

Childers Curriculum Plan

Our School Curriculum Plan outlines our school's curriculum offerings in terms of:

- Core learnings
- Teaching strategies
- Assessment devices
- Reporting
- Whole school Literacy Policy



It is our school communities' belief that curriculum, pedagogy, assessment & reporting are closely interrelated.

INFLUENCES:

- Inclusive Practices
- Literate Futures
- Partners for Success
- Building Success Together: A Framework for students at educational risk
- New Basics Curriculum Organisers
- Syllabuses
- Integration of ICT in Teaching & Learning
- Professional Standards
- Pedagogical Framework

CORE LEARNINGS

Our school community recognises the importance of embedding into our curriculum the "attributes of life-long learners". Through implementation of the Syllabuses, we ensure that planned learning experiences & assessment tasks enable our students to exit Year 7 with the following attributes:

- Knowledgeable person with deep understanding
- Complex thinker
- Creative person
- Active investigator
- Effective communicator
- Participant in an independent world
- Reflective self-directed learner

At Childers State School, all core learning outcomes from the HPE, Science, SOSE, Technology & The Arts KLA's will be developed through embedded practices within integrated units of work, combined with discrete KLA programs in English (draft) & Maths & specialist programs in HPE, Music & LOTE. Our school community also acknowledges a need for school-based programs in Performance Arts and Sports Skills. Literacy & Numeracy are core aspects of *all* learning & as such all teachers have the responsibility to develop literacy & numeracy skills within their teaching. These skills may be developed in isolation, however, they will further be refined through applying the skills & concepts within the integrated units that have been planned for & will ultimately form part of the school's Literacy Plan.

The syllabus core learning outcomes will be developed under the following Curriculum Organisers:

1. Life Pathways Social Futures
2. Active Citizenship
3. Multiliteracies Communications Media
4. Environments & Technologies

ONE: "The Core Curriculum"

The school community has identified that certain outcome levels will be targeted at specific year levels

TWO: "Outcome Tracker"

Core learning outcomes have been tracked to ensure all outcomes have been addressed across the seven years of schooling.

THREE: "Access to a Head Of Curriculum (HOC)"

HOC's provide support to staff and facilitate all curriculum initiatives.

TEACHING STRATEGIES

At Childers State School, we recognise that all students are different & therefore will utilise a range of teaching strategies. Our approach to teaching & learning will be centred around the 8 Multiple Intelligences as described by Gardner and higher order thinking using Bloom's Taxonomy. The 20 Productive Pedagogies as identified by the QSRLS will be used as a Teacher self-assessment checklist. Teachers will engage in using effective strategies to ensure the following four dimensions of pedagogy are addressed, those being:

- Intellectual Quality
- Connectedness to the World
- Supportive Social Environment
- Recognition of Difference