



BURDEKIN CHRISTIAN COLLEGE

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Comparative Statement of Burdekin Christian College's Philosophy and Aims with the Melbourne Declaration on Educational Goals for Young Australians.

Contents.

Introduction

Preamble and Educational Goals for Young Australians

Burdekin Christian College's Comparative Statement of Philosophy and Aims

Introduction.

Burdekin Christian College is part of the wider education community of Australia. It is therefore imperative that its distinctiveness as expressed in its philosophy and aims still enables the College to be part of the wider education community as expressed in the Melbourne Declaration on Educational Goals for Young Australians December, 2008.

In preparing its philosophy and aims the College acknowledges the need to consider the following preamble and educational goals for young Australians.

Preamble and Educational Goals for Young Australians.

P1. As a nation Australia values the central role of education in building a democratic, equitable and just society—a society that is prosperous, cohesive and culturally diverse, and that values Australia’s indigenous cultures as a key part of the nation’s history, present and future.

P2. In the 21st century Australia’s capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

P3. Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well being of Young Australians, and in ensuring the nation’s ongoing prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers. In recognition of this collective responsibility, this declaration in contrast to earlier declarations on schooling, has a broader framework and sets out educational goals for young Australians.

P4. In the 1989 Hobart Declaration and 1999 Adelaide Declaration, the State, Territory and Commonwealth Education Ministers committed to working together to ensure high-quality education for all Australians. The Melbourne Declaration acknowledges major changes in the world that are placing new demands on Australian education.

P5. Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.

P6. India, China and other Asian nations are growing and their influence on the world is increasing. Australians need to become “Asia literate”, engaging and building strong relations with Asia.

P7. Globalisation and technological change are placing greater demands on education and skill development in Australia and the nature of jobs available to young Australians is changing faster than ever. Skilled jobs now dominate jobs growth and people with university or vocational education and training qualifications fare much better in the employment than early school leavers. To maximize their opportunities for healthy, productive and rewarding futures, Australia’s young people must be encouraged not only to complete secondary education, but also to proceed into further education and training.

P8. Complex environmental, social and economic pressures such as climate change that extend beyond national borders pose unprecedented challenges, requiring nations to work in new ways. To meet these challenges, Australians must be able to engage with scientific concepts and principles, and approach problem-solving in new and creative ways.

P9. Rapid and continuing advances in information and communication technologies (ICT) are changing in the ways people share, use and develop and process information and technology in this digital age, young people need to be highly skilled in the use of ICT. While schools already employ these technologies in learning, there is a need to increase their effectiveness significantly over the next decade.

P10. Australia has developed a high-quality, world class schooling, which performs strongly against other countries of the Organisation for Economic Cooperation and Development (OECD). In international benchmarking of educational outcome for 15-year-olds in the 2006 OECD Programme for International Student Assessment, Australia ranked among the top 10 countries across all three education domains assessed, Over the next decade Australia should aspire to improve outcomes for all young Australians to become second to none among the worlds' best school systems.

P11. In striving for both equity and excellence, there are several areas in which Australian school education needs to make significant improvement, First, Australia has failed to improve outcomes for many indigenous Australians and addressing this issue must be a key priority over the next decade. Second, by comparison with the worlds' highest performing school systems, Australian students from low socio-economic backgrounds are under-represented among high achievers and over represented among low achievers. Third, there is room for improvement in Australia's rate of year 12 completion or equivalent.

P12. Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australiana. Schooling should also support the development of skills in areas such as social interaction, cross-disciplinary 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.

P13. As signatories to the Melbourne Declaration, Australian Education Ministers seek to achieve the highest possible level of collaboration with the government, Catholic and independent school sectors and across all levels of Government. Australian Education Ministers also seek to achieve new levels of engagement with all stakeholders in the eduction of young Australians.

Goal 1: Australian schooling promotes equity and excellence.

Australian governments, in collaboration with all school sectors, commit to promote equity and excellence in Australian schooling.

This means that all Australian governments and all school sectors must:

G1A. provided all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socio-economic background or geographic location.

G1B. ensure that schools build on local cultural knowledge and experience of indigenous students as a foundation for learning, and work in partnerships with local communities on all aspects of the learning process, including to promote high expectations for the learning outcomes of indigenous students.

G1C ensure that the learning outcomes of indigenous students improve to match those of other students.

G1D ensure that socio-economic disadvantage ceases to be a significant determinant of educational outcomes.

G1E reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness.

G1F ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity.

G1G encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes.

G1H promote a culture of excellence in all schools, by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents.

G1I-promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

Goal 2

All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Successful learners...

G2A develop their capacity to learn and play an active role in their own learning

G2B have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas.

G2C are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as a result of studying fundamental disciplines.

G2D are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines.

G2E are able to plan activities independently, collaborate, work in teams and communicate ideas.

G2F are able to make sense of their world and think how things have become the way they are.

G2G are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives.

G2H are motivated to reach their full potential.

Confident and creative individuals...

G2I have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing.

G2J have a sense of optimism about their lives and their future.

G2K are enterprising, show initiative and use their creative abilities.

G2L develop personal values and attributes such as honesty, resilience, empathy and respect for others.

G2M have the knowledge, skills, understandings and values to establish and maintain healthy, satisfying lives.

G2N have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment.

G2O relate well to others and form and maintain healthy relationships.

G2P are well prepared for their potential life roles as family, community and workforce members.

G2Q embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their actions.

Active and informed citizens...

G2R act with moral and ethical integrity.

G2S appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture.

G2T understand and acknowledge the value of indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between indigenous and non-indigenous Australians.

G2U are committed to national values of democracy, equity and justice, and participate in Australia's civic life.

G2V are able to relate to and communicate across cultures, especially the cultures and countries of Asia.

G2W work for the common good, in particular sustaining and improving natural and social environments.

G2X are responsible global and local citizens.

Burdekin Christian College's Comparative Statement of Philosophy and Aims.

Burdekin Christian College exists because it provides the opportunity for parents to choose a school for their children where they learn to view life from God's perspective in order to discover their destiny.

It is important then that the College explicitly states its distinctiveness from other schools which parents can choose to send their children.

This distinctiveness is expressed in the following statement of vision, beliefs, values, motto, and mission.

This statement lays the foundation for a Biblical Christian Worldview of education. The preamble of the Melbourne Declaration on Education Goals for Young Australians is viewed through this viewpoint.

Vision

To provide education from a Christian Worldview.

Beliefs

What We Believe

The beliefs provide a framework for a Christian World View.

There is one True and Living God, who is eternal, who has revealed himself as One Being in three persons- Father, Son and Holy Spirit, and who is the Creator and Preserver of things, both visible and invisible.

Man was created by God by specific and immediate act and in His image and likeness, morally upright and perfect, but fell by voluntary transgression. Consequently all men are separated from original righteous being depraved and without spiritual life.

God's answer to man's sinful nature is the death of His Son the Lord Jesus Christ upon the cross. His suffering and shed blood has made full atonement for the sins of the whole world, both original and actual and there is no other ground for salvation.

At the pre-millennial, imminent and personal return of our Lord Jesus Christ His people will be gathered unto Himself. Having this glorious hope and earnest expectation, we purify ourselves, even as He is pure, so that we may be ready to meet Him when He comes.

Values.

These values arise from our relationship with God, with each other and with the environment.

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| 1. Family and Community. | People, relationships and love matter more than structures, power and control. |
| 2. Intimacy with God. | Intimacy with God is a constant of mind and an activity of prayer. |
| 3. Sustainability. | Maximizing the College's physical and human resources in a way that is ecologically, socially and economically sustainable. |
| 4. The Wisdom of the Bible. | Scripture is our reference to re-align our values. |

Motto

Wisdom and Discipline for Tomorrow's Leaders

Mission

Burdekin Christian College exists to equip children to become people of destiny who will positively influence their families, communities and nations

Comparative Statement

The College believes Australia has a sustainable future. A sustainable future is where the College community is inspired to assume responsibility for creating an optimistic approach for the future. An Australia with a sustainable future is an Australia that has a society that is growing in a positive sense, it is as one yet diverse and values the contribution of all. **(P1)**. Education from a biblical Christian Worldview can contribute to this. An Australia with a sustainable future is one that contributes to the global community. Education provides the knowledge, understanding, skills, values and principles for this to happen. **(P2)**

Education in schools has a responsibility in promoting the whole development of each student to ensure Australia has a sustainable future. This is in particular in partnership with parents as the College believes that God has given parents the responsibility for the education of their children. As the parents are not necessarily equipped for this task they partner in particular with schools but also with other community groups, including the institutional church. **(P3)**

This responsibility is increasingly demanding. Global mobility, especially with Asia, adds to this demand with its outcome of increasing diversity. The College believes a Biblical Christian Worldview gives motivation to face the challenge of this demand. **(P4,P5,P6)**

It is also increasingly demanding because of the advance of technology. This means increasing the quality and standard of education compared with previous years yet being mindful that many students will find this increasingly difficult yet not impossible. **(P7)**

As well complex global issues, presently best expressed at the moment through climate change, challenges educators for creative ways to face these complex issues. A biblical Christian Worldview provides such an opportunity. **(P8)**

New forms of information and communication technology, an expression of the creativeness God has given to people, are enhancing the effectiveness of responses to sustainable challenges but their importance in schools need to be continually reviewed. **(P9)**

A Biblical Christian Worldview of education with its emphasis on sustainability is one that encourages equipping children to become people of destiny, no matter their circumstances.

(P10,11). Such a view of education provides a motivation to fully develop the whole child, academically, socially, emotionally and physically, embedded in Christian values and principles.
(P13)

Burdekin Christian College is committed to a Biblical Christian Worldview of education where its beliefs and values help equip children to become people of destiny to positively influence all in a Godly way.**(P14)** Tomorrow's leaders will have the necessary wisdom and discipline.

The College endorses the national educational goals for young Australians of promoting equity and excellence and all young Australians becoming successful learners, confident and creative individuals and active and informed citizens.

It does this by:-

Promoting equity and excellence.

- providing an opportunity for any student to enrol at the College, including indigenous students **(G1A, G1B)**
- monitoring the progress of each child through student profiles and reporting this to parents . **(G1C, G1D, G1E, G1G)**
- creating a school of ethos oneness and diversity **(G1F)**
- providing opportunities for students to excel as unique individuals through a variety of opportunities **(G1H)**
- instilling a sense of destiny in students so that they have meaning, purpose and direction in their lives under God.**(G1I)**

Becoming Successful Learners

- viewing students as being created to be actively involved in their learning **(G2A)**
- emphasising literacy, numeracy and technology as the foundation for success for all learning areas **(G2B)**
- recognising the ability of students to be proactive logically and lateral thinkers as well as creative and innovative. **(G2C, G2D)**
- provide opportunity for individual and team work as they are created both as unique and social beings.**(G2E)**
- make sense of all from a Biblical Christian Worldview. **(G2F)**
- encouraging students that they can make a difference as people of destiny. **(G2G, G2H)**

Becoming confident and creative individuals

- identifying themselves as a unique child of God with their own identity and destiny.**(G2I)**
- viewing life as sustainable. **(G2J)**

- recognising their creativity. **(G2K)**
- having personal values arising from their relationships, with God, with family and community and with the environment. **(G2L)**
- having healthy eating patterns and an active lifestyle. **(G2M)**
- having a sense of meaning, purpose and direction in their lives under God. **(G2N)**
- relating with others where they retain their own identity as a social being. **(G2O)**
- preparing students for life roles as members of various groups and communities. **(G2P)**
- making unique opportunities, informed decisions and accepting responsibility. **(G2Q)**

Becoming active and informed citizens

- developing character in terms of good and Godly attitudes to God, to the family and community and the environment. **(G2R)**
- appreciating the uniqueness of being an Australian and contributing to developing future for Australia. **(G2S, G2U)**
- accepting the uniqueness of cultures, indigenous and non-indigenous. **(G2T)**
- relating to other cultures, such as Asia. **(G2V)**
- educating students for a sustainable future of the environment as a responsible citizen. **(G2W, G2X)**

