

# Curriculum

## Our Curriculum

Gumlu State School is a small school on the lower edge of the Burdekin region of North Queensland. Gumlu State School has adopted an outcomes based approach to planning, delivery and assessment.

The principles of an Outcomes Approach are;

- A clear focus on learning outcomes
- To support the education process (planning, delivery and assessment) for teachers
- High expectations for all students
- A focus on development
- Planning curriculum with learners and outcomes in mind
- Expanded opportunities to learn

## Core Learning

Outcomes from the key learning areas have been mapped into collective thematic foci or ongoing foci. Not all outcomes have been mapped within this curriculum document. In response to the single class environment of Gumlu State School the outcomes have been mapped to facilitate the teaching of learning experiences within a single space that respond to outcome targets for all levels. Planning at Gumlu State allows for thematic foci to be addressed over a two-year cycle. Ongoing foci will be taught continually and may also become a thematic focus within a teaching-learning phase. Due to the specialist nature of LOTE, the LOTE outcomes have not been integrated into this curriculum document.

## Rationale

### Early Phase of Learning

### Middle Phase of Learning

### Learning Community

Gumlu State School recognises the fundamental goal of our teaching is to develop the attributes of the lifelong learner. The attributes are:

Knowledgeable person with deep understanding

Complex thinker

Creative person

Active investigator

Effective communicator

Participant in an interdependent world

Reflective and self-directed learner

&ndash; Gumlu State School, being a small school with the ability to engage its community to a degree greater than larger schools, has the capacity to develop effective learning programs that respond to the individual needs of each student. The curriculum program has been developed to enable learning environments and its underlying planning to assist students transcend through curricula outcome levels of progression at a learning pace appropriate to each student's development. Gumlu State School recognises the isolation factors affecting learning for its students, both within and external to the school environment, and gives consideration to these factors when planning learning experiences. &ndash; Gumlu State School recognises that its students in the middle phase of learning are experiencing physical, emotional, intellectual and social changes different to earlier childhood stages of development and that these changes affect the students' engagement of the learning environment. This may be a stage where students become less enthusiastic about learning and disengage from learning environments. The middle phase of learning also encompasses students' progression from primary to secondary years of schooling. Gumlu State School is committed to creating a learning environment that is understanding of developmental issues and incorporates motivational strategies to scaffold development of 'self' skills and commitment to learning. Gumlu State School also gives priority with 'middle phase' students to preparing them for transition to secondary learning environments. &ndash; Gumlu State School is committed to the delivery of an integrated learning program that incorporates an early phase of learning philosophy. Gumlu State School understands that the early years of schooling is fundamental in establishing a student's philosophy of learning. A student's attitude to learning, their skills in engaging learning environments, and their ability to integrate their understanding of cultural environments with classroom learning derives from early schooling experiences. Gumlu State School adapts its curriculum to the concrete-symbolic cognitive development of 'early phase' students and recognises that each student is individual in how they learn and progress through fundamental literacy, numeracy and learning stages. Gumlu State School is also enthusiastic about the concept of 'learning being fun'. We aim to create learners who enjoy and take pleasure from participating in our school's learning environment.