

# Buckland School

## Buckland School Local Curriculum

### Introduction

Buckland School has a long heritage of over 130 years of serving families of the Franklin District. It is a central fixture in our semi-rural community. We pride ourselves on the strong ties with the community and the passion and commitment we all have for educating students in the area.

**Our Vision:** Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future. This vision encompasses everything that we do and aligns with the New Zealand Curriculum and our Local Curriculum.

Our learners are friendly, engaged and positive about their learning. They love coming to school and love learning.

- At Buckland School our learners and their whaanau are at the centre of education and we aim to develop the whole learner in partnership with their whanau.
- We have high aspirations for every learner/aakonga and share in celebrating successes of our learners.
- We aim for excellence in the basics; Reading, Writing and Mathematics.
- We provide a range of opportunities and experiences for **all** our learners across all curriculum areas – including: sport, outdoor education, culture, technology, community events and The Arts.
- Senior learners are able to discover pathways for their futures while developing lifelong skills through being involved in leadership opportunities.
- Younger learners explore the importance of play and discovery within learning.

### Buckland School Values

After extensive consultation in 2021, with our community, students, staff and local kaumatua, our values were formulated and agreed on. These values underpin our teaching, learning and wellbeing:

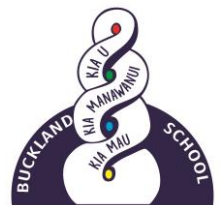
Kia u – Respect (for self, others, the environment)

Kia mau – Responsibility (for my learning, behaviour and the school community)

Kia manawanui – Resilience (of self)

Values at Buckland School are closely linked to those of the NZC and are modelled and implemented by staff and students:

- **Excellence**, by aiming high, by persevering in the face of difficulties and by celebrating progress and achievement.



- **Innovation, inquiry and curiosity**, by thinking critically and by learning creatively and reflectively.
- **Diversity**, as found and valued in our different cultures, languages and heritage.
- **Equity**, through fairness and social justice.
- **Community and participation** leading to a strong sense of Ako (common good.)
- **Ecological sustainability**, which includes care for the environment.
- **Integrity**, which involves being honest, responsible and accountable and acting ethically.
- **Respect** for themselves, others and human rights.

## **Buckland School Principles**

### ➤ **Local Curriculum Emphases**

Buckland School Principles are those of the New Zealand Curriculum and embody beliefs about what is important and desirable in school curriculum. They underpin all school decision making and put students at the centre of teaching and learning. They assert that all students should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity:

- **High Expectations** – Buckland School curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. The student is acknowledged and their progress and achievements are celebrated.
  - **Expectations that all students will involve themselves in all activities and events and try their best**
  - **Opportunities for students to explore passions and talents and to try new activities, e.g. sports, arts, sciences**
  - **Risk taking is celebrated**
  - **Staff will support and encourage students to achieve their best.**
- **Learning to Learn** – Learning is learner centred. The Buckland School curriculum encourages students to reflect on their own learning processes and to learn how to learn. Planning, teaching and assessment supports the needs of the learner at that time. Teachers, whaanau and students are partners in learning and we have expectations of ourselves where we are open to continuous learning, collaboration and future focus.
  - **Students are able to express how they learn best and be accommodated in class**
  - **Resources will be provided to support different learning styles**
  - **Mistakes are promoted as learning opportunities and resilience celebrated**
  - **Feedback is valued and acted on**
  - **Student led activities & learning opportunities will be evident and encouraged**

- **A cross curricular approach using a wide range of learning opportunities will be available to students that connect purpose, skills and knowledge.**
- **Te Titiriti O Waitangi** – We acknowledge the principles of Te Tiriti O Waitangi: partnership, protection and participation and the bicultural foundations of Aotearoa New Zealand. We recognise Ngaati Tamaoho, who are one of the mana whenua of our area. We ensure that Maaori are succeeding as Maaori. Staff are constantly developing their knowledge, capability and understanding of Te Reo Maaori, local tikanga and Te Titiriti O Waitangi.
  - **The school is committed to Te Ara Maatauranga o Ngaati Tamaoho and the goals in the plan and to building a reciprocal relationship with mana whenua**
  - **Te Ara Maatauranga o Ngaati Tamaoho plan will be used to identify next steps and development**
  - **School karakia and waiata are used daily and for special events**
  - **Te Reo Maaori lessons are planned and delivered each week as well as the use of the language throughout the day**
  - **Knowledge of and practicing of local Tikanga, kawa, poowhiri, and Te Tiriti O Waitangi are developed in students and staff**
  - **Consultation and whakawhanaungatanga occur through hui, kaanohi ki te kanohi and koorero with whaanau and mana whenua.**
  - **Learning data of Maaori students is shared with whaanau and steps are taken to ensure Maaori student outcomes are accelerated as a priority for learners and tangata whenua.**
- **Cultural Diversity** – The Buckland School curriculum reflects New Zealand’s cultural diversity and it values the language, culture and heritage, whilst acknowledging our traditions and histories of all of its people in our local and global community.
  - **Teachers know each student and their strengths, needs and aspirations and those of their whaanau**
  - **A range of learning programmes offer opportunities for students to connect to their own and others’ cultures, identities and experiences**
  - **Whaanau and school partnerships are culturally reciprocal in supporting learning**
  - **ANZH curriculum strand incorporates learning of our local history, Ngaati Tamaoho stories, other cultural stories of our area**
  - **Learning programmes include visits to significant local sites for Maaori, European and other cultural groups, local marae, historical places in Buckland and the area**
  - **Learning programmes celebrate and include historical events and special days e.g. ANZAC, Matariki, King’s Birthday, Labour Day, Pacifica celebration, Diwali, Te Wiki o te Reo Maaori, etc.**
  - **Cultural events, including sharing of cultural foods, are celebrated school-wide**

- **Arts and Crafts including Toi Maaori are taught and shared**
  - **Kapa Haka groups operate and are open to all.**
- **Inclusion** - The Buckland School curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognized and affirmed and that their learning needs are addressed. We are an inclusive school who provides educational access to ensure the full participation and achievement of all learners. This includes tracking and monitoring student learning, progress and acceleration.
    - **Students with additional needs, who are identified as gifted and talented or priority learners are planned for, taught and supported through differentiated programmes, explicit teaching and use of a range of resources**
    - **All students will be catered for to be included in all learning opportunities.**
    - **Flexible grouping, enriched tasks and socialisation are incorporated into classroom experiences**
    - **Where possible outside educational agencies (e.g. RTLB, MOE, LSC) are organized for those children who require extra support**
    - **Any forms of discrimination &/or bullying will be addressed.**
  - **Community Engagement** – The Buckland School curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities. We promote reciprocal learning centred relationships through opportunities for whanau to engage in school activities and events, consultation opportunities, and sharing and learning partnerships. We build educationally powerful relationships, networks and connections which maximise student learning, opportunities and hauora. We regularly celebrate the success of all our learners and communicate these with our community.
    - **Early in the year use information gathering methods where whaanau can connect with and share their aspirations and develop reciprocal relationships with staff**
    - **Whaanau consultation and decision-making through hui, surveys**
    - **Whaanau learning opportunities in a range of curriculum areas, e.g. literacy afternoon, digital safety evening**
    - **Three-way conferences, reports, informal/formal meetings, Open morning**
    - **Weekly newsletters, emails, website, App communications**
    - **Fortnightly school assemblies and team assemblies for students and whaanau**
    - **Invitations/opportunities for parents and whaanau to be involved in; sports, cultural events, EOTC events**
    - **Annual Agricultural Day**
    - **Use of community resources; local businesses and community role models to support learning programmes**

- **Regular opportunities to showcase talents – school assemblies, school cultural/sporting events, Ag Day, Local Franklin events**
  - **Reporting to parents of progress and achievement honestly, clearly, using both written and oral communication forms**
  - **Building and sustaining networks and connections with other local schools, Kaahui Ako schools and Specialist services.**
- **Coherence** - The Buckland School curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens pathways to further learning. Planning for learning and analysis of data, assessment, reporting, review is a collective responsibility and collaboratively sustains coherence across all areas of the school.
    - **A cross curricular approach to planning for learning that connects purpose, skills and knowledge across learning areas e.g. Learning pathway units of work, revised curriculum**
    - **School teams – Yr 1 / 2, Yr 3 / 4, Yr 5 / 8**
    - **Schoolwide collective and collaborative Staff Professional Learning & Development programmes**
    - **A range of Assessment data will be used to analyse trends, next steps and future planning and reporting for individuals and groups of students**
    - **Transition procedures within school and across schools: ECE, other schools and colleges to support successful transitions and future learning.**
  - **Future Focused** – The Buckland School curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalization.
    - **Enviro group**
    - **Sustainability through further development of school’s native bush area**
    - **Sustainability through building knowledge and skills of growing and promotion of garden to table**
    - **Promotion of recycling and reduction of waste**
    - **Opportunities for enterprise through Shop Days, science fairs, etc.**
    - **Citizenship and leadership opportunities for students both within and in the community**
    - **Activities that foster community spirit**
    - **Exploration and inclusion of environmental issues within the school, local community and globally.**

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