



Curriculum Design

Strategic Plan
Towards 2030

An integrated model for holistic learning.

The College seeks to design an innovative and holistic Early Learning to Graduation curriculum that maximises student engagement and equips students with the skills and dispositions necessary for them to thrive in the 21st century environment and contribute meaningfully to a better world.

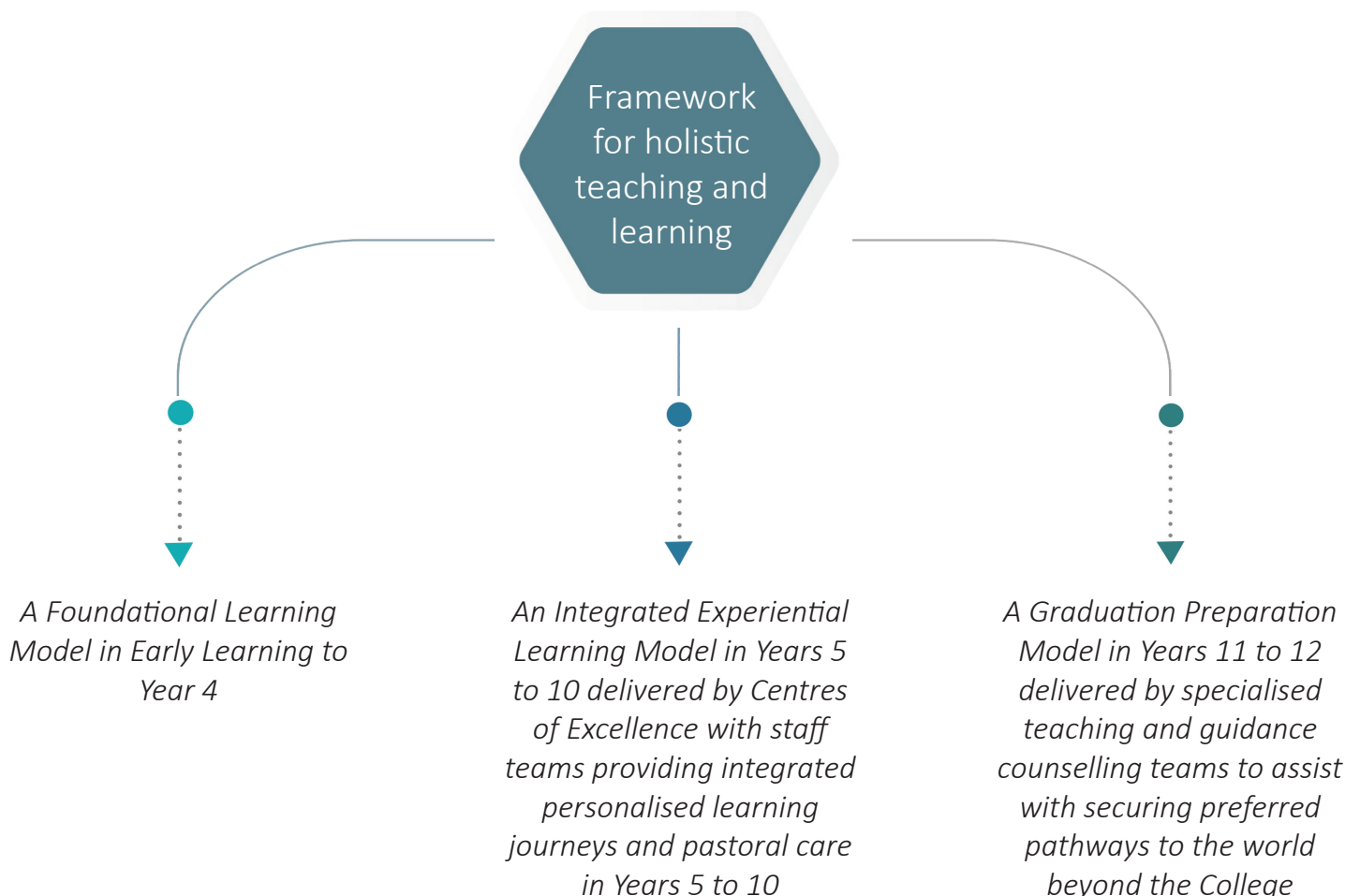
Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion, and citizenship strives to create a better world.

Fundamental to the Curriculum model is a philosophy of holistic learning, living and leading which while based in the nature and context of the Northern Rivers Region in which our community exists, embraces the opportunities of living in a highly connected and interdependent global village.

Centred on our identified Graduate Outcomes, the Australian Curriculum aligned NESA syllabuses and the Early Learning Years Framework, it is underpinned by the Thinking Curriculum, Habits of Mind and skills for 21st Century living and working.

The model has three distinct phases of learning:





Foundational Learning: Early Learning to Year 4

The Foundational Learning Model seeks to capture and enhance the wonder, energy and enthusiasm of young learners and support them as they grow in confidence, competence, capacity and independence in order to foster a love for learning that is life long.

Our holistic child centred curriculum is designed to support, nurture, enrich, challenge and inspire every student in an environment where each child is known by name and valued for their unique character and gifts. Building on student readiness, experience and curiosity, the curriculum introduces students to new, engaging, challenging and fun opportunities to learn, play and grow.

The curriculum is delivered by highly skilled, creative and innovative educators who equip and support students to investigate, explore, discover, apply, practice and master new concepts, skills and understandings.

The development of foundational literacy and numeracy skills underpins a diverse curricular and extracurricular program designed to enrich every child and give them the opportunity to explore and develop their intellectual capacity, sense of self, empathy and social awareness, artistic and cultural sensitivities, fine and gross motor skills as well as an understanding of the world around them.



Integrated Experiential Learning: Years 5 to 10

The Integrated Experiential Learning Model is designed to engage students in learning grounded in social enterprise, financial literacy, digital capacity, cultural and aesthetic appreciations and sustainable citizenship. The curriculum provides integrated real world learning experiences in Years 5 to 10 based on four Centres of Excellence.

Strand	Social Enterprise	Humanities and the Arts	Technology and innovation	People and Our World
Years 5 to 6	The Environmental Experience	The Literature Experience	The Inventors Experience	The Civic Experience
Years 7 to 8	The Coastal Experience	The Festival Experience	The STEM Experience	The Inter-Cultural Experience
Years 9 to 10	The Entrepreneurship Experience	The Multi-Modal Experience	The Engineering Experience	The Outward Experience

Centres of Excellence

Social Enterprise is about using commercial practice to improve communities, solve social problems, enhance the environment and promote employment and training opportunities.

- » *Agriculture and aquaculture opportunities*
- » *Studying land management, sustainability, water management, mangroves and estuary enhancement*
- » *Tourism, Eco Tourism and Hospitality certification for students*
- » *Business planning, product research and innovation*

Technology and Innovation – We desire to grow students as responsible, skilled and ethical digital citizens who are equipped to thrive in the technological world in which they will live.

- » *Digital competence and capacity – equipping students with a broad range of skills, depth of knowledge and ethical understanding*
- » *Real world learning and application focus on design and solution creation*
- » *Pathways may include coding and robotics, game creation, web and app design, virtual reality applications, aviation*



Humanities and the Arts – we want students to have strong cultural, social, aesthetic, historical, communal values, appreciations and understandings and capacity to confidently explore and express these.

- » *Opportunities to plan, stage and perform in a diverse range of mediums, styles and experiences*
- » *Exploring contemporary and traditional ways of expressing, representing and presenting – multimedia, digital, musical, drama, film, visual art etc*
- » *Integrating historical and social learning with literature and literacy learning*

People and our World – we desire to grow students with an understanding of their connectedness to a global village who have a deep sense of social responsibility.

- » *Exploring and engaging in opportunities for study and exchange of language and culture*
- » *Creating opportunities for significant service in the community locally, nationally and internationally*
- » *Providing students with opportunities to experience and explore life beyond the classroom – through exchange programs, work placement, field work and research*

Graduation Preparation: Years 11 to 12

The Graduation Preparation Model in Years 11 to 12 is designed to be transformative and inspire fullness of life.

With a strong focus on academic outcomes and HSC success, we provide personalised, real world and contextually relevant pathways for students that enable them to experience learning, living and leading that anticipate the possibilities of the future.

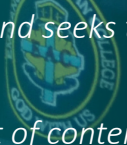
Courses are delivered by highly qualified and dedicated teachers working along side specialised wellbeing, guidance counselling and support staff in an holistic approach which integrates co-curricular interest, student wellbeing, character development and service learning with academic achievement and vocational pursuit.

We encourage students to exercise their autonomy and responsibility as young adult learners. We expect them to think creatively and critically, challenge mediocrity, take responsible risks, explore new ideas, engage in contemporary issues and apply learnings to new possibilities and opportunities in education and employment that develop their capacity to contribute to the world beyond the College.





A
curriculum
that:

- 
- *Is holistic by design and seeks to grow students in all facets of their being*
 - *Incorporates the best of contemporary pedagogical practice*
 - *Seeks to maximise student engagement*
 - *Fosters the development of knowledge, skills, experiences and dispositions relevant to students learning and life post 2030*
 - *Links learning with the real world contextually relevant experiences*



EMMANUEL ANGLICAN COLLEGE
Learning ~ Living ~ Leading