

Curriculum and Assessment

Introduction

Paraparaumu Beach School's curriculum is grounded in the New Zealand Curriculum, encompassing eight learning areas: English, The Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences, and Technology. Our curriculum emphasises the principles, values, and learning capabilities that underpin lifelong learning. Literacy and numeracy are foundational and integral to all learning areas, with Inquiry Learning and Learning Through Play as key components of our integrated class programmes.

Curriculum Principles

Our curriculum is shaped by the following principles, which are interwoven and provide a coherent framework for teaching and learning:

- **Te Tiriti o Waitangi / Te Ao Māori:** We build relationships with our Māori community to ensure our curriculum reflects tikanga and our dual heritage of Aotearoa. We provide opportunities for all students to acquire knowledge of te reo Māori me ōna tikanga, in line with the refreshed curriculum.
- **Cultural Diversity:** We recognise and incorporate the unique cultural experiences and knowledge of our learning community into teaching and learning programmes.
- **Coherence:** Our curriculum is connected both vertically and horizontally. These connections are logical and explicit so learners know where they are at, where they are going and what they need to do to get there and why.
- **Future Focus:** We support learners to recognise their stake in the future and empower them to take action on real-world, place-based, and complex problems.
- **Learning to Learn:** Students are encouraged to take charge of their learning in collaborative environments, progressing from scaffolded to independent inquiry.
- **Inclusion:** Every individual is valued and respected, with equitable opportunities to meet their learning needs.
- **High Expectations:** We promote a culture of respect and agency, challenging and extending learners to achieve personal excellence.
- **Community Engagement:** We form respectful partnerships with our community, ensuring our curriculum connects with what is important to them.

Values

At Paraparaumu Beach School we believe values are the important qualities and beliefs we try to live by. We link CREST to both learning behaviours and as part of our positive behaviour plan and these can be seen in the ways that we go about our work, and the relationships we have with others in our school. These values are actively promoted and encouraged, so they become habits for positive citizens in school and community.

- **Curiosity/Pātaitai** - We are curious, innovative and active learners. We are engaged in the world around us and reflect honestly on our work, actions and decisions.
- **Respect/Manaakitanga** - We show respect for ourselves, others and the environment. As kaitiaki of our world we are caring, tolerant and kind.

- **Excellence/Hiranga-** We show excellence by doing our best and achieving goals. We aim high, persevere and are learning to be resilient.
- **Self- Management/Rangatiratanga -** We are self-managing citizens. We take responsibility for our learning, behaviour and well-being.
- **Team Work/Mahi Tahi -** We work together through positive relationships. We participate, contribute and communicate as collaborative, co-operative Team Members.

Key Competencies

Paraparaumu Beach School's curriculum is grounded in the New Zealand Curriculum, which defines five key competencies as essential capabilities for living and lifelong learning: Thinking; Relating to others; Using language, symbols, and texts; Managing self; and Participating and contributing.

These competencies are more than just skills; they integrate knowledge, attitudes, and values, enabling students to take action and adapt to an ever-changing world. They are interwoven throughout all learning areas, fostering students' ability to be resourceful, resilient, and to interact effectively in diverse contexts, both within the school environment and in the wider community.

Curriculum Structure and Priorities

- **English:** Implement the refreshed curriculum content, with a focus on structured literacy approaches, including daily phonics instruction in Years 0–3.
- **Mathematics and Statistics:** Implement the refreshed curriculum content, ensuring daily, structured mathematics learning.
- **Other Learning Areas:** Continue to deliver a broad curriculum, including the arts, health and physical education, science, social sciences, technology, and learning languages.

Planning Requirements

- **Daily Timetable:** To comply with government requirements, on average, we will ensure that one hour each of reading, writing, and mathematics is covered per day
- **Long Term Plans:** Developed by syndicates, reflecting our local curriculum and ensuring coverage of all learning areas. Digital copies are shared with senior leadership.
- **Teaching Plans:** Literacy and Mathematics have time priority. Weekly planning is required for these areas, including learning groups and objectives. Plans for inquiry and other areas may be developed collaboratively

Assessment at PBS

Assessment is purposeful, ongoing, and integrated with teaching and learning. At PBS, both formal and informal assessment methods are used.

Data Collection and Analysis, such as results from standardised tests, are used to assess, monitor, and report on student progress and achievement. Results of data analysis are used to inform teacher practice, and identify strengths and needs.

Student achievement is reported to the Board twice per year.

Assessment Practices at PBS include:

- **Phonics Checks:** Year 1 students receive phonics checks at 20 and 40 weeks.
- **Progress Monitoring:** Years 3–8 use one of three Ministry-approved tools for twice-yearly monitoring of literacy and numeracy progression
- **Regular Assessment:** Teachers assess student progress and achievement regularly to inform next steps.
- **Standardised Tools:** Continue use of standardised tests (e.g., PAT) and exemplars for writing for consistency and moderation.
- **Formative Assessment:** Ongoing formative assessment and professional judgement are integral to understanding and supporting student learning.
- **Moderation:** Ongoing professional dialogue and moderation within and between syndicates support consistency and accuracy.

Assessment Record Keeping

- An assessment timetable will be published annually to ensure teachers are aware of the requirements and timing
- Teachers are required to enter mid and end of year data into the SMS according to the assessment timetable, including 'best fit' curriculum levels for reading, writing, and mathematics.
- Records for students transferring or moving to college are printed and forwarded as required.

Reporting to Whānau

- Paraparaumu Beach school has a set reporting process available to teachers and explained to parents on the school website.
 - Terms 1 & 3 parents will receive a general update on their child via the school SMS. This update may include information about their attitude to learning, their behaviour and social needs, diligence etc
 - Terms 2 & 4 parents will receive an update on their child's maths and literacy progress via the school SMS. This update may also include next learning steps and what parents can do at home to support their child.
 - Throughout the year parents will also receive additional 'Learning Journal' posts on our SMS about classroom learning. These posts may include photos, examples of work, updates on other curriculum learning (e.g. the arts, technology, inquiry learning etc) and CREST values.
- Formal opportunities for dialogue are provided throughout the year e.g. 'Meet the Teacher' and mid-year 'Learning Conferences'. Parents may also request meetings with their child's teacher throughout the year via email contact.

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