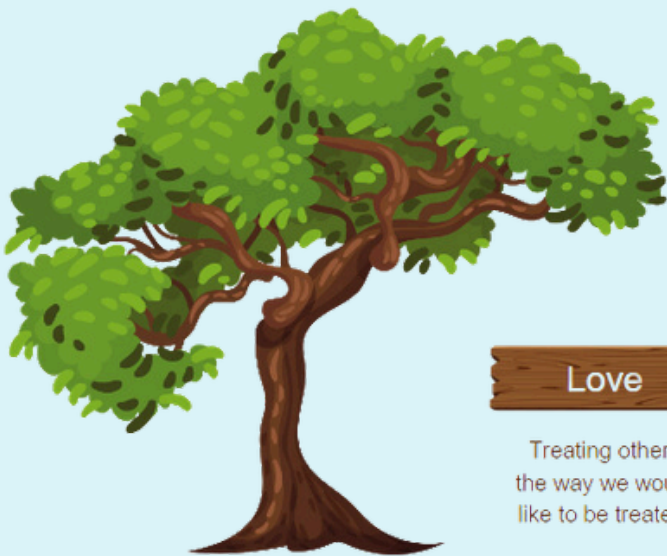




Palmerston North Adventist[™] Christian School

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.

VISION: 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



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 follows the [Contents and Whakapapa of the New Zealand Curriculum - Te Mātaiaho](#)

Mātaurangi

The guiding kaupapa

Excellent and equitable outcomes, reflecting the Treaty of Waitangi | Te Tiriti o Waitangi, for every student through inclusive, knowledge-rich teaching and learning informed by the science of learning and a scripture-shaped world view.

Mātaitemu

Growing a love of lifelong learning

The vision for students attaining their highest possible standard in educational achievement, reaching their God-given potential, and providing for positive life outcomes.

Mātainuku

Strong foundations for all students

Making sure all students are developing the capabilities, literacy and maths that are essential to support lifelong learning and their calling to participate in God's work for human flourishing.

Mātaiaho

Learning areas and subjects

The sequence of disciplinary knowledge and practices, each beginning with a clear articulation of its Biblical foundation, to be taught to all students during Years 0–10 (learning areas) and within subjects as they begin to specialise from Year 11.

Mātaioho

School teaching and learning programmes

Evidence-informed pedagogies and practices that nurture Christ-like character and enable all students to access and engage the curriculum and progress in their learning.

Mātairea

A focus on progress

Teachers' faithful stewardship and implementation of effective assessment practices for noticing and responding to student progress and achievement, acting out of their calling to serve and disciple each student, so that learning is not left to chance, progress is celebrated, and individual needs are met.

Mātaiahikā

Relationships for learning

Forming strong, redemptive relationships with students, parents and whānau to enable supportive, inclusive learning environments that recognise individual interests, backgrounds, progress and achievement as image bearers of God.



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

English Curriculum

Mathematics and Statistics Curriculum

Science Curriculum

Draft Learning Area - Open for Consultation

Social Sciences Curriculum

Draft Learning Area - Open for Consultation

The Arts Curriculum

Draft Learning Area - Open for Consultation

Technology Curriculum

Draft Learning Area - Open for Consultation

Health and Physical Education Curriculum

Draft Learning Area - Open for Consultation

Learning Languages Curriculum

Draft Learning Area - Open for Consultation

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



Teaching *for* TRANSFORMATION



As a Teaching for Transformation (TfT) school, our curriculum is intentionally designed to invite students into a story larger than themselves. Our learning is deeply embedded in the TfT design framework, which ensures that every lesson is more than just an academic exercise—it is a formational journey.

Central to this approach is our Deep Hope. More than a plan or a wish, the Deep Hope serves as our "North Star," guiding the learning experiences in every classroom. It reflects our school's mission and points toward our unique place in God's story. Through this framework, we aim to equip and empower our students to live well in God's Big Story, challenged to use their learning to make a positive, redemptive difference in the world and for the people around them.



See the Story Live the Story



English Curriculum

Biblical Foundation: Language is a divine gift from our Creator, given so that we might know Him through His Word and connect with others as image-bearers.

Curriculum Statement: At PNACS, our English curriculum is a formational journey where students learn to use the tools of literacy to "See the Story and Live the Story". We prioritise a structured literacy approach (BSLA & Code-Ed) and the Writer's Toolbox to ensure students develop the foundational skills of phonics, fluency, and comprehension necessary to articulate truth.

By integrating a scripture-shaped worldview, we empower students to be "Image Reflectors" and "Community Builders" who use their voices for redemptive purposes, sharing God's love and seeking justice through effective communication. Through this integrated approach, we aim to empower all students to become confident and proficient readers and writers, equipped for lifelong learning as they find their place in God's Big Story.

Mathematics and Statistics Curriculum

Biblical Foundation: Mathematics reveals the incredible order, consistency, and beauty of God's creation, reflecting the mind of a logical and purposeful Designer.

Curriculum Statement: We prioritise a structured, holistic approach to mathematics, aligning with the NZC while acting as "Order Discoverers" in the world God has made.

Using PR1ME Maths and The Learner First framework, we cultivate deep conceptual understanding and mathematical proficiency through real-life contexts. This approach fosters coherence and the ability to represent mathematical thinking as a reflection of divine logic. Our curriculum is intentionally designed to help students reach their God-given potential, using their mastery of numbers and logic to solve problems that contribute to human flourishing and stewardship of God's world.





Science Curriculum

Draft Learning Area - Open for Consultation

Biblical Foundation: Science is the study of God's handiwork; it is an invitation to be "Creation Enjoyers" who worship the Creator by exploring the intricacies of His design.

Curriculum Statement: The teaching of science at PNACS is purposefully woven into a scripture-shaped worldview, emphasizing scientific inquiry alongside STEAM concepts. From Years 1 to 6, students engage in hands-on exploration and experiments to foster curiosity about the physical laws God established.

As "Earth Keepers," students apply scientific principles to real-world challenges, recognising their calling to care for the environment and use innovation as a tool for restoration. This holistic approach not only cultivates scientific literacy but also nurtures creativity and interdisciplinary thinking, preparing students to thrive in a world that reveals God's glory.

Social Sciences Curriculum

Draft Learning Area - Open for Consultation

Biblical Foundation: Social Sciences explore the story of humanity through the lens of God's ongoing work of reconciliation and the inherent dignity of every person as an image-bearer of God.

Curriculum Statement: Our curriculum integrates Christian values of love and compassion with indigenous perspectives, particularly those of the local iwi, Rangitāne o Manawatū. We explore themes of stewardship and identity, acknowledging the complexities of history while highlighting stories of resilience and cultural exchange.

Students are equipped to be "Justice Seekers" and "Community Builders," empowered by a scripture-shaped worldview to become socially conscious citizens who honour diverse perspectives and participate in God's mission for a restored society. By fostering respect and dialogue, we empower students to build an inclusive society guided by both Biblical principles and indigenous wisdom.



The Arts Curriculum

Draft Learning Area - Open for Consultation

Biblical Foundation: The Arts are a reflection of the ultimate Artist; as we create, we exercise our role as "Beauty Creators" who mirror the creativity of our God.

Curriculum Statement: At PNACS, the arts are integral to nurturing the "whole child" and their unique artistic talents. Our curriculum—encompassing EPIC Music, visual arts, drama, and dance—is designed to be a formational experience where students express their identity within God's story.

By integrating a scripture-shaped worldview, we encourage students to be "Image Reflectors" who use their creative gifts to communicate truth, celebrate cultural heritage, and inspire others. These programs ensure every student has the opportunity to discover and nurture their artistic potential in a supportive, redemptive environment that reflects the beauty of the Kingdom.

Health and Physical Education Curriculum

Draft Learning Area - Open for Consultation

Biblical Foundation: Our bodies are the temple of the Holy Spirit, and we are called to be faithful stewards of the life and health God has given us.

Curriculum Statement: Our Health and PE programme adopts a holistic approach aligned with Whare Tapa Whā, emphasizing that physical, mental, emotional, and spiritual wellbeing are interconnected aspects of being God's image-bearers.

Through PB4L and our LIFE Values, we teach students to be "Community Builders" who treat others with Christ-like love and integrity. This comprehensive approach ensures that students are not only physically active but also emotionally resilient and spiritually grounded, equipped to participate in God's work for human flourishing.



Technology Curriculum

Draft Learning Area - Open for Consultation

Biblical Foundation: As image-bearers of the ultimate Creator, we are called to be "Order Discoverers" and innovative stewards of the tools and systems God has provided for human flourishing.

Curriculum Statement: At PNACS, technology education is a formational journey woven into the daily curriculum to prepare students for the digital age as "Servant Workers" in God's Kingdom. Digital technology is integrated across various subjects, allowing students to develop proficiency in coding, digital storytelling, and multimedia projects from an early age. We ensure that students are not just consumers of technology but also creators, discerning how to leverage digital tools to solve problems and innovate for redemptive purposes.

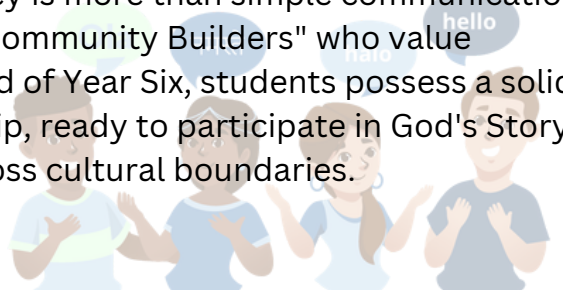
Our strong emphasis on STEM—Science, Technology, Engineering, and Mathematics—is hands-on and inquiry-based, encouraging students to explore and experiment with the physical laws and engineering principles God established in His design. Through projects like building models and designing simple engineering solutions, students develop critical thinking and collaborative skills. By viewing technology through a scripture-shaped worldview, we equip students with both the technical expertise and the "Idolatry Discerning" heart needed to thrive in a rapidly evolving landscape, using their skills to make a positive difference in God's world.

Learning Languages Curriculum

Draft Learning Area - Open for Consultation

Biblical Foundation: God is the author of diversity, and language is a gift that allows us to be "Community Builders" who share His love across every nation, kindred, and tongue.

Curriculum Statement: PNACS embraces linguistic and cultural diversity as a beautiful reflection of God's vast creation. Our curriculum celebrates the rich tapestry of our community through Pasifika Language Weeks and a deep commitment to Te Reo Māori, honouring New Zealand's bicultural heritage as a form of "Justice Seeking". As "Image Reflectors," students explore languages such as Samoan, Tongan, and Fijian through interactive storytelling and cultural performances, fostering a deep respect for Pasifika heritage. Te Reo Māori is integral to daily life, with students using everyday phrases, waiata (songs), and karakia (prayers) to deepen their connection to the land and its people. This language journey is more than simple communication; it is a formational experience that equips students to be "Community Builders" who value multilingualism as a tool for mission and service. By the end of Year Six, students possess a solid foundation in Te Reo Māori and a heart for global citizenship, ready to participate in God's Story of restoration by connecting authentically with others across cultural boundaries.





Te Reo Māori in English-medium schools

Biblical Foundation: God is the author of diversity, and every language is a divine gift that allows us to celebrate our place in His Story and build a community that reflects the "every nation, kindred, and tongue" of the Kingdom.

Curriculum Statement: At PNACS, the learning of te reo Māori is a formational journey guided by He Anga Whakaora, our Adventist Māori Framework. We are committed to honouring New Zealand's bicultural heritage as an act of "Justice Seeking" and a reflection of God's restorative work.

From the early years, students are empowered as "Community Builders" by using greetings like kia ora and mōrena to honor the dignity of others. Through He Anga Whakaora, we recognize that Biblical values are beautifully expressed in Māori concepts; thus, waiata (songs) and karakia (prayers) are used daily to cultivate manaakitanga (hospitality/kindness) and a deep sense of whanaungatanga (relationship).

By Year 6, students reach their God-given potential in the language, possessing a solid foundation to participate confidently in the bicultural story of Aotearoa. This immersion ensures that our students grow as "Image Reflectors" who value their own cultural identity and the heritage of others as essential parts of God's Big Story.



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.





Biblical Foundation: Every person is created in the image of God; therefore, our relationships must be characterized by the same redemptive love, grace, and restorative justice shown to us by Christ.

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:

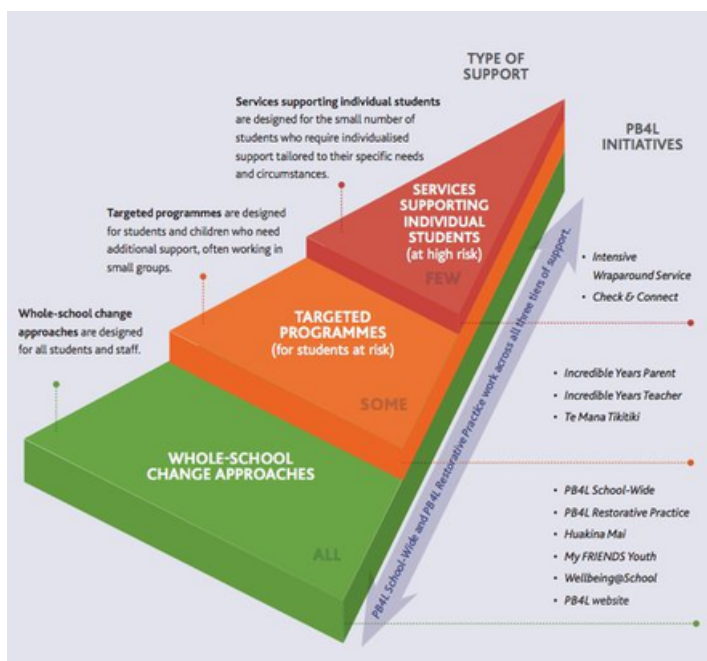
- the school environment is **positive and supportive**
- expectations are clear and consistent
- learners are taught expected behaviours and acknowledged for showing those behaviours
- students are responded to fairly.

Restorative Practice

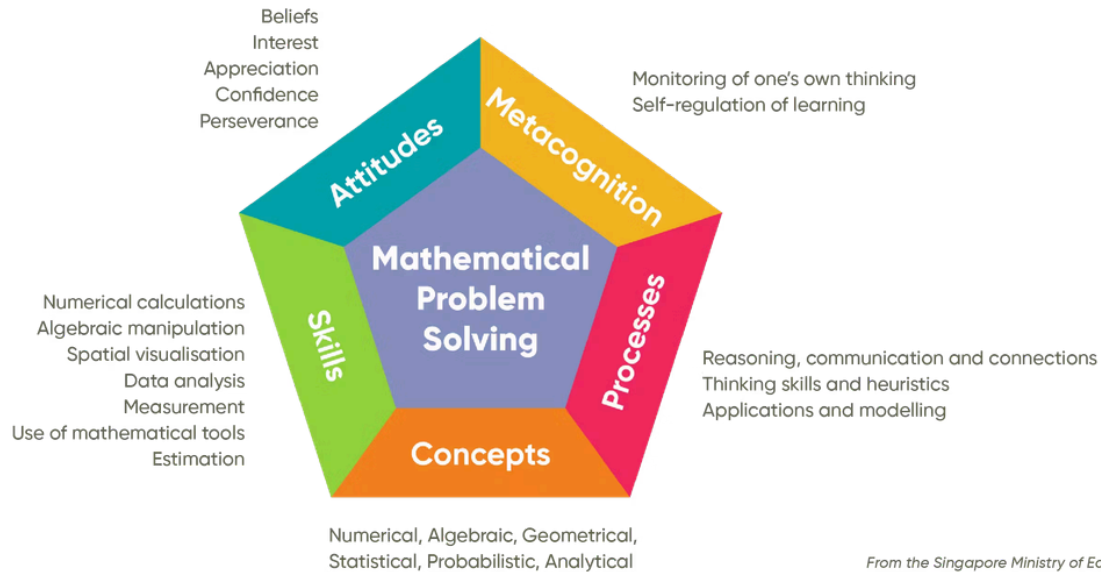
At PNACS, we also implement **Restorative Practice**, a relational, inclusive approach grounded in beliefs about equality, dignity, mana, and the potential of all people. It focuses on building, sustaining, and growing positive, respectful relationships across the school community and offers staff best-practice 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

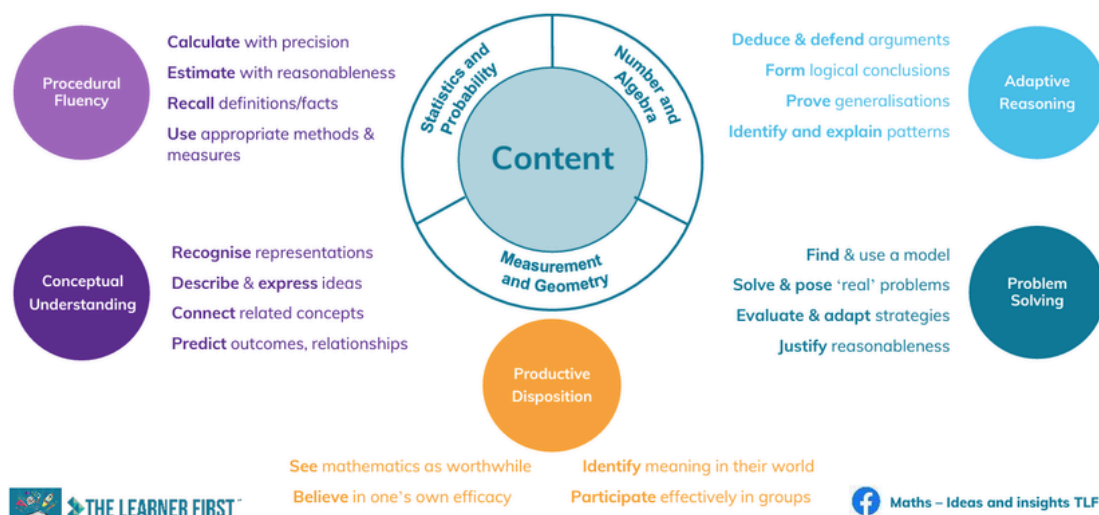
Our junior teachers are trained in the **Incredible Years Programme** which also aligns with PB4L. Incredible years is an evidence-based, early intervention programme that **promotes social-emotional learning (SEL)**, academic skills, and **positive behavioral outcomes** of children.



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.



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.



English

Scope and Sequence



Kākano
Seed

Single consonants
Short vowels
Consonant digraphs

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|-----|----|----|----|-----|
| 1 | m | a | d | p | o | t | n | i | s | | |
| 2 | l | e | c | f | u | b | g | r | h | | |
| 3 | k | j | v | w | y | z | -ck | th | ch | sh | -ng |



Tupu
Seedling

Consonant patterns
Consonant blends
Long vowels
Alternative spellings

| | | | | | | | | | |
|---|-----------------------------------|------------------------|------------------------|-----|-------------------------------|------|----|----|------|
| 1 | -ff | -ll | -ss | -zz | x | -tch | qu | wh | -dge |
| | Initial blends (for example, cr-) | | | | End blends (for example, -st) | | | | |
| 2 | a_e | e_e | i_e | o_e | u_e | ee | | | |
| | soft c | oo (for example, food) | oo (for example, look) | | | | | | |



Māhuri
Sapling

Suffixes
Vowel teams
-r control
Alternative spellings
Diphthongs

| | | | | | | | | | |
|-------------------------|-----|-----|-----|----|-----|-----|-----|----|----|
| -ing | -ed | -s | | | | | | | |
| ai | ay | ea | igh | ie | oa | ow | oe | ew | ue |
| ar | or | er | ir | ur | ear | air | ere | | |
| ea (for example, bread) | ph | -ge | | | | | | | |
| ow | ou | oy | oi | | | | | | |



Rākau
Tree

Contractions
All syllable types
Morphemes
Alternative spellings

| | |
|--|--------------------------------------|
| Apostrophes (for example, I'm) | |
| All syllable types are now used in multisyllabic words | |
| Prefixes (for example, re- un-) | Suffixes (for example, -er -est -ly) |
| Further vowel and consonant sounds (for example, eigh kn gh oar ore) | |

