



**Cust School
Board of Trustees**

**Curriculum
Plan**

CURRICULUM PLAN

CONTENTS PAGE

- Cust Schools' Mission Statement, Vision, Principles, Values
- Cust Schools' Tips for Success (Key Competencies)
- Curriculum Overview
- Quality Teaching
- Curriculum Plan-
 - Curriculum Delivery-Teaching and Learning
 - Curriculum Delivery-Content and Planning
 - Assessment
 - Reporting
 - Curriculum Review
 - Professional Development
- Curriculum Statements
- Cust School Learning Model Overview
- Children Leading Learning Statement
- Literacy Foundation Statement
- Numeracy Foundation Statement
- Appendix-
 - Planning and Reporting Masters
 - Learning Support Register
 - Running Records
 - Policies - Student Achievement



Curriculum Plan

The purpose of the curriculum plan is to give guidance on the important learning outcomes to be achieved in the school's curriculum, to encapsulate what we do in curriculum at Cust School and to give a statement of expectations that will form the basis for teaching and learning and reviewing quality and effectiveness of student achievement, learning outcomes and programmes.

“BE YOUR BEST”

Our Mission Statement
(Our school's purpose)

Enabling children to be the best that they can be.

CONFIDENT

ACTIVELY INVOLVED

Our Vision

(What we want for our children)

Through our influence, example and efforts we aim to help our children to be skillful, knowledgeable and confident young people who are able to meet the challenges and seek the opportunities life provides.

LIFE LONG LEARNERS

CONNECTED



PRINCIPLES – Foundations of curriculum decision making

The Principles, as stated in the New Zealand Curriculum, embody beliefs about what is important and desirable in our school curriculum. These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

They are:

PRINCIPLE	DEFINITION	CUST SCHOOL ENCOMPASSES THESE BY.....
High Expectations	Students are given the tools and expected to achieve their personal best.	Role modeling, exemplars, benchmarks, goal setting, teacher expectations, behaviour management, conferencing/interviews, teacher-student relationships, strategic targets, celebrating success
Treaty of Waitangi	Having an understanding of the Treaty of Waitangi and students have opportunity to learn te reo and tikanga maori.	Classroom programmes-daily/routines, cultural activities, Marae visits, outside performances, topic integration, staff professional development
Cultural Diversity	Having all cultures embraced and valued.	Classroom topics, newsboard, classroom programmes-daily/routines
Inclusion	Ensuring all students have the opportunity to participate. Catering for individual needs, talents, abilities...	School wide events, sports, special needs programme, speeches, classroom programme, leadership, choir, music, celebrating success, restorative justice
Learning to Learn	Students taking more responsibility for their learning by understanding what, how and why they are learning.	Cust Learning Model (inquiry), leadership, habits of mind, thinkers keys, EHSAS-profess. development, WALTS, reflection, self assessment, critical thinking, modeling, goal setting, peer reviews
Community Engagement	Ensuring parents and the community are actively involved in the school life. Establishing a positive home school partnership.	Pet Day, community events, Jump Jam, Parent helpers, open door policy, celebration of learning, custodian, newsletter, conferences/interviews, assemblies, sports, class trips, FOCUS group
Coherence	Developing life long learners. Transition Between preschool, primary and high school and between subject areas.	Playcentre / high school visits, pre-school meetings, integration of topics / themes
Future Focus	Preparing our students for their future.	EnviroSchools-recycling, litter free lunch, worm farm, leadership, MINT team, assemblies, internet, keys to success, newsboard

VALUES – to be encouraged, modelled, and explored

As a school community working together to achieve common goals

we understand and value each other by:

- Being honest.
- Accepting differences.
- Supporting the efforts of others.
- Having open and effective communication.
- Respecting the principles and partnership of Te Tiriti O Waitangi.
- Encouraging excellence and recognizing effort.

Enabling each child to be the best that they can be is central to our core beliefs.

To ensure that every child is supported in achieving this we will:

Educate the whole person – academically, physically, culturally and spiritually.

Promote a sense of community.

Promote respect for others and for self.

Provide quality learning experiences.

Enable children to learn how to learn

Foster enthusiasm for discovery and learning.

Encourage and model Cust Schools' Keys to Success

These values are expressed in everyday actions and interactions within the school by...

Recognition of Keys to Success
Classroom Posters
Restorative Justice Programme
Leadership for Children (CHILL)
Community Projects
Celebration of Learning
Environment Awards
Custodian / Newsletter
Recognition of sign language

Positive Relationships
Piko – Learning Ambassador
Role Modeling
Piko's Positives
Cust Learning Model
Cultural Events
Open Door Policy
Assemblies
Parent / Teacher Conferences

EXCELLENCE INNOVATION INQUIRY CURIOSITY
DIVERSITY EQUITY COMMUNITY AND PARTICIPATION
ECOLOGICAL SUSTAINABILITY INTEGRITY RESPECT

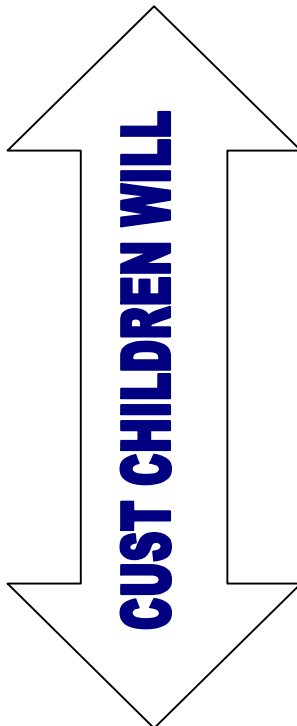
These are the attributes that Cust School values as

TIPS FOR SUCCESS



The Key Competencies are a focus for learning – and they enable learning. They are the capabilities that our students need for growing, working, and participating in their communities and society.

THINKING	RELATING TO OTHERS	USING LANGUAGE SYMBOLS, TEXTS	MANAGING SELF	PARTICIPATING & CONTRIBUTING
----------	-----------------------	----------------------------------	------------------	---------------------------------



At Cust School the children have redefined and made these more meaningful for them by renaming them:

PIKO'S TIPS TO SUCCESS

These will be encouraged and monitored by / through:

- Daily classroom programmes
- Integrated units
- Cust Learning Model
- Numeracy / Literacy programmes
- Goal Setting and Reflection
- School wide focus eg one per term
- Leadership opportunities
- School Celebrations
- Reports – parents / children
- Self / Peer Assessment

<u>T</u>hink	be <u>I</u>ndependent	<u>P</u>articipate	<u>S</u>olve Problems
SET GOALS	RESILIENT	COOPERATE	Be PERSISTENT
USE KNOWLEDGE	ORGANISED	SHARE / CARE	Show EFFORT
COMMUNICATE	CONFIDENT	INCLUDE OTHERS	TAKE ACTION



School Charter
Mission / Vision / Values
Strategic Goals: Students, Learning Community, Operations
Strategic Goals: Action Plan-student achievement

Curriculum Plan
Mission Statement, Vision, Principles, Values, Key to Success
Quality Teaching
Curriculum – Teaching and Learning
Curriculum – Content and Planning
Curriculum – Assessment and Reporting
Learning Areas - statements
Cust Learning Model
Appendix



Unit Plan / Learning Model
* Aim, AO's, School Goals, Key Competencies, ICT Tools, SLO's, Resources, Curriculum Integration, Assessment, Evaluation
* Curriculum Objectives, Learning Intentions, Learning Activities, Key Competencies, Our Toolkit, Curriculum Integration, Assessment

TEACHING & LEARNING

Timetables / Long Term Plans
* what / when
* cross curricular coverage / integration

Class Description
* general overview of class and special features
* identifies learning needs of individuals / groups and programmes (NAG 1:3)
* curriculum identification – strategic plan
* review of student / group achievement and programmes

And Assessment
Purpose of assessment is to improve students' learning and teachers' teaching.

Assessment and Evaluation
* Is ongoing – formal / professional judgement
* Benefits students – feedback / feedforward
* Involves students – self / peer assessment
* Supports teaching and learning goals – understanding of important outcomes
* Planned and communicated – links teaching and learning
* Suited to the purpose – variety of approaches
* Valid and fair – evidence obtained from a range of sources

Record Keeping
Portfolios, Reports and Profiles:
Summary statements of children's learning eg checklists, comments, marks, samples, rubrics, self assessment
Good record keeping is backed by evidence in children's work
Learners Appraisals / Goal Setting

Review
* Report to staff / parents / BOT
On student achievement esp. Literacy and Numeracy
On Non achievers, at risk students, special needs, Maori
On effectiveness of programmes



Opportunities for Success in Curriculum Areas

Teachers at Cust School plan and implement teaching programmes which provide opportunities for all children to succeed in all learning and skill areas, giving priority to literacy and numeracy, especially in years 1-4. Programmes reflect the learning areas and skills outlined in the National Curriculum Statements and are based on developing specific learning outcomes taken from the Achievement Objectives from each statement. Programmes take into account the breadth and depth of learning relating to the needs abilities and interests of the children, and the local objectives highlighted in consultation with the Cust School community. Subjects include Mathematics and Statistics, English, Science, Social Sciences, Technology, Arts, Health and Physical Education and Learning Languages.

Whole School Planning

The opportunity for co-ordinated whole school units, which cover a range of curriculum areas, will be planned by all staff. Contexts and topics will be timetabled through out the school. These units will cover levels one to four of each curriculum area, (above), and will be cyclic in nature. Teachers may at times vary these topics or contexts, but must ensure that the required achievement objectives are covered. These units are likely to be planned and implemented using the Cust Learning Model.

***E.g. 2007 ECO-PIKO - Terms 1/2 Green Theme & Terms 3/4 Piko's Pals
2008 PIKO'S PUKU
2009 PLANET PIKO
2010 PIKO PRESENTS...***

Classroom Planning

Teacher planning will include:

Long Term Plan-which shows curriculum coverage and likely timeframe (completed in advance)

Timetable-which shows likely teaching periods for a typical week

Unit Plans-when planning for group work in Numeracy and Literacy it is expected that a weekly plan which shows the group (and it's members), learning outcome, brief description of teaching and learning and resources be used. For whole class units in any curriculum area it is expected that the Cust Unit Plan Cover Sheet is used - this will be followed by more detailed information regarding the unit. When completing whole school units that follow our theme it is expected that the Cust Learning Model be used (likely to be twice a year).

Planning will reflect the needs of the class as determined by careful evaluation of the assessment tasks completed by the children. Collaboration between teachers is encouraged.

Special Needs

The Class Description, which is completed in Term One, will provide:

An overview of the class

Needs identification-children not achieving, at risk, special needs, Maori children and Special Talents.

These categories are defined on the front of the class description.

Curriculum identification-any areas from the strategic plan or any other curriculum areas needing attention will be identified.

Teachers will state "programmes in place" which will show how we will support and encourage the children to develop the targeted skills and knowledge. Resources to target those children are budgeted annually.

Resources

Budgets are carefully managed by staff, with consultation on purchasing resources. Topics and contexts identified in the school's strategic plan receive priority resourcing and development.

Content Expectations

Literacy and numeracy are given emphasis at Cust School, through priority given in planning and teaching programmes. There is an expectation that these are taught daily, however there is flexibility within this due to integration, timetabling and the needs of the students.

Emphasis will also be given to the identified targets in the Strategic Plan e.g. Basic Facts, Fitness

Children's Bookwork

Maths - In Rooms 3,4 and 5 Maths books will be used for formal recording. Children will use pencil only. Goals for the activity / unit will be clearly displayed in a box or worksheets. All basic facts practice will be completed in the back. Columns will be used as appropriate. Marking will be done in red pen.

Story Writing - All work is to be dated and writing will be completed on alternative lines (Rooms 1/2 only). Children will use a pencil unless they have a pen license. Children will proofread in Rooms 1 /2 in pencil and Rooms 3 / 4 and 5 in black pen. Teacher will mark in red pen.

Handwriting - In Rooms 1 and 2 the emphasis will be on slope and flicks. Children will use pencil only and teachers mark in red. In Rooms 3 and 4 the emphasis will be on sloped linking and transference to other written work. All work will be dated and a pen license will be issued to children where appropriate.

Homework - Homework will include spelling, reading, basic facts and any other homework activity.

Goal Setting

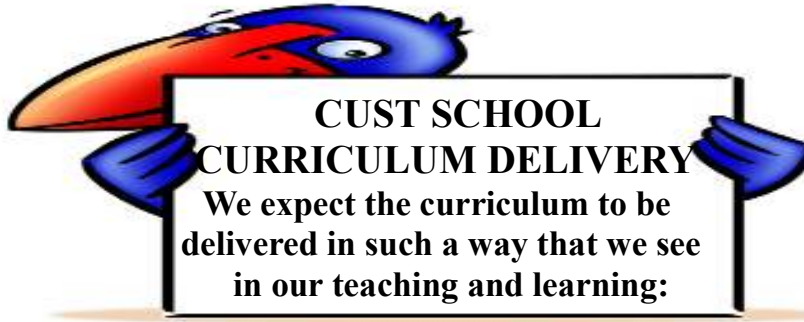
We believe that Goal Setting is an extremely important and powerful part of our school life. Therefore the children at Cust School will be exposed and participate in goal setting in a variety of ways. These goals will be specific, measurable and able to be articulated by the children.

Dependant on the age of the children and the classroom programme these goals will be articulated in a variety of ways e.g. orally, on charts, in books, wall displays, worksheets and individual sheets and vary in timeframes.

These goals will outline the expectations of the children for that given activity and will form a basis for assessment, particularly in providing feedback and next learning steps.

In class we must be able to see individual / group / class goals for foundation skills of reading, writing and maths.

These can also be communicated to parents through the weekly newsletter.



B
A
S
E
F
M
A
R
Z
Z
G
Z
Z
G
R
O
I
T
J
M
A
Z
Z
G

LITERACY

- Children actively engaged in learning and assessment
- Children regularly applying and practicing what has been taught through varied experiences
- Children questioning, being reflective, and evaluative
- Children producing quality work based on clear outcomes of what is expected
- A range of instructional strategies being implemented, where deliberate acts of teaching occur so that learning is focused to meet a particular purpose
- Explicit / clear goals and expectations for activities which can be shared and articulated by children and teachers
- Regular provision for feedback which provides next learning steps
- Effective use of assessment so that teachers can:
 - find out what students know
 - identify students needs
 - decide instructional strategies
 - give feedback
- Well planned programmes and activities where children are grouped and resources effectively used according to children's needs and abilities

NUMERACY

- Children's varied thinking strategies promoted, valued and celebrated.
- High expectations of student's success, which is measured through ongoing assessment.
- Children challenged to think by explaining, listening and problem solving.
- Children encouraged to participate in purposeful communication (discussion and reflection) with class, groups, peers and teacher.
- A classroom environment that is stimulating, positive and supportive.
- Explicit and clear learning outcomes for activities which can be shared and articulated by children and teachers

TOPICS / THEMES

- Children able to identify the purpose of learning / task
- Teachers will focus children on the expectations of the task undertaken, using a variety of methods to check learning
- Teachers will provide opportunities and scaffolding for children to continue building on their first attempts, using goal setting to assist this process
- Teachers will encourage children to reflect on their learning
- Teachers will provide opportunities to give and get feedback /feedforward
- Teachers will provide opportunities for the children to find, evaluate and use information in a variety of forms to create for a purpose (Cust Learning Model)

It is also acknowledged and understood that these elements will be evident

1. Children learn in different ways so programmes will offer a wide range of learning and teaching styles.
2. Classroom environments need to be positive, supportive with well established routines and high expectations
3. Individual needs of the children will be met in a variety of ways
4. Goal setting, with the celebration of achieving these goals is important
5. Equity is reflected by children having access to all learning experiences

QUALITY TEACHING TEACHERS DO MAKE A DIFFERENCE

KEY CHARACTERISTICS OF QUALITY TEACHING AT CUST SCHOOL

Student achievement–use appropriate information to improve future learning, clear expectations and learning intentions to raise student achievement

Innovation–be reflective, ask “How am I going?”

Feedback– provide information on HOW / WHY the child (mis)understands and what to do next to improve

Goal Setting– be specific, challenging and committed to these

Relationships– respect, self esteem and positive regard are valued in interactions

LITERACY

At Cust School we expect to see the following quality learning and teaching indicators occurring within the classes:

Children actively engaged in learning and assessment

Children regularly applying and practicing what has been taught through varied experiences

Children questioning, being reflective, and evaluative

Children producing quality work based on clear outcomes of what is expected

A range of instructional strategies being implemented, where deliberate acts of teaching occur so that learning is focused to meet a particular purpose

Explicit / clear goals and expectations for activities which can be shared and articulated by children and teachers

Regular provision for feedback which provides next learning steps

Effective use of assessment so that teachers can:

find out what students know
identify students needs
decide instructional strategies
give feedback

Well planned programmes and activities where children are grouped and resources effectively used according to children’s needs and abilities

NUMERACY

At Cust School we expect to see the following quality learning and teaching indicators occurring within the classes:

Children’s varied thinking strategies promoted, valued and celebrated.

High expectations of student’s success, which is measured through ongoing assessment.

Children challenged to think by explaining, listening and problem solving.

Children encouraged to participate in purposeful communication (discussion and reflection) with class, groups, peers and teacher.

A classroom environment that is stimulating, positive and supportive.

Explicit and clear learning outcomes for activities which can be shared and articulated by children and teachers.

TOPICS / THEMES

At Cust School we expect to see the following quality learning and teaching indicators occurring within the classes:

Children able to identify the purpose of learning / task

Teachers will focus children on the expectations of the task undertaken, using a variety of methods to check learning

Teachers will provide opportunities and scaffolding for children to continue building on their first attempts, using goal setting to assist this process

Teachers will encourage children to reflect on their learning

Teachers will provide opportunities to give and get feedback /feedforward

Teachers will provide opportunities for the children to find, evaluate and use information in a variety of forms to create for a purpose.
(CUST LEARNING MODEL)

CURRICULUM STATEMENT - MATHEMATICS AND STATISTICS

WHAT IS MATHEMATICS AND STATISTICS

Mathematics is the exploration and use of patterns and relationships in quantities, space and time.

Statistics is the exploration and use of patterns and relationships in data.

WHY STUDY MATHEMATICS AND STATISTICS

Students in every day life will need to -

- Develop the ability to think creatively, critically, strategically and logically
- Learn to structure and organise
- Create models and predict outcomes
- Learn to estimate
- Calculate with precision

SCHOOL GOALS – key concepts that we believe must be taught

- **NUMBER AND ALGEBRA**
 - Calculate accurately – four rules and order of operations
 - Estimate and check reasonableness
 - Understand patterns and relationships - algebra
 - Know basic facts
- **GEOMETRY**
 - Recognise and understand the properties of shapes
 - Describe position and movement
 - Understand and use appropriate units of measure
- **STATISTICS**
 - Collect data
 - Communicate data
 - Interpret data

TEACHING, PLANNING AND ASSESSMENT

At Cust School the expectation is that teachers will demonstrate quality teaching, planning and assessment in Numeracy.

When teaching Numeracy, teachers will use a range of deliberate acts of teaching and strategies and these will give students a broad range of experiences that apply to everyday life.

Number and Algebra will make up 80% of the classes Maths programme.

When planning, teachers will have unit plans and weekly plans. These will show – groups, stages, learning outcomes, learning activities, resources.

A variety of assessment practices will be used – basic facts, Number asTTle, PAT, Numeracy Diagnostic Assessment, Numeracy Stage Checklists, Pre / Post Tests, Learning Outcomes Sheets.

Specific benchmarks for student achievement are outlined in our Maths Folder. These will be reviewed when National Standards are set.

For more detail refer to Numeracy Foundation Folder

CURRICULUM STATEMENT – SCIENCE

WHAT IS SCIENCE

Science is a way of investigating, understanding and explaining our natural, physical world and the wider universe. To develop scientific knowledge, understanding and explanations children need to test, observe, investigate, model and communicate.

WHY STUDY SCIENCE

Students will:

- Develop an understanding of the world
- Learn scientific processes
- Problem solve
- Make informed decisions about science and its relationship with them, community and environment

SCHOOL GOALS

NATURE OF SCIENCE: Through this overarching strand students learn what science is and how scientists work. The skills, attitudes, and values to build a foundation for understanding the world are developed through the following goals:

- **LIVING WORLD**
 - Understand the requirements and life processes of living things
 - Understand how living things are suited and interact with their environment
 - Classify living things
- **PLANET EARTH AND BEYOND**
 - Recognise and understand earths' natural features and resources
 - Investigate the water cycle
 - Investigate various components of the solar system
- **PHYSICAL WORLD**
 - Describe: movement, forces, electricity, light, sound and heat
 - Describe sources and forms of energy
- **MATERIAL WORLD**
 - Observe and describe physical and chemical changes
 - Describe the properties and behaviour of different materials

TEACHING, PLANNING AND ASSESSMENT

At Cust School the expectation is that teachers will demonstrate quality teaching, planning and assessment in Science. These are shown in our quality teaching indicators in themes.

The teaching of Science can be achieved through: distinct /separate science units or integrated studies. Within these units there will be opportunities for children to explore: all the strands, with a particular emphasis on New Zealand, in Living World, a scientific investigation model and potential solutions for issues / challenges science face eg energy.

Planning will be completed through the use of Cust Unit Plans and / or Learning Model. A variety of assessment practices will be used: Formal / informal assessment – rubrics, self assessment

CURRICULUM STATEMENT –ENGLISH

WHAT IS ENGLISH

English is the study, use and enjoyment of the English language and its literature. It is communicated orally, visually and in writing in a variety of text forms, for a range of purposes and audiences.

WHY STUDY ENGLISH

Students will, through Literacy in English:

- Learn to become effective oral communicators
 - Learn to become effective written communicators
 - Learn to become effective visual communicators
- so that they can participate fully in everyday life.

SCHOOL GOALS

- **LISTENING**
Display good listening habits to gain meaning and enjoyment
Use questions to clarify meaning
- **READING**
Demonstrate enthusiasm and enjoyment of a variety of texts
Gather information for a variety of purposes
Read confidently, with understanding, up to an appropriate level
- **VIEWING**
Use and interpret visual messages and images to suit purpose and audience
- **SPEAKING**
Convey a message clearly and confidently in a variety of settings
- **WRITING**
Write regularly, with enthusiasm, for a variety of purposes and audiences
Write with a clear meaning
Write accurately
- **PRESENTING**
Demonstrate a fluent and legible handwriting style

TEACHING, PLANNING AND ASSESSMENT

At Cust School the expectation is that teachers will demonstrate quality teaching, planning and assessment in Literacy.

When teaching Literacy, teachers will use a range of deliberate acts of teaching and strategies and these will give students a broad range of experiences that apply to everyday life.

Specific Learning Outcomes for each level are outlined in Literacy Folder. These goals and outcomes will be integrated in a meaningful way into all aspects of the curriculum.

When planning, teachers will have unit plans and weekly plans. These will show – reading groups, stages, learning outcomes, learning activities, resources.

Priority will be given to Argument Writing and Speeches each year.

Daily Reading will be given to all Year 0-3 children to take home. For older children it will be up to the discretion of the teacher dependent on ability of child.

A variety of assessment practices will be used – STAR, Running Records, Writing Samples, Exemplars, Spelling Tests, asTTle

Specific benchmarks for student achievement are outlined in our Literacy Folder. These will be reviewed when National Standards are set.

For more detail refer to Literacy Foundation Folder

CURRICULUM STATEMENT –THE ARTS

WHAT IS THE ARTS

The Arts are powerful forms of expression, using movement, sound and images, to transform people's creative ideas. They recognise, value and contribute to the lives of all New Zealanders.

WHY STUDY THE ARTS

Students when learning in, through and about the arts will:

- Engage thinking, imagination, senses and feelings
- Connect thinking, imagination, senses and feelings
- Enhance their well being and confidence

SCHOOL GOALS

- **DANCE**
Perform, choreograph and respond to a variety of dances
Talk about and interpret dance movement
- **DRAMA**
Perform, analyse and respond to a variety of drama techniques and conventions
- **MUSIC**
Create, read, listen, record, sing, play , analyse, and appreciate music
- **VISUAL ARTS**
Experiment and explore with a variety of materials to create art
View, respond and appreciate a variety of art work

TEACHING, PLANNING AND ASSESSMENT

Over the course of years 1-8, students will learn in all four disciplines.

At Cust School the expectation is that teachers will demonstrate quality teaching, planning and assessment in The Arts. These are shown in our quality teaching indicators in themes.

The teaching of The Arts can be achieved through: distinct /separate Art units or integrated studies in topics / themes / school wide activities.

Within these units and school wide teaching there will be opportunities for children to specialise in the playing of instruments, singing and art, through the employment of specialist teachers.

There will be opportunities to celebrate and use local resources through musicals and school wide celebrations of learning.

Planning will be completed through the use of Cust Unit Plans and / or Learning Model and will cover all strands throughout the year. Emphasis will be determined by classroom teacher and school wide themes.

A variety of assessment practices will be used: Formal / informal assessment – rubrics, self assessment, self and peer assessment, videos, work samples

There will be two assessments from the Arts in the children's portfolios – annually.

CURRICULUM STATEMENT –HEALTH AND PHYSICAL EDUCATION

WHAT IS HEALTH AND PHYSICAL EDUCATION

Health and Physical Education focus's on the mental and physical well being of students, of other people and of society.

WHY STUDY HEALTH AND PHYSICAL EDUCATION

Students will :

- Take responsibility for themselves
- Contribute to the well being of those around them, their communities, of their environment and of wider society.

SCHOOL GOALS

- **HEALTH**
 - Understand and apply “healthy” choices and decision making eg eating, safety
 - Demonstrate resilience
 - Demonstrate empathy and skills that build and make relationships
- **PHYSICAL EDUCATION**
 - Engage in play, games and sport
 - Develop a range of physical skills
- **HOME ECONOMICS (Year 7/8 only)**
 - Make informed decisions regarding food and nutrition
 - Select, prepare, cook and serve food

TEACHING, PLANNING AND ASSESSMENT

Seven key areas of learning – mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education. All seven areas are to be included in teaching and learning programmes at Cust School. It is expected that we will consult with our communities when developing health and sexuality education programmes.

It is expected that all students will have had opportunities to learn basic aquatic skills by end of year 6 and practical cooking skills by the end of year 8.

Outdoor education programmes must follow safe practice and meet legal requirements.

At Cust School the expectation is that teachers will demonstrate quality teaching, planning and assessment in Health and Physical Education. These are shown in our quality teaching indicators in themes.

The teaching of Health and PE can be achieved through: distinct /separate units or integrated studies. Within these units there will be opportunities for children to explore all seven key areas of learning.

Health topics such as KOS, Dare, Sexuality Ed. will be covered as suggested in our 2 year plan.

Outdoor Education (camps) will be held annually for our Year 5-8 children.

Swimming and Fitness are seen as priorities in our PE programme.

Home Economics will be taught off site through the Technology Programme.

Planning will be completed through the use of Cust Unit Plans and / or Learning Model.

A variety of assessment practices will be used: Formal / informal assessment – rubrics, self assessment.

The following assessments from Health and PE will be in the children's portfolios – swimming, fitness, athletics and one health topic.

CURRICULUM STATEMENT –LEARNING LANGUAGES

WHAT IS LEARNING LANGUAGES

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.

WHY STUDY A LANGUAGE

Students: by learning an additional language and it's related culture will

- Appreciate that languages and cultures are organised and used to achieve meaning
- Extend their linguistic and cultural understanding
- Acquire new skills to live in a diverse world
- Gain access to broader fields of knowledge

SCHOOL GOALS

COMMUNICATION

Speak and write confidently and effectively to an appropriate level

LANGUAGE KNOWLEDGE

Know different purposes of language

CULTURAL KNOWLEDGE

Understand differences and relationships, in and between cultures

TEACHING, PLANNING AND ASSESSMENT

Learning Languages will be part of the Year 7/8 programme.

They will be taught at least one language, other than English, Te Reo and Sign, throughout the year.

For all other classes at Cust School it is not a compulsory part of their classroom programme.

Te Reo and Sign are official languages of New Zealand and will be taught through daily life and deliberate acts of teaching in all areas of the school.

Planning for Languages will be completed through the Cust Unit model and MOE resources will be utilised.

A variety of assessment methods can be used and placed in the childrens portfolios.

(Only Yr 7/8)

CURRICULUM STATEMENT – SOCIAL SCIENCES

WHAT IS SOCIAL SCIENCES

Social Sciences is about how societies work and how people can participate as active and responsible citizens.

WHY STUDY SOCIAL SCIENCES

Students will, through Social Sciences:

- **Engage critically with societal issues**
- **Gain skills and knowledge to participate and contribute to their community**
- **Explore the unique nature of New Zealand society**
- **Understand how society and it's different groups are organised and function**

SCHOOL GOALS

- **IDENTITY, CULTURE AND ORGANISATION**
Understand how different groups function
- **PLACE AND ENVIRONMENT**
Understand the relationship between people and the environment
- **CONTINUITY AND CHANGE**
Understand the past and present and imagine possible futures
- **ECONOMIC WORLD**
Understand their role in the economy

TEACHING, PLANNING AND ASSESSMENT

At Cust School the expectation is that teachers will demonstrate quality teaching, planning and assessment in Social Sciences. These are shown in our quality teaching indicators in themes.

The teaching of Social Science can be achieved through: distinct /separate social science units or integrated studies. Within these units there will be opportunities for children to explore a social inquiry approach, where children can

- **Ask questions and gather information**
- **Explore and analyse people's values**
- **Participate in social action and**
- **Reflect and evaluate wat they have found out and completed**

Newsboard is an effective way of approaching the social inquiry in a daily manner.

Planning will be completed through the use of Cust Unit Plans and / or Learning Model. This will be flexible according to the needs of the children and school community and will make use of local environment and resources.

A variety of assessment practices will be used: Formal / informal assessment – rubrics, self assessment

CURRICULUM STATEMENT – TECHNOLOGY

WHAT IS TECHNOLOGY

Technology is the addressing of needs and recognising opportunities to develop products and systems by using resources.

Technology is influenced by and impacts on people, cultures and environments.

WHY STUDY TECHNOLOGY

Students, through understanding basic technological literacy, will:

Learn practical skills

Develop models, products and systems

Learn about different examples of technology

SCHOOL GOALS

- **TECHNOLOGY PRACTICE**
 - **Recognise need or opportunity**
 - **Develop a plan, model or concept**
 - **Produce a product or system**
 - **Evaluate the product or system**

- **TECHNOLOGY KNOWLEDGE**
 - **Understand how a product or system works**
 - **Understand why a product or system works**

- **NATURE OF TECHNOLOGY**
 - **Describe impact of technology on society**
 - **Describe impact of society on technology**

TEACHING, PLANNING AND ASSESSMENT

At Cust School the expectation is that teachers will demonstrate quality teaching, planning and assessment in Technology. These are shown in our quality teaching indicators in themes.

The teaching of Technology can be achieved through: distinct /separate science units or integrated studies. Within these units there will be opportunities for children to explore: all three strands in an integrated approach or may focus on one / two strands. Year 7/8 technology will be taught through off site specialists.

Planning will be completed through the use of Cust Unit Plans and / or Learning Model and should show how knowledge and skills can be translated from and to other learning areas. The use of the Cust Learning Model (inquiry) lends itself very well to this learning area.

Unit plans should also show evidence of the design process.

A variety of assessment practices will be used: Formal / informal assessment – rubrics, self assessment and will be included in each child portfolio.

CURRICULUM STATEMENT –MAORI

WHAT IS MAORI

Te Reo is the indigenous language of Aotearoa NZ and is a taonga under the Treaty of Waitangi. It acknowledges the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa NZ. Te Reo Maori is a living, dynamic and rich language.

WHY STUDY MAORI

Students, by learning Te Reo, will

- **Participate with awareness in cultural situations**
- **Understand New Zealand identity**
- **Broaden cultural understanding**

SCHOOL GOALS

1. **Greet, farewell and acknowledge people**
2. **Introduce themselves**
3. **Know numbers, days, months and dates**
4. **Communicate personal information**
5. **Communicate about location**
6. **Understand and use simple politeness conventions**
7. **Use and respond to simple classroom language**
8. **Communicate about family**
9. **Communicate about possessions**
10. **Communicate about likes and dislikes**
11. **Communicate about time, weather and seasons**
12. **Communicate about the body and feelings**

TEACHING, PLANNING AND ASSESSMENT

The teaching of the above goals is sequential, that is a child first entering school will be exposed to goal one and as the child moves through the school is exposed to the rest of the goals in more complex forms.

This teaching can be done through distinct units , such as mihi, home, classroom, weather and / or through integration into themes.

In all classes Te Reo will be incorporated into daily routines in a language rich environment.

When planning teachers will emphasise whanau and community engagement.

Planning is primarily the teachers responsibility and by the end of Year 8, children will be working towards Taumata 2 / Level 2. Classroom programmes of work will show this.

A variety of assessment methods will be used – self and peer assessment. There will be at least one portfolio sample each year.

CUST SCHOOL LEARNING MODEL

An Overview of Design, Process and Outcomes

The Building Blocks of Research

Information Literacy is the process in which the learner needs to find, evaluate, and use information in various forms to create for a purpose.

Why inquiry?

- Vehicle for integration of the curriculum
- fosters connected rather than episodic teaching and learning
- Caters for range of learning styles
- Transferable process
- Taps into students' curiosity

IGNITION

Tuning Up
Task Definition

Getting on Track
Questioning

Start your Engines
Locating

ACCELERATING

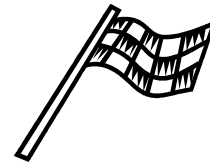
First Gear
Finding Information

Top Gear
So What?
Make a Difference

CHEQUERED FLAG

Podium
Present

Workshop
Evaluate



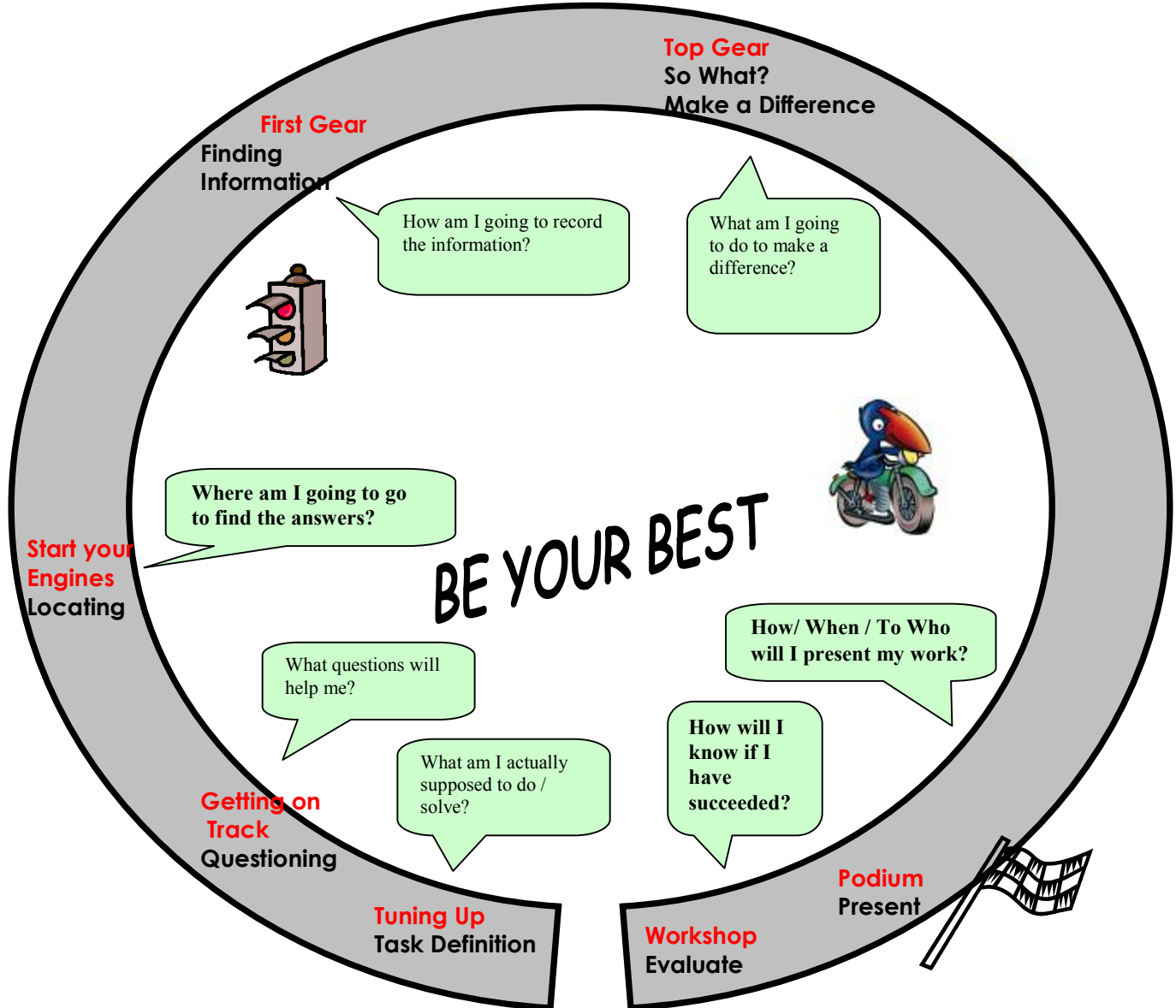
Ignition:	Tuning Up: The Big Question – Task Definition Type here The 'So What' factor
	Getting on Track - Questioning What do we want to find out? What are our key questions?
	Start your engines – Locating Location and access of relevant information. Ensuring access from a variety of sources.

Acceleration:	First Gear – Finding the information <ul style="list-style-type: none"> • Researching, trash and treasure. Collecting information <ul style="list-style-type: none"> • How will we sort it out? • Where can we go from here?
	Top Gear – Information Synthesis <ul style="list-style-type: none"> • How can show what we have learnt? • Can we do anything with this? • What action will we take? So what?

Chequered Flag:	Podium Finish <ul style="list-style-type: none"> • Who are we going to share this with? • Sharing and presenting in an authentic context.
	Workshop: <ul style="list-style-type: none"> • Did we present and justify our ideas effectively? • What sort of a job did we do? • What could we improve on next time?
	Commentary: <ul style="list-style-type: none"> • How was our performance?

PIKO'S RACETRACK TO LEARNING

ACCELERATING



IGNITION

CHEQUERED FLAG

<u>T</u>hink	b<u>e</u> <u>I</u>ndependent	<u>P</u>articipate	<u>S</u>olve Problems
SET GOALS	RESILIENT	COOPERATE	Be PERSISTENT
USE KNOWLEDGE	ORGANISED	SHARE / CARE	Show EFFORT
COMMUNICATE	CONFIDENT	INCLUDE OTHERS	TAKE ACTION

CHILDREN LEADING THEIR OWN LEARNING

WHAT IS CHILDREN LEADING THEIR OWN LEARNING

Children leading their learning are "responsible owners and managers of their own learning process."

Abdullah (2001)

They are in a learning culture where they are responsible for their learning and can:

- set goals, plan, organise and manage projects or inquiries;
- learn independently and collaboratively;
- be resourceful, accessing and processing the information they need for a specific purpose;
- reflect, monitor and evaluate their learning progress and achievement;
- be reliable and resilient.

WHY PROMOTE CHILDREN LEADING THEIR OWN LEARNING

This is best described in terms of the type of learners it develops. The literature and research shows that self-directed learners:

- demonstrate a greater awareness of their responsibility in making learning meaningful and monitoring themselves; (Garrison, 1997)
- are curious and willing to try new things; (Lyman, 1997)
- view problems as challenges, desire change, and enjoy learning; (Taylor, 1995)
- are motivated and persistent, independent, self-disciplined, self-confident and goal-oriented; (Taylor, 1995)
- are more effective learners and social beings. Guthrie, et al. (1996)

Below is a table that shows the four qualities that we at Cust School are endeavouring to encourage, promote and teach – each with a definition of what it means and possible teaching strategies. They are set out in a chronological sequence, however we recognise that there will be children at different stages within year groups.

Resource: Learning For Themselves – Jenni Wilson and Kath Murdoch

CHILDREN LEADING LEARNING

BIG CONCEPTS	DEFINITION	STRATEGIES
<p><u>NOVICE:</u> YR 0-2</p> <p>Goal Setting</p> <p>Self Management</p> <p>Choice</p> <p>Reflection</p>	<p>Begin to verbalise their goals</p> <p>Begin to be organized, work promptly, be on task, work independently (with direction / full support)</p> <p>Begin to choose appropriate developmental activities</p> <p>Begin to make simple reflective comments</p>	<p>Learning Intention Sheets (WALTS) – What am I learning / Why am I learning it / What does it look like – books / folders / walls – daily.</p> <p>Key competency (Sparklers) – focus – class / student / daily / weekly.</p> <p>STAR prompts. Carrels.</p> <p>Developmental – Learning Style Activities. Creativity Time. Must Do's / Can Do's</p> <p>Sharing Time-one on one / group / class. Rubrics, PMI's, 6 Hats, Thinkers Keys</p>
<p><u>APPRENTICE:</u> YR 3/4</p> <p>Goal Setting</p> <p>Self Management</p> <p>Choice</p> <p>Reflection</p>	<p>Begin to set / reset and verbalise own goals</p> <p>To be organized, work promptly, be on task, work independently (with direction when needed)</p> <p>Choose appropriate activities from daily opportunities</p> <p>To be able to make thoughtful comments – verbal, written</p>	<p>Learning Intention Sheets (WALTS) – What am I learning / Why am I learning it / What does it look like – books / folders / walls – daily /unit</p> <p>Key competency (Superstars / Piko's TIPS) – focus – class / student / daily / weekly.</p> <p>STAR prompts. Carrels.</p> <p>Topic / Theme – choices / fitness/ news / reading – must do's / can do's</p> <p>Sharing Time-one on one / group / class. Rubrics, PMI's, 6 Hats, Thinkers Keys. Reflective Diaries / Lesson Reflections / Conferencing</p>
<p><u>PRACTITIONER</u> YR 5/6</p> <p>Goal Setting</p> <p>Self Management</p> <p>Choice</p> <p>Reflection</p>	<p>To set goals, explain how to achieve and prove their goals</p> <p>To be organized, work promptly, be on task, work independently</p> <p>To be able to choose and create appropriate learning activities</p> <p>To be able to make justified comments and identify next step learning</p>	<p>Learning Intention Sheets (WALTS) – What am I learning / Why am I learning it / What does it look like – books / folders / walls – daily /unit. Learner Appraisals</p> <p>Key competency (Piko's TIPS) – focus – class / student / daily / weekly.</p> <p>STAR prompts. Carrels.</p> <p>Topic / Theme – choice of action / outcome. Inquiry Booklet. Creativity Book. Contracts / Group Boxes – Reading / Maths</p> <p>Sharing Time-one on one / group / class. Rubrics, PMI's, 6 Hats, Thinkers Keys. Reflective Diaries / Lesson Reflections / Conferencing / Reflective Journal / Learner Appraisal</p>
<p><u>EXPERT:</u> YR 7/8</p> <p>Goal Setting</p> <p>Self Management</p> <p>Choice</p> <p>Reflection</p>	<p>To be able to identify and set purposeful goals across all curriculum areas</p> <p>To be organized, work promptly, be on task, work independently – confidently</p> <p>To be able to negotiate their learning</p> <p>To be able to make justified comments and identify next step learning - confidently</p>	<p>Learning Intention Sheets (WALTS) – What am I learning / Why am I learning it / What does it look like – books / folders / walls – daily /unit. Learner Appraisals. Learning Journals</p> <p>Key competency (Piko's TIPS) – focus – class / student / daily / weekly.</p> <p>STAR prompts. Carrels.</p> <p>Topic / Theme – choice of action / outcome. Inquiry Booklet. Creativity Book. Contracts / Group Boxes – Reading / Maths. Negotiated Timetables.</p> <p>Sharing Time-one on one / group / class. Rubrics, PMI's, 6 Hats, Thinkers Keys. Reflective Diaries / Lesson Reflections / Conferencing / Reflective Journal / Learner Appraisal</p>

CUST SCHOOL CURRICULUM DELIVERY

ASSESSMENT FOR LEARNING AND REPORTING OVERVIEW

What is Assessment:

Assessment for the purpose of improving student learning is best understood as **an ongoing process** that arises out of the interaction between teaching and learning. **It involves focused and timely gathering, analysis, interpretation and use of information that can provide evidence of student progress.**

Assessment

is a **process** of:

1. selecting/collecting relevant evidence *in relation to ... (the teacher's/school's priority goals for student learning).*
2. interpreting/analysing relevant evidence *in relation to ... (the teacher's/school's priority goals for student learning).*
3. using relevant evidence *for purposes of ... (supporting students' learning ... reporting students' achievement).*

Beliefs: At Cust School we believe.....

1. That the purpose of assessment is:

- To improve learning
- To provide feedback / feedforward and next steps for students
- To provide feedback and report to parents
- To gather data on student achievement for comparisons eg against national norms from standardised tests

2. That quality assessment should be:

Reliable and Varied

The degree to which a test consistently measures whatever it sets out to measure. Results from "form A are consistent with results from form B".

That no one test, measure, or assessment on its own is a sufficient judge of a student's progress and achievement. Use a mix of assessment tasks.

Valid and Purposeful

The degree to which a test measures what it is intended to measure, e.g. intelligence, aptitude, height.

Manageable

Sensible use of time and resources

Fair

Aligned with goals

3. That effective assessment

- Benefits students i.e. next step learning
- Involves students in a variety of ways
- Supports teaching and learning goals
- Is planned and communicated
- Is suited to the purpose
- Is valid and fair
- Avoids duplication

4. That assessment *for* Learning *and ...* Reporting is... “formative in a summative climate”

- | | |
|--|---|
| 1. Being explicit about what is being learned, and what successful learning looks like | 1. Referencing to “big picture” learning goals identified in the school’s curriculum |
| 2. Questioning and dialogue - allowing time for students to consider and discuss, often collaboratively, their answers to oral questions | 2. Having qualities of dependability (reliability and validity) |
| 3. Giving feedback that helps students know where they are at and how best to move forward | 3. Addressing “base” learning (literacy, numeracy) and “rich” learning (learning competencies, attitudes) |
| 4. Informing teaching programmes and practice | 4. Communicating clearly and unambiguously |
| 5. Using self and peer assessment, where students are increasingly able to make good judgments of their own work through understanding and using criteria for quality performance. | 5. Telling where the student is at in relation to expectations appropriate to that student (progressions of learning) |
| | 6. Making judgments from multiple sources of information (not one test) |
| | 7. Describing particular successes, <i>and</i> priorities for moving forward |
| | 8. Having the student engaged in the process. |

5. That **teacher assessment** is essentially an informal activity: the teacher may pose questions, observe activities, evaluate pupils’ work in a planned and systematic or ad hoc way.

However the quality of ALL teacher assessment requires constant reference to pre-determined learning goals *AND* knowledge of what student work should be like relative to particular stages of learning or progress in relation to those goals.

6. That **Learning about how to learn** and the ability to reflect on the adequacy of what one knows is the key to taking steps towards further learning. Research shows that the ability to take effective action results from students being helped to:

- see how to improve their work, by feedback that is non-judgmental
- try to explain things rather than just describe them
- take some responsibility for assessing their own work, finding the errors in their own or a partner’s work
- talk about and justify their reasoning
- understand the goals and the quality of work they should be aiming for.

7. That **student self assessment** i.e. Giving students some role in assessing their learning is central to promote learning autonomy, which would seem to be the most secure foundation to life long learning. A key premise is that for students to be able to improve, they must develop the capacity to monitor the quality of their own competencies during actual performance.

CUST SCHOOL CURRICULUM DELIVERY

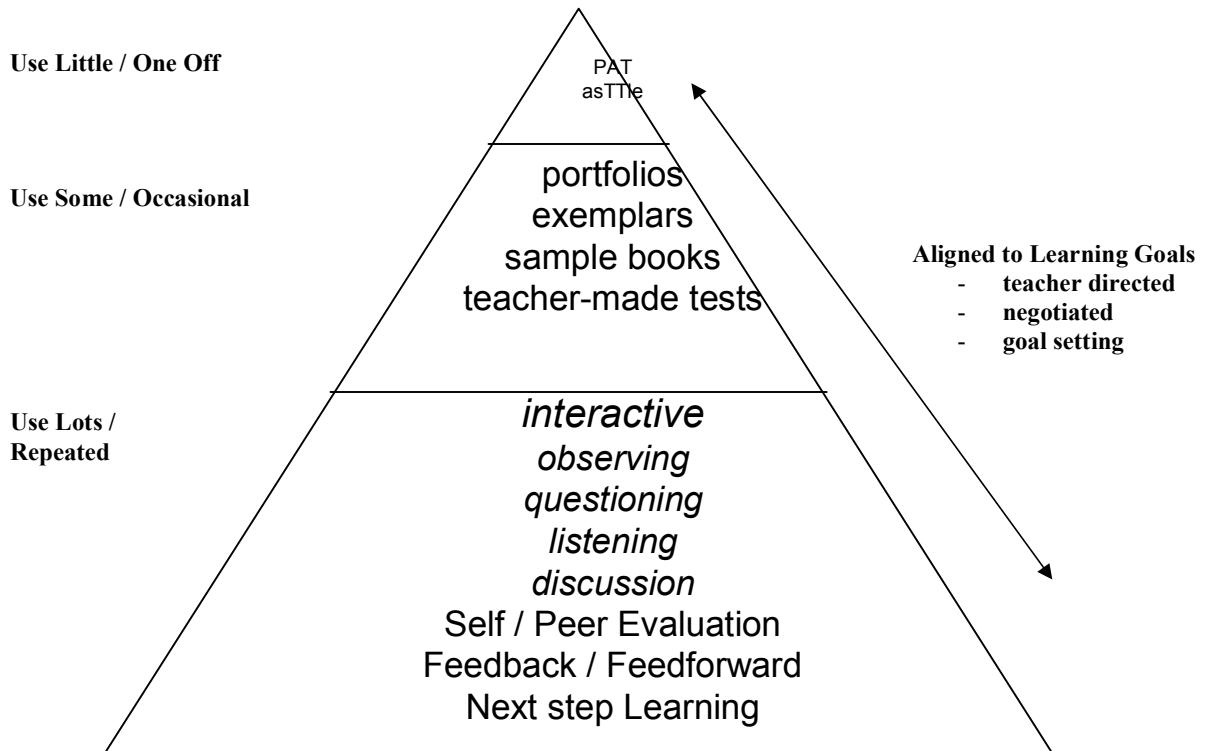
ASSESSMENT FOR LEARNING AND REPORTING PROCEDURES

LEARNING:

WHAT HAPPENS IN THE CLASSROOM

The Healthy Practice Pyramid

Classroom Assessment Information Sources



For **STRENGTH** of information, use multiple *samplings* from multiple sources.

TERM ONE:**MEET THE TEACHER (Week 2/3)**

The purpose of this is for the teacher to lead a general discussion about class expectations, curriculum foci, timetable, special events, homework and goal setting etc.

This will usually be combined with a school BBQ, community consultation evening etc. There will be an opportunity for parents to talk to teachers in an informal manner and there will also be a "question" session before or after the BBQ.

LEARNER APPRAISALS: (Week 3/4)

Students will, with assistance from teachers (initially), set personalised goals in Literacy, Numeracy and Piko's TIPS. This will show the goals, how they will achieve their goals and how they will prove they have achieved them.

THREE WAY CONFERENCES / STUDENT LED CONFERENCES (Week 5)

The purpose of these conferences is to discuss goals setting, learner appraisals, initial achievement standards, social / personal development and special needs etc.

The students will have an opportunity to share their goals in Literacy, Numeracy and Piko's TIPS. Copies will be provided for child, parent / caregiver and teacher.

TERM TWO:**LEARNER APPRAISALS: (Week 1/2)**

Students will reflect on Term One's goals and rest for Term Two. Copies will be provided for child, parent / caregiver and teacher. A copy will also be stored in their portfolio.

STUDENT PORTFOLIOS

Portfolios are prepared and sent home at the end of Term Two and Four

The purpose of the portfolio is to provide parents with samples of work from various curriculum areas taken over the year, inform parents about the type of activities that their child is / has participated in, and give a picture of how the child's work has developed over the school year.

Student Portfolios will include samples of work, as suggested below, with each piece of work providing an explanation of the objectives and learning outcomes and the child's achievement

Student Achievement Summary Sheets and Reports will be placed at the front of this folder.

Suggested Portfolio Samples:

Maths-Basic Facts / Number Assessment (ENP and ANP Stages / Portfolio / Samples of Work / asTTle) / Other Strand samples of work

Literacy-Spelling (Peters / asTTle) / Argument Writing / Speech / STAR / Running Records / Other Writing Samples

Other Curriculum Areas-at least one sample / self evaluation / assessment etc in all other areas. Any unit that is school wide, using the Cust Learning Model, will be assessed and be included in the portfolio.

Portfolio samples should include Learning Goals, teacher evaluation and self / peer evaluation.

Included in the portfolios:

LEARNER APPRAISALS:

Term 2 goals self evaluated and a copy placed in portfolio

STUDENT ACHIEVEMENT SUMMARY SHEET:

Student achievement details from Etap will be placed in portfolio.

Summary should include: Reading, Maths, Writing, Spelling, PAT data.

THREE WAY CONFERENCES / STUDENT LED CONFERENCES

(Week 9/10)

The purpose of these conferences is to discuss / reset goals and report on individual progress for the first half of the year..

The students will have an opportunity to share their goals in Literacy, Numeracy and Piko's TIPS. Copies will be provided for child, parent / caregiver and teacher.

TERM THREE:**LEARNER APPRAISALS: (Week 1/2)**

Students will reflect on Term Two's goals and rest for Term Three. Copies will be provided for child, parent / caregiver and teacher. A copy will also be stored in their portfolio.

TERM FOUR:**LEARNER APPRAISALS: (Week 1/2)**

Students will reflect on Term Three's goals and rest for Term Four. Copies will be provided for child, parent / caregiver and teacher. A copy will also be stored in their portfolio.

PORTFOLIO'S: (Week 9/10)

See above (include Learner Appraisal Reflection Term Four)

REPORTS

Teachers will provide a written report to parents, with the portfolio. This will give a summary of the child's achievement in Literacy and Numeracy, with a comment (next learning steps) in these base learning areas. There will also be an opportunity to provide information on Piko's TIPS, themes and children leading their learning.

THREE WAY CONFERENCES / STUDENT LED CONFERENCES

(Week 9/10)

Optional

TO BE REVIEWED

STUDENT PROFILES / CUMULATIVE RECORDS

Are the school's records of a child's progress over time

Are the records that are supplied to another school when a child transfers

School Profiles will include the following information.

Cumulative Record Card: Fill in

Date, school, sign and tick attendance – if a concern note amount

Achievement Summary Sheet (ETAP)

Teacher sign

Running Record Summary – if reading below 12 years and sample of latest Running Record

Handwriting sample

Writing sample – unassisted edited piece of draft writing

Maths asTTle – student learning pathways

Report – original

SELF REVIEW

BOARD OF TRUSTEES

The principal and staff will:

- Gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement
- To identify students and groups of students who are not achieving, who are at risk of not achieving, and who have special needs, and to identify aspects of the curriculum which require particular attention
- In consultation with the school's Maori community, to develop and make known plans and targets for improving the achievement of Maori students

This information will be gathered throughout the year and reported to the board.

A variety of methods will be used:

Numeracy – basic facts, asTTle number, numeracy stages

Literacy – Peters, BES, asTTle spelling, writing samples, STAR tests and running records

Six Year Nets

Topic evaluations

Surveys

Class Descriptions

COMMUNITY

The above information will be provided to the community through:

Custodian

Newsletter

Community evenings

Celebration Days