



**Outram School**  
**Policy and Procedures for**  
**NAG 1**

**Curriculum**  
(Reviewed June 2017)



# Curriculum Policy and Procedures

(April 2015 Version)

## POLICY

### ***Purpose/s***

1. To ensure teaching and learning programmes at Outram School support students to reach their full potential and are in accordance with the NZ Curriculum.

### ***Objectives***

1. Classroom teachers will plan and deliver a balanced teaching and learning programme based on the needs of the student, and consistent with school documentation.
2. The NZC Key Competencies will be integrated across the curriculum.
3. Teachers will be familiar with and use the following documentation when planning, delivering and assessing teaching and learning programmes – NZC, Literacy Progressions, National Standards, Outram School Curriculum Delivery Plans.
4. Raising student achievement in literacy and numeracy across all seven learning areas will be an ongoing focus.
5. A staff professional learning and development (PLD) programme will be based on the needs of the teachers and the school as a whole and will be linked to targets identified in the strategic plan.
6. Teacher planning will include daily, weekly and long term planning.
7. Ensuring that planning requirements are being met will form part of the teacher appraisal process.
8. Teachers will be involved in the ongoing process of curriculum review according to the timetable set in the BOT review timetable.
9. Nominated teachers will be given specific curriculum responsibilities for budget expenditure, managing resources and equipment, and supporting teaching staff in delivery of learning programmes.

Chairperson: \_\_\_\_\_ Principal: \_\_\_\_\_ Date / /

**Attached Associated Policies**

- Learning Experiences Outside the Classroom (LEOTC)
- Self review

**Listed Associated Procedures**

1. Assessment
2. Career Education and Guidance
3. Curriculum Management – Delegation of Roles and Responsibilities
4. Curriculum Review – including reporting to BoT
5. Gifted and Talented
6. Health Education – Positive Puberty / Keeping Ourselves Safe
7. Homework
8. Leavers procedures
9. Planning
10. Reading Recovery
11. Record confidentiality and access
12. Religious Education
13. Reporting to Parents
14. Students at Risk
15. Treaty of Waitangi and Māori Achievement
16. Key competencies education

**Other Documents**

- National Curriculum Statements and supplementary booklets and supporting material
- Curriculum Delivery Folder



# Learning Experiences Outside The Classroom (LEOTC) Policy

## **Aim:**

To ensure that pupils can be involved in rich and varied “Learning Experiences Outside The Classroom” and that the risks involved in such activity are minimised and managed.

## **Purposes:**

- To set clear guidelines for planning and organising of LEOTC activities.
- To identify, analyse and manage risk in LEOTC activities.
- To provide accountability in the provision of LEOTC.

## **Guidelines:**

1. The school shall provide opportunities for all pupils to participate in LEOTC regardless of physical ability or economic circumstances. Teachers will plan and coordinate with the school's SENCO to maximise the opportunities and participation of students with special learning and physical needs.
2. All LEOTC activities shall be planned in such a way as to:
  - a. minimise risk for pupils
  - b. maximise the learning opportunities
  - c. support the Key Competencies and Curriculum Learning Areas
3. Medium, high risk or overnight activities – early in the planning process staff will meet with the Principal to discuss which template ‘tools’ from the Safety and EOTC toolkit are required.
4. For Low Risk LEOTC, of up to one day duration, an “School LEOTC - One Day Trip” form is to be submitted to the Principal for signing.
5. For any LEOTC activity that includes elements of Medium Risk, a RAMS form or SAPS must be submitted to the Principal for signing at least one week prior to the trip.
6. Planning details and RAMS forms for trips involving High Risk or an overnight stay must be submitted to the B.O.T. at a meeting prior to the scheduled trip. All submitted RAMS and planning must be signed by the Principal or Board Chair at least one week prior to the trip.
7. Where an LEOTC activity is contracted to an outside organisation a request will be made that they provide a RAMS form or equivalent safety documentation to cover all aspects of the activity. (see Contracting Checklist).
8. When considering approval for an LEOTC activity the Principal/B.O.T. shall consider:
  - a. the purpose of the trip
  - b. the financial cost
  - c. the timeframe of the visit
  - d. safety
  - e. parental support and consultation
9. The number and frequency of LEOTC activities will be monitored by the Principal.

10. Every trip shall have a designated teacher in charge. At the discretion of the Principal/B.O.T. this responsibility can be handed to an approved adult (parent / support staff member/ Allen Centre tutor) for Low Risk activities.
11. The ratio of adults to pupils will be guided by the following:
- |             |              |            |
|-------------|--------------|------------|
| High Risk   | 1:4 Senior   | 1:2 Junior |
| Medium Risk | 1:7 Senior   | 1:4 Junior |
| Low Risk    | 1:10 minimum |            |
12. One male and one female adult (teacher, teacher aide or parent helper) should be considered in the ratios for all LEOTC activities.
13. The role and expectations of supervising adults shall be clearly defined and explained. This includes information that makes parents aware that:
- smoking on any LEOTC event must be off-site and away from participating students
  - the consumption of alcohol on LEOTC activities and school camps is prohibited
14. Parental permission must be obtained prior to LEOTC activities that involve Medium to High Risk or travel away from Outram.
15. Immediately prior to any LEOTC activity involving travel away from Outram the teacher in charge will leave a list of all pupils and adults involved, transport lists and all contact numbers. These lists will also be held by the teacher in charge of the trip.
16. If there are any incidents during a LEOTC activity, a debrief will occur and a written report forwarded to the B.O.T.
- Significant injury accident
  - Major behaviour incident
  - Major disruption to the LEOTC activity
17. At enrolment parents will sign the school's LEOTC Blanket Consent. This covers visits on foot around the Outram village that are categorised as Low Risk. This consent will be explained to parents. Teachers going on such trips will get the Principal's oral consent and will enter the details of the visit in the school's off-site book.

## POLICY REVIEW

1. This policy will be reviewed by the Board in accordance with the Self Review Timetable.
2. The Board will make its review report available to parents and staff.

Chairperson: \_\_\_\_\_ Principal: \_\_\_\_\_ Date / /

**Definitions:** LEOTC is Learning Experiences Outside The Classroom and can include curriculum, sporting, cultural or other activity. EOTC (Education Outside the Classroom) is also commonly used and is referred to on previous MOE documents.

**RAM** is a Risk Analysis and Management process.

**SAPs** is a Safety Action Plan.

**High Risk:** Activities in which potential physical injury, extremes of weather or environment are factors to be considered in the normal running of the activity - eg outdoor pursuits, water activities.

**Medium Risk:** Activities in which there is a need for care and concern - eg traffic, machinery, farms and factories.

**Low Risk:** Activities involving visits to public places - eg museum, library.

### **Reference**

“EOTC Guidelines – Bringing the Curriculum Alive” – 2014

<http://eotc.tki.org.nz/EOTC-home>



# PROCEDURES

## 1. Assessment

### Purposes:

1. To identify the knowledge and experience which students bring to a learning task (base-line entry).
2. To plan and/or refine teaching and learning programmes to meet individual or group needs.
3. To provide regular and constructive feedback to encourage and motivate student achievement.
4. To monitor and report on student progress and achievement.
5. To develop a summative record of achievement for individual and groups of students.

### Guidelines:

1. A variety of types of assessment will be used to meet varied purposes. Teachers will gather information on student achievement before, during and after teaching

#### DIAGNOSTIC

To gain an understanding of what children already know.

To provide the opportunity for children to offer ideas / questions / activities about what they would like to do / know concerning the topic.

#### FORMATIVE

To inform planning and to cater for the learning needs of all children.

To provide feedback to students on learning progress, next steps and goals.

#### SUMMATIVE

To allow children to self /peer assess and gain an awareness of their own and others progress.

To allow teachers to set new goals for individual children.

To inform teachers future planning.

To report to BOT / parents.

2. Cumulative information on student progress and achievement will be maintained through:

#### a). STUDENT FILES

- These contain ongoing assessment information for the children and are passed from teacher to teacher. They are professional 'working' documents and may be shared with parents if appropriate.

#### b). TEACHER ASSESSMENT FOLDERS

- All teachers will keep records of student achievement. A summary of these will be made available to the children's next teacher. Assessments will often be based on teacher's professional judgments (OTJ's) and be formed over time rather than based on single 'tests' or assessment tasks.
- Assessment will be an integral part of learning. Assessment information will be shared with pupils and parents at the appropriate times.
- Assessment information will be used to examine the effectiveness of programmes and will be determined future learning needs.
- Appropriate assessment criteria will be developed in order to ensure the validity and consistency of information gathered. OTJ's based on national standards and other measures will be used for all school-wide summative assessments.



- Teachers will collect assessment information as required by the curriculum review programme. This will be collated, analysed and a report submitted to the Board with recommendations made that will improve teaching and learning. A summary of the report will be made available to the school community.
3. Teachers will make use of standardised assessment material such as PAT, STAR, NEMP material, Assessment Resource Bank tools, the national exemplars and AsTTle where appropriate.
  4. An evaluation of programmes / units of work will be regularly undertaken. This will be undertaken by classroom teachers. Teachers will reflect on the effectiveness of the teaching and learning process. Students will be given the opportunity to participate in this process. Programme evaluations will be used in the planning of future programmes.
  5. Assessment information will be recorded on the School Student Management System (MUSAC EDGE) as appropriate and will form part of a developing cumulative record of progress and achievement.

## **2. Career Education and Guidance**

### **PURPOSES:**

1. To assist students to identify and understand their own interests and skills helping them choose more suitable subjects and options at secondary school.
2. To help students build self-awareness and to investigate a range of occupations and ways of working.
3. To allow students to understand the connection between education and the economic and social wellbeing of themselves, our nation, and its citizens.

### **GUIDELINES:**

- 1 Information on careers and career education will be freely available to students using a range of available resources.
- 2 Career Education programmes will;
  - i) Provide objective and impartial advice and guidance.
  - ii) Challenge occupational stereotyping and present a variety of role models.
- 3 Career Education programmes will draw on relationships with parents, local businesses, other educational institutions and external providers of career information and guidance.

### 3. Curriculum Management – Delegation of Roles and Responsibilities

Purpose:

- 1) To share the workload of curriculum management.
- 2) To utilise the curriculum expertise, experiences and interests of individual teachers.
- 3) To manage curriculum budgets and resources.
- 4) To manage an ongoing programme of curriculum professional development and learning.
- 5) To provide staff with leadership opportunities.

Guidelines:

- 1) At the beginning of each school year, the staff will negotiate curriculum responsibilities for each learning area of the curriculum.
- 2) This may be organised as:
  - a leadership responsibility for an individual teacher e.g. Literacy Leader, Numeracy Leader
  - a shared responsibility between two staff members
  - a committee of teachers; especially where the learning area is under development or is being reviewed
- 3) The teacher's previous experience, expertise, interest in and enthusiasm for the learning area will be considered when making the curriculum responsibility decisions. Career pathways and mentoring opportunities for middle management leadership will also be considered.
- 4) The curriculum leadership tasks and responsibilities undertaken may include:
  - leadership and/or facilitation of professional development and learning opportunities
  - support and guidance for teachers and teacher aides
  - liaison with curriculum advisors and outside agencies
  - whole school or cohort assessment
  - preparation of curriculum reviews and reports
  - delegated budget management
  - resource procurement, organisation and management
  - promotion of the learning area to staff, pupils and the school community
  - co-ordination of student participation in regional events e.g. sporting events, cultural events, curriculum quizzes and challenges
- 5) Those holding curriculum leadership responsibilities will act as an advocate for the learning area they are responsible for.

### 4. Curriculum Review

1. The principal will put in place a system where:
  - a. Each Learning Area is reviewed according to the triennial self-review plan put in place by the BoT
- 2 Student achievement will be measured against established school-wide expectations and National Standards in Literacy and Numeracy.
- 3 An evaluation of current practice may include:
  - i) assessment, record-keeping and reporting
  - ii) curriculum management and delivery
  - iii) resources and facilities
  - iv) syndicate level analysis noting programme planning and delivery needs
  - v) required resources and professional development needs
  - vi) provision for career education and guidance
  - vii) recommendations including timeframe for implementation and impact on Board policy, school organisation, finances and management.

## **Guidelines for Curriculum Reviews**

### **Introduction**

The purpose of the introduction is to provide the reader with the context for the review. Plain language should be used.

The introduction should include:

- when the data was collected and any specific methods or tools used
- expected achievement levels – historical or from other sources.

### **Results**

The way the results are presented will vary by curriculum area but common themes include:

1. Baseline or historical data – what the achievement was in the past for cohorts/school/gender etc. Presentation of the data should be as simple as possible – graphs or simple tables are preferred.
2. Year group and gender breakdowns (except where privacy issues may arise).
3. Separate reporting for Māori (first ethnicity) and Pacifica (first ethnicity) students. This may be aggregated to the school-wide level to maintain individual privacy
4. Clearly indicating the changes in numbers for cohorts from the last reporting time period. E.g. “10% of children in this data are not the same as were tested last time”.
5. Specific comments to be made on the Target Group from any relevant Charter goal.

### **Analysis of variance**

Questions could include:

- What has made the difference to the achievement of the children?
- Has achievement changed or not? – WHY?
- Have any expectations established been met or not? Why?
- Have the assessment methods, criteria or expectations changed since previous data was collected? Has this had any impact on the data being presented this time?
- Have any PD or school programmes had the desired effects on student learning?

### **Next steps**

What are the implications of the data being presented?

- What needs to happen next in order for any stated/revised/recommended goals to be reached?
- Do specific programmes need to be put in place either school-wide or targeted towards specific groups of students? Where are the greatest needs? – including remedial and/or extension.
- Is staff professional learning recommended to improve specific aspects of classroom practices, curriculum delivery or assessment methods?
- Over what timeframe should the next steps occur? What is the degree of urgency?

### **Future resources required**

What resources are required to make the next steps happen? Is there a budgetary implication for this? How much of a priority are the goals?

## 5. Gifted and Talented

### Purposes:

1. To encourage the achievement of personal excellence in all students.
2. To encourage and assist students with talents and special abilities to achieve their potential.
3. To raise student and parent awareness of opportunities and challenges available to students with special abilities

### A Definition of Gifted and Talented

Giftedness - a naturally occurring ability

Talent - the outward expression of that ability

### Renzulli's Three Ring Conception of Giftedness

"Gifted behaviour occurs in certain people, at certain times, under certain circumstances." Joe Renzulli

Renzulli considers three factors important for the development of gifted behaviour: above average ability, creativity, and task commitment.



**Creativity** refers to the fluency, flexibility, and originality of thought, an openness to experience, sensitivity to stimulations and a willingness to take risks.

**Task commitment** is motivation turned into action (perseverance, endurance, hard work, self-confidence, perceptiveness and a special fascination with a special subject). Renzulli argues that without task commitment, high achievement is simply not possible.

Only if characteristics from **all three rings** work together can high achievement or gifted behaviour be witnessed.

## **Talented Students**

1. Outram School will recognize the talents, interests and strengths of individual students by using a range of identifiers including teacher observations, student surveys, student / parent interviews, student choices and electives.
2. Classroom teachers will foster these talents within classroom programmes ensuring regular opportunities for students to: share their interests and talents, choose aspects for study or investigation, and collaboratively plan units of work.
3. The school will develop a programme to assist students identify and foster individual talents

## **Gifted Students**

1. Outram School will identify children with special abilities by using a range of identifiers including: teacher observation, parent nomination, evidence of student work and standardised assessments. Children will be identified from a range of differing areas e.g. intellectual skills, creative skills, cultural skills and social and physical skills.
2. Children will be identified early and appropriate early intervention methods will be used. Interventions may include:

- integrated curriculum
- individual education plans
- engaging children in higher levels of thought
- children's interests as the centre of the curriculum
- decision making — involving children in every day decisions
- holistic approach — view the child as a "whole" not just an intellectual being
- relationships with the family — encourage family/whanau support group based approach
- both individualised activities as well as group activities
- the use of differing strategies such as effective questioning, project development, curriculum units,
- independent study, information technology.

As students progress, additional programme support might include:

- targeted grouping
- alternative learning centres e.g. Te Aho o Te Kura Pounamu -

The Correspondence School

- networking between centres / schools
- mentorships

3. Curriculum models and programmes that are specifically designed for teaching gifted children will be used. A "team approach" will be used for the coordination and management of the programmes with oversight from the special programme coordinator.

## **Also:**

- All strategies used within programming will match the school's vision for students. The Allen Centre forms a central part of this.
- The Principal will ensure that staff members receive appropriate professional development in identification procedures, programme development and evaluation
- Effective communication will occur regularly between home and school, amongst staff, the Board of Trustees, and the wider community in the establishment of policy guidelines and programme development and evaluation.
- The board of trustees will provide sufficient resources for the effective implementation of the gifted and talented programme. These include financial, human and physical resources.

## **6. Health Education – Positive Puberty and Keeping Ourselves Safe**

### **Teaching of Positive Puberty**

- In the 2017 Outram School Health consultation, Positive Puberty was ranked highest in priority as a programme to be delivered at Year 7 and 8
- Positive Puberty will be delivered at Year 7 and 8 in odd school years i.e. 2017, 2019
- Prior to the Positive Puberty being delivered, a letter will be sent home to all parents advising the dates each lesson will be taught
- This letter will be tabled at the board of trustees meeting prior to unit teaching
- The letter will include a 'Students will be learning about statement...' under lesson heading and date
- The letter will advise, under Section 105D of the Education Act, parents have the right to withdraw their child from all or part of the lessons being taught – such requests will be made in writing to the Principal
- The letter will have a return slip acknowledging receipt
- Class teachers will follow up any non-return of this acknowledgement slip with a phone call

### **Teaching of Keeping Ourselves Safe**

- In the 2017 Outram School Health consultation, Keeping Ourselves Safe was ranked highest priority at Year 1-3 and second highest priority at Year 4-8
- Keeping Ourselves Safe will be delivered at all year levels in 2014 even school years i.e. 2018, 2020
- Prior to the teaching of Keeping Ourselves Safe, parents will be invited to attend an evening meeting
- The meeting will outline the lessons to be delivered, the content of each lesson and the resources used
- Following the meeting, a letter will be sent home to all parents advising the dates that the unit will be delivered
- The letter will include a 'Students will be learning about statement...' under lesson heading
- The letter will have a return slip acknowledging receipt
- Class teachers will follow up any non-return of this acknowledgement slip with a phone call
- At a staff meeting prior to the teaching of Keeping Ourselves Safe, the staff will review the policies and procedures for 'Suspected Child Abuse' paying particular attention to procedures around disclosure

## 7. Homework at Outram School (Revised statement – May 2015)

### Primary Purposes:

- To reinforce and practice the skills and knowledge, taught at school
- To provide opportunities for parents to support and share in their children's learning, especially at Year 0 to Year 3.

### Secondary Purposes / Outcomes:

- To develop self and time management skills, especially at Year 4 to Year 8
- As appropriate, provide opportunities to explore and deepen the students understanding of topics being undertaken at school
- As appropriate, provide opportunities for enrichment and extension
- To keep parents informed on what their children are learning at school

### Guidelines:

1. Homework is a partnership between parents, the child and teacher. The requirement for parental support will decrease as children progress through the school and individual student responsibility increases.
2. Homework should be regularly set on weeknights. Teachers do have the discretion of setting homework 'week day' to 'week day' thereby creating the opportunity for homework to be completed at weekends. This option does not increase the overall quantity of homework.

In classes where a teacher sets weeknight homework only, parents may formally request their child be given the option of completing homework over a weekend and handing it in on an agreed weekday.

For this option:

- The student must be involved in a range of after school sporting, cultural activities over a number of school nights
- The option is requested and agreed to at the start of the school year and becomes the homework routine for the student for the full year
- The parent and student understands that the teacher marking of the homework may not be as immediate and may not be to the same depth; students may be asked to mark some work from a peer's book or answer sheet
- The teacher may request the student to use two homework books to allow time for one to be marked while the other is being used (odd / even book system)
- This option will not be offered to students in the junior school (NE to Year 2)

3. The following times are a guide for homework at each year level

NE – Year 2:	10 - 15 minutes per night
Year 3 / 4:	15 - 20 minutes per night
Year 5 / 6:	20 - 25 minutes per night
Year 7 / 8:	25 - 30 minutes per night

These are guidelines only. Students who regularly complete homework in less time than indicated may want to consider the extension and enrichment options available from Year 4 upwards (See Bullet 7). Parents who are finding their child requires times far in excess of the given guidelines should discuss this with their child's teacher.

4. Homework will focus on reading, spelling and number knowledge especially in Years 1 to 6. Current event activities, inquiry/topic learning and research will be included as student's progress through the school.
5. Teachers will use professional judgement in determining the amount and type of homework suitable for each student. Appropriate 'individualisation' of homework is gained by setting homework based on the child's reading level, mathematics group and spelling level. Other homework content is guided by the age of the student, the current class topics being undertaken and current news events.

6. Teachers will follow up where homework is not completed. When following up on incomplete homework, consideration will be given to the extra-curricular activities of the student. Teacher will also take into account illness and other family circumstances. A note from a parent is the best way to inform teachers of these activities, illnesses and changed circumstances.  
Follow up may require the student to complete incomplete homework at an appropriate time e.g. before school, or part of an agreed interval or lunch. This requirement is not set as a punishment; the completion is only for those parts the teacher determines is beneficial, will not hold children back from having an interval or lunch break and will not stop children from being involved in set lunchtime activities.  
For some students a proactive approach, allowing students to regularly undertake homework as part of their before school routine and providing access to resources such the internet or newspaper, may be beneficial.
7. From Year 4 students will be provided with opportunities for extension and enrichment as additional homework options

### **International Competitions (ICAS)**

For Year 4 to Year 8 students - Writing, Spelling, English, Mathematics and Science.

### **Mathematics Achievement Challenge**

Year 4 and 5 – CRACAMAC

Year 6 to Year 8 – Mathematics Achievement Challenge (MAC)

### **Science Awards Scheme**

Year 3 and 4 - Activity Challenges

Year 5 and 6 – Science Certificates

Year 7 and 8 Science Badge

### **CAPES**

The CAPES programme also provides opportunities for individual challenge and extension at Year 5 to Year 8.

8. 'Homework Holiday' - in exceptional circumstances a parent may request and negotiate a 'homework holiday' for their child.

This will be considered on a case by case basis and be approved within the following circumstances...

- The break from the set regular homework will not be detrimental to the student's academic progress and achievement
- The student is actively involved in another programme or activity that is of benefit  
e.g. one of the extension and enrichment programmes,  
a CAPES project of significance,  
a significant cultural event e.g. involved in the preparation of a stage show,  
learning provided by an outside educator (Numberworks, Kip McGrath etc) or  
other home based learning or activities of significance.

The 'homework holiday' will be for a set period of time dependent on the reasons for the request.

At the teacher's discretion, a partial 'homework holiday' may be agreed to i.e. set parts of the regular homework are still required to be completed

A 'homework holiday' may also be offered where exceptional family circumstances are impacting on the student's ability to complete homework; the teacher may be proactive in offering this option

This option will not be offered to students in the junior school (NE to Year 2) except where there are exceptional family circumstances to consider



## **8. Leavers Procedures**

Once the school has been advised that a student is leaving, the office will distribute the "Leavers Checklist" to the class teacher and Principal. The checklist will be returned to the school office once all required actions have been completed.

All children who attend Outram school and leave will receive a leaving certificate, which will be presented at either the public assembly on Friday afternoon or the end of year assembly for end of Year 6 / End of Year 8 leavers.

## **9. Planning**

1. The format of planning is at the discretion of individual teachers. Planning templates are available to teachers within the Outram Curriculum support material and on Ultraset.
2. It is expected that Syndicate Leaders will have an overview of planning across classes in their team.
3. Planning will reflect the results of formative assessment and include clear links to the New Zealand Curriculum and school documentation.
4. Planning documentation is to be kept for the duration of the school year.

## **10. Reading Recovery Programme / Quick 60**

### **Reading Recovery**

Each year, the Principal and Board of Trustees will decide if the resources are available to offer a Reading Recovery programme. In years where Reading Recovery is offered...

1. Ongoing selection of children will be made from children aged approximately 6 years, targeting those students with the greatest needs. (i.e. usually the most needy 20% of children turning 6 years old). An analysis of Six Year Net data and discussion with the classroom teachers will form part of the selection process.
2. The teacher will follow a programme individually planned for each child, which follows the 'Guidelines for Reading Recovery – Literacy Lessons Part One and Two'
3. Money will be budgeted annually in order to allow for the ongoing purchase of books and resources and the travel costs incurred by the Reading recovery Teacher for in-service sessions. These travel costs will be borne by the Board of Trustees.
4. The Reading Recovery Teacher will be released for ongoing training, tutor visits and colleague visits.
5. Parents will be informed why their child has been selected for additional support. They will be kept informed of progress and ways they can assist with this programme.
6. Children who have been in the reading recovery programme will be monitored regularly throughout their time at the school. Teachers may seek assistance from the Reading Recovery Teacher if they have any concerns.
7. The Reading recovery Teacher will be available to provide support and guidance for classroom teachers in their classroom-reading programme.

## **Quick 60**

1. The Board has committed funds for the purchase of Quick 60 resources and Teacher Aide hours for the delivery of a Quick 60 reading programme
2. The funding for the delivery and resourcing of Quick 60 will be annually reviewed with a budget set for the following school financial year
3. Quick 60 will be delivered to groups of children selected by teacher nomination at Year 2 through to Year 4
4. Parents will be informed why their child has been selected for additional support. They will be kept informed of progress and ways they can assist with this programme.
5. The Principal will report to the Board on the effectiveness of the Quick 60 intervention

## **11. Record Confidentially and Access**

1. Ultimately all school records and information is discoverable by families and should be treated as such.
2. Only teaching staff, custodial parents, support agency staff and ERO have access to children's academic and other documentation kept by the school.
3. If in doubt, the Privacy Officer can provide advice on any issues relating to these procedures. If there is doubt privacy **MUST** prevail.

## **12. Religious Education**

### **Purpose**

To provide the opportunity for religious education for children whose parents approve of it.  
To develop children's spiritual dimension by encouraging an understanding and appreciation of religious beliefs and values through a non-denominational programme of instruction which is available for parent's perusal.

### **Guidelines**

- 1 The board approves that Religious Education may be held at the school for half an hour per week as allowed under the provisions of the Education Act, Clause 77,78.
- 2 All Year 0 to Year 6 children are given the opportunity to receive Religious Education,
- 3 On enrolment, parental approval is sought for children's participation in the programme. Children not taking part are supervised independently of the religious instruction programme by teaching staff.
- 4 The classes participating in this programme are deemed to be closed during the period of instruction, as required by the Act.
- 5 All religious education teachers follow the programme of instruction as made available to and approved by the board and principal prior to the commencement of the year's programme.
- 6 All teaching avoids putting pressure on the children to adhere to particular religious beliefs or views.
- 7 There is no obligation on any teaching staff member to take religious instruction.

### 13. Reporting to Parents

1. Reporting will provide a balanced overview of a student's progress and achievement in each Learning Area over the year.
2. Reports will be written in plain language as required by the National Standards (NAG 2a)
3. Progress and achievement against the relevant National Standards will be provided as a 'Birthday Report' after one year, two years and three years at school. This assessment will be re-printed on the end of year report. The Principal will set a schedule for 'interim' reports that fall between the 'Birthday Report and aligns with the mid-year / end of year reporting cycle.
4. Students in Year 4-8 will receive a report at mid-year with an interim assessment of progress and achievement against the relevant National Standards and an end-of-year report with a confirmed assessment of progress and achievement against the National Standards. (Those students who have an After 3 Years Report 'Birthday Report' in Year 4 will receive that report and the end-of-year report. No mid-year report will be issued.)
5. The reporting 'against relevant National Standards' is communicated by displaying the expected mid-year and end of year curriculum level for Reading, Writing, and Mathematics with the student's current level shown as a 'tick'. (EDGE Report Masters)
6. Goal setting parent, teacher, student interviews will be held in March each year.
7. Goal review / goal setting parent, teacher, student interviews will be held after the mid-year reports are issued in July.
8. Teachers have a responsibility to communicate with parents and students if there are issues to be discussed outside of the reporting/interview schedule.

## **14. Students At Risk Of Underachievement**

### **PURPOSES:**

1. To ensure that students reach their full potential across our school curriculum and most especially the priority areas of literacy and numeracy.
2. To identify individual students and / or groups of students who are not achieving or are at risk of not achieving; plan, implement and evaluate programmes accordingly.

### **GUIDELINES:**

1. Expectations for student achievement at each year level are clearly identified in the school's curriculum documentation.
2. A range of diagnostic testing and quality assessment practices will be used to establish accurate levels of student achievement.
3. Cumulative records of student achievement over time will be developed and maintained.
4. Procedures for identifying students at risk of underachieving in each curriculum area will be in place.
5. The principal will report to the board and school's community regularly on student achievement especially in the key areas of literacy and numeracy. Reports will include strategies for addressing the needs of underachieving students.
6. Each curriculum area will be reviewed over a three-year period to identify strengths and development needs.
7. The special needs coordinator (SENCO) will develop and maintain a register for students at risk.
  1. OPERATIONAL FUNDING (Special Education Grant) will be allocated annually to initiate / maintain programmes to support individual student and group needs.
  2. The special needs co-coordinator will annually report to the Board on the delivery of special needs programmes.
  3. Specialist services will be utilized to provide advice and guidance into programmes and other planned interventions. E.g. RTLB, RTLit etc.
  4. Parents will be provided with regular information regarding any special programme children are placed on and guidance on how to support their child with their learning.
8. Team Leaders will oversee and monitor programmes provided through the Teacher Aide resource allocated to each team to support children who are underachieving.

## **15. Treaty of Waitangi and Māori Achievement**

### **PURPOSES:**

1. To fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's cultural heritage.
2. To understand and respect cultural differences in New Zealand and gain an understanding and appreciation of Māori values and attitudes.
3. To incorporate cultural perspectives as an integral part of the school curriculum.
4. For our children of Māori descent to walk tall in the knowledge that their language, history, customs and cultural values are respected and are a valued part of the whole school programme

### **GUIDELINES:**

1. All of our children (and their parents) will be made aware of;
  1. the rich Māori history of this area
  2. the importance of correct pronunciation of Māori as a courtesy and skill
  3. the necessity of understanding customs and cultural values in order to be comfortable attending a hui, powhiri, tangi and other social occasions
  4. the necessity of preparing children to be able to socialise with confidence based on empathy and understanding, in any part of New Zealand or the world
2. Māori language and culture will be integrated with other curriculum areas throughout the school adding a further dimension to teaching and learning. This may include;
  1. Language (social / informative)
  2. Social Studies (myths, legends, history, values)
  3. Science (conservation)
  4. Mathematics (counting, using natural resources for equipment)
  5. Health & Physical Education (stick games, poi, Mana, tapu)
  6. The Arts (waiata, dance, movement, action songs, koru, natural dyes, carving, weaving)
3. The school will make full use of the Māori resources within our community and capitalise on the experience and perspective of the tangata whenua.
4. Each year, all students will be given the opportunity to participate in Kapa Haka. The school's Kapa Haka group will be prominent at special assemblies, cultural occasions as appropriate. The school's Kapa Haka group will regularly participate in the Taieri Hui Ako and Otago School's Polyfest
5. The school will reflect New Zealand's dual heritage at all school functions such as its meetings, assemblies, and sporting and cultural occasions.
6. The Principal (or delegate) will consult widely and regularly with the school's Māori community setting targets for student achievement. Progress and achievement will be monitored, evaluated and reported on to the families of Māori students and Board of Trustees (NAG requirement)

## 17. Key Competency Education

Managing Self	Relating to others	Participating & Contributing	Thinking	Using Language, symbols and texts
<i>Promoted and exemplified through a term focus timetabled for each school year.</i>				<i>Covered through all curriculum areas</i>

### Guidelines:

The teaching staff will annually deliver a programme that promotes and exemplifies the NZC Key Competencies

1. The Key Competencies will be evident in classroom programmes, the student management programme and the culture of the school.
2. The focus Key Competency will be regularly communicated to students, parents and the school community in a variety of ways.
  - Monday morning assemblies
  - Promotion in newsletter
  - Teacher judgements made on mid-year and end-of-year reports
3. Students implementing / exhibiting the desired attitudes and values will be acknowledged through classroom and school-wide systems.
  - KC Kids
  - Key Competency Certificates
  - Principal Awards
  - Peer and teacher recognition
4. The Outram School CAPES programme at Year 5 to 8 will link with, deepen and enhance the Key Competency programme for senior students.
5. The Board will budget for sufficient resources to ensure the successful implementation of this programme.