



SECTION 1 CURRICULUM

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See Operational policies 3.1

The needs of individual students are at the centre of all teaching, learning and assessing.

At our School students are encouraged to acquire the knowledge, skills, values and understanding of the New Zealand Curriculum

The Curriculum is to be delivered in accordance with the National Education Guidelines.

The purpose of the curriculum delivery policy is to foster the achievement of all students attending the school. There must be in place detailed and accurate description of course content and levels of achievement objectives applicable to each level. Schemes should reflect approaches to teaching and details of how individual or group needs will be catered for.

1. The school Curriculum Plans will outline the implementation of the New Zealand Curriculum Statements which define the learning philosophies, principles, aims, values and achievement objectives together with the Essential Skills to be addressed.
2. A variety of learning and teaching styles and strategies will be employed as appropriate to the needs of students, guidelines relating to these will be provided in schemes/plans.
3. Student progress will be monitored and recorded against the New Zealand Curriculum for years 0-10 using a range of planned assessment procedures. E AsTTle for Years 4-10 is mandatory for Mathematics; Reading and Writing. These procedures are to be integrated into the teaching and learning programmes. Full use will be made of achievement data in programme delivery.
4. The school will identify issues which cause barriers to students' learning and it will seek to implement appropriate strategies to address these.
5. Equal educational opportunities will be provided to all groups of learners and for individuals, and will be reflected in course content.
6. The school recognises the need to consider the implications of the Treaty of Waitangi and to foster the requirements set out in the Treaty. Staff will receive training in this; appraisal goals will recognize this.
7. Programmes will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage and will be included in programmes where deemed appropriate.
8. Curriculum Plans for all seven Essential Learning areas will reflect the special nature of our community where this is applicable.
9. A self review programme will maintain the requirements laid out in this policy and the requirements of the Learning Areas, the school's policy on programme review will apply.
10. Our school recognizes the value of parents as educators and will encourage their participation.
11. Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery including pedagogical growth in appreciating the need to identify learning needs, developing student engagement, processes for differentiation and adapting to various learning styles.

DATE CONFIRMED: 2018

To provide consistency within the school's charter this articulates the National Education Guidelines.

Assessment is an integral part of the curriculum delivery programme which provides clear learning outcomes against which a student's progress can be measured. Achievement information is a critical factor for informing learning programme planning.

Assessment of student progress and recording of achievement information will be used:

1. to obtain useful, ongoing information to assist teachers to plan and review progress.
2. to provide a basis for reporting to parents/caregivers about children's learning and development.
3. to provide information for school review.
4. to provide data profiling student achievement and learning barriers which will be the basis for individual, group and cohort programme planning.

The learner is the focus of assessment. Pupils will, as far as is practicable, be involved in the evaluation of their own learning, setting learning goals and assessing progress.

A variety of data collection methods may be used gained from a wide range of sources including:

OTJs	Years 1-10
E AsTTle.	Years 4-10
PAT	Years 7-10
Probe	
Cumulative records	
Syndicate benchmarks	
Assessment tasks	
Observations, conferencing testing	
Anecdotal notes	
IEP, special programmes	
Self/Peer assessment	parental discussion
NCEA internal/external	See senior handbook.
University Entrance	See senior handbook.

1. Assessments will cover skills, attitudes and values in relation to gender, culture, background and experience of students and their knowledge.
2. Informing of parents/caregivers of student progress formally twice per year and at other times where appropriate.
3. Planning for assessment will be an integral part of the teaching and learning programme assisting with differentiation, removing barriers and meeting identified learning needs.
4. Each curriculum area will contain an assessment statement.
5. Appropriate staff training will be made available where necessary.
6. The school will have a recognised, accredited programme for collating and storing achievement data.- (KaMar -2016)
7. The Principal or his /her nominees will provide the Board with relevant, detailed information and analysis of student achievement minimum of once a term.

DATE CONFIRMED: 2018

1. To comply with all NZQA assessment requirements.
2. To ensure that staff and students are aware of their responsibilities with regard to NZQA requirements.

GUIDELINES:

- 1.1 The *NZQA Quality Assurance Handbook* will set out NZQA requirements with regard to assessment of Unit and Achievement Standards
- 1.2 The *NCEA Assessment Good Practice Guide for Teachers* will provide a guide for teachers in implementing NZQA requirements.
- 1.3 All NZQA compliance, accreditation and administration requirements must be met in a timely manner.
- 1.4 Regular professional development will be provided for staff in terms of fulfilling NZQA requirements
- 1.5 Internal monitoring, evaluation, review and reporting of assessment and moderation will be used to inform planning and continuous improvement.
- 1.6 External moderation Reports are to be followed up by the Principal's Nominee as an opportunity for Professional Development.
- 2.1 The Principal's Nominee is delegated with the responsibility of maintaining an overview of assessment practices within the school and following up appropriately issues both within school and as identified in External Moderation Reports.
- 2.2 The syndicate leader is responsible for ensuring that teachers within his/her syndicate is familiar with NZQA requirements
- 2.3 All teaching staff are expected to take responsibility to be knowledgeable about, attend professional development opportunities and implement NZQA requirements for assessment and moderation.
- 2.4 Students are to be made aware of the importance of requirements to ensure that they comply with NZQA expectations.
- 2.5 Students are to be given the opportunity to demonstrate prior learning and to demonstrate their best achievement.

REVIEW: This Policy is to be reviewed according to the Board of Trustees triennial programme of self-review.

DATE CONFIRMED: 2018

All students shall have access to the National Curriculum regardless of race, gender or disability.

In its programme planning and delivery this school will:

1. ensure that students are not subject to discrimination in course selection opportunities.
2. ensure the curriculum is presented in a culturally sensitive way.
3. ensure that all students are treated with respect to their ethnic background.

Policy Guidelines

1. The school will provide positive role models in terms of gender, race and disability so that pupils can understand the importance of equity in the behaviour of themselves and others.
2. Teachers will ensure they are aware of the cultural background of each student and treat them and their culture with understanding and respect.
3. All staff will ensure that equity goals are being met when monitoring teaching programmes.
4. Resources will be unbiased and fair to all groups in the school.
5. The school will work proactively to provide a balanced gender and ethnicity in its staff which is reflective of its community and student roll.
6. Opportunities will be provided to staff to develop expertise in Maori language or in other Pacific Island languages and where applicable to diverse ethnic languages.
7. Culturally appropriate methods of teaching and assessing will be practised.
8. All staff recruitment procedures will follow principles of equal opportunities expected of employers within the State Sector.

DATE CONFIRMED: 2018

ASSESSING ACHIEVEMENT LEVELS OF MAORI STUDENTS. _____ No S1-105

Our school accepts the importance of the need to raise the achievement levels of Maori students to enable them to have equitable access to future educational, occupational and social opportunities. The Board has an obligation under NAG 1 (v) to consult with our Maori community, to develop and make known to the whole community policies, plans and targets for improving the achievement of Maori students

Our school will:

1. comply with Treaty of Waitangi obligations
2. implement procedures for improving achievement of Maori
3. obtain the support of the school community in these plans
4. assist staff in meeting the school's aims and obligations.

How will we do this?

1. A schedule of consultation will be drawn up and followed on an annual basis.
2. The Board will seek to have as a member a Maori community representative where possible.
3. The Board will provide ongoing information on its deliberations to local Maori.
4. The school management will identify and maintain a register of Maori students, their age, gender, academic progress and any issues affecting both individual and collective achievement.
5. The school management will in consultation with staff, in particular Maori teachers, with appropriate community agencies and with local Maori develop for consideration by the Board a programme of interventions, activities and resourcing aimed at raising achievement levels. This may involve targeted funding, procurement of appropriate resources and possible appointment of staff.
6. Ongoing monitoring of Maori students will be maintained for literacy and numeracy levels and NCEA levels and reported at a minimum of once per term, preferably once a month to the Board.
7. Evaluation analysis will be presented to the board relating to comparative achievement levels of Maori students.
8. Progress on Maori achievement will form part of the school's annual report to the community.
9. The school management will ensure that they and the teaching staff meet the appropriate curriculum standards relating to Te reo Maori and tikanga Maori.

DATE CONFIRMED: 2018

Literacy and Numeracy form the basis for much of the school curriculum and for vital elements of our society. It is important that all students achieve their level of potential in these and other areas and that all students reach appropriate levels to enable them either to move onto the next phase of education or to take their place in society.

The National Administration Guidelines (NAG 1 (ii) in particular) seeks to direct schools into emphasising these areas of the curriculum.

The Board is recognizing the fundamental importance of literacy and numeracy in learning strongly encourages development and improvement in these areas. Ongoing provision will be made to lift levels of proficiency in accordance with identified needs and advice from school management regarding appropriate strategies.

1. As part of its curriculum planning process school management will ensure that annual and term overviews demonstrate full coverage of all curriculum areas including specific programmes addressing the language and mathematics strands.
2. All teacher's planning will be monitored collectively within syndicate meetings and departmental meetings as appropriate to ensure it meets school requirements.
3. All teachers will meet the professional standards set by the New Zealand Education Council and will participate in the school's appraisal programme
4. Teaching staff will maintain accurate and current details of student achievement levels and take appropriate steps to assist students in meeting programme aims.
5. A centralised database of achievement levels for all individual students will be maintained focussing on literacy and numeracy achievement.
6. The school will provide general and, where necessary, targeted professional development for teachers to assist in strategies to meet requirements in these areas.
7. An at risk register will be compiled identifying those students achieving below expected levels with details of intervention and ongoing progress.
8. The Principal will conduct regular reviews of progress and will in consultation with staff develop plans to address issues raised in reviews.
9. The Principal will report regularly to the Board on achievement of strategies in addressing literacy and numeracy.
10. Each year the Board and community will be provided with an achievement statement covering the school in areas of literacy and numeracy
11. Strategies will be implemented to identify those students at risk of not achieving literacy and numeracy credits at NCEA with appropriate emphasis and intervention employed to lift the numbers actually achieving the required credits.

DATE CONFIRMED: 2018

Education outside the classroom (EOTC) can make a substantial contribution to children's intellectual, social and emotional development. It provides opportunities for learning not available under normal circumstances in the classroom. Activities should reflect and enrich the curriculum providing further opportunities for individual learning, personal growth and development.

In implementing the EOTC policy guidelines, the school will:

1. help children grow socially in understanding oneself in relation to other pupils, adults and the community.
2. appreciate aspects of the natural environment.
3. involve the senses in an awareness of the environment.
4. enrich classroom learning by providing experiential perspectives.
5. extend creativity and aesthetic appreciation by focussing on the outdoors.
6. help develop skills to meet the various challenges and potential dangers of the outdoors.
7. enhance self-esteem by developing strengths and abilities.
8. provide opportunities for the community to participate in the education of young people.

OVERNIGHT EVENTS

Refer to Overnight EOTC consent form (attached)

- EOTC overnight applications must be made to the Principal FOUR weeks in advance of the event.
- THREE weeks' notice *in advance* of an event must be given to parents and caregivers.

DAY TRIPS.

Refer to "Blanket consent for EOTC" attached.

1. EOTC day trips must be made to the Principal SEVEN DAYS before the event, parents to be notified as soon as possible

EOTC PROCEDURES

- All students who will participate must be named on the EOTC forms.
- Reserves MUST be named.
- Last minute additions MAY be approved in emergency situations.
- Planning for sequential development through EOTC recognition will be paid to such things as facilities and activities available, needs of children, skills and experience of staff, financial resources of children, and the application of all required safety procedures.
- Activities must relate to specific learning objectives, be within the capabilities of participants, be adequately supervised, foster an awareness and sensitivity to the environment and utilise local opportunities.
- Teachers supervising must have sound management and leadership skills, teaching skills appropriate to the environment, they should initiate personal growth of children, be trained and prepared in meeting emergencies and be aware of all legal responsibilities.
- All general school rules must be followed by all participants, in EOTC activities.
- School procedures in planning, obtaining appropriate approvals and conducting the programme must be followed.

- All risk analysis must be completed and presented with approval applications in line with school requirements.
 - All overnight trips, events involving access to or activities around water or identified risks to student and staff safety must receive prior board approval.
 - Adult to student ratios must follow MOE guidelines.
 - An annual report on all trips must be provided to the board with general comments on analysis of benefits, issues etc.
 - All adults involved in trips must carry police vetting clearance
 - When using parent transport, seatbelts must be worn; all vehicles used must have a current warrant of fitness and registration.
- Supervision:**
- On school outings male teachers or male adult helpers may NOT supervise female students sleeping or changing facilities. Female teachers or female adult helpers may NOT supervise male students sleeping or changing facilities.

DATE CONFIRMED: 2018

The Treaty of Waitangi /Te Tiriti o Waitangi are the founding documents of our nation; they provide a framework for partnership today and in the future. Our school accepts its responsibility for attempting to fulfil the intent of the Treaty/Tiriti.

The school aims to implement the provisions and intents of the Treaty of Waitangi/ Te Tiriti o Waitangi by:

1. ensuring the curriculum reflects Maori perspective.
2. making equitable provision for the needs of Maori.
3. providing opportunities for students who wish to learn Maori language and culture.
4. providing for those wishing to be educated through the Maori Language.
5. recognising Maori values in resourcing the school.

SUPPORTING STATEMENTS

1. Curriculum planning will ensure Maori perspectives are embodied in the content, methodology and assessment.
2. Teaching strategies will utilise Maori examples.
3. Opportunities will be provided for all students to learn tikanga Maori.
4. Students will have access to the school's bilingual and immersion programmes (if applicable).
5. Pastoral care is provided through culturally appropriate ways.
6. Maori values and customs will be, as far as practicable, be incorporated into school life.
7. The school will actively seek to implement the Maori dimension through the school leadership.
8. Budgeting will reflect the need to implement the Treaty/Tiriti.

DATE CONFIRMED: 2018

Making ongoing provision for children with Special Abilities and interests (including gifted children) is a matter of equity and is necessary to enable them to reach their potential. NAG 1 requires all schools to make appropriate provision for such students.

In addressing the recognized learning needs of students who are gifted or talented will:

1. promote a broad-front approach in and outside the classroom so that identification is accurate and as early as possible
 2. give clear direction in terms of identification, monitoring, teaching methods, resources programming and evaluation
 3. provide suitable professional development and resources for all teachers and especially for teachers with special responsibility in this area
 4. establish management systems needed to support these programmes including quality of documentation which ensures accurate tracking and continuous evaluation of individual needs
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- The teaching staff will develop a credible, manageable and flexible structure to achieve the ends referred to above
 - The teacher designated as in overall charge of this programme will consult with all staff including the leadership team.
 - The basis of programming will be appropriate training of and in class support for classroom teachers to be able to meet the ongoing needs of such children.
 - Both withdrawal and in-class programmes will be used to develop those children's potential and self motivation using available staff strengths and those from the wider community.
 - Accelerate groups will be formed to cater for students who need further extension
 - Our provision must be wide ranging and include all aspects of a child's development (i.e. physical, academic, aesthetic, social, leadership etc.)
 - Each year's budget round will take account of staff training needs and provision of resources
 - The principal will report to the board annually on programmes implemented and their effectiveness.

DATE CONFIRMED: 2018

The Board of Trustees recognises the positive outcomes of having a high involvement by staff and pupils in a range of sporting activities.

The school in fostering the provision of a wide range of sporting and recreational opportunities aims to help develop a holistic approach to learning. It will

1. Provide opportunities for students to enhance their quality of life and achieve through participation in sport.
 2. Talented and gifted students are given the opportunity to compete and participate at the highest level.
 3. Fully utilise the sporting facilities within the school
 4. Encourage, acknowledge and promote our sports people
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- A sports co-coordinator will be appointed and will assist sports leaders.
 - The sports leaders have overall responsibility for the promotion and organization of sports programmes and will report regularly to the principal
 - The Sports committee assists in implementing policy, organization of awards and sports development in the school
 - The leaders are responsible for the development of all planning, goal setting, targets and strategies as they relate to sport
 - A budget is allocated annually and administered by the sports leaders.
 - Staff are encouraged and supported in their involvement in sport
 - The principal reports regularly to the school community on sporting matters
 - The Fair Play Charter is followed
 - Sporting opportunities are available to all students

DATE CONFIRMED: 2018

Regular setting of homework may be a valuable aspect of the learning process and may contribute towards the developing of sound study habits

It is the policy of our school to encourage all students to complete set homework according to class requirements. In doing this there will be developed:

1. Set procedures related to prescribing homework.
 2. Reinforcement of the importance this school places on setting of homework by ensuring such homework is related to in-class programmes and provides further challenging and meaningful learning opportunities.
- Homework will reinforce concepts taught in normal school time
 - The amount of homework set will be at the direction of the teacher but in general terms will not exceed the following:
 - Years 1-8 30 minutes per night total
 - Years 9-10 15 minutes per night per subject (1 hour total)
 - Years 11-12 20 minutes per night per subject (2 hours total)
 - Year 13 30 minutes per night per subject (3 hours total)
 - All homework set will be marked by the teacher as soon as is practicable
 - Should a student be unable to complete homework a written note should be provided by the parent or caregiver
 - Where appropriate, a homework assignment book will be used
 - Reading of texts may constitute homework

DATE CONFIRMED: 2018

Our school accepts the importance of the need to raise the achievement levels of students to enable them to have equitable access to future educational, occupational and social opportunities.

Manganuiowae- Broadwood Area School is continuing to use the most effective technology available for learning.

It is envisaged that all students will have access to a device in the classroom. A one-to one device may be a personal laptop, Chromebook, Android tablet type computer or an ipad. Our preference is that the device will be the Apple ipad.

The mode of delivery will be through the school's WIFI system.

Learning has been shown to improve with access to a one to one computing device. Time spent on the process of research, writing things down and pulling all the information together is saved and more time can be spent with the teacher guiding the student through the process of making sense of that information and analysing it.

SUPPORTING STATEMENT

1. All teachers are supported and encouraged to use devices to enhance teaching and learning.
2. Quality planning is anticipated and expected. Evidence will show that students have current 21st century skills to connect and collaborate -to be curious and creative, to problem solve and think critically and to grow global and cultural awareness.
3. Students will be engaged in focussed, relevant inquiry learning
4. Assessment and review is essential.

DATE CONFIRMED: 2018

The New Zealand Curriculum has as its vision students who are confident, connected and actively involved, and who will go on to be lifelong learners.

Positive behaviour for learning School-Wide (PB4L-SW) supports school communities, leaders, teachers, students, and whanau, - as they work towards this vision. It provides particular support for:

- The principles of high expectation and inclusion.
- The values of equity, community and participation, and integrity.
- The key competencies of managing self, thinking, relating to others, and participating and contributing.

We will provide a positive school climate, and create a supportive environment for personal, social, and academic growth for students and staff.

PB4L-SW is an evidence based framework for implementation that looks at behaviour and learning, from a whole-of-school as well as an individual student perspective.

We will provide a process for teaching social and behavioural skills in order to develop a positive, proactive, and systematic approach based on school data.

Opportunities for learning and achievement increase:

- The school environment is positive and supportive
- Expectations are consistently clear.
- Students are consistently taught expected behaviours.
- Expected behaviours are consistently acknowledged.
- Inappropriate behaviours are consistently responded to in a fair and equitable way.

The PB4L-SW approach aims to prevent academic or behavioural failure using early intervention, regular monitoring of progress and gradually more intensive evidence based interventions for children who are not responding.

PB4L-SW employs a range of research-validated practises, interventions, and systems-change strategies to achieve important social and learning outcomes, while preventing problem behaviour with all students. It increases proactive management while decreasing reactive management and it improves support for all students, including students at risk and students with emotional or behavioural disabilities.

PB4L-SW takes schools through a three-tiered process. Implementation of all three tiers is likely to take at least 5 years. (2015-2020).

DATE CONFIRMED: 2018