



NAG 1

CURRICULUM POLICIES AND PROCEDURES

POLICIES

- Biculturalism / Treaty of Waitangi
- Curriculum Delivery

PROCEDURES

- Education Outside the Classroom
- Environmental Education
- Gifted and Talented Students
- Home Learning
- Maori Student Achievement
- Monitoring, Assessment & Evaluation
- Planning
- Special Needs
- Te Whare Matauranga

BICULTURALISM/TREATY OF WAITANGI POLICY

RATIONALE

To recognise our obligation to the Treaty of Waitangi by encouraging and supporting biculturalism/bilingualism and to acknowledge the bicultural nature of our school.

PURPOSE

- To recognise and understand the dual cultural heritage of New Zealand.
- To enable our children and school community to understand, respect and show sensitivity for Tikanga Maori i.e. values, attitudes and behaviour.
- To recognise that the knowledge of Te Reo Maori will raise self esteem of pupils.
- Te Reo Maori, tikanga and the three over-arching values of Manaakitanga, Aroha and Wairua will be incorporated across the school and integrated in class daily programmes.

GUIDELINES

1. Staff development will include Te Reo Maori, Tikanga Maori and cultural sensitivity.
2. Kaumatua and other resource personnel will be included in school programmes, and where possible, employed.
3. Teaching programmes will ensure Maori learners excel and successfully realise their cultural distinctiveness and potential.
4. Teaching programmes will acknowledge the unique contribution Te Ao Maori makes to the identity of all students as New Zealanders.
5. The Maori community will be consulted during the decision-making process where Maori students and programmes are affected.
6. Opportunities will be provided for students to successfully participate in and contribute to Te Ao Maori.

CONCLUSION

Aorangi school will recognise it's obligation to the Treaty of Waitangi, the bicultural nature of our school community and show respect and tolerance of the dual cultures.

CURRICULUM DELIVERY POLICY

RATIONALE

Aorangi School will deliver a high quality curriculum based on the New Zealand Curriculum (2007) or Te Marautanga o Aotearoa (2007), and the Aorangi School Curriculum plan and giving effect to the National Education Guidelines (2004) and the National Administration Guidelines (2009).

PURPOSE

- To develop and implement high quality teaching and learning programmes tailored to the unique needs of the school community and ensuring that all students are successful learners.

GUIDELINES

1. Teaching and learning programmes will foster success for all students in all areas of the national curriculum.
2. Ongoing monitoring and assessment will inform future planning and delivery of the curriculum to ensure success progress and achievement for all students.
3. Teaching and learning programmes will give priority to Literacy and Numeracy.
4. High levels of competence will be encouraged through the use of SOLO taxonomy when planning curriculum programmes.
5. Children with special needs and abilities will be identified and programmes, which address their specific learning needs will be implemented.
6. A school overview will be developed that reflects the special nature of our school. It will draw upon the significant features of our ethnic and cultural community and ensure students receive a broad education.
7. The school curriculum will provide the framework for teachers to shape a classroom programme that is differentiated to suit the needs, interests and abilities of students in their class.
8. The school overview will be reviewed as a regular part of the annual self-review process.
9. Parents / caregivers will be recognised and involved as participants in the educative process.
10. The budget will make provision for all teachers to have access to professional development so that the curriculum is delivered effectively.

CONCLUSION

Aorangi School students will experience a broad education that embraces the intent of the New Zealand Curriculum and contributes to the realisation of a vision of young people who will be confident, connected, actively involved lifelong learners.

EDUCATION OUTSIDE THE CLASSROOM PROCEDURES

PURPOSE

- To produce rich direct experiences that will enhance children's learning.
- To promote appreciation of our cultural and environmental heritages.
- To develop students' skills so that they can move confidently and safely in urban, rural and wilderness settings.
- To help students develop respect for themselves and others by providing them with opportunities for personal and social development.
- To provide students with the opportunity for enjoyment, adventure and challenge both close to home and far away.
- To promote student independence.

GUIDELINES

1. The Principal must approve all E.O.T.C. activities.
2. Applications for approval must be submitted to the Principal, on the appropriate form at least one week before day trips and at least six weeks before overnight stays.
3. Parent's written consent must be obtained and Health Forms completed for overnight stays.
4. Parents must be informed, in writing, of the nature of the trip and any risk factors.
5. The ratio of adults to children will be not less than 1:7. This reduces to 1:4 if near, or in water (excluding school instructional swimming programmes).
6. All children are expected to participate in the E.O.T.C. programme.
7. All adult supervisors must be issued with a copy of the Code of Conduct. Where an overnight stay is involved, this must be signed and returned to school.
8. If school vans are to be used, the Van Use Form will be signed by the driver at the school office.

AORANGI SCHOOL

CODE OF CONDUCT

For all personnel and volunteers with or around students at Aorangi School

PURPOSE

- To have a consistent code of behaviour at Aorangi School.
- To ensure the safety and well being of students is paramount.
- To ensure that staff and the community work together for the benefit of the students.

RULES

At all times people working with our students will observe the following:

- Assistance of school staff with learning activities is the prime task of all personnel.
- Appropriate language will be used – no swearing or verbal abuse of students.
- No smoking in front of students.
- No alcohol or non-prescription drugs are to be consumed or used at any time.
- No striking or hitting (there may be occasions where students who threaten the safety of others need to be restrained however).
- Any disciplinary action will be referred to the teaching staff and if they are not present, their help will be sought.
- It is important not to put yourself at risk, therefore never be in a situation where you are alone with a child.
- Confidentiality of school, staff and pupils must be maintained. No photos of any students are to be uploaded to any sites.

I have read and will comply with the above code.

Signed: _____

Date: _____

ENVIRONMENTAL EDUCATION PROCEDURES

PURPOSE

- To explore and identify positive and negative environmental actions and their consequences.
- To develop skills, understandings and a working vocabulary related to environmental issues.
- To empower children to take responsibility for their environment/s.

GUIDELINES

1. Opportunities and information will be provided to promote awareness and sensitivity to the environment and related issues.
2. Children will gain knowledge and understandings of the environment and the impact of people upon it.
3. Attitudes and values that reflect feelings and concern for the environment are modelled and encouraged.
4. Identifying, investigating and problem solving will be incorporated into Environmental Education studies topics.
5. Creating a sense of responsibility will occur through participation and action, and children will be assessed through their involvement in hands on activities.
6. Teachers will incorporate aspects of Environmental Education in their planning in all curriculum areas.

GIFTED AND TALENTED STUDENTS PROCEDURES

PURPOSE

Students who are identified as being gifted and / or talented will be provided with programmes that extend and enrich them.

GUIDELINES

1. Giftedness and talent will include physical, academic, aesthetic and social dimensions as well as those with leadership skills.
2. Opportunities for gifted or talented students will be provided for within classroom programmes.
3. Where resourcing permits extension and enrichment activities will be provided to develop students' gifts or talents within or outside of the school.

HOME LEARNING PROCEDURES

PURPOSE

- To provide activities that involve parents in learning alongside their children.
- To provide guidance for parents / whanau so that they can support their child's learning.

GUIDELINES

1. Home learning will focus primarily on the development of competency in literacy and numeracy.
2. Home learning will provide a catalyst for further student inquiry and investigation, and will foster independent work and study habits.
3. Home learning will provide opportunities for positive family interactions that support academic learning at school while building social skills and relationships, and developing the capacity to participate and contribute effectively in a group.
4. Home learning will provide relevant and meaningful opportunities to develop the key competencies described in the NZ Curriculum in the home context.

MAORI STUDENT ACHIEVEMENT PROCEDURES

PURPOSE

- To involve Maori community/whanau in identifying the needs of their students.
- To monitor and accelerate the achievement of Maori students.

GUIDELINES

1. The school takes responsibility for initiating and maintaining a process of consultation with members of the Maori community and parents of Maori children to help identify the key learning needs of our Maori students.
2. The purpose and intended outcome of the consultation will be effectively communicated through provision of clear background information.
3. Consultation arrangements will include appropriate decisions on place, pace and protocols. Consultation is preferably face to face.
4. During the consultation process, the Maori community/whanau will be asked to provide their views on issues concerning the achievement of Maori students. A written record will be kept of all consultations.
5. Plans will be developed which set out realistic and achievable targets for improving the achievement of Maori students.
5. The school will report on and review the achievement of its Maori students in relation to targets, as scheduled in its strategic plan.
7. Should Maori Community/parents not respond to consultative opportunities, the principal and staff will develop targets and request feedback from Maori parents.

MONITORING, ASSESSMENT AND EVALUATION PROCEDURES

PURPOSE

- To raise student achievement outcomes and enhance the quality of teaching programmes.
- To gather sufficiently comprehensive data that enables effective reporting to stakeholders.

GUIDELINES

1. Teachers will monitor, assess and evaluate all classroom programmes as an integral part of each unit of learning.
2. Assessment will be based on specific learning outcomes derived from achievement objectives in each curriculum statement of the national curriculum.
3. Assessment may take many forms, with information from several contexts, and use a variety of methods according to the needs of students and the nature of what is being assessed.
4. Student involvement in formative assessment will be encouraged. Self-assessment and peer-assessment will be incorporated where appropriate and will include individual goal setting by students.
5. Data on student progress and achievement will be gathered by teachers and used to review teaching and learning programmes.
6. Formative assessment will be used to report to parents during Student Led Conferences (refer to Reporting to Parents / Caregivers on Student's Progress policy).
7. Assessment data will be collected, analysed, interpreted and used for school-wide self review, to inform strategic planning and to report to parents, the Board of Trustees', the school community and the Ministry of Education.
8. Assessment will be carried out according to the Monitoring, Assessment and Evaluation procedures.

ESSENTIAL LEARNING AREA	DATE	MONITORING AND / OR ASSESSMENT
General	<i>On Entry</i> <i>At 6 Yrs</i> <i>Term 1 – 4</i> <i>Term 1 & 3</i>	<ul style="list-style-type: none"> School Entry Assessment: K.L.S.T2, Writing Vocabulary, Letter Identification, Concepts About Print, Running Record, J.A.M. 6 Yr. Net: Running Record, Letter Identification, Word Test, Burt, Concepts About Print, Dictation, Writing Vocabulary, J.A.M, K.L.S.T2 (if required). Key Competencies, Values Student Led Conferences
Literacy	<i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i>	<ul style="list-style-type: none"> Running Record for new students. P.A.T – Listening Comprehension (Year 3-6), Reading Comprehension & Reading Vocabulary (Year 4-6). Writing Sample. Formal Running Record. Writing Sample Assessments according to term overview. Formal Running Records. S.T.A.R Writing Sample.
Maths	<i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i>	<ul style="list-style-type: none"> GloSS/J.A.M for new students P.A.T – Mathematics (Year 4-6). Year 3 Maths P.A.T as introduction – not for assessment. Maths Knowledge Test. Assessment according to term overview. Assess each unit using a class checklist – including an evaluation with next teaching steps. Assessments according to term overview. Assess each unit using a class checklist – including an evaluation with next teaching steps. Assessments according to syndicate schedule. GLOSS/J.A.M. Maths Knowledge Test
Science Social Studies Health Technology	<i>Term 1-4</i>	<ul style="list-style-type: none"> Assess each unit using a class checklist – including an evaluation with next teaching steps. Assessments according to term overview.
The Arts P.E Maori	<i>Term 1-4</i>	<ul style="list-style-type: none"> Visual Art, Music and Te Reo Maori to be assessed as per term overview.. Dance and Drama assessments according to syndicate requirements.
<p><i>The Assessment in the first year of school schedule will be followed for Year 0 / 1 students.</i></p>		

PLANNING PROCEDURES

PURPOSE

- To ensure high quality teaching.
- To meet the learning needs of all students.

GUIDELINES

1. All planning will be based on the New Zealand Curriculum.
2. Planning will include achievement objectives, specific learning intentions, success criteria, learning experiences and assessment.
3. Planning will demonstrate differentiated learning experiences that cater for all students including those with special needs or abilities.
4. Assessment will identify foci for future planning.
5. Planning will be monitored at least twice each term.
6. Planning may be done individually or co-operatively.
7. Priority will be given to Literacy and Numeracy programmes.
8. All Essential Learning Areas will be planned for according to the overviews and implementation plans.

SPECIAL NEEDS PROCEDURES

PURPOSE

To identify students who are not achieving, or are at risk of not achieving, and provide additional learning opportunities to support their needs.

GUIDELINES

6. Students with behavioural, social, emotional, academic and health needs will be referred to the SENCO (Special Education Needs Co-ordinator).
7. The SENCO will facilitate an individualized programme that suits each student's specific needs or arrange specialized assistance from outside agencies.
8. The school will provide specialized interventions for students, where resourcing permits.
9. The SENCO will maintain a special needs register for those students who are referred to outside agencies.
10. Data will be collected and collated for all students who are identified as not achieving or are at risk.

TE WHARE MATAURANGA (LIBRARY)

GOALS

- to enhance learning by supporting teaching and learning programmes in the school.
- to foster the enjoyment of reading.
- to support the curriculum by providing a wide range of texts, non-book, audio-visual and technological resources at a range of levels.

GUIDELINES

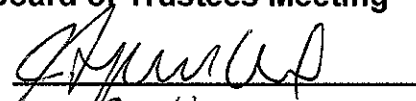
1. **Staff**
The Principal, the leader of the English E.L.A team and the Te Whare Maturanga Manager manage Te Whare Maturanga. This team will have responsibility for the direction and balance of the library's collection and programme. Individual teachers are responsible for lessons, skills and the behaviour of their class in Te Whare Maturanga.
2. **Finance & Budget**
Funding for the maintenance and development of the library collection should be a fair proportion of the operating budget and no less than 3%. The Te Whare Maturanga team will make budget decisions as a team.
3. **Systems**
These should be maintained along the lines of the National Library recommendations. They should also follow steps outlined in the current procedures.
4. **Programme & Services**
Classes will visit Te Whare Maturanga at least once a week for a ninety-minute period. This will be done on a rostered basis. Further visits may be arranged in consultation with the Te Whare Maturanga Manager. Small groups of students from other classes may visit in other class' rostered time if the Class Teacher and Te Whare Maturanga Manager are agreeable.
5. **Resources**
There will be a continuous review and evaluation of Te Whare Maturanga resources in line with current library collection and culling procedures.

Approved

Board of Trustees Meeting

7/05/15

Signature of Chairperson



Signature of Principal

