



PHILOSOPHY & AIMS

The College philosophy and aims are consistent with the Adelaide Declaration National Goals for Schooling in the Twenty-First Century.

They incorporate the “essence” of the underlying ethos which will enable our students to enjoy the highest quality schooling which is consistent with the Adelaide Declarations vision for education in the 21st century.

The aim of the Glasshouse Christian College is to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations in order to promote Christian values.

OBJECTIVES

1. Spiritual

- To offer experiences of Christian living through Bible study, corporate prayer and worship based on the principles of Scripture.
- To nurture students in the Christian faith and to develop in them a spiritual awareness within themselves which is necessary for personal development and fulfilment.

2. Personal Relations and Pastoral Care

- To recognise, encourage, value and support the authority and role of parents and their involvement in the College and to cooperate with parents in providing the education of their children.
- To acknowledge that each student is to be loved and valued as a person created in the image of God, and to teach them to support and encourage one another and to work co-operatively for the glory of God.
- To foster appropriate relations between staff and students, with staff members as role models, and to encourage both staff and students to initiate positive interactions.
- To provide ongoing professional development for all staff members.

3. Academic and Attitudinal

- To provide students with the opportunity to undertake studies in a broad range of disciplines which promote intellectual challenge, a love of learning and a spirit of enquiry.
- To provide a Christ centred curriculum catering for all levels of ability and designed to enhance the development of initiative, character and personality.
- To help the students to develop strong moral values, self confidence, optimism, self esteem and high standards of self-discipline within their lives as a basis for their potential life roles as family, community and work-force members.
- To be constantly in line with new curriculum as developed by QSA
- To participate in benchmarking and standardized testing to both monitor student progress and teacher pedagogy. We will also participate in the Year 2 Net, and the Years 3, 5 & 7 Tests and any other State initiatives as deemed appropriate by the Board

- To empower students to be effective in the use of information and communication technology which will equip them for the future and its complex environmental and social challenges
- To equip students to be life-long learners by developing skills in problem solving and group work
- To empower students to be effective in the use of information and communication technology which will equip them for the future and its complex environmental and social challenges
- To develop an understanding of man's stewardship of our environment and the responsibility God has entrusted to us in the management and caretaker role of it, through sustainable development and ecological sensitivity
- To attain high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas:
 - the arts;
 - English;
 - health and physical education;
 - languages other than English;
 - mathematics;
 - science;
 - studies of society and environment;
 - technology;
 - and the interrelationships between them
- To attain the skills of numeracy and English literacy; such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level
- To provide a broad spectrum opportunities to develop the unique gifts and talents each student possesses in order to maximise their opportunities for the future

4. Personal Well-Being and Co-Curricular Activities

- To provide a loving and secure environment within which students can be encouraged to adopt a program of personal health and fitness through participation in sports and recreational activities.
- To encourage the effective use of leisure both within and outside the College.

5. The Wider School Community

- To form a community in which all the participating bodies - the churches, the board, the staff, the students, the parents and friends - are involved together in creating a harmonious and stimulating atmosphere in which the students can develop a feeling of self-worth, a sincere respect for others, and a sense of personal responsibility and commitment to the College and to the wider community.
- To foster a positive relationship with members of the local community, businesses and industry and have an understanding of Australian Government and civic life.

6. Educational Environment.

Schooling should be socially just, so that:

- Students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socio-economic background or geographic location.
- The learning outcomes of educationally disadvantaged students improved and, over time, match those of other students.

- Aboriginal and Torres Strait Islander students have equitable access to and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students.
- All students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians.
- All students to understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.
- All students to have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognized pathways to employment and further education and training.