

A Curriculum Contextualised for Ponsonby Primary

All Learners at Ponsonby Primary are Pegasus Fliers.

Pegasus Fliers care about other people in the world and they care about themselves.
They love learning. They challenge themselves to be the best they can be.
They are resilient. Pegasus Fliers are STEADFAST and TRUE.

Kia u, Kia Pono



Ponsonby Primary School Curriculum Implemented January 2010/ Reviewed 2015

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13. Each board of trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

The New Zealand Curriculum's principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum. (Gazetted: 4th February, 2008)



The Ponsonby Primary School Curriculum design should allow teachers the scope to make interpretations in response to the particular needs, interests, and talents of individuals and groups of students in their classes. It involves considering the specific needs of the community in educating their children.

Consultation Statement

Over 2014/15, the families, staff and students of Ponsonby Primary defined the school's purpose. They determined the values and competencies specific to the school's context. The following statements from the families, students and staff are integral in supporting both the vision and values of the school.

Pegasus Fliers by the end of 6 years at school are:

Creative and forward thinking learners.

Strong relationship builders.

Enthusiastic but also persistent achievers.

Students who can articulate and celebrate their personal learning success.

Inquiry focussed learners and thinkers.

ICT capable global future -focussed citizens.

Known to strive for personal bests - to be as successful as they can be within a high expectation framework.

They love to come to school and feel part of a family. Personal well-being

Parents /caregivers and teachers want all children at PPS to experience:

High quality teaching and learning within innovative learning environments using up- to- date informed pedagogy.

Challenge and competition focussed on developing children personal resilience and team work. The school provides opportunities to compete in a range of competitions.

Engagement in learning that is differentiated to their learning needs.

Feeling successful and believing they are a happy learner. Inclusive education to include cultural awareness.

Opportunities to experiment and take risks within a supportive learning environment.

Opportunities to learn and grow leadership.

The school community believes:

All children can learn.

Quality teaching is child centred and personalised within a clearly defined expected set of learning outcomes to include National Standards.

Positive whanau/family support and participation in a child's school life is imperative in the enhancement of learning.

All children are entitled to learn in and enjoy a safe and motivating learning environment at PPS.

Children build independence and self- management skills over time.

Manaakitanga (integrity), pride, respect and responsibility are implicit in the teaching and learning programmes.

What the family is responsible for.

Love encouragement and commitment to care.
Building strong positive morals & values in their children.
Teaching children good behaviour, manners and basic respect.
Creating families/homes that are safe, happy and supportive places.

**The values our community believes in:
Respect; Trustworthiness; Empathy; Personal Bests**

Every staff member is responsible

Supporting high quality inclusive learning.
Knowing the children and their learning needs...
building strong interpersonal relationships.
Nurturing children and fostering their talents.
Providing opportunities for every child to feel successful

New Zealand Curriculum VISION

Children in New Zealand will be creative energetic and enterprising. They will be given opportunities. They are required to recognise and accept cultural diversity.
They need to be equipped to live full and satisfying lives

Ponsonby Primary VISION

Students at Ponsonby Primary will be educated to meet the NZ curriculum and also be **Steadfast and True**. They will be encouraged to value themselves and build their capacity as **Pegasus Fliers**.

Confident

This means learning needs to help them become:

Positive in their own identity
Motivated and reliable
Resourceful
Entrepreneurial
Resilient

Connected

This means learning needs to help them:

Relate well with others
Use communication tools effectively
Be members of communities
International citizens

Actively Involved

This means learning needs to help them become:

Participants in a range of life contexts
Contributors to the well being of New Zealand

Lifelong Learners

This means learning needs to help them become:

Literate and numerate
Critical and creative thinkers
Active seekers and users of knowledge

**A Ponsonby learner is a Pegasus Flier.
Students are involved in their learning.**

To develop the whole person the curriculum encourages

- Creativity
- Confidence
- Forward thinking
- Relationship building

Ponsonby students believe in themselves.

They know what it means to challenge their own thinking and to value and respect differences.

The school community supports developing students committed to personal excellence and self discipline. Every child will be encouraged to be a self directed learner both through the home and school.

Learning does not just happen at school. Ponsonby learners learn through family, school and community involvement.

The big vision is that students from Ponsonby Primary will become lifelong learners with a passion for new understanding and personal development. They will be Steadfast and True.

New Zealand Curriculum VALUES

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

Ponsonby Primary VALUES

Our values act as a guide to the behaviour and actions our community and families desire in good citizens.

The NZ Curriculum's values **should be evident** in the school's philosophy, structures, curriculum, classrooms, and relationships. Each Board **must develop and implement a curriculum in which the values are encouraged and explored by the students.** (Page 44 NZ Curriculum)

Students will be encouraged to value:

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically

and to **respect** themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community.

The core values acknowledged by the parents, children and staff of the school (in 2008) and reviewed in 2015 include all the elements of the New Zealand Curriculum.

However, 4 key values are identified for Ponsonby Primary to focus on:

RESPECT

Children need to respect themselves, others and their environment. Care about what makes each person different. Care about our world's future. Be a good friend.

TRUSTWORTHINESS

Children need to understand what it means to be honest and have integrity. They need to understand what it means to be just and fair.

EMPATHY

Children need to act with people in ways that make them feel valued and cared for. Graciousness and politeness are integral to being empathetic.

PERSONAL BESTS

Children need to try hard at school. They need to develop persistence and independence and organisational skills. They need to know how to be resilient. They need to want to do well and know they will be appreciated for their efforts.

The New Zealand Curriculum PRINCIPLES

Ponsonby Primary School Curriculum PRINCIPLES

Each Board of trustees through the principal and staff is required to develop and implement a curriculum underpinned by the principles of the New Zealand Curriculum (Pg. 44 NZ Curriculum)

All curriculum should be consistent with these eight statements:

High expectations :

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

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 Māori me ōna tikanga.

Cultural diversity

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

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.

Learning to learn

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

Community engagement

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

Coherence

The curriculum makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future focus

Exploration of such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Ponsonby Primary School's principles incorporate those espoused through the New Zealand Curriculum. As well, the four PPS principles on this page help guide teacher practice.

EXCELLENCE

Teachers, children and parents believe in excellence. The school uses formative assessment practices to move children to the next steps in their learning. Learning to learn is paramount and a school priority. The culture of the school is one where excellence in all things is encouraged and valued. Children understand what it is to have personal pride.

TREATY OF WAITANGI

All persons are treated with respect as New Zealanders, no matter their race, religious or cultural background. The special place of Maori in the community is recognised and valued through Kapa Haka, Maori language inclusiveness and cultural EOTC involvement. The school encompasses the notion of inclusiveness.

RECOGNITION OF LEARNING NEEDS

Each child is treated as an individual with their own needs. The school has a strong intervention and gifted and talented programmes. Within each classroom differentiation according to need is the norm. Children's cultures are recognised and celebrated.

COMMUNITY

ERO made this comment in 2015.

Ponsonby Primary School is a high performing school and continues to provide students from Year 1 to Year 6 with a variety of rich learning opportunities. The school's active promotion and support for the wellbeing of all students impacts positively on their engagement and learning. The school tone is vibrant and staff, students and families are very proud of their school.

The New Zealand Curriculum

COMPETENCIES

Ponsonby Primary School Curriculum

COMPETENCIES

Legal responsibility is for each Board of trustees through the principal and staff to develop and implement **a curriculum that supports students to develop the key competencies.** (pg 44 NZ Curriculum).

The New Zealand Curriculum identifies five key competencies:

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.

Using language, symbols, and texts

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.

Managing self

Students who manage themselves are enterprising, resourceful, reliable, and resilient.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts.

Participating and contributing.

This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action.

The Pegasus Flier identifies students at Ponsonby growing these competencies. Students are expected to:

Participate and Contribute- Whai wahi atu

Students participate and contribute by:

being involved, taking on leadership.

Giving things a go then sticking to them.

Working cooperatively.

Listening to others.

Communicate- Korero

Students communicate through languages, symbols and texts.

Students use communication in all its forms: movement, voice, text, ICTs, to communicate ideas and thoughts to others. They will develop an understanding of how to interpret others' ideas.

Manage Self - Pono

Students management of self involves:

learning independence, being organised, honesty

Self care and self discipline.

Showing loyalty and friendship.

Trying their hardest and value of self

Children need to understand how to speak and act calmly when they are annoyed. They need to do what is expected without being watched. They need to learn timeliness and structure in their lives.

Develop their Creativity-Auaha

Students develop their creativity through:

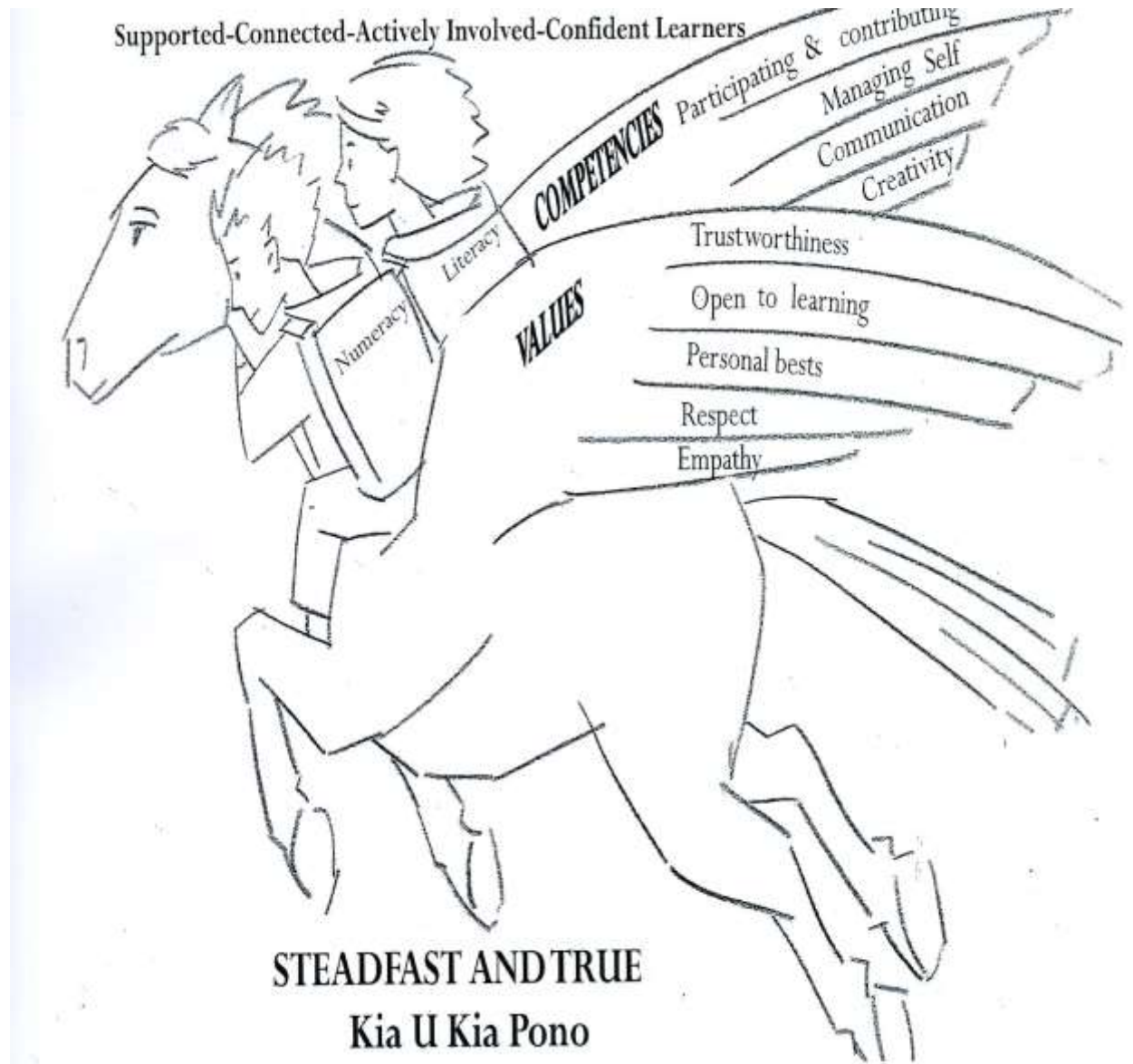
developing their original ideas. Using imagination and innovations. Using literacies, the arts and thinking to make, shape, and create something original.

Be open to Learning-Ako

Students learn through:

being reflective, setting goals, building thinking skills.

A PEGASUS FLIER



**A Pegasus Flier aims to do their best.
A Pegasus Flier strives for excellence.**

THE NEW ZEALAND CURRICULUM

Pedagogy

PONSONBY PRIMARY SCHOOL CURRICULUM

Pedagogy

Research and practice tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching–learning relationship.

The teachers at Ponsonby Primary support children:

Learning to know

Learning to do

Learning to be

And knowing how they know and what to do to improve their learning further.

The collective belief is that learning needs to take place in authentic contexts. It needs to provide a sense of excitement and sometimes fun. It needs to challenge students. It also needs to be well articulated as to why students are learning. Students need to know how well they are doing with their learning and what their next steps should be. The School Curriculum learning areas are fully articulated through the New Zealand Curriculum (NZC)

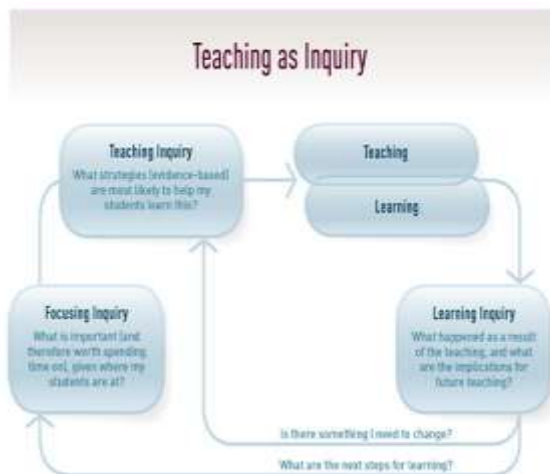
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

The New Zealand Curriculum is a framework within which Ponsonby Primary develops the detail for programmes and approaches to learning to address the particular needs, interests, and circumstances of the school's students and community. Our school shapes and presents our curriculum in ways that reflect our context.

National Standards came into effect in 2010. The standards set expectations that students need to meet in reading, writing, and mathematics in the first eight years at school.

Ponsonby Primary uses inquiry approaches in the teaching and learning programmes.

All elements of *The New Zealand Curriculum* are woven together in the teaching and learning programmes, to create a coherent whole and to ensure the needs of all PPS learners are met.



Teaching, Planning, Assessment and Resourcing at Ponsonby Primary

Planning

Planning is relevant to the class or students in a group and individuals. It involves school wide annual overviews. The three syndicates develop in their teams, year overviews, term overviews, curriculum learning plans and individual education plans. The class room teachers are then responsible for their day to day planning. Teachers individually and collectively analyse data and evaluate units of work. This evaluative process informs future planning. The school assessment handbook guides the collection and review of student data.

Teaching Methodology

There are a range of teaching, learning styles and approaches to meet the children's needs:

Individual

Small groups

Whole class/ across school

School wide e-learning programmes

Children inquiring into areas of interest

Each teacher differentiates the learning to meet student needs based on:

Academic and physical abilities

Social capability, and

Cultural diversity.

All teaching is student centred and follows the protocols of 'Assessment for Learning' which includes:

Goal setting and identifying learning steps

Reflection

Conversations about the learning process

Co- construction by children (supported by teachers) setting their goals and next learning progressions.

Learning Approaches

Learning is flexible. School improvement and review is based on research and evidence.

Learning is authentic and relevant to the needs, year level, school and community.

Learning provides both challenge and enjoyment.

The school acknowledges and utilises the strengths and capabilities of individual teachers and members of the community. The school acknowledges and utilises the strengths and capabilities of the students.

Assessment For Learning (The school is an AFL school)

Assessment informs the teaching and learning programmes.

Assessment tools are selected on the basis that they are useful, relevant and provide valid information.

Assessment data supports children understanding the 'where to next steps' in their learning.

Teachers use assessment data and experiences to initiate conversations about each child's own learning.

Assessment data provides parents, students, teachers and the Board with school wide trends, individual learning pathways and for identifying students' needs.

Formative assessment (informing data) is the method of assessment used by all teaching staff in their day to day practices.

Biannually summative data (end point data) is collated and reported to families through conferences with students/led by students and written reports.

School wide learning Charter targets evolve from the assessment data collected over a year.

Resourcing For Learning

The school has an ongoing commitment to ensuring that sufficient investment is made to build current, quality and pertinent resources across all curriculum areas.

A priority area is the the development of high quality flexible learning spaces and e-learning capability.

Reporting to Parents

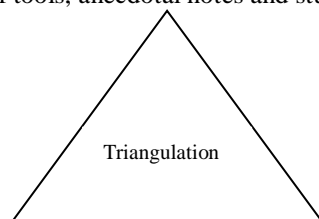
The school website outlines the termly reviews of learning for families. Talking about learning is a partnership focus for all staff/families.

<http://www.allteams.co.nz/ponsonby-primary-school/school-reports-and-explanations2/>

New Zealand uses overall teacher judgements to determine where children sit against National Standards. They use a raft of tools, anecdotal notes and student voice to make decisions around summative results.

Normed data

EAsTTle; PAT
6yr net
ARBs



Student evidence:

Probe, running records, star tests, Book work, Portfolios, Gloss
Pupil voice- children are expected to articulate their learning. Teachers must consults with children around learning needs.

Overall teacher professional judgement

School Wide Intervention Philosophy

FACES to the DATA. Every child with an identified need is reviewed for opportunities for support and monitoring. Staff use assessments and teacher's analysis of data to support the intervention programmes. Staff and families work alongside outside agencies ensuring that our children receive the specialised help that is accessible and that they require.

We believe that learners who have been identified as requiring intervention need a structured multi sensory approach that is tailored to a child's particular needs.

Gifted and Talented Identification and Learning Philosophy

The New Zealand National Administration Guideline number 1 states:

Each board through the principal and staff, is required to foster student achievement by providing teaching and learning programmes and assessment practices that incorporate the NZ Curriculum.

The expectation is for schools to provide opportunities for students to realise their full potential. Schools under this legislation are required to meet and show that the needs of gifted and talented learners are being met.

Thus, Ponsonby Primary's commitment to provide resourcing and programmes for this band of recognised learners at Ponsonby Primary. Within the NZ Curriculum Framework, students' talents are recognised, affirmed with the aim of experiencing a curriculum that engages and challenges learners to achieve personal excellence.

School-wide Enrichment Philosophy

The school believes in the importance of providing challenging, creative, and varied enrichment opportunities that captures the children's passion for learning. These enrichment opportunities develop the whole child and give them opportunities such as music that last for their whole life.

Teacher's skill, passion and expertise are recognised and staff at Ponsonby Primary are encouraged to provide enrichment opportunities for children in a range of curriculum or cultural areas. As part of the school philosophy all children with Maori or Pacific Island heritages have automatic rights to the Kapa Haka cultural group. In 2016 the school will develop through the year 4 to 6 Thursday enrichment day an

Ponsonby Primary School Curriculum Implemented January 2010/ Reviewed 2015

added dimension of e-learn project- based inquiry where children will be coached to develop further their subject interests.

The school recognises the importance of outside expertise in providing quality enrichment tuition and allows them to work collaboratively in the school.

THE NEW ZEALAND CURRICULUM Learning Areas

The NZ Curriculum underpins The Ponsonby Primary School Curriculum



Each board of trustees, through the principal and staff, is required to provide all students in years 1–6 with effectively taught programmes of learning in 6 key areas:

As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated. The school also recognises the two other official languages of Maori and sign language.

These New Zealand Curriculum statements provides broad learning expectations for school curriculum development.

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role. They can carry out investigation and apply notions of fair testing.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

Not compulsory in Year 1 to 6 but: In **learning languages**, when the school can access a resource eg Mandarin (2012-2016), students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

PONSONBY PRIMARY SCHOOL CURRICULUM

The Ponsonby Primary School curriculum is based on the premise that every child after 6 years of learning at Ponsonby Primary will have built up significant knowledge and subject matter across the six NZC learning areas. They will have explored and developed understanding of some powerful ideas which have relevance across disciplines. They will be expected to have developed positive learning attitudes and skills that help them to be successful in a changing and challenging world.

Across the learning areas the Ponsonby Curriculum expects:-

In Mathematics and Statistics students should be able to articulate the relationships between numbers, shapes and patterns. They need to be both numerate and a problem solver. Each student needs to be able to manipulate number, data, shape and measurements and use a range of strategies to calculate.

In English they will be confident readers, writers and communicators within their own capability.

In Social Science students will be curious and look at a range of ways to explore their world. They need to have built up skills of inquiry, research and investigation. An outcome of their learning will be that they better understand people, their communities and how they interact. Each student will develop a notion of good citizenship.

In Science students will develop their curiosity and be given opportunities to investigate and explore their world. This involves them learning how to question, draw conclusions, present information, gather info data, research, gather results, test experiment and analyse. Each child needs to feel confident, observing and discussing the world around them.

In Health and Physical Education the focus is on the overall well being of each child. Children begin to embed an understanding of life long habits such as balanced diet, personal challenge, resilience, relaxation, stamina and empathy. They need to be given opportunities to build knowledge of recreational pursuits they might continue. In health they have to know what it is to, "Be a nice person". Each student needs to know what it means to cope with life positively and each student needs to learn to cope with competition.

In The ARTs students will develop literacies in dance, drama, music, and the visual arts. Teachers will assist students to participate and develop a life long interest in the Arts and broaden their understanding and involvement in the arts in New Zealand. Learning will be spiral in nature and so build on previous learning experience.

In Technology It is expected that through the nature, knowledge and practice of technology, all pupils can become discriminating and informed users of products, and become innovators. Technology should be taught within an authentic setting as a stand alone topic or integrated within other learning areas.

Review 2015- the future focussed curriculum at PPS

The staff of Ponsonby want to create:

Brave learners through their bold and creative curriculum

They want resilient students who are comfortable taking risks.

They want students to be adaptive to change and be problem solvers who embrace diversity of self, others and their world.

Children in the future need to be able to collaborate and work in interdisciplinary teams.

Happy and confident children who truly embrace a life- long love of learning.

Students who accept challenge is sometimes hard and requires real perseverance.

Kids who understand success in their own terms

Most importantly

That the school, Ponsonby Primary provides a safe emotional and physical environment where children know who they are (mana) and that they are recognised by teachers as individuals with their own talents and capabilities. They are nurtured to develop their skills, knowledge and understanding to help them thrive in their future.

Charter Alignment

The school Charter aligned to the PPS Curriculum has 5 key strategic goals to support high quality teaching and learning in a highly effective school.

[Strategic Goal 1](#) Student achievement expectations are explicit and clearly articulated. (NAGs 1/2/2A/8)

[Strategic Goal 2](#) Engagement in quality learning is for all students. (NAGs 1/2/2A/5)

[Strategic Goal 3](#) Staff/Board Leadership and Professional Learning is a core requirement of school planning. (NAGs 2/2A/3)

[Strategic Goal 4](#) Creating a Safe-School Environment is paramount. (NAGs4/5/6)

[Strategic Goal 5](#) Strategic School Governance is planned for and reviewed to ensure innovation and improvement are paramount. (NAGs2/2A/4/6)