

**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; 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

Parent Information Booklet

Toko School new teachers Procedures Manual

Job descriptions for all staff

Long Term Calendar

Ministry Gazette Notices and Circulars

Professional Development Record

Pupil's Reports to Parents

Teachers' Weekly and Daily Planning

Pupil Exercise books as a record of work.

Teachers Curriculum Delegation

Schools visual displays

Review: November 2018

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 – **AToko Staff – Curriculum - EOTC**
 - c. EOTC Event Organisation Checklist – **AToko Staff- 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) – **AToko Staff – 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 – **AToko Staff – 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.

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2. The Principal will approve (or not) the planned EOTC event - **AToko Staff – 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 - **AToko Staff – 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 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
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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 – **A Toko Staff – 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. Preferred Options - Mt Taranaki, Te Wera Camp
 - 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 - **A Toko Staff – Curriculum – EOTC**
12. There may be fundraising for EOTC events. This needs to be discussed with the BOT.
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.

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- b. Incident / Accident Report Form will be completed immediately and passed onto senior management.. - **A Toko Staff – 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. - **A Toko Staff – 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.
–**A Toko Staff – 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- **A Toko Staff – 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: November 2018

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

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(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 2018

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, 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 Leadership Team in consultation with the staff/parents concerned.
- b. Students with special needs, abilities and who require learning support will be identified using appropriate assessment tools through a collaborative/consultative process under the direction of the school SENCO and Leadership 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: November 2018

NAG 1 PROCEDURES

ASSESSMENT EVALUATION & REPORTING

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.**

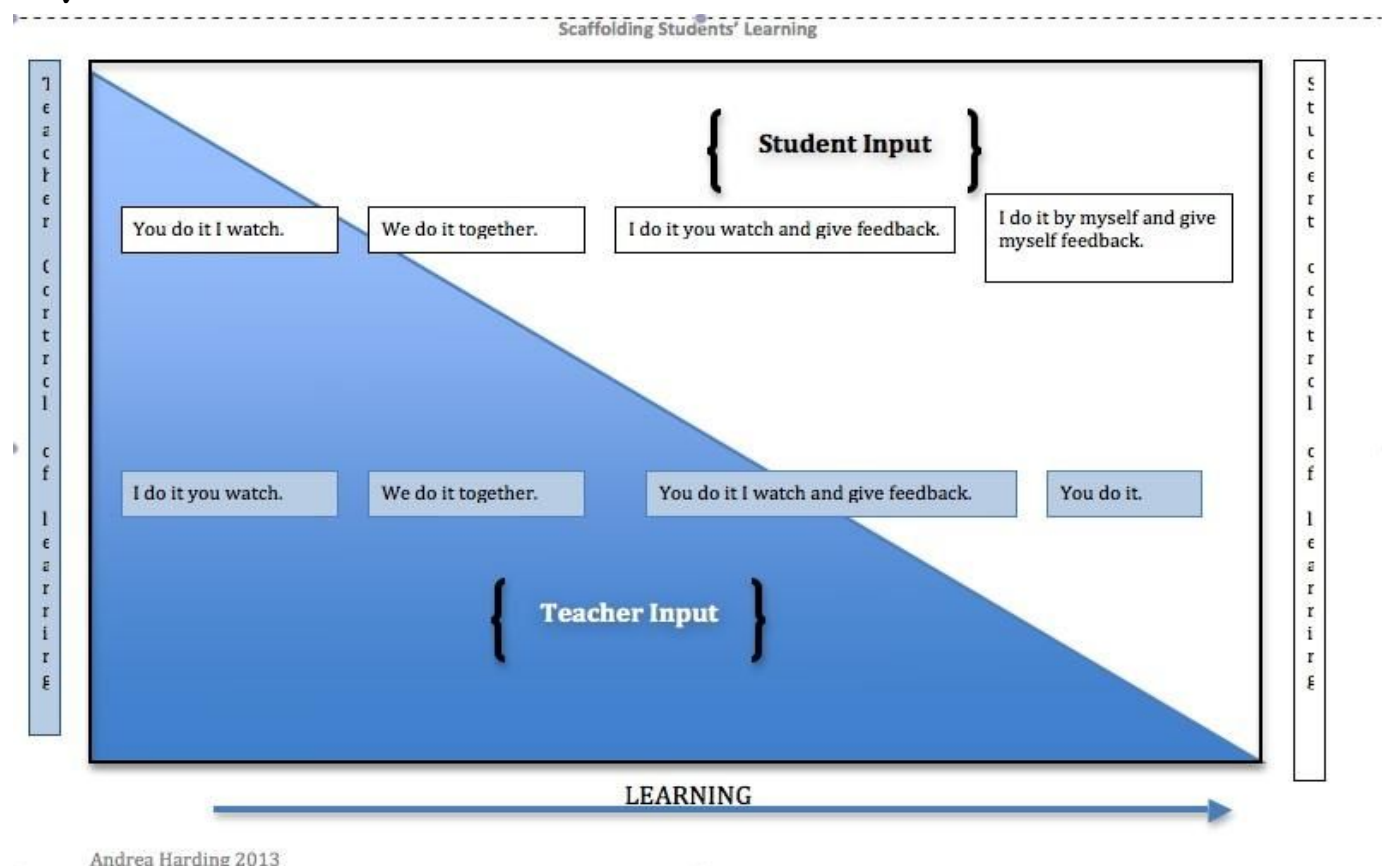
What does this look like at Toko School?

- ✓ 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.
- ✓



- ✓ Teachers explicitly teaching students through Deliberate Acts of Teaching.
 - **MODELLING**
 - **PROMPTING**

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- **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

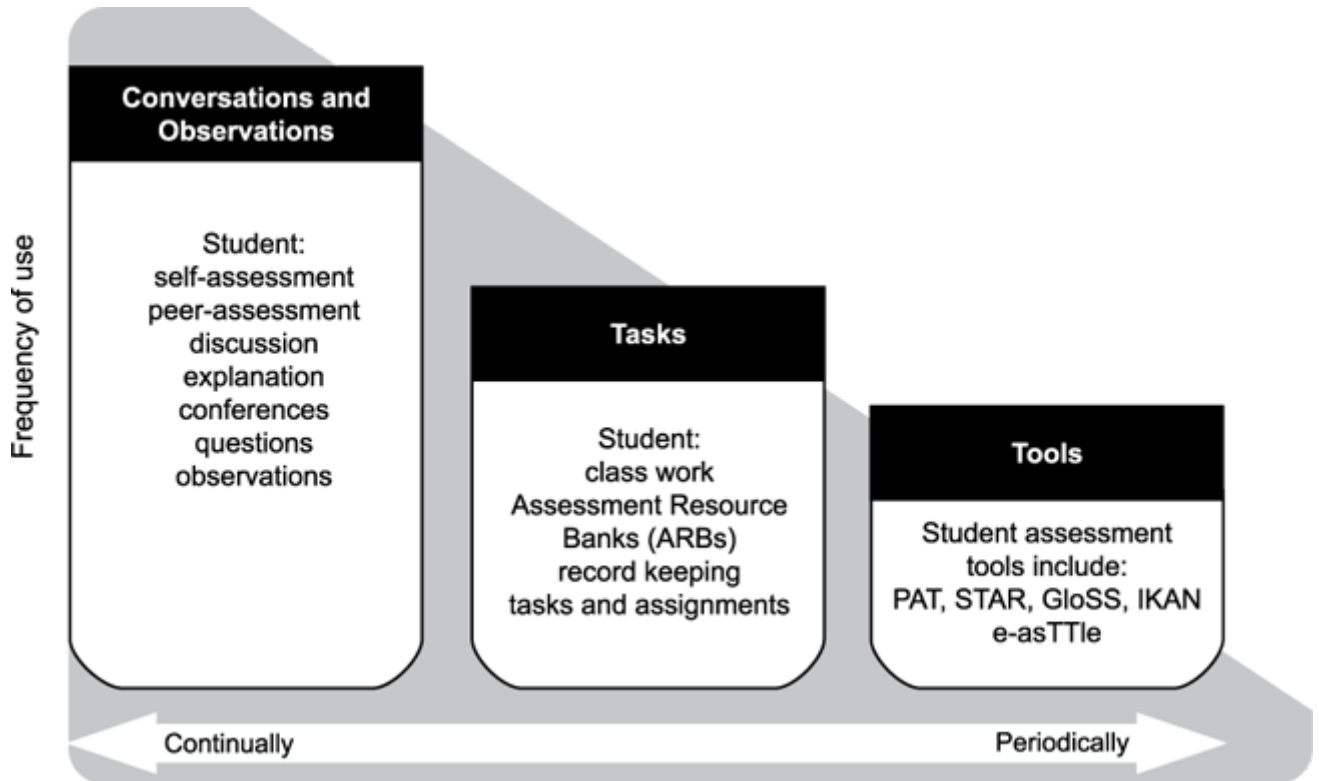
- aggregate school-wide data for the Board of Trustees and meet Ministry of Education requirements.
- will support teachers to analyse and interpret student achievement data
- will report assessment findings to the Board of Trustees.

✓ **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 examples 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,

- Running Records/Probe
- School Entry Assessment
- 6 Year Net
- Diagnostic Surveys/GLOSS

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- 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
- Digital samples

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.

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.			
Well Below the Standard	Just Below the Standard	At the Standard	Above the Standard
Stanines 1 – 2	Stanines 3 – 4	Stanine 5	Stanines 6 - 9
For a student to be judged well below the standard, evidence of achievement should be, on balance, closest to the standard two or more years below their current year level at school.	For a student to be judged below the standard, evidence of achievement should be, on balance, closest to the standard below their current year level or years at school.	For a student to be judged at the standard, evidence of achievement should be, on balance, closest to the standard for their year level or years at school.	For a student to be judged above the standard, evidence of achievement should be, on balance, closest to the standard above their year level or years at school.

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*Children who are funded through Ongoing Reviewable Resourcing Scheme (ORS) or supported by Learning Support (LST) interventions or are well below 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.*

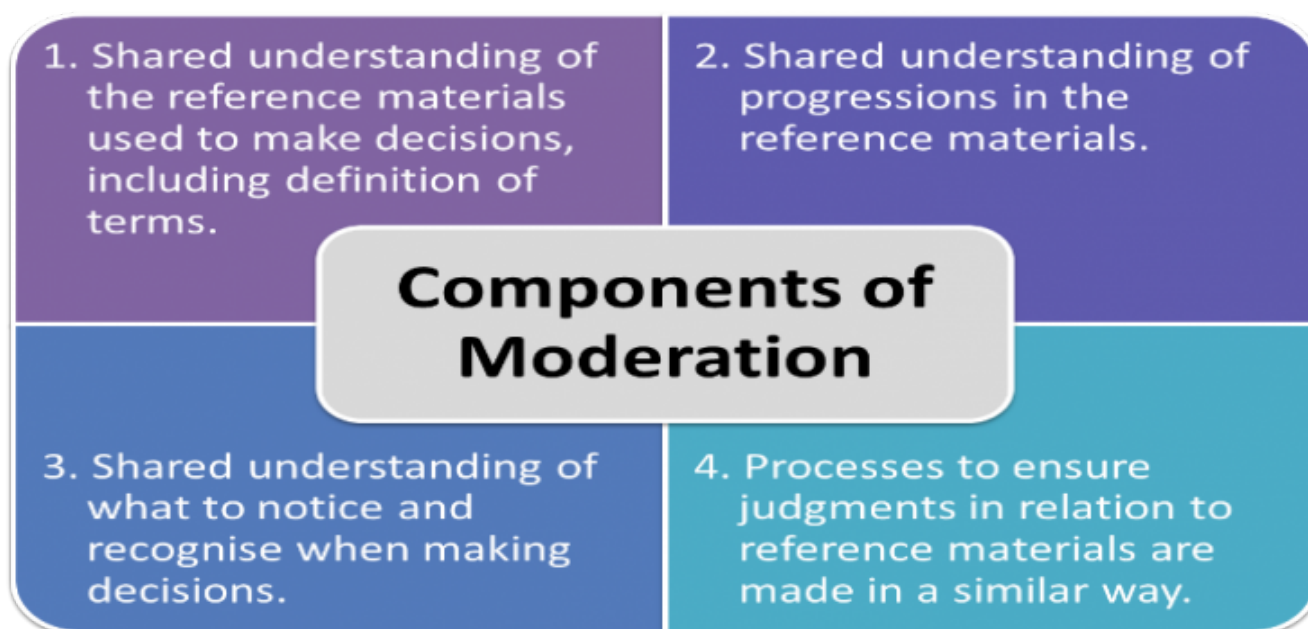
The student management system shows each child's National Standards achievement ratings (above, at, below, well below). In every instance when a teacher changes the rating from the previous years rating (above, at, below, or well below), this decision requires a professional peer review in order to substantiate 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.

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

Teachers must use the google form to record the student details and to signal that a review needs to occur. The Deputy Principal is responsible for coordinating reviews, and for compiling summary reports on decisions (i.e. number of reviews, numbers of decisions upheld, number of decisions changed).

4. MODERATION

The reason we moderate is to check the consistency of teachers judgements once they have made their assessments. Schools need to identify and resolve any differences within and across year groups, levels and across the whole school.



Prior to moderation:

Teachers follow a standardised school process to reach overall teacher judgements for a range of students in their classes.

As a team or staff group:

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Each teacher brings the range of evidence from one student. This could be for a student's work which seems to clearly fit into a curriculum level, or work for which there is a level of uncertainty about the overall teacher judgement (e.g., should this student be 'at' standard for that year or 'below'?)

The evidence for that student is examined independently by each teacher in the team and an independent OTJ made (using the NZC, the NS and curriculum resources such as LLP/Numeracy progressions to guide their thinking).

The independent OTJ by each teacher for each student's work is recorded in a log. The rationale for doing this is so that the team, and the school, are able to keep track of whether independent OTJ decisions are becoming more consistent over time.

Having made independent OTJs for each student, the team then discusses or debates any discrepancies, and comes to an agreed OTJ for each student (using the evidence from the students and evidence of the standard from the NZC, the NS and curriculum resources such as LLP/Numeracy progressions). As in moderating assessments, teachers will need to come to OTJ moderation meetings with minds open to the possibility of adjusting their opinions and their way of making judgements in the future.

5. 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 seen running record is used using an instructional reader that has not gone home or been in the browsing box.
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 - form to be developed.*
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 5.5, at 6 years and at 7 years old to inform next steps teaching.
7. **SEA** at enrolment. Vitaly important as it gives an early indication of needs and readiness for learning.
8. Writing sample taken two times yearly.
9. **Spelling Essential Lists placed on Assembly Term 1 and 4.**
10. **Cummulative Assessment Record - Reading, Writing, Mathematics - placed on Assembly mid and end of year.**

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, using the PM Reading Assessment Resource.
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.

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5. Writing sample taken two times yearly.
6. **GLOSS** testing for *formative assessment* taken at intervals during the year.
7. JAM may need to be used by some children in Year 3.
8. **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.
9. **PAT** Mathematics. (enter onto NZCER only)
10. **Spelling Essential Lists placed on Assembly Term 1 and 4.**
11. **Cummulative Assessment Record - Reading, Writing, Mathematics - placed on Assembly mid and end of year.**

Year 5 and 6

1. **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. Minimum of twice per year.
2. **STAR** only if stanine 5 or less in the previous year.
3. **NZ Speech Board** assessments in Term 3.
4. Writing sample taken two times yearly.
5. **GLOSS** testing for *formative assessment* taken at intervals during the year.
6. **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.
7. **PAT** Mathematics and Punctuation & Grammar (enter onto NZCER only)
8. **Spelling Essential Lists & Senior Spelling/Word Study placed on Assembly Term 1 and 4.**
9. **Cummulative Assessment Record - Reading, Writing, Mathematics - placed on Assembly mid and end of year - Year 2, after 6 months and after one year.**

Year 7 and 8

1. **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. Minimum twice per year.
2. **STAR** test at Year 7 taken at beg 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.
3. **NZ Speech Board** assessments in Term 3.
4. Writing sample taken two times yearly.
5. **GLOSS** testing for *formative assessment* taken at intervals during the year.
6. **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.
7. **PAT** Mathematics and Punctuation & Grammar (enter onto NZCER only)
8. **Senior Spelling/Word Study placed on Assembly Term 1 and 4.**
9. **Cummulative Assessment Record - Reading, Writing, Mathematics - placed on Assembly mid and end of year.**

4. 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.

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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.

Accessing Wedge Graphs on Assembly

To View Wedge Graphs:

Student Hub - Assessment - Reports - Assessment Reports - Cumulative Data - Then enter in class number. Assessment Reports - *Age Reading Wedge Graph*. Click on the little green printer. This will make a PDF of everybody.

Save To:

Please save this to: AToko Staff - Assessment - Reading Wedge Graph - 2018.

Please save the File name as: Room? T?W? - eg Room3T2W5.

Class Summary

Please also create a summary of your class in this format SummaryRoom? eg SummaryRoom3

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.

ASSESSMENT HANDOVER BETWEEN CLASSES (end of year/during the year)

Teachers can access data for their entire class or individuals via Assembly (SMS). Go to your SMS dashboard. Click on visualisation tool next to the home class roll list. This will generate a report for you.

YEAR 8 LEAVERS AND SCHOOL LEAVERS - CUMULATIVE RECORDS

This reports can be generated via Assembly (SMS). Reports - Assessment Reports - Cumulative - Cumulative Report School Specific.

Year 3 - 8

Once children come off the wedge graph the reading data will be entered into Assembly on the Reading Cumulative Graph.

6. REPORTING TO PARENTS

Learning Journey Reports

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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 in weeks 1-4 of the school year. This meeting is a chance for parents to share their goals and aspirations for their children, concerns, next steps.

Year 1

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

- at 6 months old,
- the month of their 6th birthday,

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

Year 2 - 8

Term 2: Learning Journey Reports go home/Second Learning Journey meeting: The focus for this meeting to review what was discussed at the previous meeting and to set new goals. This will take place between Weeks 6 - 8.

This parent/ student / teacher meeting is to discuss your child's learning goals and needs.

Term 4: Learning Journey Reports go home

Teachers will retain all copies of Learning Journey's. These will be filed in each students Assessment folder.

Learning Journey Online Portfolios

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

Learning Journey Online Portfolios 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.

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Guidelines:

- (1) Individual portfolios will be created for all children
- (2) Childrens work will be entered onto the portfolios as a regular part of the classroom programme. During the Term 2 interview, portfolios, along with all other relevant data, will provide a point of focus and evidence of learning.
- (3) It is expected that parents, and other interested family members, will sign up to their children's online portfolios so they can immediately be notified when new student work appears.
- (4) To show progress over time, each half-year students will have at least 10 pieces of learning in their portfolio.. Each half-year must contain a:
 - a) Draft Writing x2
 - b) Math's Learning x2
 - c) The balance will be made up of rich learning examples.
 - d) Students are encouraged to select the learning they would like to create/share/present.
- (5) The Learning Goal should be included with most online posts.
- (6) Commenting from parents, the teacher and peers are encouraged to provide feedback and feedforward.

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.

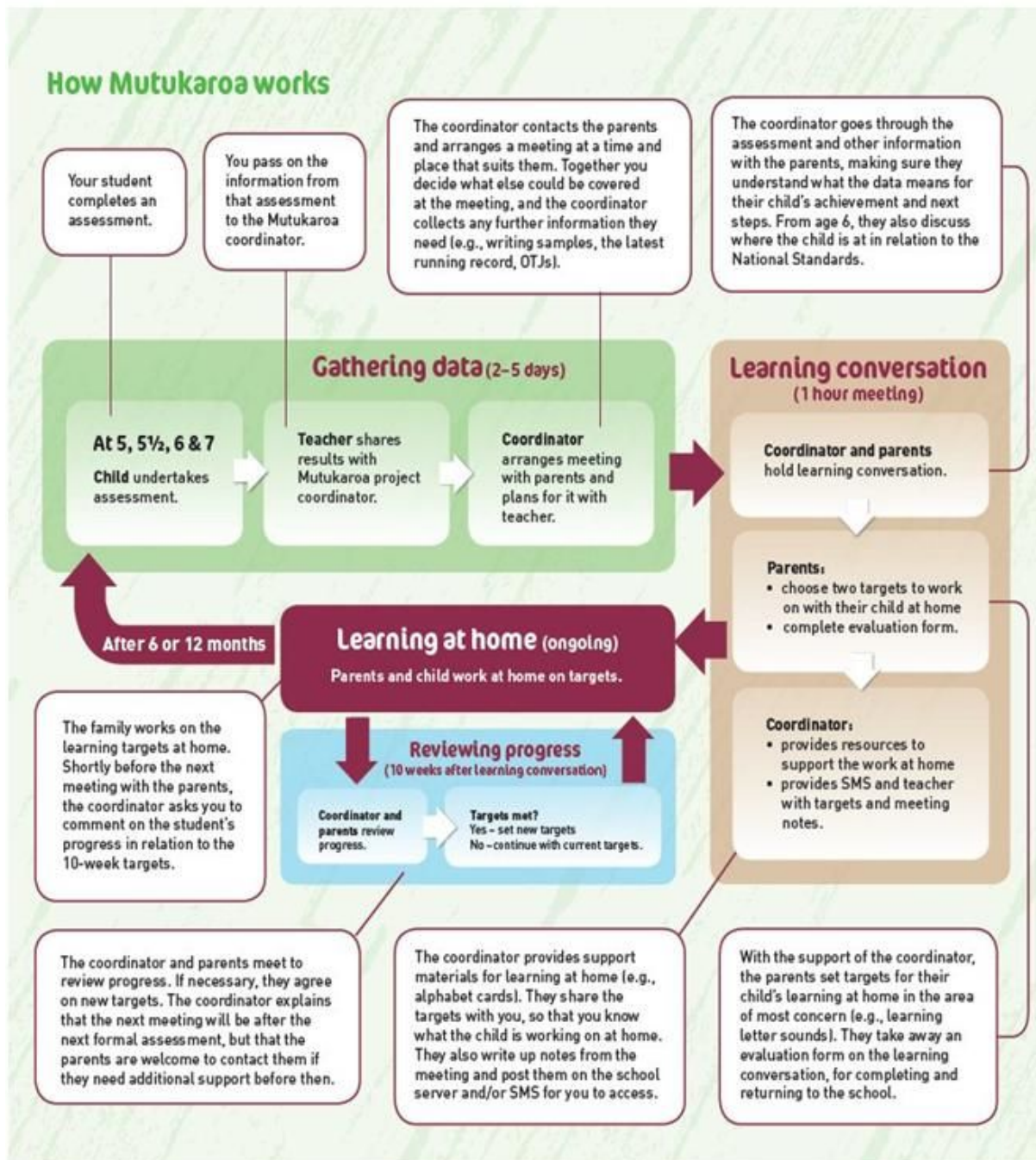
Making the most of this opportunity

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.



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

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- 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. Assembly (Student Management System)** –Assembly records key information and should act as the schools cumulative file on an individual student.

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, respond 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, 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

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Curriculum Framework. Our school and classroom organisation aims to facilitate optimal curriculum delivery.

- The Principal or delegate will oversee planning to maximise learning.
- School and classroom plans and programmes are balanced across and within the eight essential learning areas. English, Mathematics, Science, Technology, Social Studies, The Arts, Health and Physical Education, Learning Languages. The Toko School Board of Trustees accepts that a balanced curriculum does not mean equal time to each curriculum area. At Toko School learning experiences will be connected across the strands. This means using big picture focus goals as drivers of teaching and learning. Priority is given to student achievement in Numeracy and Literacy in Years 1-8. The Toko School Board of Trustees Prioritises Sustainability in Action via the Enviro Schools programme as the main Topic or Curriculum Integration. Evidence of the Toko School Learning Stars will be threaded through all planning.

EFFECTIVE PEDAGOGY

The Toko School Board of Trustees recognises that all teachers are individuals and have their own style in a classroom. The BOT recognises that effective teaching can occur in many different ways. (A teacher's personality and interests inevitably impact on the type of teaching and learning occurring in each classroom. Much of this difference can be positive for students.)

The Toko School Board however, recognises that there are some approaches that are consistently effective and have a positive impact on student learning. Teachers are expected to use the following in their classroom delivery:

- Creating a supportive learning environment - Children learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers and when they can be active, visible members of the school community.
- Encouraging reflective thought and action - Children learn most effectively when they develop the ability to stand back from information or ideas that they have engaged with and reflected on.
- Enhancing the relevance of new learning; Children learn best when they understand what they are learning, why they are learning it and how they will be able to use this new learning.
- Facilitating shared learning - Children learn as they engage in shared activities and conversations with other people in the wider community. Teachers encourage this process by cultivating the class as a learning community.
- Making connections to prior learning and experience. Children learn best when they are able to integrate new learning with what they already understand.
- Providing sufficient opportunities to learn. Children learn best when they have time and opportunity to engage with, practise, and transfer new learning.
- Teaching as inquiry. Since different strategies are effective in a range of contexts, teachers need to continually inquire into the impact of their teaching on children.
- E-learning and pedagogy- “Teachers should explore not only how ICT can supplement traditional ways of teaching, but also how it can open up new and different ways of learning.
- Using the Toko School scientific model. Experimenting and investigating. “Children should understand a systematic way to investigate and evaluate options and theories.

DELIBERATE ACTS OF TEACHING

Child centred programmes are planned and delivered in ways that effectively recognise the identified needs, abilities and different learning styles of individual children. Identification and specific activities related to the

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needs are noted in planning. Children who experience difficulties are given support and encouragement, and those with special abilities are extended.

MOTIVATION AND ATTITUDES

Programmes and teaching approaches encourage and stimulate children's interests and desire to do well, and help them to build and display positive attitudes towards learning and life. Growth mindsets are taught and encouraged.

LEARNING ENVIRONMENTS AND ATMOSPHERE

Staff develop learning environments that are welcoming, attractively arranged, interesting and help foster enjoyment of learning. Learning intentions are shared, to ensure the children have ownership of their learning and are able to discuss the purpose of learning. The learning atmosphere is emotionally safe and secure, features good relationships among teachers and children, and encourages an acceptance of differences.

EQUAL OPPORTUNITIES

Children have equal access to learning opportunities and resources regardless of ability, gender, ethnicity or personal circumstances.

WORK HABITS

Children are helped to develop both independent and co-operative work habits and skills, goal setting and self-evaluation.

MANAGEMENT AND DISCIPLINE

Routines established by teachers are understood and followed by children. Positive discipline is achieved through quality programmes, good supervision, effective relationships and consistent expectations of behaviour and interactions with others. Children are helped and encouraged to learn to take increasing responsibility for their own actions.

ROLE MODELS

Teachers are expected to be effective role models in their demeanour, enthusiasm, attitudes, skills and curriculum knowledge.

TERM 1 PLANNING

The following will be planned for and taught at Toko School in Term 1 of every year:

- Digital Citizenship
- Cool School Mediation Programme
- Learning Stars
- Enviro Learning - setting the scene for the year
- Learning about our Brains
- Circle Time - setting the scene for the year.

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

1. ***Tracking Sheets***

- Each teacher has a tracking sheet.
- This sheet lasts for a 1 year period in order to track the big picture focus goals. Teachers to highlight each term in a different colour.

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2. ***Unit Plans***

These should be written for **all major learning experiences** and show clear big picture 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.

3. ***Daily Timetable***

This will show the broad time allocations for the various curriculum areas. It should be visible to all in the classroom.

4. ***Teachers' Planning***

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.

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
- inviting speakers to the classroom and including time for career discussion as well as information gathering
- Careers Quest - <https://www.careers.govt.nz/tools/careerquest/> is a good resource to explore job ideas.
- Every 2 years Year 7 & 8 students will be involved in a careers day. This will involve children finding a place to spend the day working in a career of their choice. This could be on a set day or the children could arrange this during the year in negotiation with the classroom teacher. Children to then share their experience when they return to school.

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

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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, 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 provide equitable outcomes for all children.
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:

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, Hurlstone 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

In Years 5 – 8 home work could be essential learning tasks (spelling, home reading, maths etc), completion of unfinished work, research into new learning occurring in the classroom, co-creating information in online forums, discussion of current events or mathematics / IXL, maintenance work using mathematics. Homework should not be onerous. It should add to the classroom program. Many children have many after school activities already and we strongly support children following their passions and interests outside of school. We are also great encouragers of children playing and having adventures.

At this level students need to continue to develop their accuracy, fluency and independence in reading and in using texts to support their learning. It is expected that if children do not bring a school text home that they can select another to read at home. It would be great if all students had a novel or other suitable material to read for a sustained period of time. Classes visit the school library each week so they have regular opportunities to issue new books

In the Years 1 – 4, home work is in the form of reading a book/poem sent home, learning basic words and or maths basic facts. Parental interest and involvement in this activity is of great value to your child; reinforcing what they have read during the day and helping to establish necessary homework routines. Homework should not be onerous. It should add to the classroom program. Many children have many after school activities already and we strongly support children following their passions and interests outside of school. We are also great encouragers of children playing and having adventures.

Home readers may be sent home many times with the whole book taking a few days to complete the guided reading programme in the classroom. Children may also choose books from their best fit box. Re-reading the same books over again and again is encouraged and assists with children developing reading confidence and reading fluency. Please don't be alarmed when the same book comes home it is an important part of our reading programme.

LIBRARY MANAGEMENT

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.

OBJECTIVES:

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

GUIDELINES:

- Purchasing of titles to be the responsibility of the librarian. Consultation and recommendations from staff and students is encouraged.
- Librarian and 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.
- “Access It” and updated versions are used to manage resources.
- 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 are to be given purchasing priority.
- Collection Maintenance –
 - ❖ Processing – All resources must be processed before use and straight away after purchasing following guidelines within *Toko School’s Library User Manual*.
 - ❖ Mending – Quick mending and only if it is worthwhile to mend.
 - ❖ Weeding –
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, bar codes removed and any Toko School identification blacked out with a vivid.
- 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.
- The *Toko School Library User Manual* is a reference point for the Librarian and TLR.

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, language and identity are respected. Maori perspectives will be weaved through the curriculum where possible.

PARENT HELP

1. Parents are invited to act as “helpers” for the classroom activities or camps 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 completed by parents.
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.

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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.

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.