

Curriculum

Curriculum Overview

An outcomes approach to the Queensland Years 1 to 10 curriculum –

Robina State School uses the Years 1 to 10 Curriculum published by the Queensland Studies Authority (QSA). These curriculum documents are based on an outcomes based approach to curriculum organisation and delivery.

Key features of the Years 1 to 10 Curriculum include:

A clear focus on learning outcomes –

The learning process focuses on the development and demonstration of learning outcomes. Attention is directed towards:

- • What the outcomes explicitly ask students to know and to be able to do with what they know
- • The outcomes that are appropriate for the developmental levels of particular groups of students
- • How outcomes can be used in planning for learning and assessment

Thus, students, teachers, parents/carers and others in the community will be able to share a common understanding of what is expected

High expectations for all students –

Learning outcomes are designed to extend students' expectations of what they will come to know and do with what they know. Continuous learning outcomes provide students with 'signposts' showing where they are heading. Adequate time and support need to be provided so that students may demonstrate the levels of outcomes of which they are capable.

A focus on development –

Learning outcomes are presented in successive levels that represent the expected sequence of conceptual and cognitive development appropriate to each Key Learning Area. For each student there should be a smooth transition from outcomes at one level to outcomes at the next level. Teachers can assist this progression by providing opportunities for self-assessment so that students can monitor their own progress. Consideration needs to be given to the range of developmental differences between students and the ways these differences might be accommodated.

Planning curriculum with learners and outcomes in mind –

Learning outcomes simultaneously provide a framework for planning for learning and assessment. Strategies for assessment are viewed as integral to the planning process. Planning is learner-centred and focuses on providing opportunities for students to develop the necessary knowledge, practices and dispositions to demonstrate outcomes. Any barriers that might limit students or groups of students in their demonstration of outcomes need to be identified and overcome. Teachers can help students to demonstrate outcomes by recognizing the different ways, rates and settings in which learning takes place. Students' backgrounds, interests, prior understandings and experiences need to be valued and included as a basis for constructing new understandings within an outcomes framework.

Expanded opportunities to learn –

Conformity of input does not support an outcomes approach as it is recognised that all students have different learning needs and that students will not necessarily be ready to demonstrate learning outcomes in the same way or at the same time. Teachers provide a range of contexts and multiple opportunities for students to develop the necessary knowledge, practices and dispositions to demonstrate outcomes.

Curriculum offerings at Robina are based on the eight Key Learning Areas.

- English
- Mathematics
- Science
- Studies of Society and Environment
- Technology
- Health and Physical Education
- The Arts
- LOTE