure
- Life skills such as literacy and numeracy, inquiry, collaboration, communication, questioning, social skills, researching, problem solving and finding, and reflecting are all important tools in learning which must be explicitly taught and connected to real life examples.
- Learning happens through experience, inquiry, risk taking and making mistakes
- Learning starts from the known, and must connect to authentic life experiences in order to develop a deeper understanding of self and the world
- Learning must provide rigour and be differentiated according to needs and preferences so learners can develop ownership of the processes involved and achieve to their full potential
- That making learning visible through displays, assessment and timely feedback engages learners in continual reflection and consolidation which promotes new questions and deeper learning
- Learning happens in and beyond the classroom
- The environment (both inside and outside) has a critical part to play in learning therefore it needs to inspire, be appropriately resourced, and learners given choice about when and how it is used.

Note: Our next step is to unpack and formally document what these 7 Learning Principles look like in our current practice and procedures.

We can already see an implication for our future practice, facilities, and attitudes, particularly in the area of inquiry methodology and our current learning spaces (inside and out). These beliefs are informing our current PD activities and have identified a need to plan for upgrade / replacement of facilities to cater for what we believe is how best teaching and learning occurs, rather than what is the latest 'fad'.

Year levels / Groupings / Class sizes

The School is divided into 4 current classes with a composite structure: As numbers increase classes are divided according to class year level numbers and student needs. Our current structure is:

Foundation / Year 1: 24 students (Mid year 30)

Year 2/3: 23 students

Year 4/5: 29 students

Year 6/7: 17 students

Total: 92 (mid-year 99)

From mid-year, the Foundation one class increases with the midyear intake and may then split into an F/1 class and a straight Foundation class.

Our school is split into 2 sub-schools: Junior Primary and Upper Primary, with some POR/ leadership points used for two Co-ordinators to support staff and develop consistency in practice.

Specialist faculties

The school currently offers specialist teaching in the areas of Art, German, PE and Performing Arts. These specialist subjects provide release time for classroom teachers. Art and PE are held in Specialist facilities however German and Performing Arts currently are held in the classroom.

Desired enrolment growth / maximum enrolment / future plans for expansion

Vineyard seeks to encourage and attract further enrolments, aiming at becoming a single streamed primary school offering education from Foundation to Year 7.

The School has a Memorandum of Understanding with the neighbouring Private ChildCare centre which supports a positive relationship between the two institutions and sharing of resources.

Most children choose to stay at Vineyard until the completion of Year 7 but do have the option of attending the Middle School based at Clare High School. The nearest Lutheran High School is Faith in the Barossa Valley where a few students have continued their education.

Relationships, context and programs with local community

Vineyard is one of three primary schools within the town, currently being the smallest but recognised for its caring and welcoming culture.

The school works closely with local Lutheran and three other Christian Churches, in events such as Community Carols nights, and shared worship services.

The school is a member of the BARLE (Barossa and Region Lutheran Educators) group, a local support network which encourages professional collaboration for both Principals and Staff. Currently we are working collaboratively with staff from St John's Eudunda and Good Shepherd Angaston in the area of Digital Technologies and Inquiry. Workshops are held together and combined termly staff meetings allow for teaching staff to collaborate and share with others of a similar year level.

Our Principal and staff also network with staff from the other Educational sites in Clare including the Child Care Centres, Catholic and State schools.

As mentioned earlier Vineyard enjoys a working relationship with The Gums Childcare Centre. Vineyard currently provides a teacher to deliver programs including (but not limited to) German, PE & Perceptual Motor Program (PMP) and

have developed a 'buddies' system. The Gums children regularly attend Vineyard assemblies and school events. This has assisted with intakes to the Foundation class.

Lastly, our investigations into 'inquiry' have identified a need to use our local community as a primary resource eg: using local 'experts' in our units of inquiry, visiting local facilities and places of interest to provide real-life connections and experiences. We can engage with our community in a far deeper way using the expertise in the area and connecting our students to their own heritage / culture here. We will still continue with our choir singing at the Nursing Home and joining in the Town Christmas parade but we see these other connections as authentic ways to link our students to the world they live in and to educate them in a far wider sense than the academic world.

Summary

We envisage that within the next ten years we would see an increase in enrolments so that the school would be well on the way to being single streamed. Our facilities would reflect an inquiry and collaborative teaching approach with room for groups, break out spaces, furniture which allows for different learning styles and a hands-on approach to learning.

Digital and design technologies would be incorporated throughout the curriculum and therefore be utilised and catered for in each classroom, with some specialist curriculum offerings for our senior students.

Our outdoor classrooms (vegetable gardens, creek and other play spaces) would enable children to use natural resources and spaces for learning. This may include students working in and around our creek in inquiry units, gaining samples to analyse and record with Digital technologies, visiting speakers from the local NRM group, leading to designing and creating solutions / taking action.

Our curriculum would enable our learners to connect with prior understanding, each other and the wider community. This could occur by inviting 'community experts' to come into our school and through visiting community facilities to provide real life contexts for their learning.

Parents would be utilised as a resource for learning and would be closely involved in the school community events.

The school would have a high profile in the town / local community and be seen as the school of choice.

EXISTING SITE PLAN



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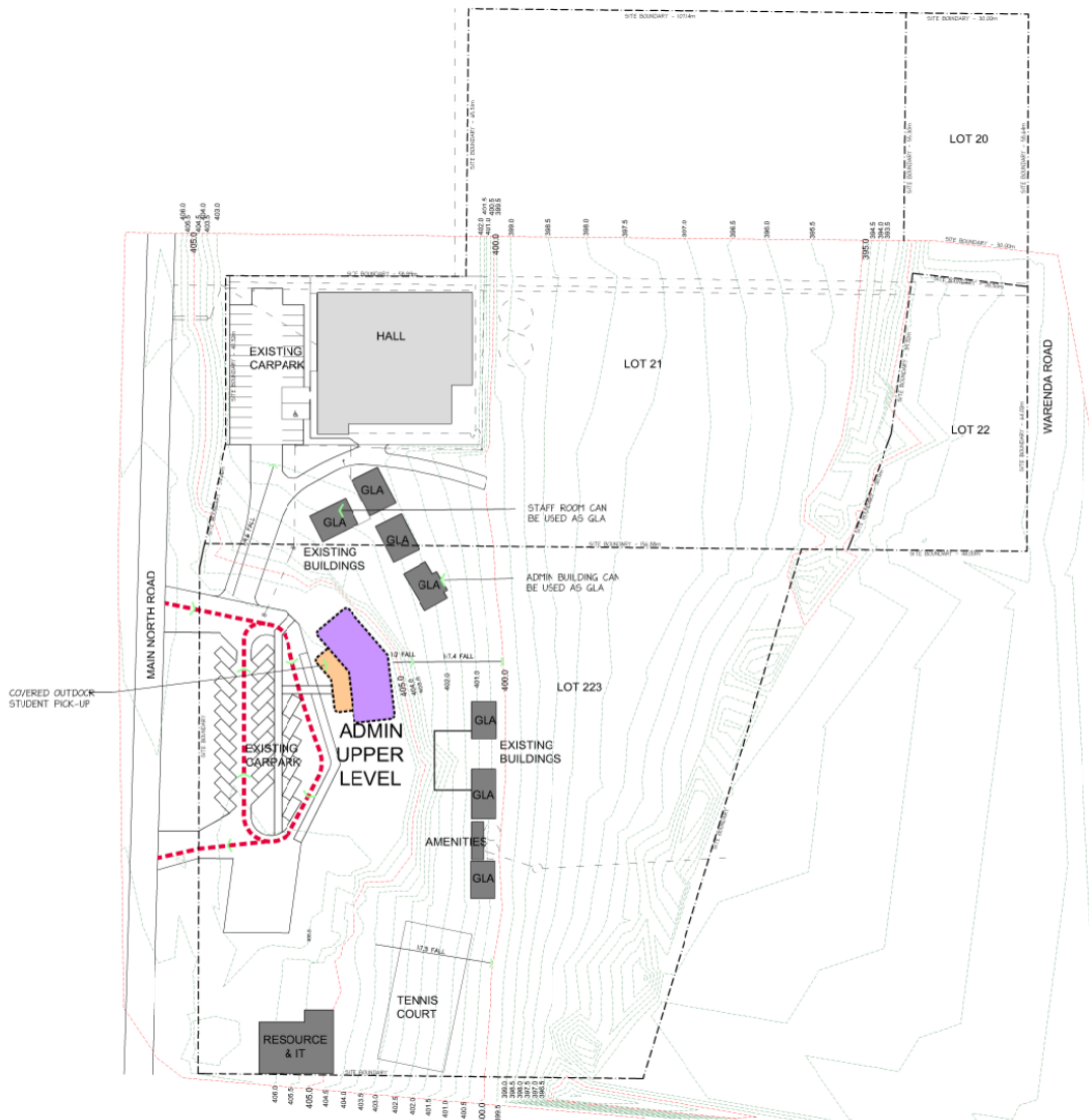
MASTER PLAN STUDY
VINEYARD LUTHERAN SCHOOL
MAIN NORTH ROAD
CLARE

EXISTING SITE PLAN

Drawn PCG	Date JULY 2012	Issue Page	Revised Tender	Cons. Cons.	Project Number 11137
Reviewed ---	Date ---	Scale 1:500 @ A1	Project Leader ---	Scale 1:500 @ A1	Drawing Number MP01-1
Project Leader ---	Date ---	Scale 1:500 @ A1	Project Leader ---	Scale 1:500 @ A1	Amend. ---

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STAGE 1 - UPPER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
- GLA - GENERAL LEARNING SPACES
- SCIENCE - INCLUDING IT
- ART
- MUSIC - INCLUDING DRAMA
- STUDENT AMENITIES - INCLUDING TOILETS, CANTEEN, UNIFORM
- TRAVEL ENCLOSED
- TRAVEL UNENCLOSED
- PHYSICAL EDUCATION - INCLUDES MULTI-PURPOSE
- HOME ECONOMICS - INCLUDING FOOD AND HOSPITALITY
- INDUSTRIAL ARTS - INCLUDING METALWORK, WOODWORK, ELECTRONICS, TEXTILES
- BGA DISCOUNTED AREAS
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ADMINISTRATION BUILDING

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STAGE 2 - LOWER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
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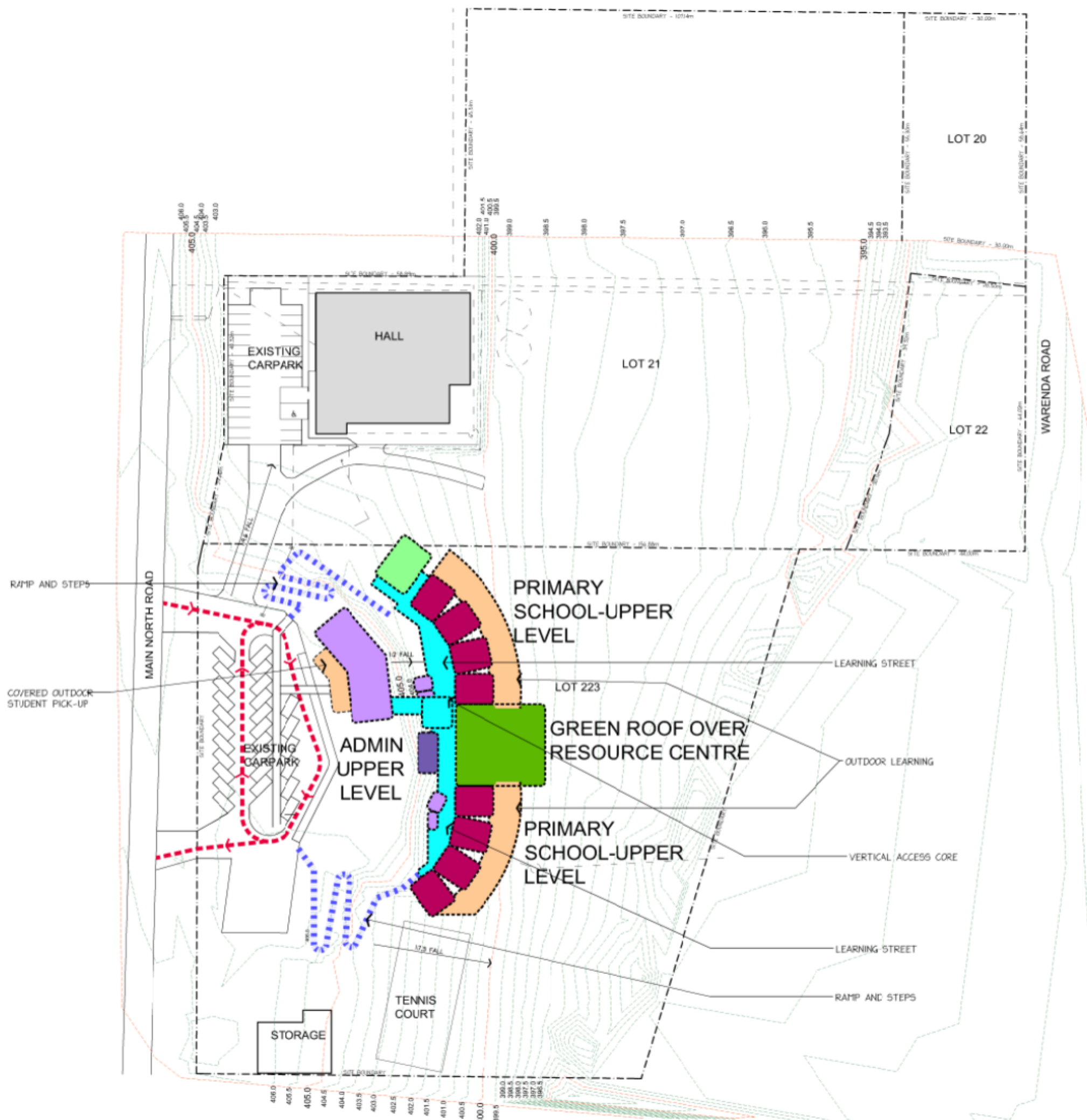
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SINGLE STREAM PRIMARY
OPTION A LOWER LEVEL PLAN

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STAGE 2A - UPPER LEVEL



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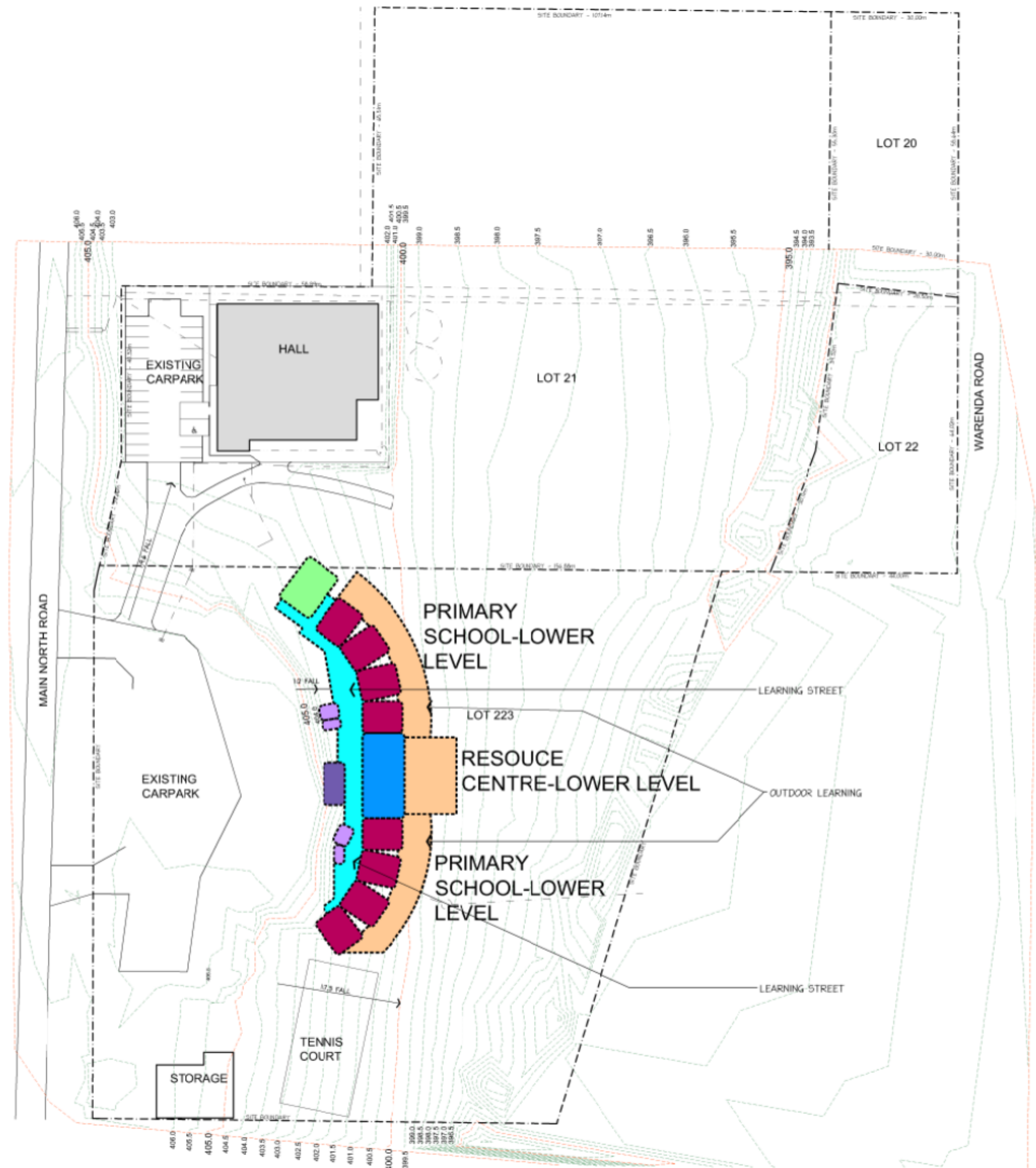
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SINGLE STREAM PRIMARY
OPTION A UPPER LEVEL PLAN

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STAGE 2B - LOWER LEVEL

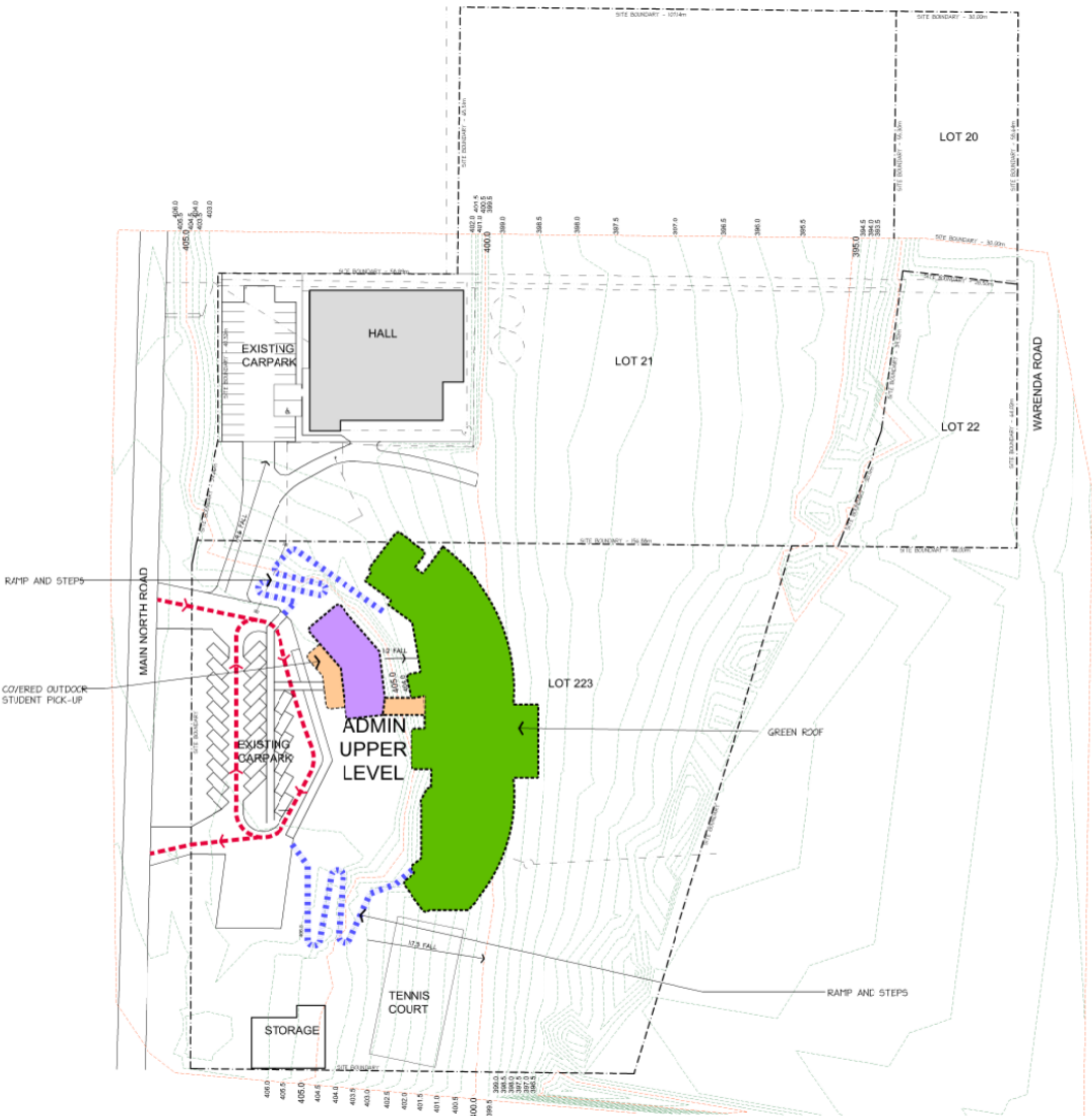


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DOUBLE STREAM PRIMARY OPTION B LOWER LEVEL PLAN			
Drawn PCG	Date JULY 2012	Issue Page	Project Number 11137
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Project Leader ---	Date ---	Scale 1:500 @ A1	Sheet A1

STAGE 2B - UPPER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
- GLA - GENERAL LEARNING SPACES
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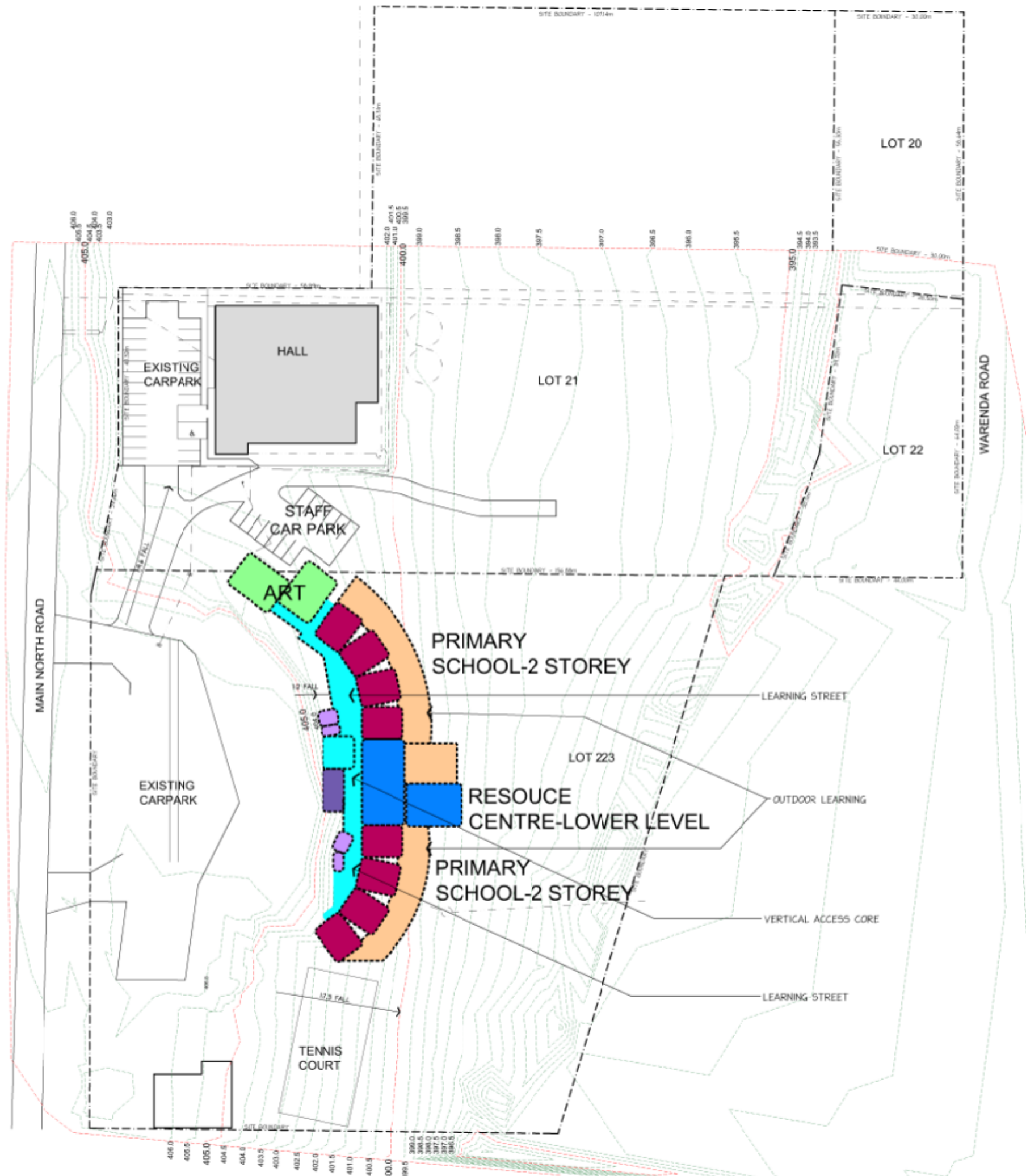
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DOUBLE STREAM PRIMARY			
OPTION B UPPER LEVEL PLAN			
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STAGE 3 - LOWER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
- GLA - GENERAL LEARNING SPACES
- SCIENCE - INCLUDING IT
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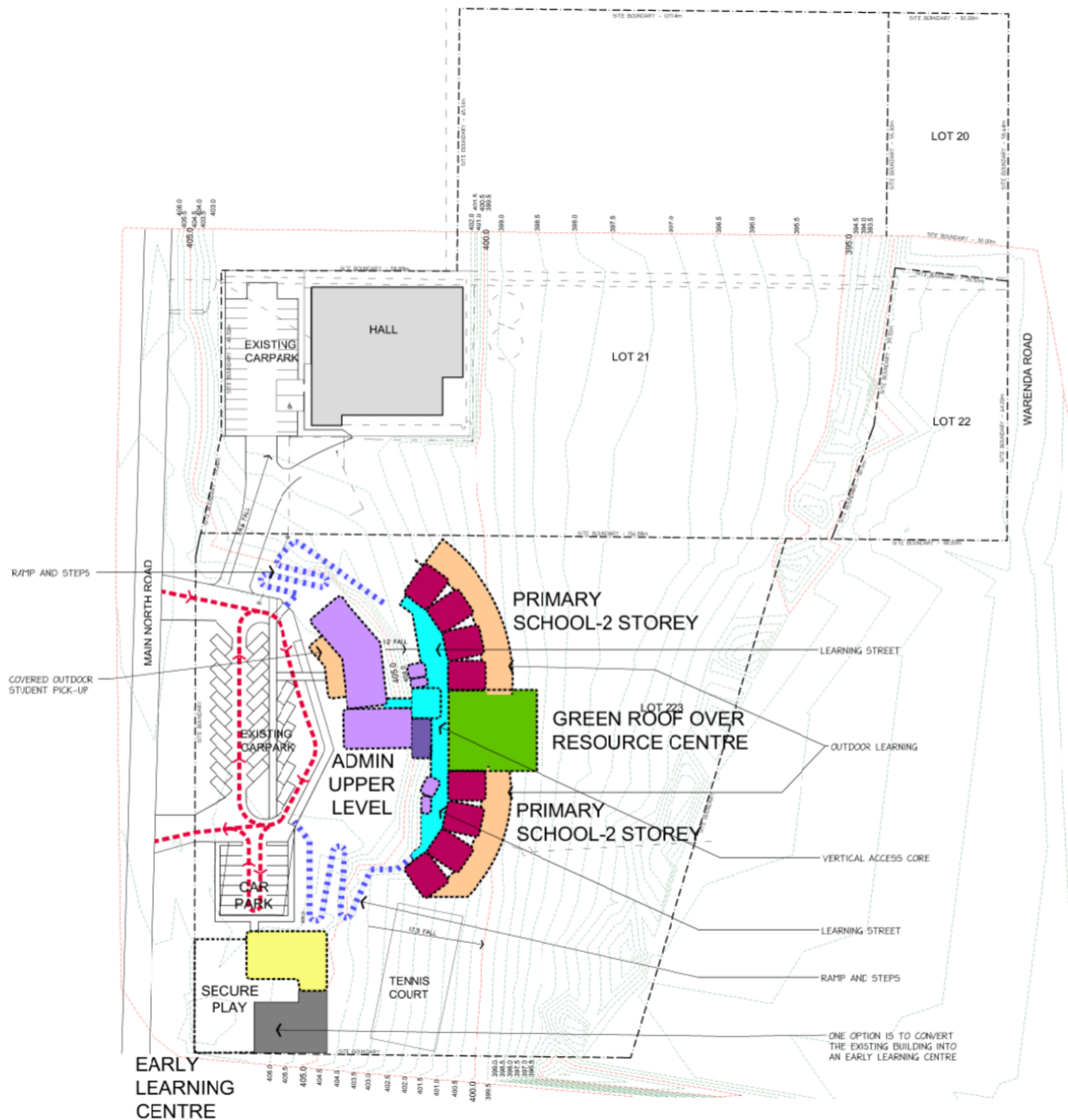
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DOUGLTONS GATE PRIMARY
LOWER LEVEL PLAN

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STAGE 3 - UPPER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
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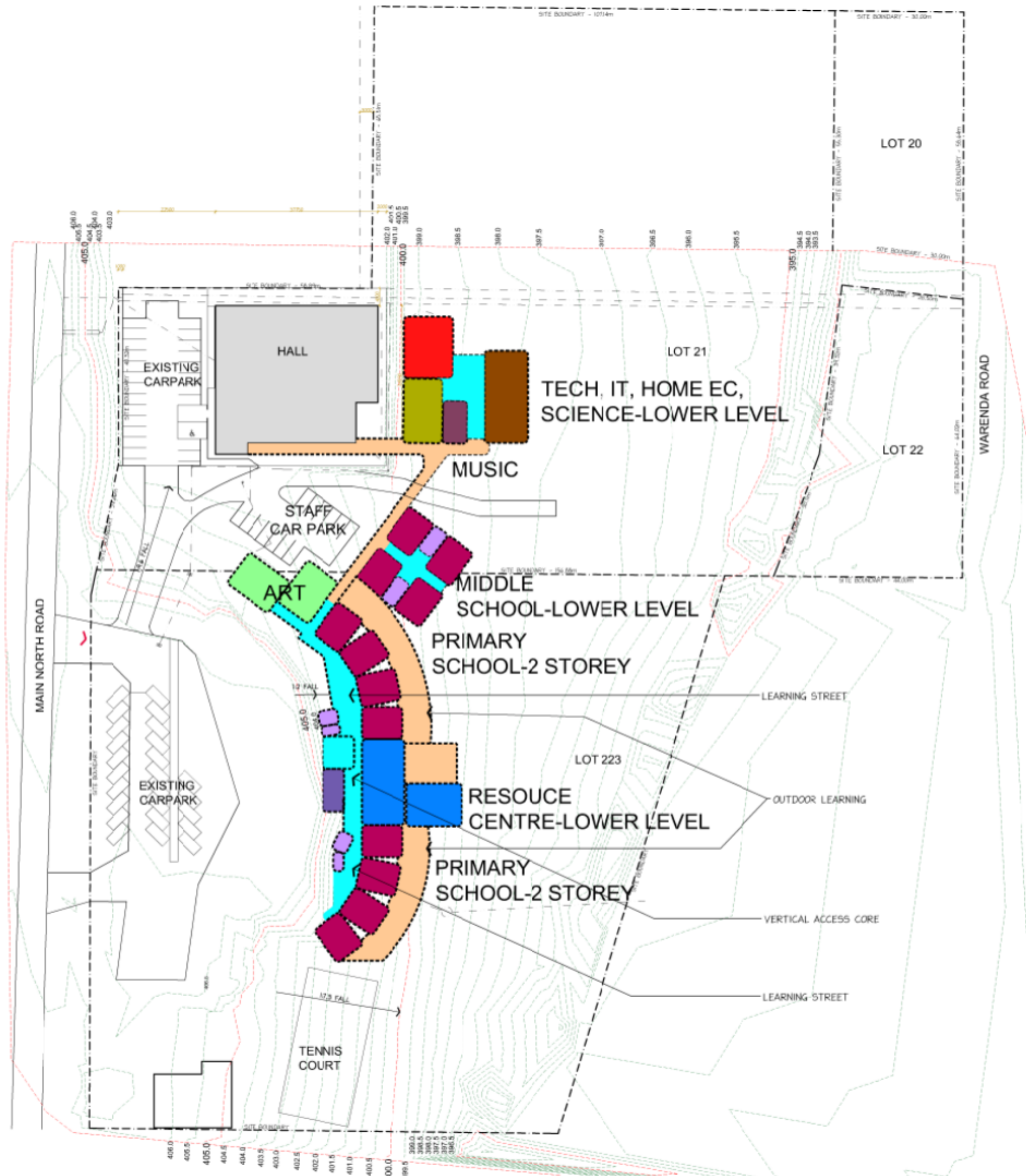
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DOUBLE STREAM PRIMARY
UPPER LEVEL PLAN

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STAGE 4 - LOWER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
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EXISTING SITE PLAN
1:500 @ A1

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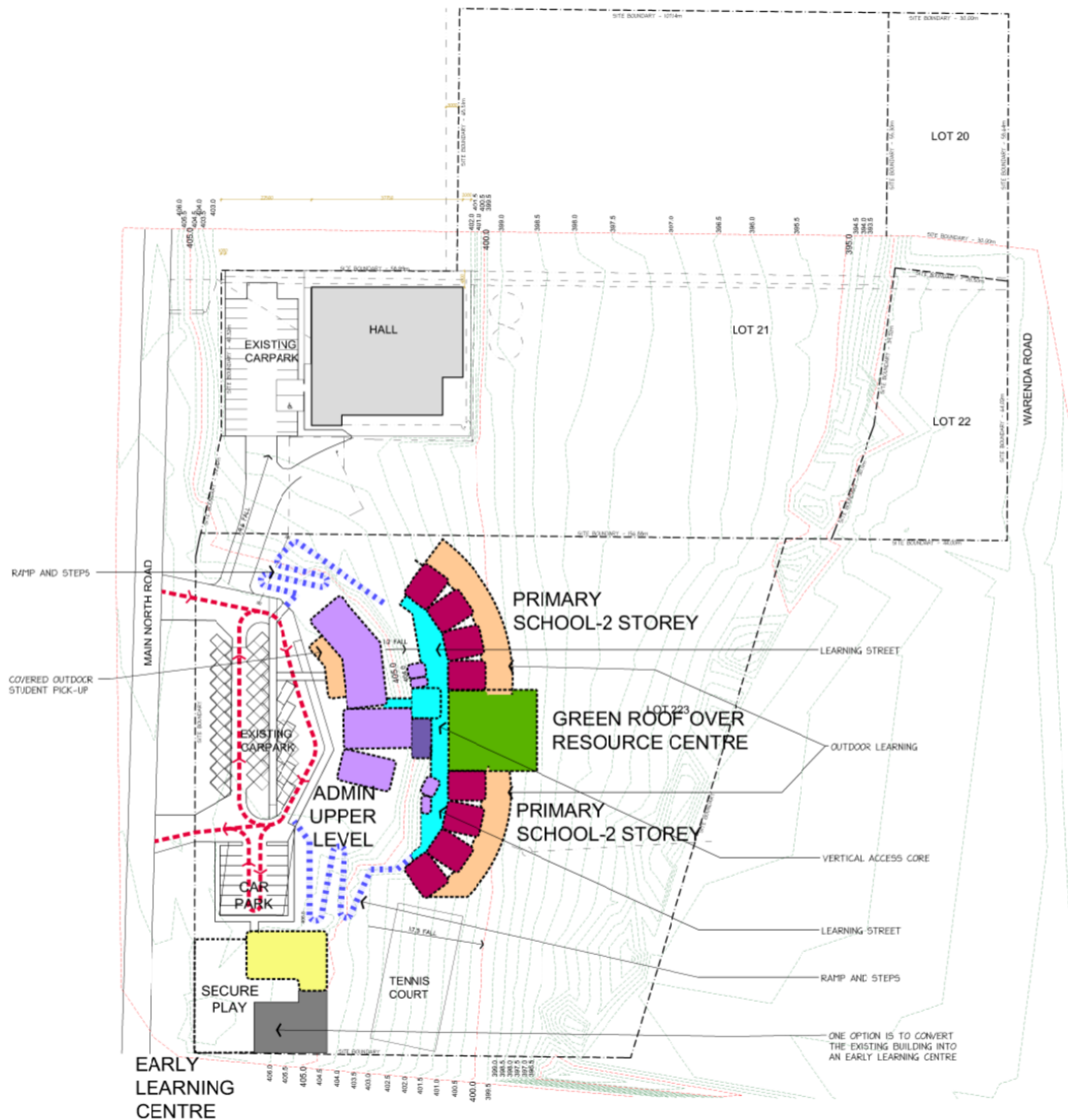
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PRIMARY AND MIDDLE SCHOOL
LOWER LEVEL PLAN

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Project Leader ---	Date ---	Scale 1:500 @ A1	Sheet A1	Amend ---

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STAGE 4 - UPPER LEVEL



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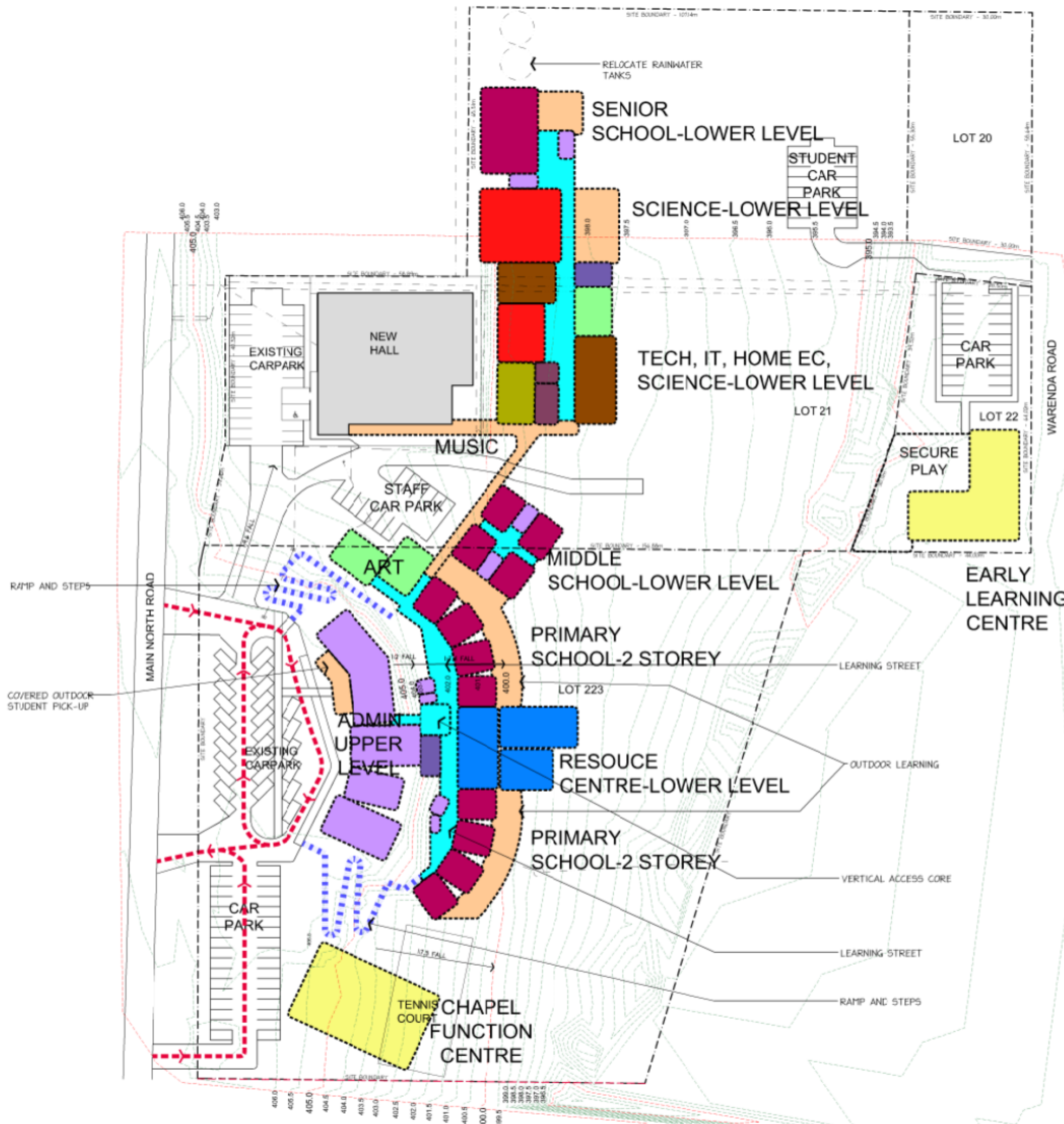
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PRIMARY AND MIDDLE SCHOOLS
UPPER LEVEL PLAN

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Project Leader ---	Date ---	Scale 1:500 @ A1	Scale A1	Scale ---	Amend ---

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STAGE 5 - ALTERNATIVE



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
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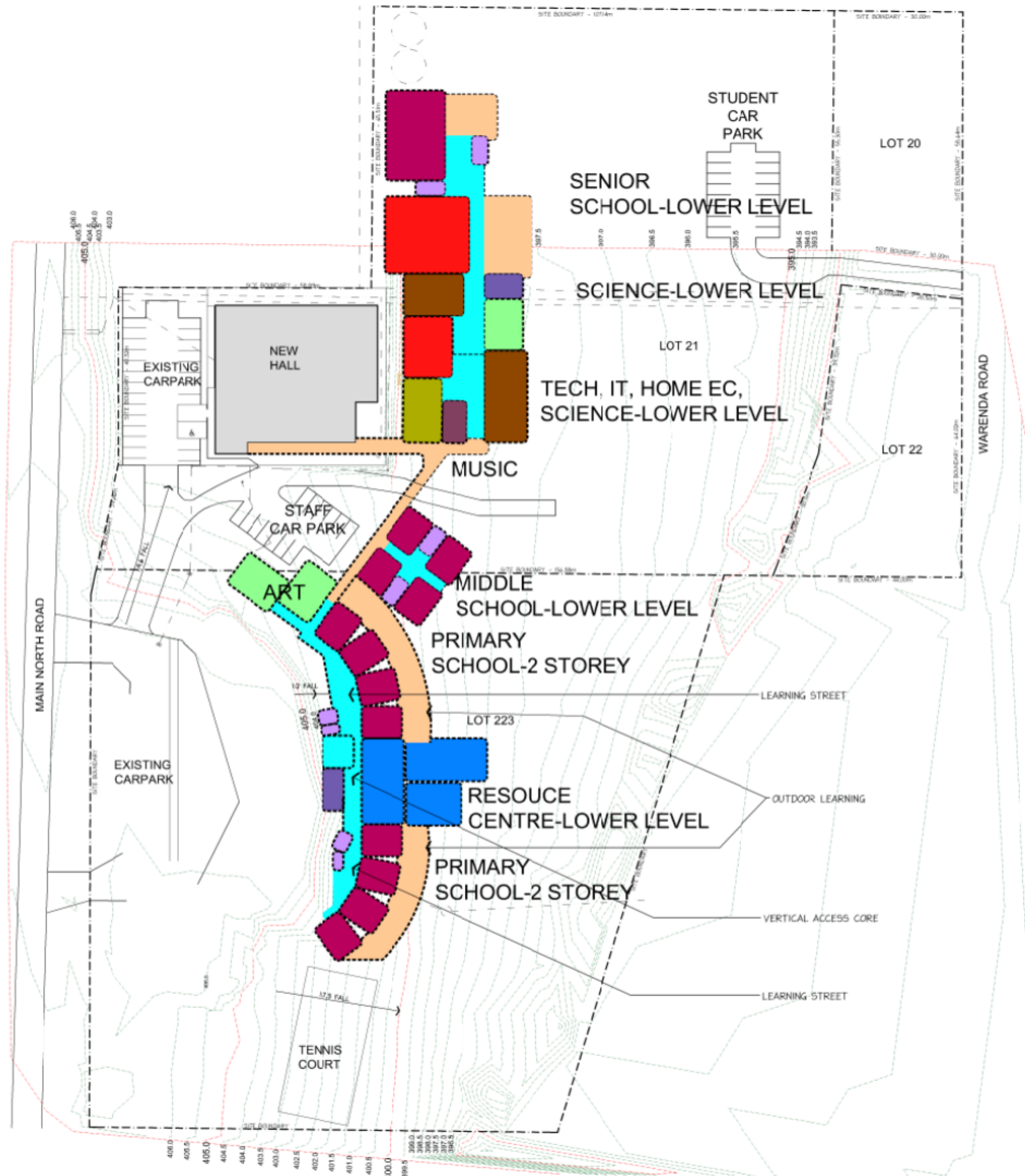
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ALTERNATIVE FINAL PLAN
EARLY LEARNING CENTRE & CHAPEL

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Project Leader ---	Date ---	Scale 1:500 @ A1	Amend ---

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STAGE 5 - LOWER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
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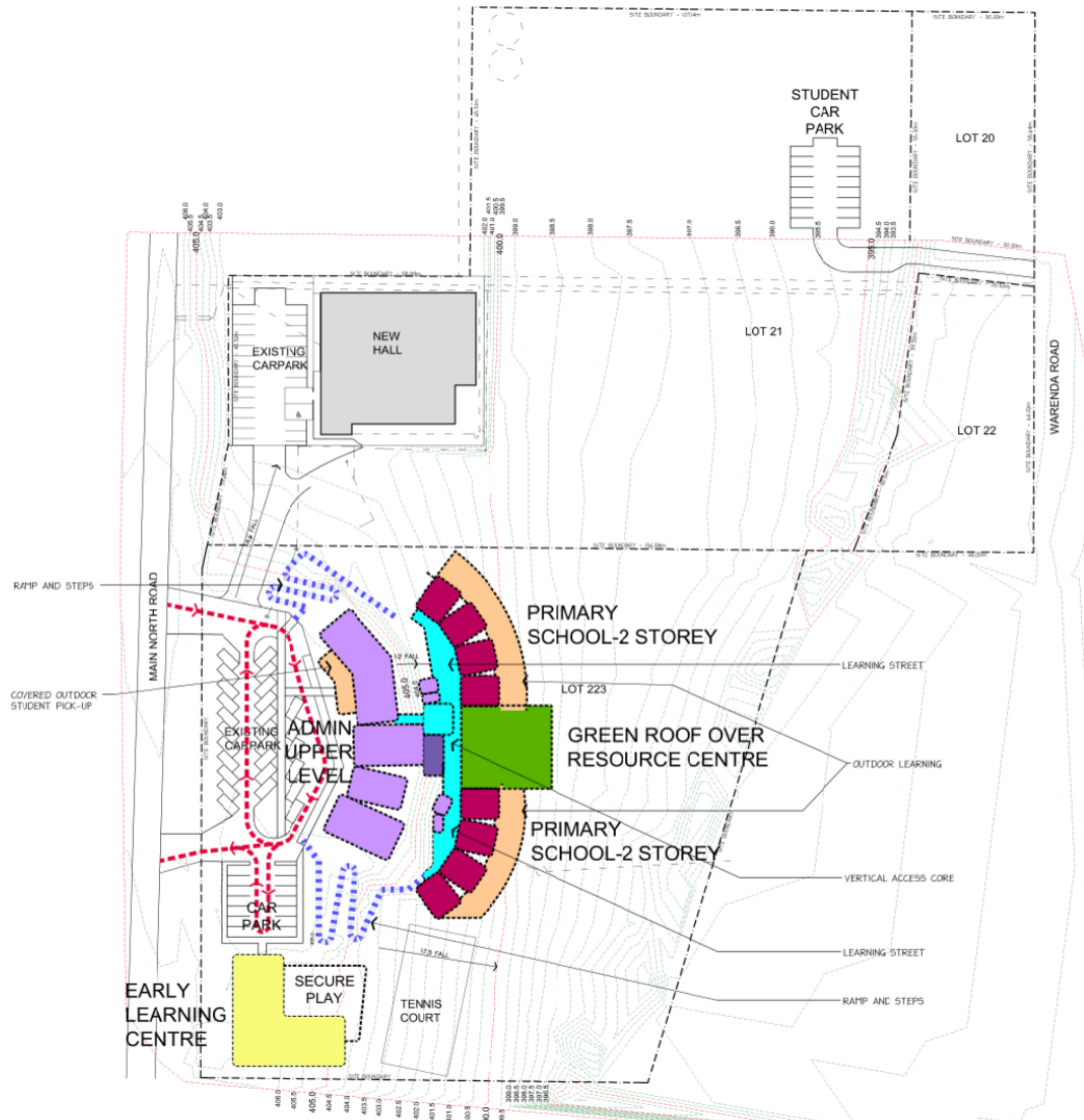
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PRIMARY & SECONDARY SCHOOL
LOWER LEVEL PLAN

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STAGE 5 - UPPER LEVEL



- ADMIN - INCLUDES STAFF PREP, OFFICES, STORES, STAFF AMENITIES
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PRIMARY & SECONDARY SCHOOLS
UPPER LEVEL PLAN

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