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A. Purpose

- a. To provide clear guidance on the school's curriculum.
- b. To give a statement of expectations that will form the basis for reviewing quality and effectiveness of programmes and learning outcomes.

B. School Vision and Key Competencies

Our vision was created in consultation with all stakeholders – staff, students, the board of trustees, and parent community. The purpose of this consultation was to ensure that the vision represented the views of the entire school community. This process was carried out during 2007 – 2008.

Our school vision has four aspects:

Developing a Passion for Learning

- Recognising that learning is a lifelong process

Building Independence

- Helping our young people to take responsibility for themselves and their futures

Celebrating Diversity

- Enjoying the wide and varied cultural and socio economics backgrounds we come from and the range of abilities we have to share

Embracing Challenge

- Encouraging our students to move out of their comfort zones in order to grow in confidence as they begin to move through the significant and rewarding early adolescent years

These four statements reflect the specific needs of adolescent students, taking into account their physical, social, emotional and spiritual development. They also encompass the five key competencies of the NZ Curriculum in the following way:

- Celebrating diversity (Relating to others)
- Developing a passion for learning (Thinking, Using language, symbols, and texts, Managing self)
- Embracing challenge (Thinking, Participating and contributing)
- Building Independence (Managing self)

Our school has clarified the meaning of each aspect of our vision (which are aligned to the key competencies) and written criteria for which our students will self-monitor their progress against ([Vision Rubrics](#)). Teacher actions (pedagogy) required to help students develop these are also identified and approaches to embedding our Vision in daily practice are outlined ([Embedding our Vision](#)). While there are specific opportunities to develop these key competencies, they are routinely embedded in a range of activities across the curricula. Teachers are encouraged to identify aspects of our vision that individuals, groups or classes may need to develop and, where possible, focus on these.

C. Overview**1. Legislative Requirements**

- a. The Board is required to ensure that the school's curriculum is consistent with its Charter, the National Education Guidelines and the National Curriculum framework.
- b. The NZ curriculum gives each school the scope, flexibility and freedom to design their school-based curriculum so that it meets the needs of the students in their care, preparing them to become confident, connected, actively involved, lifelong learners.

2. Designing the South Curriculum

- a. The CSIS Curriculum reflects the diverse nature of our community. In planning our curriculum we have:
 - Emphasised the importance of numeracy & literacy, allowing our students to access and have success in all curriculum areas
 - Identified effective teaching as central to student achievement (see [Procedure 1.02 Pedagogy Plan](#))
 - Recognised that future knowledge and skills are constructed by students
 - Focussed on the specific needs of adolescent students, notably in the use of the Health curriculum to develop and maintain positive relationships
 - Encouraged the use of authentic contexts and tasks in class programmes
 - Planned a wide range of diverse activities to meet the needs and interests of all students, including Learning Support and GATE students.
 - Included the achievement objectives of the National Curriculum.
- b. We connect with our learning community, seeking their feedback, through:
 - Year 6 orientation days
 - Meet the teacher evenings
 - Whanau group meetings
 - Parent involvement with EOTC and LE opportunities
 - Formal consultation with parents
 - Parent-teacher interviews
 - Student feedback in class
 - Student engagement surveys
 - Regular Student voice interviews
 - Annual staff surveys and term evaluations

3. Definition

- a. "Curriculum" is defined as all of the programmes, activities, events and experiences that take place in the school, including the interactions, materials, and environment through which students learn.
- b. It is to be expected that there will be times when there is a discrepancy between the planned or "intended" curriculum and the "actual" curriculum, depending on opportunities and circumstances that arise from time to time.

4. South's Core Curriculum

- a. The school's core curriculum is responsive and dynamic.
- b. It focusses on developing learners for life: embedding our vision in all learning areas and using deep learning to focus students with all aspects of the curriculum.
- c. Each term a review of the term's focus is completed and plans are put in place for the next term.
- d. The eight learning areas are covered over a two year period as specified in The New Zealand Curriculum:
 - English
 - Mathematics and Statistics
 - Science
 - Social Sciences
 - Arts
 - Health and Physical Education
 - Technology
 - Learning Languages
- e. While the Social Science, Health and Science learning areas provide the majority of the school's core curriculum themes, we believe, where possible, all learning areas should be integrated in order to provide authentic contexts for learning.
- f. We believe that students should be provided with as many opportunities as possible to construct their own knowledge in all curriculum areas. Teachers can initiate this process by planning problems and questions to prompt self-directed learning.

5. Pedagogy Plan

- a. The school's Pedagogy Plan ([Procedure 1.02 – Pedagogy Plan](#)) outlines our common beliefs about the effective teaching and learning of the curriculum.

D. Curriculum Objectives**1. Delivery**

- a. To provide a balanced education that incorporates the essential learning areas, key values and attitudes as outlined in the New Zealand Curriculum Framework.
- b. To provide a learning environment whereby every child can learn, succeed and develop self-confidence and independence.
- c. To ensure that children learn in a safe, supportive and pupil-centred environment.
- d. To ensure that quality programmes are supported by effective use of teaching and learning resources.
- e. To ensure that an effective partnership is established between school and home that supports each child's learning.

2. Content

- a. South's Core Curriculum is responsive and dynamic in that school wide themed outlines are developed each term in response to previous learning and learning needs.
- b. Authentic contexts enabling deep learning outcomes are determined.
- c. Ongoing teacher collaboration is an essential component when developing this responsive curriculum.
- d. Teachers' plans and programmes provide a balanced education for children across the essential learning areas with an emphasis on numeracy and literacy.
- e. Programmes help children develop confidence in the Key Competencies
- f. Children's appropriate level of learning is drawn from the National Curriculum Achievement Objectives.

E. Assessment and Records**1. Assessment and Reporting**

- a. See Procedure 1.05 – Assessment and Reporting Plan

F. Self Review**1. Review Procedure**

- a. The core curriculum is reviewed each term.
- b. Curriculum reviews of each curriculum area are completed every three years as part of a triennial programme of curriculum review.
- c. The Board will establish the terms of reference for each curriculum review.

2. Reporting

- a. The findings of curriculum reviews will be reported to the Board and become part of the Board's Annual Report.
- b. Any recommendations will be incorporated into the following years Annual Plan for curriculum.

This procedure is reviewed as part of the Christchurch South Intermediate School Board of Trustees programme of review.