

Petone Central School Curriculum

A vibrant local place of learning and achievement



Contents

1. Purpose
2. School Vision
3. Principles
4. Values
5. Key Competencies
6. Curriculum Objectives
7. Assessment
8. Reporting
9. Key Content Ideas
10. Review

Purpose

This plan was developed by the Petone Central School Staff in consultation with the school community during 2017 and 2018.

The purpose of this plan is to give guidance on school wide learning and achievement. This school wide curriculum strongly links to the New Zealand Curriculum / Te Marautanga o Aotearoa. This curriculum forms expectations that become the basis for reviewing the quality and effectiveness of our programmes and learning outcomes.

We have ensured that our curriculum is consistent with our school Charter, the National Education Guidelines and the New Zealand Curriculum. Our localised school curriculum also reflects the needs, resources and priorities of our local and school communities.

Curriculum is defined as all of the programmes, activities, events and experiences that take place in our school. This includes the way in which we interact, the materials we use and the environment through which our students learn.

School Vision

‘A Vibrant, Local place of Learning and Achievement’

Through our curriculum programme we aim to nurture the development of talent and creative ability through a balanced exposure to academic, cultural, service, social and sporting opportunities.

The local community of Petone is itself a vibrant area with many resources and connections that we aim to include in our curriculum and programmes so that our students can grow within and develop strong links to this community.

Our community has high expectations. We aim to provide the best education experience for our students, within a loving and supportive community.

As a school we aim to provide the best of programme provision, facilities, resourcing, governance and communication and care that can be attained.

Principles

High Expectations

'The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances' NZC

At Petone Central School:

- > Staff work closely and collaboratively to ensure that all learning needs are catered for.
- > Staff work closely and collaboratively to regularly review and analyse our systems, programmes, events and achievement to continuously refine and improve learning programmes and teacher capability so that our students are presented with the best we can be.
- > Open classrooms, learning expos and displays of work are used to showcase and celebrate our students and their learning. During 2018 we will progress towards digitally sharing student work.
- > Our learning reports to parents focus on the improvements and successes of students learning against their individual learning goals.
- > Students learn to take responsibility for their learning, to take responsible risks, complete work, meet deadlines and demonstrate a positive learning attitude.
- > Students learn and develop positive values and attitudes through regular learning about our school values, also through recognition of demonstrated values around the school via a house points and

respect system.

- > Using a range of thinking strategies, with a strong focus on Habits of the Mind to enable students to achieve higher order thinking and outcomes.
- > Include community resources and representatives in our learning programmes within school and take students out into the local community to develop strong community links and a sense of belonging and learning reciprocity.

Cultural Diversity

'The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.' NZC

At Petone Central School:

- > We understand and respect the different cultures that make up New Zealand society, and the special role of Māori as Tangata Whenua of Aotearoa.
- > We actively plan cultural learning programmes and activities to support student understanding and acceptance of similarities and differences, traditions and beliefs within and between cultures and promote participation in and sharing of culture within the local community.
- > Promote non-racist attitudes and behaviours at all times, with a focus on an inclusive and caring school environment.
- > Recognise that students may need to meet more than one set of cultural and language expectations.
- > Consider and respect the history of the local area and the links to wider New Zealand and beyond.

Inclusion

'The Curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed, and that their learning needs are addressed.' NZC

At Petone Central School:

- > Gifted and Talented students are catered for through curriculum differentiation in all classrooms.
- > Learning support is provided for those students requiring support with a particular focus on numeracy, literacy and behaviour for learning through differentiation in classrooms and through funded support and external programmes of support such as RTLB, RTLit, Special Education, ORRS etc.
- > A balance of structured and choice based learning is provided, particularly in the junior school to cater for a wide range of learning interests and learning styles and to provide easy transition between preschool and primary school.
- > Students are extensively involved in cultural and sporting activities.
- > Student voice is regularly gathered to find out areas we are catering well and those that could be improved upon.
- > A range of assessment strategies and tools are used to inform next learning steps for students.
- > A school wide house and values system helps to promote tuakana-teina, key competencies, values, and inclusivity across the school.

Coherence

'The Curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways for further learning.' NZC

At Petone Central School:

- > Teachers develop students understanding and skills in learning processes such as planning, questioning, researching, thinking skills, analysing, and reporting or presenting. These skills can then be applied to learning tasks, helping students to make links across curriculum and learning areas.
- > Integration and inquiry learning underpins all curriculum areas, particularly Science, Social Studies, Technology and Health.
- > A balance of structured and choice based learning is provided, particularly in the junior school to cater for a wide range of learning interests and learning styles and to help the transition from pre-school to primary school.
- > A senior programme giving opportunity for leadership roles, language learning, technology, camp, careers etc, helps to support the transition from primary school to college.
- > Utilising experts from the community and making links to the local community helps to provide connection and interest to support further learning pathways.
- > Student voice is regularly gathered to find out areas of interest, what we are catering well for and those areas that could be improved upon.

Future Focus

The Curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation.' NZC

At Petone Central School:

- > Teachers take opportunities wherever possible to ensure learning encompasses authentic real-life contexts with particular links to the local community.
- > Teachers promote learning that encompasses a local to global focus.
- > Environment and sustainability are an ongoing focus for our school with the local community becoming involved through gardening and orchard groups, connecting to a local fruit co-op, connecting food production to ongoing use in classes and the wharekai, and recycling programmes.
- > Students are given opportunity to develop leadership skills through service to the school and the community.
- > Broad themes serve as contexts for learning to allow for exploration of future focussed issues.
- > Integration of ICT in class programmes supports future focussed learning. This will be an area of further development in 2018 and beyond with the implementation of the new digital technologies curriculum.
- > Tuakana-teina is developed across the school to provide students with a strong sense of community, overcoming challenges with interactions between a range of groups and relationships and working together for the future.

Treaty of Waitangi

'The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.' NZC

At Petone Central School:

- > All students' are involved in programmes that reflect New Zealand's bicultural heritage.
- > The principles of the Treaty of Waitangi are incorporated in classroom and school wide programmes.
- > Staff have high expectations of all students and staff to grow and acquire knowledge of te reo Maori me ona tikanga and make this a daily part of school life.
- > Our immersion class allows for families to further value the Treaty of Waitangi by enrolling their child in an environment which strongly adheres to the Treaty of Waitangi and strongly develops language and tikanga.
- > Our school wide practices of using karakia at the start of the day, for meals and to end the day, daily waiata and compulsory participation in kapa haka also help to develop and strengthen knowledge and acceptance of the Treaty principles.
- > Welcoming guests to the school with powhiri or whakatau also support the Treaty principles.

Community Engagement

'The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities.' NZC

At Petone Central School:

- > Parent/Whanau meetings are regularly held to inform families of new developments or programmes in the school. These meetings are also a time when parent/Whanau voice can be gathered as feedforward/back.
- > Parents/Whanau, past pupils, current students and staff are invited to offer support in various ways.
- > Connections are developed between students at different levels of the school (tuakana-teina).
- > Connections to the local community are actively sought/developed and included in the school programme (Petone Library, preschools, retirement homes, local shops, local church groups, gardening groups etc).
- > The community is informed of events through the school website, newsletters, texts, facebook and emails.
- > Whanau and the local community are invited to participate in celebrations and special events run at the School.

Learning to Learn

'The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.' NZC

At Petone Central:

- > A range of thinking and learning strategies are specifically taught and implemented in authentic contexts.
- > Students are involved in setting and reflecting on specific goals for their learning.
- > Teachers and students collaboratively develop learning intentions and success criteria.
- > We learn 'Habits of the Mind' skills to support self management and accountability.
- > The 'Restorative Justice' programme is implemented to ensure students learn to act appropriately and solve problems.
- > Teachers in collaboration with students, provide feedback about learning and identify next learning steps.
- > Learning process that can be used for lifelong learning are specifically taught within the school (scientific method, writing process, researching processes, etc.)

Values

'Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.' *'Values are part of the everyday curriculum - encourages, modelled and explored.'* NZC

At Petone Central School:

Students learn key characteristics and values through depicting a 'W.A.R.M' school.

Whanaungatanga

Ako

Respect

Manaakitanga

Through 'W.A.R.M' students are encouraged to value:

Whanaungatanga - Treating self and others as though they are close family with kindness, compassion, caring, inclusivity, cooperation, confidence, and enthusiasm. Connecting with whanau and the community.

Ako - Learning, commitment, strong work ethic, collaboration, tuakana-teina, sharing expertise, taking considered risks, goal setting, thinking and questioning.

Respect - Self manage by showing respect for self, others, and the environment.

Manaakitanga - Being welcoming, inclusive, ethical, kind, and compassionate.

The New Zealand Curriculum requires schools to develop students' learning attitudes and dispositions through the development of key competencies. At Petone Central school we do this through our 'WARM' values along with other class and school programmes.

The most natural way for students to learn is in a safe family/whanau like environment. Our staff work hard to create that safe and family like environment where students feel empowered and are able to take responsible risks in their learning. This is also encouraged through our respect value - respect self, others and the environment. We also value toh local community as part of this, so that students learn a sense of belonging to the community they live in, not just the school they learn in.

We endeavour to actively engage students with what they are learning, determining some of the directions they wish to take in their learning. It is important that students develop an interest and eagerness for learning along with the skills for lifelong learning. We endeavour to make learning interesting and stimulating. We regularly ask for student voice on learning and other aspects of school life so that we can best provide an engaging learning environment.

We aim to work collaboratively in classrooms in order to foster powerful learning connections and interactions. We recognise that learning skills such as negotiating, collaborating, explaining ideas, inclusiveness, cooperation or questioning are just as important as the knowledge being learned.

Key Competencies

'Key Competencies are the capabilities people need in order to live, learn and contribute as active members of their communities. They are critical to sustained learning and effective participation in society and work.' Education Gazette
18/09/06

The key competencies are relevant to all learning areas and activities and underlie everything we do at school and in our lives. The key competencies are:

Managing Self

Language, symbols and texts

Participating and contributing

Relating to others

Thinking

At Petone Central School:

- > The key competencies are integrated into our 'WARM' School values that underpin the beliefs and character of our school.
- > The key competencies are not developed in isolation, but woven into every aspect of our school and learning programmes.

Curriculum Content Objectives

The New Zealand Curriculum

The Petone Central School Curriculum is developed under the guidelines and philosophy of the New Zealand Curriculum along with our local whanau and community priorities.

The New Zealand Curriculum identifies the principles and learning areas for all learning and teaching programmes in New Zealand schools. The principles are based on the premise that the individual student is at the centre of all teaching and learning. It creates a vision of our students becoming lifelong learners who are confident, creative, connected and actively involved. It sets out values that are to be encouraged, modelled and explored and key competencies that are critical to sustained learning and essential to effective participation in society. The Petone Central School Curriculum aims to encompass all of the principles, values and key competencies and learning areas of the New Zealand Curriculum.

Balanced Coverage of the New Zealand Curriculum

Petone Central School's programmes of learning reflect the principles, values, key competencies and learning areas laid out in the New Zealand Curriculum. Learning programmes have specific learning outcomes and intentions based on the achievement objectives of the New Zealand curriculum. Curriculum coverage is planned to ensure all learning areas are included.

Whole School Planning

Petone Central has 12 month plans and curriculum coverage plans that are used by the staff. The plans give guidelines to staff in areas such as long term planning, coverage, assessment, integration and community connection and follow a schedule of review and renewal.

Classroom Planning

Teacher planning includes long term planning developed as a staff, with achievement objectives, timelines and planned outcomes to ensure purpose and good curriculum coverage. From these plans, teachers develop weekly plans for more specific coverage of the learning within each classroom. These plans include learning intentions, groups and more specific information on how the learning will be covered in the classroom each week.

Resources

The curriculum budget is managed annually. Budget needs are highlighted each year and reviewed to receive priority resourcing and development. Budget needs are also checked against the curriculum coverage plans for the year to ensure the best spend.

Assessment

'The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides.' NZC

At Petone Central School teachers gather assessment in a variety of ways, from observation and note-taking to standardised tests. From this information teachers make an OTJ (overall teacher judgement) on where a student is achieving and what the next learning steps are for the child.

We also believe that before deciding to undertake an assessment, there should be a clear purpose for the assessment and that assessments should be matched the learning.

Assessment information is used to:

- > Create appropriate learning experiences for students.
- > Modify teaching programmes as required
- > Provide feedback to students
- > Create next steps for s students learning
- > Improve achievement of students
- > Provide information and evaluate the success of the quality of teaching and learning
- > Evaluate achievement

Assessment Types:

Diagnostic

Diagnostic tests are used at the start of the year and start of a unit of work to inform the teaching and learning programmes. Diagnostic assessments also help to identify across the school, potential talents or needs for extra help. From this target students or groups are identified.

Formative

Formative assessment checks on progress during units of work and helps to identify student understanding. Formative assessment is undertaken using a wide range of assessment activities, from anecdotal notes, work samples, conferencing, oral performance to written tests. Formative comment or feedback can also be given by the teacher either in oral or written form or both.

Summative

Summative assessments are used at the end of a learning unit or end of the term/year to identify what has been learned during the learning unit. These assessments are also used to help provide feedback on how well a unit has been taught and what the next steps might be in the following term or year.

Nationalised

Nationalised assessments are undertaken to compare our students' learning to a national average. These tests are used to identify areas of development for the student and to help teachers to make an OTJ on what level a particular student is achieving at.

Learning Progress Reports:

These are reports that are sent home at the end of terms 2 and 4. These reports aim to share with families the OTJ on the level their child is achieving at, what the next steps for learning are and suggestions on what they family can do to help support the child. Reports will also include comments on the child's achievement in demonstrating the key competencies and values of the school. Copies of the reports are stored in student folders. OTJ's are moderated schoolwide to ensure consistency.

Reporting to Parents

Reporting to parents takes place in a number of different ways from formal documents to informal conversations or sharing of ideas.

At Petone Central the ways in which we report to parents are:

Written Reports

Formal written reports are sent home to parents at the end of term 2 and term 4. Teachers aim to portray as accurately as possible the students current level of achievement and any progress that has been made. Triangulation of assessment data and moderation between staff support consistency of reporting across the school.

Parent interviews and conferences

Learning conferences are held in term 2, following testing and analysis, giving opportunity for students and teachers to share progress and to provide families and opportunity to discuss a child's learning. A written progress report will go home following this learning conference. Final reports go home at the end of the year.

Informal reporting

The school operates on an open door policy and encourages parents to make contact with staff whenever they feel a need. Staff are also encouraged to keep in touch regularly with parents. Regular contact about a child's learning can occur through face to face conversations, phone calls, e-mail, and portfolios of work. The school also has a school wide website, facebook page and newsletter to keep parents regularly updated on school events and activities.

Parent/Whanau meetings

Parents/Whanau meetings are run at least once a term with the whole school community being invited. The purpose of these meetings is to report on events, progress, and learning achievements. These meetings are also use to gather parent/whanau voice on different aspects of the school and learning programmes. This voice is then used to create the schools overarching documents (charter, curriculum, long term plans etc. and to help in our review of systems).

Key Learning Areas

Mathematics

Mathematics is a network of concepts and relationships that are applied to everyday life. They are used to help view and make sense of the world. Mathematics skills are used to analyse and communicate information and ideas and to problem solve a range of practical tasks and real life problems.

Petone Central School aims to develop :

- > A positive attitude and fascination for mathematics
- > Confidence and competence in gaining mathematical knowledge, strategies and concepts
- > An ability to solve problems, reason, think logically transferring new learning into meaningful contexts.
- > Perseverance, and an ability to work both independently and collaboratively.
- > Sharing mathematics by discussing, explaining and reporting.

English

'English is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.' NZC

Petone Central School aims to develop:

- > Effective oral, written and visual communication
- > Students who understand the information they receive from oral, written or visual sources
- > Students who can create meaning from oral, written or visual sources.
- > Students who can access all areas of the curriculum using English skills they have learned
- > Use oral, written and visual sources to communicate their own thoughts, opinions and ideas effectively

Integrated Learning Inquiry/Topic

(Includes, Social Sciences, Science, Health, Arts and Technology)

Integrated learning involves a process of exploration, questioning, making discoveries, and trial or testing the reliability and validity of these discoveries to create new understanding.

Petone Central School aims to develop:

- > Opportunity to pursue learning in authentic contexts
- > Explore, gather, organise and present information in order to see relationships and links between their learning and use these to make sense of the world.
- > Use of higher order thinking skills to develop learning to deeper levels.
- > Understanding of processes involved in lifelong learning and development
- > Effective relationships learning from others and past situations

Languages

All pupils learn Maori language through their classroom programmes. Those in Te Whanau o Nga Rito are learning fully in Te Reo Maori (immersion). All students are also taught some Maori and some Samoan through compulsory participation in Kapa Haka and Pasefika performance/lessons.

Health and Physical Education

The aim of physical education is to provide a range of experiences which will assist in the development of long term, self sufficient physical well-being, fostering self-esteem, mental awareness and social well-being.

Students attend at least three fitness sessions with their classes per week, have at least one Physical Education session a week and have opportunity to attend other competitions or sports team sessions such as cross country, swimming, touch rugby, and athletics. Health is integrated into the Inquiry/topic schedule of learning.

The Arts

The Arts across the school is integrated into the inquiry/topic schedule of learning. Some topics however are taught as stand alone Arts units in order to cover the depth of teaching and learning required. All students are involved in school productions, pasefika dance and kapa haka. Other opportunities to participate in arts groups throughout the year are voluntary.

Technology

Technology across the school is integrated into the inquiry/topic schedule of learning. Students in Year 7 and 8 also attend a session per week of materials and food technology. This is held at Avalon Intermediate School and is taught by specialist teachers.

Science

Science across the school is integrated into the inquiry/topic schedule of learning. Some topics however are taught as stand alone Science units in order to cover the depth of teaching and learning required.

Senior Curriculum

Careers

For 2 hours a week senior students will undertake inquiry/studies about a range of future career options. Students will research skills and attributes needed in those careers, interview those currently in the career and plan out pathways that lead to those careers, including subjects to take at college, and levels and results needed to reach the desired career. Students will also gain experience in the careers studied, either through visitors coming into school to share information and skills or going out into the community to participate and gain experience in those careers.

Leadership

Leadership qualities will be developed through inquiry/studies about leadership and leadership qualities. Students will have opportunity to undertake leadership roles including school hosts, peer mediators, road patrol leaders, environmental leaders, tuck shop leaders, or fundraising and event leaders.

Community Connections

Community connections will be developed through inquiry/studies about community and whanaungatanga. Students will have opportunity to undertake community connections by doing volunteer work in the community, doing performances for others, liaising with other in the community and thanking volunteers and sponsors.

Tuakana-Teina

Senior students will undertake the role of Tuakana. This includes having a buddy from a junior class that they connect with, advise, guide, help and support and do activities with.

Languages

Two languages will be taught in the senior school. Languages chosen may change year to year, based on student interests. Language will be taught weekly.

Technology

Students will participate in Technology classes for two terms each year during year 7 and 8. They will travel to Avalon Intermediate to undertake these classes and to use the specialist technology resources.

Review

The purpose of review is to reflect on and analyse systems, processes, events, teaching and learning and to recognise what has been successful and what could be improved upon going forward. From these reviews, plans should be reworked to include the actions suggested in the review.

There are three types of review in our school:

- > Curriculum - Success of programme delivery, content and assessment data
- > Policy and Procedures
- > Personnel - Staff performance review and development (annually)

Curriculum

Curriculum review includes termly review of achievement data, target students, annual plans, charter, long term/12 month plans, curriculum, term, events.

Policy and Procedures

Policy and procedure reviewed as per schedule.

Personnel

This review will be tracked regularly and will encompass appraisal meetings, observations, professional learning goals and also for teaching staff, teacher evidence against the PTC's as per the School Appraisal Schedule. A final report of this appraisal will be filed annually. Teacher registration will be signed off only if the appraiser deems the teacher competent based on these meetings and documentation. PRT's will follow the same appraisal process, but will have more frequent meetings, tracking and support from a mentor teacher during this process.