

# **LPHS Curriculum Plan 2017-2019**

## **Curriculum Principles**

### **What is important at Logan Park High School?**

We care about all of our students, their whanau and their educational success. We aim to inspire a love of life long learning. We value being a creative, inclusive and diverse school community. We understand the importance of positive, respectful learning relationships and appreciate the importance of well-being for all of us to learn, to achieve and to contribute. We work hard to innovate and adapt, to deliver programmes of learning that are relevant to our learners. We want all of our students to be inspired to achieve their full potential and to contribute to their communities.

The purpose of the curriculum, teaching and learning at Logan Park High School is to ensure our students acquire and develop the knowledge, skills, tools and values expected of a well-educated person and life long learner. Logan Park aims to inspire creative, connected, critical thinking, community-minded global citizens.

The Logan Park High School curriculum is designed to flexibly interpret and give effect to the New Zealand Curriculum and the National Education Guidelines, reflecting the local needs and wishes of the Logan Park communities.

### **Te Tiriti o Waitangi**

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity and support to acquire knowledge of te reo Maori me ona tikanga.

We encourage increased engagement and achievement by Maori through the advancement of successful, evidence based Maori educational initiatives such as Ka Hikitia, He Kakano and Kia Eke Panuku. This includes providing education in Te Reo Maori, the provision of a specialist Whanau room “Nga Hau E Wha,” supporting the school Kapahaka group, and liaising with Maori parents/whanau and local iwi. The school will maintain a close and consultative relationship with the Kai Tahu Runaka on issues relating to Maori learners and learning.

LPHS recognises that Maori culture and language are an integral part of New Zealand culture. We aim to continue to increase the presence of Te Reo and Tikanga Maori in different subject areas. Teachers are aware of their role and responsibility to promote the understanding of Tikanga within the school. All of our learning spaces should reflect the cultural location of Aotearoa New Zealand.

We will continue to effectively monitor and mentor Maori/Pasifika identified learners with a focus on strategies that lead to improved attendance, retention, engagement and achievement (AREA goals).

We will continue to embed culturally responsive and relational pedagogy that see Maori students achieving success as Maori and support all of our students to experience success.

Culturally responsive and relational pedagogy means our teachers will create contexts for learning within which:

- Relationships of care and connectedness are fundamental (whanaungatana)
- Power is shared and learners have the right to equity and self-determination (mahi tahi, kotahitanga)
- Culture counts, learners' understandings form the basis of their identity and learning (whakapapa)
- Sense-making is dialogic, interactive and ongoing (ako)
- Decision-making and practice is responsive to relevant evidence (wananga)
- Our common vision and interdependent roles and responsibilities focus on the potential of learners – Maori students achieving and enjoying educational success as Maori (kaupapa)

### Aims

Our Curriculum is designed to:

- Engage all students in learning and achieving.
- Focus on individual students and their needs.
- Cover the 8 essential learning areas.
- Encourage the development of key competencies.
- Foster positive attitudes, values and learning dispositions.
- Offer a wide choice of learning options to students.
- Enable students to achieve success in learning and national qualifications.
- Prepare students for either tertiary education, or entry to the workforce.
- Motivate and enable lifelong learning and adaptability.
- Develop engaged, critical citizens prepared for their roles and responsibilities in wider communities.

Students coming to Logan Park High School can expect to learn and achieve in a friendly, caring, inclusive, innovative and safe environment. Engagement and achievement is expected academically, socially, and in cultural, sporting, leadership and service activities.

The following principles are shared by the Logan Park High School community, and are the basis upon which individuals act and relate to one another. These principles guide all teaching and learning at Logan Park High School:

1. Excellence. Members of the LPHS community consistently strive for personal excellence, and prize high standards of effort and achievement in academic, sporting, cultural and service activities. Education at LPHS is aspirational and inspirational, a vehicle for individual and community betterment.
2. Creativity. Creativity requires opportunities for individual and collective inquiry, the confidence to take risks and an environment that supports variable outcomes as worthy and instructive. The curriculum provides such a framework so that students can be active, confident, creative, rational, evaluative, analytical, enquiring and innovative learners, thinkers and achievers.
3. Community. LPHS is a community of learning where the common good is a prerequisite for individual and group achievement. Individuals within the community

are connected by the school's principles and values. Within that framework, diversity is celebrated. Our community of learning intersects and interacts with other communities that our students, parents and staff are engaged with and we are aware of and responsive to these broader relationships.

4. **Heritage.** Education involves the transmission of cultures from one generation to another. Members of the LPHS community learn, know and value their own intellectual and cultural heritages, and show respect for others' histories and legacies. Our curriculum is based on New Zealand's Pakeha and Maori bicultural heritage, and reflects the multicultural nature of our community and society.
5. **Equity.** The identities and cultures of all members of the LPHS community and the broader communities we are part of are recognised and valued. Our curriculum and learning programmes look to identify and address individuals' learning needs, irrespective of gender identification, ethnicity, ability or disability, sexuality, religious or political belief, social or cultural background.
6. **Integrity.** Members of the LPHS community always strive to act ethically, honestly, and responsibly; showing respect for each other; and demonstrating pride in themselves and their community, honouring their own and others' achievements.
7. **Environment.** Members of the LPHS community value the quality and sustainability of the environment in which we live, and treat the world around us and its eco-systems respectfully and with care.

### **Coeducation.**

Logan Park High School is proudly and confidently coeducational.

The education of girls and boys together is the most healthy, natural and normal setting for learning and achieving. LPHS provides a broad range of activities and experiences, tailored to meet the developmental needs of the widest possible range of individuals. We focus on each student's individual needs rather than specifically on their gender and presumed learning styles.

At a coeducational school such as Logan Park High School, students learn to relate, communicate, cooperate, compete, learn and achieve together.

### **A Well-Educated Person.**

Ensuring our students acquire and develop the attributes, knowledge, skills and values of a well-educated person is one of our goals.

A well-educated person:

- Is self-aware, culturally located and confident, with a sense of past, place, and future. This includes having a body of heritage knowledge and cultural awareness.
- Is socially aware, with an ethical framework, empathy and concern for individuals, communities, the environment and world around them.
- Is articulate, cultured, and erudite.
- Has a disciplined and creative mind capable of critical thinking.

- Has a range of physical, practical, and technological skills for engaging with the world.
- Is active, enquiring and analytical.
- Is aware of their responsibility to contribute as global citizens.

### **Curriculum Themes.**

Our curriculum is culturally located in Aotearoa New Zealand. The themes of “Our Past,” “Place,” and “Future” are reflected throughout our curriculum.

Our Past. Individual, group and shared history and heritage. How we came to this place. Heritage knowledge, literature, art, music, and stories. The geological and biological past. Our ancestors and whakapapa. Important people and events in the development of each subject.

Place. Myself, family and whanau. My communities and the expectations held of me. Te Ao, the world around me. The physical world. Cosmology. Current knowledge.

Future. Likely developments, trends and uncertainties. Qualifications and careers. Learning to participate, learn and change. Environmental sustainability. Learning to be a responsible adult.

### **Key Competencies.**

Key Competencies are combinations of knowledge, ability, values and skills which life-long learners use to live, learn, work, participate in and change their communities.

There are five Key Competencies which are at the heart of our curriculum:

- Relating to others. Social and cooperative skills; interacting positively and effectively in a range of contexts; recognising other points of view.
- Using language, symbols and texts. Understanding, enjoying and using confidently the formal and informal modes in which knowledge, culture, ideas and experiences are expressed; communicating concisely with accuracy and precision; literacy and numeracy.
- Managing Self. This involves being well motivated, resourceful and reliable; setting high standards; being self-disciplined; having excellent work and study skills, and physical skills; being self-aware and able to regulate emotions.
- Participation, contribution, community, change; having a strong sense of heritage and culture; balancing individual and group needs, rights and responsibilities.
- Thinking. Learning, reflecting, and understanding; being creative and intellectually curious; problem-solving skills.

LPHS will encourage all students to develop all of these key competencies. Each subject department in their learning programmes will identify how the Key Competencies are covered.

The acronym **TRIUMPH** sits at the heart of our curriculum. R, U, M, P, T covers the key competencies with “I” representing Teaching as Inquiry. Effective pedagogy requires that teachers continually inquire into the impact of their teaching on their students’ learning. The

‘H’ represents Hauora because we recognise that mental, emotional, physical health and well-being underpins effective learning.

Our school prioritises literacy and numeracy skills. As language is central to all learning and English is the medium for most learning, the importance of literacy in English cannot be overstated.

This school recognises that Engagement with Learning, Task Completion, Social and Co-operative Skills are particularly important to successful learning and achieving, so these aspects are included in each student’s report. In Years 9-11 we provide weekly feedback on these aspects in “Attitude to Learning” reports available to parents through the Parent Portal on Edge.

### **Attitudes and Values.**

Attitudes and values, along with knowledge and skills, are an integral part of the curriculum offered at LPHS. We expect students to grow into adults who live and work within an ethical framework.

**School Values.** The School Values document sets out our expectations for students at LPHS. It contains our values as a school community, expressed as being Respectful, Motivated and Inclusive. These are commonly described as our RMI Values and were identified following extensive community consultation.

The RMI document is the basis for our school’s discipline and pastoral care system. During the life of this curriculum plan we aim to ensure that all our students embrace the RMI Values as the basis of their behaviour and learning at school. To this end the values are publicised regularly in assemblies and classrooms so that students are reminded of the expectations. During the life of this curriculum plan we will review our shared school values.

A strong focus for LPHS is learning and achieving in a friendly, caring and safe environment. Our community rejects sexual harassment, violence, bullying, threatening behaviour and abusive language. Our community values good health and rejects drugs, including tobacco and alcohol, and other harmful substances.

Our pastoral care system has at its core the vertical Group to provide a safe, nurturing whanau environment for all students. The key relationships established in Groups and Houses between teachers, Deans and students/whanau over several years underpins our school culture and reflects our values. LPHS provides a strong interconnected guidance network for student support. Students, staff, whanau and other professionals are part of our support networks. During the life of this Curriculum Plan we will be reviewing the pastoral care system and schoolwide health and wellbeing networks.

### **Learning Areas.**

The 8 Learning areas (below) provide the basis for a broad general education which inspires learning and can open pathways to other learning and lead to specialisation in the future.

**English.** Reading, writing, speaking, listening, viewing and presenting. Media Studies.

Learning Languages. Te Reo Maori, French, Latin, Korean, Japanese, Chinese.

Communication, social and cultural aspects. (Other languages available online).

Mathematics and Statistics. Number, algebra, geometry, measurement, statistics, logic, deductive reasoning.

Science. Biology, Chemistry, Physics, Geology, Astronomy, and the scientific method.

Social Sciences. Geography, History including New Zealand history, Classics, and Accounting/Economics.

Health and Physical Education. Physical Education, Health and Sexuality, sports and recreation, Ethics, Careers, Guidance and pastoral care.

The Arts. Drama and Dance, Visual Art, Music including classical music and theory.

Technology. Exploration and application of specialist skills and knowledge in Food Technology, Soft and Hard Materials Technology (including Fabrics, Wood and Metal), Digital Media, Design and Visual Communication.

Each learning area will develop Programmes of Learning from Year 9 through to Year 13 covering their particular curriculum strands and progressing through the curriculum levels. For each area students will receive specific help as they learn:

- The specialist vocabulary associated with that area
- How to read and understand its texts
- How to communicate knowledge and ideas in appropriate ways
- How to listen and read critically, assessing the value of what they hear and read.

### **Sport, Cultural Activities, Service and Leadership are important Co-curricular activities**

To help grow and develop our young people as confident, connected, actively involved life-long learners we recognise the value of encouraging students' involvement in a wide range of co-curricular activities and outside the classroom activities.

Education Outside the Classroom (EOTC) offers valuable learning opportunities for students.

LPHS prizes excellence through the highest standards of effort and achievement in academic, sporting, cultural and service activities. We also value participation and inclusion. All students are encouraged to participate in sporting, cultural endeavours, service or leadership opportunities. This could include playing a sport for the school, participating in the school athletic sports or cross-country race; learning a musical instrument, joining a music group, involvement with a drama production such as the junior show, or debating, or involvement in a Shakespeare festival. It could also include school service such as offering to be a Guide for Open Day, coaching at Dunedin North Intermediate or being a member of the Charities Club or any other service club. Such participation is encouraged and recognised in the Junior Diploma and in leadership positions in the senior school. LPHS values this part of our curriculum because it helps with education of the "whole person" and contributes to the development of key competencies and attitudes and values. We seek to offer a wide choice of activities for all students.

During the life of this Curriculum Plan LPHS will adapt and maintain a specific Sports Development Plan with a focus on continuing to improve sports participation to over 60% of students.

Participation of students in school activities (camps, sports, etc.) will be supported by the school with financial assistance where this is needed (subject to budget provisions).

### **Junior Curriculum Structure.**

Subjects offered at Years Nine and Ten are grouped into the curriculum learning areas. Subjects in **Bold** are compulsory. Other subjects are option choices

<b>Learning Area</b>	<b>Subjects</b>		
English	<b>English</b>		
Languages	French Japanese	Te Reo Maori Chinese	Latin Korean
	English for Speakers of Other Languages		
Mathematics	<b>Mathematics</b>	Numeracy	
Science	<b>Science</b>		
Social Science	<b>Humanities (Social Studies)</b>		
Health & Physical Well-Being	<b>Health and Physical Education</b>		
The Arts	Art	Music	Drama
Technology	Food Technology	Fabric Technology	Wood Technology
	Metal Technology	Design and Visual Communication	
	Digital Technology		

Students study the compulsory subjects in core classes, and other subjects in option classes. In any year, if student demand is low, an option subject may not be offered. In Year Nine the compulsory subjects and language options run for the whole year, other option subjects run for a half-year. In Year Ten all subjects run for the whole year.

To assist coverage of the curriculum learning areas, students in Year Nine are encouraged to choose widely from The Arts, Languages and Technology to ensure a broad, general education to lay the foundation for later specialisation. Students are strongly recommended to choose at least one option from The Arts and one from Technology.

Our community is also supportive of second language study, and meeting individual learning needs. Therefore exceptions can be made on application for students wishing to study two second languages or having a strong case for concentrating study in the Arts or Technology. Some of these students will not be able to meet in full the requirements of either The Arts or Technology curriculum.

Junior students will be placed in core classes based on an analysis of learning needs. All classes offer extension and support recognising the individual needs of all students.

Students with serious learning difficulties may be placed in the school's Learning Support Unit. This class involves these students staying in a very supportive home-room setting for most subjects. They may study some subjects, including option subjects in The Arts and Technology, with specialist teachers.

A practical Life-skills option also meets the needs of some students who need additional support developing the key competencies.

The aim for our Special Needs students is to be meaningfully included in our school community and for them to develop key competencies, skills and confidence to be able to move towards fulfilling and purposeful futures.

**Junior Diploma.** The Junior Diploma is awarded to all Year Nine and Ten students who meet certain criteria in terms of academic progress, behaviour, and participation. The goals of the Diploma are to recognise and encourage effective learning and achievement; reward students who consistently uphold the School Values; to encourage the key competencies; and to provide information to parents and teachers about engagement with learning.

Students earn Credits towards the Diploma mainly through their subject studies, including readiness to learn, engagement with learning and task completion, as well as academic success. Students also gain Credits for good general conduct, and through participation in co- and extra-curricular activities.

Students who graduate with the Diploma will have it awarded at the end of Year Nine and Ten. Students who fail to graduate may be held back academically the following year.

The Junior Diploma will be reviewed during the life of this curriculum plan.

### **Senior Curriculum Structure.**

Students are encouraged to take a broad range of subjects. Course specialisation is possible where a clear outcome is desired by the student/whanau.

LPHS is accredited by the NZ Qualifications Authority to award credits in achievement standards and a variety of unit standards contributing to the National Certificate of Educational Achievement (NCEA) which includes University Entrance, and Scholarship awards.

All students in the senior school enrol for a course of study leading to a particular qualification outcome. This will be the NCEA for most students, or a specific vocational certificate. Multi-level study (that is the ability to study courses at different year levels, depending on student abilities and interests) is well provided for, as is the ability to take courses from other institutions, together with the offering of specialist courses and qualifications at LPHS. Our goals are to ensure that:

- All our students gain their best possible NCEA.
- Students complete one NCEA level during each year.
- The greatest possible range of subject choices is made available to students, especially various specialist courses in Years twelve and thirteen.

The details of the subject choices open to senior students will be set out each year in course outlines on our school Website. This will set out the particular subjects to be offered, any conditions that apply, such as a prerequisite, and pathways through the Year levels.

Year Eleven. Students take six subjects leading towards the award of Credits for the NCEA, mainly at Level One. It is expected that all students should study English, Mathematics and

Science. Alternative courses in these areas are provided for students who would find a full Level One NCEA course too difficult. To achieve Level 1 NCEA it is essential to achieve Literacy and Numeracy requirements and we also value Science literacy.

Year Twelve. Students take six subjects, and we strongly recommend English (or a Language rich alternative which allows students to achieve Reading and Writing Literacy credits for University Entrance). All subjects offer Credits towards the NCEA, mainly Level Two. Some courses will provide Credits to other qualifications, including various career certificates.

Year Thirteen. Students study five or six subjects. All subjects offer Credits towards the NCEA, mainly Level Three. Details of requirements for University Entrance and Scholarship are outlined on the school website and NZQA website.

Senior students meet regularly with their Group teachers and House Deans to set goals for learning and achieving.

### **Careers Education.**

We ensure school-wide provision of careers education, with targeted provision for at-risk students. Some of the support includes:

- Student access to careers material in the Careers Office.
- Careers Advisor assistance on request by students. Individual advice.
- Each departmental scheme and programmes of work to refer to career opportunities in that area.
- Career Pathways as senior subjects and Gateway
- STAR Courses at a variety of levels.
- Regular career expos and exposure (Army, Expos, outside speakers, etc).
- Career surveys and school leaver tracking.

Individual students in need of careers guidance can self-refer, or be identified by whanau, teachers or the pastoral network.

Students with a clear career in mind may be able to enter the Gateway programme. Here individual academic learning plans are devised for each individual. Students also take part in formalised work-based learning programmes.

### **Assessment.**

Assessment at LPHS is an integral part of the curriculum. Assessment is carried out for the following purposes:

- To improve students' learning.
- To improve the quality of teaching programmes.
- To provide feedback on learning to students, parents and caregivers.
- To provide information for school reports.
- To award national qualifications.

A range of different assessment practices must be used to meet these different purposes. LPHS has a clear policy on assessment, and procedures for carrying out assessment tasks, including those related to national qualifications.

Subject departments and teachers are expected to use a mix of diagnostic, formative and summative assessment tasks. Where assessment raises concerns about the progress of students or groups of students, or about aspects of the curriculum, then the teachers and department will develop and implement strategies to address those concerns.

Each subject department will regularly (at least annually) analyse student achievement data and set goals for improved student learning. These goals will be discussed with Senior Management and by Heads of Department. Data used for the analysis should include:

- Achievement measured against the relevant curriculum levels or national standards.
- Performance in internal and external NCEA qualifications.
- Report grades.
- Teacher professional judgement.
- Student feedback.

### **Pedagogy.**

Teachers are the subject experts and leaders in their classrooms and responsible for the students in their care. Teachers must always be concerned for and about the well-being of students/learners. Teachers are professionals and as such must maintain professional standards and uphold the ethics of teaching. While it is true that the background and home situation of a student have a great impact on their success in education, it is also clear that teachers can and do have a positive impact on learning and achievement.

The imperative for every teacher is to:

- Create a supportive learning environment, where teachers foster positive relationships with students and their families/Whanau, being aware of cultural differences and diversity.
- Set high expectations of achievement and behaviour for every student, and continually reinforce our School Values.
- Differentiate and individualise the curriculum, having well prepared, interesting and varied lessons suitable for the students' prior learning, interests and abilities.
- Encourage student inquiry into learning, including links to other learning, through appropriate scaffolding, goal setting and reflection; and give regular useful feedback.
- Support students seeing themselves as capable learners.

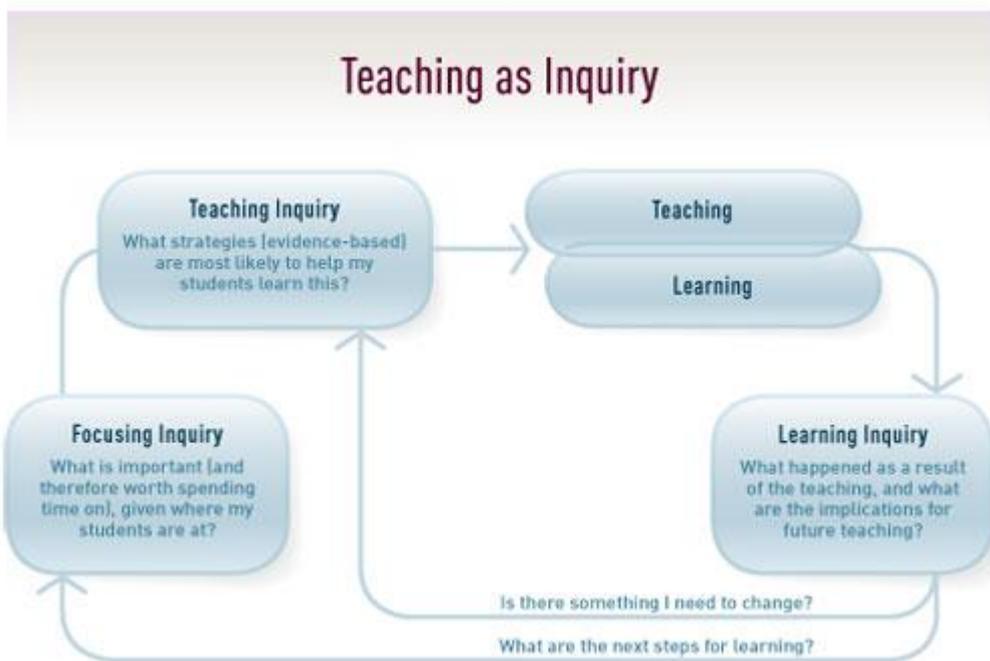
**Teaching as Inquiry.** Effective pedagogy involves teachers continually inquiring into the impact of their teaching on their students. This is a cyclic process occurring throughout the teaching and learning process. It involves:

- A planning inquiry, where teachers determine students' readiness and current learning, then set goals and next steps.
- A teaching inquiry, where teachers use evidence from research and their own experience to plan teaching and learning opportunities to achieve the goals and next steps.

- A learning inquiry, where teachers investigate the success of teaching and learning and consider the implications for future teaching.

Throughout the inquiry process attention must be paid to student voice. Teachers will actively seek student feedback throughout the teaching and learning process and this feedback will help to inform future learning decisions. Student voice can be gathered through a variety of methods including conversations, forums, surveys and evaluations.

Teachers are expected to undertake regular professional development; to meet the Professional Standards, and to be part of a professional learning community. Teachers will reflect and inquire into their practice through online blogs or other avenues.



**Online Learning and opportunities:** We recognise the tremendous potential available through modern information and communication technologies and tools to both support teacher pedagogy, and to help with differentiating and extending learning for students. We have a history of providing innovative opportunities to enhance learning through NZ NET and other communities of learning.

Students can bring their own devices or make use of school facilities including wifi and we expect and support both students and staff to be responsible digital citizens.