

# Cornerstone Christian School Primary Curriculum



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# INTRODUCTION

Cornerstone Christian School is a state integrated, coeducational, composite school with a Christian special character. The school currently can enrol students from Year 1-11 and this will extend up to Year 13 in 2018 (dependent on two agreed provisos with the Ministry of Education). This document outlines the way the New Zealand Curriculum is outworked in a Special Character context at Cornerstone Christian School.

## **Curriculum Development – a Brief History**

Towards the end of 1986 a group of parents, teachers, and other concerned people met regularly to discuss their beliefs and vision for Christian schooling in Palmerston North. This group came from many Christian churches in the Manawatu. In February 1987 Cornerstone Christian School commenced operation.

The school became fully registered in August 1987 as a private primary school. The first classroom was built on land owned by the Palmerston North New Life Centre, and subsequently a second classroom block was added, providing a total of three classrooms, two offices and an ablution block. The curriculum during these early years was based on a body of work developed by noted New Zealand Christian Educator, Bev Norsworthy. The Biblical foundation for this early curriculum was the Ten Commandments (Exodus 20) and Beatitudes (Matthew 5). All teaching and learning each term of the school year, was based on one Commandment and one Beatitude. Principal Lois Price and latterly Nigel Tongs developed these ideas into a Cornerstone Christian School scheme with specific alignment to the New Zealand Curriculum Achievement Objectives and Essential Skills of the 1993 New Zealand Curriculum Framework.

In 2010, this curriculum model was reviewed by the then Cornerstone Christian School Deputy Principal (Carol Randell) and Assistant Principal (Jane Barker). It was felt that the special character focus of the Primary Curriculum model of that time had too greater focus on the individual Students' Christian response to the Beatitudes and Ten Commandments, with not enough focus on who God is; His Nature and Character. The Curriculum model proposed by Carol Randell and Jane Barker re-focused learning around the curriculum foundation of four aspects of God's nature and character: God is Sovereign, God is Creator, God is Holy and God is Redeemer. This model has been used at Cornerstone Christian School up until the current year (2015).

In order to achieve better alignment with the current New Zealand Curriculum (2007), Principal Dr Peter Ferrar and Assistant Principal (Primary) Chris Mitchell reviewed the Cornerstone Christian School Primary Curriculum model in 2015.

This document will focus on the details of how our special character is outworked and how we teach our integrated theme. The other learning areas (as shown in figure 1) will be addressed in specific separate schemes

Figure 1 - The Learning Areas of the New Zealand Curriculum



**Review and scheme development cycle**

The Cornerstone Christian School annual plan details the cycle of curriculum review that occurs at Cornerstone Christian School. This has been summarised below in Figure 2:

<b>Figure 2: Curriculum Review at Cornerstone Christian School</b>	
<u>Year</u>	<u>Curriculum Learning Area for Review and Scheme development</u>
2015	Writing
2016	Christian curriculum and integrated theme Mathematics Science finalised
2017	Reading The Arts
2018	Health and Physical education Speaking and listening (English)
2019	Presenting and viewing (English) Te Reo and other languages
2020	Social sciences and technology

# HOW THE NEW ZEALAND CURRICULUM IS OUTWORKED AT CORNERSTONE CHRISTIAN SCHOOL

## Vision

The vision for students from the New Zealand Curriculum (2007) document is “young people who will be confident connected actively involved lifelong learners”. This is a vision for our students that we are proud to embrace. The vision for students at Cornerstone is that they be:

“confident followers of Jesus Christ, equipped and inspired to creatively impact our world”.

This dovetails seamlessly into the NZC vision:

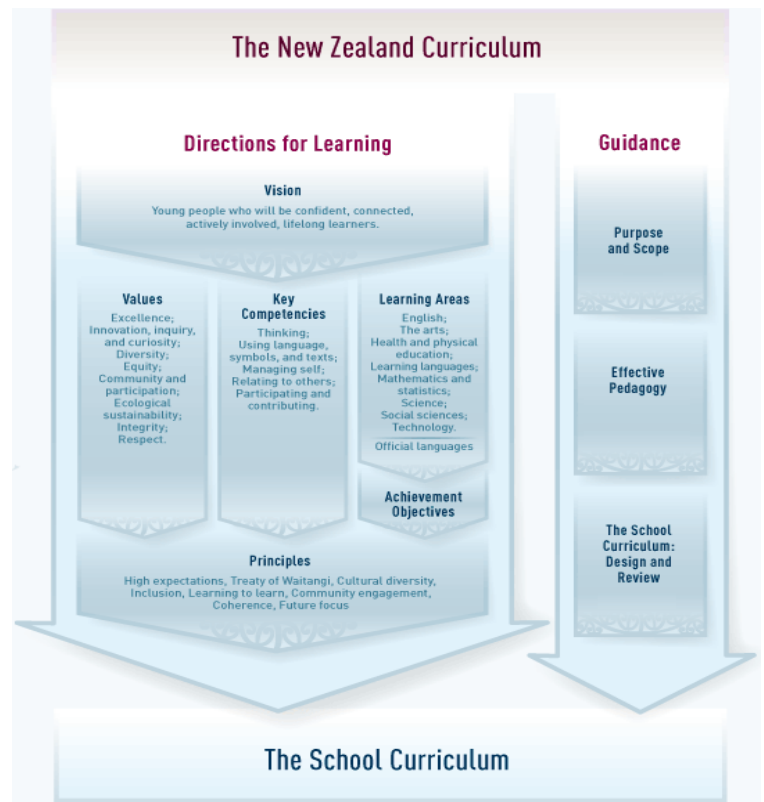
**Confidence** is present in both vision statements – at Cornerstone we believe that to be confident in your faith breeds a confidence in who you are as a person. When you really know who you are in God and in his family, your ability to confidently move through the ups and downs of life is magnified hugely.

**Connected** is a phrase which is a key part of the 21<sup>st</sup> century world. For people to be successful, making connections both with people and with organisations is a necessary skill. Children can be taught how to be better connectors as part of school life through inter-relational programmes such as Peacemakers.

Being connected fits well within the school’s vision of being “followers of Jesus Christ”. The scriptures envision an interdependent church of people all with different skill sets, God-given talents, which fit and work together to make a fully functioning and catholic church (1 Cor 12:12-27).

**Actively involved** is a phrase which encapsulates the emphasis we have on holistic learning. Students at Cornerstone are present (with an over 90% daily attendance) and are engaged in their learning both in the classroom and outside of the classroom. Co-curricular programmes have significant focus; for example many sports and club opportunities are offered, as is individual music tuition in various instruments. Various local sports organisations operate programmes during the year, within the school day, to teach their sport to the students e.g. Manawatu Hockey, Manawatu Football etc.

Being actively involved fits well within the school’s vision of being “equipped and inspired to creatively impact our world” where active involvement is an essential vehicle to the equipping and inspiration of young and developing hearts and minds. The school’s motto is “Learn, Serve and Grow in God”; the service part of this is best learnt and demonstrated through active school and community involvement.

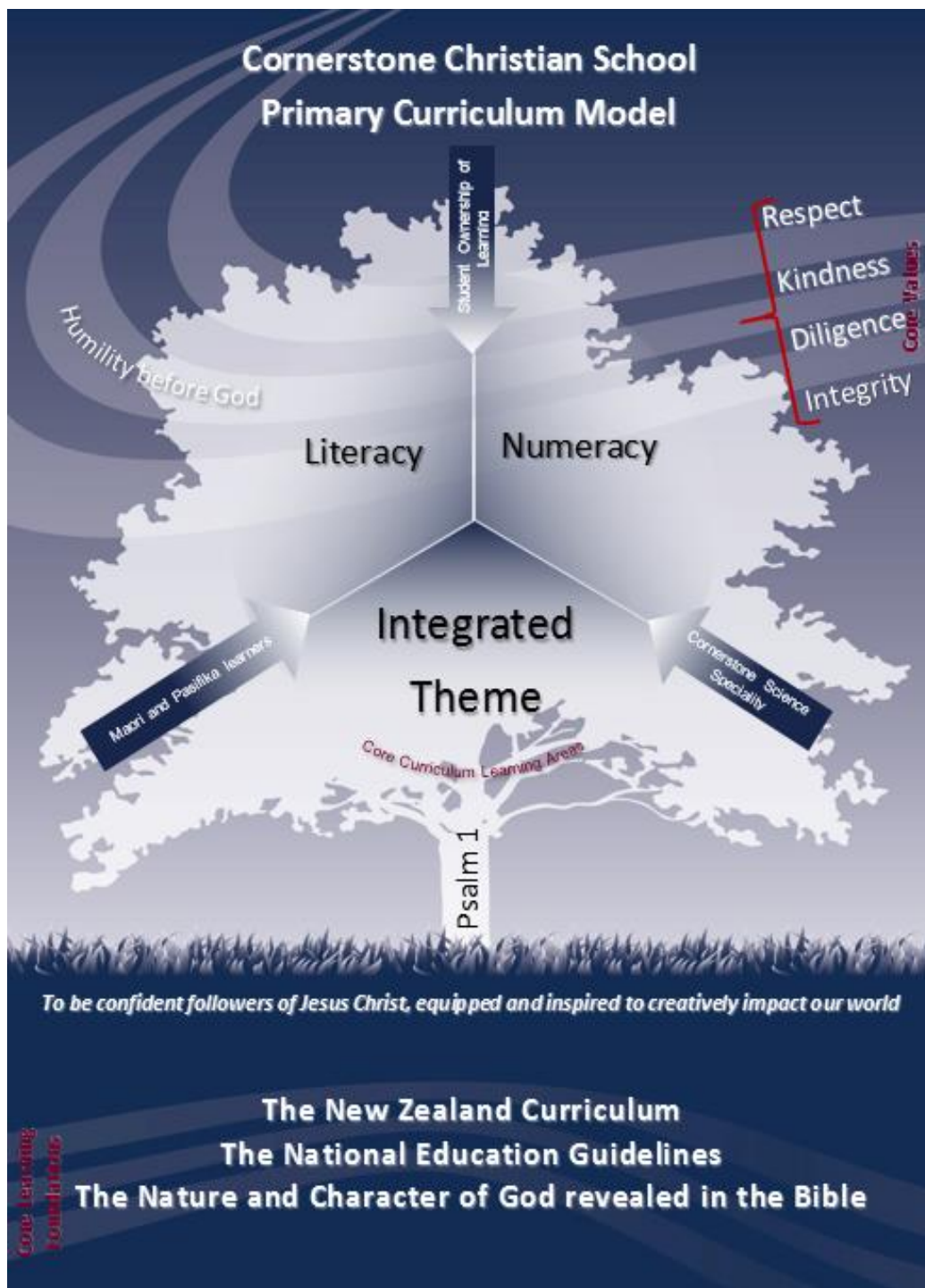


Lifelong learners is a phrase which we actively teach to students and adults. The modern world is changing very quickly and will continue to change at at least this rate. To keep up, people of all ages need to continue to learn all through their lives or risk falling behind.

Being lifelong learners fits well within the school's vision of "creatively impacting our world" since part of the way we creatively impact is to be aware and competent in modern thinking, modern technologies etc.

### The Cornerstone's Primary Curriculum Model

The diagram below gives the general direction and focus of our curriculum in the Y1-8 area.



## Key competencies

How these are inculcated into our Cornerstone curriculum:

### Key Competencies of a Cornerstone Student

- **Managing Self** - students being able to manage their behaviours and their learning is a critical part of growing up. For this reason, we place a high emphasis on character development and student ownership of learning at Cornerstone.

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. (Colossians 3:17)

Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies. (1 Corinthians 6:19-20)

- **Relating to Others** - The ability to work with others, work as a group, learn cooperatively etc. is critical to the success of young people in the modern world. As a result, much of the learning we do at Cornerstone has inter-relational components. Examples include Peacemaker training, small group learning, leadership training, peer mediators, buddy reading, student leaders, student council etc.

This competency is well evidenced in our parent community. Our mission statement is “to provide, with parents, a balanced Christian education to help children develop to their full potential in God”. Partnership is a key word here and our parents demonstrate the way they partner with us through their active involvement in various areas of the school eg sports, EOTC, school events, school assemblies etc. The impressive support the school enjoys from its parents is one of the hall marks of the culture of the school.

Do to others as you would have them do to you. (Luke 6:31)

And let us consider how we may spur one another on toward love and good deeds (Hebrew 10:24)

Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God. (1 John 4:7)

- **Participating and Contributing** - John Maxwell asserts that “one is too small a number to achieve greatness” in his book on Team leadership. Students need to be given opportunities to participate and contribute and be specifically taught how to do this. We focus on this in many ways including the list in relating to others.

For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the faith God has distributed to each of you. For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. (Romans 12:3-5).

He said to them, “Go into all the world and preach the gospel to all creation.” (Mark 16:15).

- **Thinking** - Students being actively able to think and elucidate their lives, their faith, the reasons why we as Christians do and think certain things is vital to them growing into “confident followers of Jesus Christ”.



Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. (Philippians 4:8)

- **Language Symbols and Texts** - Many areas of life have their own language eg Science, IT, biblical study, texting etc. Students need to learn to understand different ways of communicating and the meanings of many of the symbols we use in modern life. One area which is currently enjoyed by modern Christian citizens is being able to easily access the timeless quality of God's written word ubiquitously through modern technology.

Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth. (2 Timothy 2:15)

## NZ Curriculum Principles

### High Expectations

Our mission statement speaks of “children developing to their full potential in God”. This is why we have very high expectations of our students: we want them to be the very best they can be.

### Treaty of Waitangi

The treaty recognises a New Zealand where partnership, protection and participation between the 2 people groups is recognised and celebrated. Biculturalism is at the heart of the Treaty and as such it is our treaty responsibility to ensure that Maori whanau and Taurira are accorded the rights in the treaty. In education this would equate to the right to a full holistic curriculum focussing on all 4 walls of Mason Durie's Te whare tapa wha model



### Cultural diversity

Our school is multi cultural and therefore celebrating cultural diversity is a key part of school life. We celebrate this in a number of ways: annual celebrating cultures day, periodic cultural foci, recognising Island and Te Reo language weeks, having culturally appropriate signage increasing in the school.

Rev 5:9 And they sang a new song, saying: “... with your blood you purchased for God, persons from every tribe and language and people and nation.”

### Inclusion

At Cornerstone we focus on every child having an education. Teachers teach the child in front of them rather than teach to cohorts, year levels or curriculum levels. A result of this is that each child is considered special and unique in their giftings and their learning. Each one is taonga to our heavenly father.

As a result of this, the school has extensive special needs programmes which allows students with learning difficulties to participate fully in the life of the school. At times, student may be withdrawn for their learning to be focussed on individually, but they remain an important part of their class and usually will be in it.

Cornerstone runs highly effective programmes in areas such as:

- Students with special learning needs
- Students with disabilities
- English as a second language students
- Students who have come from a home schooling background.

### Learning to learn

The school has a focus on how to move students from their current place of learning to the next stage of their learning. We like students to understand what they are learning and why. Student ownership of learning is an important phrase for us and has been a part of staff professional learning initiatives over the recent years.

### Community engagement

The Cornerstone community is heavily involved in aspects of school life. Parents and other community groups are regularly seen in the school and our students are given opportunities where they can serve locally. A variety of consultation groups and strategies exist in the school to allow the school to hear and consider the viewpoints of the community. The Kelvin Grove residents association is closely linked to the school and meets at the school on a 3 monthly basis; the school has a representative on this group.

### Coherence

The school was founded on a vision of “cradle to the grave” education. There is a private preschool on site (owned by the school proprietor: the Cornerstone Christian Education Trust) and the school teaches students from Year 0 and is sequentially rolling out secondary year levels to Year 13. The school also has a vision for tertiary education at some stage and in the short term this will be facilitated with resources through STAR (Secondary tertiary alignment resource) and TEC (tertiary education commission). The school regularly speaks of “seamless” curriculum and actively looks for ways to improve the flow of the curriculum between year levels.

The primary area is seen as the foundational years where strong foundations are put place to allow the children to develop strong faith and skills for life. The secondary area is seen as the springboard where students are given what they need to springboard into the vocational years of their lives.

### Future focus

The school attempts to remain very modern; we see this as our responsibility to our students. Vocational pathways are a key part of preparation of young people for the world they are moving into so careers advice and guidance are key areas for us. The digital world is the modern and future world and so we endeavour to remain as up to date as possible in order to be training our children for the world they will enter into (rather than an outdated education which prepares children for the world their parents/teachers grew up in).

## Values

Cornerstone's values underpin our curriculum and form the basis for our school rules. They are given to the right.

The NZC values are below and fit within our school values framework as such:

### Excellence

Our mission statement speaks of "children developing to their full potential in God" this phrase could be thought of as developing their own personal excellence: to be all they can be.

### Innovation, Inquiry and curiosity

Our school has a significant Science focus and speciality in Science. Curiosity is the hallmark of scientific investigation for growing young people and hence this is a key word for us. Inquiry is how to put legs on a student's growing curiosity; how to ask the right questions which will lead to the right process to answer those questions.

Innovation is developed when students have many opportunities to investigate into the questions they may have, they get the chance to try new ideas and to "play" with how to investigate a given phenomenon. They become used to thinking "outside the box". We use science teaching to develop innovative and creative thinking.

Our Science scheme is underpinned with the thought: "Developing a delight for the world which God has created around us" and the scripture:

It is the glory of God to conceal a matter;  
to search out a matter is the glory of kings.

Proverbs 25:2

### Diversity

As a school we value diversity; it is not something we try to homogenise. We teach our students to value the differences in each other and to be excited by thoughts which are different to their own.

### Equity

At Cornerstone each person is valued and so each person is the equal of any other but with different things they may have strengths in

### Community and participation

The Cornerstone community is actively involved in the education of children at the school. An excellent example of this is the Cornerstone Fundraising Group (CFG) who are a group of volunteers completely responsible (by Board of Trustees resolution) for all fundraising activities in the school. He CFG

### Ecological sustainability

New Zealand is a country of wonderful beauty and resources. Cornerstone is committed to teaching children about the beauty of our country which God has created and how to ensure its



resources are still around for generations to come. This is our responsibility before God and to our land.

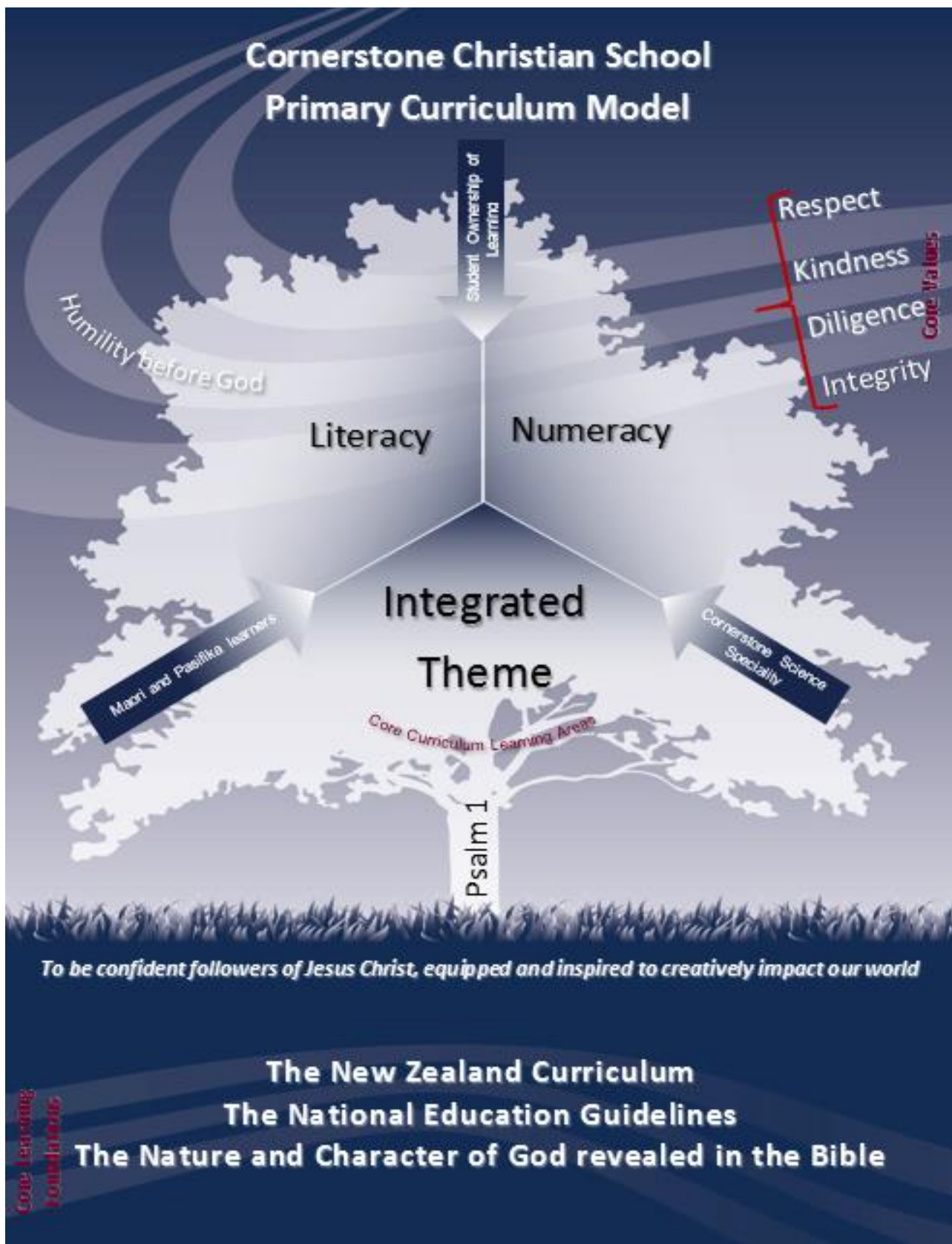
#### Integrity

Integrity is one of our key values which we teach actively to the students through our devotions programme in the mornings.

#### Respect

Integrity is one of our key values which we teach actively to the students through our devotions programme in the mornings.

## The Cornerstone Primary Curriculum Model



The Cornerstone Curriculum Model has identified three key learning foundations that drive curriculum delivery in the primary school. These are:

1. The New Zealand Curriculum (as discussed in preceding pages)
2. The National Education Guidelines (see appendix 1) and
3. The Nature and Character of God as explained in the Bible.

This last core learning foundation is Cornerstone Christian School's key point of difference and is its reason for existence as a special character school.

#### The Nature and Character of God as revealed in the Bible

At Cornerstone Christian School we believe that the Bible is the basis for exploring God's world, and is used as a standard against which to compare and interpret all curriculum material.

The bible is also a narrative that reveals the nature and character of God.

Cornerstone Christian School's curriculum is based on units of learning which are all focused on the nature and character of God, namely:

- God is number one
- God never changes
- God is the God of nations
- God is with us – Immanuel
- God is just and true
- God is eternal
- God is the king of kings
- God is our provider
- God sees, hears and knows everything
- God is wise
- God is three in one
- God is love
- God is all powerful
- God is creator
- God is holy and pure
- God is redeemer

From each of these over-arching themes the following is extracted:

- (a) A key thought and/or verse
- (b) A curriculum focus and learning context
- (c) Biblical Character application

In every unit of work planned, teachers should seek first of all to determine how their unit will allow students to:

- (a) Know God
- (b) Love God
- (c) Glorify God

These three statements allow us to ensure that discipleship remains a key part of all of our teaching programmes (again, the point of difference for our school) and are highlighted at the top of our school-wide unit plan master document (see [hyperlink here](#)). By focusing on these sixteen aspects of God nature and character, Cornerstone Christian School achieves full coverage of the New Zealand curriculum on a 4 yearly cycle.

A proposed 4 cycle for the years 2016 to 2018 follows:

Ideas for Christian Curriculum and Integrated Theme – 4 year cycle					
		Term 1	Term 2	Term 3	Term 4
2016	Title	<b>God is Number One</b>	<b>God Never Changes</b>	<b>God is the God of Nations</b>	<b>God is with us</b>
	Key Thought / Verse	<i>Matthew 22:37 Jesus replied: 'Love the Lord your God with all your heart and with all your soul and with all your mind.'</i>	<i>Hebrews 13:8 Jesus Christ is the same yesterday, today, and forever.</i>	<i>Revelations 7:9 After this I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people and language...</i>	<i>Mathew 1:23 The virgin will conceive and give birth to a son and they will call him Immanuel (which means "God with us").</i>
	School Value	Respect	Integrity	Humility before God	Kindness
	Curriculum / Context	<b>Health and PE (and/or)</b> <ul style="list-style-type: none"> <li>• Priorities &amp; Goal setting – student ownership of learning</li> <li>• Challenging ourselves</li> <li>• Camps &amp; EOTC</li> </ul> <b>Social Studies</b> <ul style="list-style-type: none"> <li>• The Treaty of Waitangi</li> <li>• Environmental studies</li> <li>• Zero Waste, Ecological Sustainability</li> <li>• Living in Community People and places</li> <li>• Careers</li> </ul>	<b>Science: Physical World / Physical Laws</b> <ul style="list-style-type: none"> <li>• Gravity</li> <li>• Wheels &amp; motion</li> <li>• Friction</li> <li>• Electricity</li> <li>• Magnetism</li> <li>• Sound</li> <li>• Light</li> <li>• Flight</li> <li>• Floating and Sinking</li> <li>• Technic Lego</li> </ul>	<b>Health and PE (and/or)</b> <ul style="list-style-type: none"> <li>• Sports studies within the context of the Olympics</li> </ul> <b>Technology</b> <ul style="list-style-type: none"> <li>• Technology and its impact on Society (e.g. the Olympics)</li> </ul>	<b>Health and PE (and/or)</b> <ul style="list-style-type: none"> <li>• Life – from birth to death</li> <li>• Human growth and development</li> <li>• Changes at puberty</li> </ul> <b>Social Studies</b> <ul style="list-style-type: none"> <li>• Cultures</li> <li>• Geography</li> <li>• Other countries</li> <li>• Learning Languages</li> </ul>
	Biblical Character Application	<i>Personal responsibility, Nehemiah, Noah, Joshua 1:6-9, Moses</i>	<i>Keep your word, stay true to who you are – Abraham and sacrificing Isaac, Jesus before the crucifixion. The meta-narrative of the Bible</i>	<i>The story of the Apostle Paul, The early church in Acts, The Armour of God</i>	<i>Abraham – father of many nations, Sarah etc, Tower of Babel. Birth of Jesus / The Christmas story / Parables Jesus told.</i>
2017	Title	<b>God is Just and True</b>	<b>God is Eternal</b>	<b>God is the King of Kings</b>	<b>God is our Provider</b>
	Key Thought / Verse	<i>Psalm 18:30 As for God, his way is perfect: The LORD's word is flawless; he shields all who take refuge in him.</i>	<i>1 Timothy 1:7 Now to the King eternal, immortal, invisible, the only God, be honour and glory for ever and ever. Amen.</i>	<i>Isaiah 9:7 Of the greatness of his government and peace there will be no end. He will reign on David's throne and over his kingdom...</i>	<i>Philippians 4:19 And my God will meet all your needs according to the riches of his glory in Christ Jesus.</i>
	School Value	Integrity	Humility before God	Respect	Kindness
	Curriculum / Context	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• People that help us – police, fire, ambulance, army, navy, air-force</li> <li>• Cycle Safety</li> <li>• Law, Justice and the courts system</li> <li>• Treaty of Waitangi</li> </ul>	<b>Science: Planet Earth and Beyond</b> <ul style="list-style-type: none"> <li>• Space &amp; Constellations</li> <li>• Space Travel</li> <li>• Awesome forces: earthquakes, volcanoes, tectonic plates</li> <li>• Geology: rocks &amp; fossils</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• The NZ Election</li> <li>• Governments and how they are formed</li> <li>• Politics</li> <li>• System of government</li> </ul>	<b>Social Studies: Resources and Economic Activities</b> <ul style="list-style-type: none"> <li>• Farming</li> <li>• Industry</li> <li>• Manufacturing</li> <li>• Fisheries</li> <li>• Forestry</li> </ul>
	Biblical Character Application	<i>Salvation and the Easter story</i>	<i>Worship – being in awe of God, David the singer and harpist</i>	<i>Prayer for the things which affect us and our nation, how to pray etc, Book of Daniel, Esther, Paul's Prayers in his letters.</i>	<i>Worry and why we don't need to (Matt 6:5-34), peace and being peaceful, Elijah and the ravens, Moses and the Israel in the desert</i>

Ideas for Christian Curriculum and Integrated Theme (cont'd) – 4 year cycle					
		Term 1	Term 2	Term 3	Term 4
2018	Title	<b>God Sees, Hears and Knows Everything</b>	<b>God is Wise</b>	<b>God is Triune (Three in One)</b>	<b>God is Love</b>
	Key Thought / Verse	<i>Hebrews 4:13 Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account Psalm 139 also.</i>	<i>Romans 16:27 to the only wise God be glory forever through Jesus Christ! Amen.</i>	<i>Matthew 28:19 Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit (or John 8:58)</i>	<i>Rom 5:8 But God demonstrates his love for us in that while we were yet sinners; Christ died for us.</i>
	School Value	Integrity	Diligence	Humility Before God	Kindness
	Curriculum / Context	<b>Health and PE / Science</b> <ul style="list-style-type: none"> <li>• Camps &amp; EOTC</li> <li>• I am unique</li> <li>• Body systems</li> <li>• Body Physiology</li> </ul>	<b>Science – Material World</b> <ul style="list-style-type: none"> <li>• Fibres and fabrics</li> <li>• Milk</li> <li>• Kitchen Chemistry</li> <li>• Metals and minerals</li> <li>• Oil and plastics</li> <li>• The periodic table</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Missions and early missionaries</li> <li>• Treaty of Waitangi</li> <li>• Serving others</li> </ul>	<b>The Arts</b> <ul style="list-style-type: none"> <li>• Production focused around the message of God's love for us</li> <li>• Dance, drama and music</li> </ul>
	Biblical Character Application	<i>Being careful of the way we live – live in such a manner that God is glorified, Joseph story</i>	<i>Worldly wisdom vs Godly wisdom, Solomon and the book of proverbs</i>	<i>Salvation message, Apostle Philip and the Ethiopian, Moses, Jesus baptism (where all 3 parts of God are shown)</i>	<i>Story of the Cross; stories and miracles of Jesus</i>
2019	Title	<b>God is All Powerful</b>	<b>God is Creator</b>	<b>God is Holy and Pure</b>	<b>God is Redeemer</b>
	Key Thought / Verse	<i>Jeremiah 32:17 Ah, Sovereign LORD, you have made the heavens and the earth by your great power and outstretched arm. Nothing is too hard for you.</i>	<i>Genesis 1:1 In the beginning God created the heavens and the earth.</i>	<i>1 Peter 1:16 Be Holy as I am holy.</i>	<i>1 Peter 1:18-19 For you know that it was not with perishable things... that you were redeemed... but with the precious blood of Christ, a lamb without blemish or defect.</i>
	School Value	Integrity	Diligence	Respect	Kindness
	Curriculum / Context	<b>Technology –</b> <ul style="list-style-type: none"> <li>• Technology around us</li> <li>• The impact of technology on society</li> <li>• Technological systems: Cities and towns. Power, water, sewerage, roading, transportation</li> <li>• Teamwork and Tech.</li> </ul>	<b>Science – living world</b> <ul style="list-style-type: none"> <li>• Pets &amp; Pet Day</li> <li>• Mini-beasts</li> <li>• Dinosaurs</li> <li>• Animal husbandry</li> </ul>	<b>Social Sciences:</b> time continuity and change <ul style="list-style-type: none"> <li>• History is His-Story</li> <li>• NZ through the ages</li> <li>• The way we were</li> <li>• Pioneer NZ</li> <li>• Treaty of Waitangi</li> </ul>	<b>Social Studies:</b> Resources and Economic Activities <ul style="list-style-type: none"> <li>• Enterprise and business</li> <li>• Making and selling</li> </ul>
	Biblical Character Application	<i>Nimrod and the building of the tower of Babel, Solomon's temple – working with King Hiram etc, Babylon. Good &amp; bad Kings, Elijah &amp; Elisha, Gideon</i>	<i>Creation story, Adam and Eve. Cain &amp; Abel, Noah</i>	<i>Chronology of the Bible: the Bible in overview. John the Baptist</i>	<i>Jonah's story, story of Ruth, Rahab. Stories of David</i>



# INTEGRATED THEME STATEMENT

## Rationale

An Integrated Curriculum approach is important because it is seen as a collaborative process of learning and teaching based on children's needs. It provides opportunities to underpin and make connections between curricula by first of all focusing on one specific aspect of the nature and character of God (as revealed in scripture) and so make sense of our world from a Christian perspective. It also provides opportunities for our Primary school community to engage in in-depth learning using Literacy, Mathematics and the NZ Curriculum's Essential skills.

## Principles

- (1) All learning in the integrated curriculum will be underpinned by a specific term focus on one aspect of the nature and character of God (see 4 year plan on pages 15 and 16).
- (2) From each of these over-arching themes the following will be extracted:
  - (a) A key thought and/or verse
  - (b) A curriculum focus and learning context
  - (c) Biblical Character application
- (3) Integrated learning shall have two core facets:
  - a. Devotions. This will be up to a half hour daily focussing on:
    - i. The Bible and how it may be used as the basis for exploring God's world; and as a standard against which to compare and interpret all curriculum material.
    - ii. What Christian values and behaviour look like through the process of acknowledgment of sin, repentance, and acceptance of Jesus' gift of grace.
    - iii. How to use prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.
    - iv. Receiving encouragement so that each child can give of their best because God creates and equips each person for their unique role in His service, and acknowledging achievement in accordance with the child's effort.
    - v. Acting as a continuum and extension of the teaching provided in Christian homes.
    - vi. Providing an environment where children, parents, and teachers can experience Godly relationships, showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.
    - vii. Teaching our school values and what these mean in different areas of the school.
    - viii. The Peace-making process as introduced into Cornerstone in 2015.
    - ix. Values matrices as part of the school's development in PB4L.
  - b. Theme Work (other areas of the curriculum) based on the following principles:
    - i. Learning will endeavour to take place in real life contexts.
    - ii. Children will be encouraged to think for themselves and to share ideas, beliefs and thoughts. At appropriate times we will gather and use children's questions and interests about topics/issues to guide and facilitate learning. During the course of their time at CCS, learners will move from what they can do with support to what they can do independently.
    - iii. Children will help plan experiences and activities. They will actively be encouraged to review and reflect on what they have learnt and where to go next through self, peer and teacher assessment. This can be achieved through written learning intentions and success criteria suggested by children.

- iv. Children will continue to develop questioning skills, a range of thinking tools, problem solving skills and research and information skills.
- v. Literacy and Numeracy will be taught as “stand alone” areas, but the skills learned within each will be actively transferred to integrated topics.
- vi. We will promote the uniqueness of NZ through Te Reo Maori, Te Ao Maori and Maori Tikanga.
- vii. We will endeavour to use our Kelvin Grove community and the rich environment and resources it provides as a context wherever possible.

## **Key Indicators**

- Children using the Bible as the foundational basis for truth.
- Children involved in practising hands on activities, having visitors and going places.
- Children interacting with others to learn. Teachers providing models, facilitating children’s learning to build on existing frameworks.
- Children knowing ‘how to learn’ through using our student ownership of learning focus and setting Learning Intentions and success criteria, peer/self and teacher assessment.
- Learning Intentions and success criteria being displayed
- Explicit teaching of thinking/learning skills with opportunities provided to practise them.
- A range of learning experiences and activities that promotes and caters for different learning styles.
- There are opportunities for parent and community involvement in school activities. Teachers plan cooperatively. Children work well in group, buddy and independent situations.

## **Guidelines for Teachers**

In every unit of work planned, teachers should seek first of all to determine how their unit will allow students to:

- (a) Know God
- (b) Love God
- (c) Glorify God

The core of the integrated unit is to be based on what we want children to learn rather than the set of activities we want them to do.

No more than 1 major topic per term - centred on the core aspect of God nature and character with other areas linked as appropriate.

School and global events will be given consideration when planning units of work e.g. the Olympics or a National Election.

Planning will show how the transfer and linking of Literacy, Numeracy skills will occur.

Research activities will be a major component of each unit.

## **Special Integrating Foci**

### **Student Ownership of Learning**

Once of the key principles of the New Zealand Curriculum is 'Learning to Learn'. Cornerstone Christian School has strong focus on how to move students from their current place of learning to the next stage of their learning. We like students to understand what they are learning and why. 'Student ownership of learning' is an important phrase for us and has been a part of staff professional learning initiatives over the recent years.

### **Maori and Pasifika Learning**

At Cornerstone we recognise the importance of the Treaty of Waitangi. The treaty discusses a New Zealand where partnership, protection and participation between the two people groups is recognised and celebrated. Biculturalism is at the heart of the Treaty and as such it is our treaty responsibility to ensure that Maori whanau and Taurira are accorded the rights in the treaty.

Additionally, Cornerstone Christian School has high number of Pasifika students. Traditionally Pasifika students have not achieved highly with the New Zealand Education system. At Cornerstone we are wanting to reverse this statistic by being culturally responsive to the education needs of our Pasifika students.

### **Cornerstone Science Speciality**

Cornerstone Christian School has a strong science 'flavour'. This has been evidenced in the school's success at the regional and national science fairs over the past years; the science background of an unusually high number of staff at Cornerstone; the success of students who have gone on to other Manawatu secondary schools in recent years and also through tracking the tertiary education choices of past Cornerstone pupils.

Science is a key component of our integrated theme programme and is a common integrating strands in a variety of learning contexts throughout the year.

## **Assessment**

Learning needs to be assessed and recorded so that the student, teacher and the parents know:

- what has and has not been achieved
- what the student needs to learn next.

A range of assessment activities will be used and these are documented in the relevant schemes in a matrix based format to show progressions in learning and assessment.

## Memorisation of scripture throughout Y1-8

Each year level will have 2 key verses that students will be expected to have in their long term memory so that at Y8 students will have recall of 16 key scriptures which will help them in their lives.

Years									
8				Matt 5:1-2				Heb 12:1-2	
7			1 Cor 10:31				Romans 10:9		
6	Romans 3:23				Romans 6:23				
5				Matt 22:37		Rev 3:20			
4			Eph 2:8-10					Coll 1:17	
3		Romans 5:8					1 John 1:9		
2	Gen 1:1				Ps 1:1-3				
1		John 3:16				Ps 19:1-4			

# APPENDIX 1: REQUIREMENTS FOR SCHOOLS IN NZ

## The National education goals are:

NEG 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## **National Administration Guideline 1**

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- develop and implement teaching and learning programmes:
- to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- student achievement in literacy and numeracy, especially in years 1-8; and then to
- breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;

on the basis of good quality assessment information, identify students and groups of students:

- who are not achieving;
- who are at risk of not achieving;
- who have special needs (including gifted and talented students); and
- aspects of the curriculum which require particular attention;

develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

## **National Administration Guideline 2**

Each board of trustees, with the principal and teaching staff, is required to:

develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards\*, aromatawai and/or assessment, and staff professional development;

maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

## **National Administration Guideline 2A**

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

- school strengths and identified areas for improvement;
- the basis for identifying areas for improvement;
- planned actions for lifting achievement; and
- how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.

report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

