



# Palmerston North Adventist<sup>™</sup> Christian School

*Learning and Growing in God*

## Local Curriculum



### LIFE Values

Love

Treating others  
the way we would  
like to be treated.

Integrity

Doing the right  
thing, even when  
no-one is watching.

Faith

Becoming who  
God designed  
us to be.

Excellence

Always doing  
our best.



# Introduction

Our **vision** is to: nurture students in a Christ-centred learning community where they experience God's love, develop a personal faith journey, and reach their God-given potential; equipped to serve God and others.

## Learner Profile

We grow  
students who:



Spiritually Connected

...have a deep and intimate relationship with God through faith, prayer, scripture, and a surrendered heart, resulting in a profound sense of peace, purpose, and alignment with His will.

Socially Skilled

...embody Christ-like love, empathy, and compassion in interactions with others, fostering genuine connections, understanding diverse perspectives, while upholding principles of integrity and respect.

Emotionally Strong

...are resilient in the face of adversity, embracing risk as an opportunity for growth, and maintaining a positive mindset to navigate life's uncertainties with courage and determination.

Physically Active

...maintain physical activity and health by engaging in regular exercise that they enjoy, incorporating a balanced diet, prioritizing sufficient sleep, and minimizing sedentary behaviors such as excessive screen time.

Community Oriented

...actively engage with and serve others in their local and global communities, fostering unity, inclusion, and a shared sense of purpose among diverse groups, reflecting the values of Jesus' teachings in their interactions and endeavors.

Lifelong Learners

...have a curiosity-driven mindset, continuously seeking knowledge, skills, and experiences throughout their lives, fostering personal growth, adaptability, and a deeper understanding of the world.

Palmerston North Adventist Christian School supports the **Vision of the NZ Curriculum** to create "Confident, Connected, Actively Involved, Lifelong Learners."



The **Principles of the NZ Curriculum** are the foundations of curriculum decision making at Palmerston North Adventist Christian School.

## HIGH EXPECTATIONS

We use assessment data and observations to monitor student progress and achievement.

## THE TREATY OF WAITANGI

Palmerston North Adventist Christian School integrates the principles of partnership, participation, and protection into its policies, practices, and curriculum to honor the cultural identity and rights of Māori students and communities.

## CULTURAL DIVERSITY

Through our planning and teaching, PNACS celebrates and respects the unique backgrounds, traditions, and perspectives of all students and staff within its learning community.

## INCLUSION

We strive to create a welcoming and supportive environment where every individual feels valued, respected, and empowered to fully participate in all aspects of school life.

## LEARNING TO LEARN

Palmerston North Adventist Christian School equips students with metacognitive strategies, critical thinking skills, and a growth mindset to become self-directed learners capable of adapting to various challenges and acquiring knowledge independently.

## COHERENCE

PNACS ensures that learning experiences are connected, sequential, and meaningful for students, fostering a holistic understanding of knowledge and skills.

## COMMUNITY ENGAGEMENT

Our curriculum is designed through collaboration with students, whanau, and other stakeholders to co-design teaching and learning initiatives that reflect the cultural values and aspirations of the wider community, fostering a sense of ownership and shared responsibility for student success.

## VALUES

Our Positive Behaviour for Learning (PB4L) based culture and our curriculum promotes the Values of the NZ Curriculum: Excellence; Innovation, Inquiry and Curiosity; Diversity; Equity; Community & participation for the common good; Ecological sustainability; Integrity; Respect for themselves, others and human rights.



Learning at PNACS is based on the learning areas in the New Zealand Curriculum.



In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.



In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.



In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.



In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.



In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.



In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.



In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.



In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

## Key Competencies

*Capabilities for living and lifelong learning are embedded in all learning areas.*

### Thinking

emphasizes the development of critical, creative, and reflective thinking skills to enable students to engage effectively with complex ideas and situations  
Using language, symbols, and texts

### Managing Self

emphasizes the development of self-awareness, self-motivation, resilience, and strategies for personal goal-setting and decision-making to enable students to take responsibility for their own learning and well-being.

### Relating to Others

focuses on fostering respectful and empathetic relationships, effective communication, and collaborative skills to enable students to interact positively with diverse individuals and groups.

### Participating and Contributing

focuses on fostering active engagement, citizenship, and ethical decision-making, enabling students to contribute positively to their communities and society at large.

### Using Language, Symbols, and Texts

emphasizes the development of literacy and communication skills across various contexts, enabling students to interpret, create, and critically analyze information to effectively engage with the world around them.

## One hour a day reading, writing and maths for students in years 0-8

Students in years 0-8 will spend an average of one hour a day learning each reading, writing, and maths, pānui, tuhituhi, and pāngarau.

Teachers will deliberately and purposefully dedicate time to teaching these core skills. Teaching techniques like investigations, collaborative learning, and games will continue to be used so students stay engaged with their learning.

Learning to read, write, and do maths is important in everything we do. Daily teaching has been shown to lift student progress, when coupled with a high-quality curriculum taught using evidence-informed teaching practices.





## ENCOUNTER ADVENTIST CURRICULUM

The Adventist Encounter Curriculum is a seamless curriculum that is intentional about exploring big-picture, biblical concepts with the goal of making a difference for eternity. This curriculum uses the classroom context to help build a life-long relationship with Jesus Christ, using the Bible as the source of truth. Through rigorous pedagogical practice, it seeks to develop each students' personal friendship with God and develop reasons for faith, lifestyle choices, and ethical decision-making from an Adventist worldview, all the while nurturing interpersonal relationships and service to others. In short, it seeks to invite our students to be disciples of the Great Commission.

Transformation is the goal of the Adventist Encounter Curriculum. Using Pastor Ben Maxson's Spiritual Growth Model, and Lanelle Cobbin's Transformational Planning Framework, the Adventist Encounter Curriculum supports teachers through a series of learning phases, in which students use their Bibles as the foundation to know about God's plan for their lives and the world, and are provided opportunities to develop a relationship with God. They are then able to put their beliefs into practice in their own lives through sharing their faith and serving others. Ultimately, Encounter seeks to obey the Three Angel's Message of Revelation 14—a call for people to stand in these last days in a real relationship with God, to be aroused from their apathy and worship our Creator alone.

Encounter seeks to build for eternity.

The Transformational Planning Framework provides the structure for our teaching units.

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# CURRICULUM



In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

At Palmerston North Adventist Christian School, we prioritise a comprehensive approach to literacy education, aligning with the New Zealand Curriculum while integrating structured literacy practices (BSLA & IM, the Writer's Toolbox writing programme, and various literacy resources. Our curriculum is designed to provide a holistic and inclusive learning experience, encompassing diverse cultural perspectives and catering to individual student needs. With structured literacy, we offer explicit instruction in phonics, phonological awareness, vocabulary, fluency, and comprehension, ensuring that foundational skills are systematically taught and reinforced. The Writer's Toolbox framework enhances students' writing abilities by providing them with knowledge, strategies, and techniques to express themselves effectively across various genres and contexts.

Additionally, we implement various literacy programs tailored to specific student cohorts or needs, such as targeted intervention programs for struggling readers or enrichment activities for advanced writers. Through this integrated approach, we aim to empower all students to become confident and proficient readers and writers, equipped with the skills and strategies necessary for lifelong learning and communication.



In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

At our school, we prioritize a structured yet holistic approach to mathematics and statistics education, aligning closely with the New Zealand Curriculum. We integrate PR1ME Maths, a proven programme designed to enhance mathematical understanding and achieve mastery through the teaching of mathematic concepts and structured problem-solving strategies. This approach fosters a deep conceptual understanding of mathematical principles while developing coherence, fluency, and the ability to image and represent mathematical thinking. Additionally, we incorporate The Learner First framework, which uses engaging classroom learning experiences to foster self-understanding and cultivate mathematical proficiency.

By utilizing real-life contexts, we ensure that mathematical concepts are relevant and applicable to students' everyday lives, enhancing engagement and understanding.

Furthermore, mathematics is seamlessly integrated into other subject areas, providing opportunities for interdisciplinary learning and reinforcing connections between mathematical concepts and the wider world. Through these methods, we aim to empower students to become confident, competent mathematicians equipped for success in the modern world.





In science, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

At Palmerston North Adventist Christian School, the teaching of science is purposefully woven into the fabric of the national curriculum, emphasizing not only scientific knowledge but also the integration of STEAM concepts—science, technology, engineering, art, and mathematics—across all learning levels.

Beginning from Year One through to Year Six, students are introduced to scientific inquiry and exploration, fostering curiosity and critical thinking from a young age. In the early years, hands-on activities and experiments form the foundation, encouraging students to observe, question, and explore the world around them. Concepts such as the scientific method are introduced gradually, with a focus on developing basic scientific literacy and skills. As students progress through the years, they delve deeper into STEAM integration, applying scientific principles to real-world problems, designing experiments, and engaging in collaborative projects that incorporate elements of technology, engineering, art, and mathematics.

This holistic approach not only cultivates a deeper understanding of scientific concepts but also nurtures creativity, innovation, and interdisciplinary thinking, preparing students to thrive in an increasingly complex and interconnected world.

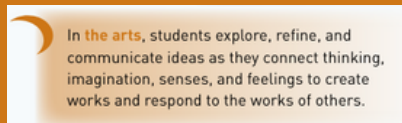


In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

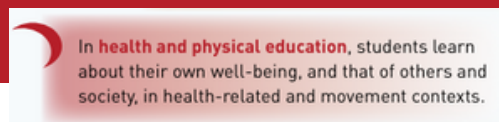
In Palmerston North, where the local iwi of Rangitāne o Manawatū holds significant historical and cultural significance, educators can integrate Christian values of love, compassion, and justice with indigenous perspectives to create a holistic learning experience.

From the perspective of Christian teachings, the study of social sciences and history offers an opportunity to explore themes of stewardship, reconciliation, and the dignity of all human beings as creations of God. Students can learn about the history of the Palmerston North area through the lens of both Māori and European settlers, acknowledging the complexities of colonization while also highlighting stories of cooperation, resilience, and cultural exchange. By incorporating the spiritual traditions and teachings of local iwi alongside Christian values, educators can facilitate meaningful discussions about identity, belonging, and the importance of honouring diverse perspectives in the pursuit of social justice and reconciliation.

Through collaborative projects, community engagement initiatives, and experiential learning opportunities, students can develop a deeper understanding of the interconnectedness of history, culture, and spirituality in shaping the Palmerston North area. By fostering an environment of respect, dialogue, and mutual understanding, educators can empower students to become compassionate and socially conscious citizens who are committed to building a more inclusive and equitable society, guided by both Christian principles and indigenous wisdom.



At Palmerston North Adventist Christian School, the arts are an integral part of the curriculum, fostering creativity and holistic development in students. The music programme is designed to cultivate a love for musical expression. We offer lessons in various instruments through EPIC Music Academy, as well as singing within cultural and spiritual contexts. Visual arts are equally emphasized, with students engaging in a wide range of activities from drawing and painting to sculpture and digital art. This not only helps them develop technical skills but also encourages them to express their unique perspectives and cultural backgrounds through their artwork. Drama and dance are also key components of the arts curriculum at Palmerston North Adventist Christian School. Through drama, students explore storytelling, character development, and performance techniques, often participating in school plays and theatrical productions that build confidence and teamwork. Dance is included in production and cultural events. It promotes physical fitness and rhythm while providing a fun and dynamic way for students to express themselves. These programs are designed to be inclusive and inspiring, ensuring that every student has the opportunity to discover and nurture their artistic talents in a supportive and enriching environment.



At Palmerston North Adventist Christian School, the Health and Physical Education (PE) curriculum is designed to foster the well-being of students through a holistic approach that aligns with the principles of Whare Tapa Whā. This Māori health model emphasizes the balance of four key dimensions: taha tinana (physical well-being), taha hinengaro (mental and emotional well-being), taha wairua (spiritual well-being), and taha whānau (social well-being). Through a variety of activities and lessons, students learn to appreciate and nurture each aspect of their well-being, promoting a balanced and healthy lifestyle.

Physical education at Palmerston North Adventist Christian School includes a broad range of sports and fitness activities that develop physical skills, strength, and coordination, while also instilling the values of teamwork and fair play. Health education covers essential topics such as nutrition, mental health, and personal safety, equipping students with the knowledge and skills to make informed decisions about their health. Additionally, the school's commitment to spiritual and social well-being is reflected in activities that encourage students to build strong, supportive relationships with their peers and engage in reflective practices that foster a sense of purpose and connection. This comprehensive approach ensures that students are not only physically active but also emotionally resilient, spiritually grounded, and socially connected.





## Technology



In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

At Palmerston North Adventist Christian School, technology education is woven into the daily curriculum to prepare students for the digital age and equip them with essential skills for future success. Digital technology is integrated across various subjects, allowing students to develop proficiency in using computers, tablets, and other digital devices from an early age. They engage in activities such as coding, digital storytelling, and multimedia projects, which enhance their creativity and technical skills. The school ensures that students are not only consumers of technology but also creators, capable of leveraging digital tools to solve problems and innovate.

In addition to digital technology, the school places a strong emphasis on STEM (Science, Technology, Engineering, and Mathematics) education. STEM lessons are designed to be hands-on and inquiry-based, encouraging students to explore and experiment with scientific concepts, engineering principles, and mathematical theories. Through projects like building robots, conducting experiments, and designing engineering solutions, students develop critical thinking and collaborative skills. These experiences help them understand the real-world applications of their learning and inspire them to pursue careers in STEM fields. By incorporating both digital technology and STEM into the curriculum, Palmerston North Adventist Christian School ensures that students are well-equipped with the knowledge and skills needed to thrive in a rapidly evolving technological landscape.

## Learning Languages



In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

Palmerston North Adventist Christian School embraces linguistic and cultural diversity by incorporating language learning into its curriculum, celebrating Pasifika Language Weeks, and providing rich cultural experiences. These language weeks are dedicated to the exploration and appreciation of Pasifika languages, such as Samoan, Tongan, and Fijian, through interactive activities, traditional storytelling, and cultural performances. Students engage in language lessons that highlight the linguistic structure and cultural context of these languages, fostering a deeper understanding and respect for Pasifika heritage.

The school's diverse student body, representing various cultural backgrounds, further enriches the language learning experience, as students share their own languages and traditions, creating a vibrant, inclusive environment that values and promotes multilingualism and multiculturalism.





## Te Reo Māori in English-medium schools

At Palmerston North Adventist Christian School, the teaching and learning of te reo Māori are integral parts of the curriculum, reflecting a commitment to honouring New Zealand's bicultural heritage. From the early years, students are introduced to basic greetings and everyday phrases in te reo Māori, such as "kia ora" (hello), "morena" (good morning), and "ka kite" (see you). These greetings are used regularly in classroom interactions, helping students to become comfortable with the language and incorporate it naturally into their daily communication.

Waiata (songs) and karakia (prayers) are also fundamental components of the te reo Māori program. Students learn traditional waiata, which often convey important cultural stories and values, enhancing their understanding and appreciation of Māori culture. These songs are performed during school assemblies, special events, and cultural celebrations, providing students with opportunities to practice their pronunciation and rhythm in a supportive and communal setting. Karakia are recited at the beginning and end of the school day, as well as before meals, instilling a sense of respect and mindfulness.

Classroom instructions are frequently given in te reo Māori to reinforce language use and comprehension. Teachers might use commands like "e noho" (sit down), "haere mai" (come here), and "whakarongo" (listen) during lessons, creating an immersive language environment. This approach not only helps students to learn and understand the language but also to respond and follow instructions in te reo Māori, enhancing their practical language skills.

By the time students reach Year Six, they are expected to have a solid foundation in te reo Māori. They should be able to understand and use basic conversational phrases, sing and understand the meaning of several waiata, and participate in karakia with confidence. Additionally, Year Six students are encouraged to explore more complex aspects of the language, such as sentence structure and vocabulary expansion, through various projects and presentations. This comprehensive approach ensures that by the end of their primary education, students at Palmerston North Adventist Christian School have a meaningful connection to te reo Māori and are well-prepared to continue their language learning journey.



## Delivery Statement: Health and Physical Education Curriculum Palmerston North

Adventist Christian School will implement a programme of Health and Physical Education based on the New Zealand Curriculum, intending to make a positive difference to the hauora (health and wellbeing) of students and their communities.

Central to our vision is a focus on the development of the 'whole child'. This includes physical, mental, emotional, social, and spiritual hauora.

We are committed to honouring the mana of every learner through implementing each aspect of Hauora in numerous ways e.g. vigorous daily fitness, opportunities for skill development in PE lessons, participating in as many games and activities as possible, promoting an understanding of healthy nutrition, engaging in health and social learning units. All these are underpinned by the values of our Seventh-day Adventist Special Character.

The New Zealand Curriculum has four main strands for Health and PE:

- Personal and Physical Development
- Movement Concepts and Motor Skills
- Relationships with other people
- Healthy Communities and Environments

Our school health programme is largely integrated into our school curriculum. Units of learning may also be taught in conjunction with outside agencies e.g. the Police and Life Education. Road, sun, and cyber safety are recognised as exceptionally important and taught regularly and as needs arise.

A sexuality programme is provided for students in the Senior Classroom (Years 5 & 6 students). In the spirit of Te Tiriti o Waitangi, the programme is set up to incorporate the following principles:

- Partnership - all stakeholders in our school community will be consulted and be given the opportunity to contribute to the programme
- Protection - encompass a holistic approach to sexuality and how it impacts wellbeing (emotional, mental, physical, social, and spiritual)
- Participation - parents, teachers, professionals and students will all be encouraged to participate in aspects of the programme to support students as they work through the many changes and challenges that come with adolescence.

In line with our Special Character and alongside the Ministry of Education's supporting material on Sexuality Education, the programme will be outlined as follows:

1. God's design for intimacy and love
2. Physical Changes (Puberty)
3. Spiritual & Social community health aspects

Health Education is about enhancing students' sense of self-worth through learning to think critically about health-related contexts. Students learn that well-being is a combination of physical, mental, emotional, social and spiritual aspects of people's lives.



**Positive Behaviour for Learning (PB4L)** improves the behaviour and wellbeing of children and young people. At Palmerston North Adventist Christian School, we teach our **LIFE Values** through the PB4L programme.

**PB4L School-Wide** is a universal approach that supports schools to strengthen their whole-school commitment to wellbeing and inclusive education and encourages students to make positive behaviour choices.

School-Wide takes the approach that opportunities for learning and achievement increase when:

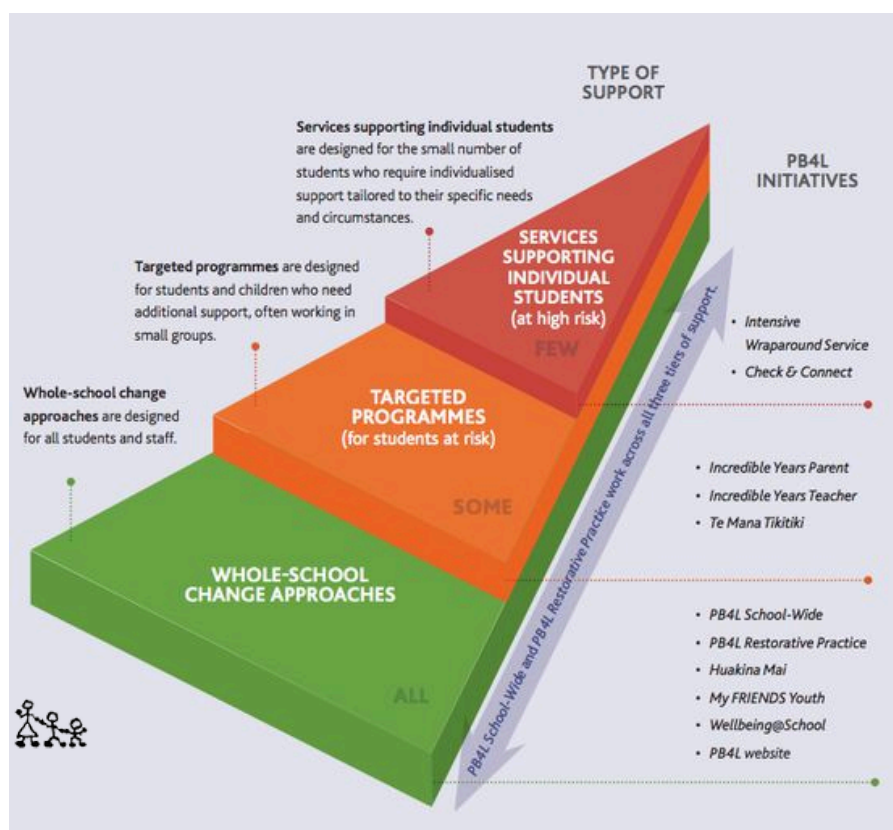
- the school environment is **positive and supportive**
- expectations are clear and consistent
- learners are taught expected behaviours and acknowledged for showing those behaviours
- students are responded to fairly.

## Restorative Practice

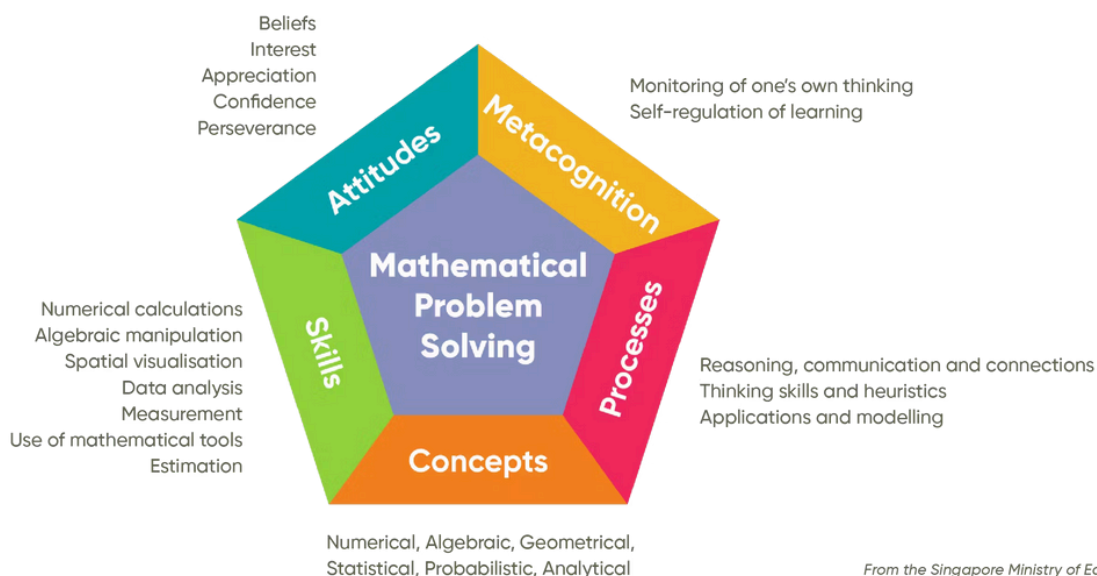
At PNACS, we also implement **Restorative Practice**, a relational, inclusive approach grounded in beliefs about equality, dignity, mana, and the potential of all people. It focuses on building, sustaining, and growing positive, respectful relationships across the school community and offers staff best-practice tools and techniques for **restoring relationships** when things go wrong or issues arise. **Restorative Practice** helps to create safe and positive communities that **support students' engagement and wellbeing**.

## Incredible Years

Our junior teachers are trained in the **Incredible Years Programme** which also aligns with PB4L. Incredible years is an evidence-based, early intervention programme that **promotes social-emotional learning (SEL)**, academic skills, and **positive behavioral outcomes** of children.



**PR1ME Maths** is an innovative educational program designed to enhance mathematical understanding among students. Rooted in the principles of **Singapore Math**, it emphasizes problem-solving skills, critical thinking, and a **concrete-pictorial-abstract approach** to learning. PR1ME Maths aims to cultivate deep **conceptual understanding** and **mathematical fluency**, fostering a **love for mathematics** from an early age. Through engaging activities and structured lessons, it equips students with the tools they need to excel in mathematics and beyond.



*From the Singapore Ministry of Education*

**The Learner First** Maths Programme integrates **Rapid Routines**, a dynamic teaching approach, to cultivate **mathematical proficiency**. With a focus on student-centered learning, the program emphasizes conceptual understanding through brief, focused activities. Rapid Routines engage learners in quick, repetitive exercises designed to reinforce foundational skills and develop fluency. By incorporating these routines into daily lessons, the Learner First Maths Programme fosters a **deeper comprehension** of mathematical concepts while **promoting confidence** and agility in problem-solving.

