**CUST SCHOOL**

**2022 CURRICULUM OVERVIEW**

**SCHOOL THEME:** CREST - TO REACH THE TOP

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| **APPRAISAL**  Encouraging a reflective, highly trusted profession to benefit learners  **Professional Growth Cycle for Teachers**  **Professional growth cycle involves:**  **Two annual professional conversations, usually at the start and end of the cycle**  **Agreement on objectives and their relation to the Standards for the Teaching Profession**  **Agreement on professional learning relevant to the development objective**  **A yearly observation and feedback from this**  **Self-reflection on development objectives**  **An Annual Summary report.**  **PLD**  **PUKETERAKI KAHUI AKO**  **Our vision** is to create a community of learning in the heart of the wider Rangiora District *where learning is engaging, relevant and responsive to the needs of all students.*  **Strategic Goals:**  1. To make the Āhuatanga Whaiaro visible and meaningful in every school.  2. To grow culturally responsive leadership.  3. To engage with our new authentic achievement challenges. | | | |
| **NATIONAL EDUCATION AND LEARNING PRIORITIES – CUST SCHOOL**  **STRATEGIC GOALS** | | | |
| **NELP PRIORITIES**  **Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy** | **NELP PRIORITIES**  **Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures** | **NELP PRIORITIES**  **Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying** | **NELP PRIORITIES**  **Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning** |
| **ASPIRATIONAL TEACHING AND LEARNING**  By promoting best practice, providing high quality programmes and creating an innovative learning environment our children and staff will aspire to be their best, and realise their potential.  *Ako: Practice in the classroom and beyond* | **A CULTURE OF COLLABORATIVE RELATIONSHIPS**  At the heart of, and integral to our community, our school will be safe, welcoming and inclusive;  respecting traditional and cultural values, responding to needs, building reciprocal relationships,  valuing connection and encouraging contribution.  *Whanaungatanga: Relationships with high expectations*  *Tangata Whenuatanga: Place-based, socio-cultural awareness and knowledge* | **SELF-MOTIVATED, POSITIVE AND RESPONSIVE CITIZENS**  **We will develop and demonstrate confidence, positive wellbeing, resilience and inclusiveness through respect, kindness, caring, creativity, and critical thinking to learn, lead and contribute to our world.**  ***Manaakitanga:*** *Values – integrity, trust, sincerity, equity* | **HIGHLY RESPONSIVE TO OPPORTUNITIES AND CHALLENGES**  **By embracing being creative, innovative, flexible and agile, our school will be able to future proof and encourage risk taking.**  ***Wänanga:*** *Communication, problem solving, innovation* |
| Create “Digitally Capable” individuals. | Further develop a school curriculum and learning experiences that allows us to utilize community resources and opportunities. | Effectively monitor the “wellbeing” of our students, staff and whanau and promote a range of practices that develop a strong sense of belonging and wellbeing. | Ensure we are responsive to opportunities and outcomes, so we can offer teaching, learning and leadership which equips our learners / ākonga, school and community with an understanding of:  \*Identity / belonging / culture |
| **SELF REVIEW (BOT)**  Āhuatanga Whaiaro - Our Valued Attributes  **KNOWING: Connected Curriculum KNOWING: Connected Curriculum BEING: Wellbeing BEING: Cultural connectedness, Belonging,**  **DOING: Exploration DOING: Exploration** | | | |
| GOAL: CREST  TO INVESTIGATE THE DIGITAL CREST CHALLENGES  HOW…  [123Tech](https://123tech.nz/) **is New Zealand’s exciting digital challenge for school students** built around the successful TechHub Challenge. | GOAL: CREST  TO EXPLORE IN PRIMARY CREST  (CReativity Education in Science and Technology)  HOW…  [Primary CREST](https://www.royalsociety.org.nz/what-we-do/funds-and-opportunities/crest-awards/primary-crest/) is a series of inquiry activities based around a common context and which are led by the classroom teacher.  [SCIENCE LEARNING HUB](https://www.sciencelearn.org.nz/topics) | GOAL: CREST  **TO UNDERSTAND AND MODEL CONCEPTS OF STUDENT WELL BEING**  HOW…  **EXPLORING TOPICS SUCH AS…**  **Courage /** Responsibility / Respect **/** Empathy **-**Sensitivity / Synergy **/** Teamwork | GOALS: CREST  **TO UNDERSTAND AND KNOW CONCEPTS OF IDENTITY/BELONGING/CULTURE**  HOW…  TO ENGAGE WITH, AND IMPLEMENT PUKETERAKI LANGAUGE ACQUISITION  PLAN   1. [Mātauranga Māori](https://www.sciencelearn.org.nz/topics/m%C4%81tauranga-m%C4%81ori)   Constellations - Matariki / Reptiles / Rivers  Ecology (Conservation) / Sustainability /  Te Repo (Wetlands) / Trees |
| MATHS – POWER, PASSION, PACE  WRITING – EXTENSION  Kahui:  Neuroscience of Reading / Tools to support Engagement  Transitions Yr7-10 | ENGAGEMENT – BOREDOM?  Kahui:  Engagement – Teacher Practice Survey | **SEXUALITY – YEAR 5-8**  **Kahui: Well Being** | AOTEAROA NEW ZEALAND'S HISTORIES<https://ssol.tki.org.nz/Aotearoa-New-Zealand-s-histories> **Kahui: Cultural connectedness**   * **Local curriculum resource**  Te reo acquisition plan |
| **2022 School Goals**  **(refer to Charter for more detail on how / actions)**  **Cust School – Strategic Direction**  ***BE YOUR BEST***  In order to meet our Strategic Vision, we focus our strategic planning in four main areas:   * **ASPIRATIONAL TEACHING AND LEARNING** * **A CULTURE OF COLLABORATIVE RELATIONSHIPS** * **SELF-MOTIVATED, POSITIVE AND RESPONSIVE CITIZENS** * **HIGHLY RESPONSIVE TO OPPORTUNITIES AND CHALLENGES**   These incorporate the National Administration Guidelines. | | | |
| **CUST SCHOOL ACHIEVEMENT TARGETS:**  **TARGETS:**  **ENGAGEMENT:** We challenge ourselves to lift the “engagement” of our students in the Year 5-8 age cohort from 3.2 (using EPOCH survey) to 3.7  ***EPOCH Survey EOY 2021: 3.2 (with an average score 63 in Me and My School)***  ***2022: 3.7 average score using EPOCH Survey (with Behavioural Aspects of Me and My School)***  **\*\*ENGAGEMENT**  T&S Practices Survey  - Senior Leadership strand  (NZCER have suggested a model with timeframes for 2022 - end of T1 pre-survey workshop, survey T2 with follow up kahui data workshop then offer to support individual schools with their analysis and action planning)  **WRITING**  **We challenge ourselves to lift the achievement of our boys achieving above the Cust Expectation in regards to Curriculum Levels for Writing from 9% in 2021 to 20% by the end of 2022.**  ***Writing: EOY 2021 9 % of boys achieving above Cust Expectation in regards to Curriculum Level for Writing.***  ***2022: 20% achieving above in Year 5-8 cohort***  **“As a first step to improve boys’ achievement we need to ensure that they are engaged in, and excited by, their learning.**  **Utilise Kahui Ako - Junior School Language Tookbox**  **Written English Exemplars from Puketeraki Kahui Ako Students - Levels 1-5**  **MATHS:** **We challenge ourselves to lift the “confidence” of our children in Maths, with a particular focus on our Year 7/8 cohort.**  ***Maths: EOY 2021 Confidence of Year 4-8 using asttle - confidence indicators was 2.9 and 85% in the Year 6/7 cohort were at or above***  ***2022: Target – attitude all groups 3+ ( Motivation – Maths) and Year 7/8 90% at / above***  **See Long Term Plans** | | **Puketeraki (Rangiora) Community of Learning**  Our Learners, Our Community, Our Future  **Our vision is to create a community of learning in the heart of the wider Rangiora District *where learning is engaging, relevant and responsive to the needs of all students.***  **Puketeraki’s approach** is to build teachers’ individual and collective capacity to attend to the needs of every student. This approach is based on our community sharing the educational processes that are currently working well, valuing **‘the best of what is’**, engaging in dialogue about **‘what should be’**, and envisioning processes that will work well going forward, **‘what will be’**, across the community.  Strategic Aims:  **COMMUNICATE**  **Build a communication network that supports quality teaching and learning.**  **COLLABORATE**  **Promote collaborative practice and the professional development of all teachers**  **CREATE**  **Support innovative practice, procedures, systems to continue to develop quality learning environments across**  **the Kāhui Ako.**  Strategies:  **To make the Āhuatanga Whaiaro visible and meaningful in every school / centre.**  **To grow culturally responsive leadership.**  **To engage with our new authentic achievement challenges.**  **Target A(1) Goal: To move Me & My School Engagement Scale scores from 55-65 to 65-75+**  **Target A(2) By 2023, all schools will have formally adopted Āhuatanga Whaiaro (our valued learner outcomes) into their school reporting systems, with clear evidence of a school system for tracking and reporting progress.**  ***Target B(1)- To lift the attendance (including explained or justified) for all students to above 95%.***  ***Target B(2) - To achieve 25% better than current national feedback on selected questions from the Teacher Workplace Survey.***  **Target C(1) To lift the achievement for all Y1-10 learners within our kahui ako in reading to 85% at or above curriculum expectation and to reduce the variance between schools from 34% to below 20%.** | |
| **Straight Year 6 class – which will be more involved in the “senior school” – extending those children who need to be and role modelling expectations of senior children**  **Year 7/8 split classes – a number of factors influenced this decision, however be assured that these classes will run “parallel programmes.” Both number 2 and 3 will be “supported/maintained/sustained” by Mrs Bell in Literacy and myself in Maths.**  **Support for the junior reading programme will once again be provided. Reading is a priority and we made significant progress this year, so want this to continue** | | | |