



NAG 1 – CURRICULUM POLICIES AND PROCEDURES

The following Procedures outline Anderson's Bay School Policies and Procedures for assurance in National Administration Guidelines 1. These have been reviewed and adopted by the Board of Trustees in consultation with the School Community.

*Reviewed as part of
Review Cycle in
2017*



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Anderson's Bay School Treaty of Waitangi Policy

Anderson's Bay School: Policy			
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Date of Issue June 2017		Next Review: 2020	Issue 1
Authorised By: Board of Trustees		This Document is CONTROLLED	

The Board of Trustees (the Board) of Anderson's Bay School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy).

The Policy was approved and adopted by the Board at its meeting held on 13 June 2017 effective from that date.

RATIONALE:

Effective curriculum delivery results from adequate and appropriate professional development and resources for the implementation of teaching, learning and support programmes.

PURPOSE:

The Treaty of Waitangi is the founding document of our nation.

THE TREATY'S THREE ARTICLES:

Article the first:

The Chiefs of the Confederation of the United Tribes of New Zealand and the separate and independent Chiefs who have not become members of the Confederation cede to Her Majesty the Queen of England absolutely and without reservation all the rights and powers of Sovereignty which the said Confederation or Individual Chiefs respectively exercise or possess, or may be supposed to exercise or to possess over their respective Territories as the sole sovereigns thereof.

Translation of Māori Version:

The Chiefs of the Confederation and all the Chiefs who have not joined that Confederation give absolutely to the Queen of England for ever the complete government over their land.

Article the second:

Her Majesty the Queen of England confirms and guarantees to the Chiefs and Tribes of New Zealand and to respective families and individuals thereof the full exclusive and undisturbed possessions of their Lands and Estates Forests Fisheries and other properties which they may collectively or individually possess so long as it is their wish and desire to retain the same in their possession; but the Chiefs of the United Tribes and the individual Chiefs yield to Her Majesty the exclusive right of Pre-emption over such lands as the proprietors thereof may be disposed to alienate at such prices as may be agreed upon between the respective proprietors and persons appointed by Her Majesty to

treat them in that behalf.

Translation of Māori Version:

The Queen of England agrees to protect the Chiefs, the Subtribes and all the people of New Zealand in the unqualified exercise of their chieftainship over their lands, villages and all their treasures. But on the other hand the Chiefs of the Confederation and all the Chiefs will sell land to the Queen at a price agreed to by the person owing it and by the person buying it (the latter being) appointed by the Queen as her purchase agent.

Article the third:

In consideration thereof Her Majesty the Queen of England extends to the natives of New Zealand Her royal protection and imparts to them the Rights and Privileges of British Subjects.

Translation of Māori Version:

For this agreed arrangement therefore concerning the Government of the Queen, the Queen of England will protect all the ordinary people of New Zealand (i.e. the Māori) and will give them the same rights and duties of citizenship as the people of England.

GUIDELINES:

1. Under Articles One and Two. Where appropriate programmes should explain about the Treaty and negotiation for Articles One and Two especially as it relates to the Anderson's Bay area.
2. Under Article Three.
 - a) Anderson's Bay School should acknowledge the Otakou Runanga as our mana whenua and the kawa of Ngai Tahu.
 - b) Consult with Otakou Runanga, Otago Māori Advisors and parents of Māori children at the school.
3. Promote educational equity for Māori and monitor achievement.
4. Identify, promote and engage students in Te Reo Māori and Māori Culture through curriculum delivery

CONCLUSION:

The Treaty of Waitangi continues as a focus for all New Zealanders in its on-going biculturalism of our nation.

Related Documents

- Refer to Ka Hikitia - Managing for Success: The Māori Education Strategy.
- Tātaiako – Cultural Competencies for Teachers of Māori Learners

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Chairperson

Date :

End of Policy

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Principal

Anderson’s Bay School: Policy			
Policy	NAG 1.2	Curriculum Delivery Policy	Page 1 of 1
Date of Issue: June 2017		Next Review: 2020	Issue 1
Authorised By: Board of Trustees		This Document is CONTROLLED	

The Board of Trustees (the Board) of Anderson’s Bay School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy).

The Policy was approved and adopted by the Board at its meeting, reviewed 13 June 2017 effective from that date.

RATIONALE:

Effective curriculum delivery results from adequate and appropriate resources and professional development for the implementation of teaching, learning and support programmes. The Anderson’s Bay School localised curriculum was developed in conjunction with community consultation and feedback. All elements of the Anderson’s Bay School Curriculum are reflective of The New Zealand Curriculum (2007).

PURPOSES:

The delivery of the curriculum at Anderson’s Bay is based on the Vision and Pillars and the identified needs of students. The curriculum, and its delivery, acknowledges the individual needs and rates of learning that occur across children and ages. Programmes of work will always reflect these values and pillars, which define the key competencies.

Physical Education, Learning Languages, The Arts, and some aspects of Health will be taught as separate learning areas and integrated, where appropriate.

Science, Social Science, Health and Technology will be taught based on Concepts, using an integrated and/or inquiry approach where appropriate. The Anderson’s Bay School Concepts and Enduring Understandings have been founded on The New Zealand Curriculum Learning Areas and associated Strands.

GUIDELINES:

1. The Anderson’s Bay School Curriculum document and The New Zealand Curriculum, along with its supporting material, provide the mandatory reference points for planning and implementing programmes for students.
2. Details about what is expected, concepts, enduring understandings, essential questions, knowledge, skills and learning experiences will be evident in planning.
3. At the beginning of each year a Long Term Plan will identify intended teaching for that year
4. Unit planning in all areas will include achievement objectives from the New Zealand Curriculum
5. New Zealand Curriculum learning areas and strand coverage will be covered over a period of two to three years. Numeracy and Literacy are the core areas of our curriculum all curriculum areas will be delivered and assessed every year.

CONCLUSION:

All children deserve an equal opportunity to receive the best education possible, at Anderson’s Bay School we adhere to the school vision when delivering the curriculum to students – “At Anderson’s

Bay School our obligation is to be Absolutely the Best that we can be”.

Related Documents

- Anderson’s Bay School Curriculum
- The New Zealand Curriculum

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Chairperson

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Principal

Date :

End of Policy

Anderson's Bay School Evaluation and Assessment Procedures

PURPOSE

1. To identify specific and group learning needs
2. To enhance pedagogical teaching and learning practices
3. To monitor and report on student progress

GUIDELINES

Delivery and Assessment Guidelines

"The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides."

New Zealand Curriculum, p. 39

Assessment is ongoing and will include:

1. Formative: ongoing systematic feedback to inform future learning. This includes children increasingly monitoring their own learning through reflection.
2. Summative: formal feedback of collation of school wide data to analyse trends and set goals. A scale of 1-4 will be most commonly used, where 1 indicates "Well Below" and 4 "Above".

At Anderson's Bay School:

1. Assessments should focus on each student's development of understanding and skills.
2. Assessment in numeracy and literacy is specified in the curriculum and assessment delivery aspects of the Anderson's Bay School Curriculum document.
3. Assessment in other curriculum areas is to be conducted following the teaching of units.
 - a. Assessment practices should be based on identified curriculum objectives, which pertain to concepts, enduring understandings and curriculum strands.
 - b. It is expected that assessment will be undertaken in all areas of the curriculum throughout the year, with selected summative assessment recorded on Assembly.
 - c. At the completion of Integrated Curriculum units learning teams will complete an evaluative Curriculum Review.
4. Within six weeks of entry New Entrant children are assessed using Anderson's Bay New Entrant testing. Strategic points of assessment and diagnostic investigation are set and outlined in the Anderson's Bay School Curriculum document.
5. Cumulative reports of Analyses of Student Achievement across the curriculum will be presented to the Board of Trustees on a regular basis.

Anderson's Bay School Assembly Procedures

RATIONALE

Assemblies help promote the identity and culture of a school. Opportunities for the acknowledgement and celebration of individual, group and school successes are made available and shared with the School Community.

PURPOSE

1. To enhance the unity and climate of the school.
2. To reward and praise the endeavours of the pupils.
3. To provide an opportunity where pupils can display their personal, group or class talents and achievements.
4. To provide an opportunity for pupils to be responsible and learn responsibility, through class planning, arranging and conducting special assemblies.
5. To communicate school vision and pillars, receive visitors, and to participate in special functions and events.
6. To welcome and include parents and significant members of our students' community.

GUIDELINES

1. School Assemblies are held on Monday mornings and Friday afternoons. The Monday morning Assembly sets the tone for the week, reinforces the vision and pillars and is a forum for the student councillors to communicate their messages to the students.
2. The Friday Assembly is pupil organised and conducted, with classrooms rostered on during each term.
 - a. Classrooms are "buddied" together, across the three learning teams. This enhances school relationships and fosters role modelling practices.
3. Class items and certificates for class/individual efforts are acknowledged.
4. Parents are invited to attend the Friday Assembly.

Anderson's Bay School Gifted and Talented Procedures

DEFINITION

"A gifted child is a child whose potential in one or more curriculum areas would place him or her in the top 2-5% of children of the same age."

PURPOSE

1. To develop programmes for Gifted and Talented students to meet their individual learning needs.

GUIDELINES

1. The leadership team and the teacher in charge of the Gifted and Talented (GAT) programme will discuss issues arising from the GAT programme.
2. An identification process will take place based on specified criteria.
3. The GAT team, classroom teachers and parents will be involved in the identification process.
4. Gifted and Talented children at Year 1, 2 and 3 levels will be catered for within classroom programmes.
5. The GAT programme will run over Term 1 (final 5 weeks), Term 2, Term 3 and Term 4 (first 5 weeks).
6. Programmes will be evaluated throughout the year and reviewed through the school self-review schedule.
7. Staff will provide for Gifted and Talented children in their classrooms, using a variety of effective, best practice teaching and learning programmes.

Anderson's Bay School Homework Procedures

RATIONALE

Learning to learn independently involves both school and home.

PURPOSES

1. To give children an opportunity to practise using concepts and skills learned at school.
2. To give parents an opportunity to participate in the school curriculum and participate in their child's learning
3. To increase independence in the learner by building up regular study habits.

GUIDELINES

1. Homework is set at team level, for consistency of content across each class within each team.
2. Homework should be something children can do independently.
3. Parents and children need to be clear about the nature of the task and the time in which it should take.
4. Homework, which has been set, should be followed up by the classroom teacher.
5. Homework is an expected part of the school programme.

Anderson's Bay School Learning Support Procedures

PURPOSE

It is the right of every child to receive instruction commensurate with their ability. It is also the right of every child to receive instruction to redress matters of inequality, lack of opportunity and a lack of previous access. Every child also has the right to receive instruction conducive to reaching their full academic potential. Support or intervention programmes of instruction will therefore be put in place to address these issues, for needs identified through assessment and evaluation practices.

GUIDELINES

1. Monitoring of whole school and cohort trends is undertaken, identifying students that are below and well below expected levels of achievement. Students identified in these cohorts are cross referenced against existing and past assessment data to form a clear identification of students at risk.
2. For students requiring additional support, who are not receiving Ongoing Resourcing (ORS), identification for additional support through intervention programmes and one to one support programmes will be considered. These provisions will be determined on a priority basis and allowed for in the Board of Trustees Operational Finances.
3. Where possible learning support assistance will be given in the child's own classroom environment. Groups of pupils with identified common needs may be withdrawn from classrooms for specialised instruction for finite periods of time.
4. The Team leaders in conjunction with the Principal will be delegated responsibility for coordinating learning intervention programmes.
5. Special funding is made available by the BOT to develop programmes, as identified necessary through the assessment and identification practices of the school. Needs and methods of delivery are outlined to the Board for each year so that budget allocation can be made for necessary resources.
6. Parents receive written information from the class teacher regarding their children, at entry to and exit from, any Intervention Programmes.
7. Pupils requiring learning support assistance are identified by assessment. Methods of identification could include:
 - a. Running records
 - b. 6 year diagnostic tests
 - c. Teacher observations
 - d. Pre school information
 - e. Work samples
 - f. Numeracy testing
 - g. Medical data – vision/hearing tests
 - h. Outside Agency assessments, such as:
 - i. Resource Teacher of Learning Behaviour
 - ii. Occupational Therapy Reports
 - iii. Psychologist Reports
 - iv. Resource Teacher of Literacy
 - v. Medical – Health Nurse, Pediatrician
 1. Occupational Therapy Reports
8. Application to external support agencies can be made to support the student
9. Intervention goals and progress are recorded by the classroom teachers on Intervention Learning Goals sheets and are accessed in the Individual Student Profile Folders.

Anderson's Bay School Reading Recovery Procedures.

RATIONALE

Reading Recovery is an early intervention acceleration programme of individual instruction. The aim is to provide for children after one year at school who have been identified as below on the 6 year diagnostic net assessment in reading and writing. The programme of individual instruction is taught by a trained Reading Recovery teacher and enables these children to become literate in the normal classroom at a comparative level with their peers.

PURPOSES

1. To provide an early intervention programme by a trained Reading Recovery teacher.
2. To teach children strategies for operating on text in a meaningful way and to develop a self-checking system of improvement in reading and writing.
3. To monitor discontinued children for up to three years.
4. To give class teachers and parents with children in the Reading Recovery Programme the opportunity to observe the programme in action and to give them guidance on the strategies being used.

GUIDELINES

1. Reading Recovery sessions and documentation will follow the programme guidelines.
2. The length of a child's programme will be determined by their rate of acceleration.
3. After discontinuing a child's progress will be monitored by their class teacher with support from Reading Recovery teacher for up to 3 years.
4. The Board shall make provision within the annual budget for Reading Recovery on the basis of ensuring that maximum flexibility is retained that allows for adjustment depending on roll and needs.

Anderson's Bay School Organisation of Classrooms and Student Placement Procedures

PURPOSE

- To have procedures for organising children into classes from year to year.
- To have procedures for arranging Learning Team boundaries from year to year.

GUIDELINES

1. The responsibility for school organisation belongs to the principal who makes decisions in consultation with the leadership team and teaching staff.
2. The following factors influence school organisation from year to year:
 - a. the needs of the children both individually and collectively;
 - b. the number of children at each level;
 - c. gender balance across classrooms
 - d. the number of teaching spaces and teachers available;
 - e. the number of new entrants expected at the beginning of each school year
 - f. as well as an unknown number of new pupils in other classes;
 - g. the projected growth in the Year 0-1 area of the school across the year and at strategic points throughout the year
 - h. where possible classes will be within the recommended Ministry of Education Teacher Ratios and Staffing Entitlement Funding
 - i. Year 1 1:15
 - ii. Year 2 – 3 1:23
 - iii. Year 4- 8 1:29
 - i. any parental consultation.
 - j. children and parents are notified of the following year classroom placements through the end of year written school report.
 - k. reporting and interview opportunities during the year between parents and the school are used to monitor class placements and to make any adjustments considered necessary.
3. When Classifying Students into Year Levels
 - a. We use a Year classification ie. Year 1 , Year 2 , Year 3, Year 4 , Year 5 and Year 6.
 - b. For classification of Year 1 pupils
 - i. Children who have birthdays in January, February, March and will be classified Year 2 for the following year.
 - ii. Generally children with April birthdays, would be the same criteria as above, unless there are significant learning concerns.
 - iii. From May on, children would be classified as Year 1 and continue to be Year 1 the following year.

Anderson's Bay School Tikanga Māori and Māori Student Achievement Procedures

PURPOSE

- To develop a greater awareness, understanding and sensitivity of our dual heritage, in accordance with the Treaty of Waitangi and the Anderson's Bay School Treaty of Waitangi Policy.
- For all students to have the opportunity to understand, experience and appreciate Te Reo, Tikanga and Te Ao Māori
- To develop and monitor educational outcomes for Māori student achievement

GUIDELINES

1. Opportunities will be provided for all students to build self-esteem and mutual respect through cultural understanding and appreciation.
2. The school community will be involved in making decisions about Māori education through consultation, including Whānau Hui and strategic review processes.
3. Staff professional learning development should include Te Reo, Tikanga and Te Ao Māori.
4. The school will provide a welcoming environment for families and whanau by visibly reflecting our biculturalism.
5. Opportunities for children to participate in Māori culture, such as Kapa Haka, Matariki celebrations and sharing of knowledge and skills.
6. Through integration, aspects of Māori language and Tikanga Māori will be interwoven into educational and learning opportunities.
7. To improve and foster Māori student achievement, learning and success:
 - a. Māori student cohorts will be identified and educational outcomes for Māori student achievement will be documented, reported on and included in school-wide, Learning Team and classroom targets.
 - b. Through NAG2A and all other curriculum reporting practices, Māori student achievement will be reported on and acknowledged alongside Non-Māori peer groups.
 - c. Through consultation the school will communicate progress, achievement and next learning steps for Māori learners.