



## **Student Achievement Policy**

Tahakopa School will provide students with a programme where they will be encouraged, challenged, and extended to achieve their individual potential academically, physically and socially, through a balanced curriculum that develops their knowledge and skills to become confident, creative and lifelong learners.

### **In order to meet these requirements:**

#### **The Principal and Staff (*management*) develop and implement:**

- A procedure for planning classroom programmes
- Assessment procedures
- A curriculum delivery procedure
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#### **The BoT in conjunction with the principal and staff (*management*) develop and implement:**

- Procedures for curriculum review
- Procedures for acknowledging the Treaty of Waitangi
- A procedure for reporting to parents

**Through the development of these Student Achievement procedures and practice, Tahakopa School ensures it will meet its obligations under National Administration Goals 1 and 2**

Date:.....

Chairperson: .....

Principal:.....

# Tahakopa School Procedures

## Treaty of Waitangi

### **Purpose:**

- School practices will reflect New Zealand's cultural diversity and the unique position of the Maori culture

### **Guidelines:**

- All reasonable steps will be taken to ensure that Tikanga Maori (Maori Culture) and Te Reo Maori (Maori Language) are provided
- Classroom programmes will reflect Maori perspectives where possible
- The goals and objectives of the Charter relating to equity under the Treaty of Waitangi will be addressed.
- An understanding of Maori Culture and Language will be developed by exploring traditions, events, ceremonies and activities that are part of Maori values and attitudes.
- Wherever possible, local Maori community and Tiritea parents/caregivers will be our first resource.

## Delivery of Te Reo Maori

### **Purpose:**

- To deliver practices, which reflect New Zealand's cultural diversity, and to provide opportunities for the children to understand, experience and appreciate Maori culture, attitudes and values

### **Guidelines:**

- The school will make every endeavour to meet the needs and expectations of both Maori and non-Maori students with regard to the delivery of Te Reo/ Taha/ Tikanga Maori within the resources available.

## Maori Achievement School Statement

### Tahakopa School:

- Acknowledges through curriculum implementation the unique position of Māori, the dual cultural heritage of New Zealand/Aotearoa and New Zealand's cultural diversity
- Recognises the memorandum between Ngai Tahu and the crown (Ministry of Education)
- Undertakes to identify and consult with the school Māori Community (children, Local caregivers and extended family)
- Will consult with local Papatipu runaka (Ngai Tahu rununga)
- Will seek to identify iwi affiliations on enrolment of identified Māori students
- Undertakes to provide subject to available resources, learning opportunities in Tikanga Māori and Te Reo Māori on request. Such request would be: Referred to Resource Teachers of Māori for advice and assistance . Referred to correspondence school course

## Curriculum Delivery

### **Purpose:**

- To ensure that all teachers planning meets the legislative requirements of National Administration Guideline 1 i.e. to develop and implement teaching and learning programmes that incorporate the New Zealand Curriculum as expressed in national curriculum statements.
- To ensure that all teachers understand what is expected of them with regard to long and short term planning that meets and enhances student's learning needs.
- To ensure that all teachers understand that planning is an integral component of the curriculum management and implementation cycle.

### **Guidelines:**

- All teachers must regularly and systematically plan for student learning.
- All teachers planning must:
  1. Derive from achievement objectives and student learning needs
  2. Demonstrate links between national achievement objectives and locally based expected learning outcomes and learning experiences for students

3. Be developed around specific and measurable learning outcomes for students to meet individual learning needs
4. Indicate how student progress and achievement will be assessed and evaluated

### **Promotion of Attitudes and Values**

#### **Purposes:**

- To identify key values to teach and promote at Tahakopa School.
- To identify strategies, resources and programmes to enhance the teaching of these values.

#### **Guidelines:**

- The curriculum document will be consulted regarding values to be taught and promoted.
- Staff development will be provided on promoting, teaching and reinforcing identified values as appropriate.
- Strategies, resources and programmes that can enhance values teaching will be identified and used as appropriate.
- Values and attitudes will be integrated into all learning throughout the school, becoming a state of being, the way we do things at Tahakopa School.

### **Reporting to Parents**

#### **Purposes:**

- To report to parent son progress and achievement of learning

#### **Guidelines:**

- An open door policy exists at Tahakopa School.
- Parents and caregivers are able to receive feedback on their children's progress at any time on request.
- Teachers contact parents and caregivers to discuss relevant issues if and when they arise, (either by telephone or requests for interviews, or notes in homework books).
- Parents will receive written reports in the form of individual portfolios twice a year. Written reports will show progress and achievement in clear language.

Term 1: Three Way Conferences.

Term 2: Mid-year Reports/ Portfolios

Term 3: Three Way Conferences

Term 4: End of Year Reports/ Portfolios

### **Homework**

#### **Purposes:**

- To encourage purposeful communication at home and to provide a positive link between home and school that enhances a child's learning
- To assist children develop independent study routines- for this to occur ALL children must have regular homework
- To reinforce knowledge and practice skills previously taught in the classroom.

#### **Guidelines:**

- To ensure that homework is relevant to children's needs
- To ensure that homework directions are clear, concise and readily understood
- To encourage parents to acknowledge their child's efforts
- To ensure that homework is regularly marked and evaluated

Homework is usually given each night. It should not take more than ten to fifteen minutes, this includes, spelling words, basic facts and reading for all appropriate to their individual learning needs.

## Planning and Curriculum Delivery

### **Planning programmes:**

- Planning will reflect the school's curriculum statements and the NZC
- The needs of the students will be reflected in the planning
- Planning will provide focus and direction for classroom programmes
- The principal and principal release teacher will plan cooperatively where appropriate

### **Curriculum delivery**

- Programmes will be balanced and will reflect local priorities
- The key competencies will be supported in the classroom programme
- Teachers will have ongoing professional development to ensure effective pedagogy
- Programmes will be learner centered and will encourage student goal setting
- The content of programmes will be meaningful and relevant and will encourage students to take responsibility for their own learning.
- Teachers will have high expectations of students' success.
- For all Maori students, parents will be consulted on programme content and individual goals may be set.

## Assessment and Evaluation

### **Purposes:**

- To identify the knowledge and experience which students bring to a learning task
- To plan and/or refine teaching and learning programmes for effectiveness (school review process)
- To meet individual or group needs
- To monitor students' progress and achievement , (to gauge what is actually taking place and any barriers to learning) and reporting

### **Guidelines:**

- A range of assessment practices will be used to gather comprehensive information to enable the progress and achievement of students to be evaluated. The best interest and progress of the student is always paramount.
- Assessment should take many forms, gathering information from several contexts, and using a variety of methods according to the needs of the student and the nature of what is being assessed
- Records will be readily available for discussion with other teachers and parents where appropriate.
- Student self assessment and peer assessment will be encouraged
- Assessment will be ongoing using formative and summative procedures
- Effective assessment takes into account varied learning styles and cultural expectations, especially for those students whose first language is not English.
- The assessment activity will be appropriate to the age and developmental level of the student.
- Records must be properly maintained, kept up-to-date and be readily available for discussion with other teachers, educators and parents when appropriate

### **Implementation**

#### **Three Broad Categories of Assessment Apply:**

1. **Diagnostic Assessment** enables teachers to discover what students know and can do. It is also used to target difficulties that students may be having, to determine their precise nature and scope, and to plan further learning activities designed to meet the needs of those students.
2. **Formative Assessment** is an integral part of the teaching and learning process. It is used to provide the student with feedback to enhance learning and help the teacher understand student's learning. It helps build a picture of a student's progress and informs decisions about next steps in teaching and learning. The value of OTJ is not to be overlooked.
3. **Summative Assessment** is usually carried out at the end of a block of study to provide an indication of the students' achievements.

### **Personal Files**

- School will gather data including: Enrolment form and SEA data, PAT results, Running Records/ Probe results, Maths test results (as appropriate), NUMPA, 6-year nett results, and other relevant information
- Copy of all written reports

## **Portfolios**

- Contain samples of work from various areas of the curriculum
- Set up for each child when they start school
- All work is dated, marked and commented on where appropriate
- Work should be representative of the child, and provide a window into the school's learning programmes and give the next learning step.

## **Special Needs**

**Purpose:** To create an environment where the needs of children with physical, learning or behavioural disabilities are met.

### **Guidelines:**

- The Principal and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs.
- The staff is committed to identifying and providing for the needs of all children.
- Students who have more significant needs will be identified and outside support will be sort to help provide for these children
- Students identified as having moderate learning needs may receive assistance through the use of the allocated SEG (Special Education Grant) money.

### **Implementation:**

- The main criteria for the identification will be lack of progress in the curriculum or continued emotional and behaviour difficulties, which persist in spite of the application of intervention strategies.
- Individual education plans in consultation with the parent and significant others, will be drawn up outlining learning outcomes linked to achievement objectives.
- The progress of the students will be reviewed through formative and summative assessments. Class teachers will be responsible for ensuring that individual records are kept for their students.
- Students will be placed on Individual Education Programmes (IEPs) to monitor their progress over longer periods of time. These periods could be term by term or six monthly. IEPs will be kept in students personal files.
- The evaluation and monitoring will take place at regular intervals as determined by the school, and will provide a feedback look for setting priorities for the next year.

## **Gifted and Talented**

### **Purpose:**

It is critical for gifted and talented students to be given appropriate opportunity to develop their potential and satisfy their learning needs according to their cultural perspective.

**Gifted students** are those with the potential to exhibit superior performance across a range of areas and endeavour.

**Talented students** are those with the potential to exhibit superior performance in one area of endeavour.

### **Guideline:**

- 1.The school will identify its gifted and talented students.
- 2.The school will provide professional development opportunities for all appropriate school personnel in meeting the learning needs of gifted and talented students.
- 3.The school will provide an appropriate range of opportunities for its gifted and talented students.
- 4.Teachers will make planned provision to meet the learning needs of gifted and talented students in their class.

### **Implementation:**

- The school will implement methods for the identification of their gifted and talented students.
- Recognising student differences is fundamental for meeting the individual learning needs of gifted and talented students.
- Methods will be selected according to the age and/or the particular ability under assessment. These may include: anecdotal records, interviews, products, portfolios and performance, class grades,

rating scales, behavioural checklists and standardised tests of intelligence, achievement and creativity.

- The school will provide professional development in response to the identified needs of students and teachers. This professional development will be dynamic and on going, and include in-house learning as well as appropriate external courses.
- identifying and establishing, where appropriate, links with other schools and educational institutions, and community organisations which may form a basis for mentor programmes, enrichment opportunities, broader educational perspectives or initiatives, and sponsorships.
- Any student may be nominated for placement in a specific programme by teachers, parents, peers, or, where appropriate, by the individual student. Actual placement within such a programme will be at the professional discretion of the appropriate school personnel.
- Teachers will consider the individual needs of those students and encourage high achievement, originality, problem solving, higher order thinking skills, and creativity.
- A variety of teaching / learning strategies will be considered.

### **Transition**

This programme enables children who are going to start school to familiarize themselves with the school, the other children and the teacher. Transition is not run in competition with the local preschools, but in conjunction with them. Visits will be arranged between teachers and parents to meet the needs of each individual child.