



CURRICULUM & STUDENT ACHIEVEMENT PROCEDURES – NAG 1

Inglewood Primary School has implemented procedures in the following areas to ensure that Curriculum and Student Achievement requirements are being met.

PROCEDURES:

Assessment & Evaluation Procedures	Multiple Intelligences
Career Guidance Yr 7 & 8	Pupils At Risk
Class Profiles / Needs Assessments	Reporting Processes
Consultation – Maori Community	School Programmes
Curriculum Delivery	Sexuality (Positive Puberty – Appendix 3)
Curriculum Review	Student Needs
Curriculum Statements	Support Agencies
EOTC	

SUPPORTING SCHOOL DOCUMENTATION:

• Annual Budget	• Professional Development Record
• Annual Plans (BOT)	• Pupil Learning Journals
• Curriculum Responsibilities / Delegations	• Pupil exercise books & ICT files
• Curriculum Statements	• Pupil Records/Targets -
• Curriculum Implementation Plans	• Reliever Kit
• GSE documentation	• School Development Plan
• Health & Physical Education Plan	• School Information Booklets/Pamphlets
• Inside Inglewood' Booklet	• School Review Documentation
• Literacy Implementation Plan	• SMS data & profiles/targets (Assembly)
• Long Term Planning (Teachers)	• Special Needs
• Meeting Minutes (Management, Team etc)	• Student I. E. P.'s/IBPs
• Needs Profiles	• Student Inquiry process
• "Needs' programme outline	• Teaching As Inquiry – Google Docs, PTC's Appraisal process.
• Numeracy Implementation Plan	• Test Data & Analysis
• PB4L/PBS Systems and Planning	• Cultural Responsiveness
	• Thinking Skills/Learning styles
• PBS Data & analysis	• Visual Displays

REFER ALSO TO:

'INSIDE INGLEWOOD'

SCHOOL PROCEDURES:

ASSESSMENT & EVALUATION:

The intent of Assessment and Evaluation practice at Inglewood Primary School is to ...

improve students' learning and improve the quality of teaching and learning programmes

- The school will develop and implement a programme of assessment and evaluation for all students.
- This will involve individual, group and school based procedures.

Refer to Document: 'Inside Inglewood' for Assessment and Evaluation Practice

- Google/Support IPS/Agendas & Minutes/ Team minutes
- Team Inquiry notes
- S:\Curriculum\Curriculum Reviews\Reviews (Year) dox
- S:\Planning\Integrated Planning brainstorm sheet 2011.doc – Reviews
- S:\Curriculum\Curriculum\Integrated Theme Overview 2007 - Present.doc

CAREER GUIDANCE:

- Suitable programmes of work will be implemented for Year 7 & 8 students giving advice and guidance in the development of careers and life skills. Links within Teaching and Learning programmes of career opportunities will be made during instruction along with emphasis on Student Led Inquiry units/STEPS.
- The main avenues of instruction in this area will be:
Careers Study (invited Careers Day guests, Creating C.V's, exploring careers – student Inquiry on chosen fields, Work experience day)
Careers Expo attendance
Leadership camps / conferences- Refer to "School leadership opportunities".
Student Inquiry – contextual links in topical Inquiries
 - S:\Curriculum\Health & PE\Puberty & sexuality\puberty\Content for Puberty BOT info.doc
 - Careers website and Programmes e.g. Dream & discover
 - MOE publication Career Education and Guidance in NZ, 2009
 - [//www.careers.govt.nz/resources/planning/career-development-benchmarks/benchmarks-and-supporting-resources/](http://www.careers.govt.nz/resources/planning/career-development-benchmarks/benchmarks-and-supporting-resources/) (updated 2016)

NEEDS PROFILES:

- Teams complete minutes profiling discussions on student needs, team targets, student achievement levels in colour cohorts for Reading, Writing and Mathematics. This also identifies pupils at risk and includes any social, emotional or physical barriers to learning.
- Fortnightly REACH Leader minutes will profile and discuss any needs or requirements for support after observations and notes on students within teams for two weeks unless deemed urgent/special case.
- Ongoing notes on wellbeing, medical and health are entered on the SMS

CONSULTATION:

A process whereby the school community, including the Maori community is consulted regarding

- The school's policies and procedures
- The school's teaching and learning programmes
- Student achievement

This aspect should be considered in association with **REPORTING**:

COUNSELLING / GUIDANCE/SUPPORT & ACCESS:

- Where practical the school shall seek to provide appropriate counselling and guidance opportunities for students AND/OR families with identified needs.
- Outside agencies will be employed and consulted re the support and guidance of specific students of the school.
- Specialist outside providers and programmes shall be provided for students with identified needs e.g. Seasons (Grief Counselling)

CURRICULUM DELIVERY:

We see Curriculum Delivery as involving:

Planning, Teaching, Inquiry Teaching, Assessment & Evaluation, Reporting, Review, Management & Organisation.

Curriculum Delivery at Inglewood Primary will be targeted towards creating and maintaining a quality learning environment by...

- Students learning to Think, to Do to Be through delivery of REACH and NZC as Self-Regulated Learners (SRL)/ Self Directed Learners (SDL).
- Developing pupil's independence and curiosity, a willingness to explore the unknown and make reasoned choices and the ability and desire to set goals and take increasing responsibility for one's own learning.
- Developing in pupils the key competencies, understanding and emotional competence required to help them cope with the everyday world and make increasing sense of the world around them.
- Assisting pupils to ask quality/deep questions, evaluate responses and make informed choices and decisions.
- Take greater ownership and responsibility for their learning (SRL/SDL)
- Developing those essential skills, attitudes and values required to become confident and competent learners and participants within society while enabling pupils to be aware of the skills they are acquiring,

know what they are doing and why.

- Achieving and maintaining consistent standards whilst encouraging and developing the diverse interests and talents of our pupils through varied opportunities e.g. TIPs (Talents In Progress) or Gifted & Talented.
- Making learning enjoyable - activities should be varied, stimulating, challenging and afford success. Our programmes need to ensure that each day in our classrooms is an enjoyable and satisfying experience.
- Ensuring our Teaching & learning programmes are specific ie. have explicit teaching moves, involve focused planning, student voice, focused teaching and focused assessment and evaluation.
- Ensuring our programmes take into account the current learning “stage(s)”/ learning progressions i.e. readiness of the pupils involved and considers prior learning factors.
- Maintaining programmes that are inclusive, pupil centred, promote language development, reflect cultural heritage/responsiveness and ensure equity in learning.
- Implementing varied teaching approaches catering for a range of learning styles, culturally responsive and reflective of a range of teaching styles within a safe and non-threatening environment.
- Identifying and nurturing the needs of all pupils. (The development of special support programmes will be necessary to address these needs on a school, team, class, or individual basis.) SENCO, Pod, Gifted & Talented.
- Implementing programmes that develop and encourage enquiry. Pupils will be encouraged to explore, discover, question, analyse and discuss.
- Encouraging and enabling student voice and choice through the Inquiry process to provide meaningful and connected learning opportunities.
- Recognising that pupils will be achieving, and may be working, at different levels within the various strands of the essential learning areas.
- Considering community needs and aspirations, cultural diversity and global perspectives when implementing programmes.
- Offering opportunities for parents to engage in programmes and parent information sharing across the curriculum - Mutukaroa, MST, Reading Recovery, Parent help.
- Making self-evaluation and personal reflection an integral part of the curriculum delivery process.

Refer to Document: ‘Inside Inglewood’

- Emphasis will be on context rather than content based learning.
 - S:\Planning\Integrated Planning brainstorm sheet 2011.doc
 - S:\Planning\Team Folder\Year/ Google Docs (weekly planning, Curriculum content Outlines, Brainstorm sheets)
 - Team Newsletter – S:\Teams, Google Docs Planning
 - School Newsletters

CURRICULUM STATEMENTS:

- A curriculum statement for each of the essential learning areas with an IPS community context/flavour is developed and updated.
- Each statement suggest contexts for study for each level of the school and ongoing inclusion of Maori perspective.
- This document shall be a guideline only and should not be seen as restricting the teachers from the ‘teachable moment’.

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- S:\Curriculum\Curriculum Implementation Plans\ docs
 - Inside Inglewood folder

E.O.T.C.

- A manageable EOTC programme will be devised and implemented throughout the school in association with Health & Physical Education and cross curricular activities/learning opportunities.
- This will be done in consultation with the school community and will be approved by the Board of Trustees.
- Special attention will be paid to risk management and analysis when planning these programmes.
- Prior approval from the Principal/Board will be required before any EOTC programme proceeds.
 - S:\Curriculum\EOTC\RAMS\Risk management template.doc
 - MOE - EOTC guidelines

Thinking skills/ LEARNING STYLES

- Where deemed appropriate and beneficial individuals/groups, culturally responsive and varied teaching approaches will be developed to support learning needs and may include De Bono's Thinking Hats, Blooms Taxonomy as vehicles for exploration, thinking and questioning

PUPILS AT RISK:

- The REACH Team and SENCOs will meet at regular intervals to consider individual students circumstances and formulate plans/applications of support.
- Team/ teacher observations, anecdotal notes, data (achievement/behaviour) assessment and evaluation findings will form the basis of the identification process.
- There will be a clearly defined path for pupil identification and movement through the special needs procedures within the school.
 - REACH Flow chart
 - SENCO Guidelines/procedures for support
 - REACH and Team minutes
 - Data – CAAP, Targets (School & Team) and target analysis.

REPORTING PROCESSES

The school maintains, implements and reviews a regular programme of reporting as follows:

- In the first weeks of schooling teachers make contact with students by phone or in person to establish relationship, query needs, student interests, questions and any other information parents choose to disclose.
- Mutukaroa Interview and goal setting with parents after testing and reports at 0, 20, 40 & 80 weeks.
- Reporting on anniversary at 20, 40, 80 & 120 weeks with interim reports at 60, 80 & 100 weeks.
- Year 4-8 half yearly reports (June/December) and Student Led Conferences.

The following will be used...

LEARNING PORTFOLIOS/ e-PORTFOLIOS/PUPILS BOOKS HOME:

- Learning portfolios provide an ongoing record of learning and samples shared with parents, providing an extended audience for students and include feedback from teachers and parents.
- Pupils Learning Portfolios will be sent home for parents to view prior to Student Led conferences T2 and in T4.
- Books are available during the Student Led Conferences.
- Generally all other books only go home at the end of the year.
- Learning Portfolios will include comments indicating a child's attitude to various curriculum areas and, in the senior classes, comment indicating a level of attainment. This information is intended to be constructive and a means to support and scaffold learning for next steps. It is appreciated that a child's learning operates far wider than the curriculum reflected in a report and that no report should be seen to "label" a child. Reports should not include surprises for parents and should present an affirming statement positively commenting on what the child can do and what can be done next.
- A formatted sheet will be available for parents to make comments on as part of the Learning Portfolio.

STUDENT TARGET SETTING:

- This is done in conjunction with the student in line with teaching and learning outcome.
- REACH target setting is done weekly through a number of approaches and systems (written school and personal targets, success circles, drama/role plays/ Early Birds/ sticker charts, Mana moa time)

Student Led Conferences (PARENT INTERVIEWS):

- Student Led conferences will be held towards in Term 2 and the emphasis being on the students leading the conference show casing their progress and learning. These conferences follow the written report that includes Overall Teacher Judgements (National Standards Rating), personal comments and next steps in core curriculum areas, REACH values/Key competencies
- Teachers are to be available by arrangement to discuss with parent's matters concerning their child at any time.
- Notes should also be kept where appropriate on any "informal" discussions on School Triplicate Pads.
- The interview process reviewed 2016 with changes to reporting format and to one compulsory Student Led Conference.

GOAL SETTING:

- Opportunities will be provided for pupils to report on aspects of their goal setting weekly as part of the REACH programme.
- Students will set targets for learning three times per year. Co-constructed with their Teacher/s.

OPEN DAYS:

- The school or sections of the school, may wish to host an open day, allowing parents the opportunity to observe the class in action and enjoy some opportunity to talk with the class teacher.
- Grandparent days are held on an annual basis.

REVIEW PROCESSES/ DAYS:

- Student Leaders are involved in reporting to the BOT once a term. (BOT walkabout day students make presentations or at designated meetings)
- On occasions the school will conduct specific reviews/surveys, the results of which will be reported to the BOT and the school community through newsletters and the website.

ANNUAL REPORT:

- The annual report is now an optional document.
- The BOT has elected to use the annual Statement of Variance as its form of annual reporting.
- This will be developed to contain pertinent school and curriculum development information, and student achievement data.

Sexuality (Positive Puberty)

- Years 5-6 take part in specialist Positive Puberty lessons each year (other students involved where necessary – Public Health Nurse, parent request, needs based)
- Outlines of programme content and coverage are adapted and reviewed yearly by teams and biannually the policy is reviewed by the BOT.
- Student and parent surveys and evaluations are conducted (student survey at the conclusion of the unit)
 - S:\Curriculum\Health & PE\Puberty & sexuality\puberty\Content for Puberty BOT info.doc
 - FPA resources

STUDENT NEEDS:

- Inglewood Primary School endeavours to meet the learning needs (including those at risk of failure and those identified as gifted and talented) together with the identified social, emotional and physical needs of all students within a supportive and inclusive environment.
- REACH is what we are at Inglewood. Students emotional, social needs are targeted through teaching values/ Key Competencies with our REACH school wide Positive Behaviour Programme. (see IPS Curriculum/Inside Inglewood)

Inglewood Primary will endeavour to...

- identify and provide for the specific learning needs of pupils. This will be done through our on-going assessment and evaluation practice and through the annual class profile process.
- give appropriate support to those children and their families identified with having special needs or special abilities.
- develop, implement, evaluate, and modify programmes to meet the identified learning needs.
- foster positive family/caregiver/school relationships.
- allocate available resources which will meet the identified needs in a fair and equitable manner.
- recognise throughout the school community that all students are entitled to dignity, respect and equality regardless of learning needs.
- develop and implement I.E.P's /I.B.P's where required
- report the outcomes of the special learning needs programmes to the board.
- will look for and develop a variety of opportunities to communicate with family/caregivers on a formal/informal basis and include them in their child's education.
- Consult with outside and support agencies as appropriate.
 - The three traits essential to outstanding achievement - above average ability, creativity and task commitment provide guidelines for recognising and developing special abilities. These characteristics, as observed in children, can be used in making decisions about the selection of challenging curriculum strategies;
- Teachers, parents, pupils, peers, pupil products, interest inventories, self-rating scales and tests can all be used in C.W.S.A./Gifted and Talented identification.
- Gifted and Talented/C.W.S.A. children have the same need for physical, emotional and intellectual satisfaction that all children have. Teachers and parents have the task of providing appropriate guidance, encouragement, opportunity and challenge to help meet their basic needs.

- Teachers will provide planned, systematic and flexible learning experiences and provide enrichment - quality rather than quantity; depth and extension.
- Progress should be monitored to ensure they are able to cope and are not overloaded.
- Teachers need to develop individual abilities, achievement and co-operative skills as well as provide self-directed, choice activities that encourage originality, imagination and investigation.

STAFFING:

- The SEG and TFEA monies received in the operations grant will be used to implement our needs based programmes.
- The 'banked staffing' scheme will be used where possible and appropriate to provide additional support staff for these programmes.
- The school will consider and implement on an annual basis any 'point' allocation of staffing available. This will include combining any ORS staffing allocations in order to meet student needs.

GUEST TEACHERS (Relievers):

- Supported by the team leaders/ AP's, guest teachers will continue classroom programmes where possible and complete a daily report contained within the reliever kit.
- Guest teachers pick up the kit (containing all necessary information about the class including class description, REACH procedures, emergency procedures etc.)

PROFESSIONAL DEVELOPMENT:

- Professional development will relate to the professional development needs of staff and children in the school based on improving outcomes and progress/developments within education.
- Ongoing professional development will be given for behaviour management.
- Recognition will be given to unexpected needs for professional development.
- A budget will be put in place accordingly.
- Staff scholarship is available each year by submission/application.

DEFINING "SPECIAL EDUCATION NEEDS"/ LEARNING DIFFERENCES:

A child with special education needs will require extra assistance, adapted programmes and/or learning environments, specialised equipment and/or materials to support them in education settings.

IDENTIFICATION

- a) At enrolment - information collected on medical, behaviour, social skills, academic and if involved in agencies. Also contact previous school if needed.
- b) Post enrolment - New Entrant checks administered within 4-8 weeks for new entrants. Running records taken, considerations of social skills/behaviour, previous records, hearing/vision records. From this information, areas of difficulty or concern will be identified.
- c) Special Needs Records - a system will be used to record those children in need of assistance on the SMS and tracking by the Special Needs Coordinator, will be responsible for keeping these records up to date as required. Regular monitoring is also done through Team data tracking on minutes which is also reported to the fortnightly Leaders REACH meetings and monitored.
- d) Criteria for children with special needs

Staff / teams will identify pupils at risk or in need of assistance or extension through the school needs

analysis process and submission for support.

The first priority is that as many needs as possible be met within the classroom environment and the classroom teaching and learning programme.

The REACH (PB4L) Team will work closely with the Special Needs co-ordinator in establishing priorities and meeting identified behavioural needs that impact on learning.

• **Criteria for being entered on the Special Needs Register:**

Learning:

- One or more years behind in the identified literacy and Numeracy areas as determined by the assessment & evaluation process.
- Junior children this will be screened using J.O.S.T., R.O.L., R.R. if deemed necessary.
- New arrivals at any level will be screened by using Running records, transfer data / records and applicable testing.

Behaviour (ongoing) in classroom or playground environment:

- Consistent refusal to engage in class activities.
- Withdrawn/isolated behaviour - very selective communication, depressed, no friends.
- Unpredictable/disruptive. Aggressive responses, failure to cooperate in class/groups. Mood swings.
- Obsessional - anxious. Reactive to change in routine.
- Failure to attend school. Pattern or regular unexplained non-attendance.
- Under achievement. Chooses to under achieve to known academic potential.
- Inappropriate peer relationships. Relates to others by bullying or as a victim, uses aggression as first response and this affects school performance or quality of life. Mixing with friends who are a negative influence.
- Eating disorders/substance abuse.
- Identified through the REACH process/ REACH flow chart.

Other:

- Physical Sight/hearing impediment influencing academic learning or behaviour needs.
- Limited attention span Regular pattern throughout the day.
- Independent/self organisation Needs continual support getting ready for task or finding resources.
- Frustration/tolerance level Occasionally loses temper when faced with difficult task. Gives up readily if confronted with difficult task. Strong need to have work 'right' with no visible errors.
- Confidence Demonstrates self doubt. Verbally undervalues his/her self.
- Professionally diagnosed disorders Autism, Aspergers, A.D.H.D. etc
- Attendance or persistent lateness issues e.g. patterned absences, persistent lateness.

e) Parents/caregivers will be informed if their child is identified as needing specific help.

AREAS OF NEED

The school will identify and take into account the following areas and this will be dependent on numbers and budget needing help and areas of the school in most need:

Literacy Numeracy Social / Emotional Skills Health & Safety issues

SPECIAL NEEDS Team

A special needs Team will oversee the special needs in the school. Committee will consist of - Principal, RTLB, and SENCOs. (The Public Health Nurse, RTLit etc may be involved as needed)

ROLE OF SPECIAL EDUCATION NEEDS COORDINATORS

A Special Education Needs Coordinator/s (SENCO) will be appointed.

This person/s will be responsible for co-ordinating the identification process and will involve coordinating

- the progress of children with special needs.
- and maintaining the special needs/ learning differences records.
- Scheduling and preparing for I.E.P.s
- and liaising with parents/caregivers.
- data for review purposes.
- policy implementation.
- the Special Needs Team
- the reporting process.
- Weekly Support Staff Meetings
- Provision of PD for Support Staff and Teaching Staff
- Management of Support Staff
- Specialist programmes e.g. Mutukaroa, Reading Recovery, MST
- Tracking students identified as Well Below/Below (at risk)
- Monitoring support programmes.
- Operation of the Sensory Pod

INDIVIDUAL EDUCATION PLANS

- An I.E.P. will be used when the needs of the child cannot be met through the normal classroom programme in more than one curriculum area.
- The I.E.P. will be reviewed at least twice yearly or at such time when necessary as the need arises. If a behaviour plan has been put in place then this plan will be reviewed frequently.
- Attendance at an I.E.P could include the following - Principal, class teacher, RTLB, teacher aide, parent/caregiver, child, and any person with a vested interest in the child.
- The venue will be at school or a venue of the parent/caregiver choice.
- The teacher and SENCO will organise, prepare and have information available at the I.E.P meeting.
- After the meeting the I.E.P. will be typed up and sent out to all involved parties.
- The classroom teacher with the support of the SENCO's is responsible for developing the programme from the I.E.P.
- This can be delegated to the teacher aide provided specific instructions and guidance have been given.

REPORTING PROCESS – SPECIAL NEEDS/IEP's

- Any child receiving additional assistance and support will have their progress closely monitored by the teacher and Support Staff. This will be recorded in the Narrative Assessment/IEP format in readiness for review.
- Senior Leader and REACH Team (PB4L) minutes are structured in such a manner to ensure that reporting/communication is regular and accurate. A school template is used for this purpose.
- SENCO to liaise regularly with Teachers around planning and reporting.
- SENCO meetings held weekly will also serve as an intake / continuance / withdrawal meeting.
- The Board of Trustees will receive regular reports regarding special needs provisions within the school.

PARENT/CAREGIVER CONTACT

- When a teacher has a concern then the parent/caregiver will be initially informed verbally. The concern will then be discussed.
- If the need meets the school criteria then that child will be placed on a special needs programme.
- Teacher to keep parent/caregiver informed through phone calls, emails, notes, praise, certificates and incentives.
- Repeated recorded behaviours (3x or more) will necessitate a call home as does any major behaviour incident.
- Some children will need monitoring and reporting on more than others.

OUTSIDE AGENCIES

Te o Ranga Tamariki;

NZ Police

Family Works

YMCA Youth Workers

GIFTED & TALENTED (ASSIST programme):

We aim to enable our gifted and talented students to realise their full potential as individuals by identifying them and ensuring that they receive appropriate support and programmes developed to meet individual need.

Definition

Students who, given the opportunity are capable of high performance in one or more of the following areas; academic, cultural, sporting and leadership.

What does this look like at Inglewood Primary School

Gifted	Academic	top 3%
Talented	Cultural, Sporting and Leadership	top 10 – 15%

A team including one member of the senior management team will co-ordinate the programme. It is essential the programme is 'owned' by our school community. This will mean the team responsible for developing and implementing it should consult widely to reflect the different interest groups in our school and the perspectives held by members of our staff.

It is important to consider the following;

- Recognise the difference between performance and potential
- Seek variety in the range of abilities of talented students.
- Enable equality of opportunity and access to provisions free from cultural and other biases.
- Identify potential as well as demonstrated achievement.
- Use a variety of assessment procedures for identifying students with exceptional talents.
- Assess the motivation of learners so as to take account of the drive and passion which plays a key role in accomplishments.
- How are any new initiatives going to be resourced?

What are we going to do? (This part of the process is very important because it not only sets the direction of our school's efforts but also provides the criteria against which these efforts can be evaluated.

Where? The needs of the gifted and talented must be at the forefront when this matter is being decided. Too often their needs become subsumed by concerns about charges of elitism, how other children in our school might feel, or the reactions of parents of children not selected for the special programme.

How and When?

A plan of action needs to be developed detailing how these will be met. This plan should include a time frame identifying when things will happen. These details are essential if our school is to develop a co-ordinated and consistent approach. How programmes will be evaluated will be answered as part of the initial planning process.

Identification.?

Method	Description	Advantages / Disadvantages
IQ Tests (selection of as required)	Standford – Binet Intelligence Scale Wechsler Intelligence Scale for children – revised (WISC-III) TOSCA (actually a test of scholastic ability)	Tests administered orally and oral answers for most items. Verbal giftedness can be identified TOSCA – can be administered by teachers Covers reasoning, memory <i>Other than TOSCA – need to be administered by qualified psychologists.</i> <i>Culturally exclusive</i> <i>Inappropriate for ESOL students</i> <i>Test situation stress</i> <i>IQ changes over time</i> <i>Broad interpretation of score- giftedness</i>

		<i>in an area might not show up.</i>
Standardised Tests	Based on specific ability:	
	PAT Listening Probe Six Year Net SEA ARBs NSW Tests Otago Problem Solving Numeracy <ul style="list-style-type: none"> • NumP • Gloss • Ican Diagnostic Star	Standardise – based on national norms Directed at specific academic achievement in the language area. Can also identify some gaps that the gifted child needs to cover. <i>One off tests</i> <i>Testing situations – test nervousness</i> <i>Tests require writing and reading skills for most tests – this may negatively influence the ability of being assessed.</i> <i>ESOL, and minority cultures are disadvantaged in some of these tests</i>
Rating Scales	Uses the characteristics of learners	Teachers Handbook – for knowledge of administering and analysing. Inclusive, unobtrusive and continuous. Written by NZers for NZ Schools <i>Will not be displayed unless environment and opportunities are given.</i>
Teacher Nomination	Class Other Classroom assessment	Knowledge of child within normal environment <i>(environment dictates learner opportunity.)</i> Within normal classroom environment Knowledge of abilities for children at the level. Other teachers can identify from other situations – and help qualify expectation levels. Other teachers can assist when classroom teacher is inexperienced. <i>Lack of teacher knowledge of giftedness</i> <i>Teacher expectation levels being extreme</i> <i>Teacher quality</i>
Parent Nomination	Vital source of information Use forms or interviews	Wealth of knowledge Covers aspects not always manifested at school Essential for minority / ethnic children <i>Parent subjectivity</i> <i>Parent knowledge of abilities for age level.</i>
Self Nomination	Self assessment as part of the classroom programme Use a form, which asks children if they have special talent/ability and why they think they have this talent	Helps to identify <ul style="list-style-type: none"> - A hidden talent - an underachiever Not under the pressure of peers Essential for motivation on a programme (esp older children) Gives an indication of self concept and self esteem <i>Might not put their names forward)(esp Maori and Pacific Island children)</i>
Peer Nomination	Forms – which suggest attributes, behaviours and characteristics to nominate peers, also make-believe situations; or guess who type questions.	Helps to identify talents outside

	Usually need in conjunction with other nomination forms. Can use an obtrusive method eg discussion	
Products / Portfolios	Learning Portfolios	Under development

PROGRAMMES OPERATED WITHIN THE SCHOOL TO ENHANCE EDUCATIONAL ACHIEVEMENT:
(Not all programmes may operate in the same year.):

- **Sounds Like Fun**
- **Writing Support**
- ***Rainbow Reading (Available to all levels but predominantly Y3 – Y6)***
- ***Numicon***
- **Reading Recovery**
- **ALiM/MST**

Special needs co-ordinator organises students on programmes.

Teacher aides are trained to manage some programmes. (Programmes dependent on funding and funding sources e.g. grants or BOT funding)

Parents are contacted and informed of the programme / permission sought. Parents are also welcomed to view programmes and meet with the facilitators.

Pupils attend for blocks or daily as deemed required for their needs or timetabling restraints.

Checkpoints of progress to be recorded at regular intervals including pre/post intervention or programme. Entry point data of dispositions or skill milestones are kept and communicated to staff and can include be student voice or feedback, evaluations or self-assessments.

- ***Oral Language Programmes:***

H.E.L.P / Speech Language Communication Programme / Talk to Learn

Parent helpers / Teacher Aides attend S.L.T. in-service course

Groups of six pupils taken at least twice a week for 30 minutes (6 week block)

Tutors to evaluate programme

Reports of programmes will be passed to the Principal and special needs co-ordinator each year.

- ***Swimming***

Swimming will take place during Terms 1 & 4 (Term 2 optional and maintenance of skills).

Lessons will be conducted by Staff trained under the Swim Safe programme and at times supported by a professional coach (at no expense to students).

Regular updates by staff are to be recorded on the school record/tracking sheet of skill level.

Milestone certificates are distributed by teachers/teams.

- ***Mathematics***

- Identified groups of Year 5 & 6, and Year 7 & 8 pupils will be taken for Mathematics extension work by the Principal/Associate Principals/Designated Staff.

This work will involve problem solving, mathematics strategies, maths challenges and mathematics 'project work'.

Students requiring support will undertake lessons under the ALiM/ MST trained staff member within the classroom setting and/or with-drawn. Teaching staff are required to do on top of sessions with their targeted students within the classroom.

- **Resource Based / Personal Organisation and Planning / Thinking Strategies:**

- Identified groups taken by Principal for extension activities. Promotion of open ended questioning & thinking skills, hypothesis and design, data gathering & processing.

- **Support Staff**

Support individuals and/or groups of children for reading and language activities to meet class based needs and identified IEP goals.

Assist with Oral Language (HELP) Programme / Rainbow Reading Programme /Sensory Pod / ORS pupil programmes

- **Use of Part Time Teacher / Banked Staffing / Other staffing opportunities**

When additional staffing components become available through roll increase during the year these are utilised within the special needs programme.

- extension / consolidation needs in
 - : Mathematics
 - : Time management / personal organisation for completing work
 - : Written Language / language arts group work
 - : Co-operative group work
 - : Specific Technology activities
 - : Other

- **Specialist / Interest Teaching:**

Teachers / support staff may be released to take small groups for activities based on personal strengths or interests as the budget allows.

- **TIPs (Talents in Progress):**

This runs from Year 5-8 with teachers selecting activities from lists generated by students and runs once a week for 85mins. This includes the support of parents and groups in the community with skills and expertise.

- **Discovery/play based learning:**

Years 1-4 targeting varied experiences and particular needs. This is supported by parents and the community.

- **Music Classes –**

Outside provider for Guitar lessons once a week.

Choir, Band, Ukelele lessons at lunchtimes by Staff member/s or incorporated as part of TIPs.

- **Science / Mathematics / Technology fairs**

Available to students on a voluntary basis and class focus (alternate years for school entry for Science/Maths) School competition and awards for Mathletics at home and class efforts. Regular distribution of certificates.

Student Leadership:

- **Kapa Haka – Leadership Opportunities.**

Commenced 2004. Open to all students. Weekly sessions learning waiata, celebrations, culture etc.

Attendance at Regional competitions.

Students conduct and lead Powhiri cultural events and performances.

- ***REACH Team – Leadership Opportunities.***

Open to students Year 4-8 pupils. Elected pupils assist staff with the implementation of the school's REACH behaviour programme, select students being good (at assembly – Super Snoopers), peer mediation and responding to/leading student voice on issues/developments.

- ***School Council – Leadership Opportunities.***

Open to pupils 5-8 and voted for by peers. Co-ordinated by staff member. To run fundraising events, address needs and concerns around the school or within teams/classes.

- ***Ground Crew – Leadership Opportunities.***

Open to Year 5-8 to carry out environmental projects to enhance the school environment, develop the Nature Trail, maintain the vegetable garden, compost bins, wormery and assist the Caretaker when needed.

- ***House Leaders – Leadership Opportunities.***

Open to Intermediate pupils: Year 7-8. Elected by students and Staff to assist with running school events, house events and house competitions.

- ***Sports Leaders – Leadership Opportunities.***

Open to Intermediate students to lead by example at sporting events, coach sports and help with setting up and running sporting events along with interclass competition in a range of sports/ games/ activities.

- ***ICT Techies – School Leadership and Development***

Open to Intermediate students, elected by staff, to support assemblies, plan and assist with ICT development and implementation within the school.

- ***Playground Leaders/Squad – Leadership Opportunities.***

Open to Intermediate students. Assisting duty teachers and running games and activities for/with students. Teaching new skills and games. Supporting Staff/classes on wet days.

- ***School Hosts:***

Open to senior and Intermediate students who act as hosts for visitors, run errands, carry out small office tasks and mind the office etc. Each class has a week about providing students to carry out these duties.

- ***Release Teacher:***

Where a surplus staffing exists consideration will be given to the use of this staffing component within the student needs area.

SUPPORT AGENCIES:

- The school will make use of all existing Support Agencies when and where appropriate.
- Parental approval will be obtained prior to the involvement of any support agency within the school.
- The school reserves the right to make a confidential referral to Child, Youth and Family should it have

reason to believe that the physical or emotional safety/well-being of a child is at threat in the home.

Thinking skills/ LEARNING STYLES WITHIN INQUIRY

- Within Inquiry programme, staff can utilise Thinking/Learning approaches which are integrated into teaching and learning programmes.

Student Agency/ SDL/SRL (Self Directed/Self-Regulated Learning)

- Within Inquiry Learning processes students are guided and encouraged to be SDL/SRL. They are tasked with exploring concepts through rich/deep questions, have a clear plan of intent and importantly, self-knowledge (their position as a learner and their appropriate next steps in learning)
- Students have choice and voice in their learning and are guided to self-manage in order to progress learning, take responsibility for management and completion of tasks, selection and attendance at the appropriate workshops, contributions to class/team discussion or events and presentation.