

# ROSENEATH SCHOOL CURRICULUM AND STUDENT ACHIEVEMENT POLICY

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**REVOCATION:** this Roseneath School Curriculum and Student Achievement Policy revokes all former Curriculum policies at Roseneath School ("**School**").

## **GENERAL STATEMENT:** Curriculum and Student Achievement Policy

The Roseneath School board of trustees ("**board**") fosters student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills, and attitudes and values) as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The board, through the principal and staff:

1. develops and implements teaching and learning programmes which:
  - provide all students with opportunities to achieve success in all areas of the national curriculum;
  - give priority to student achievement in literacy and numeracy, especially in years 1–8;
  - give priority to regular, quality physical activity that develops motor skills for all students, especially in years 1–6.
2. gathers information to evaluate the [progress and achievement](#) of students, giving priority to:
  - student achievement in literacy and numeracy, especially in years 1–8 and then to;
  - the breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum; and the scope of the national curriculum (as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa).
3. identifies students, and groups of students, who:
  - are not achieving, or are at risk of not achieving;
  - have [special needs](#) (including gifted and talented).
4. and develops strategies to meet the needs of these groups and individuals.

5. develops plans and targets for [improving the achievement of Māori students](#).

See our Curriculum Plan for more information.

This policy meets the aims of [National Administration Guideline 1](#).

**GENERAL STRUCTURE / CROSS-REFERENCES:** the Roseneath School Curriculum and Student Achievement Policy comprises a number of Chapters dealing with different aspects of the curriculum and student achievement the School. Each Chapter is to be read in conjunction with the other Chapters. Cross-references to other policies will generally be appropriate.

APPROVED:



DATE:

22 June 2017

REVIEW DATE:

June 2020

## STUDENT ACHIEVEMENT INFORMATION

The purpose of assessment is to improve student learning outcomes and the quality of our teaching programmes. Roseneath School is an 'Assessment for Learning' formative assessment school. Assessment informs our school's teaching and learning. It enables us to provide feedback on individuals' performance to students and parents, and to report on schoolwide achievement to the board, parents, community, and Ministry of Education.

We collect a range of information about individual student performance. The explicit evidence of learning includes norm referenced assessments, reference to the National Standards, teachers' professional judgments, student voice, and informal diagnostic reviews. Specifically, these include:

- E-asTTle literacy Year 2-8
- PAT tests from year 3 to 8
- SEA and 6 Year Net
- JAM year 1-3
- NumPA, Gloss and IKAN 3-8
- running records (Ready to Read and Levelled journals)
- work samples
- classroom pre and post tests
- peer review
- goal setting and observation.

Assessment results are compared and analysed for student and school achievement goals and targets. We maintain our assessment records on our eTAP Student Management System. Classroom teachers maintain individual student achievement files.

## FEEDBACK AND FEEDFORWARD TO STUDENTS: MONITORING AND MARKING

Feedback should be positive, clear, and appropriate. Its purpose is to:

- recognise, encourage, and reward students' efforts and achievement, and celebrate success
- develop students' awareness of the standards they need to reach to achieve particular levels of the National Curriculum
- focus students on achieving learning intentions and setting future goals by indicating 'next steps'
- identify students who need additional support, consolidation, or extension activities
- provide evidence of assessments made in terms of learning intentions and levels achieved.

Research has shown that immediate feedback is the most effective, and is therefore more likely to be oral than written. It should take place with the student whenever possible, and be:

- linked to learning intentions and agreed criteria of which students should be aware
- developmental, i.e. achievement is acknowledged and the next learning step highlighted
- legible and clear in meaning, if written
- meaningful to the student and, where possible, students should be given time to reflect upon and act on feedback and feedforward
- positive, where possible, with consideration given to the student's feelings
- appropriate to the learning needs of the individual student.

Methods of marking include:

- oral feedback and/or feedforward in the form of a quick check on progress, or a conference
- written comments
- sharing work with the whole class or with a focus group
- paired marking according to agreed rules and guidelines
- self-evaluation using learning intentions and agreed criteria, which empowers the student to engage with their own learning and to have control over their future goals.

## **STUDENTS WITH SPECIAL NEEDS**

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to assist them reach their potential.

Success for All – Every School, Every Child (2010) states that all schools should be ready for all children, whatever their needs. Learning should be a positive experience for every young person, including those with special education needs.

Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)

All aspects of special needs delivery are coordinated at the school. Deciding on the best approach to support the student's learning needs includes parents/caregivers.

Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Teachers who are responsible for students with special needs may receive relevant professional development.

A student who is not achieving success may be offered extra support by the school. Some children with significant educational needs are regarded as having ongoing special needs and their extra support is funded through Ongoing Resourcing (ORS).

The Special Education Grant (SEG) funds the support of other children regarded as needing extra support at school. These may be gifted and talented students, and English Language Learners (ELL). Support for students under this programme may include extra teacher time, teacher aide time, or other learning resources. Resourcing for Special Needs staffing and support is included in the annual budgeting process.

## IMPROVING EDUCATIONAL OUTCOMES FOR MĀORI STUDENTS

Our charter includes aims that reflect the unique position of Māori culture in New Zealand society. These aims promote the value of te reo (Māori language) and tikanga Māori (Māori culture). See also Recognition of Cultural Diversity.

The board and staff consult with the Māori community when preparing or amending our school charter, and when developing plans and targets for improving the achievement of Māori students (NAG1 no 5).

These aims are in accordance with the principles of the Treaty of Waitangi and are legal requirements in relation to Māori under the Education Act, 1989.

Roseneath School regularly monitors and reports on Māori student achievement. To ensure success for Māori students, Roseneath School:

- uses the Ministry of Education’s 5-year plan, [Ka Hikitia – Accelerating Success: The Māori Education Strategy 2013–2017](#), in our thinking, planning, and action for Māori learners
- tracks the achievement of all Māori students using our student management system (SMS)
- identifies any areas where a Māori student’s educational achievement is not in line with their peers
- ensures that support programmes for Māori students are provided, if necessary
- supports staff in implementing effective practices that promote success for Māori students
- evaluates the impact of these programmes and practices and uses this information in our self-review
- reports regularly on the progress of Māori students to parents, the board, and the Ministry of Education, as required by NAG 2a relating to National Standards.

### Legislation

- Education Act 1989

### Resources

- [Tataiako: Cultural competencies for teachers of Māori learners to enhance teachers relationships and engagement with Māori learners and their whanau and iwi.](#)
- [NZSTA Hautu: Māori cultural responsiveness self review tool for boards of trustees to assess how culturally responsive the school is for Māori, and identify priorities for development.](#)

## RECOGNITION OF CULTURAL DIVERSITY

Roseneath School celebrates New Zealand's growing cultural diversity and ensures that all students feel culturally safe and valued. Our cultural diversity is a valuable resource for 21st-century learning.

We celebrate and value a variety of cultures by recognising cultural difference, for example:

- integrating cultural perspectives through curriculum areas across all levels;
- accessing cultural advisors, cultural dance/food festivals
- conducting classroom programmes incorporating different greetings.

We respect the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language, in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we provide instruction in tikanga Māori (Māori culture) and te reo Māori for students.

We currently foster Māori culture through:

- teaching te reo Māori (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation and translation of place names);
- singing waiata, waiata a-ringa and haka (Māori songs) in assembly, and classroom music time;
- using resources in the curriculum (especially reading, maths, science, social studies, art, music, and PE) which recognise New Zealand's dual cultural heritage;
- integrating Māori through all curriculum areas where appropriate;
- visits to marae and cultural centres, and fostering relationships with local iwi;
- kapa haka, pōwhiri (welcome) for newcomers and visitors.

If a whānau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:

- further explanation of existing programmes;
- extension of the existing programmes if and as appropriate;
- combining with a neighbouring school for parts of the day/programme;
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the student's classroom;
- exploring other schools which may offer programmes closer to their expectations;
- using community expertise (people and places) to help with any of the above.

We also respect the place of the Pasifika people and culture in New Zealand and foster it through integrating Pasifika into curriculum areas, where appropriate.

We have considered the Pasifika Education Plan (PEP) 2013-2017 and its relative significance for our school. We support its vision to see "Five out of five Pasifika learners participating, engaging, and achieving in education, secure in their identities, languages and cultures and contributing to Aotearoa New Zealand's social, cultural and economic well-being".

## HEALTH EDUCATION

The Education Standards Act 2001 requires schools to consult "at least once in every two years" on the delivery of the health curriculum, and to adopt a statement on the consultation process.

All schools then need to implement the health curriculum. Individual parents, however, may request that their children be excluded from tuition of parts of the health programme related to sexuality education.

### Legislation

- Education Standards Act 2001

### Resources

- TKI: [Consultation with Parents, Caregivers, and the Community](#)
- Ministry of Education: [Circular Number 2001/22](#)
- [Sexuality Education: A Guide for Principals and Boards of Trustees](#)

### *Consultation on the Health Curriculum*

The purpose of the health consultation process is to:

- inform the school community about the content of the health curriculum;
- ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented, given the views, beliefs, and customs of the members of that community;
- determine, in broad terms, the health education needs of the students.

The board may adopt any method of consultation that it considers appropriate but it may not adopt a statement on the delivery of the health curriculum until it has:

- prepared the statement in draft;
- given members of the school community an adequate opportunity to comment on the draft statement;
- considered any comments received.



## FOOD AND NUTRITION

At Roseneath School, we promote a healthy lifestyle to our community – students, staff, and families – as part of our commitment to a safe school environment.

Educating students about nutrition and encouraging healthy eating habits contributes to their personal success and well-being, and to a healthier community for everyone.

### **Cross-reference documents:**

This Food and Nutrition chapter read in conjunction with:

- the School Health and Safety Policy

### *Promoting healthy food choices*

Healthy food choices are important to establish in childhood to support the child's immediate physical and mental growth and development, and to set behaviours for the future. We encourage and educate our students to be responsible for their own health.

We deliver clear and consistent messages about nutrition by:

- ensuring that any food provided by/through school follows national food and nutrition guidelines
- incorporating nutrition education across the curriculum, including the health programme
- encouraging staff members to model healthy food choices
- communicating our nutrition messages to the wider school community in various ways, including the newsletter
- acknowledging the cultural diversity of our community with our nutrition messages
- considering our nutrition messages when deciding on class rewards and celebrations, student prizes, fundraising activities, and school camp menus
- actively promoting physical activity as the partner of good nutrition.

## EDUCATION OUTSIDE THE CLASSROOM (EOTC)

Education Outside the Classroom (EOTC) is defined as all those events that occur outside the classroom, both on- and off-site, including all curriculum, sporting, and cultural activities. It also includes overseas trips.

EOTC activities are defined by their type and level of risk. Planning and consent requirements vary depending on the activity type. See the Ministry of Education's Management Guide for EOTC Activity Types.

The school's EOTC activities support and enhance the New Zealand Curriculum.

Students learn through experiences appropriate to their needs and environment. Students need a variety of experiences for maximum development, and should be given opportunities to explore and learn from the world outside the classroom.

School boards and individual teachers have a duty of care to students, and responsibilities under the Health and Safety at Work Act 2015. The Ministry of Education's Management Guide outlines the school approval, parental consent, and level of risk management and planning required for each activity type.

EOTC activities must be approved according to the Ministry of Education Management Guide for EOTC activities. The board of trustees delegates the approval as relevant and holds the ultimate legal responsibility for approved excursions. All school health and safety policies apply to EOTC activities. When there is more than one PCBU involved (such as an outdoor education provider or other school board), the board and EOTC organisers consult, cooperate, and coordinate to ensure that health and safety responsibilities, including risk management, are met. Examples include interschool sports tournaments, school camps, and visits to outdoor education centres.

EOTC programmes, events, activities, and experiences:

- enhance learning, through a variety of well-designed, first-hand experiences
- provide experiences for students that encourage awareness of the values and philosophies of the tangata whenua, and with other cultures within the school community
- increase students' knowledge, understanding, and appreciation of the school area, local district, and other familiar and unfamiliar places
- promote ecological awareness and personal responsibility towards the environment
- develop students' skills in observation, recording, and organisation
- help students develop self-confidence and a sense of adventure
- assist students in their social development by placing them with others in unfamiliar situations
- help students develop an attitude of responsibility, particularly towards their own safety and that of others
- provide students with opportunities to work together in a group.

To make EOTC effective and safe, the school will:

- involve students, parents, caregivers, and the community at relevant stages of EOTC management (e.g. planning, approval, review, and evaluation)
- take all practicable steps to include students with additional support needs
- be aware of cultural considerations of participants
- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students unable to participate

- liaise with local early childhood centres and with contributing and receiving schools, where appropriate, so that EOTC programmes are coordinated
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
- ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training, and assessment schemes.

Taking students out of the school environment can provide them with life-changing experiences which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

School policies apply to EOTC activities, as relevant, including health and safety, behaviour, and sun protection.

### **EOTC review**

As well as completing activity reports and evaluating single EOTC activities, we regularly review our EOTC policies and procedures.

See Management EOTC Self-Audit Checklist.

### **Legislation**

- Crimes Act 1961
- Children, Young Persons, and Their Families Act 1989
- Health and Safety at Work Act 2015
- Vulnerable Children Act 2014
- Accident Compensation Act 2001

	<b>Activity Type</b>	<b>Description</b> (Examples indicative only)	<b>Approval</b>	<b>Parental Consent</b>	<b>Risk Management and Planning</b>
<b>A</b>	<b>On site – in the school grounds</b>	<b>(i) Lower risk environments</b> e.g. sports day, horticulture, adventure-based learning (ABL) activities, painting murals, measuring for mathematics.	<b>None required</b>	<b>None required</b>	<ul style="list-style-type: none"> <li>• Current health information.</li> <li>• Usual lesson planning.</li> </ul>
		<b>(ii) Higher risk environments</b> e.g. school pool or climbing wall.	<b>Blanket approval from senior staff or EOTC co-ordinator</b>	<b>Blanket consent</b>	<ul style="list-style-type: none"> <li>• Current health information.</li> <li>• Usual lesson planning or generic SAP, RAMS, or similar form.</li> </ul>

	<b>Activity Type</b>	<b>Description</b> (Examples indicative only)	<b>Approval</b>	<b>Parental Consent</b>	<b>Risk Management and Planning</b>
<b>B</b>	<b>Off site – short visits in the local community within school hours</b>	<b>(i) Lower risk environments</b> e.g. museum, art gallery, botanic gardens, sports and recreation events.	<b>Senior staff or EOTC co-ordinator</b>	<b>None or blanket consent</b> (school decision)	<ul style="list-style-type: none"> <li>• Current health information.</li> <li>• Generic SAP or RAMS or similar form (used by all staff).</li> </ul>
		<b>(ii) Higher risk environments</b> e.g. aquatic environments (river, beach), cross-country training.	<b>Senior staff or EOTC co-ordinator</b>	<b>Separate or blanket consent</b> (school decision)	<ul style="list-style-type: none"> <li>• Current health information.</li> <li>• Generic SAP or RAMS or similar form.</li> </ul>

<b>C</b>	<b>Offsite – day trips, which extend out of school hours</b>	<b>(i) Lower risk environments – lower technical skills required</b> e.g. farm visit; day hike in a local park or in local bush; city visit; train, bus or ferry trip; swimming.	<b>Senior staff or EOTC co-ordinator</b>	<b>None or blanket consent</b> (school decision)	<ul style="list-style-type: none"> <li>• Current health information.</li> <li>• Generic SAP or RAMS or similar form.</li> </ul>
		<b>(ii) Higher risk environments – higher technical skills required</b> e.g. skiing, waka ama, rock climbing, swimming in natural environments (beach, river), field trip involving chemicals or heavy machinery.	<b>Principal or EOTC co-ordinator</b>	<b>Separate consent and risk disclosure</b>	<ul style="list-style-type: none"> <li>• Current health information.</li> <li>• Specific SAP, RAMS, or similar form.</li> <li>• Other forms as appropriate.</li> </ul>

	<b>Activity Type</b>	<b>Description</b> (Examples indicative only)	<b>Approval</b>	<b>Parental Consent</b>	<b>Risk Management and Planning</b>
<b>D</b>	<b>Offsite – residential multi-day trips further afield</b>	<b>(i) Lower risk environments – lower technical skills required</b> e.g. trip to another region; sports tournaments; field trips to urban environments, historic sites, and "front country" (having well-formed tracks).	<b>Principal or EOTC co-ordinator</b>	<b>Separate consent</b>	<ul style="list-style-type: none"> <li>• Current health information.</li> <li>• Specific SAP, RAMS, or similar form.</li> <li>• Other forms as appropriate.</li> </ul>
		<b>(ii) Higher risk environments – more knowledge and/or technical skills required</b> e.g. field trips into natural water, bush, or alpine environments, or other hazardous environments (such as involving heavy machinery or chemicals); outdoor education camps.	<b>Principal and/or board</b>	<b>Separate consent and risk disclosure</b>	<ul style="list-style-type: none"> <li>• Current health information</li> <li>• Specific SAP, RAMS, or similar form</li> <li>• Other forms as appropriate.</li> </ul>

