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CURRICULUM

KEY LEARNING AREAS

Education Queensland provides schools and their communities with Syllabus documents from which each school draws its curriculum programs. These Syllabus documents cover the eight Key Learning Areas of English, Mathematics, Science, Studies of Society and Environment (SOSE), Health and Physical Education, The Arts, Technology and Languages Other Than English (LOTE). Beginning in 2012, these syllabuses were updated to align with Australian Curriculum expectations (Curriculum into the Classroom) in the areas of English, Mathematics and Science. In 2013, the Key Learning Area of SOSE will be replaced with the new learning area of History.

ENGLISH

Students are provided with opportunities to study texts, language as a meaning-making system, and literacy as a social practice. The focus on texts involves students in the study of a wide range of written, spoken, visual and multimodal texts for personal, social, cultural and cognitive purposes, and the ways in which texts represent knowledge, values and practices of individuals and groups. Literacy as a social practice involves students in the study of a range of context-specific ways of reading and writing, integrated with speaking and listening, viewing and shaping in order to be active agents in their school and community lives. The new units of work explore the way Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. English values, respects and explores this contribution. The units also emphasize Australia's links to Asia.

MATHEMATICS

Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics uses unique symbolic language that is shared and understood among many people and cultures, and allows clear and concise communication of sometimes complex information. Mathematics provides a framework for problem analysis, interpretation and translation into symbolic forms. Students learn different ways of thinking and reasoning and they learn how to quantify information. Technology supports students' mathematical investigations and enables them to offer reasonable responses when problem solving. It encourages them to be inventive and creative when exploring, analysing and comparing alternative solutions.

SCIENCE

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

HEALTH & PHYSICAL EDUCATION

Students are provided with opportunities to develop the knowledge, processes, skills and attitudes necessary to make informed decisions related to promoting the health of individuals and communities, developing concepts and skills for physical activity and enhancing personal development.

HISTORY

History is a process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is this curriculum takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

TECHNOLOGY

Students are provided with opportunities to develop innovative and practical solutions that meet human needs and wants, capitalise on opportunities and extend human capabilities. When 'working technologically',

students engage in various real-life and lifelike contexts with materials, information, systems and technology practice to create practical solutions that meet identifiable human needs.

THE ARTS

Students are provided with opportunities to develop and demonstrate alternative ways of constructing meaning and understanding in the five distinct areas of dance, drama, media, music and visual arts. Learning in The Arts involves students in varied types of expression and communication. They are introduced to the language, techniques and conventions of the arts areas. Students develop skills in making, presenting and performing with aesthetic awareness and sensitivity in a range of contexts and for a range of audiences. Through reflection on arts experiences, learners evaluate their own work and the work of others. They develop understandings of the social, cultural, historical and economic contexts that shape each arts area. Learners develop their appreciation of personal and culturally shared aesthetic values.

LANGUAGES OTHER THAN ENGLISH

Students are provided with opportunities to develop knowledge, processes, skills and attitudes that allow them to communicate effectively and appropriately in another language. It also enables students to gain access to societies beyond their own and prepares them for the challenges of participating in a global community. Students study Japanese here at Coomera State School.

CURRICULUM DELIVERY

While components of the Key Learning Areas may be taught individually, our school curriculum focuses on Literacy and Numeracy with many other learning outcomes for our students achieved through an integrated approach to curriculum delivery.

If we are to achieve our goal of assisting each child to reach their full potential, we need to provide a quality learning program that is broad in scope and centered on students' needs and interests. It needs to be stimulating and challenging and yet aim to provide every child with the opportunity to gain knowledge and competence in basic skills, experience success and inspire them to become life-long learners. It needs to generate in them an enthusiasm for learning and a desire to understand the world around them.

We recognize that one of the most important skills in life is the ability to live and work harmoniously with others. Therefore, an emphasis on co-operative learning and social skills ensures students have adequate opportunity to grow as individuals as well as learning how to contribute to the life of various groups.

All of the child's experiences, both in and out of school constitute learning and contribute to the development of the individual. We encourage you to take the opportunity to become involved in your child's learning by showing an interest in their work, by helping at school wherever able and by being involved in the processes and programs provided for you as a parent.

BILINBA RESOURCE CENTRE

The school's Resource Centre is open every day for borrowing. Students may borrow two books at any time. Children are encouraged to borrow regularly to help develop library habits and contribute positively to their literacy skills. Children should have a waterproof library bag to help ensure that damage does not occur to library books. As the replacement of books is costly, books lost or damaged must be replaced by the parents of the child responsible.

SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

Children who are in need of learning support receive assistance from their class teacher and may receive additional support from the Support Teacher Learning Difficulties. Support may take place within the child's classroom or at times, the child may be withdrawn from class to participate in individual or small group activities with the Support Teacher.

Students who may need assistance in a range of areas are prioritized through the Special Needs Action Committee which meets fortnightly. Where parents are concerned about their child's progress, discussions should take place initially with the class teacher who may suggest a Special Needs Referral form be completed.

Additional student support may also be provided by the school's Guidance Officer, Speech Language Pathologist, Behaviour Advisory Teacher or other visiting specialists.

Our school has a Special Education Program and Early Childhood Development Program on site and staff provide support for students with a range of disabilities. This support includes the development and implementation of an Individual Educational Plan based on the specific learning needs of the student.

USE OF COMPUTERS

Computers and mobile devices are used extensively throughout the school as tools to enhance teaching and learning across the curriculum areas. The Internet is a major resource for researching learning topics and then as a tool to present high quality work.

Our school subscribes to various websites such as Mathletics, Intrepica, and Lexile and incorporates access to these as part of online learning activities. These are also incorporated into homework activities.

All classrooms have a data projector or Interactive Whiteboard for use in delivery of the Australian and Queensland curriculum areas.

Our school's computer network is based on Education Queensland's Managed Operating Environment. Computers are located in all classrooms and our computer labs are accessed regularly by all classes.

INTERVIEWS

Discussions between parents and teachers with regard to student progress is encouraged. While some of these discussions take place informally, it is desirable that appointments be made with teachers to discuss specific matters.

Formal Parent – Teacher Interviews are offered twice in the school year.



Coomera State School
Dreamworld Parkway Coomera Qld 4209

Phone: (07) 5519 6333

Fax: (07) 5519 6300

Email: the.principal@coomerass.eq.edu.au

Internet: www.coomerass.eq.edu.au

