

Curriculum

Curriculum in our school is led by the Principal and managed by the Head of Curriculum.

Below is an extract from our Bohlevale State School 2009 Curriculum Plan, the full document can be accessed by clicking on the link above.

At Bohlevale State School our curriculum plan aims to provide all students with quality learning through all of the key learning areas. We believe in a whole-school approach to the curriculum which is supportive and well resourced, increases student engagement and enjoyment in learning, and provides opportunities for students to become lifelong learners.

Core Learning

The Essential Learnings and Standards are the basis of all learning experiences at Bohlevale State School. The Essential Learnings cover Ways of working and specific knowledge and understanding in each KLA.

The curriculum plan will:

- provide consistency in learning and teaching across year levels
- help students progressively move through the Essential Learnings
- make sure students goals are achievable and cater for individual needs
- improve implementation of learning experiences
- create and support a team approach to teaching and learning

Results of the curriculum plan will be shown by, students becoming knowledgeable lifelong learners who can think, investigate, create, participate, problem solve, communicate and reflect. In the short term, they will be reflected in the QCAT tasks, NAPLAN testing, diagnostic continua and standards reached by individuals and cohorts.

- Organisation of the curriculum is through an integrated approach of the KLA's with Mathematics and Science being stand alone areas.
- Literacy implementation has been and remains a priority for Bohlevale State School and is acknowledged in the planning and teaching of units. The literacy's within each KLA are also acknowledged through integrated units and remains a priority at Bohlevale to fully imbed the teaching and learning of cross curricula literacy's.
- Mathematics is a priority and implementation of this KLA will continue through to the end of 2009 via the Go Maths program, maths investigations, practicing of maths facts and continual revisiting of keys maths concepts.
- As the school is organised into year level classes, collaborative planning by teachers of the same year level is essential for consistency in learning and the development of students.
- The planning of integrated units is overseen by the Head of Curriculum (HOC), four times a year.
- All year level teachers refer to the trial cluster plan and hold several pre-planning discussions. A teacher is nominated from each year level as the "key author" and is released to fine tune the unit plan with the HOC.
- During the term teachers meet to support each other with the implementation of the learning experiences, moderation of standards and reviewing of planned learning experiences to ensure all students are accessing the curriculum and reaching their potential. Planning as a team ensures the integrated units are diverse and cover the needs of all types of learners.
- Unit plans integrate all the KLA's, where possible, with an emphasis on literacy. Even though the Essential Learnings are split across the grades students who may be above or below the outcome level are catered for with Individual Education Programs (IEP).
- Specific year levels are responsible for the different Essential Learnings and for planning purposes the Essential Learnings are arranged as follows:

Prep Early Years Curriculum including pre-numeracy and literacy skills

Grades 1 - 3 Essential Learnings completed by grade 3

Grades 4 & 5 Essential Learnings completed by grade 5

Grades 6 & 7 Essential Learnings completed by grade 7

- The Essential learnings across all the KLA's are mapped to ensure students are covering all Essential Learnings over a two or three year period. Students in grades 1 & 3 engage in approximately 9 units for the Essential Learnings. Students in grades 4 & 7 engage in 6 units over a two year period for the Essential Learnings.