

**TOKO SCHOOL**  
**National Administration Guidelines 1**

**CURRICULUM POLICY**

The Toko School Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

- a) develop and implement teaching and learning programmes:
  - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
  - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
  - ii. 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*;
- (c) on the basis of good quality assessment information, identify students and groups of students:
  - i. who are not achieving;
  - ii. who are at risk of not achieving;
  - iii. who have special needs<sup>1</sup>; and
  - iv. aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

**Toko School** Board of Trustees meets its obligations to **NAG 1**, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self review process.

**Policies**

Curriculum Delivery	Health Education	EOTC	Special Education & Abilities
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**Procedures**

Assessment	Community Consultation	Curriculum Delivery
Books	Equity	Hall of Fame Homework
Library Collection Development		Parent Helpers
Public Relations	School Administration	Special Needs
Maori Student Achievement	Treaty of Waitangi	

**Key Supporting Documents**

**Toko School Charter, including Strategic and Annual Plans**    **Toko School Curriculum Framework**

School Master Achievement data

**Special Needs Register** (covers: At Risk, Under Achieving, SES, Gifted and Talented) Assembly

Staff meeting minutes

Assembly Attendance

BOT Assessment Data (Blue Folder, Principals Office)

Curriculum Framework

Current Budget

Individual Records of Schools Attended

## *Quality Learning for all in a Caring Community*

Parent Information Booklet  
Job descriptions for all staff  
Ministry Gazette Notices and Circulars  
Pupil's Reports to Parents  
Pupil Exercise books as a record of work.  
Schools visual displays

Toko School new teachers Procedures Manual  
Long Term Calendar  
Professional Development Record  
Teachers' Weekly and Daily Planning  
Teachers Curriculum Delegation

Review: November 2015

### **EDUCATION OUTSIDE THE CLASSROOM POLICY**

#### **RATIONALE:**

As learning has many aspects, not all of which are found in the classroom, children should be given opportunities to explore the world outside the classroom.

#### **PURPOSES:**

1. To use the experience beyond the classroom, not only to enrich the curriculum, but to provide further opportunities for learning, personal growth and social development.
2. To enable the children to experience a wide range of activities outside the classroom.
3. To develop in the children an attitude of care and respect for the environment.
4. To enable the children to become familiar and comfortable with unfamiliar settings, and the immediate support of primary caregivers.
5. To enable children to develop confidence through challenge, adventure and success.
6. To assist children to develop an attitude of responsibility for their own safety and that of others.
7. To enable children to develop leadership and team work skills to achieve tasks.

#### **GUIDELINES:**

1. All E.O.T.C. activities must be seen and approved by the EOTC leader prior to being passed onto the Principal for final approval in the case of an overnight stay. The BOT will authorise any E.O.T.C. experience the EOTC leader and Principal will expect to see the following preparation completed with the following timeframe:
  - a. Year 7 & 8 Camp – 10 months before the camp date.  
Year 5-6 Camps – 6 months before the camp date.  
Year 0-4 Camps – 3 months before the camp date.
  - b. EOTC Events Proposal – **T Drive – Curriculum - EOTC**
  - c. EOTC Event Organisation Checklist – **T Drive- Curriculum – EOTC**  
(Completed and dated at each stage of the preparation. A living document which is to be revised as the camp gets closer being fully completed within two months of the camp departure date)
  - d. Risk Analysis and Management Systems (RAMS) – **T Drive – Curriculum – EOTC** (All required for each specific camp activity as well as including a general transport RAM that covers transport, moving between events and night time activities.)
  - e. Planning/Timetable of Camp activities/events (including emergency planning)
  - f. EOTC Operational Plan – **T Drive – Curriculum – EOTC** (See Wellington 2014 example)
  - g. Budget
  - h. At the conclusion of the EOTC experience, a P.N.I evaluation will be written for the Principal within two weeks of the camp being completed.
2. The Principal will approve (or not) the planned EOTC event - **T Drive – Curriculum - EOTC**
3. Ratios will depend upon location, activities, ages of children, experience and registration status of teacher, and expertise of adults accompanying the children.
3. When children are leaving the school grounds parents, principal needs to be informed.
4. Parental consent must be obtained for all activities involving overnight stay. Find all documents in - **T Drive – Curriculum – EOTC**  
The following paperwork is required from each family before attending camp:
  - a. Parental Consent (**Please check it has the correct information camp**)
  - b. Health Profile
  - c. Swimming Consent (**Please modify if needed to suit the purpose/context of the camp**)
  - d. Student Contract – Year 5- 8 students only.
5. The need for additional adult assistance will vary according to the activity involved. A lower

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- teacher/pupil ratio is to be strived for. In general, the following adult/pupil ratios will apply with High, Medium and Low risk trips.
- |      |     |        |      |     |      |
|------|-----|--------|------|-----|------|
| High | 1-5 | Medium | 1-10 | Low | 1-15 |
|------|-----|--------|------|-----|------|
- High e.g. activity around water, low e.g. visit to Art Gallery
6. Parents attending overnight camps will be required to be given and have completed within two months before the camp departure date the following:
    - a. Police Vetting Policy Form – **Refer to office administrator and Principal**  
**These forms will be offered to family/friends of the school in Term 2 and 4 each year to keep a rolling register**
    - b. Volunteer Form – **T Drive – Curriculum - EOTC**
  6. Every endeavour will be made to ensure that all children are included in E O T C.
  7. The most will be made of the local environment.
  8. Parents transporting children on school trips will provide a seat belt for each passenger, the car must have a current registration and warrant of fitness, and the driver hold a full and current drivers license. The transport slip will be attached to any newsletters to be filled in.
  9. Each child will need an **annual permission slip** to travel. This will be obtained annually or on enrolment by a parent or caregiver.
  10. Sequence of Camping Experiences:
    - a. Year 3 – 4 use school grounds for overnight stay
    - b. Year 5 – 6 Use school grounds or recognised campsite offering sleeping and recreational facilities within the Taranaki Province – not to exceed 2 nights.
    - c. Year 7 – 8 May use any site within Taranaki or recognised campsite elsewhere in New Zealand – not to exceed 5 nights.
  11. Only teachers holding a current certificate of Registration, and suitably qualified to meet the camp conditions, are able to hold camping experiences - **T Drive – Curriculum – EOTC**
  12. There will be no fundraising for EOTC events.
  13. That costs of school camps:
    - (i) be given to parents (where possible) 1 term in advance of camp.
    - (ii) be actual costs e.g. food, parents attending.
    - (iii) that where surplus monies occur the parents concerned be offered their proportionate share. Any money left after this becomes the property of the B.O.T.
  14. No child will miss out on an EOTC experience because of financial constraints
  15. Teachers, through either a meeting or class newsletter, inform parents where possible 1 term in advance (re: proposed camps).  
This should include:
    - camp objectives - transport
    - location - parent helpers
    - cost - facilities
    - parent/teacher ratio - medical provisions
  16. Under no circumstances will alcohol be consumed during EOTC events.
  17. In the event of an incident or Accident occurring on the EOTC event all personal should follow: -a. Toko School Crisis and Emergency Plan where appropriate each room has a copy.  
b. Incident / Accident Report Form will be completed immediately and passed onto senior management.. - **T Drive – Curriculum - EOTC**
  19. Where possible buses will be used for all EOTC events. Where private cars are used the EOTC organiser will ask each driver to complete a Transport Safety Form. - **T Drive – Curriculum - EOTC**
  20. For EOTC events where swimming is involved all participants must complete an EOTC Swimming Consent Form. - **T Drive – Curriculum - EOTC**
  21. In the event of a serious traumatic happening the level and extent of the response will be in accordance with the scope of the crisis refer to Crisis Management - - **T Drive – Curriculum – EOTC**
  22. EOTC activities/events/day trips outside of the Toko School Grounds. Require a completed up to date RAMS form signed off by EOTC leader/Principal 1 week before attending the event.  
–**T Drive – Curriculum - EOTC**
  23. Cluster Wide School Events. Require a completed up to date RAMS form signed off by the EOTC leader/Principal 1 week before attending the event.  
Master RAMS forms have been completed and supplied- **T Drive – Curriculum - EOTC**

### **CONCLUSION:**

School trips and visits can lead to children developing a greater appreciation of their own community, and contribute to their intellectual, social and emotional growth.

Review: March 2015

## HEALTH EDUCATION

Toko School will contribute to the total well-being (Hauora) of our school whanau by providing Health & Physical Education programmes which will develop children's knowledge, skills, attitudes and motivation to act in ways that contribute to their personal well being, the well-being of other people and that of society as a whole.

### **PURPOSE:**

1. To identify and meet the individual needs of children.
2. To meet the requirements of "Health & Physical Education" in the New Zealand Curriculum.
3. To develop attitudes, skills, knowledge and values that are used effectively in everyday life.
4. To develop responsible attitudes in students that empowers them to contribute to the creation of a healthy community.

### **GUIDELINES:**

1. The Health Programme will be taken every year as per the school Curriculum Framework.
2. Year 7/8 Children will be offered the "Positive Puberty" programmes every alternate year. With reference to this programme the following apply:
  - (i) Each parent/caregiver has the right to withdraw their child/ren from all, not part, of the programme.
  - (ii) The children will be taught inclusively (not separated by gender)
  - (iii) The parents/caregivers of Year 7-8 children involved in this programme will receive prior notification that this study is to be undertaken.
  - (iv) Each parent/caregiver of a participating Year 7-8 child will receive a copy of the unit of work prior to its commencement. [This copy is to be returned to school.]
  - (v) The middle & senior school will annually offer Year 5-8 girls an abbreviated "Positive Puberty" programme if requested. This programme to be taken by the Public Health Nurse or another suitably trained Health Professional.
3. The Health Policy and school Health Programmes of Work will be reviewed every 18 months; This in line With Section 105C of the Education Act.  
**Among those to be consulted are:**
  - (i) The Board of Trustees; and
  - (ii) The parents and guardians of both present students and those likely to be enrolled in the following two years.**The purpose of the consultation will be to:**
  - (i) Identify the broadly agreed health education needs of the students; and
  - (ii) Establish broadly agreed goals; and
  - (iii) Reach broad agreement on the treatment of health education.
4. After consultation the principal will provide a written report to the Board of Trustees which describes the proposed treatment of health education, including any particular element of sex education.

**This policy is reviewed on a 3 year cycle in line with the Board's documented self-review plan.**

Review: November 2015

## SPECIAL EDUCATION AND ABILITIES POLICY

Toko School aims to provide the most appropriate educational environment for all students, including those with gifts, talents and special needs so that they are able to take responsibility for their own learning according to their capabilities.

### **PURPOSES:**

1. To ensure that the learning, behavioural, cultural and social needs of students are met in an inclusive,  
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- supportive environment.
2. To personalise learning for students who are at risk of not achieving at school and provide the necessary level of resourcing.
  3. To ensure that students with special needs and abilities receive an equitable share of the schools resources according to their needs.
  4. To develop a sense of partnership between parent / caregivers / whanau and community regarding the education of students with special needs.

### **GUIDELINES:**

- a. The professional oversight, administration and organisation of special needs (inclusive of Gifted & Talented children) will be the responsibility of the Special Needs Co-ordinator (SENCO) and Special Needs (SN) team in consultation with the staff/parents concerned.
- b. Students with special needs and abilities will be identified using appropriate assessment tools through a collaborative/consultative process under the direction of the school SENCO and SN Team.
- c. Identified students will be placed on the Special Needs Register and priorities established for the resourcing of their needs.
- d. Programmes will be targeted to meet the individual needs of students.
- e. Where necessary and appropriate programmes will be planned by staff through the IEP (Individual Education Plan) process with the support of appropriate personnel. e.g. RT:Lit, RT:LB, LST, SE and Gifted & Talented Advisor.
- f. Student needs will be planned for in consultation with parents, caregivers, whanau, students and teachers.
- g. The Principal (or delegate) will report to the Board of Trustees on resourcing and funding in the special needs area.
- h. The school will provide for Professional Development of staff, including Support Workers in the Special Education area within resourcing constraints.

**Review: October 2015**

### **NAG 1 PROCEDURES**

## **ASSESSMENT EVALUATION & REPORTING**

*We are a learning school with learning classrooms.*

### **1. KEY PRINCIPLES OF ASSESSMENT AT TOKO SCHOOL:**

#### **1. The student is at the centre.**

*What does this look like at Toko School?*

- ✓ 3 way student led learning journey conferences.
- ✓ Students are able to express where they have come from, where they are at and where they are going.
- ✓ Teachers explicitly teaching students how to lead these conferences.

#### **2. The curriculum underpins assessment.**

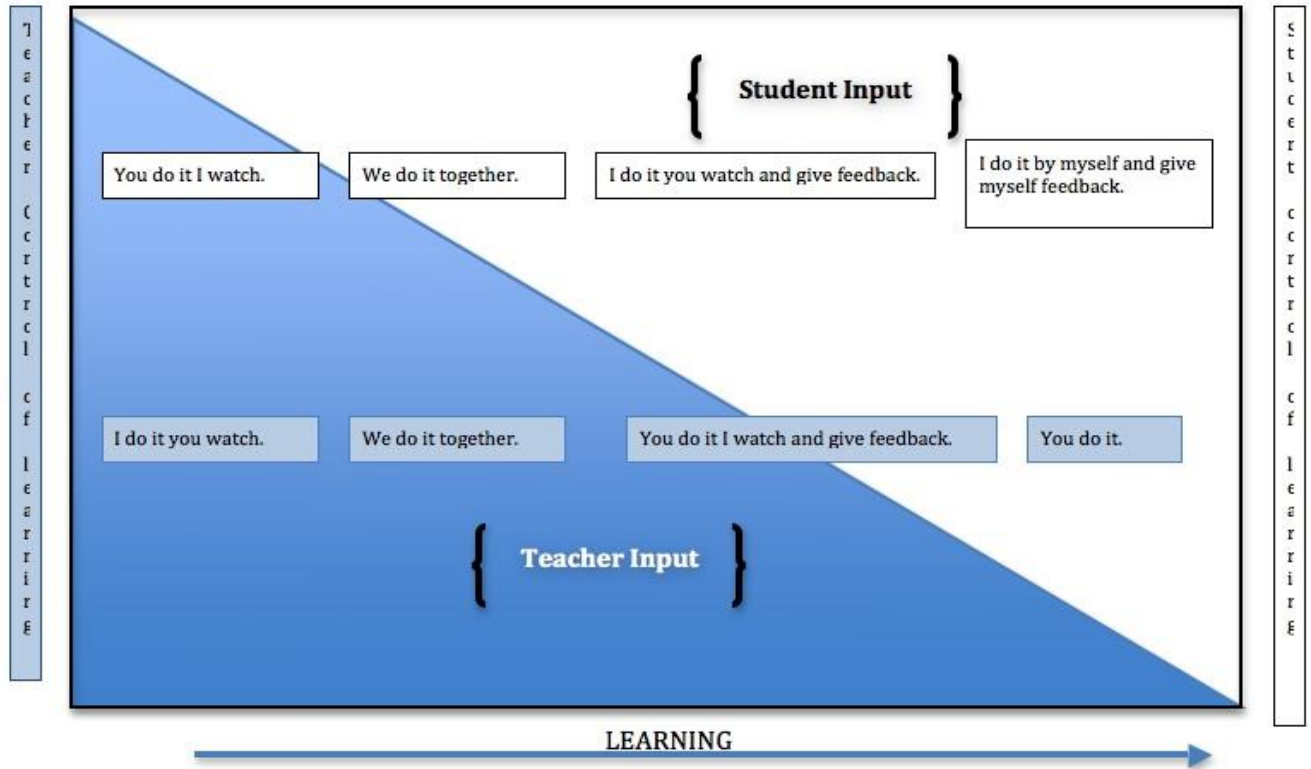
*What does this look like at Toko School?*

- ✓ The teachers at Toko School have a shared belief around their assessment practices based in the principles outlined in the following documents:
  - The New Zealand Curriculum: for English-medium teaching and learning Years 1-13
  - Ministry of Education Position Paper: Assessment
  - Assessment online

#### **3. Building assessment capability is crucial to achieving improvement.**

*What does this look like at Toko School?*

- ✓ Teachers explicitly teaching students by scaffolding their learning. Diagram below explains this.
- ✓



Andrea Harding 2013

- ✓ Teachers explicitly teaching students through Deliberate Acts of Teaching.
  - **MODELLING**
  - **PROMPTING**
  - **QUESTIONING**
  - **GIVING FEEDBACK**
  - **TELLING**
  - **EXPLAINING**
  - **DIRECTING**

Further information regarding Deliberate Acts of Teaching can be found in Effective Literacy Practice (ELP):  
 Year 1 – 4 pg. 78  
 Year 5 – 8 pg. 80

**4. An assessment capable system is an accountable system.**

What does this look like at Toko School?

- ✓ **Students:** will understand and articulate:
  - Where they have come from.
  - Where they are now.
  - Where they need to be.
  - How they are going to get there.
  - How they are going.
 This will involve goal setting, monitoring progress, self-evaluation, teaching as inquiry model adapted for students.
- ✓ **Teachers:** will
  - have knowledge and understanding of the assessment tools they are using .
  - present valid, reliable Overall Teacher Judgement (OTJ) – teachers involved in the moderation process.
  - Use class data to analyse and interpret the data in terms of the effectiveness of their own teacher practice.
- ✓ **Leaders:** will
  - aggregate school-wide data for the Board of Trustees and meet Ministry of Education requirements.
  - will support teachers to analyse and interpret student achievement data

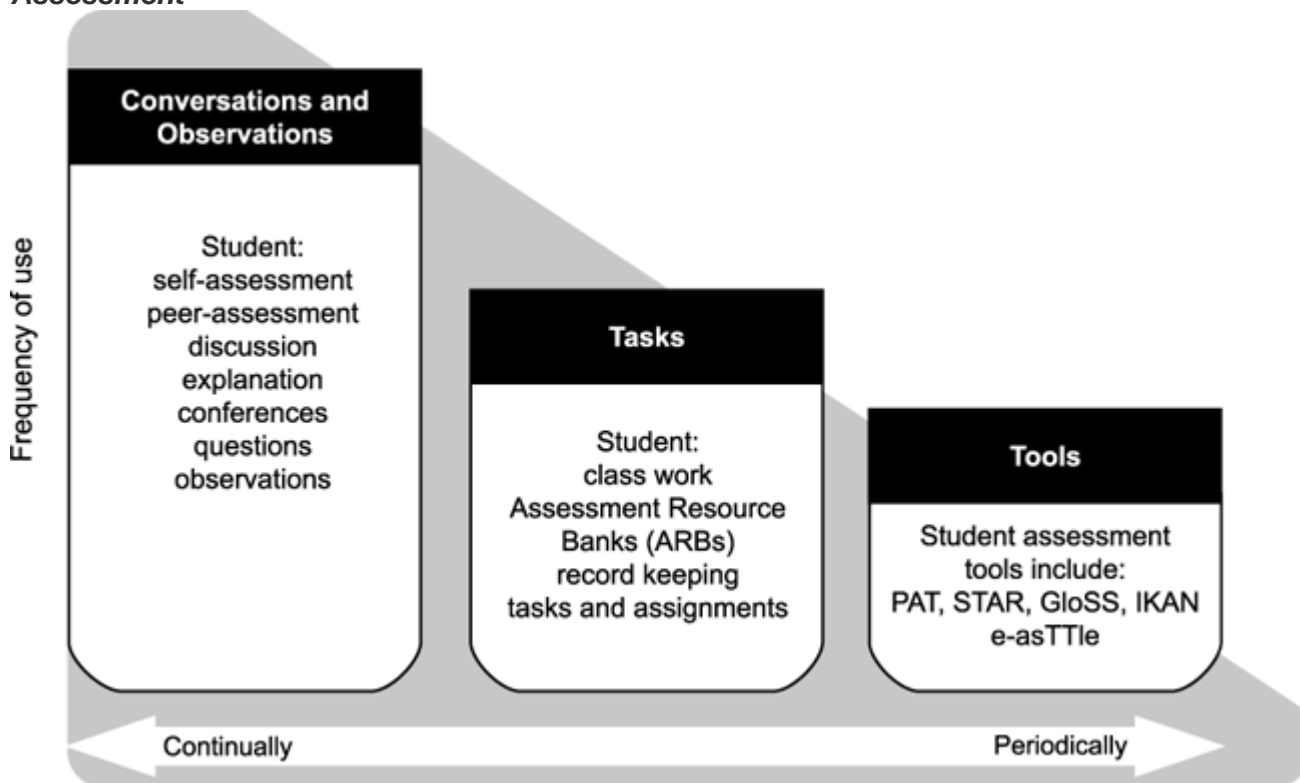
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-will report assessment findings to the Board of Trustees.

- ✓ **Parents:** will be
  - supported by the teachers and principal to build assessment capability.
  - supported to gather evidence about the progress they think their children are making.

#### 5. A range of evidence drawn from multiple sources potentially enables a more accurate response.

**Figure 8: Frequency of different assessment practices. Sourced from MOE Position Paper: Assessment**



*What does this look like at Toko School?*

- ✓ Teachers will use a variety of assessment approaches and activities.
- ✓ Using document conversations (audio/video/written) will be artefacts to be revisited.
- ✓ Periodically, specific assessment tasks will provide data on “where a student is at”. This could include ARB’s, NEMP, running records etc.
- ✓ Teacher will use a mix of assessment tools and activities to inform professional judgements of, where a student is at and what needs to happen next.
- ✓ Professional judgements take into account a range of activities and are guided by what is descriptions of what is expected and concrete axamples of what various levels of achievement look like.

#### 6. Effective assessment is reliant on quality interactions and relationships.

*What does this look like at Toko School?*

- ✓ Teachers will translate their expert knowledge into plain language.
- ✓ Learning Meetings
- ✓ Mutukaroa
- ✓ Inviting parents in
- ✓ Open door policy
- ✓ Learning Journey Conferences
- ✓ Information via the newsletter, website etc
- ✓ Google Drive

#### 2. ASSESSMENT TOOLS / PROCEDURES

At Toko School we gather evidence of what children can do by using a range of tools/procedures, including,

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- Running Records/Probe
- School Entry Assessment
- 6 Year Net
- Diagnostic Surveys/GLOSS/IKAN
- Exercise books
- Brainstorming
- Peer Assessment
- Video/audio evidence
- Work samples
- Tests – teacher generated
- Questions
- Self Assessment
- Observation process
- National Exemplars
- Standardised tests – PAT/STAR/asTTle/e.asTTle
- Interviews/Conferencing
- Oral discussions
- Blogs

*The above information can be used for summative and formative purposes.*

### **We use this data to:**

- Plan next steps learning
- Reports to students and parents
- Group children for teaching
- Report to BOT and teachers
- Identify strengths and weaknesses
- Allocate resources
- To inform Overall Teacher Judgement (OTJ) and moderate student learning against National Standards.

### **3. OVERALL TEACHER JUDGEMENT**

Where standardised data is reported on the following descriptors will be used. **This data should be shared with parents and children** however it should be moderated with other evidence of achievement and **Overall Teacher Judgement (OTJ) made.** The evidence to support the OTJ should be provided to parents.

<b>To assist teachers' Overall Teacher Judgement (OTJ) when moderating student achievement, the following guidelines are provided to ensure consistency across our school, when using standardised data.</b>				
Well Below the Standard	Just Below the Standard	At the Standard	Just Above the Standard	Well Above the Standard
Stanines 1 – 2 11%	Stanines 3 – 4 29%	Stanine 5 49%	Stanines 6 - 7 29%	Stanines 8 – 9 11%

*Children who are funded through Ongoing Reviewable Resourcing Scheme (ORRS) or supported by Learning Support (LST) interventions will have their progress reported through **Learning Journey Individual Education Plans**. They will be exempt from inappropriate assessment processes; this may well also apply to some Education as Second Language (ESOL) students.*

The schools data base shows each child's National Standards achievement ratings (above, at, below, well below). In every instance when a teacher changes the rating from the previous years rating (above, at, below, or well below), this decision requires a professional peer review in order to substantiate the change. Professional peer reviews are carried out together by the teacher and the Deputy Principal and or Principal. Together they review the evidence that supports the judgement, and reach a decision. If a decision cannot be reached the Principal/Deputy Principal makes the final decision taking account of all the relevant information.



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Teachers should request professional peer reviews for any children they consider borderline ( eg, hard to decide whether below or well below).

All reviews are completed by mid November. (R) is recorded beside all ratings that have been reviewed. The Deputy Principal is responsible for co-ordinating reviews, and for compiling summary reports on decisions (i.e. number of reviews, numbers of decisions upheld, number of decisions changed).

### **4. CLASSROOM ASSESSMENT**

**To be of any use assessment information needs reflection and discussion. This is true for both teachers and children!**

Teachers communicate minute by minute and listen to children and give learning **feedback** to children in a variety of ways from conferences or specific feedback in groups, or “book marking” to general classroom comments. This is feedback for learning.

#### **Year 1 and 2**

1. **Oral Language** will be assessed if the teacher is concerned on entry and at any other time if the need arises. JOST and Phonological Awareness will be used in the first instant. Results will determine focus in the classroom and if a referral to the Speech Language Therapist needs to be made.
2. **Running records** are taken to assist teachers with next steps in their teaching and at more regular intervals with children not progressing at a satisfactory rate with reading progress. To move to a new colour on the wheel a running record is used.
3. **Wedge graph** will show reading progress for weeks 1 – 120.
4. A “**6 year net**” when turning 5.5 and 6 years old. *If a child is considered below expectations the information is to be passed on to the SENCO.*
5. **Alphabet letter recognition** and letter sounds knowledge tests taken at **term intervals** until satisfied with competence.
6. **Junior Assessment of Mathematics (JAM )** taken on entry at 6 years and at 7 years old to inform next steps teaching.
7. Letter **formation** assessment at **6 month intervals** until teacher is confident **all letters are formed correctly.**
8. **SEA** at enrolment. Vitaly important as it gives an early indication of needs and readiness for learning.
9. Writing sample taken two times yearly.
10. **Spelling Essential Lists**

#### **Year 3 and 4**

1. **Oral Language** will be assessed if the teacher is concerned on entry and at any other time if the need arises. JOST and Phonological Awareness will be used in the first instant. Results will determine focus in the classroom and if a referral to the Speech Language Therapist needs to be made.
2. **Running Records or Probe** are taken to assist teachers with next steps in their teaching and at more regular intervals with children not progressing at a satisfactory rate with reading progress.
3. **STAR** test at Year 3 taken at mid year and end of year. Children with a stanine of 5 or higher at the end of year test will move to AsTTle reading from Year 4.
4. **NZ Speech Board** assessments in Term 3.
5. Writing sample taken two times yearly.
6. **GLOSS** testing for *formative assessment* taken at intervals during the year.
7. **e-AsTTle** testing will be used in early February for all children Yr 4 and above. The “settings” will be decided at a staff meeting rather than individually by teachers. Teachers are welcome to test groups at other times to gather information to support their teaching.
8. **PAT** Listening and Mathematics.
9. **Spelling Essential Lists**

#### **Year 5 and 6**

1. **Oral Language** will be assessed if the teacher is concerned on entry and at any other time if the need arises. JOST and Phonological Awareness will be used in the first instant. Results will determine focus in the classroom and if a referral to the Speech Language Therapist needs to be made.
2. **Running Records or Probe** are taken to assist teachers with next steps in their teaching and at more regular intervals with children not progressing at a satisfactory rate with reading progress.
3. **STAR** only if stanine 5 or less in the previous year.
4. **NZ Speech Board** assessments in Term 3.
5. Writing sample taken two times yearly.

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6. **GLOSS** testing for *formative assessment* taken at intervals during the year.
7. **e-AsTTle** testing will be used in early February for all children Yr 4 and above. The “settings” will be decided at a staff meeting rather than individually by teachers. Teachers are welcome to test groups at other times to gather information to support their teaching.
8. **PAT** Listening, Mathematics and Punctuation & Grammar.
9. **Spelling Essential Lists & Senior Spelling/Word Study**

#### **Year 7 and 8**

1. **Oral Language** will be assessed if the teacher is concerned on entry and at any other time if the need arises. JOST and Phonological Awareness will be used in the first instant. Results will determine focus in the classroom and if a referral to the Speech Language Therapist needs to be made.
2. **Running Records or Probe** are taken to assist teachers with next steps in their teaching and at more regular intervals with children not progressing at a satisfactory rate with reading progress.
3. **STAR** test at Year 7 taken at mid year and end of year. Children with a stanine of 5 or higher at the end of year test will not be tested in STAR at Year 8.
4. **NZ Speech Board** assessments in Term 3.
5. Writing sample taken two times yearly.
6. **GLOSS** testing for *formative assessment* taken at intervals during the year.
7. **e-AsTTle** testing will be used in early February for all children Yr 4 and above. The “settings” will be decided at a staff meeting rather than individually by teachers. Teachers are welcome to test groups at other times to gather information to support their teaching.
8. **PAT** Listening, Mathematics, Evidence in Science and Punctuation & Grammar.
9. **Senior Spelling/Word Study**

#### **5. SCHOOL WIDE ASSESSMENT**

This provides a picture of school performance. The Annual Plan will show curriculum areas to be reviewed. Annual monitoring of Literacy and Numeracy skills will take place.

#### **WEDGE GRAPH**

The Wedge Graph clearly identifies children’s reading progress in comparison to their chronological age.

Twice per term children in **Year’s 1 to 4** are identified on a “wedge graph” along with a written summary outlining the learning occurring in the classroom and what the teacher is doing to accelerate progress for identified children. The summary will also include interventions and other factors that may contribute to identified children’s learning.

The purpose of the Wedge Graph is to:

- Track and monitor progress
- Identify target children
- Identify rates of progress

What informs the Wedge Graph?

- Running Records
- Teacher Observation

The Wedge graph shows achievement at a point in time this means that ***the instructional group they are working on*** should be indicated on the graph.

Twice per term a monitoring meeting will take place share and discuss all children at year 1 – 4. Strengths, weaknesses and trends will be discussed and recorded and actions set.

In **July and November** information is gathered together on achievement of children. School wide strengths, weaknesses and trends will be discussed and recorded. This review will then be reported to the Board of Trustees.

## **Year 4 - 8**

Once children come off the wedge graph the reading data will be entered into Assembly. Children who are reading below expectation will have their reading data recorded on a separate reading graph as well. Twice per term children's data will be recorded and at the end of the term a written summary outlining the learning occurring in the classroom and what the teacher is doing to accelerate progress. The summary will also include interventions and other factors that may contribute to identified children's learning.

## **6. REPORTING TO PARENTS**

### **Learning Journey Reports**

**Our aim is to reach 100% of our parent body; we will work proactively to achieve this.**

We will endeavour to ensure that the feedback we give to our students informs next steps learning. Students therefore are expected to play an active role in their learning journeys. It is imperative that Parents / Caregivers also

play an integral role in this journey. **The research clearly states that quality feedback to children enhances their learning.**

In our classrooms you will see and hear teachers and children talking about:

- **Learning Intentions** – Teachers sharing with children the goal or focus for the lesson with an expectation that all children will work towards achieving this.
- **Signs of Success** – Children and teachers formulating the criteria to ensure that they are successful in working towards achieving the Learning Goal.
- **Self Reflection** – Children will be involved in thinking and talking about what happens when they are learning.
- **Feedback** – This involves oral and written feedback that is focussed on the Learning Goals and Signs of Success.

We want all (teacher, child, and parent) in our school community to use the same language of learning.

### **We will:**

#### **Year 0 - 8**

**Term 1: Initial Learning Journey** meeting to be held within the first month of the school year. **NB.** This is only for students new to our school.

#### **Year 1 – 3**

Over the duration of the child's first three years at school the classroom teacher will report at 6 monthly intervals to parents/caregivers:

- at 6 months old,
- the month of their 6<sup>th</sup> birthday,
- at 18 months at school,
- the month of their 7<sup>th</sup> birthday
- at 30 months at school,
- then month of their 8<sup>th</sup> birthday

After this point they will fit into the reporting cycle below.

#### **Year 4 - 8**

**Term 2: First Learning Journey** meeting: The focus for next steps goal setting will be the Term 4 Learning Journey from the previous year. This will take place between Weeks 6 - 8.

This parent/ student / teacher meeting is to discuss your child's learning goals and needs. Parents/caregivers will receive the **Learning Journey** on the Friday before the Learning Journey meetings

**Term 4: Second Learning Journey** meeting: This will take place between weeks 6 - 8.

Where possible, Learning Journey IEP's should be scheduled within the same time-frame. This parent/ student / teacher meeting is to discuss your child's learning goals and needs and is both summative and formative. Parents/caregivers will be receive the **Learning Journey** on the Friday before the Learning Journey meetings

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Teachers will retain all copies of Learning Journey's pertaining to a level. When a student makes the transition to the next level e.g. Year 2 to 3; Year 4 to 5; Year 6 to 7 the most recent Learning Journey will be handed on to the new class teacher. All current (that years) Learning Journeys should be retained and filed in each class teachers Assessment folder. Teachers will retain in student portfolios the last Learning Journey from Years 2, 4, 6 and 8.

Teachers will be expected to share student data with parents to support **their judgement of student progress** e.g. Toko School Entry Assessment, 6 Year Net, STAR, PAT, Numeracy and Literacy Assessment

### **Learning Journey Portfolios/Blogs**

Toko School uses Learning Journey Portfolios/Blogs as a way to involve all parties (teacher / pupil / parent-caregiver) in the formative assessment process. Learning Journey Portfolios/Blogs also show progress over time.

### **Learning Journey Portfolios/Blogs will:**

- (1) Provide a learning focus for home and school.
- (2) Provide greater ownership and accountability for children of their work.
- (3) Build children's self esteem.
- (4) Provide our pupils with the opportunity to identify learning goals, take part in establishing signs for success and evaluating their work.

### **Guidelines:**

- (1) Portfolios will be purchased when a child starts at Toko School as a part of the normal stationery order.
- (2) Student Portfolios will be sent home in terms 2 and 4. This will be on the Friday prior to Learning Journey conferences in Terms 2 and 4. During the interview, at Year 4 – 8, the Learning Journey Portfolio, along with other all other relevant data, will provide a point of focus and evidence of learning.
- (3) **Children will simply work in their portfolio books or Blogs rather than in their subject books.**
- (4) To show progress over time, each half-year students will have 10 pieces of learning in their Portfolio or Blog. Each half-year must contain a:
  - a) Handwriting (Year 1-6) x2
  - b) Draft Writing x2
  - c) Math's exercise samples and basic facts x2
  - d) The balance will be made up of rich learning examples.
- (5) Year 5-8 Children will be encouraged to select a minimum of 1 sample that they would like to share. This could be taken out of another class book or a photo taken. Other learning areas will be covered depending on what is being taught in classrooms at the time. Teachers are asked to provide a curriculum balance throughout the year. Increasing amounts of Portfolio work will be digital in the student's blog and shown to the parent/caregiver at the interview.
- (6) In Term 4 – Year 4 – 8 and @ 6 / 7 / 8 years teachers must also include: wedge graph, Maths Rubric, Spelling.
- (6) Each piece of work in the portfolio book should be dated, the Learning Goal identified, have written feedback /feed forward comments from the teacher.
- (7) At the end of each group of samples, the pupil should write a comment about how they think they are progressing and a space should be left for the parent to comment before returning the Sample Book to the class teacher. This includes interview time where the parent can write their comment before coming to the interview.  
The teacher retains the Portfolio after the interview.
- (8) The class teacher will retain the Portfolio Books until required by the students.  
A representative Sample from every class will be sent to the Principal (or his/her delegate) before the Student Portfolios go home.

### **MUTUKAROA**

Mutukaroa is the name of our school and community learning partnership. Mutukaroa is about working with parents and whanau to understand how your child is progressing in their learning over the first three years at school. It is also about supporting parents to help their children in their learning at home.

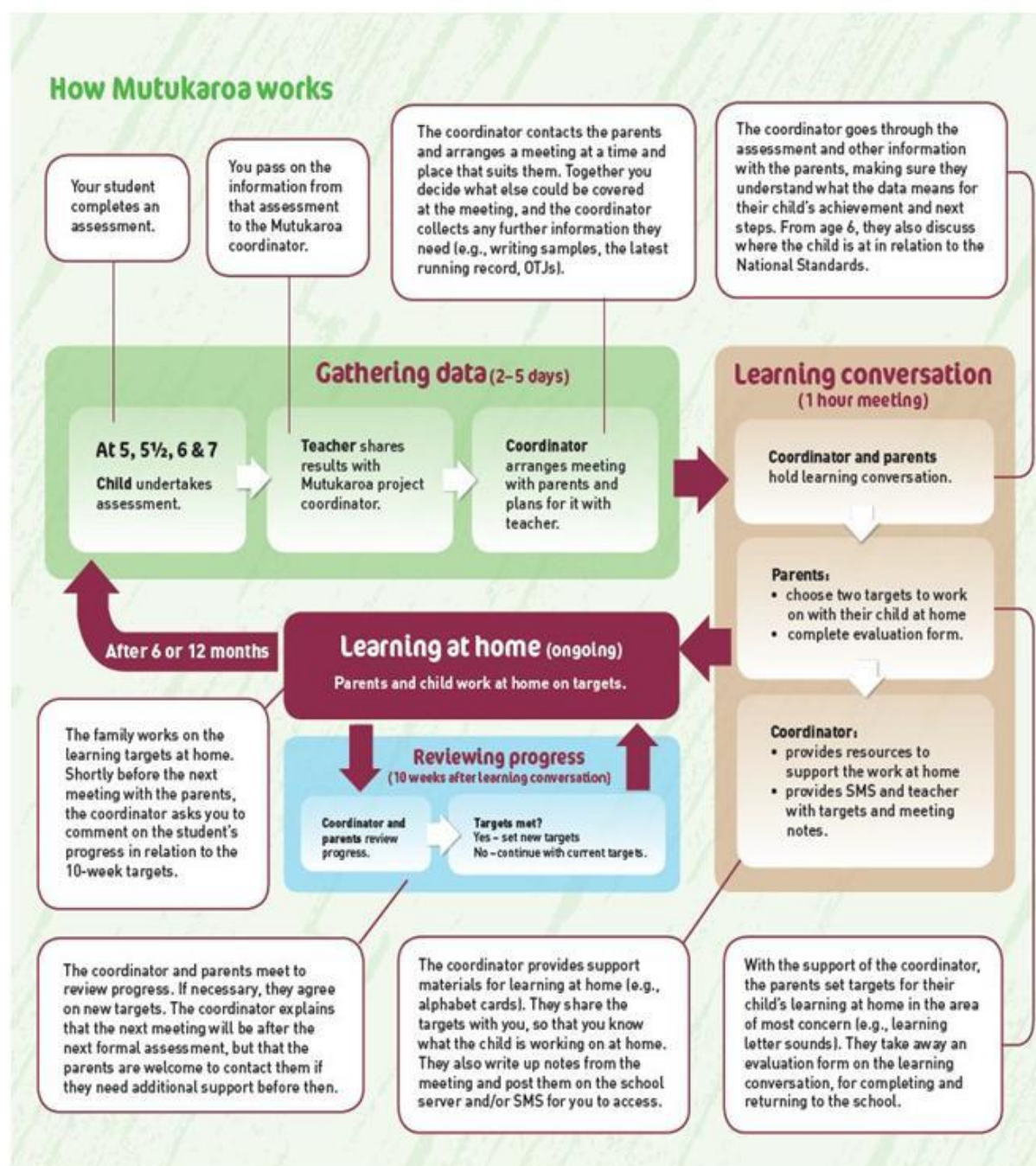
### **Making the most of this opportunity**

As a parent you want to know how your child is doing in their learning. Mutukaroa allows you as a parent to know exactly how your child is doing at every stage of their learning.

**Mutukaroa is about:**

- Having in depth knowledge of how your child is doing in their assessments and learning from Years 1-3 by having regular meetings with the Mutukaroa Coordinator.
- Sharing specific information about your child so you can feel well informed and confident in what they are doing in school.
- Accessibility – Parents can choose where to have meetings, when and what time of day.
- Providing support with translators if required.
- Using parent friendly language.
- Regular learning conversations that equip parents to:
  - understand data about their child’s achievement;
  - ask questions;
  - select next steps for learning at home;
  - choose and take home learning resources to support learning at home;

This Diagram helps you understand how Mutukaroa works and your role as a Parent in Mutukaroa. It describes what happens after students in years 1-3 have taken part in an assessment and the results of that assessment are shared with you and your family.



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### **How Mutukaroa can help Parents**

Mutukaroa supports learning-focused relationships with parents.

It can help to:

- have more equal learning-focused conversations with teachers, both formal (e.g., three-way conferences) and informal (e.g., discussions before and after school)
- enjoy learning conversations with your child as you learn more about the way they are learning in school
- access relevant information about how your child is progressing in their learning and in class.
- learn more about your child's achievements and learning needs
- find out some ways you can support your child to meet his or her learning needs at home
- access resources used in school to support your child in their learning at home
- have a School coordinator to talk to at any time during your child's schooling if you have any queries about your child's learning.

### **Important to note:**

Mutukaroa is focused on learning; the coordinator does not discuss behaviour in meetings. These queries can be discussed with your child's classroom teacher.

Some questions are best answered by your child's classroom teacher. The coordinator can help you to develop these questions to ask the teacher.

As a school we still report as we usually do to parents and the community.

Please make every effort to give honest feedback to the coordinator, so that they can make the programme more effective for everyone. We will send out an evaluation form for you to be able to do this.

## **7. ASSESSMENT RECORDS**

1. **Cumulative Card** –Assembly records key information and should act as the schools cumulative file on an individual student.
2. **Learning Journey Portfolios**– this a book containing samples of work that show children's learning progress overtime.
3. **Record of Schools Attended card (E19/22A)** – these are kept in class boxes in the office. They will be filled out on new entrant students, and then by the class teacher when a student leaves the school.

### **Assembly will contain:**

- All standardised tests
- Behavioural Information
- Special Needs Register

## **8. EXPECTED READING LEVELS**

We strive to have all children reading at or above their chronological age.

**In the junior school reading age will be tracked by SEA, 6 yr net, running records and end of term reports, tracked on a wedge graph.**

### **After one year of school**

Level 12 – 14 – Green Level

### **After two years at school**

Level 17 – 18 - Turquoise Level

### **After three years at school**

Level 21 – 22 – Gold Level Reading age tracked by running record and other useful diagnostic tools e.g. STAR, AsTTle

**At Year 4 – 8 children** will be required to read, responds and thinking critically about texts that meet the demands of the new Zealand Curriculum at their respective level.

Children causing concern in Years 1 – 8 will be brought to the Principals/SENCO's attention.

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## CURRICULUM DELIVERY

### PLANNING FOR CURRICULUM

- At Toko School teachers will plan their programmes through the use of their timetables, long-term overviews, unit plans and daily/weekly plans and **importantly events that capture the children's imagination**. These plans will be prepared with reference to the: Curriculum Delivery Policy, NZ Curriculum Documents and the schools Curriculum Framework. Our school and classroom organisation aims to facilitate optimal curriculum delivery.
- The Principal will oversee planning. All issues to do with planning and the delivery of the curriculum are firmly in the domain of the school Principal.

The following curriculum areas are to be covered as a minimum;

**Daily** English and Maths - There is a core body of knowledge and skills in mathematics and English that needs to be taught within a structured daily programme.  
On special occasions this will not occur

*Delivering the curriculum implies close attention to the Toko School Learning Stars.*

Curriculum delivery will provide for:

- School programmes covering the eight Essential Learning areas. (Challenging Curriculum)
- Active participation by students, and the opportunity for success. (Personal Best)
- Literacy and Numeracy given priority in Years 1-4. (Learning to Learn)
- An integrated approach to learning and teaching where possible. Each term one or two focus themes will be decided upon **late in the previous term**. (Challenging Curriculum)
- A variety of appropriate technologies to support learning. (Learning to learn)
- Flexible grouping of students – ability, needs based, talents, interest and social. (Personal Best)
- A supportive learning environment that encourages enquiry and collaboration. (Wellbeing)
- Opportunities that meet students' needs, interests, talents and learning styles. (Personal Best)
- An emphasis on fostering independence in learning. (Learning to Learn)

Planning is an essential aspect of curriculum delivery. At minimum teachers are expected to have:

- Yearly Planning Overview. This is planned together using the tracking sheet to help consider balance.**  
This is an overview of key aspects of the school year, including major units, sports dates, annual plan implications, and learning targets for the year and linked professional development.  
The years Ministry learning targets will also be clarified early in the school year.
- Term Overviews. As a staff this is discussed at the end of a term, in preparation for the following term. It covers significant school events and professional development. When planning we consider:**
  - students' needs
  - curriculum renewal
  - learning targets
  - the goals of the School Charter
  - special events that may be occurring
  - annual plan**At the end of each term there is an opportunity for teachers to make their own decisions based on the learning needs of their children and develop a smaller unit of work that fits their classroom, their learning needs, their passions and strengths and those of the children. I believe that this is a strength of the school.**
- Tracking Sheets**
  - Each teacher has a tracking sheet.

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- This sheet lasts for a 2 year period in order to track the strands and curriculum areas covered. Indicate the date, curriculum area and length of unit and possibly a link to assessment example. Theme topics covering Social Sciences, Science, Technology and Health and PE are to be noted on the tracking sheet. It is suggested that this be done at the end of each term.

#### 4. ***Unit Plans***

These should be written for **all major units** of work and show clear learning objectives and learning and assessment activities. Teachers need to spend time on the following:

- selecting achievement objectives
- identifying learning outcomes and learning intentions!
- seeking resources
- organising resources
- developing a variety of learning activities
- checking NZ Curriculum Delivery document requirements
- considering school priorities
- designing assessment criteria that will focus student achievement by providing evidence of achievement
- deciding which learning outcomes will be assessed
- considering the motivation and interests of the children.

#### 5. ***Daily Timetable***

This will show the broad time allocations for the various curriculum areas. It should be available to all on the board in every classroom.

#### 6. ***Teachers' Planning Book***

Teachers should keep adequate details of their daily/weekly planning. The plan needs to work for the teacher and a reliever! These enable teachers to modify plans, outline daily organisation of groups and individuals, make comment as needed and keep record as needed, as well as resources or materials to be used. **A planning book is provided. Computer generated examples are fine! There is always a balance between teachers in their unit planning and their daily planning. The emphasis swings depending on the teacher, however, both need to be evident.**

## CAREER EDUCATION AND GUIDANCE

Teachers are expected to provide a range of formal and informal opportunities for students to receive appropriate career information and guidance.

In this school;

We will provide opportunities for career information by;

- incorporating experiences in a variety of careers as part LEOTC programmes
- inviting speakers to the classroom and including time for career discussion as well as information gathering
- familiarising students with the use of information sources to search for career information
- Every 2 years Year 7 & 8 students will be involved in a careers day

We will provide opportunities for career guidance by;

- having information about occupations, education and training available in the school library
- supporting students in making informed decisions
- ensuring students develop life long learning skills
- developing flexible programmes which will suit the needs of students who may be at risk
- accessing the internet website on careers
- students in Year 8 have access to the careers advisor from their chosen secondary school if they needed support with their subject choices.



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## **BOOKS**

1. Children's readers are to be taken home in their reading folder and in a book bag.
2. Library books are to be placed in book bags to protect them from lunches, wet togs and clothing.
3. Children are to be encouraged to correctly handle books to maintain a long book life.
4. Damaged or lost books may need to be paid for by the parent or caregiver concerned, taking into consideration the following factors:
  - Age and condition of book
  - Previous care taken by students/family.

## **COMMUNITY CONSULTATION**

1. The school courier is to be sent to all members of the school community 4 times yearly.
2. The continued development of an open school policy is important where parents are welcomed into the school and valued.
3. Encourage and continue with parent help in various aspects of school life.
4. Keep the community informed via newsletters, [www.toko.school.nz](http://www.toko.school.nz), open days, couriers, school events on how we are achieving the objectives that we have set in our Charter Annual plans, and Yearly learning targets
5. The B.O.T. have regular meetings Our aim is to keep the community informed on planned projects and progress via the above mentioned methods. Minutes are always available of these meetings.
6. Community members may attend Board meetings and be made to feel welcome.
7. The Community should be consulted on **major** matters pertaining to the school.
8. Parent Information Booklets are handed to parents/caregivers upon enrolment of children.
9. The P.T.A. and Fundraising Committee will have a Staff Rep where an interchange of ideas can take place
10. Surveys will be carried out from time to time by the Board to find out community views on issues arising.

## **EQUITY**

1. Ensure that all learning programmes and resources are non-sexist and non-racist.
2. Raise awareness of any prejudice and its negative effects.
3. Identify any groups who do not experience successful outcomes from the school or who are limited in their participation in school activities.
4. Allocate additional resources or implement programmes where possible to encourage such groups to achieve equitable outcomes.

## **HALL OF FAME**

A photograph will be placed on our corridor wall in recognition of achievement when a pupil:

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1. Is in any national team or a national representative.
2. Is a **Taranaki** representative competing against other provinces at the **highest level for their age group**.
3. Is a **winner** in a Taranaki wide event. Some examples include McLeod Shield, Hurlestone Shield, NIE Quiz, Methanex Mathematics Quiz, Cross Country, or such honour. Alternations may be made at Board discretion.
4. All pictures should appear on the wall the year following the departure of the child.
5. A staff member will be delegated the responsibility for getting the pictures organized.
6. One individual photo, with the events listed underneath to cover all representative events.
7. Costs are to be funded by the Board of Trustees who will also decide on matters such as size, wording, price.

### **HOMEWORK**

1. Homework should be relevant to the individual child's needs. Year 1 and 2 homework is unlikely to go beyond home reading!
2. Teacher directions to the child should be clear, concise and at a level that ensures the child's understanding.
3. Parents are encouraged to acknowledge their child's efforts.
4. Homework could be:
  - Essential learning tasks e.g. **spelling and reading**
  - Completion of unfinished work, especially if sufficient time has been allocated at school.
  - Research. Please consider the availability of resources at home.
  - The gathering of resources and/or data for forthcoming units
  - Discussion of current events
5. Homework should be **regularly marked** and evaluated by teachers and needs to be supported by in class instruction.
6. Teachers should take into consideration other events in the children's lives e.g. calf and lamb preparation, dance competitions etc, swimming etc.
7. Homework should not take **too** long. Individuals differ, but, in general 45 minutes for a year 7 and 8 child would be **maximum**, four nights a week.

### **LIBRARY COLLECTION DEVELOPMENT**

#### **RATIONALE:**

Toko School Library will contain a wide range of high quality and up-to-date resources supporting the NZ Curriculum Framework and meeting the needs and interests of users of various ages, abilities and cultural backgrounds using a range of Information Technology skills.

#### **OBJECTIVES:**

- To develop independent learning
- To provide access to updated learning resources for children and staff
- To foster and enhance reading and an interest in books.

#### **GUIDELINES:**

- Ongoing funding supported by the Board of Trustees to such a level that updated resources can be purchased and the Library remains/becomes the School's Information Centre.
- All staff are involved with library development, but additional time and release from teaching duties be allocated to a staff member who wants the added responsibility or is most suited to it. The Principal will decide the T.L.R.

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- Purchasing of titles to be the responsibility of the T.L.R. (Teacher with Library Responsibilities) and teacher aide under authority delegated by the Principal. Consultation and recommendations from staff and students would be very beneficial.
- T.L.R. to undertake Annual Review and set objectives for the Library over the next 12 months. Present report to the Principal and Board of Trustees annually, October/November, identifying budget requirements.
- The creation of an electronic information retrieval system catalogue “Access It” be an important aspect of Library Development.
- Take advantage of assistance from the National Library Service as required.
- Procedures for Selection – The school Library collection should include a wide range of resources appropriate to the curriculum and recreational reading needs. Selections may come from visiting book vendors, from courses etc.
- Criteria for Selection – The School Library resources should be based upon:
  - ❖ Appropriateness for the collection – relevance to the curriculum, student needs, reading level, language and style.
  - ❖ Format – information access, cover, illustrations and quality.
  - ❖ Content – Non Fiction – accuracy and up-to-date, scope, readability, illustrations.
  - ❖ Content – Fiction – language, plot, characteristics, themes, setting and illustrations.
  - ❖ Frequency of Use – how often will the resource be used.
  - ❖ Value for money.
- Donations – Acknowledge donated book in front.  
All donations must meet selection criteria. Must be appropriate to age of children and up-to-date.
- New Zealand publications – appropriate resources may be purchased as soon as possible.
- Collection Maintenance –
  - ❖ Processing – All resources must be processed before use and straight away after purchasing.
  - ❖ Mending – Quick mending and only if it is worthwhile to mend.
  - ❖ Weeding – Use all staff.  
Look at selection criteria, appearance and physical condition, date of publication, bias and changing attitudes, amount of use.  
The disposal of books/resources is at the discretion of T.L.R. and Principal. Should have “WITHDRAWN’ all over it.
- Challenged Materials – When a complaint is made about the suitability of a resource in Library.
  - ❖ The resource needs to be withdrawn temporarily.
  - ❖ Complainant handed a form to be completed and returned within 5 working days.
  - ❖ Resource needs to be reviewed by Principal and staff.
  - ❖ Decision to be made.
  - ❖ Complainant to be notified of decision.
- Copyright – The Library will comply with the school’s Copyright policy.

### **CONCLUSION:**

Children will be advantaged through an up-to-date and resource-rich environment, allowing them to better access and use information to become life-long Library users therefore life long learners.

## **MAORI STUDENT ACHIEVEMENT**

The school provides an environment to ensure that our Maori children feel comfortable, confident and welcome in at the school. Their Maori culture and language are respected and we do this through a range of programmes and activities such as;

- Learning about Tikanga basic Te Reo Maori and appropriate protocols
- Singing the National anthem in both languages.
- Discussion with the Maori community.
- The school has an atmosphere of inclusion and respect.
- A budget is provided for the purchase of Maori resources.
- Respect of the Treaty of Waitangi.

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Maori achievement is identified through standard assessment procedures and reported to the various interested parties. Due to the small Maori roll of our school making students easily identifiable we do not report separately on Maori achievement to the community. Information however, is available to those that need it.

### **PARENT HELP**

1. Parents are invited to act as “helpers” for the classroom activities throughout the school. Teachers will assume overall supervision of the parental help programme.
2. Parents are to be thoroughly informed of their obligations and purpose as a helper within the classroom environment and reminded of the need to respect confidentiality at all times. A parent helper information sheet needs to be developed.
3. Outlines of school policies and learning programmes are available and communicated to parents.
4. Teachers, after consulting with the Principal, may organise resource personnel from the community who may be suitable in enhancing classroom instructional programmes.

### **PUBLIC RELATIONS:**

1. The school is to work in co-operation with the professional media. Only the Principal and Board chair may speak to the media in event of a special situation.
2. School newsletters and other publications should be an effective public relations document to
3. The school is to supply articles and photographs to appropriate media outlets when appropriate.
4. School produced newsletters.
5. Incidental opportunities to promote the school and its students are to be used to advantage.

### **SCHOOL ADMINISTRATION:**

1. Decision-making in the school is to be a shared process between the Principal and Staff and Board of Trustees, within their respective Governance & Management roles. The Principal is delegated the authority to manage the school. That is their role. Sometimes decisions will be made that are not agreeable to all!
2. With respect to administration, the school has staff in the categories of Principal, Deputy Principal, Teachers and Support Staff.
3. Major administrative tasks are performed by the Principal, with appropriate delegation to other Staff, Teachers, and Support Staff
4. The Principal will provide overall leadership and supervision.
5. All Staff have an organisation and curriculum support function within their areas of responsibility.
6. Professional Development assistance will be provided for each staff member at a rate determined by the Principal.
7. Administrative staff provide for secretarial support, financial accounting support, school records, general maintenance and assistance for classroom teachers.
8. A system of regular staff and BOT meetings will be operated to facilitate the administrative activities covered within these procedures and to enable decision making on substantive matters to be a consultative process.

### **TREATY OF WAITANGI**

We intend to fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage.

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1. To ensure the language of the Tangata Whenua is retained.
2. To enable our children to understand, respect and show sensitivity for Tikanga Maori, i.e. values, attitudes and behaviour.
3. Accepting that the knowledge of the Maori language will raise self esteem of pupils.
4. Providing experiences where pupils can display their talents through Maori craft and cultural experiences.
5. To recognise our obligation to the Treaty of Waitangi.

We will consult with Maori resource people within our community when needed, to assist with school programmes.