

CURRICULUM DELIVERY STATEMENT

Procedures:

- The teaching programme will, wherever possible, be activity based.
- Students will have opportunities for:
 - involvement in all curriculum areas
 - individual /shared experiences
 - teacher directed/child directed experiences
- Teachers plan programmes based on the needs of their students and their individual learning styles
- Targets for student achievement will be set at the end of each year to be reported on regularly to the board and summarised at the end of the year.
- Collaborative co-operative planning between teachers is encouraged
- Teachers are encouraged to use an integrated approach to planning and delivery of units of learning.
- The Inquiry Approach will be a strategy used by teachers at different times in their classes
- The key competencies will be integrated with the essential learning areas.

- Teachers are encouraged to plan for and actively teach critical thinking skills in all units of learning.
- Style/format of planning should be in accordance with established school procedures.
- Each teacher is responsible for their own class, However, they may from time to time, be expected to teach different classes.
- Timetabled teacher specialisation may occur in some areas eg: swimming, languages, music.
- Each teacher is expected to teach in all curriculum areas.
- Curriculum areas will receive different emphases depending on the unit of learning
- Teachers are expected to take curriculum and administrative responsibilities. These will be negotiated at the beginning of each year and may be reviewed as necessary.
- The staff development programme will be based on:
 - The needs of teachers as identified during appraisal
 - The needs of the school as identified through Curriculum/Resource development
 - The needs of government as directed through annual planning
- Flexible grouping will be used throughout the school
- Teachers will follow the progression and in the first instance, use the resources as defined in the Little River School Curriculum programme overviews.
- An emphasis on Numeracy and Literacy, especially in years 1-4, will be reflected in all programmes.
- The Principal will report on School Targets
- The Year 7/8 children will receive Technology Education from the technology Centre at Akaroa Area School.
- Career Guidance may be integrated within the Year 7/8 teaching programmes.
- Taha Maori may be delivered in two ways – either within the body of integrated units or as focussed lessons.
- The Deputy Principal will have the responsibility of overseeing the identification of children with special needs as well as the gifted and talented.

ASSESSMENT EVALUATION AND REPORTING TO PARENTS PROGRAMME

ASSESSMENT AND EVALUATION

Assessment and evaluation practices at Little River School recognise that all children can make progress. In order to encourage and motivate, considerable emphasis is given to recognising the progress being made by each child.

Purposes of Assessment and Evaluation

1. To improve student learning and the quality of teaching programmes
2. To identify the needs of the students so that suitable programmes can be implemented and their effectiveness checked.
3. To enable students to take increasing responsibility for their own learning
4. To identify the next step in learning for students and teachers
5. To provide quantitative and qualitative information about the progress of students
6. To provide a school wide picture of achievement compared to schools of similar size and decile ranking, utilising computer websites such as ASTTLE
7. To provide student achievement information (including Maori students) for the BOT (NAG 2a,b,c i&ii)

Guidelines

1. Assessment will be ongoing, accurate and objective to enhance teaching and learning in the class.
2. Teachers will collect information from several contexts, and use a variety of methods appropriate to the curriculum area. These may include some or all of the following:
 - informal assessment
 - observations
 - conferencing
 - self assessment
 - peer assessment
 - exemplars
3. Individual student curriculum progress and achievement will be recorded as part of our school management systems record . It will include;
 - standardised tests (e.g. SEA, 6yr net , ROL , PAT , ,STAR, PAT Information Skills , NEMP activities)
 - running record summaries
 - Rubrics in Topic areas
3. At the beginning of each year there will be a school wide plan for collecting data to present to the Board .
4. School Targets will be identified either through curriculum review or teacher records from the previous year.
5. Assessment will always be clear, assess what is important, seek dependable information and ensure positive effects for learners, teachers and parents.
6. Teachers will develop collaborative, consistent approaches to assessment and, as much as possible, these approaches should be built into the learning process.

7. Assessment information will be analysed, interpreted and aggregated for Curriculum Review purposes.
8. Planning will include learning outcomes against which the achievements of the learner can be evaluated.
9. Children's books and/or samples of work will be gathered in a folder which will be sent home prior to consultations and reporting, for parents to view and comment on. An ongoing record of development will be maintained in a second folder.
10. Any other guidelines for planning, monitoring, assessing, evaluating, recording and reporting of children's learning will be described in the Curriculum Overviews, taking into account the *Little River Achievement Statement and "The New Zealand Curriculum Framework" (Essential Learning Areas and Skills, Attitudes and Values)*.
11. School-based assessment information is personal in terms of the Privacy Act (1993) and must be collected, used and disclosed in accordance with the provisions of the Act.

REPORTING TO PARENTS

Reporting formally and informally on children's progress and achievements is important in establishing collaborative relationships between parents, child and teacher, essential to good learning.

Purposes of Reporting

1. To inform parents/caregivers on a regular basis how a child's learning is progressing so that open communication can be maintained.
2. To inform parents/caregivers of children's
 - Quality of work
 - Social skills
 - Personal qualities
 - Special skills and interests
3. To demonstrate that Little River School cares about all aspects of a child's development - social, academic, physical and cultural.

Guidelines

1. Little River School will operate an 'open-door' policy whereby the staff are available to discuss student's activities on a formal or informal basis. An appointment may need to be hand beforehand.
2. A Principal's Report will be presented to the Board ,including what is being done to meet the school targets, monthly.
3. Any concerns the School may have with a pupil will be addressed by inviting the caregiver in to speak with the teacher or Principal so that a solution or course of action can be decided upon together.
4. All reporting will be based on recorded data and OTJ with evidence.
5. A term one report will be sent out at the end of Term 1 of each year,
6. Parents will receive a written report for pupils who have passed their first year at school.
7. Parent /teacher interviews will be held at the beginning of term 2 and in Term 4.

8. A full written report will be sent out to caregivers at the end of term 3.
9. An appointment needs to be made between the teacher and caregiver if there are any specific concerns.

Some possible alternative guidelines for your consideration

Information gathered on individual children will be reviewed and shared with the child and their parents or caregivers through informal and formal discussion, written reports, Individual Education Plans, folders or work samples.

Consultation will take place:

- Within six weeks of a child enrolling at the school (Oral consultation accompanied by literacy and numeracy assessments and class activity books)*
- Before the end of Term One Family Consultations completed (Includes sharing of progress and development needs, particularly for literacy and numeracy, and against the Term Goals, as well as the setting of one Literacy, one numeracy and one other goal with each student and their family for the following Term)*
- By the third week in Term 3 (Mid Year Consultations completed and Profile Folders on children's progress and development completed and home to parents)*
- Before the end of November (Reports to parents on children's progress and development including consultation on next years Goals)*

Shared information will be valid and communicated in constructive ways that describe what the child can do, what the next learning steps may be and how they can be achieved

Reporting will be in relation to the Little River Achievement Statement supported by the Essential Learning Areas, their Achievement Objectives and the Essential Skills as defined by Awahono Assessment criteria. A summary of aggregated information relating to these areas will be communicated to the Board in December with particular reference to the Annual Planning and Reporting Targets.

Planning, monitoring, assessing, evaluating, recording and reporting of children's learning will be carried out according to the above guidelines along with any additional guidelines outlined in the Curriculum Overviews. Assessment and Reporting Tools are outlined below and a timeline is included in the Annual Action Plan.

The written reports will be accumulated throughout the calendar year on the Little River School Report form and will be kept as the official record of a child's development.

Copies of the report are given to the parents/caregivers, placed at the front of the child's Record Folder. The child's Record Folder is forwarded to the child's next school upon request.

Assessment and Reporting Tools and Usage

Unit Plans which include assessment outcomes and evaluation summaries; Day to day observations

Anecdotal notes; PAT's; AsttLe; Selected NEMP tasks;

Exemplars -teaching examples to model with children, particularly in writing

Basic Facts once a Term; Pre and Post Unit Maths Assessments Asttle/NAMPA

Monthly Running Records (Once a term for fluent readers reading at or above their chronological ages)

*Peter's Spelling June and November;
Writing Task once a term*

Five and Six Year Surveys

Oral assessment once a term (Poem, Reading a story aloud with expression, Speeches, Story retelling and Debates)

Individual Handwriting Letter formation and recognition Assessments when the child starts school and at least once a term thereafter

Inquiry topic assessments (Knowledge task at end, research project as part of unit)

Assessment requirements related to the Annual Planning and Reporting Targets

SPECIAL NEEDS/LEARNING ENRICHMENT

Guidelines

1. A Special Needs Coordinator (SENCO) will be appointed each year.
2. Overview of Special Programmes will be the responsibility of the SENCO.
3. Outside providers will be called on, where appropriate, and in consultation with the SENCO and principal, to assist with the assessment of students and provision of learning and behaviour programmes. Teacher assessment will be an important reference point.
4. A Care Plan for all HHNF students and an IEP will be written for ORS funded students, and all students who require considerable modification to the curriculum and/or significant adaptation made for its delivery, and children participating in gifted and talented programs.
5. Ongoing monitoring of special needs students and programmes will be used as a basis for requesting appropriate resourcing and for future planning.
6. The SENCO/Principal is to ensure registers of various needs are maintained and applications for funding and resources are completed appropriately.
7. Parents/Caregivers will be consulted and informed.
8. The Principal will ensure that the Board is fully informed about the special programme requirements and provision.
9. Staff development will be provided where necessary.

At the classroom level:

- 1 Programmes will cater for a diverse range of students within the regular classroom programme.
- 2 These priorities will be set at the beginning of each year in recognition of the assessment of all children's progress during the previous year.
- 3 Allowance will be made for the inclusion of special needs children enrolled during the year, and any changes in needs becoming apparent as a result of ongoing assessment of all children.
- 4 SENCO will operate procedures to ensure equitable and efficient use of all available resources to provide appropriate programmes
- 5 Parent, whanau, teacher aide, and staff will be involved in the preparation and implementation of individual learning programmes.
- 6 The classroom teacher/specialist teacher will be responsible for planning/teaching the special needs programme. The SENCO will prioritise whether or not a teacher aide needs to administer support of this programme.
- 7 Students with special needs will be made aware of and encouraged to reach their own individual goals within the classroom programme as much as possible.

Monitoring and evaluation:

- 1 Such programmes will be continually monitored to assess:-
 - Student's progress towards achieving stated objectives
 - The suitability of method and achievability of objectives
 - Financial commitment
- 2 Monitoring and evaluation of programmes will be reported through a formal statement determining how much student's learning or behaviour has improved. This will be prepared by the person who is responsible for the special education programme and overseen by the SENCO.
- 3 The principal will report twice yearly to the Board of Trustees regarding the Special Education Grant usage and expenditure. This report will be included in the yearly financial audit.

MAORI ACHIEVEMENT

- In recognising the unique position of Maori, Little River School will engender sound consultation processes and endeavour to lift achievement of all Maori pupils.
- It will take all reasonable steps to provide instruction in Tikanga Maori (Maori Culture) and Te Reo Maori (Maori Language) for all full time students.

To achieve this, at Little River

- The staff will follow a Maori Programme as described in the Curriculum Programme folder and use local Resource people where possible or where needed i.e. local community, Maori adviser.
- Dual enrolment with the Correspondence School is a possibility for those students requiring a higher level of Tikanga and/or Te Reo.

In addition to the above, the school's Maori community is consulted to ...

- Make changes to the Charter including Goals and Targets
- Gather opinions re Maori programme.
- Gather information on Curriculum issues with particular relevance to Maori.

EXAMPLE CAREERS EDUCATION AND GUIDANCE

NAG 1(f)

Little River School provides career education and guidance in Year 7 and 8. (Special emphasis is placed on broadening awareness of the career options of students from our rural environment including transition to the workplace and further study.)

Objectives

- 1 Students will be able to make informed decisions about career options through a broadened awareness of those options available to them
- 2 Career education and guidance will be delivered using authentic contexts and role models through a whole school team approach which includes teachers incorporating career dimensions across the curriculum
- 3 Families and community will be engaged with the careers education and guidance through charter consultation and involvement in the delivery of programmes as appropriate
- 4 A Career Education Plan will be developed that:
 - a. Has a clearly defined rationale and objectives
 - b. Identifies priorities through the gathering of baseline data including
 - Community aspirations
 - Student needs
 - National priorities
 - c. Identifies target groups including :
 - recognition of the school's unique rural context
 - students at risk of leaving school unprepared for the transition to the workplace or further education/training
 - Maori
 - Pasifika
 - Migrant
 - Refugee
 - d. Provides an outline of activities including a specific focus on Year 7-8 that enable students to:
 - Develop self-awareness
 - Become aware of opportunities
 - Make decisions and plan
 - Take action
 - Make important links between their personal identity, learning and life
 - Focus on acquiring the skills necessary for lifelong decision-making
 - e. Provides for self-review including process, evaluation, and planning and reporting guidelines

Supporting resources:

“Career Education and Guidance in New Zealand Schools” – a MOE Handbook published by Learning Media, 2003 <https://www.careers.govt.nz/resources/>

HOME LEARNING

Home learning at Little River School will be set at each class only when it benefits teaching and learning and:

- To reinforce lifelong learning.
- To give children the opportunity to develop self management skills and encourage them to be responsible for their own learning.
- To reinforce basic skills of Literacy and Numeracy

Guidelines

1. Each child will be expected to learn their spelling and do some reading each night throughout the week.
2. Teachers will indicate to parents each term what the home learning expectations are.
3. If home learning is set it should be achievable in the home environment.
4. Home learning should be able to be done easily and should encourage children to be lifelong learners.

LIBRARY

To provide a welcoming learning environment that supports the school's curriculum, equity and Treaty of Waitangi goals and encourages reading as a lifelong habit. This will be done by:

- Providing an inviting and progressive information centre with a range and variety of resources which encourage independent, creative learning and reading for pleasure.
- Provision of centralised access to resources that support the school's teaching and learning programmes and students' recreational reading interests.
- Provision of a variety of opportunities for students and staff to develop information skills using a wide range of resources, including information technologies.
- Creation of a user-friendly learning environment in which students develop an enthusiasm for information and an enjoyment of reading.

Guidelines:

1. The teacher with library responsibilities (TLR) will provide leadership and will oversee library development and management.
2. Any library assistant (LA) will carry out tasks under the direction of the TLR and as stated on their job description.
3. Student librarians are to be trained and supervised by the TLR or LA, to assist with the daily operation of the library.
4. A budget proposal outlining priorities and expenditure is to be submitted, by the TLR, to the Principal in Term 4 each year. Library materials will be budgeted for separately from the library's collection.
5. The TLR is responsible for the purchasing of all library books and materials.
6. The TLR is responsible for coordinating the planned development of the collection, after consultation with staff.

7. Systems of operation including cataloguing, processing and issuing of resources will be the responsibility of the teacher in charge of the library.
8. The library is to be flexibly timetabled with a weekly open booking system providing equal access to all classes. Classroom teachers have responsibility for supervising classes when using the library.
9. In line with the Information and Communication Technology Policy, the library will provide students with access to computer-based technology, including supervised access to the internet.
10. The BOT needs to budget to allow for upgrades for the computerized library system, when necessary.

ICT

Little River School's ICT Development Plan v2

https://docs.google.com/document/d/1afb_VFjBeyske5U3Faj5hYd46hzOfU08HYqwblrn2ug/edit?usp=sharing

Template - example of Principal's BOT report - 2018 version.

LITTLE RIVER SCHOOL

Principal's Report - Date:

Professional Leadership (Curriculum Development)

-

Strategic Management (Student Achievement)

High Expectations –

Opportunities to Shine –

Community Connection-

Positive Personality –

Future Focus –

Staff Management (Administration)

-

Relationship Management (Professional Networks)

-

Financial / Asset Management (Property)

4 Routine Site Safety Checks Made:

Visual morning grounds check for rubbish/hazards eg flooding, bottles, cans, litter. Visual check under trees for wind damage/potential branch fall, Visual checks for path/step safety after frosts. Visual check for general classroom safety.

Regular communication with cleaner and caretaker regarding normal function of school infrastructure/utilities. Eg: water testing, bathroom operation, septic system, light/heat/power.

During playground duty staff checks of site and responses to information from pupils.

Immediate hazards – isolated and identified. Others noted to caretakers book for repair. Ongoing school systems manual checks made, monthly, termly and annually.

Health and Safety Focal Areas: *Hazard and Risk management, Incident investigation, Training, Info and supervision, participation or the team, Emergency readiness, contractor management, Injury management.*

Statutory Reporting Requirements (Policies, community)

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Thanks.

EDUCATION OUTSIDE THE CLASSROOM

PROCEDURE

Educational trips and visits can be made for a variety of reasons, having the potential to enhance learning in all curriculum areas. Outdoor education is about any learning experiences or activities, which occur outside the classroom door. This could be within the school grounds or a trip away. These activities are important because they expose children to experiences that they may not normally have and at the same time, develop social and physical skills, and may provide challenge. This procedure ensures the school acts responsibly so children enjoy activities outside the classroom in safety in a range of contexts.

Purposes

1. To enrich the classroom programme and enhance learning by providing first hand experiences.
2. To help build basic outdoor skills.
3. To provide opportunities for the community to participate in the education of the children through sharing knowledge, experience and skills.
4. To appreciate the outdoors as a place for leisure, recreation and personal challenge.
5. To develop an awareness of conservation of the environment and develop skills for doing so.
6. To provide opportunities for children to interact with each other in different environments.
7. To enable students to have access to a wide range of environments which are worthwhile and enjoyable places for active learning.
8. To assist the students to understand and appreciate other cultures past and present.
9. To ensure that students are safe and appropriate procedures are followed.

Guidelines

1. A generic permission slip will be obtained from all families, at the beginning of each year and also for new enrollments. This will cover any activity within walking distance of the school.
2. Classroom teachers will plan well in advance taking into account such factors as needs of children, financial resources, availability of transport, risk management, duration, frequency, etc. Costs must be reasonable and demands not too frequent.
3. Definite educational objectives relating to the needs of the children, to the curriculum and to the classroom programmes must be established.
4. The use of resources in the local school area must be given first priority.

5. Each trip must be financially self-supporting. Money can be brought to school before the trip or added to the term account at the end of the term. Any fundraising activity must be under the auspices of the Principal and all funds raised must go into a common trip fund.
6. Parents/Caregivers who are unable to afford fees would be able to approach the Board Chairperson and/or Principal on a confidential basis, to make acceptable arrangements for payment.
7. Safety issues must be considered for each trip. A risk analysis form needs to be filled in for each trip, with the exception of activities in the school grounds, the domain and the community centre.
8. All cars used for transporting children must have a current Warrant of Fitness and be fitted with seat belts for each passenger. All drivers must have a current full driver's licence.
9. The school will endeavour to notify parents of upcoming trips at least a month prior.
10. School wide LEOTC experiences, which incur a cost, should not exceed two a term.