

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.01

CURRICULUM - NAG 1

Rationale

Our school will foster student achievement by providing a curriculum in accordance with the New Zealand Curriculum and National Curriculum Statements; Te Marautanga O Aotearoa and Ngā Whanaketanga Rumaki Maori.

Purposes

- 1 To recognise that each student has their own individual needs, abilities and interests.
- 2 To provide programmes and opportunities that meet students' learning needs.

Guidelines

The school will provide programmes which:

- 1 Are consistent with the New Zealand Curriculum and Te Marautanga O Aotearoa and reflect the school's charter.
- 2 Give priority to literacy and numeracy.
- 3 Gather and use comprehensive, quality assessment information to identify the learning needs of individual students and to evaluate the achievement of priority groups of students.
- 4 Address the learning needs, interests and abilities of students including those who are not achieving, at risk of not achieving and those with special needs within the funding, services and resourcing provided by the Ministry of Education.
- 5 Enable students to achieve for success in all essential learning and skill areas, in particular, literacy and numeracy.
- 6 Assist students to develop key competencies and values required to positively contribute to a global community.

The school will:

- 7 In consultation with the school's community, develop and make known plans and targets for improving the achievement of Maori and Pacific Island students and those with Special Education Needs.
- 8 Report to parents and caregivers on their child's progress and achievement using good quality assessment data, at least but not restricted to, twice a year in writing using plain language.

- 9 Maintain curriculum delivery documentation which is regularly reviewed and reflects current practice.
- 10 Acknowledge parents as first teachers by providing and gaining information, and providing opportunities that will assist parents and teachers to best support the child's learning.
11. Report on student achievement to the Ministry of Education, annually in March. Student achievement data is collated and recorded in MUSAC / ENROL from the previous years information. National Standards (NZC) is reported through the PACT system; and Ngā Whanaketanga Rumaki Māori through Te Waharoa system.
12. Recording and Assessment - Please refer to NAG 1 : 17

Approved by the Board

Signed by Chairperson:

Date:

Relevant documentation: Strategic plan
Charter & Annual plan

Curriculum: Policies
Natone Park School Curriculum
Natone Park School Curriculum Delivery Statement

NATONE PARK SCHOOL POLICY STATEMENT NAG 1. 02

ARTS CURRICULUM

Rationale

Our Arts programme will stimulate our students' imagination, thinking and understanding. Through the arts the students will create and express ideas and images that reflect, communicate and broaden their views of the world.

Purpose

Students will:

1. Develop literacies in dance, drama, music and the visual arts.
2. Participate in and develop a lifelong interest in the arts.
3. Broaden understanding of and encourage involvement in the Arts in New Zealand.

4. Give students the opportunity to acquire skills, knowledge and understanding in all four arts disciplines (dance, drama, music and visual arts) every year.
5. Recognise that integrated learning between the arts will be appropriate at some times, while at other times the disciplines will need to be taught separately.

Guidelines

1. Experiences will be provided which stimulate imagination, thinking and understanding in order to communicate their thoughts in a visual, musical, dramatic or dance form.
2. Programmes will encourage active, creative participation and exploration and appreciation.
3. Opportunities for students to perform will be regularly scheduled, so that students will become increasingly adventurous and confident in expressing themselves artistically.
4. Through a happy and relaxed classroom environment, an atmosphere will be created in which students feel free to experiment and explore a variety of art forms.
5. Works from their own and other cultures will be a feature of the programmes.
6. The Arts will be an integral part of the school programme.
7. The New Zealand and Natone Park School's curriculum will provide a basis for planning and assessment.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1. 03

HANDWRITING : VISUAL LANGUAGE

Rationale

The ability to write legibly with speed is still a necessary skill.

Purpose

Students will be able to:

6. Write legibly, consistently and fluently.
7. Form all numerals, letters and punctuation correctly.
8. It is recommended that individual or small group instruction will take place according to common needs.

Guidelines

1. Basic script will be taught in Years 1-3.
2. Progression to print script will occur in the Year 4-5.
3. Emphasis will be on individual or small group instruction according to common needs.
4. Regular teacher monitoring and assessment will be based on the student's own previous performance.
5. Student goal setting and self-assessment will be encouraged.
6. Written models for an audience will be at the student's best level.

Handwriting Implementation

Handwriting is a needs based activity taken within the daily writing programme.

Benchmarks

Students can by the end of:

- | | |
|---------------------|---|
| Year 1 | - Use correct pencil grip. |
| | - Form all lower and upper case letters correctly. |
| Year 2 | - Consistency in standardised letter size. |
| | - Use standardised letter, size and height e.g. Lower case letters half size. |
| Year 3 | - Emphasize diagonal ligatures. |
| Year 4, 5, 6 | - Select from a range of lettering styles to suit task. |
| Year 7, 8 | - Independently choose appropriate lettering and layout to present work. |

Assessment

Handwriting will be assessed against the above benchmarks.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.04

HEALTH AND PHYSICAL EDUCATION

Rationale

Students need an understanding of the basic requirements of good physical, social emotional, intellectual and spiritual health and a sense of responsibility for their own health and the health needs of others in communities.

Purpose

1. To develop positive attitudes, knowledge and skills that lead to a healthy lifestyle, physical development and physical activity.
2. To develop motor skills through movement and knowledge and understanding about movement and positive attitudes to physical activity.
3. To increase the awareness of the health and safety issues within the school community.
4. Build positive and satisfying friendships and relationships with other people. By, developing skills, knowledge and attitudes.
5. Take responsible and critical action in creating healthy communities and environments.

Implementation

1. The Health and Physical Education Programme is divided into a 2 year Health focus programme and an annual Physical Education programme.
2. The Health and Physical Education programme will develop the knowledge, understanding, skills and attitudes needed to maintain and enhance personal health and physical development.
 - Develop motor skills through movement, acquire knowledge and understandings about movement and develop positive attitudes towards physical activities.
 - Develop understandings, skills and attitudes that enhance interactions and relationships with other people.
3. All the Essential Skills will be used in conjunction with key areas of learning.
4. Programmes may be integrated or linked with other curriculum areas where appropriate.

5. Current sporting events will be an integral part of the Physical Education programme.
6. There is an expectation that the classroom programme will consist of regular fitness, skill focussed lessons and games sessions.
7. Where appropriate, parents, caregivers and local health resource people and agencies will be consulted and involved in the health programme.

8. The delivery of programmes will be culturally appropriate.
9. The rights of parents wishing to withdraw their child from specific programmes will be respected (changes at Puberty, Kia kaha, Keeping Ourselves Safe).
10. Parents will be consulted over Health Education programmes every 18 months.

Assessment

1. Self and peer assessment is to be encouraged.
2. Assessment tools - NEMP, TKI, Physical Education on line will be used when appropriate.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.05

ORAL LANGUAGE

Rationale

Students need to develop attitudes and skills that will enable them to be confident communicators.

Purpose

Students will:

1. Be able to listen and respond to others, texts, and other resources.
2. Be able to communicate their thoughts, feelings and ideas through oral language.
3. Understand, respond to and use oral language skills effectively in a range of contexts.

Guidelines

1. Students will experience success and satisfaction in an accepting and encouraging atmosphere.
2. Students will regularly experience a range of oral language situations.
3. Students will be encouraged to actively participate in oral language activities.

Teachers will extend and develop oral language skills by:

4. Giving opportunities to use the processes of exploring language, thinking critically and processing information.
5. Providing students with a wide variety of texts to respond to.
6. Providing Students with a wide variety of oral language experiences to respond to.
7. Valuing and extending students' own language style.
8. Regular modelling of skills and styles.
9. Planning and providing interesting interactive and meaningful contexts that will challenge students to use oral language.

ORAL LANGUAGE - ENGLISH

Implementation

Teachers will:

1. Provide, within interactive programmes, the opportunities for students to develop listening and speaking skills through:

- | | | | |
|----|---------------------|----|-----------------------------|
| a) | group discussion | f) | reading and telling stories |
| b) | class discussion | g) | retelling stories |
| c) | child to child | h) | poetry and rhymes |
| d) | teacher/child | | |
| e) | drama/dramatic play | | |

2. Encourage language development by:

- a) Reading daily to students
- b) Story listening related to topic studies or themes, book language and structure, open-ended questions, and oral discussions.
- c) Introducing students to a wide variety of styles and authors, non-fiction, fiction, reports, poetry including both picture and chapter books.
- d) Discussing Local/World news events as part of oral reports. Teachers will guide children to prepare and present at least one new report per term.
- e) Using co-operative strategies that involve language.
- f) Provide a variety of student and adult role modes for effective communication in different situations.
- g) Providing students with the opportunity to present on a regular basis to their peers, class, whanau and school e.g. At school hui.
- h) Students reading to others about their own stories, or other texts.
- i) Including an oral language component in all curriculum areas.

3. Teachers will assess, evaluate and develop programmes accordingly.

Signed _____

Date:

Commissioner/Chairperson

.NATONE PARK SCHOOL POLICY STATEMENT NAG 1.06

MATHEMATICS AND STATISTICS

Rationale

Basic mathematical knowledge and skills are essential for everyday living and as a base for more advanced study.

Purposes

- 1 To develop a positive attitude to maths and appreciate it's importance in everyday life.
- 2 To develop knowledge and skills represented in the three strands, which comprise the maths curriculum with an emphasis on numeracy.
- 3 To encourage students to use a range of strategies to solve problems in practical situations, using their knowledge and skills.
- 4 To develop logic and reasoning and apply these to every day life.
- 5 To develop skills in recording, communicating and interpreting findings in various ways.
- 6 To give school wide priority to student achievement in numeracy especially in the first four years of schooling (NAG li(b)).

Guidelines

- 1 Programmes will provide activity-based, high interest activities using a variety of equipment, strategies and resources both within and outside the classroom.
- 2 Programmes will be based on students' current strategy and knowledge development with understanding and skills that provide for sequential learning.
- 3 Maths programmes will have a strong language focus and include collated assessment that supports student learning.
- 4 Daily programmes will include a number knowledge component, strategy, teaching and maintenance.
- 5 A range of resources and materials will be available to support teaching and learning.
- 6 Progress will be regularly assessed and students re-grouped according to needs/strategy stages for small group instructional teaching.
- 7 Parents will be kept informed of their child's progress in relation to nationally collated testing and the Board and parent groups informed of school wide patterns and trends in the data of groups.
- 8 The development of mental strategies will be encouraged and students will be given opportunities to record, communicate and interpret mathematical ideas in a variety of ways.
- 9 Numeracy Lead Teacher is responsible for setting the school budget in consultation with staff and for the purchase, storage and maintenance of resources.

IMPLEMENTATION PLAN

A The Balanced Maths Programme

- 1 Most of time will be given to number and algebra with the other strands covered according to percentage of achievement objectives a year at school.

The broad curriculum Achievement Objectives will be broken down into expected learning outcomes that are manageable and provide sequential steps for learning.

Students will cover these at their own level.

Maths programmes will include one or more of the key competencies.

- 2 Problems will be inquiry based and will foster creativity and enjoyment. They will use real life situations across the curriculum.
- 3 Opportunities will be given for students to develop strategic thinking, skills development of logical arguments, the interpretation and classification of data and the recognition and manipulation of patterns.
- 4 Communicating mathematical ideas will include recording in concrete materials, pictures, words, graphs and symbols, presenting results to others, explaining, discussing, presenting arguments and working co-operatively as part of a group, by listening, generating ideas and participating in reflective discussion.
- 5 The numeracy programme will operate 5 days a week. Daily Sessions will be between 45-60 minutes.
- 6 Maths programmes will include activities that "look back and forward" to maintain previous learning and prepare for new learning.
- 7 All students will have regular opportunities to learn and maintain basic facts.
- 8 Grouping may be organised on various bases: ability, co-operative, social or whole class.
- 9 Teachers will provide an appropriate range of apparatus, materials and technologies to focus students' thinking on the concept to be developed eg. BSM, concrete materials, calculators and computers.

B Planning

- 1 All aspects of the Balanced Maths programme will be planned from reliable assessment data and include:
 - learning experiences (new learning)
 - systematic maintenance (keeping skilful)
 - number knowledge daily
- 2 Planning will be based on achievement objectives.
- 3 Major resources will be Guidelines for Better Learning in Mathematics, New Zealand Curriculum Mathematics, BMS linkages and Young Australian Maths (YAM), Figure it out, Connect Books, Numeracy Project

materials, and Ministry of Education Numeracy Professional Development Projects Supplements.

C Assessment

- 1 Provides information about student's learning, which can be used to identify the next learning step.
- 2 Will focus on what students know, the strategies they use and the global stages they are at.
- 3 Will involve multiple techniques including written, oral, demonstration formats, group and team activities, teacher observation and anecdotal notes.
- 4 Diagnostic Interviews will be used to assess global stages annually in October/November, and when children are moving up a strategy level.
- 5 Teachers will use monitoring sheets to track individual student progress.

Maths Resource Management

- Responsibility of Numeracy Lead Teacher.
- Stored in the maths resource room adjacent to the staffroom and on shelves on the back wall of the resource room.
- Teachers are encouraged to make full use of the resources, however as resources are limited individual teachers are accountable for the collecting, caring for and the prompt return after use.

Signed _____

Date:

NATONE PARK SCHOOL POLICY STATEMENT NAG NAG 1.07

READING

Rationale

Students will become competent, independent readers who read for enjoyment, information and respond to a variety of texts.

Purposes

Students will:

1. Want to learn to read and choose to read, seeing it as a valuable, enjoyable activity.
2. Gain the understanding that reading is primarily about getting a message from text.
3. Develop a range of strategies to use when faced with unfamiliar text.
4. Have access to a wide range of high interest, quality resources.
5. Experience success at each level of development.

Guidelines

Teachers will:

6. At every opportunity, promote reading as an enjoyable, meaningful, useful activity (including reading to students and encouraging home reading).
7. Provide students with the opportunity and resources to explore language, think critically and process information.
8. Create authentic contexts for reading.
9. Teach students appropriate strategies to use when they meet unfamiliar text.
10. Ensure that students' independent boxes, the class book corner and the library are stocked with a variety of books and other resources at an appropriate reading and interest level.
11. The reading programme will operate during Liteacy, 5 days a week, Daily sessions will be between 45 – 60 minutes.

12. Build from the child's own experiences, knowledge and reading skills.
13. Make opportunities to learn more about the learning/reading process and to develop an increasing range of effective teaching strategies.
14. Make effective use of resources including people within the school, home and community to support students.
15. Regularly monitor and evaluate reading progress against personal and national norms.
16. Inform parents of students' progress and factors affecting this.
17. Implement a range of strategies to meet the needs of students.
18. Continue to develop a resource collection that meets a wide range of student needs - both personal and curriculum.
19. Provide a balanced daily literacy class, reading/language programme that meets the National Curriculum requirements.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.08

SCIENCE

Rationale

Basic scientific knowledge, skills and attitudes are essential for everyday living and as a base for more advanced study. It is therefore relevant to develop enquiring minds and the skills for exploring and interpreting the accessible environment and the technological aspects of students' worlds.

Purposes

- 1 To develop knowledge, skills and attitudes through the strands included in the NZC.
- 2 To develop skills in recording, communicating and interpreting findings in various ways.
- 3 To develop a respect for and a caring attitude towards the environment.
- 4 To provide opportunities for positive attitudes to develop through practical science investigation.

Guidelines

Programmes will:

- 1 Encourage students to develop skills for investigating, processing and interpreting the living, physical, material and technological aspects of their environment in scientific ways.
- 2 Help students develop knowledge and a coherent understanding of the living, physical, material and technological components of their environment.

- 3 Help students to explore issues in order to make responsible and considered decisions about the use of science and technology in the environment.
- 4 Develop students' understanding of the different ways people influence and are influenced by science and technology.
- 5 Assist students to develop an understanding of the evolving nature of science and technology.
- 6 Cater for the specific learning of ELL students in relation to learning about the living, physical, material and technological world we live in.(Refer ELL policy)
- 7 The New Zealand National Curriculum will be used for planning and assessing science.
- 8 Integrate Science across the curriculum particularly through literacy and numeracy.

Implementation

- 1 All four **contextual** strands will be considered when planning programmes that align with NPS values/beliefs:

Making Sense of /the:

- Living World
- Physical World
- Material World
- Planet Earth and Beyond.

Students will cover these at their own level.

Science programmes will also include:

- Making Sense of the Nature of Science and its Relationship to Technology.
- Developing Key Competencies.

All science learning will be contextual to the students and their environment.

- 2 The processes of science will include observing, analysing, predicting, experimenting, measuring, collecting and presenting data and drawing conclusions.
- 3 Problem solving skills will involve defining the problem, posing possible solutions, refining possible solutions and trying possible solutions.
- 4 Programmes will be activity based and provide high interest activities using a variety of equipment and resources both within and outside the classroom.

Assessment

- 1 Assessment will involve multiple strategies including:
 - Teacher observation, written and oral demonstration formats, journal writing.
- 2 Student self-assessment and peer assessment is to be encouraged. To encourage this teachers are expected to use and encourage students to state:
 - Specific learning objectives WALT's (We are learning to...); and
 - Assessment or success criteria WILF's (What I'm Looking For)
- 3 At the end of science learning, student knowledge/understanding will be assessed against the specific learning outcomes. This assessment may include individual or group assessment.
- 4 **Assessment Tools**

Assessment Resource Bank TKI and NEMP assessment tools will be used when appropriate.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.09

SPELLING

Rationale

Spelling is an important written language skill. Spelling competency enables students to write with speed, fluency and confidence.

Purpose

To enable students to:

1. Recognise, learn and use an increasing store of words as part of their whole language development.
2. Spell accurately and with confidence.
3. Develop key competencies, attitudes, habits and methods necessary to become independent and competent spellers.

Guidelines

1. Spelling programmes to be individualised to meet each student's needs.
2. Students will be introduced to an effective method of learning spelling.
3. Students will be encouraged to attempt words not in their spelling vocabulary while writing.

4. Listening, proof reading and dictionary skills will be developed as part of the language programme.
5. The true test of a student's spelling ability lies in the accuracy of their spelling in all their written language.
6. Incentives and award systems will encourage students to set and achieve their own learning goals.

Implementation

Teaching of spelling will be integrated across the curricula.

Teaching/learning situations will occur during:

- Teacher instructional writing sessions
- Teacher/peer writing modeling
- Teacher and student writing conferencing
- Shared reading
- Instructional reading sessions
- Topic studies
- Dictionary Skills

Teachers will assist each child to master the words they most frequently need in their writing.

At the drafting stage:

It is recommended that students at all levels of the school are encouraged to write words for themselves by sounding out parts of words slowly. Recording the sounds they hear. Word and topic cards, dictionaries and other resources are used at the proof reading stage of the writing process.

Spelling Programmes

Spelling skills are introduced from Year 1 as part of the reading/writing instruction e.g. at, cat, hat, bat/ we, me, he, be. As students learn the names and sounds letters make they will be encouraged to say the word slowly and write down the sounds they hear. Initially these will be the dominant sounds. When their understanding of concepts first, next and last increases they will be expected to write down the sounds they hear in order starting with the initial letter. Hearing and recording sounds.

A more systematic approach to learning spelling will be implemented as each student develops a spelling awareness.

Students will initially be taught the SpellWrite Method of learning words.

Student's individual writing vocabulary and the SpellWrite Essential Lists will be the basis of the spelling programme. These will be supplemented with topic words, family words, days of the week, months, seasons, numbers. Refer Spellwrite page 36-41.

Each student will devise their own spelling list selected from words mis-spelt in their writing and/or words not yet mastered from personal Essential Spelling Lists. Students will set learning goals for spelling.

It is recommended that a **maximum** of 10 words per week be given for home learning.

Spelling Progression

End of Year 2	Essential Spelling Lists	1, 2, 3
End of Year 3	Essential Spelling Lists	4
End of Year 4	Essential Spelling Lists	5
End of Year 5	Essential Spelling Lists	6
End of Year 6	Essential Spelling List	7 +Commonly mis-spelt words

This is a guide only. Some students will move considerably faster and should move to the next list.

Our objective is to have student's master all Essential Spelling Lists by the time they leave Year 6.

Assessment

The true assessment of a students spelling ability is in their writing. Once words are mastered on the ESL teachers should expect these words to be spelt correctly in all their writing.

Will be on-going including teacher observation during modelling and writing sessions, individual conferencing using samples of student's written work. Writing conferences will identify the student's next learning step.

Students Year 2-6 will be tested on Essential Word Lists in March. This information is transferred to their student profile. As new words are mastered these Individual Spelling Lists are updated with either a highlighter or ticked.

School-wide Assessment

ESL March spelling results will be collated and recorded to monitor students progress and the results will be reported to the Board at the end of the year.

Peer Assessment

Buddy testing weekly using student's own personal spelling learning list.

Self Assessment

All students have a copy of Essential Spelling List in their individual Profile. Students will set spelling goals and receive feedback on their progress and achievement. As each new word is mastered it is highlighted or ticked. We recommend the student does this with teacher supervision.

Teacher Assessment

Spelling progress will be monitored using Alphabet/Word Card and SpellWrite Essential Spelling Lists. A copy will be kept in each student's Personal File. Teachers will update these from the student's own Essential Spelling List twice a year or when the student leaves the school.

A more formal test **M.L. Peters**, will be given twice a year in March and November. The results will be kept in the student's individual Profile.

Resources

- Alphabet cards (Butterflies)
- Word cards (Butterflies)
- Wall charts
- Spell Check
- Dictionaries: 2 for each junior class, 10 for each senior class
- SpellWrite; 10 for each senior class
- Books in staff library

Related Polices

- Reading
- Writing
- Visual Language
- Technology
- Speaking/Listening

Copy of ML Peters

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1 .10

E L L

Definition

ELL Students are:

Students who speak a language other than English as their first language;
or who come from homes where English is not the first language;
or who come from families in which communication is in languages other than English.

Rationale

Our students have particular language learning needs since most come from homes where English is not the first or only language spoken.

Purposes

1. To provide opportunities for students who come from homes where other languages are spoken to learn about the structure, conventions and vocabulary of English.
2. To help students learn the particular language appropriate to school instruction since English is the language of teaching and learning for most.
3. To offer students an opportunity to interact with a range of language patterns and styles for different situations both formal and social.

Guidelines

1. The physical environment of the school and class will recognise the culture and language of the students.
2. Classroom climates will support and encourage risk taking and language experimentation.
3. Teachers will value students' home language(s) and will use students as language resources and will provide bilingual support where possible.
4. Teachers will undertake diagnostic assessment to establish learners starting points, using Effective Literacy Practice (ELP) informed procedures, and continue to monitor progress, giving learners consistent feedback.
5. Planning for all curriculum areas will include the vocabulary and language structures the students need in both social and academic language.

6. Teachers will be given the opportunity to undertake professional development in understanding the language – learning process and in assessment, teaching strategies and materials to promote second language acquisition.
7. Interactive programmes will encourage students to work co-operatively, to share information, listen and question each other. Following an initial assessment, which may be formal or informal, teachers will continue to monitor progress in the four language modes – listening, speaking, reading and writing.
8. Teachers will plan and provide explicit and structured programmes, within meaningful contexts using features of language and culture that are appropriate for individual students' stage of development and opportunities for practice.
9. Communicative language learning programmes will encourage students to work co-operatively and provide opportunities to converse with native speakers of English.

Signed _____

Commissioner/Chairperson

Date:

ELL POLICY IMPLEMENTATION NAG 1. 10A

There is an expectation is that teachers will:-

Guideline 1 - Physical Environment

- a. Use basic signs and labels around the classroom and the school in the languages of the students. Art and crafts from different cultures e.g. display fans, tapa, tivaevae in classes. Opportunities for students to participate in drama, art, song, prayers, hymns and stories from the Pacific cultures will be offered.
- b. Display welcome signs in various languages.
- c. Provide books in the languages of the students where possible.
- d. Display pictures of role models from different cultures.
- e. Encourage collective ownership of basic classroom equipment e.g. pencils, dictionaries, maths books.
- f. Display vocabulary lists and charts comparing languages e.g. lists in English, Maori and Samoan colour names. Have available dictionaries in other languages.

Guideline 2 - Classroom Climate

- a. Accept inter-language as students' attempt to construct English, responding positively to the content and meaning while modelling correct grammar and structure.
- b. Praise and positively reinforce all responses orally and in writing.
- c. Provide frequent opportunities for students to engage in meaningful communicative language activities – using 1 or more of the language modes.
- d. Allow for oral language times in both academic and social language where students discuss topics or work on activities together in small groups and provide connections to prior knowledge.

- e. Encourage “working chatter” while students are working on topics to facilitate opportunity to interact with native speakers of English.
- f. Encourage students to ask questions, clarify meaning and reward them for making a response.
- g. Use communicative learning games to foster language learning and risk taking.
- h. Provide interactive ICT opportunities for learners to direct their own learning.

Guideline 3 - Valuing Students' Home Language

- a. Use buddy systems within the class for interpreting.
- b. Encourage the students to use their own languages in class and around the school.
- c. Use students as "language experts" e.g. to offer the Samoan word for an English word.
- d. Using vocabulary comparison charts - referred to in Guideline 1f.
- e. Learn to say students' names correctly and insist that students say names correctly also.

Guideline 4 - The Way Language Works

- a. Read to students daily, encourage discussion on the deeper features e.g. content, theme.
- b. Ensure students have formal and informal opportunities to learn and practise the following types of language - Giving an opinion or personal response, narrating, describing people, things and position, giving instructions, describing a process, giving an explanation, presenting and supporting an argument, hypothesising. Refer "Learning to Learn In A Second Language" page 32-34.
- c. Provide oral feedback to the student during and after learning activities to maximise learning.
- d. Use the "writing conference" as an opportunity for individual language teaching.
- e. Plan opportunities for formal language lessons and maximise every opportunity for incidental language and teaching.
- f. In all curriculum areas encourage students to explain what they are learning about.

Guideline 5 - Teacher Planning

Using a range of integrated assessment teachers will assess proficiency in each language mode to provide appropriate sequencing of learning tasks, materials and concepts. Include in lessons and unit plans key words and language patterns that will be required to give meaning to the work e.g. a maths lesson on colour - the planned language pattern may be -"show me the ones that are the same colour." A science unit on flotation the structure might be "I think the reason why it _____ is". Refer Pauline Gibbons Book Page 19. First Chance strategies for writing where children create their own sentence to talk about their experience using increasingly more complex structures.

Teachers will plan and provide a structured programme of communicative meaning based learning tasks that integrate the modes of listening, speaking, reading and writing, but may focus on one mode.

Guideline 6 - Meaningful Context

- a. Support vocabulary and grammatical instruction with real experiences e.g. when teaching "granulated" students should touch and feel things that are granulated e.g. sugar, sand.
- b. Use audio-visual resources extensively.
- c. Language is learnt most effectively in the context of real experiences e.g. cooking, trips, visits, speakers, demonstrations, experiments, games.
- d. Provide language learning experiences that offer opportunities for using all the senses.
- e. Plan learning experiences to encompass (maximise the preferred) learning styles of our students.

Guideline 7 - Interactive, Co-operative Programmes

- a. Expect students to talk with each other about what they are doing while they work.
- b. Small groups provide more listening and speaking opportunities.
- c. Use a circle configuration for oral language to encourage eye contact, interaction and focused listening.
- d. Train students to act in different roles within a group e.g. reporter, note taker, chairperson, resource organiser, task manager and so extend their language competence and give feedback to others.

Guideline 8 - Congruence of Words and Body Language

- a. Act out and use gesture to support instructions, explanations etc.
- b. Consciously use body language to enhance the meaning of spoken words.

Recommended Reading:

- Learning To Learn in a Second Language by Pauline Gibbons
- Barrier Games
- English for Speakers of Other Languages – MOE
- Effective Literacy Practice – MOE
- Expanding Oral Language in the Classroom by Jannie Van Hees
- Assessment – English Language Learning Progressions – MOE
- There is a wealth of resources and readings on-line start with www.tki.org.nz , ESOL-on-line

NATONE PARK SCHOOL POLICY STATEMENT NAG 1. 11

EDUCATION OUTSIDE THE CLASSROOM

Definition

EOTC refers to all learning experiences, which occur outside the classroom to enrich the curriculum and support the charter goals and objectives. EOTC includes field trips, environmental studies, topic related experiences, visits to resource people, places of interest, and Outdoor Education, including camps and outdoor pursuits.

Rationale

Students learn through observing, experiencing and interacting with their environment. The school is committed to providing students with out of school experiences that will enhance learning programmes.

Purposes

EOTC programmes at our school will be designed:

- 1 To increase understanding of topics students are studying by providing first hand experiences appropriate to their needs and skills.
- 2 To develop student self-confidence and give them a sense of challenge and achievement.

- 3 To raise awareness of learning opportunities / facilities in the local and wider Wellington environment
- 4 To extend opportunities for parents / caregivers and the community to participate in the learning process.

Guidelines

- 1 EOTC will be used to enhance learning in all curriculum areas.
- 2 The most important factor when any out of school trip is planned is the safety of students.
- 3 EOTC activities must be pre-planned and both the senior teacher and the principal must be notified in writing.
- 4 Whenever possible, parent/caregivers are involved in planning, preparation, programmes and evaluation.
- 5 **Informed caregiver consent will be obtained for any EOTC activity that extends beyond normal school hours, or involved more risk than associated with normal life. For all other trips, the enrolment form will be used as informed consent.**
- 6 Short local trips with students will be recorded on a day trip form held at the office. The teacher will record all appropriate information on this sheet.
- 7 An emergency kit, including charged cell phone and First Aid kit, will be taken on all trips.
- 8 EOTC activities and visits in general should be planned on a cost recovery basis.
- 9 If the visit is to support a class study, all students will be expected to participate.
- 10 Teachers must make prior arrangements for alternative learning situations for students unable to participate.
- 11 Ratios will be 1:4 for activities involving open water/high risk situations. For all other trips the rate will be 1:7, or 1:9 if the teacher remains free to supervise.

- 12 All EOTC activities outside the boundaries of the school grounds, and those deemed to be necessary by the principal/senior teacher will have RAMS written and approved by principal/senior teacher.
- 13 Groups will not undertake EOTC activities outside of the school without at least one fully registered teacher.
- 14 Drivers transporting students must be fully licensed and vehicles must have a current WOF and registration. All students must wear seat belts.
- 15 Appropriate forward planning will take place before an overnight trip, camp or marae visit.
- 16 Planning will be approved for this type of activity by the principal and/or BOT.
- 17 Parents/caregivers of students participating in overnight trips must complete all appropriate health and approval forms.
- 18 All parties (parents/caregivers, teachers, and support staff) must note that the principal, acting for the Board of Trustees, has to accept responsibility for the proper purpose and organisation of students during all school visits. It is the principal's responsibility to ensure negligent action does not occur.

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.12

TE REO MAORI

Toi te kupu,

Toi te mana,

Toi te whenua.

Rationale

We believe that Te Reo Maori is a taonga and that all children have the right to learn the language and customs of the tangata whenua of Aotearoa.

We support the principles of the Treaty of Waitangi.

Purpose

1. To develop and use Te Reo Maori in classrooms in and around the school.
2. Te Reo Maori will be used by all teachers and students.
3. Whānau will be encouraged to develop and strengthen their reo.
4. To strengthen students' mana and cultural identity.
5. To involve parents and other members of the Maori Community in student's learning and decision-making within the whanau and school.

Guidelines

1. We acknowledge the limited resources available, in particular the availability of teachers fluent in Te Reo.
2. The Board will employ qualified teachers of Te Reo, or teachers with Wairua Maori. The Board will support training in order to strengthen Te Reo. Teachers are expected to apply themselves to this journey independently.
3. The whānau unit will provide a balanced curriculum in which students achieve success equal to that of students in other classes.
4. The school will follow Ngāti Toa Tikanga. **What does that look like?**
5. The NPS curriculum beliefs and values provide intrinsic motivation for all stakeholders to use and acknowledge Te Reo Māori across all parts of the school.

Referral to the long term plan = NPS. **Where is that?**

KAUPAPA MAORI / KAUPAPA PASIFIKA

Rationale

All students and staff will be exposed to Te Reo Maori me ona Tikanga Maori (Maori language and customs).

Purposes

1. To provide a welcoming, supportive environment in which all manuhiri, students and staff feel valued.
2. To provide students and staff with positive role models and learning experiences that will lead to a greater respect for the values of the tangata whenua.
3. To enable students and staff to appreciate Te Reo Maori and to understand and speak Reo Maori at their level.
4. To involve Maori parents and kaumatua as resource people in school programmes and in decision-making.
5. To integrate Maori perspectives and language in all teaching and learning programmes within the whānau and across the school.
6. To extend students' knowledge and understanding of the history of Aotearoa from a balanced perspective.
7. Te Reo (Level 3 Immersion) will be taught across the school daily.

Guidelines

1. Consult and value the expertise of Maori staff, parents, kaumatua, Kohanga Reo personnel, resource teachers of Maori and students. People are our greatest resource.
2. Effort will be made to staff the school with people who actively support Tikanga Maori.
3. All staff will undergo PLD in Te Reo Māori.

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.14

LIBRARY

Rationale

The library will be a resource centre used for reading for pleasure and information. The library is an essential part of the learning environment.

Purposes

1. To foster a love of reading, encouraging students to become independent readers.
2. To provide a positive, stimulating environment that supports and enriches learning objectives.
3. To provide easy access to a variety of well-maintained resources appropriate to the needs of our students and staff.
4. To encourage students to explore and use an increasing variety of resources.
5. To provide opportunities for students and staff to develop information skills using information technologies.
6. To support information literacy by assisting students to gain the skills to effectively use information technology.
7. To involve senior students in the decision-making process.

Guidelines

Personnel Management

1. The library will be accessible and staffed (as finance permits).
2. Ongoing professional development opportunities for teaching and library personnel.

Financial Management

1. The TLR will consult with staff on the setting of budget priorities in line with the resource development plan.
2. The TLR has overall responsibility for management of library budget and record of expenditure.

Environment

1. The TLR and students will be responsible for maintaining a comfortable and attractive library environment.

2. The TLR and student librarians will promote resources through a variety of regular displays.

Resource Management

1. Refer to whole school Resources Management Policy.

Library Use

1. The library will be accessible to individuals students, groups and classes.
2. Students will be encouraged to use the library independently throughout the day.
3. The library will be promoted as a centre for reading and information.

Evaluation

1. At the beginning of each year the TLR, in consultation with staff, will prepare an action plan.

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.15

REPORTING ON STUDENT PROGRESS

Rationale

Parents and caregivers have a positive and active role in children's learning both at home and school. Increased communication between teachers, parents and children will optimise learning. Teachers need to ensure parents understand their child's progress and achievement levels in line **but not** exclusively to **National Standards/Nga Whanaketanga Rumaki Maori**.

Purpose

1. To provide opportunities for parents to understand the progress and achievement of their children accordingly, and to discuss with parents the individual and **National Standards/Nga Whanaketanga Rumaki Maori**.
2. To specific needs including barriers to learning and ways parents can support their child's learning.
3. To receive information from parents or caregivers that will increase the teacher's understanding of the child's out of school experiences and background.

Guidelines

1. Informal "reporting" to caregivers will occur throughout the year.
2. Caregivers and teachers are encouraged to arrange meetings during the year as the need arises.
3. **The school will arrange a 3 way interview twice a year for reporting between parents, child and teacher. This will include student's progress and achievement against National Standards/Nga Whanaketanga Rumaki Maori.**

4. A written report in plain language will be issued for each student twice a year.
5. It is important that student's are aware of their progress and are involved in setting learning goals and evaluating their performance. It is recommended that students are involved in the reporting process by way of a 3 way interview/conference. Senior students will share their learning journey at these conferences.

This policy was formulated after consulting with parents through a questionnaire to find out their preferences concerning school reporting procedures. Parent's views are regularly canvassed on our reporting procedures and formats.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.16

SPECIAL EDUCATION NEEDS

Rationale

All students including those with special education needs are entitled to experience successful learning outcomes. Special needs include behavioural, social, physical, sensory and learning needs.

Purpose

1. To maximise learning outcomes for students with special education needs within an inclusive framework.
2. To ensure students with Special Education Needs are identified and appropriate assistance given.
3. To ensure the progress of students with special needs is monitored and evaluated regularly throughout their time at our school.
4. To make optimum use of available staffing, financial and material resources.
5. To provide training to enable staff to gain further skills and knowledge to cater for the diverse needs of all students.
6. To employ suitably qualified and experienced staff.
7. To ensure decisions are made by the special education team in consultation with parents and professional support agencies.

Guidelines

1. Criteria will be set by Natone Special Education Team to identify students with special needs.
2. A special needs register will be kept of identified students' needs, the assistance given, the teacher responsible.
3. A special education team will be responsible to plan, implement, monitor, evaluate and keep records of special needs programmes and students' progress in consultation with appropriate staff.
4. A record will be kept of each student's progress in the individual student profiles, the assistance given, the teacher responsible, and the duration of the help.
5. Staff training will be on going.
6. Delivery mode will be guided by the Special Needs Team. Where possible, support will be given within or within close proximity to the student's regular learning space.
7. A planned and integrated approach to delivery of Special Needs programmes will occur. The class teacher in liaison with the special needs teacher and other support professionals must occur to maintain a planned and integrated approach. Continuity of student learning is a priority.
8. Support and extension programmes will be offered to as many students as possible within available resources.

Special Education Implementation

Definition of Special Needs:

A student with special education needs requires extra assistance, adapted programmes or learning environments, specialized equipment or materials to support their learning or behaviour change.

The Ministry has identified six groups of students who receive additional resourcing these are:

1. Ongoing Resourcing Scheme

Students at the highest end of the spectrum of intellectual, physical and sensory special needs receive funding from this scheme. These are students who are likely to need on going assistance throughout their schooling.

2. Severe Behaviour Difficulties

Special resourcing will also be available for students whose behaviour is of such intensity, frequency or duration that it:

- Jeopardizes the physical safety of the student or others.
- Threatens to cause or causes significant property damage-severely limits the students access to ordinary settings and interferes with social acceptance, sense of personal well-being and their education performance.

Referral is made to Group Special Education - Porirua office with the support of RTLB's.

3. Speech Language Difficulties

Students with high needs in communication may receive resourcing through Group Special Education. Priority is given to students with significant speech difficulties, fluency disorders, voice/resonance disorders, language difficulties or language delays.

4. Non-English Speaking Background Students

These students with special needs are supported from ESOL funding for programmes but may also receive additional support through TFEA or SEG Funded programmes if they meet the criteria.

5. Reading Recovery

6 year olds at risk of reading failure may qualify for this resource. Annually the school receives a staffing resource from the MOE and additional hours may be provided by the BOT (TFEA) or the staffing entitlement.

6. Resource Teachers of Learning and Behaviour

Three RTLB teachers are available to give assistance to teachers in the management and learning of "hard to teach" students or children with moderate to high behavioural needs.

RTLB are based at Maraeroa School and can be accessed via referral form after consultation with the AP/DP/Principal.

7. Supplementary Learning Support Teachers

Students with moderate to high needs who do not qualify for ORS funding will require on-going support throughout their schooling.

8. SEG Grant

Grant is allocated to schools based on roll for use for students with moderate to high learning or behavioural needs.

The Special Education Grant (SEG Grant)

Is allocated annually by the MOE to use to improve learning and/or behaviour. The use of this funding is determined by the senior management team, Board of Trustees, and parents.

Each year when the Special Education Needs and priorities have been determined the Principal and senior management team discuss options and put forward a proposal to the Board on how this grant will be spent as part of the budgeting process.

A proportion of the money will be held in reserve to allow for the special needs of students enrolling during the year.

Valid uses of the SEG Grant:

- Professional development for teachers
- Strengthening the behaviour management skills of teachers
- Teaching students self-managing behaviours
- Improving the behaviour management systems
- Employment of teacher, part-time teacher or teacher aide
- Training of teacher aides, teachers
- Resource purchasing -books, videos, for teacher professional development or for class programmes
- Data gathering, pre-testing children prior to setting up programmes
- Releasing teachers to talk with specialists
- Equipment
- Providing specific programmes e.g. Reading recovery
- Teacher release for to work with teacher aide/ teacher an hour per week to plan curriculum adaptation

SEG Monitoring

Students identified as needing special interventions to improve learning or behaviour will be placed on the special needs register. In consultation with the AP/DP, teacher and/or Resource Teacher of Learning and Behaviour, intervention and change strategies will be planned and implemented through an Individual Education Plan. The class teacher will keep records and notes on the effectiveness of those strategies on the student. This is kept in the student's

profile. Strategies or programmes that work can be continued and or modified and strategies that are not effective discontinued.

Evaluation

An on-going monitoring system will be in place for each student funded by SEG. The AP/DP with special needs responsibility will oversee the programmes and ensure an end of year report is completed for as part of our November school review.

Special Education Team

The team will include the principal and senior management team, class teacher and/or professionals directly involved with the student or groups of students. Wherever possible parents will be invited to the IEP.

Special Needs Register

At the beginning of the year, mid year and when a new student enters the school, data is collated on each student by the class teacher. This includes analysed running records, reading, spelling or maths tests, writing or work samples, behaviour observations and previous school records.

When the data indicates a student may need special needs assistance the class teacher consults the AP/DP.

AP/DP discusses concerns, offers advice and support, and may refer students for possible inclusion on the special needs register through senior staff meetings (The Special Ed Team).

Special Education Team

Senior Management Team decides if a student will be placed on the SN Register. They may decide either to trial other class strategies or school strategies, **inform parents of their concern** and after parent consultation and consent, either refer a student to another agency for assistance or include the student on a programme tailored to meet the child's special need.

ORS funded students are automatically placed on the register on admission.

The SN register categories include:

- Learning
- Behaviour- Social and emotional
- Physical
- Sensory- Vision, hearing, speech
- Special Abilities
- Health and Welfare

Criteria for Special Needs Learning Assistance

Priority one: Student is 2 years or more below chronological age in oral English, reading, writing, spelling and/or maths

Priority two: Student is 1-2 years below chronological age

Priority three: Student is 6 months -1 year below chronological age

When a student meets these criteria their name is placed on the register and they are prioritised for a special needs assistance or referred to another agency e.g. RTLB

Teaching

Whenever practical a student's learning needs should be accommodated in the classroom. Inclusive classroom practices e.g. co-operative learning, buddy systems, peer tutoring should be used. Individualised and/or group teaching may be appropriate. This decision is made by the teacher with special needs responsibility (AP/DP) and the class teacher.

School based Programmes

The school currently operates successful interventions:

- *Reading Recovery: for 6 year olds identified as "at risk" of reading failure.*
- *ESOL: for Year 3-6 students who need extension or support with reading, writing or spelling.*
- *Junior Literacy: for Year 1-4 students who need support or extension with reading, writing or spelling.*

- Year 1 – 3 Literacy teaching is aimed at accelerating early literacy development.
- *Reading Together*: Targeted assistance to parent.
- *Mutukaroa*: Home school partnerships re assessment/data/NLS.

The senior management team has decided that due to school size and the composition of our student roll, employing additional staff to lower teacher student ratios is a priority. Lower student teacher ratios enables teachers to meet moderate to high needs within the classroom.

Outside Agencies

When in-class or school strategies have failed to achieve the desired outcomes the principal/Special Needs Team must be consulted, the parents will be consulted and asked to support the referral to either:

- Mana Reading Service - Windley School for students from Year 3 -6 RTLIT
- Reading Recovery Teacher
- Resource Teacher of Learning and Behaviour
- Speech Language Therapist –Group Special Education Porirua
- Puketiro Centre / Te Whare Marie
- Or other Agency

Record Keeping

		When	Description
Identification of learning needs	Collated by AP/DP	Feb and July	The initial assessment data from each area, Juniors and Seniors
Special needs register	Principal	Feb and July	
Individual Education Plan	AP/DP, Teacher/RTLB, parent	As necessary	
Implementing IEP Plan	Teacher/Special needs teacher or Teacher aide	On-going	Planning and implementing programme or strategies
Special Needs Assistance form i.e. Referral forms	SN teacher/class teacher	On completion of programme	
Programme Evaluation Report	AP/DP and/Special Needs Teacher	10 Nov on completion or by Aug	
Special Education Report to Board- Annual report	Principal		Collation of data from above reports

The class teacher and special needs teacher share responsibility for placing special needs records in the student's individual file.

ESOL Students

A high percentage of Natone students come from non-English speaking backgrounds. Programmes and learning support for these students are funded from the ESOL or TFEA funding. However some of these students also have special needs in addition to their language needs and may be included on programmes funded by TFEA or SEG. ESOL forms are completed by the class teacher/teacher responsible for ESOL students and kept in the student's individual file. Refer ESOL Policy.

Reading Recovery

This special needs programme is for students who have completed one year of reading instruction and have stanines below the national average on the Clay Diagnostic Survey. Priority is given to students with the lowest stanines. The teacher with responsibility for the junior area, AP or DP, and Principal decides which students will receive the Reading Recovery Programme based on Observational Survey Data.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.17

ASSESSMENT AND LEARNING

Rationale

Assessment, reflection and evaluation are keys to improving student learning outcomes, teaching practice and programmes. Student assessment identifies what the students knows, what they can do, what they need to know and the next learning step. Assessment gives teachers timely information on their teaching – strengths, weaknesses and next steps.

Purpose

To provide:

1. Accurate up to date information on the learner's knowledge, skills and attitude, as a basis for planning future learning objectives, teaching practice and designing programmes.
2. Specific feedback to learners on their achievements and areas for future learning.
3. Feedback, to and between, teachers on the effectiveness of programmes and teaching strategies.
4. Opportunities for critical self-assessment and reflection on learning outcomes and how they relate to teaching practice.
5. Information that will assist student transition to new learning situations within or outside the school.
6. Evidence of student progress and achievement to parents and the community.
7. Information that meets National Education Guidelines and Ministry requirements.

Guidelines

1. Our priority is to improve student learning and achievement.
2. Learners/Students will see and experience relevant examples of quality work to motivate them to set realistic goals.
3. Students will be taught how to carry out self and peer assessment against stated learning intentions.
4. Assessment criteria will be clear to learners prior to undertaking tasks.
5. Specific and constructive feedback will be shared with learners during the task or as soon as possible after completing tasks to guide them to their next learning step.
6. Regular opportunities will be provided for teachers to share teaching practice, expectations and criteria to promote consistency and improve practice.
7. Effective assessment takes into account different learning styles by providing opportunities for learners to show what they know in a variety of ways e.g. oral, visual, written and hands on performance.
8. A range of assessment tools will be used. This includes: observation, questioning, anecdotal material, conferencing, annotated work samples, exemplars (NZCER Assessment Resource Banks, TKI, National Educational Monitoring Project, e-aSTTLE) running records, diagnostic tests, standardised tests, parental information, talking with and listening to students, literacy

learning progression, NZC/TMOA, National Standards/OTJs, Nga Whanaketanga Rumaki Maori.

9. Time for observation and assessment of students will be an ongoing part of the classroom programme.

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.18

HOMEWORK

Rationale

Homework encourages children to realise learning is not just a school activity and that learning takes place within and beyond the school environment.

Purposes

1. To encourage students to manage time effectively, to be self-motivated and independent learners.
2. To provide examples to parents on how they can support learning at home.
3. To encourage purposeful communication at home and to provide a positive link between home and school that will enhance student's learning.
4. To retain knowledge and practise skills previously taught.
5. To enhance parents, whānau and children's understanding of NPS beliefs and values.

Guidelines

Homework will:

- Be relevant to the individual student's learning needs where practicable.

- Be related to the current school teaching and learning programmes.
- Have clear teacher directions on how to complete.
- Be provided for all students.
- Be monitored by teachers.
- Students will receive regular feedback on their homework – this may be oral or written.

Signed _____

Date:

Commissioner/Chairperson

HOMEWORK – POLICY IMPLEMENTATION

Teachers will:

- Encourage a positive attitude to learning at home and completion of set tasks.
- Ensure homework will be related to the NPS curriculum and students have a sense of “success” when undertaking tasks e.g. they are able to be undertaken by the student without stress.
- Provide resources as required where students do not have access to these in the home or include the necessary resources with the homework task, e.g. atlas.
- Encourage all students to read every night – monitored by classroom teacher.

It is recommended that:

- Homework can be completed independently or with the minimum of assistance.
- Homework tasks should be learning that is familiar to the student e.g. reading books sent home should be seen texts.
- A weekly homework sheet may be sent home on Monday and returned by Thursday.

Recommended homework activities include:

- | | |
|--|-----------------------------|
| - Reading | - Basic facts |
| - Listening to stories | - Maths maintenance |
| - Learning alphabet | - Spelling – Personal lists |
| - Topic investigations | - Vocabulary development |
| - Problem-solving activities | - Grammar |
| - Writing | - General |
| knowledge/Current events | |
| - Completing work missed | - Technology challenge |
| - Completing work uncompleted in class | |

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.19

**DIGITAL FLUENCY / INFORMATION AND COMMUNICATION
TECHNOLOGY**

Rationale

We are living in the global, digital, information age. Students and staff need to be confident and creative users of information and communication technology tools in order to participate successfully in society now and in the future.

Purpose

- 1 To develop learners' confidence, attitude and the basic skills needed to use ICT tools effectively.
- 2 To use ICT in a variety of ways across the curricula to develop key competencies, attitudes and knowledge.
- 3 To provide opportunities for students to develop problem solving, research, process information and to work together co-operatively at school and from home.
- 4 To ensure students and staff are increasing their ICT skills (information and digital literacy) and are using these skills for practical and useful purposes and tasks.
- 5 To communicate with human resources individually and through digital networks.
- 6 To develop learners' understanding of issues relating to health and safety, copyright, ethical behaviour associated with ICT use (eg, Netsafe)
- 7 To develop a digital awareness and be a responsibly aware citizen.

Guidelines

- 1 Students and staff will have access to ICT on a regular basis. Class teachers will monitor ICT use and ensure access to ICT for all students.
- 2 Class organisation will allow for ICT to be used throughout the day. Teachers/Adults are responsible for the supervision of their children. They are NOT to be unattended during the classroom learning programme.
- 3 Software, digital resources and sites used will support the school's non-violent philosophy and involve an interactive problem solving approach.
- 4 ICT skills will be learnt in authentic learning contexts.
- 5 Safety precautions will be carefully monitored. Students and staff will sign computer and internet safety agreements. Staff lists will be available in the office. The students lists will be updated by the Office Manager and displayed in the classrooms by the teacher.
- 6 At the start of every year, as part of the school enrolment form, a permission slip will be sent to whanau, asking for their consents to be updated regarding use of images in school publications.

Related Policies

Internet Safety No. 46

Signed _____

Date:

Commissioner/Chairperson

NATONE PARK SCHOOL POLICY STATEMENT NAG 1.20

CLASSROOM RELEASE TIME

This is an operational policy designed in consultation between the principal and teaching staff. The policy was written in conjunction with clause 5.30 of the Primary Teachers Collective Agreement.

Intent and purpose

The intent of classroom release time is to address teacher workload while maximising benefits for student learning.

The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.

Use of Classroom Release Time

This policy contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time.

Classroom release time will be used for:

- Planning
- Evaluation

- Reporting
- Personal professional development
- Observing other teachers
- Reading/Research
- Area meetings
- Assessment
- Any other use agreed to from time to time between teacher and principal

Allocation of Classroom Release Time

Each teacher will be allocated 2 days per term. The roster will be generated and monitored by the DP, taking into account where possible the requests of individual teachers.

NB: Where school sessions prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year.

When CRT cannot be provided for genuine reasons

Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of teachers the school will:

- Record the reason for non-delivery
- Endeavour to reallocate the CRT at a later date in that school year
- Review the CRT policy if required
- Use the record of non-delivery when reviewing the policy

Review of this policy

This policy will be reviewed as required, e.g.

- Staff Turnover
- Recruitment/Retention Issues
- New education initiatives
- Concern about benefits to student learning
- Any other genuine issue or concern

Signed _____

Commissioner/Chairperson

Date: