

SILVERSTREAM SCHOOL

*Our  
Curriculum*



# OUR SCHOOL VISION

*Learners motivated to achieve and succeed.*

At Silverstream School we want all learners to develop a love of learning. We will provide learning programmes that will ensure achievement at school. We want to give learners the skills they need to be successful members of society.

How we will achieve our school vision is outlined in our School Charter and Annual Plan.

# OUR SCHOOL VALUES

At Silverstream School we value:

*Participation*

*Our Community*

*Excellence*

*Empathy & Respect*

*Our Environment*

*Integrity*

*Diversity*

*Honesty*

*Fun*

Students will be encouraged to value:

*Participation* through their involvement in a variety of learning opportunities.

*Our Community* by learning about and recognising the community's input into our school.

*Excellence* by setting high expectations and developing perseverance.

*Empathy and Respect* for themselves and others, appreciating uniqueness.

*Our Environment* through caring for classroom, school and local environments.

*Integrity* through consistency of honest and reliable actions.

*Diversity* as found in our different cultures, languages, and heritage.

*Honesty* to themselves and others, through actions and words.

*Fun* through exciting and interesting learning experiences and positive relationships.

# OUR SCHOOL PRINCIPLES

The Principles of the New Zealand Curriculum are the foundations of decision making at Silverstream School.

## ***High Expectations***

At Silverstream School we monitor student progress and achievement. Students are encouraged to develop a sense of excellence through personal goal setting and monitoring. The curriculum reflects this and ensures there is opportunity for achievement. Our process of self-review ensures teachers are monitoring achievement.

## ***The Treaty of Waitangi***

Silverstream School acknowledges this as a foundation of Aotearoa New Zealand. All students are involved in learning te reo and tikanga Maori through the incorporation of this into learning programmes.

## ***Cultural Diversity***

Through the teaching of Inquiry based Big Ideas, the culturally diverse nature of our country is acknowledged. Through the implementation of Our Curriculum, all students have the opportunity to develop respect for others.

## ***Inclusion***

All students are provided with opportunities to learn at Silverstream School. Our Curriculum acknowledges and reflects diversity and provides opportunities for differences to be catered for.

## ***Learning to Learn***

At Silverstream School all students are encouraged to reflect on their own learning. This is done through goal setting and self evaluation processes. Our Curriculum provides opportunity for this to happen. Our teachers are encouraged to learn through our Teaching as Inquiry Appraisal System.

## ***Community Engagement***

Our Curriculum is designed with the need of our local community in mind. It is meaningful and connects to the prior knowledge and experiences of students.

## ***Coherence***

At Silverstream School we offer all students a broad curriculum. Links are made between all learning areas and key competencies developed.

## ***Future Focus***

Our Curriculum encourages students to look to the future. Through our Big Ideas, students are able to explore concepts that are meaningful to them, setting them up for a successful future.

# KEY COMPETENCIES

At Silverstream School, the Key Competencies will underpin teaching and learning. Goals relating to each of the five competencies have been developed.

## Thinking

Is about...	Children need to...	Therefore we need...
<ul style="list-style-type: none"> <li>• Actively processing</li> <li>• Analysing</li> <li>• Problem solving</li> <li>• Self appraisal</li> <li>• Critiquing</li> <li>• Learning styles               <ul style="list-style-type: none"> <li>▪ Bloom's 'Taxonomy'</li> <li>▪ De Bono 'Thinking Hats'</li> <li>▪ Graphic Organisers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Question</li> <li>• Hypothesise</li> <li>• Evaluate and Reflect</li> <li>• Observe</li> <li>• Respond</li> <li>• Share</li> <li>• Experiment</li> <li>• Be adaptable and flexible</li> <li>• Discuss</li> <li>• Challenge their thinking and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• Accept differences</li> <li>• Provide thinking environments</li> <li>• Provide opportunities</li> <li>• Scaffold</li> <li>• Give feedback</li> <li>• Praise</li> <li>• Critique own teaching</li> <li>• Reflect</li> <li>• Share</li> <li>• Be adaptable and flexible</li> <li>• Discuss</li> <li>• Challenge our thinking</li> </ul>

## Using Language, Symbols and Text

Is about...	Children need to...	Therefore we need...
<ul style="list-style-type: none"> <li>• Communicating information, experiences and ideas</li> <li>• Interpreting and understanding language, symbols and text</li> <li>• Being competent users of language, symbols and text in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand oral, visual and written language</li> <li>• Understand mathematical, scientific and technological symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Give opportunities for students to experience and be exposed to <i>all</i> kinds of communication               <ul style="list-style-type: none"> <li>▪ language</li> <li>▪ symbols</li> <li>▪ texts</li> </ul> </li> </ul>

## Managing Self

Is about...	Children need to...	Therefore we need...
<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Self motivation</li> <li>• Fitness, relaxation and a balanced lifestyle</li> <li>• The whole person</li> <li>• How to make appropriate choices about behaviour in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as capable learners</li> <li>• Establish personal goals</li> <li>• Have high standards</li> <li>• Make appropriate choices</li> <li>• Be organised and ready to learn</li> <li>• Have strategies for meeting challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive feedback</li> <li>• Provide achievable opportunities for all</li> <li>• Model and teach:               <ul style="list-style-type: none"> <li>▪ goal setting</li> <li>▪ being organised</li> <li>▪ problems solving strategies</li> </ul> </li> <li>• Have high standards for ourselves</li> <li>• Set and share explicit success criteria</li> </ul>

***Relating to Others***

Is about...	Children need to...	Therefore we need...
<ul style="list-style-type: none"> <li>• Being open to new learning</li> <li>• Being an active community member</li> <li>• Interacting effectively with a diverse range of people in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with others, listen and take turns</li> <li>• Work effectively in groups</li> <li>• Trust others &amp; themselves</li> <li>• Question</li> <li>• Discuss and debate</li> <li>• Be resilient</li> <li>• Behave in an appropriate manner, following the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate a healthy learning environment</li> <li>• Encourage children to participate and cooperate</li> <li>• Model and teach:               <ul style="list-style-type: none"> <li>▪ Appropriate manners and behaviour</li> <li>▪ How to relate to others</li> <li>▪ Providing constructive feedback</li> </ul> </li> <li>• Have diverse methods of learning in our classrooms</li> </ul>

***Participating and Contributing***

Is about...	Children need to...	Therefore we need...
<ul style="list-style-type: none"> <li>• Being active in our community</li> <li>• Having a sense of belonging</li> <li>• Having a shared purpose</li> <li>• Accepting a range of roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Be actively involved in groups</li> <li>• Develop a sense of belonging</li> <li>• Contribute to a shared purpose</li> <li>• Accept a range of roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide appropriate and authentic contexts</li> <li>• Facilitate the group dynamics</li> <li>• Teach skills to enable them to work in groups</li> <li>• Develop a shared purpose</li> </ul>

Each team will focus on at least one competency per term, with Thinking and Using Language, Symbols and Text ongoing throughout the year.

The Key Competencies will be assessed using student self-assessment processes.



# CHARACTERISTICS OF AN EFFECTIVE CLASSROOM

Environment	The Teacher	The Students
<p><b><i>Classroom climate</i></b></p> <ul style="list-style-type: none"> <li>• reflects the cultural diversity of the class</li> <li>• all students are expected to engage in thinking and to contribute to the class learning community</li> <li>• reflects realistic expectations of all children which promote and value effort, persistence and concentration</li> <li>• risk-taking is encouraged</li> <li>• students' ideas are valued and they are safe to offer solutions and estimations</li> <li>• 'wrong' answers or misconceptions are used as learning opportunities</li> <li>• people expect to be challenged and justify their thinking</li> <li>• positive attitudes to learning are evident</li> </ul> <p><b><i>Visual elements</i></b></p> <ul style="list-style-type: none"> <li>• accessible and displayed resources and equipment</li> <li>• displayed examples of student's work</li> <li>• modelling books and student work books</li> <li>• key vocabulary and visual support for concepts and ideas are displayed</li> </ul> <p><b><i>Organisation</i></b></p> <ul style="list-style-type: none"> <li>• flexible workspace to support individual, pair and small group work</li> <li>• independent activities are accessible to students and appropriate to their needs</li> <li>• whole class sessions and small group teaching evident</li> <li>• provision of purposeful practice activities that link to prior and current learning</li> </ul>	<p><b><i>Interactions with content</i></b></p> <ul style="list-style-type: none"> <li>• focuses on key concepts, skills and ideas and shares these with students</li> <li>• shares learning intentions and develops success criteria with students</li> <li>• uses real life and appropriate tasks (socially appropriate and cognitively accessible) that reflect the cultural diversity of the class</li> <li>• structures purposeful and challenging tasks that enable different possibilities, strategies and ideas to emerge</li> <li>• effectively uses of a range of equipment to model and support the development of learning</li> <li>• makes connections to prior learning or related ideas</li> <li>• makes links to other learning areas</li> <li>• records key ideas in a variety of ways to support and extend thinking</li> <li>• challenges and scaffolds all students</li> <li>• provides opportunities for cognitive engagement and presses for understanding</li> <li>• uses ICT to support learning</li> </ul> <p><b><i>Interaction with students</i></b></p> <ul style="list-style-type: none"> <li>• provides opportunities for students to work with and learn from peers in flexible groupings</li> <li>• allows students sufficient thinking time</li> <li>• listens to and build on students' ideas which develop and extend key concepts</li> <li>• promotes the sharing of ideas and strategies</li> <li>• supports children to explain their ideas</li> <li>• encourages children to challenge ideas and justify strategies and solutions</li> <li>• uses a range of question types to promote higher order thinking, and reflection on learning</li> <li>• encourages students to listen and evaluate others' thinking/ideas</li> <li>• provides constructive and timely feedback to promote learning</li> </ul> <p><b><i>Assessing learning</i></b></p> <ul style="list-style-type: none"> <li>• provides opportunities for students to reflect on learning</li> <li>• collects data through the observation of and listening to children</li> <li>• uses a variety of assessment tools</li> <li>• planning and teaching reflects assessment information</li> </ul>	<p><b><i>Interactions with content</i></b></p> <ul style="list-style-type: none"> <li>• explore alternative strategies and ideas</li> <li>• engage in interesting and challenging activities</li> <li>• express relevant ideas confidently, both verbally and in written recording</li> <li>• use a range of equipment and resources effectively to demonstrate and develop their thinking</li> <li>• record relevant ideas using a variety of written forms</li> <li>• reflect on and assess their own learning</li> </ul> <p><b><i>Interactions with others</i></b></p> <ul style="list-style-type: none"> <li>• work purposefully with peers and teachers</li> <li>• contribute, justify and evaluate thinking</li> <li>• willing to challenge ideas and be challenged</li> </ul>

*Adapted from work by Victoria University of Wellington*

# LEARNING AREAS

Learning at Silverstream School is based around:

<b>Social Sciences</b>	<b>Science</b>	<b>Health</b>	<b>Technology</b>	<b>The Arts</b>
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Underpinning all these areas:

<b>Literacy</b> including Reading, Writing, Visual and Oral Language	<b>Numeracy</b> including Statistics, Geometry, Measurement, and Patterns and Algebra
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Incorporated into all learning areas:

<b>Information and Communication Technology</b>	<b>Te Reo and Tikanga Maori</b>
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An important area as identified by our community is:

<b>Sport, Fitness, Physical Education, and Education Outside the Classroom</b>
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<b>Learning Areas</b>	<b>Learning Area Essence Statements</b> <i>Silverstream students will:</i>
<b>English – Reading</b>	<ul style="list-style-type: none"> <li>• <i>be able to read and make meaning of ideas or information from a variety of texts.</i></li> </ul>
<b>English – Writing</b>	<ul style="list-style-type: none"> <li>• <i>be able to write effectively to communicate, engage and create meaning for themselves and others with increasing complexity.</i></li> </ul>
<b>English – Oral/Language</b>	<ul style="list-style-type: none"> <li>• <i>be able to communicate effectively and appropriately in a variety of contexts.</i></li> </ul>
<b>Mathematics and Statistics</b>	<ul style="list-style-type: none"> <li>• <i>use mathematical concepts effectively in everyday situations.</i></li> <li>• <i>solve problems creatively, critically, strategically and logically</i></li> <li>• <i>process and communicate mathematical information</i></li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• <i>participate and develop an interest in a range of physical settings</i></li> <li>• <i>problem solve using a variety of approaches, articulate their thinking/ideas and demonstrate with equipment</i></li> <li>• <i>communicate effectively to enhance relationships</i></li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• <i>develop resilience and a sense of personal and social responsibility</i></li> </ul>
<b>Social Science</b>	<ul style="list-style-type: none"> <li>• <i>describe how societies work and how people can participate as critical, active, informed and responsible citizens</i></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• <i>investigate, understand and explain our natural and physical world and the wider universe</i></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• <i>develop through innovation, products and systems to meet specific criteria to make life easier</i></li> </ul>
<b>The Arts: Visual, Music, Drama, Dance</b>	<ul style="list-style-type: none"> <li>• <i>transform creative ideas into expressive works, communicating meaning through movement, sound and image</i></li> </ul>
<b>Learning Languages</b>	<ul style="list-style-type: none"> <li>• <i>develop a means of communicating with people from other cultures and further understanding of their personal world.</i></li> </ul>

*Learning through our Integrated Curriculum is broken into eight identified Big Ideas which will be covered over a period of two years.*

The Impacts of History

This theme will encourage children to explore events of history in order to understand the nature of change.

**Strand Links**

**Social Sciences**—*Time, Continuity and Change*

Safety and Wellbeing

Through this theme children will learn to make informed choices that help to ensure personal safety and wellbeing.

**Strand Links**

**Health**—*Personal Health and Physical Development*

Belonging to a Community

This theme will develop childrens' sense of belonging and understanding of their role within a community.

**Strand Links**

**Social Sciences**—*Identity, Culture and Organisation*  
**Health**—*Relationships with Other People, Healthy Communities.*

Cultures of the World

Through this theme, children will develop their understanding of their own culture, and that of others.

**Strand Links**

**Social Sciences**—*Identity, Culture and Organisation*  
**Health**—*Relationships with Other People, Healthy Communities.*

The Environment

Through this theme, children will explore human relationships with and impacts on the environment.

**Strand Links**

**Social Sciences**—*Place and Environment*  
**Science**—*The Living World, Planet Earth and Beyond*

Enterprise and Creativity

This theme will encourage children to generate new ideas, test them and evaluate them. They will form the basis of a new product.

**Strand Links**

**Technology**—*All Strands*  
**Social Sciences**—*The Economic World*

Scientific Exploration

This theme explores learning in each of the four strands of the science curriculum.

**Strand Links**

**Science**—*Nature of Science plus Contextual Strands.*

Fun, Discovery and Adventure

This theme will encourage children to learn to take calculated risks. They will learn about the joy of being human.

**Strand Links**

**Health**—*Movement Concepts and Motor Skills, Relationships with Other People.*  
**Science**—*The Material World*

# OUR MATHEMATICS CURRICULUM

## Rationale/Aim

At Silverstream School it is our aim to empower all students to develop the ability to think creatively, critically, strategically and logically in the curriculum area of mathematics.

They will develop skills and attributes to enable them to participate and contribute to society. “To be numerate is to have the ability and inclination to use mathematics effectively in our lives – at home, at work and in the community.” (*Curriculum Update, February 2001*)

## Linking to NZC

The Mathematics & Statistics learning area, in the New Zealand Curriculum, under-pins all mathematics and numeracy teaching. The Number Framework (strategy and knowledge) unpacks the learning progression in the strand of Number and Algebra.

### Strand allocation:

Stage 1            60-80% Number/Algebra      20-40% Other Strands

Stage 2            60-80% Number/Algebra      20-40% Other Strands

Stage 3 50-70% Number/Algebra      30-50% Other Strands

Planning in the *other strands* needs to show links to Numeracy i.e. the required number knowledge and strategies.

## Expectations for teaching Maths

It is expected that maths is taught every day for 40-60 minutes.

Throughout the year all strands and numeracy topics should be covered. A suggested long term plan is attached as an appendix. Strands can be linked and integrated where appropriate.

## Planning

### Resources used to support planning:

- Weekly planning templates (example attached)
- Numeracy planning sheets ([www.nzmaths.co.nz](http://www.nzmaths.co.nz))
- Strand units ([www.nzmaths.co.nz](http://www.nzmaths.co.nz))
- Strand unit overview sheet (example attached) – to be used as an alternative to the Strand Unit above

### Expectations for weekly plans

A weekly plan should include the following:

- Knowledge Hotspots – Learning Intentions, Learning experiences,
- Groups – stages, learning intentions, specific activities (teacher, practice, independent)
- Assessment links – focuses (individual, group, or class)
- Formative Notes

### Expectations for Unit plans

Unit plans are available for addition/subtraction, multiplication/division and fractions/proportions/ratios on K Drive and on [www.nzmaths.co.nz](http://www.nzmaths.co.nz). These should be used as the Unit Plan for teachers. Weekly plans should have direct links to the Learning Intentions, strategies being developed and suggested resources/references on the unit plan.

## Classroom lesson/session

Each lesson should have three components:

- Starter
  - Strategy or knowledge based (Hot Spot)
  - Should cater for range of students levels
- Group Rotation/Teaching
  - One or two groups to meet with teacher daily
  - Practice activities/work follows on or reinforce groups identified learning
  - Independent Activities can come from a range of sources but should be related to current or prior learning
  - Use of the teaching model (materials, imaging, number properties) underpins all lessons
  - Written recording
    - Teacher: Modelling books should show a range of recording approaches e.g. diagrams, number lines, pictures
    - Students: Use of Thinking Books/Maths Books/White Boards to show their mathematical thinking both within group teaching and practice
- Plenary
  - Self/Peer assessment
  - Lesson reflection
  - Game

The *Characteristics of an Effective Numeracy Classroom* clearly outlines the expectations of Numeracy teaching and learning.

### **Assessment**

A range of assessment tools are used to evaluate and monitor student progress. Assessment information collected will be analysed and used by teachers to identify next learning needs and steps (individual, groups and class). Summative data is used to analyse shifts in learning.

Assessment tools to be used include:

- PAT
- Numeracy Diagnostic assessment
- Numeracy Snap-Shots
- Exemplars and ARBs (These can be used to inform teaching and learning as a diagnostic, summative or formative approach.)
- IKAN
- Self and Peer assessment
- School-wide Basic Facts

### Basic Facts

The School-wide Basic Facts Test will be used for Year 3-6 students and more capable Year 2 students only.

Assessment to be done a minimum of once a term, but may be more often if the teacher deems necessary.

### IKAN

This will be used for Years 3-6 students and more capable Year 2 students only

### Self and Peer assessment

Self and peer assessment is a critical part of the mathematics programme. It enables students to reflect, monitor and set goals for their learning. E.g. Reflection cards, Thinking Hats, Traffic Light, Thumbs Up/Thumbs Down, Written Reflection (student Modelling Book) and Peer Conversations.

### Snap-Shots

<b>Term One</b>	Addition & Subtraction	<b>Term Three</b>	Fractions, Proportions and Ratios
<b>Term Two</b>	Multiplication & Division	<b>Term Four</b>	re-assess Numeracy strands as necessary

### PAT Maths

An assessment for Years 3-6 completed in Term 1 each year.

### ARBs/Exemplars

A collection of learning experiences from the classroom will be used to inform overall teacher judgement. To be done on-going throughout the year.

### **Resources**

- Text books
- Figure It Out
- BSM
- A range of mathematical teaching resources throughout the school
- Computers
- Maths games
- Basic Numeracy Kit

### **Other Supporting documents**

Characteristics of an Effective Numeracy Classroom

National Numeracy Expectations

Our Mathematics Long Term Plan

Planning Templates

# OUR ENGLISH CURRICULUM

## **Rationale/Aim**

To become effective oral, written, and visual communicators, students will:

- Make meaning of ideas or information they receive (Listening, Reading and Viewing)
- Create meaning for themselves or others (Speaking, Writing and Presenting)

Our overall aim is to foster a love of reading, writing and speaking for personal pleasure.

## **Linking to NZC**

The English learning area of the New Zealand Curriculum guides all English teaching at Silverstream School.

## **Expectations for teaching English**

All students will have a programme of at least ten hours per week of English. This can be linked and integrated where appropriate. Daily home reading will be an essential part of classroom programmes.

## **Planning**

All English programmes will be based on Team Unit Plans. All planning should be informed by assessment and based on the needs of the students. This will include individual, group and whole class planning.

A weekly plan should include:

- Learning Intentions
- Success Criteria
- Activities
- Resources
- Formative Notes

## **Classroom lesson/session**

### Reading

A balanced reading programme will include guided, independent and shared reading experiences. Teachers will direct students to appropriate home reading material.

### Writing

A balanced writing programme will include modelling, practising, sharing and feedback (teacher and peer).

All English programmes will include regular handwriting and spelling lessons, integrated where appropriate.

A balanced English programme will include a variety of opportunities for viewing, presenting, listening and speaking.

## **Resources**

- School-wide reading material
- Spell Write
- Reading Recovery
- Parent Tutoring
- Phonics Programme
- Library
- ICT
- Literacy Learning Progressions

## **Assessment**

### 5 Year Observation Survey

This is used to test early Reading and Writing Skills.

### 6 Year Observation Survey

This is used to test Reading and Writing Skills after one year at school and is used to identify students requiring further support to meet expectations.

### Running Records

- Running records monthly for all children in Year 1. Above Year 1 for all who are below and at orange level.
- Running records twice a term for all children reading below their chronological age or considered “at risk” (eg. ex reading recovery).
- Running records once a term for all children reading “at” or “above” their chronological age.
- Running records can be taken more frequently for children who are considered to have moved level.
- All reading levels to be entered on wedge graphs. Week calculating sheet to be used. Mid year and end of year levels to be entered on CM as well.

### School Wide Assessment

- STAR
- asTTle Reading
- asTTle Writing
- Pretos Spelling
- Essential Spelling Lists
- Writing benchmarks

### Anecdotal observations

Teachers will make formative assessments of their students learning and progress through classroom learning experiences.

### Self and Peer assessment

Self and peer assessment is a critical part of the mathematics programme. It enables students to reflect, monitor and set goals for their learning. E.g. Reflection cards, Thinking Hats, Traffic Light, Thumbs Up/Thumbs Down, Written Reflection and Peer Conversations.

# CATERING FOR SPECIFIC LEARNING NEEDS

## **Identifying Needs**

Teachers will use assessment data to identify students with special abilities and special needs. How these children are catered for in the classroom should be evident in planning. Planning and programmes should reflect appropriate next learning steps for these students and any required support.

## **Targeted Teaching Groups**

### ***Numeracy:***

A Maths Support Programme caters for identified students requiring targeted specific teaching. Students work with a specialist teacher three times a week. This programme is designed to support classroom learning.

Maths Classes in the Senior School are grouped according to student needs. This allows for support and extension of students. A Teacher Aide is used for support of identified students.

### ***Literacy:***

Reading Recovery is provided for 6 year old students who need further support with Reading. Specialist Literacy groups are established where appropriate or possible to support students with specific needs.

Teacher Aides are used within classes to provide support in both Reading and Writing. Phonics programmes are also run in the Junior School by Teacher Aides.

Parent Tutoring is used to support students with reading.

### ***ESOL:***

For students with English as a second language, teachers should refer to the ELLP (English Language Learning Progressions) for further support. Teacher Aide Groups are set up to help with language development.

## **Gifted and Talented**

Gifted and Talented students are identified and recorded in the Gifted and Talented Register (within Classroom Manager). Programmes may be made available for these students, where appropriate or possible.

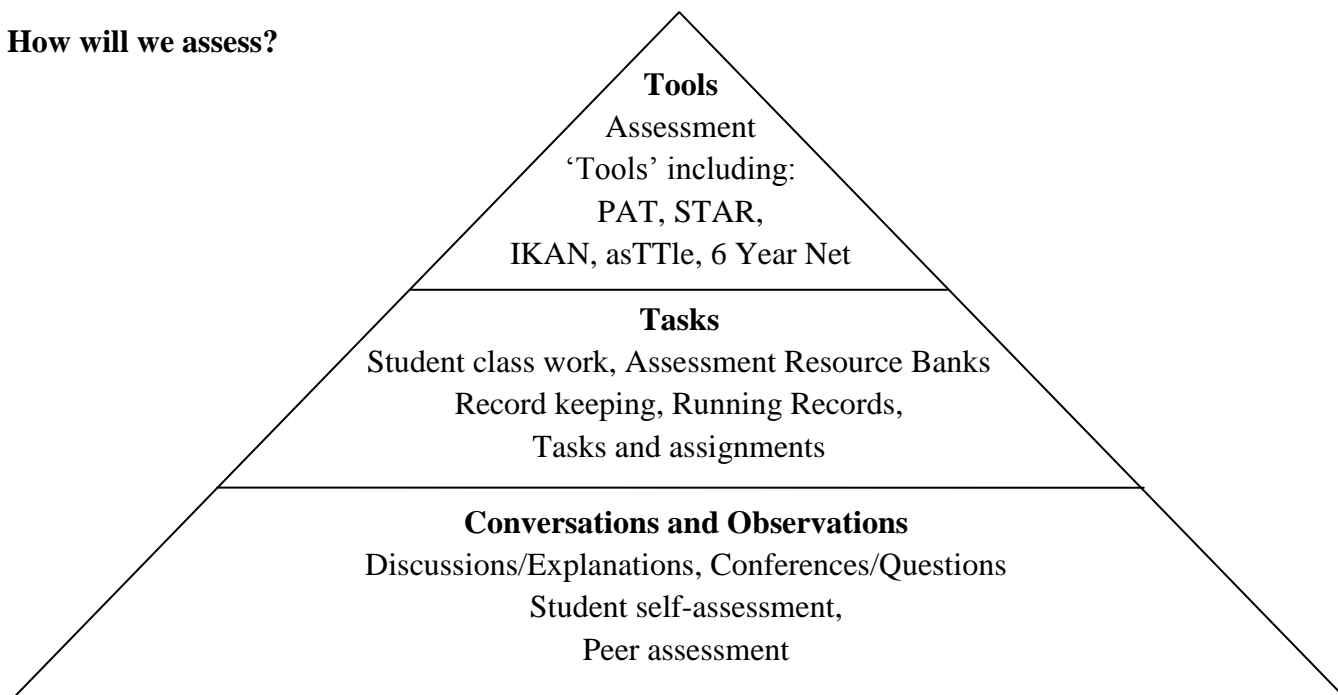
Extra Curricular Activities in Sport and The Arts are offered to students to develop special abilities and interests.

# ASSESSMENT

Assessment documentation will show clear evidence of:

- *Where* the learner is ‘at’
- *What* the student needs to learn next
- *Monitoring of the progress* being made by students over time

**How will we assess?**



## School-wide Assessment

	Junior School	Middle and Senior School
Beginning of the Year	<ul style="list-style-type: none"> <li>• Spelling: Essential Lists</li> <li>• Add/Sub Snapshots</li> <li>• asTTle Writing - Formative</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• Benchmarks for Numeracy and Writing</li> <li>• Running records</li> <li>• Spelling tracking</li> <li>• NE Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• PAT Maths</li> <li>• asTTle Writing - Formative</li> <li>• Basic Facts</li> <li>• Add/Sub Snapshot</li> <li>• Spelling: PAT</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• e-asTTle Reading or Running Record - Formative</li> </ul>
Middle of the Year	<ul style="list-style-type: none"> <li>• asTTle Writing</li> <li>• Add/Sub or Mult/Div Snapshots</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• Benchmarks for Numeracy and Writing</li> <li>• Running records</li> <li>• Spelling tracking</li> <li>• NE Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• STAR</li> <li>• IKAN</li> <li>• Basic Facts</li> <li>• Mult/Div and Prop/Ratio Snapshots</li> <li>• asTTle Writing</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• e-asTTle Reading or Running Record</li> </ul>
End of the Year	<ul style="list-style-type: none"> <li>• Benchmarks for Numeracy and Writing</li> <li>• asTTle Writing</li> <li>• Full Numeracy Interview</li> <li>• Running records</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• STAR</li> <li>• IKAN</li> <li>• Basic Facts</li> <li>• Mult/Div and Prop/Ratio Snapshots</li> <li>• asTTle Writing</li> <li>• e-asTTle Reading or Running Record</li> </ul>

*\*Further details of assessment will be found in the current School Assessment Schedule*

# REPORTING

## **Reporting to Parents**

Reporting is done three times per year.

***Beginning of the Year*** – Initial Learning Conferences that are designed for a learning partnership to be established. Assessment data from the previous year will be used to form goals for learning.

***Middle of the Year*** – Portfolios will be sent home that show student progress. Overall Teacher Judgements will be made in relation to the National Standards. The Portfolios will be followed up by Learning Conferences. Next Learning Steps will be identified.

***End of the Year*** – A final written report will be sent home that shows student progress. This is a summative report.

***New Entrant Reporting*** – A Learning Conference with parents will be held after students have been at school for 6 weeks.

***6 Year Observation Survey Follow-up*** – Parents will be given oral feedback about 6 Year Net results. Next Learning Steps will be identified and communicated.

## **To Board of Trustees**

Data is analysed and shared with the Board of Trustees, following the collection of school-wide Literacy and Numeracy achievement data. This is done 3-4 times per year. Data includes PAT results, Numeracy snap-shots in each of the strategy domains, basic facts, STAR, e-asTTle Reading and Writing, and end of year data.

## **Ministry of Education Targets**

Targets are written in Term One, based on previous year's final data. These identify specific cohorts of students. Assessment data is compared against National Standards and National decile expectations. An action plan is developed to improve the learning outcomes for identified students. These cohorts are monitored and tracked throughout the year.

# BEHAVIOUR MANAGEMENT

Our school learning culture has an overriding principle that guides us in behaviour management. It is ...

*Everyone has the right to feel safe and secure and enjoy their learning opportunities at our school.*

It is inherent that:

- A student's learning should not be compromised by the behaviour of others.
- Each student has the right to enjoy classroom and playground activities in safety.
- Where students do not behave in an acceptable manner, we have a responsibility to try all reasonable steps to guide them towards appropriate behaviour.
- Where students persist in unacceptable behaviour that compromises the safety, enjoyment and learning of others, we have a responsibility to ensure that others are not unduly affected.

## **Expectations of Pupils**

High standards of behaviour are expected from pupils at all times. They are expected to abide by all school guidelines and rules, both inside and outside the classroom.

## **Expectations of Staff**

The school has an operating ethos of collective responsibility. Every staff member is responsible for every child in the school.

Behaviour issues are minimised when staff have clear and consistent behaviour expectations. Students who are engaged in interesting, motivating programmes are less likely to exhibit negative behaviour.

# SELF REVIEW

Our Self Review process centres on student engagement and achievement.

It is based on:

- Our students' learning needs
- Our teachers' learning needs

It covers the five dimensions:

- Quality teaching
- Safe and inclusive culture
- Engagement with parents, whanau and the wider school community
- School Governance
- School Leadership

Our Self Review practices cover all levels of the school:

- Students
- Teachers and Support Staff
- Leaders
- BOT

Our Self Review will:

- Be honest, transparent, evidence based, future focused
- Reflect our Strategic and Annual Plans
- Be linked to Principal and Staff Appraisal Systems

## **Associated Documents:**

- Teaching As Inquiry
- Teacher Attestation
- Student, Teacher and Parent Surveys
- Strategic Plan
- Annual Plan
- Registered Teachers Criteria 2010