

Mission Heights Junior College Curriculum and Assessment Policies

Mission Heights Junior College meets its obligations under National Administration Guideline 1 through the implementation of the policies listed below.

National Administration Guideline 1 – Curriculum

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

Each Board, through the Principal and staff, is required to:

(a) Develop and implement teaching and learning programmes:

To provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;

giving priority to student achievement in literacy and numeracy, especially in years 1-8;

giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

student achievement in literacy and numeracy, especially in years 1-8; and then to breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;

(c) On the basis of good quality assessment information, identify students and groups of students:

who are not achieving;

who are at risk of not achieving;

who have special needs (including gifted and talented students);

And aspects of the curriculum which require particular attention;

(d) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

The Board of Trustees monitors the implementation and effectiveness of these

policies through the Principal's reports on: Achievement and Progress, Analysis of Variance, Annual Reporting, Self review processes, Professional learning and development Reports, newsletters, Policy Statements.

1. Curriculum planning, development and delivery

1.1 Mission Heights Junior College will deliver the New Zealand curriculum as gazetted including the principles, values and key competencies.

1.2 Quality assurance processes will track and document curriculum coverage.

1.3 Programmes will be:

- relevant, engaging and authentic;
- co-constructed with students;
- reflect the strengths of specialist teacher input and integrated cross curricular planning within the whānau community and
- acknowledge prior knowledge, strengths, interests, diversity and needs of students with every student learning at his/her appropriate level.

1.4 Students will have access to careers advice ensuring that all students receive individualised subject choice advice and appropriate career information.

2. Assessment

2.1 Assessment of students' learning will allow for tracking of individuals and groups in terms of progress against defined achievement objectives.

-Achievement and progress information will be provided to the Board of Trustees at least once a year.

-The achievement and progress information should include breakdowns for ethnicities, gender and any targeted groups.

2.2 Regular feedback and feedforward will be provided for students as part of the learning process.

-Feedback and feedforward will acknowledge progress and guide students' future learning.

2.3 All assessment will be fair, valid, consistent and reliable, and at the appropriate standard.

-Learning programmes will drive assessment and this should be an integral part of an authentic learning context.

2.4 Assessments will be evaluated and moderated against specified achievement criteria.

2.5 There will be school-wide consistency in internal assessment procedures but individual assessments will be derived from the whānau context.

2.6 The College will fulfill all NZQA requirements.

2.7 Teachers and whānau leaders will be expected to demonstrate how assessment is used to improve/adapt and develop teaching programmes to maximise student learning.

-This will include identifying students and groups of students who are not achieving, who are at risk of not achieving or who have special needs.

2.8 Programmes in DEEP will support students and staff to cater for the needs of students.

-This will include students identified as being in need of assistance (Essentials) and students identified as gifted and talented (Extension).

3. Reporting

3.1 Formative assessment is available to parents in real time on Mission Heights

On-Line as students complete assessment tasks.

3.2 A summative, "holistic" report will be sent to parents twice a year reflecting every student's achievement, progress, engagement and evidence of displaying the school's values.

4. Education Outside The Classroom (EOTC)

4.1 Mission Heights Junior College acknowledges that the principles, values and key competencies in the New Zealand Curriculum can effectively be delivered in a co-curricular setting and will provide a holistic education that provides students with opportunities to be involved and to excel in a range of academic sporting, cultural and leadership activities.

-Mission Heights Junior College will provide opportunities for curricular and co-curricular activities beyond the classroom.

-These opportunities enrich the programme and enhance learning by providing first hand experiences across the "4 Cornerstones" of a balanced education (Sport, Academic, Cultural and Leadership through service).

4.2 The safety of students, teachers and volunteers is paramount and any trip which involves taking students out of the college during the normal school day, must follow the EOTC procedures for approval.

4.3 Alcohol and illegal drug use by adult staff and/or helpers involved in any school trip is strictly forbidden.

4.4 Costs should be reasonable and any cost incurred to the school must be approved in advance.

4.4 When involved in EOTC, students must be made aware of the continued application of the school's expectations for behaviour.

4.5 To promote global citizenship trips overseas may be arranged by the school and agreements for the reciprocal hosting of students signed.

5. Special Education

5.1 Mission Heights Junior College aims to provide specialist learning programmes for students with identified special learning needs through the DEEP programme.

5.2 Programmes will provide students with a relevant, engaging and challenging curriculum which reflect their abilities, interests, experience and aspirations as well as enhancing individual learning needs.

5.3 The SENCO will make appropriate use of specialist expertise such as RTLB and GSE to assist the school to meet individual needs.

5.4 A policy of inclusion will be followed with students with special learning and behavioural needs being mainstreamed when and where possible.

5.5 A Gifted and Talented Education (GATE) programme will be developed to provide differentiated learning programmes for identified students.

6. ESOL

6.1 Mission Heights Junior College will ensure ESOL students and their families are provided a welcoming and supportive environment at the school.

6.2 The school will assist teachers in being sensitive to the needs of ESOL students and to understand that such students may have limited proficiency in English language and consequential difficulties in learning.

6.3 The school will provide appropriate programmes for ESOL students and ensure teaching hours allocated by the Ministry and/or Board of Trustees are used in the most effective manner and focus on:

- Progress in Listening and speaking English;
- Progress in reading English;

- Progress in writing English.

7. ICT

7.1 Mission Heights Junior College will provide education and training in digital capability and citizenship which develops the responsible and competent use of digital technologies by students and staff.

-This includes research, collaboration, communication, assessment and differentiation.

7.2 Mission Heights Junior College will ensure that parents/caregivers, teachers and students understand their obligations in relation to use of digital technology and the internet and file signed acceptable user agreements upon enrolment.

7.3 The School will respond promptly to inappropriate use of ICT including cyber bullying so that parents/guardians can be reassured that ICT is being used responsibly and that abuse and misuse will not be tolerated.

8. Māori Students' Achievement and Progress

8.1 Mission Heights Junior College will maintain a collaborative relationship with the School's Māori parent community.

8.2 The school will ensure that Māori students are identified and their progress monitored and where appropriate accelerated.

8.3 The school will ensure that programmes of learning for Māori students are resourced, implemented and assessed as appropriate.

8.4 Annual achievement targets will be set for Māori students and in general, these targets will be the same as those set for student achievement as a whole.

8.5 The School will ensure that teachers are able to form and maintain high quality relationships with Māori students, recognising that such relationships are fundamental to student success.

8.6 Achievement and progress information will be used to evaluate learning and teaching in relation to Māori students and to recommend actions to improve achievement and progress and overcome barriers to learning for Māori students.

8.7 The Principal will report twice a year to the Board of Trustees on the achievement of Māori students and this information will be reported to the community as part of the School's normal reporting procedures.

9. Pasifika Students' Achievement and Progress

9.1 Mission Heights Junior College will maintain a collaborative relationship with the School's Pasifika parent community and ensure that Pasifika students are identified and their progress monitored and where appropriate accelerated.

9.2 Programmes of learning for Pasifika students will be resourced as appropriate. Annual achievement and progress targets will be set for Pasifika students and in general, these targets will be the same as those set for student achievement and progress as a whole.

9.3 The school, recognises that positive relationships are fundamental to student achievement and will ensure that teachers are able to form and maintain high quality relationships with Pasifika students.

9.4 Achievement and progress information will be used to evaluate learning and teaching in relation to Pasifika students and to recommend actions to improve achievement and overcome barriers to learning for them.

9.5 The Principal will report twice a year to the Board of Trustees on the

achievement of Pasifika students and this information will be reported to the community as part of the School's normal reporting procedures.

10. Behaviour management and counselling

10.1 The school will manage behaviour in a respectful and dignified manner which retains the mana of everyone involved.

10.2 Where and when students fall below the school's expectations a restorative approach will be followed in line with the school's belief in strong relationships being central to achieving positive learning outcomes.

10.3 Serious interventions will include parents or caregivers but may, in extreme situations, result in formal interventions including stand-downs or suspensions.

10.4 Teachers will be expected to implement positive behaviour strategies and Senior Leaders will provide support if and when needed.

10.5 To pre-empt behavioural issues teachers may refer students to Senior Leaders who may access the school's counselling services or external agencies.

Signed Date.....

Board of Trustees Chairperson