



# SUMMIT POINT SCHOOL

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Reigniting the innate desire to learn, promoting a growth mindset,  
discovering the joy of learning, setting the bar high, but not out of reach.

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## 2018



# OUR CURRICULUM

## MISSION STATEMENT

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Welcome to our brand new school. At Summit Point School we offer an inclusive learning environment for children in Years 2 to 8; to achieve educational success, develop independence, social skills and self-esteem. At Summit Point School we are committed to empowering students with dyslexia and other language-based learning challenges to realise their potential in the wider world. We educate our students to be effective and confident communicators and critical thinkers who have a passion for literacy. We aspire to have your child leave us equipped with the mental tools, skills and passion they need for a lifetime of learning.

Our aim is to provide equality for our students with their peers in mainstream classrooms. We identify and embrace your child's personal challenges and work collaboratively with them to meet their unique needs and talents. This journey has never been an easy one for our students and Summit Point School is so named in recognition of these challenges.



***It is not the mountain  
that we conquer, but  
ourselves.***

**-Sir Edmund Hillary.**

At Summit Point School we recognise how diverse, dynamic and distinct our students' intelligences are. Every student is an individual with his or her own personal strengths and qualities. Summit Point teachers develop powerful bonds with our students - together we create magical "break-through" moments.

Above all, Summit Point School allows your child time to reach a point of understanding with their learning: time to discuss, time to explore, and time to succeed. We carefully assess your child and tailor an individual program to cater to their personal interests, strengths and weaknesses. Our hands on, multi-sensory approach is carefully planned across all curriculum areas, providing an explicit and engaging education experience.

## THE THREE STRAND DAY

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Summit Point School structures learning around themes, programs and experiences. This approach is designed to fully engage your child in the learning experience and personalise learning to their specific needs.

Learning happens best when your child is in the mind-set to want to learn. At Summit Point School we employ a variety of approaches to draw children into the school day and prepare them to learn.

Mornings begin with Quiet Time (QT) before the first block of learning. This helps our students to begin the learning day calm and ready to learn. As a "Quiet School" we employ two 15 minute periods of QT each day – once at the beginning of the day and once at the end of the day. QT is a form of meditation. It is shown to improve focus, calmness and well-being. QT is a learned life-skill with proven long-term benefits for mental and physical health.

Following QT, a typical day is divided into three blocks:

• **Thematic: Arts and Culture**

• **Instructional**

• **Experiential**

# THE THREE STRAND DAY

## BLOCK 1: THEMATIC STRAND - ARTS AND CULTURE

Thematic (theme based) teaching uses real-life and relevant themes to provide context to learning. We employ a new theme for each of the four school terms. All our learning, which is not purely instructional (Block 2), ties back to the chosen theme. In Block 1 we focus on Arts and Culture. Our teachers deliver thematic lessons in drama, dance, music and art. This is often undertaken in a shared teaching environment with the support of visiting specialist teachers.

Thematic lessons challenge our students physically, emotionally, intellectually and intra-personally in engaging and creative ways. This approach satisfies the 'whole child' and starts our day with students engaged in the theme, curious and wanting to know more. Where possible we take advantage of hands-on learning opportunities that support the theme - both on and off campus; e.g. we may attend Auckland festivals or specific cultural groups.

Thematic teaching continues into the Experiential Strand learning block: Block 3.

## BLOCK 2: INSTRUCTIONAL STRAND

Instructional learning takes place in scheduled small group sessions and one-on-one individual withdrawal sessions as required.

Many of our students are Twice Exceptional. It is equally important to accelerate children in their areas of strength and help them to develop strategies and skills to bridge their specific challenges. In this block we identify and target gaps while stretching and accelerating your child's unique capabilities through specific individualised instruction.

Learning challenges and gaps require explicit and sequential teaching to help your child reach proficiency. We provide this in small, well-matched groups - rather than traditional year levels typically used in other schools. This ensures your child has the instruction that best suits their needs and time given to practice.

Our primary focus with instructional teaching is literacy and numeracy. We deliver this through our structured Multi-Sensory Language Approach. Attention to detail, targeted to an individual learner's needs, maximises your child's success.

Group instructional learning is delivered daily in 50-minute proficiency lessons - your child will build skills in: English (spelling and reading); making connections between oral, written and visual forms of language; and mathematics. We use targeted assessment tools, developed for students experiencing challenges unique to dyslexia, to personalise the teaching program to your child's needs. This aims to develop a firm foundation in your child's basic academic skills.

Traditional physical education, (e.g.; swimming, basketball, ball handling skills) will also occur 2 to 3 times a week in this block.

## BLOCK 3: EXPERIENTIAL STRAND

Experiential activities occupy the afternoon session of each day. These activities are based on the process of learning through an experience and reflecting on those experiences in an analytical way. This helps your child learn how they learn and develop their individual learning style.

Experiential learning is delivered through inquiry-based topics. Each child selects their own area to investigate based on a "Big Idea" (e.g. "Identity", "Culture and Diversity", "Transformation", "Systems") that is aligned with the term's theme. Although each "Theme" might be focused on a specific curriculum learning area, it will always include elements that span across the remaining learning areas and stimulate every child's varied interests, intelligences and learning preferences.

During the term your child will research and create a body of work to show what they have learned in their chosen inquiry topic. The process of preparing this body of work encourages your child to use a growing range of tools and skills to acquire and share knowledge. Where relevant we make available software and applications (apps) and ICT equipment to support learning and skills development. Each student receives explicit ICT training, including appropriate assisted technologies, to build and demonstrate knowledge.

An important aspect of experiential learning is reflection and analysis of the learning process: knowledge gained, mistakes made, and achievements and successes. Summit Point School teachers will guide your child to actively think about and question every aspect of their learning. Through collaborative and individual work, peer feedback, individual reflection and hands-on activities we aim to help your child gain self-initiative, judgement, social-skills, self-esteem and academic skills. But, most importantly, they will gain an understanding of how they learn best and how to be independent in their learning.

# OUR INTEGRATED CURRICULUM

The Summit Point Integrated Curriculum is derived from a framework of concepts that have been developed by Mark Treadwell. These are incorporated across all key-learning areas. Projects are derived from relevant themes both local and global, but are designed to allow students to investigate specific concepts and ideas (when appropriate) independent of direct instruction. Teachers guide students through each stage of the learning process with the long-term goal of enabling true independent learning and self advocacy.

## ENGLISH

Students are exposed to a broad range of information sources when investigating chosen concepts. Students are explicitly guided in making connections between different learning sources and contexts; they will learn to peer assess and edit, self-edit and correct themselves as they work towards developing more independence as a learner.



### Communicators

Effective literacy learners can communicate to a wide range of audiences using multiple methods and tools of communication. At Summit Point School we encourage your child to think about and explore many varied styles of communication and presentation and reflect on how these work with different audiences. Using a range of multi-literacies to communicate ideas moves your child towards mastery of language in a modern and technologically connected world.

We challenge students to persevere with their personal challenges. Through making mistakes and learning from these, students become increasingly fluent communicators.

### Multi-literacies

Multi-literacies are classified as Traditional and Modern: Traditional Literacies include Reading, Writing and Oral (listening and speaking). Modern Literacies include Visual and Multimedia.

Summit Point values the importance of Traditional Literacies and the vital role these play in functioning and being competitive in the modern world. Oral literacy is ranked as one of the most important skills employers look for. Students at Summit Point practice their oral skills, as part of daily classroom life, through sharing and debating ideas and the accurate recount of new knowledge.

Dyslexic students can make greater progress through Modern Literacies than they can, in the same time frame, with Traditional Literacies.

Students are able to express their thinking, develop ideas, concepts and concept frameworks more quickly and in greater depth when the barriers of decoding and encoding written language are removed. We adapt learning to take advantage of Modern Literacies to help your child learn.

At Summit Point School we teach your child how to make best use of assisted technologies to access both Traditional and Modern Literacies.

## MATHS

Summit Point School delivers Mathematics using a multi-sensory, mixed-ability, collaborative inquiry approach. This is an inclusive group-based approach that encourages and values the contribution of every child. Using open-ended scenarios to replicate real-life, students are encouraged to share their experiences and knowledge with their group as they engage in mathematical inquiry, reasoning and argumentation. Students gain from the unique perspective, skills and experiences of each member of the group as they work together to problem-solve.

Your child will learn to draw on their own knowledge and the shared intelligence of all members of the group and use this to break codes, make connections and find patterns.

By making mathematics relevant to real-life, students build and recall key knowledge to unlock numeracy codes. Your child will learn basic facts knowledge progressively and in a way that is relevant to them in a “real world” context. It is vital that students have clear strategies to display their mathematics understanding and can verbalise these comfortably to peers and the teacher. This approach provides ample opportunity to develop and grow this skill, while building toward numeracy.

Students make meaning by making connections with prior knowledge, exploring relationships and patterns in the pursuit of solving problems.

Following this approach your child works toward a developed number sense so they can generalise and apply conceptual understandings to everyday problems. They are able to determine what the problem is and justify how best to solve it.



## SUMMIT MULTI-SENSORY LANGUAGE APPROACH

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Effective literacy learners develop the strategies and knowledge to skilfully unlock literacy codes to discover endless possibilities.

Students follow a multi-sensory language development program. This approach forms the backbone of our remediation work. Using an on-going diagnostic approach and employing the robust and evidence based Orton-Gillingham based scope and sequence, ensures that the program remains personalised for each individual student. A battery of testing material (e.g. Phonological Awareness) provides initial benchmarking for the language level of each student. Subsequent retesting ensures student’s acceleration against their personal deficits is measured. An additional specific battery of tests is conducted through Motif, Lucid assessment tools and Orton-Gillingham, which contribute to these measurements.

At Summit Point School we aim to progress your child towards reading and writing fluency. Dyslexic students require additional help at every stage of the literacy learning process. The most dangerous assumption teachers can make is that students have successfully learned to break code by demonstrating a skill in a single iteration. Students must apply understanding across many and varied multi-literacies to truly reach mastery. We provide the measurement tools and opportunities for your child to both develop and demonstrate their success with literacy fluency.

# ASSESSMENT AND MONITORING

Assessment of individual student's progress is essentially diagnostic and should be integrated with learning and teaching wherever possible. Its purpose is to improve teaching and learning by identifying personal learning strengths and weaknesses, measuring student's progress against defined learning intentions and goals, and reviewing and adjusting the effectiveness of teaching programs.

## NATIONAL STANDARDS

We understand that many students at Summit Point may be working "below" National Standard in Reading, Writing and Maths when arriving at the school. The strategies that your child will learn and implement during their years at Summit Point will enable them to make progress towards these standards. It is highly desirable for students to be reaching the year of expectations of National Standards in reading, writing and maths, however it is of greater importance students are able to transition into an intermediate or college classroom with tools to succeed. This can be achieved in a well-paced, empathetic and engaging environment.

## PRACTICAL AND EXPERIENTIAL STRANDS

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Our daily classroom activity includes many projects, field trips, and special events that are designed to extend and enhance traditional learning. Through "hands-on" work, your child will be encouraged to make real-life connections to the concepts they are studying, creating 'mini experts' in their chosen area.

Summit Point School's progressive, theme-based approach to learning focuses on practical, tangible education that goes far beyond school journals and worksheets, empowering your child to take what they learn in the classroom and apply to their daily lives.

Together our teachers work to create fresh curricula, designing activities and resource material that fits our students' specific and unique learning profiles – building on their strengths and overcoming their weaknesses. Specialised knowledge and experience allows for the production of creative, information rich and relevant learning material.

Course work for students (over all year levels) includes integrated theme based studies in English, Math, Science, Health, The Arts (visual arts, dance, drama, music), Physical Education, and Social Studies.

## PE/HEALTH

Physical Education is delivered both in school and through relationships established between local schools, sporting organisations, creative arts and drama groups.

Your child will participate in regular skill-based physical activities that work to develop motor skills, coordination, knowledge and understanding about movement, and positive attitudes towards physical activity.

Physical health and well being are explored through the practice of yoga, dance and traditional physical education. Physical education will cover several different areas and include individual, partner, and small group and team activities. Together students work to achieve success, accept defeat and learn new ways to accomplish goals.

Students will develop an understanding through developing skills and attitudes that enhance their interactions and relationships with others and develop resilience and a sense of personal and social responsibility.



## ARTS

The arts offer an opportunity for your child to engage in inquiry, responding directly to immediate and tangible real-world issues and experiences creatively through direct engagement with their senses. Students are able to explore a vast range of ideas and contexts through practice of techniques and the increasing understanding of creative devices. This will be done using both traditional and modern media such as drawing, painting, pottery, digital photography, learning to use software such as Adobe Creative Suite (Photoshop), along with developing a better understanding of art history and design. Through collaboration, and discussion around their own artworks, your child is able to create an understanding of how they can communicate their emotions, ideas, culture and story more effectively.

It takes time to explore and learn the range of diverse skills and language across the art curricula. Visual Arts, Dance and Drama will have equal time dedicated to them to ensure progress is made and students can meaningfully investigate the capabilities of each medium.

## SOCIAL STUDIES

Students become personally engaged with ideas centred on “fairness” and “equity”. Eventually they apply these to concepts relating to: citizenship, place and the environment, time, continuity and change, the economic world.

Central to Social Inquiry are the competencies of Managing Self and Collaboration. Students are guided to learn how to listen to each other and share attitudes. Social Inquiry starts from the initial step of encouraging the whole class to frame contexts in which to investigate chosen concepts. Progressively students work in smaller groups to investigate their own unique contexts, activities and social actions within the local community.

At all levels, your child is encouraged to engage in adventurous thinking when sharing and debating ideas and opinions. This helps them grow in confidence with their own ideas. At the early level students are encouraged to share quick, snappy and direct responses to a concept in a given context (i.e. skits, news bulletins, video clips). Later, as they develop skills and confidence they will participate in-depth investigation, resulting in posters, debates, practical activities and social actions within the local community.

## SCIENCE

Children will investigate the five major strands of science:

- General scientific concepts
- Planet Earth and beyond,
- the living world,
- the material world, and
- the physical world.

Most scientific experimentation does not require test tubes. Rather it requires everyday items and simple resources. Students need to play with scientific ideas and begin to build confidence in their ability to think and practice scientifically.

“There are scientific laws that help us to make sense of our world”. Students will become increasingly fluent in their understanding through the application of scientific process.

## TECHNOLOGY

Creating an understanding of “need” is the first stage in students engaging with Technology Inquiry. Need relates to students identifying a problem that relates to their Inquiry which could be solved through the creation of a product or environment.

At Summit Point students have the opportunity to use a range of tools to investigate technology (e.g. students can learn engineering principles and robotics through Lego Mindstorms and also begin to develop basic programming skills through Lego Mindstorms and Scratch. ICT training will be offered individually and in small groups to maximise the expanding digital opportunities (apps and software) to acquire knowledge and relieve barriers to demonstrating knowledge.

# SUMMIT VALUES

As a school we subscribe to a set of values – R.I.S.C. These values are Responsibility, Integrity, Safety and Community. At all times we teach and model these values and support our students to do the same. We encourage all teachers to honour and recognise these values in our students with on-going dialogue, discussions, and reinforcement.

**Responsibility** – We are accountable for our learning and our actions.

**Integrity** – I am who I am, no matter where I am or whom I am around.

**Safety** – We are more confident and courageous when we feel safe and valued.

**Community** – Learning is about relationships, working together with common goals.

Our teachers understand the unique differences in learning and tap into each student's intelligence. They uncover their talents, remediate skill deficits and teach students how to learn, ask questions, and self-advocate for their needs.

The Summit Point Integrated Curriculum is based on educational research into the science surrounding how the human brain learns. Students experience the acquisition and understanding of concepts through multi-sensory processes, this supports long-term connections with their learning and memory.

We believe our students will engage in their own learning and reach their potential because we recognise the following facts about intelligence.

## ***“It’s Diverse:***

*We think about the world as we experience it – visual, sound, kinaesthetically, abstract, movement.*

## ***It’s Dynamic:***

*Intelligence is interactive – The interaction of different disciplinary ways of seeing things. Creativity ‘The process of having original ideas which have value’*

## ***It’s Distinct:***

*Every child has distinct intelligences. Recognise the individuals’ creative intelligence and fan the flames of learning.”*

- Sir Ken Robinson

