

WAITUNA CREEK SCHOOL POLICIES AND PROCEDURES

NAG 1: Curriculum

At Waituna Creek School we foster children's learning by:

- having a nurturing and positive learning environment
- meeting individual needs and encouraging success for all
- building confident, willing learners who use knowledge to make a difference

1. The New Zealand Curriculum is the statement of official policy relating to teaching and learning at Waituna Creek School.
2. The following principles, as detailed in The New Zealand Curriculum will underpin and guide the design, practice and evaluation of curriculum at every stage:
 - a. High Expectations: The Waituna Creek curriculum will support and empower all students to learn and achieve personal excellence, regardless of their individual circumstances.
 - b. Treaty of Waitangi: The Waituna Creek curriculum will acknowledge the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.
 - c. Cultural diversity: The Waituna Creek curriculum will reflect the country's cultural diversity and value the histories and traditions of all its people.
 - d. Inclusion: The Waituna Creek curriculum will be non-sexist, non-racist, and non-discriminatory; it will ensure that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.
 - e. Learning to learn: The Waituna Creek curriculum will encourage all students to reflect on their own learning processes and to learn how to learn.
 - f. Community engagement: The Waituna Creek curriculum will have meaning for students, connect with their wider lives, and engage the support of families, whanau, and the wider communities.
 - g. Coherence: The Waituna Creek curriculum will offer all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
 - h. Future focus: The Waituna Creek curriculum will encourage students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.
3. Every decision relating to curriculum and every interaction that takes place will reflect the values identified as important in both the NZ Curriculum and as identified by our community. The specific ways in which these values find expression at Waituna Creek School will be guided by dialogue between the school and its community.

4. Teaching approaches that consistently have a positive impact on student learning, as detailed in research will be promoted. Evidence tells us that students learn best when teachers:
 - a. create a supportive learning environment;
 - b. encourage reflective thought and action;
 - c. enhance the relevance of new learning;
 - d. facilitate shared learning;
 - e. make connections to prior learning and experience;
 - f. provide sufficient opportunities to learn;
 - g. inquire into the teaching–learning relationship.
5. The values, key competencies, and learning areas will provide the basis for teaching and learning across the school.
6. The school curriculum will be dynamic, regularly built on and reviewed. It will reflect and be responsive to:
 - a. on-going priorities as outlined in the National Administration Guidelines, as well as our school charter;
 - b. current priorities identified through self-review;
 - c. classroom evidence based needs; and
 - d. the teachable moment.

This policy is supported by the following school procedures:

- Student Achievement Information
- Speed Needs and Abilities
- Home Learning
- Recognition of Cultural Diversity
- Improving Education Outcomes for Māori Students
- Also in NAG 5 E.O.T.C.

Date Policy reviewed:	March 2015	Date Policy to be reviewed:	March 2016
Signed BoT:		Signed Principal:	

Student Achievement Information

Achievement information is collected through a range of strategies including nationally standardised tests as well as school based assessment in numeracy, reading (Running Records) and integrated topic (inquiry) assessment. Recording of data is done through a assessment folder in each classroom, however for 2015 we aim to utilise eTap our online student management system to improve data recording and access.

Feedback to Students - Monitoring and Marking

Marking should be positive, clear and appropriate. Its purpose is to:

- recognise, encourage, and reward students' effort and achievement, and celebrate success
- develop students' awareness of the standards they need to reach to achieve particular levels of the National Curriculum
- focus students on achieving learning intentions and setting future goals by indicating 'next steps'
- identify students who need additional support, consolidation, or extension activities
- provide evidence of assessments made in terms of learning intentions and levels achieved

Research has shown that immediate feedback is the most effective, and is therefore more likely to be oral than written. Marking should take place with the student whenever possible, and be:

- linked to learning intentions and agreed criteria of which students should be aware
- developmental, i.e., achievement is acknowledged and the next learning step highlighted
- legible and clear in meaning, if written
- meaningful to the student and, where possible, students should be given time to reflect upon and act on feedback
- positive where possible with consideration given to the feelings of the student
- appropriate to the learning needs of the individual student

Methods of marking include:

- oral feedback in the form of a quick check on progress, or a conference
- written comments
- sharing work with the whole class or with a focus group
- paired marking according to agreed rules and guidelines
- self evaluation using learning intentions and agreed criteria. This empowers the student to engage with their own learning and to have control over their future goals.

Special Needs and Abilities

Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to ensure that they meet their full potential.

All aspects of special needs delivery are *coordinated* at the school.

Teachers plan programmes and strategies to cater for the individual needs of the students in their class. A student who is *not achieving success* may be offered extra support by the school.

Learners who have reliably been identified as needing alternative or additional resources, receive extra assistance and adapted programmes or learning environments.

Some significantly disabled children are regarded as having ongoing special needs and their extra support is funded through *Ongoing Resourcing (ORS)*.

The Special Education Grant (SEG) funds the support of other children regarded as needing extra support at school. These may be *gifted and talented students* and students with *non-english speaking backgrounds*. Support for students under this programme may include extra teacher time, *teacher aide time*, or other learning resources.

The staff review and allocate support at the end of each term for the following term. This may include referrals to outside agencies.

Gifted and Talented Students

Teachers plan programmes which meet the needs of all the students in their class. Sometimes students emerge with abilities far beyond the normal range of a class. Waituna Creek School provides support for these students and their teachers to ensure that they meet their potential.

Gifted and talented students are identified in a number of ways, which may include:

- consultation with parents, previous teachers, principals, advisors, therapists, GSE, etc cumulative records
- teacher completed checklists
- norm referenced assessments
- psychological assessments.

Once identified, gifted and talented students are extended through careful programming within the class. This may include an ongoing and monitored Individual Education Plan (IEP).

Gifted underachievers, and students identified as twice exceptional, also known as 2E (for example, with both a very high IQ and specific learning disability), are supported with the same strategies, and may warrant an IEP which focuses on their wider range of needs.

Students are only promoted to an older year group following careful consideration and with the clear support of the IEP objectives.

Home Learning

At Waituna Creek School we encourage effective home learning habits. Research into best practice and improving outcomes has led the staff to adopt the following procedures for home learning.

- Home learning is focussed on numeracy and literacy.
The numeracy focus is basic facts for years 3-8.
- The literacy focus is reading. In the junior school this is re-reading material covered at school, and for independent (senior) readers this is independent reading. Every student has a reading log to track home reading and are rewarded when they achieve milestones.
- Current events are added to the programme occasionally.
- Optional tasks are available in the Senior room.
- Spelling lists may be included.

This forms the basis of the compulsory home learning programme. Students are encouraged to continue their learning and sharing through Ultraset at home or when absent from school.

We are conscious of the busy lives that our families lead.

Recognition of Cultural Diversity

We cater for a number of cultures by celebrating cultural difference as appropriate.

We respect the special position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we provide instruction in tikanga (culture) and te reo Māori for students.

We currently foster Māori culture through:

- teaching te reo Māori to an elementary level (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation of place names)
- singing waiata (Māori songs) in assembly, and classroom music time
- using resources in the curriculum (especially reading, maths, science, social studies, art, music and phys. ed) which recognise New Zealand's dual cultural heritage
- integrating Māori through all curriculum areas where appropriate
- visits to marae

If a whānau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:

- further explanation of existing programmes
- extension of the existing programmes if and as appropriate
- combining with a neighbouring school for parts of the day/programme
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's classroom
- exploring other schools which may offer programmes closer to their expectations
- using community expertise (people and places) to help with any of the above

We also celebrate and value a variety of cultures by recognising cultural difference as appropriate.

- integration of cultural perspectives throughout unit studies across all levels
- convening parent support groups and meetings
- accessing cultural advisors, cultural dance/food festivals
- classroom programmes incorporating different greetings

Improving Education Outcomes for Māori Students

Our *charter* includes aims that reflect the unique position of Māori culture in New Zealand society. These aims promote the value of te reo (Māori language) and tikanga Māori (Māori culture).

The board and staff consult with the Māori community when preparing or amending our school charter. These aims are in accordance with the principles of the Treaty of Waitangi and are legal requirements in relation to Māori under the Education Act, 1989.

Waituna Creek School regularly monitors and reports on Māori student achievement. To ensure success for Māori students, Waituna Creek School:

- uses the Ministry of Education's five-year plan Ka Hikitia – Managing for Success: The Māori Education Strategy 2013-2017 in our thinking, planning, and action for Māori learners
- tracks the achievement of all Māori students
- identifies any areas where a Māori student's educational achievement is not in line with peers
- ensures that support programmes for Māori students are provided, if necessary

- supports staff in implementing effective practices that promote success for Māori students
- evaluates the impact of these programmes and practices and uses this information in our self review
- reports regularly on the progress of Māori students to parents, the board, and the Ministry of Education, as required by Nag 2a relating to National Standards
- considers the Better Relationships for Better Learning Guidelines for boards of trustees and schools on engaging with Māori parents, whānau and communities