

**FERNDALE
SCHOOL**

The best I can be

“Ko te tumanako kia maia kia manawanui”

Curriculum Document

Ferndale students will be empowered with the confidence to fulfill their potential by being actively involved in learning with a relevant, challenging, enjoyable curriculum to prepare them for the future and encourage lifelong learning.

Ka whakapakaritia ngā ākonga o Ferndale kia tū kaha rātou i te ao, i ā rātou mahi i te marautanga o te kura e akiaki nei i a rātou, ā, kia whai tonu rātou i te mātauranga.

The Ferndale Vision

Ferndale students will be empowered with the confidence to fulfill their potential by being actively involved in learning with a relevant, challenging, enjoyable curriculum to prepare them for the future and encourage lifelong learning.

Values

Communication

Respect

Independence

Enjoyment

Excellence

Key Competencies

Thinking

Using Language,
Symbols, and Texts

Managing Self

Relating to Others

Participating and
Contributing

Learning Areas

English

The Arts

Health and PE

Learning Languages

Mathematics and Statistics

Science

Social Sciences

Technology

Principles

High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future Focus

The School Curriculum

| | Communication | Respect | Independence | Enjoyment | Excellence |
|------------------------------------|---|--|---|---|---|
| What this means to students | <p>Being understood and understanding</p> <p>Making choices for myself</p> <p>I can tell others in a way they can understand what I need, want and feel</p> | <p>I treat others nicely/nicely.</p> <p>I am proud of who I am, I like myself.</p> <p>I am important, others are important.</p> <p>Knowing what I'm good at.</p> | <p>To be able to do as much as I can for myself.</p> <p>Know when I need to ask for help and be able to say when I don't need help.</p> <p>Autonomy and opportunity to dream.</p> <p>The ability to make choices and follow through</p> | <p>I like to come to school.</p> <p>I have friends at school.</p> <p>I feel safe at school.</p> | <p>By aiming high and persevering in the face of difficulties.</p> <p>Having the opportunity to fulfill my potential.</p> |

| | Communication | Respect | Independence | Enjoyment | Excellence |
|---|---|---|--|--|---|
| How will we promote this in the class? | <p>Provide and use a variety of communication approaches that are targeted to individual needs.</p> <p>Give our students choices and allow the time and opportunity for those choices to be made.</p> | <p>We will model a respectful environment promoting a positive school culture and actively teach programmes that promote respect and use consistent praise combined with reasonable expectations.</p> | <p>Encourage our students to try to achieve at the highest level of independence.</p> <p>To create opportunities to succeed independently.</p> <p>Providing safe opportunities for risk taking and plan for success.</p> | <p>To use a variety of approaches to ensure fun, meaningful, relevant, age appropriate and realistic activities for students. To celebrate success and maintain a positive classroom and school culture.</p> | <p>Having sound assessment to know where students are now and where they need to go next!</p> <p>To have high expectations and be reflective practitioners.</p> |

| | Communication | Respect | Independence | Enjoyment | Excellence |
|--|--|--|---|---|--|
| How will our school leaders help to achieve this? | To provide the expertise and systems to provide the necessary skills and equipment to allow our students to communicate most effectively. To prioritize communication as a goal. | To model this at all levels and provide effective support to develop positive social behaviour and a safe learning environment for all. To provide opportunities for celebration and the development of school pride and self esteem. | To assist teaching staff to develop and resource programmes that allow our students to be more independent in their daily lives and an integral part of the wider community. To promote the school and students positively to the community as a whole. | To create opportunities for celebration and maintain a safe and pleasant school environment where students and staff feel welcome and valued. | To provide effective development for staff and be an integral part of the goal setting process. To provide support and guidance in a consistent manner and provide clear assessment procedures and curriculum direction. |

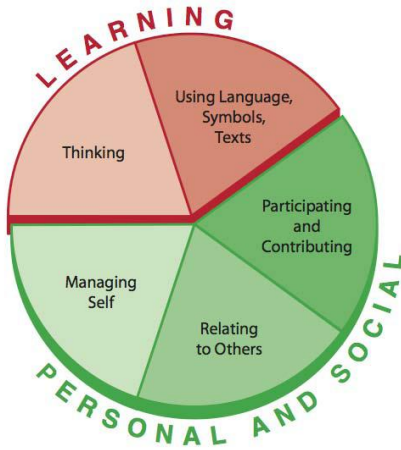
| | Communication | Respect | Independence | Enjoyment | Excellence |
|-------------------------------------|---|---|---|---|---|
| What will success look like? | Communication based IEP's and programmes will show improvements. Students will be able to communicate wants and needs in an acceptable manner. Frustration and anxiety resulting from communication issues will decrease. Students will be able to make more choices! | Our students and staff will demonstrate respect for themselves and others at all times. In times of personal crisis our young people will be treated with respect and retain their dignity. Our school community will feel welcome at the school. | Our students will be working toward maximum independence with educational programmes that are challenging and goal orientated. Opportunities for choice making and self advocacy will be evident throughout at the student's level. | Our school will be a vibrant happy place for all involved. Students will be engaged in interesting and relevant programmes and incidents of violent and negative behaviour will be minimized. Student issues will be taken seriously and addressed promptly and effectively. | Our assessment systems will show clear progress over time. Our teaching staff (and students where possible) will be clear on goals and expectations and be able to identify what success will be! Goal setting will be a shared process with the parents/caregivers. |

Linking Our values to the NZ curriculum Principles

| | Communication | Respect | Independence | Enjoyment | Excellence |
|-----------------------------|---|---|---|---|---|
| High Expectations | | We all expect to give and receive respect in our school | | Challenging activities that extend students will be more enjoyable | High expectations precede excellence. |
| Treaty of Waitangi | | We respect the Treaty of Waitangi and what it means to the people of NZ | | In understanding our shared culture and history school is a more welcoming place for all. | |
| Cultural Diversity | | Awareness and understanding creates respect | | Celebrating our differences to make school a happier place | |
| Inclusion | To be truly included clear communication is essential. | Students are respected when the curriculum supports their needs, celebrates abilities and mitigates barriers. | | When the curriculum is targeted and specific enjoyment is more likely. | A curriculum that is inclusive will increase student achievement. |
| Learning to Learn | Learning in all its forms is a communicative process. | | We value skills to help us to keep learning. | We are more positive when we direct our own learning. | Self regulated learners are better equipped to excel. |
| Community Engagement | Communication is critical to be able to effectively engage. | | We value independence. It empowers us to access our community to the best of our ability. | Being able to enjoy our community is our basic right! | |
| Coherence | Communication creates future pathways | We respect our student's right to a varied and interesting curriculum that creates future opportunities | Moving on, becoming competent and gaining skills. | A broad and varied curriculum fosters enjoyment | |
| Future Focus | | Respect for the planet and the world at large | | Consideration for future development, ecological issues is critical for the enjoyment of life in generations to come. | |

Key Competencies at Ferndale School

Key Competencies



The five Key Competencies of the NZ curriculum are combined to make 2 groupings.

1) The Learning Competency

2) The Personal and Social Competency

The Ferndale curriculum will support students to develop the key competencies with an emphasis on generalizing these competencies across different settings and in authentic contexts.

Each competency grouping will have a school wide **Big Picture Goal** that is created by school staff each year in collaboration with parent feedback throughout the year. For 2010 the Big Picture Goals are:-

- 1) **The Learning Competency:** I can communicate to the best of my ability.
- 2) **The Personal and Social Competency:** I can access the community in a positive way.

Reporting on the Key Competencies

At the end of each IEP cycle a report of photographic evidence (see right) will be presented for each student for each of the competency groupings.

The evidence will have a focus on showing the competencies in action and in authentic contexts.

| | | |
|--|--|----------------------------|
| Name: | Explanatory Text | Explanatory Text |
| Picture of Student in Here | Picture | Picture |
| Explanatory Text | Personal and Social Competency Big Picture Goal I can access the community in a positive way! | Explanatory Text |
| Picture | | Picture |
| Explanatory Text | Explanatory Text | Explanatory Text |
| Picture | Picture | Picture or summary comment |
| <small>respect communication independence excellence enjoyment</small> | | |
| <small>www.ferndaleschool.co.nz</small> | | |

Links to the 5 key competency areas will also be evident in IEP and Management plans

Bussing/Roadsense Programmes

School Van Usage

Hillary Award

Sports Days and Assemblies

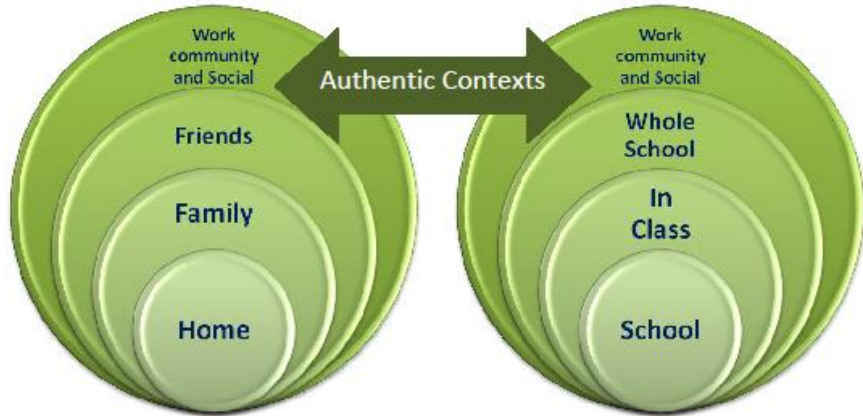
Transition Visits

Behaviour Intervention

Personal and Social Competency Big Picture Goal
I can access the community in a positive way.

School camps and expeditions

Social Skills /Intensive Interaction Programmes



Integration with satellite unit pupils

Access to Work Experience

Using Public Pools and Hydrotherapy

Trips into the community

Secondary Sports

Public Libraries and QE 2 Sensory Room

Shopping for school activities

Special Events i.e Show Day

Clicker 5 Writing

PECS

Chippers and Home Notebooks

Music

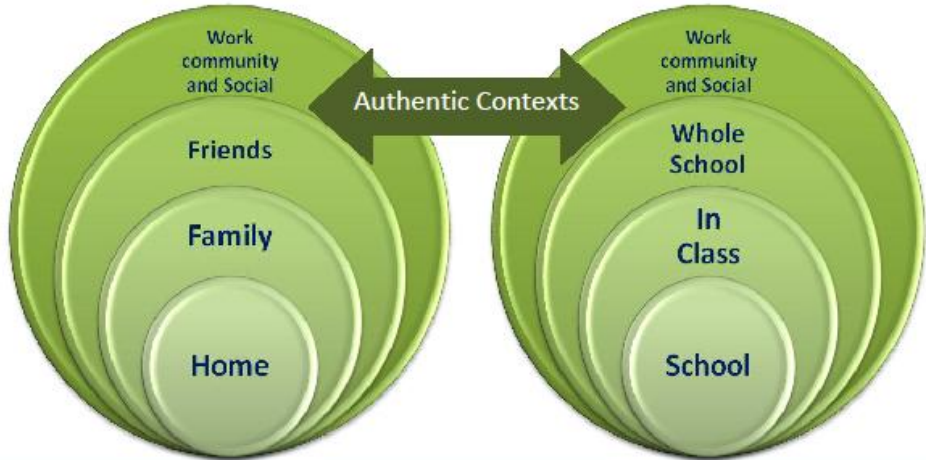
Intensive Interaction

Reading Programmes

Learning Competency Big Picture Goal
I can communicate to the best of my ability!

Social Skills Programmes

Writing skills development



Visual Strategies

Speech Therapy

Low Tech communication devices

Promoting choices at all levels

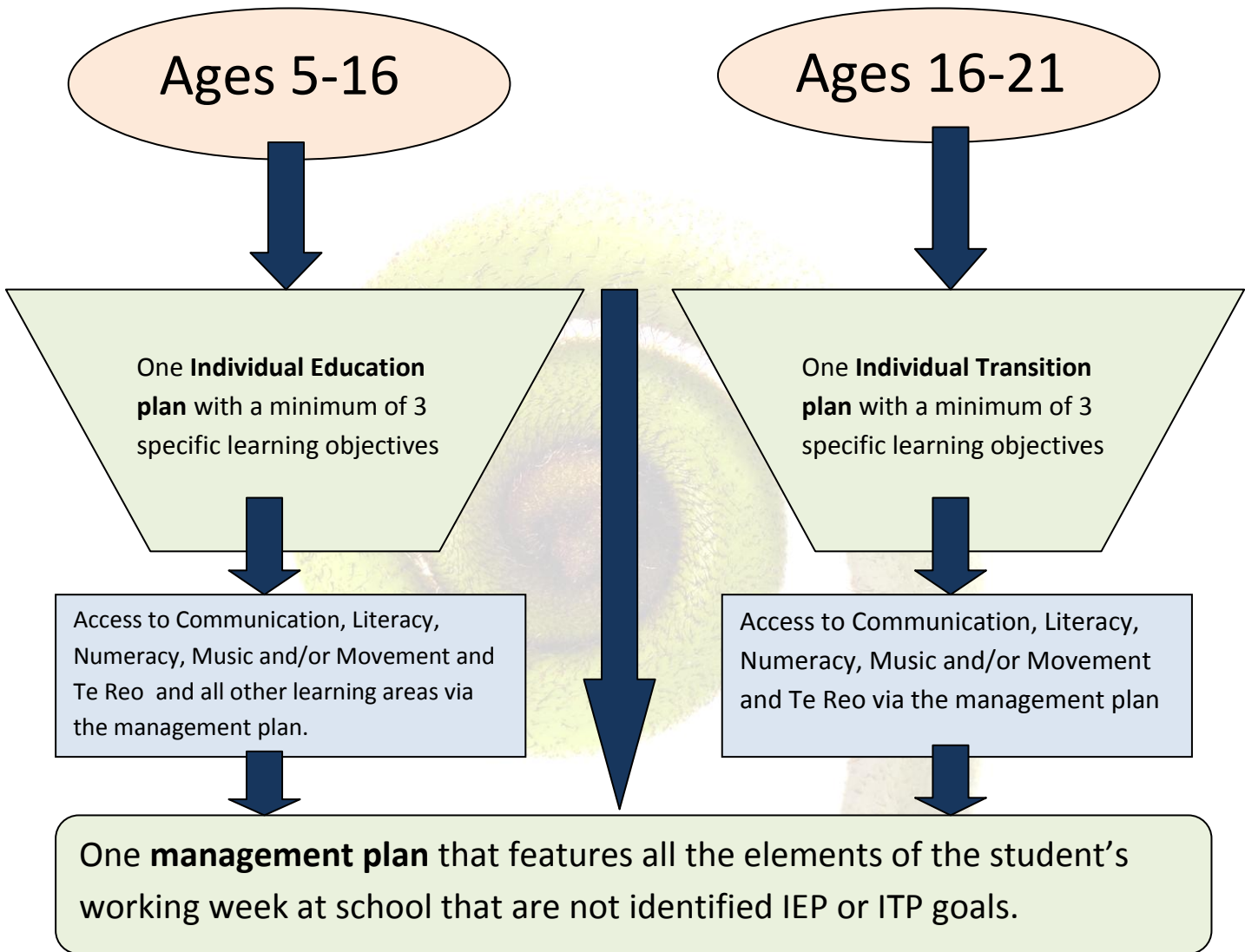
Communication Devices

Behavioral Programmes

NZ Sign Usage

Objects of Reference

The Ferndale learner will access.



The Ferndale Learner may also access:-

A behaviour management plan created in consultation with parents / caregivers.

A positive handling plan created in consultation with parents/caregivers.

The Ferndale IEP Process

Long Term Goals (LTG)

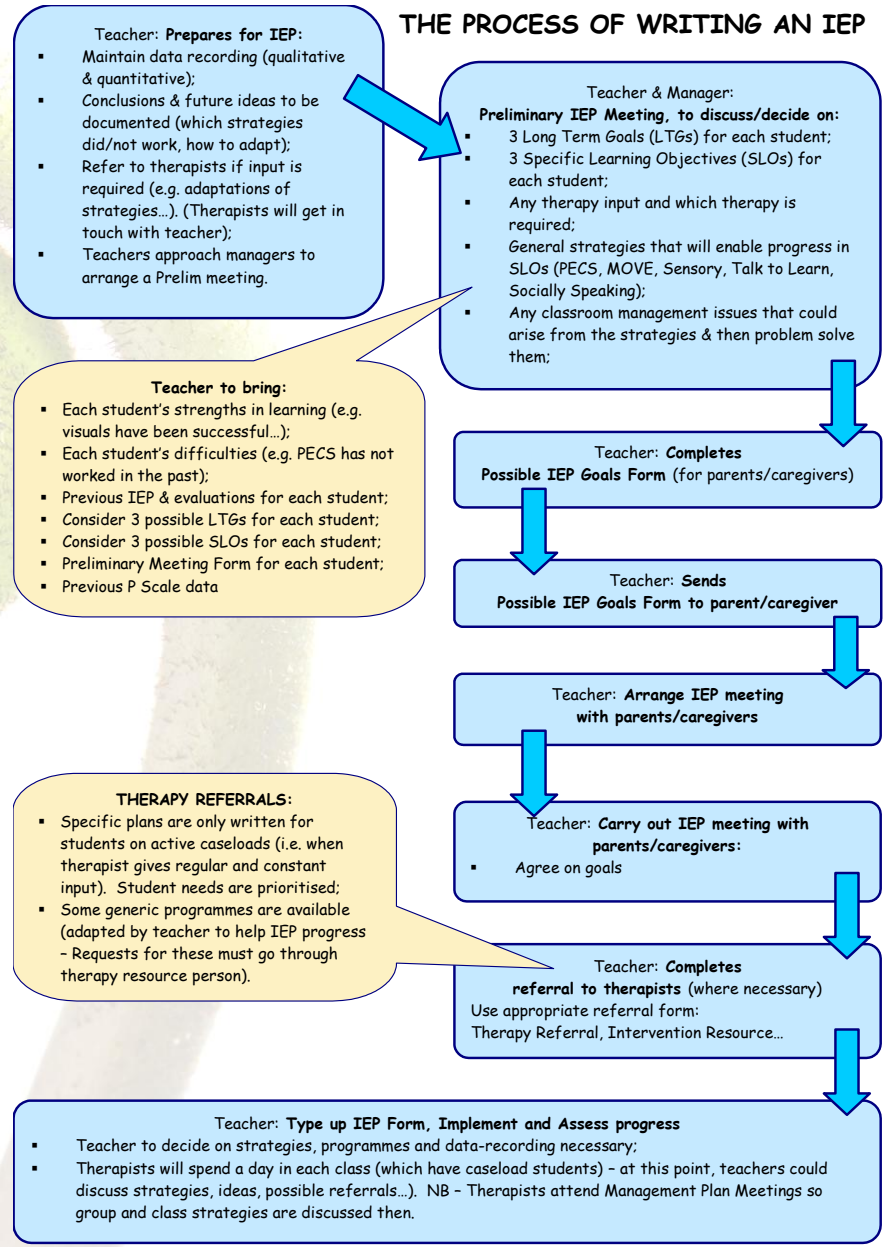
A long term goal for a student is a set target that the student may be able to achieve over a 2 or more year period. Each student will need 3 long term goals within their IEP as discussed as part of a consultative process with parents and caregivers.

Specific Learning Objective. (SLO)

A specific learning objective is a designated part of your long term goal that is achievable within a 6month period. All goals set must be SMART!

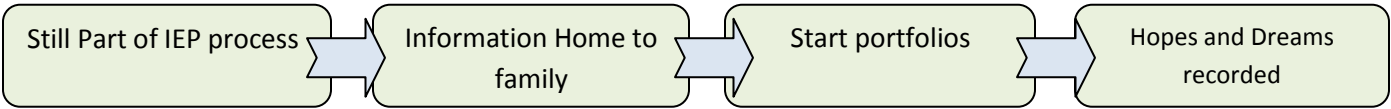
| | |
|---|----------------|
| S | • Specific |
| M | • Measurable |
| A | • Achievable |
| R | • Realistic |
| T | • Time Related |

THE PROCESS OF WRITING AN IEP



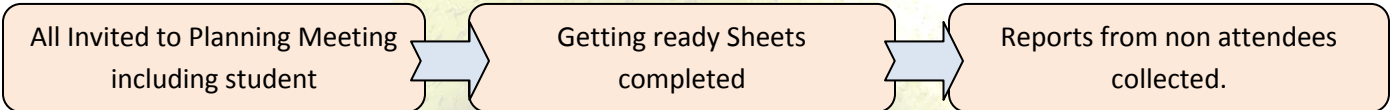
The Ferndale ITP Process

14 and 15 Years Old

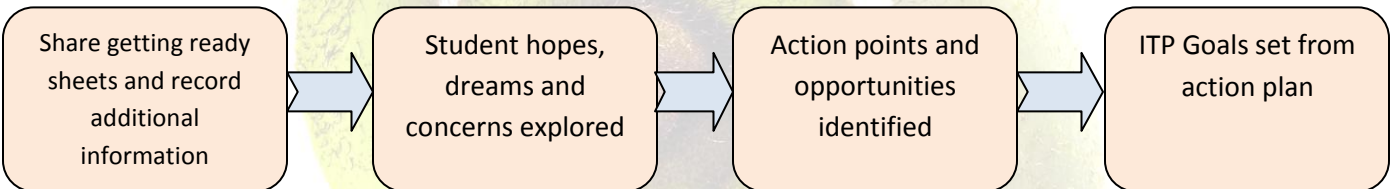


16 to 20 Years old

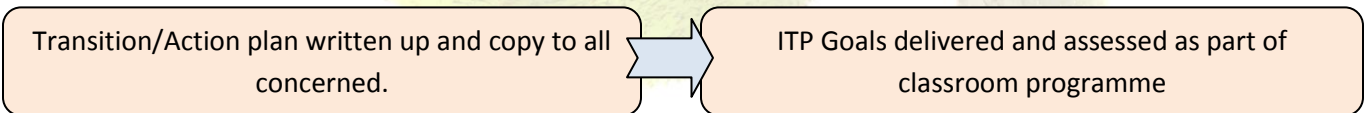
Before Meeting



During Meeting

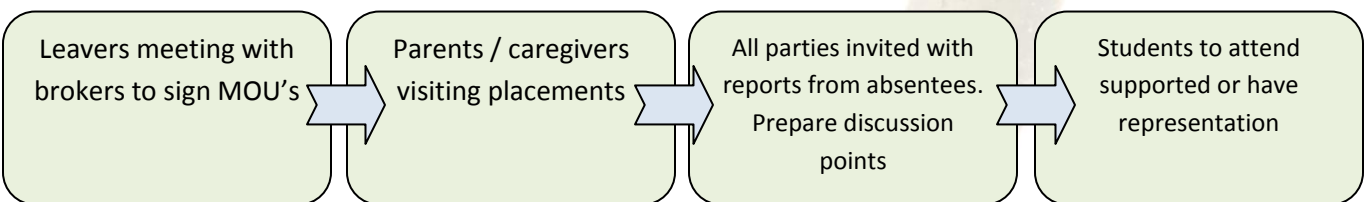


After Meeting

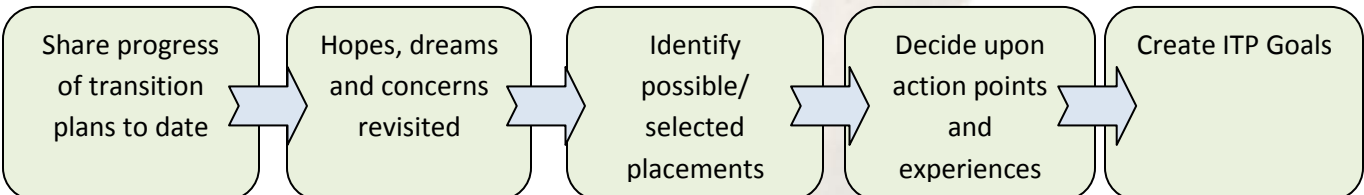


21 years Old

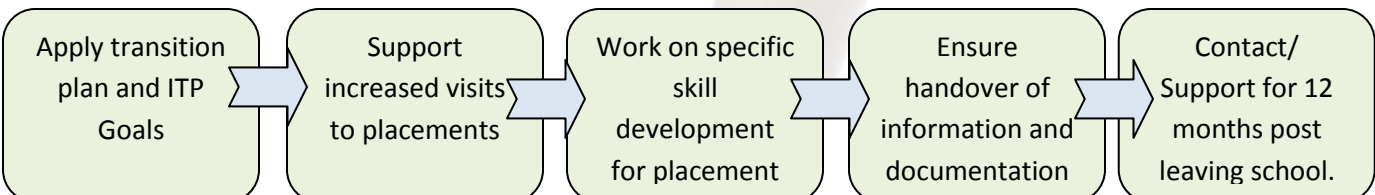
Before Meeting



During Meeting



After Meeting



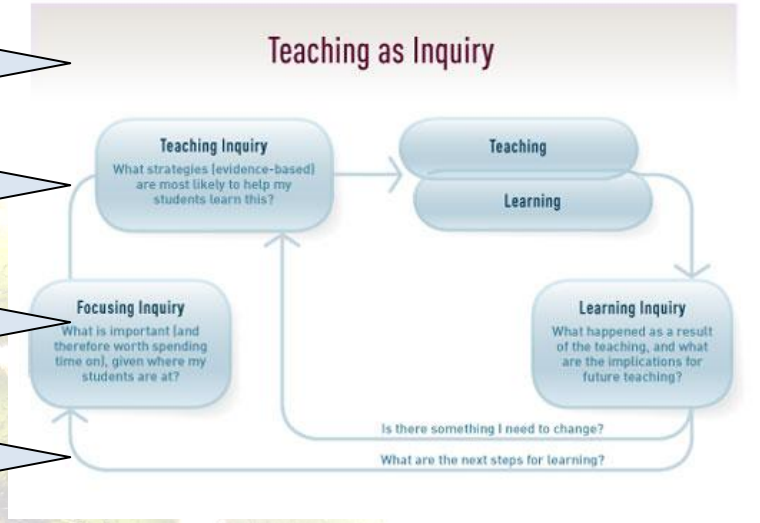
IEP/ ITP Data Collection

Baseline Assessment specific to the SLO

Data collection to show progress and barriers

3 x monthly written evaluations from data

Final Evaluation showing next steps



How often? Data will be collected in IEP/ITP goals a minimum of once per week. Some programmes may need more data to be collected at the teacher's discretion.

Measuring Progress Towards the SLO

When setting achievement objectives within an SLO such as within a task analysis breakdown only one scaling factor will be changed between each level from the following:-

Competency

The level of competency the student exhibits in the task.

Duration

The length of time the student applies to the task.

Support

The level of support provided to the student to allow for completion

Frequency

The amount of times the task occurs.

The Ferndale School P Scales

The P scale curriculum is an adapted curriculum that caters for students who working at pre level 1 of the NZ curriculum. The achievement objectives are designed to cater for students working at an experiential level through to level 1 of the NZ curriculum. Ferndale school uses this curriculum in 2 ways.

Continuous Assessment

Students are assessed in literacy and numeracy each year from entry point to the time they leave to ascertain progress throughout the schooling period. Other learning areas are assessed as they are completed in the curriculum cycle on a 2 year rotation.

Linking Student Specific Teaching to Our Goals

The P scale assessments allow Ferndale staff to identify specific learning objectives from areas of the curriculum pre level 1. These learning objectives are used within the creation of IEP, ITP, and management plan programmes.

P1 to P3 achievement objectives are identical across learning areas as they are largely based on experiential and response skills which are then placed into context for the teaching of specific learning areas.

P4 to P8 objectives are subject specific and in the case of Literacy, Numeracy and Health and Physical education break into sub strands for greater accuracy.

Exemplars have been created for Literacy and Numeracy strands to assist with consistency throughout these areas.

Assessment and Recording Of P Scales

Literacy and Numeracy for EVERY student in term 3 of each year.

In years 1-10 other learning areas are assessed as they are delivered via the learning areas rotation.

All IEP and Management plan activities will be linked to the Key Competencies, the P scales or a level of the NZ curriculum.

The Management Plan

Each student at Ferndale School will have a management plan with specific learning objectives that are assessed each half year. All elements of the management plan will be referenced to the Key competencies, P Scale or NZ curriculum.

| | |
|-----------------------------------|---|
| Routines | Identify current skills and needs. Set 2 SLO's for routines for the period. |
| Communication | Identify Communication SLO for the student. |
| Literacy/English | Identify Literacy /English SLO for the student. |
| Numeracy/Maths | Identify Numeracy/Mathematics SLO for the student. |
| Music and/or Movement | Identify music and/or movement SLO for the student. |
| Te Reo | Identify Te Reo Goal for the student |
| Learning Areas | For Years 1-10, NZ Curriculum goals from the learning areas as per the 2 year cycle. (Not completed for post 16). |
| Other Learning Experiences | Any other aspects of students programme not designated as one of the 3 major IEP/ITP goals. |
| Use of Van Time | Identify how students will use van time and set objectives for this use. |

Assessment and Reflection of Management Plan

Teachers will continuously reflect on the effectiveness of the programmes they are delivering and make adaptations to the teaching approaches to facilitate optimal learning. Written Assessment will be completed twice per year against the set SLO's referenced to an 8 point scale on the management plan evaluation form.

The Ferndale School Learning Areas

Ferndale school will provide effectively taught programmes consistent with the **essence statements** for each learning area. These programmes will be specific to the needs of the child and related to the P scale or NZ curriculum statements.

Essence Statements for the Learning Areas



Students Aged 16 Plus

Communication, Literacy (English) Numeracy (Mathematics and Statistics), music and/or movement and Te Reo will be given special emphasis and be a specific component within the student's management plan. These learning areas will have specific learning objectives set in each 6 month cycle.

Students 16 and above will have the ITP as the foundation for all delivery and will not be part of the learning area cycle.

For students aged 16 plus the priorities are:-

- 1) Preparation for transition to the next phase of life.
- 2) Maximum independence in daily living.
- 3) Work experience and skill development.
- 4) Community experience
- 5) Using social skills in authentic contexts.
- 6) Development of leisure and physical skills.

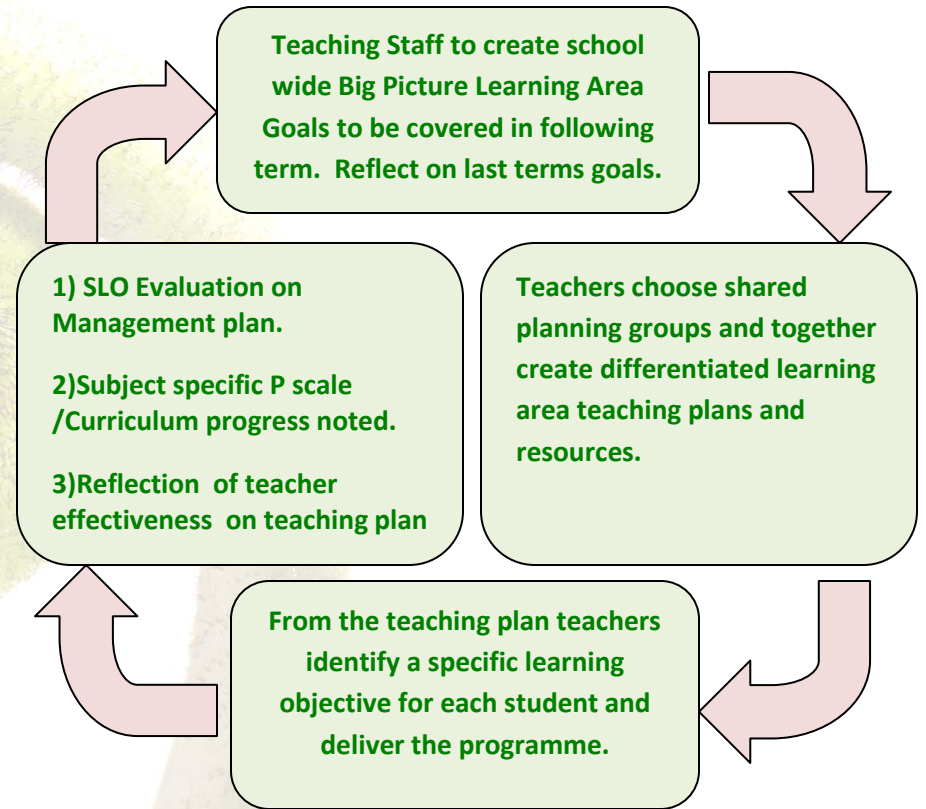
Ferndale school will continue to be a part of the lead school transition flexible pathways project and endeavor to follow the 2008 Best Practice Framework for Transition of Disabled Students.

Students in Years 1-10

Communication, Literacy (English) Numeracy (Mathematics and Statistics), music and/or movement and Te Reo will be given special emphasis and be a specific component within the student's management plan. These learning areas will have specific learning objectives set in each 6 month cycle.

The Arts, Health and PE, Learning Languages, Science, Social sciences, and Technology, will be delivered via the following 2 year cycle to ensure broad and balanced curriculum coverage in addition to specific IEP goals. Literacy/English will be a consistent element in all learning areas work with term 1 set aside for teacher choice to deliver social skills, personal safety, or any other specific programmes identified as a need in the class.

The Big Picture Process for Learning Areas



Teachers will need to match planning to meet the school wide big picture goals and essence statements of the NZ curriculum. In all other ways teachers will have a great deal of autonomy over planning to meet individual needs including the use of ASDAN units as appropriate.

| | Main Learning Area for ODD years | Main Learning Area for EVEN years |
|--------|----------------------------------|-----------------------------------|
| Term 1 | Teacher Choice | Teacher Choice |
| Term 2 | Science | Technology |
| Term 3 | The Arts | Learning Languages |
| Term 4 | Health and PE | Social Science |

TE REO at Ferndale School

We value and respect the development of Te Reo and Tikanga in our school.

Bilingual signs are being used throughout Base School and the Satellite Units. Te Reo in the classroom includes (but is not limited to); numbers, colours, days and months, commands/instructions, waiata (songs) and nouns.

School wide goals for 2010.

- 1) Students taught/introduced to basic mihi and basic waiata
- 2) Students taught/introduced to basic tikanga (protocols).
- 3) Marae whakatau (visit) in class or syndicate groups) – opportunity to practice tikanga.
- 4) Opportunities for Marae noho (stay) This will be a combination of mihi, waiata and tikanga.
- 5) Through consultation with school Whanau identify a Kaumatua.

Professional Learning

- Teaching staff will have **Assess To Learn** as the **core** professional development in 2010.
- All staff will receive a **Team Teach** 12 hour or 6 hr refresher as appropriate.
- Support staff will receive in service development on teacher only day and as identified through the appraisal set up process.
- Teaching staff will apply for additional development as part of the appraisal set up process.
- The **Ferndale Leadership programme** will run through 2010 for 5 members of staff.

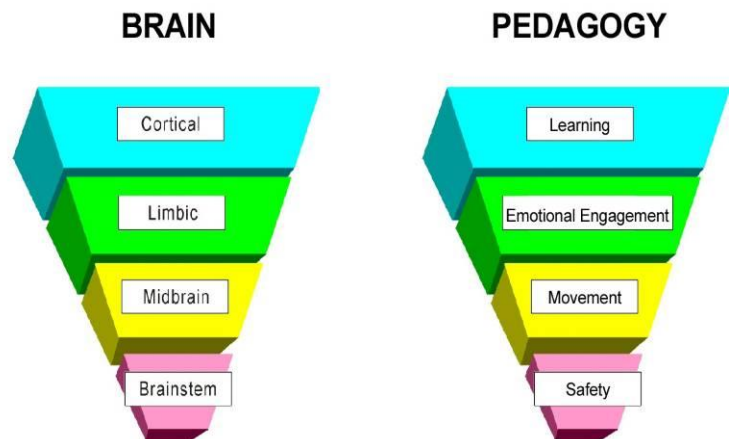
Team Teach

- Team Teach is the school wide behaviour management programme used to manage behaviour in a positive way that encourages the learning of better ways. All staff at Ferndale school are trained in the 12 hour BILD accredited course with annual 6 hour refreshers.
- Student identified as having specific behavioural needs will have a positive handling plan created in consultation with parents/caregivers that will outline what positive strategies are effective in managing the student in times of potential distress or outbreak of violence.
- The intention of any handling plan is to allow the student to learn the process of self managing disruptive behaviour and maintaining the dignity, safety and respect of the student whilst preserving relationships between the student in distress and school staff.
- Debrief of staff and student (where possible) after the incident is required to actively reflect on how the incident occurs and find better ways for the future.

Perry's Neurosequential Model

Consideration is given to providing the optimal environment for students to learn taking into account the safety, movement and emotional needs that must be met in order for cortex learning to occur combined with the repetition required to cement this learning.

- Use 'endorphin language' (and avoid 'cortisol language')
- Avoid "no, don't, stop, naughty, bad"
- Tell them what you DO want them to do instead – brain works positively.
- Explain in detail the social skill you DO want to see (cognitive training)



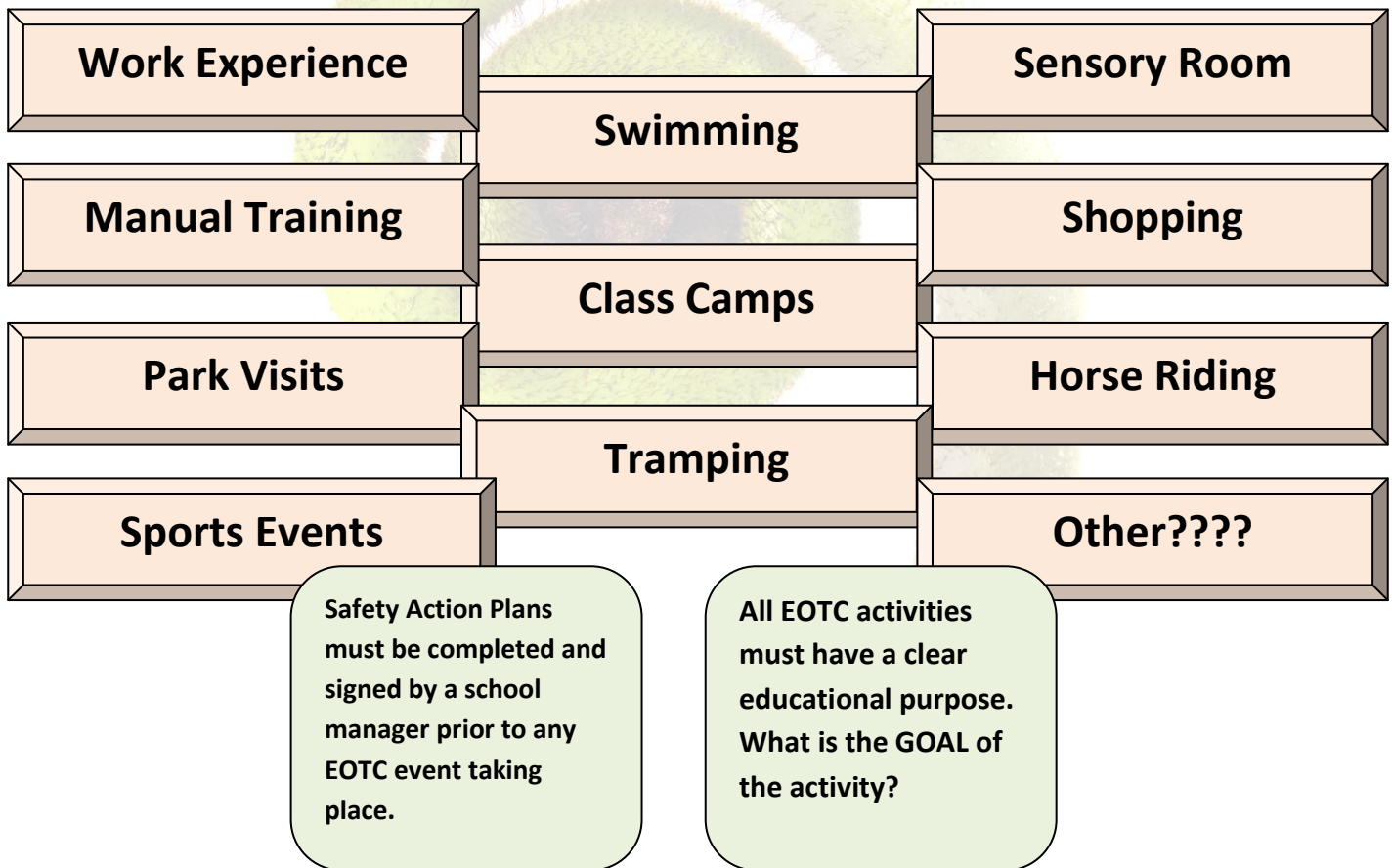
Adapted from: McCaleb, M. & Mikaere-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development.

The RELATIONSHIP is ALL! WITH AND NOT TO! Dr Emmi Pikler

Education Outside the Classroom at Ferndale School

Access to the community and activities outside of the school premises are considered to be an essential part of the Ferndale school philosophy. There are 4 school vans available to assist with the process of getting our students into the community in addition to using public transport and walking. The development of behaviour and social skills within authentic contexts in the community is seen as a priority for our students and their learning.

EOTC opportunities include:-



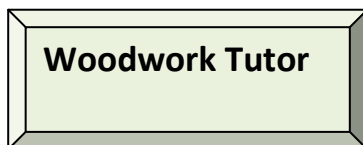
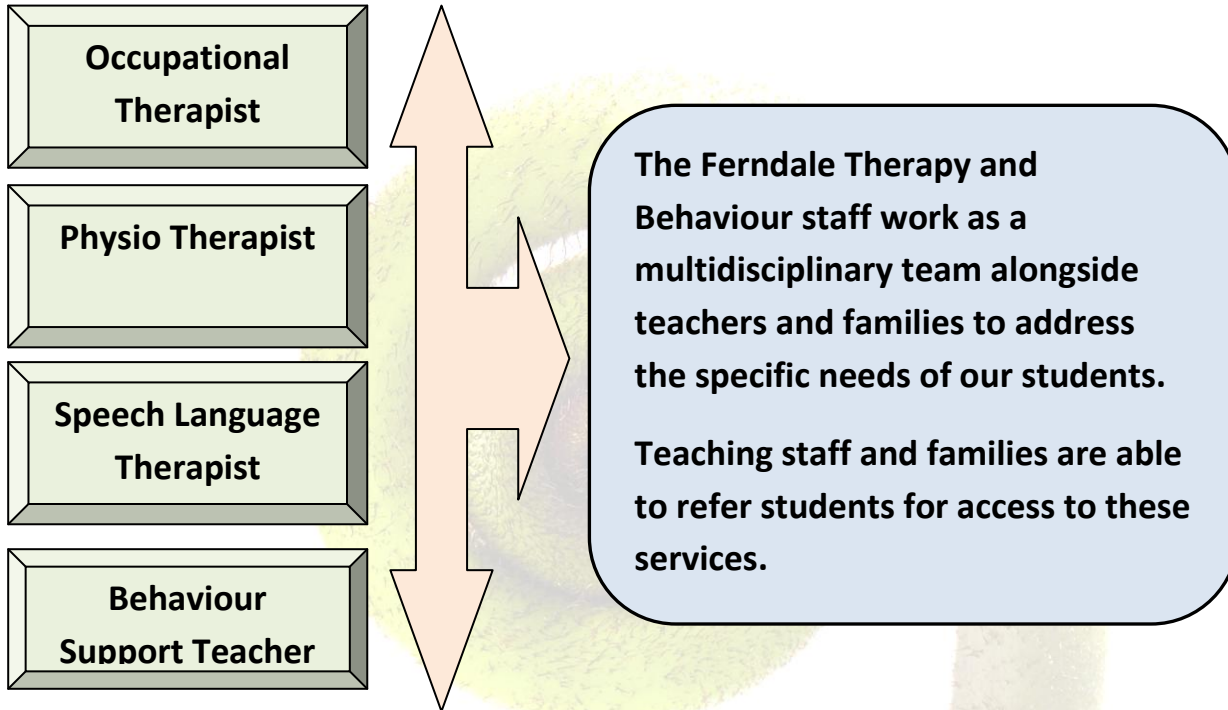
EOTC activities are essential aspects of our delivery of the key competencies in authentic contexts.

Specific Learning Programmes used at Ferndale School

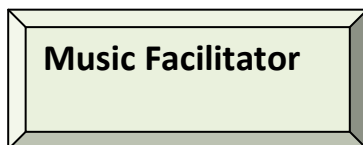
| Programme | Description |
|--|---|
| MOVE | This is a curriculum for multi disabled students that focuses on movement goals. MOVE is usually included in the student's IEP. |
| Team Teach | Our entire staff are fully trained in this holistic behaviour management programme to enable them to better deal with students who exhibit challenging behaviour |
| Hillary Award | (Duke of Edinburgh Award) Students are selected to join this 3 year programme advancing through bronze, silver and gold levels. |
| ASDAN | Transition challenge and Towards Independence are programmes that may be used within the school. |
| Picture Exchange Communication System | A picture exchange communication system (PECS) is a form of augmentative and alternative communication (AAC) that uses pictures instead of words to help children communicate. PECS was designed especially for children with autism who have delays in speech development. |
| Clicker 5 | Clicker is a writing-support tool for any subject area. Build sentences by selecting words, phrases and pictures; hear words spoken by realistic software speech before you write; and hear completed sentences spoken back to you! |
| Visual Strategies | Using a wide range of visual supports to assist our students to understand and be understood. |
| The Social and Friendship Programme | A programme designed to assist children with Asperger syndrome, high functioning autism, ADHD and many other socially challenged children to learn social and friendship skills. |
| Intensive Interaction | Intensive Interaction is an approach 'to facilitating the development of social and communication abilities in people with severe learning difficulties (SLD) based on the model of caregiver infant interaction' (Nind and Hewett 2001:vi). |

Ferndale Specialist Staff

In addition to our highly skilled teachers and support staff we also employ a team of specialists to better serve the needs of our student population.



Classes are able to have woodwork tuition from our woodwork room at the Base school



Our travelling music facilitator conducts a music session with every class, every week.

Curriculum Review for 2010

| What Needs to Happen? | How will this be achieved? | Responsibility? | Time Frame |
|--|---|-------------------------|---|
| Staff training in New Curriculum | Managers day and Teacher only day | DP | 2 nd Feb |
| Ongoing support for implementation of New Curriculum | Managers to supervise through weekly visits, oversight and syndicate learning communities. | Managers | Ongoing |
| ATOL Programme | On the programme all staff to have as Primary PD for 2010 | Management team | 2010 year |
| Management plan adapted to meet new curriculum | Design and onto ETAP | Esther | Feb 2010 |
| New learning area planning template created with reflection of teaching included. | Already been through consult process to be formatted and onto server by Jan 2010 | DP | Jan 2010 |
| Investigate the possibility of a transition curriculum for age 16 plus. | As part of the Lead schools flexible pathways project over the next 2 years. | Transition Coordinator. | 2 years |
| Investigate becoming NCEA accredited to allow school to deliver NC in work and community skills. | If this proves to be a positive opportunity this needs to be in place by 2011 academic year. Discussion with NZQA to continue from 2009 | Principal/DP | First Unit standards delivered Jan 2011 |
| ICT P scales integrated in to technology for better flow. | ICT sits outside of the curriculum rotation needs to be integrated with the technology matrix by end of 2010 | To be allocated | December 2010 |
| Review of ITP delivery against the Best Practice Framework | Yearly review of the effectiveness of our transition programme with an emphasis upon follow up and actual outcomes | Linda L | During 2010 |
| Te Reo Action Plan implemented | As per timeframe developed by Hamish | Hamish | 2010 year |
| One Year review of new curriculum implementation | A staff questionnaire at the end of 2010 to isolate the different aspects of this document and seek feedback for improvement | DP | December 2010 |
| Ensure merging of ATOL learning with our systems and structures | Ongoing through 2010 and part of year end review for full integration early 2011 | Management Team | December 2010 |