

**HENDERSON SOUTH SCHOOL**  
**POLICY ON CURRICULUM DELIVERY**  
**MANAGEMENT AND ORGANISATION**

**Rationale**

The efficient provision and the subsequent system of management of material/human resources is necessary for effective curriculum delivery. This policy will be correlated with the "budgeting for curriculum delivery" and Resource Management policies.

**Purposes**

- 1. To establish an effective system of curriculum delivery, evaluation, resource acquisition and allocation.

**Guidelines**

- 1. All pupils will be placed in age appropriate classes and programmes will be designed to meet their appropriate learning needs.
- 2. Curriculum resources are those directly associated with curriculum delivery.
- 3. The Principal will monitor all resource requirements and ensure they are appropriate for stated needs.
- 4. The acquisition and use of curriculum resource is reviewed annually as part of finance and resource management as well as learning and programme assessment reviews.
- 5. Staff job descriptions and performance objectives will clearly indicate their resource management, special responsibilities and outcomes.
- 6. ORS Funding will be generated by some pupils and the administration of this resource will be organised by the SENCO and senior management.

Curriculum statements will be presented to the Board of Trustees from curriculum leaders which are to be approved by the Board.

**Conclusion**

The quality of learning and teaching programmes is dependent upon the appropriate provision, use and development of all resources available.

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson .....**

**HENDERSON SOUTH SCHOOL**  
**POLICY ON CURRICULUM DELIVERY**  
**RESOURCE MANAGEMENT**

**Rationale**

The efficient provision and the subsequent system of management of material resources is necessary for effective curriculum delivery. This policy will be correlated with the "Budget Programme for Policy on Curriculum Delivery" but comes under the umbrella of Property Management.

**Purposes**

1. To establish an effective system of curriculum resource acquisition and allocation.
2. To ensure that efficient and economical use is being made of all teaching resources.
3. Curriculum leaders follow established procedures. (Programme budgeting for Curriculum Delivery Policy).
4. Resources which are provided are those best suited to the learning needs and requirements of all pupils and should support Charter and Curriculum Plan goals and objectives.
5. To establish management systems that are followed by all staff and pupils where appropriate.
6. All curriculum teaching resources that are acquired in any one year will be catalogued and entered in the Resource Room data base.
7. ORS generated resources will be planned and implemented through the IEP process.

**Guidelines**

1. Curriculum resources are those deemed directly associated with curriculum delivery.
2. The Principal will monitor all resource requirements and ensure that they are appropriate for the stated needs.
3. The acquisition and use of curriculum/teaching resources is reviewed annually as part of financial and property management, and teaching and learning programme reviews.
4. The Principal will report annually to the Board on the state of the material resources being used and ensure that all members of the Board are fully informed on the condition and expected replacement of such items, in conjunction with the Executive Officer.
5. A development programme is in place and the acquisition of new and additional resources is itemised in the Resource Room data base.
6. The development programme is reviewed annually at the beginning of Term 4, in conjunction with the stocktake and budget formulation.
7. Classroom teachers to put into practice routines and procedures that encourage all pupils to care for resources and equipment in the class and school environment.
8. The internet should be used appropriately and for educational purposes only.

**Approved**

**BOT Meeting: 05/08/2020**

**Chairperson .....**

## HENDERSON SOUTH SCHOOL

### POLICY ON CURRICULUM DELIVERY PLANNING PROGRAMMES AND BUDGETS

#### Rationale:

1. To meet the requirements of the National Administrative Guidelines which require Boards to foster student achievement by providing a balanced curriculum in accordance with the National Curriculum Statements and will work towards meeting the National Standards.
2. The delivery of teaching and learning programmes is the primary function of Henderson South School and the Board accepts its obligation to provide educational programmes which will challenge students to develop understandings, skills and values in ways that are meaningful to them within the contexts of their abilities, which are relevant to their levels of functioning in their daily lives.
3. Consistency of philosophy in learning and teaching throughout the school is developed by staff, Board and parents and stated in the Henderson South School Charter and Vision Statements.
4. All ORS funded students enrolled at Henderson South School will have an IEP as their key curriculum document which takes into account their individual learning goals within the broad framework of the National Curriculum Statements.
5. Direction and purpose for learning for all ORS funded students is supported through staff consultation and development, and consultation with parents through the IEP process and monitored by SENCO.
6. Every attempt is made to cater for children with other languages/cultures and parents can opt to put their children into a bilingual class.
7. This Curriculum Delivery Policy allows for flexibility of programmes to maximise teacher and student strengths and changing circumstances and Ministry requirements.

#### Goals

1. For each curriculum team to plan an annual budget in their particular curriculum area, well in advance of the forthcoming year.
2. For each curriculum team to meet the deadlines laid out in the 'Procedures' below.
3. For the overview to include the development of a range of Key Competencies in all curriculum areas. These will need to be co-ordinated across the curriculum areas to ensure that there are no gaps and no overlaps. These competencies are based on five areas TRUMP (see below).
4. For each curriculum team to ensure that there is up-to-date information regarding school-wide achievements in their specific curriculum area.
5. For each curriculum team to ensure that there are systems in place for passing on information to the leader of the curriculum area, regarding those children not achieving specific objectives.
6. For each curriculum team to ensure that school-wide monitoring is carried out and outcomes reported to the staff meeting. This will be done regularly with the use of baseline data, mid and end of year data.

#### Procedures

1. A stocktake and disposal will be conducted in each curriculum area annually. At this time, systems for the organisation, storage and management of resources in each curriculum area will also be assessed by each curriculum group.
2. By the beginning of Term 4 a separate budget sheet for each curriculum area will be prepared. This must take account of:
  - \* the forthcoming year's topics
  - \* replacement of lost/stolen/broken equipment and resources (as per stocktake)
  - \* planned development of particular resources.

- 3. Budget sheets in each curriculum area need to be presented to the Principal before the November meeting of the Board
- 4. By the beginning of Term 4, Curriculum Leaders will prepare an Evaluation and Monitoring Programme for the forthcoming year, ensuring that all curriculum areas are monitored at least twice yearly.
- 5. Curriculum Leaders will ensure that data collected through monitoring is then statistically analysed.

**T** = Thinking  
**R** = Relating to others  
**U** = Understanding text and symbols  
**M** = Managing self  
**P** = Participating with groups

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson .....**

## HENDERSON SOUTH SCHOOL

### POLICY ON CURRICULUM DELIVERY

#### LEARNING PROGRAMMES, PLANNING, ASSESSMENT AND EVALUATION.

##### Rationale

Henderson South School aims to improve students' learning and the quality of learning programmes to enable all students to realise their full potential as individuals and members of society. Children's progress should be described in relation to learning goals based on National Curriculum Guidelines.

##### Goals:

1. For teachers to regularly assess and record children's progress, identifying strengths and needs to assist in planning and implementing appropriate programmes of work
2. Learning goals to be determined by teachers and children in partnership, and for children then to take increased responsibility for learning with support by parents.
3. For parents, teachers and children to communicate regularly regarding children's learning, achievements and goals.
4. For appropriate resources and teaching strategies to be determined by identified needs and teachers to complete thorough written preparation to meet these needs.

##### Procedures:

1. An assessment and evaluation system based on National Curriculum Guidelines will be implemented throughout the school.
2. Classroom based objectives will be set in Curriculum areas and key competencies areas, so that each child's learning can be monitored.
  - 2.1 Curriculum Leaders are to be responsible for support and guidance of staff in the preparation and maintenance of planning and evaluation requirements.
  - 2.2 All teachers are to be responsible for completing assessments and written planning according to school dates and guidelines.
  - 2.3 Team Leaders meet regularly to implement development.
  - 2.4 Overviews, class descriptions and long term planning are to be completed before start dates. These are to be made available to the Team Leaders, Deputy Principals and the Principal by the dates given at the beginning of each planning period.
  - 2.5 Class planning and evaluation to be available to the Team Leaders, Deputy Principals and the Principal.
3. A variety of assessment tasks will be built into classroom activities including diagnostic, formative and summative assessment and programme evaluation.
  - 3.1 A teacher's assessment and evaluation file will be maintained by each class teacher with ongoing assessment recorded by the dates required.
  - 3.2 Pupils' Individual Folders containing regularly collected, dated work samples and diagnostic records will be kept for each child. These samples will be collected at times to be determined within the annual school evaluation timeframes and will contain records as required in the school guidelines.
  - 3.3 ORS funded students will also have an IEP cycle (Refer Individual Educational Programmes Policy).

4. Relevant data will be recorded annually on reports and individual profiles at given times throughout the year.
  - 4.1 One month checks on Year 0 children.
  - 4.2 Interim summaries on all children
  - 4.3 End-of-year summaries on all children.
  - 4.4 End of first year comments to be completed when child has completed 40 weeks of school and is to include 6 year net assessment.
  - 4.5 All data to be updated when a child is withdrawn from school. Records to be sent for checking before Secretary sends to next school. Special programmes noted.
  - 4.6 On enrolment children are placed in an appropriate class. When school records arrive they are to go to the Management Team for overview and discussion of progress with the class teacher.
  - 4.7 Six year nets to be completed.
5. Progress and effectiveness of teaching programmes in selected curriculum areas will be reviewed annually across the school by designated staff members to determine children's learning and the direction in which future programmes should be developed.
6. Communication with parents will be through both a goal-setting interview and an interim and end of year written report stating strengths and needs in curriculum areas as developed in the Reporting to Parents Policy.
7. Ownership of all records, planning, assessment and evaluation is retained by the school and these are to be made available to the Management Team.
  - 7.1 When a teacher leaves or ceases to have responsibility for the planning and assessment of a class/curriculum, all the records are to be given to the Management Team so they can be made available to the new teacher.
8. Ongoing whole staff development will be through staff and curriculum meetings and support, and teachers will be required to complete the procedures and to forward constructive critical analysis to the Management Team as required.
9. The Deputy Principals will collate data from teacher assessments in Reading, Writing and Mathematics. The final reports are to be submitted to the Principal and the Board of Trustees.
10. Mid-term reports by Deputy Principals to be presented to the Board of Trustees based on progress in Maths/Reading/Writing.

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson .....**

**HENDERSON SOUTH SCHOOL****CURRICULUM DELIVERY/EQUITY POLICY**  
**CHILDREN WITH SPECIAL NEEDS****Rationale**

Making special, ongoing provision for children with learning needs is a matter of equity and will therefore receive priority consideration to enable them to realise their full potential and their worth as individuals.

**Goals**

1. To provide for learning needs which may arise from many varied circumstances.
2. To have an approach that is flexible and broad-based so that identification is accurate and ongoing and is addressed promptly.
3. To give clear direction in terms of identification, monitoring, teaching methods, resources, records, programming, reporting to parents and evaluation as required in the National Curriculum Guidelines.
4. To provide suitable professional development for all teachers, especially for teachers with special responsibility in this area.
5. To put in place management systems which will provide quality support for these programmes, including quality of documentation which ensures accurate tracking and ongoing evaluation.
6. To identify and monitor pupils and groups of pupils who require programmes to address individual differences.
7. To commit resources to achieve equity of programme from identified learning needs.

**Guidelines**

1. The whole teaching staff will develop a credible, manageable and flexible structure to achieve the ends referred to in Item 3 above.
2. The Management Team will be responsible directly to the Principal for the implementation of this structure.
3. The basis of programming will be appropriate training of, and inclass support for, class teachers to be able to meet the ongoing needs of such children.
4. A collegial approach will be critical to the success of the programmes. Specialist teaching will not be a substitute for the vital role of class teachers, nor for the advantage gained from shared approaches to meeting such needs. (So, specialist teaching will be used with discretion.)
5. Our provisions must be wide-ranging, taking into account the physical, social and academic needs of the children and acknowledging that they are all worthy of attention.
6. We will avoid the danger of any child being permanently labelled through such provisions while having "moving to independence" as the aim.
7. Children requiring Special Needs will have their needs entered onto the Terito data base. School SENCO will establish this list based on the tiers
  1. In class
  2. In School
  3. Ministry funded

**Approved**

**BOT Meeting: 05/08/2020**

**Chairperson .....**

**HENDERSON SOUTH SCHOOL**

**POLICY ON CURRICULUM DELIVERY - REPORTING TO PARENTS**

**Rationale**

Both formal and informal reporting is important in the establishing of good relationships between parents, child and teacher, and this is an essential part of effective teaching and learning.

**Goals**

- 1. Communication between parents and teachers should keep parents regularly informed of what is happening in the school with working towards meeting the National Curriculum - especially in regard to their child's learning.
- 2. To inform parents of children's
  - quality of work, strengths and needs.
  - personal qualities and social skills.
  - special skills and interests.
  - goals for the following term.
- 3. To establish with parents, common goals in respect to their children, that can be jointly pursued.
- 4. For children to become more involved and responsible for their own learning and assessment.

**Procedures**

- 1. Our school will continue to operate an open-door policy so that parents have the opportunity to discuss their various concerns with staff informally.
- 2. Teachers who have concerns about aspects of a child's progress or attitude will communicate with parents to discuss possible solutions to the problem.
- 3. Fortnightly school newsletters will be sent home regularly (on Wednesdays) and placed on the school website to inform parents of school events.
- 4. Prior to parent conferences, the Principal will ensure that staff development sessions on communication strategies are available eg: body language, ways to closing interviews, eye contact, conferencing skills appropriate to other cultures.
- 5. Two reports will be written each year. In Term 1 there will be a goal-setting evening and goals will be discussed with the report on interview night. The first half-year report is written, detailing progress, and parents are invited to an interview. Parents are invited to discuss with the teacher their child's progress. Interviews will be held either at the end of Term 2 or beginning of Term 3. Term 4 written reports detailing progress will be sent home to parents and interview times made available if necessary.
- 7. Teachers will keep a copy of each report in each child's individual file. Parents will also have each report and children's goals. Children will have a copy of their goals each term.
- 8. Children will regularly assess their progress towards meeting their goals each term and will become more involved in setting their own goals for the following term.

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson .....**



## HENDERSON SOUTH SCHOOL

### SCHOOL LIBRARY POLICY

#### Rationale

Our library provides a learning environment that supports the school curriculum, equity and Treaty of Waitangi goals and encourages reading as a life-long habit.

#### Purposes

1. To promote the enjoyment of reading and literature
2. To provide sufficient quality resources to give information and support the school curriculum and the classroom reading programmes
3. To create a user friendly learning environment in which students develop and enthusiasm for information and a love of reading
4. To provide a variety of opportunities for students and staff to develop information skills using a wide range of resources, including information technology.

#### Guidelines

##### 1. *Personnel Management*

- The principal provides leadership and oversees library development in a school wide context.
- The Board of Trustees provides commitment of funding and staff time, and approves policies.
- The Teacher with Library Responsibility (TLR) manages the library and is allocated release time per week and 2 days at the end of each year for stocktaking.
- Student Librarians are trained and supervised by the TLR with the help of the LA, to assist with the daily running of the library.

##### 2. *Financial Management*

- A budget proposal outlining and supporting priorities for expenditure is submitted by the TLR to the principal for consideration by the BOT. The maintenance of library facilities and major development projects such as information technology, are budgeted for separately.

##### 3. *Environment*

- The school has allocated a designated building for the library which is centrally located to the classrooms. The facilities, furniture and equipment are well-maintained and developed to comply with health and safety regulations and to provide a welcoming and dynamic environment supportive to students' learning and cultural needs.

##### 4. *Resource Management*

- The TLR is responsible for co-ordinating the planned development of the collection. Criteria for selecting and weeding resources, and procedures for accepting donations and handling complaints are documented in the library's Procedures Manual.
- Purchasing is undertaken according to a plan which is based on the assessment of staff, students' and curriculum needs and the existing collection whilst incorporating a student voice.

##### 5. *Systems Management*

- Systems of operation, including cataloguing, processing, and issuing of resources, are established and maintained according to the guidelines in the Procedures Manual in conjunction with Accessit.

6. *Library Use*

- The library is open for class use during the school day under the supervision of the LTR and/or the classroom teacher.
- Individual children may use the library during lunch breaks, under the supervision of the LTR with the help of the student librarians.
- The TLR is responsible for co-ordinating an annual programme of promotional activities to raise the profile of the library within the school community and whānau.
- All teachers are to ensure that students use the library to support reading and essential skills development at different levels, across the curriculum.

Approved  
BOT Meeting: 05/08/2020

Chairperson .....

## HENDERSON SOUTH SCHOOL

### INQUIRY LEARNING POLICY

#### **Definition:**

Information Skills are skills needed to make efficient and effective use of information.

Resource Based Learning is a process of shaping an inquiry to meet an information need using a range of skills and a range of information technologies. Resource Based learning uses these six steps - Deciding, Finding, Using, Recording, Presenting and Evaluation.

#### **Rationale:**

Children need to become independent learners and become empowered to find out for themselves what they need/want to know.

This will enable children to use life skills that will equip them for their future in an increasingly information dependent world.

#### **Purposes:**

- \* To encourage children to become responsible for their own learning.
- \* To give students access to a wide range of resources, technology and learning experiences.
- \* To develop information skills.
- \* To use resource-based learning as a research process.

#### **Aims:**

We want students to

- select and use appropriate resources to meet their information needs.
- use a range of information technologies and skills effectively.
- select appropriate resources for personal satisfaction and pleasure.
- demonstrate increasing responsibility, involvement and leadership in the development and use of the school library as an information centre.
- show increasing independence and competence in accessing information sources beyond the school.

#### **GUIDELINES**

Resource based learning and use of information skills implies that:

##### **1. Pupils should**

- 1.1 decide independently, or in small groups, what they want/need to learn and find out, and how they will achieve this.
- 1.2 be able to work as individuals, or collaboratively in small groups.
- 1.3 work through the six stages of resource-based learning in their inquiry-based research.
- 1.4 practise known information skills and learn new ones.

##### **2. Teachers should**

- 2.1 be conversant with the six stages of Resource-Based learning and be able to use this process in class programmes.
- 2.2 introduce students to and develop use of the research process appropriate to their needs.

- 2.3 involve students in the meaningful use of a wide range of print, non-print and human resources.
- 2.4 teach students information skills as they are needed in their research processes.
- 2.5 be guides and facilitators for children in using resource-based learning so that children are successful at every stage of the research process and the processes to access them.
- 2.6 be aware of available resources and help the children access these more and more independently.
- 2.7 identify individual student skill levels and design activities to cater for identified needs and to practise and extend their information skills.
- 2.8 give students' opportunities to evaluate their own learning throughout the six stages of resource-based learning.
- 2.9 encourage students to use the Inquiry Learning Wheel.

**3. The Principal and B.O.T. will endeavour to**

- 3.1 support teachers in appropriate inservice staff development for teaching and using resource-based learning and information skills, where available.
- 3.2 provide adequate funds for purchase and maintenance of appropriate resources, including technology.
- 3.3 ensure that trained support personnel are available where possible as resource and support people within the school.
- 3.4 ensure that a useful plan of Resource-based learning and Information skills is developed for use throughout the school and reviewed regularly.

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson.....**

**HENDERSON SOUTH SCHOOL**

**ENGLISH LANGUAGE LEARNERS (ELL) POLICY**

**Rationale**

In our multicultural school, we value the first language skills, values, knowledge and experience that each child brings to school and recognise that all children learn best through their first home language.

**Purpose**

1. To value the home languages, experiences and cultures of each child.
2. To encourage parents to maintain their first language at home.
3. To increase the children’s confidence, skills and knowledge in all aspects of the English language.

**Guidelines**

1. Every child has the right to have his/her name pronounced correctly.
2. Parents will be encouraged to discuss classroom work in their home language.
3. All home languages of our students will be actively used throughout the school day.
4. Children’s English language skills will be assessed on entry to the school. Appropriate programmes and support will be provided, according to ESOL funding guidelines.
5. ESOL activities will be provided that integrate with the usual school curriculum.
6. The SENCO will maintain a roll and monitor and assess ELL students’ English language progress.
7. ELL students will be encouraged to take active roles in the school, including those with responsibilities.
8. Each year a budget will be established for the provision of ESOL/ELL resources to meet needs.

**Conclusion**

To the above ends, appropriate ESOL/ELL needs and resources will be identified, budgeted for and adequately met so ELL children will be provided with the best opportunities to develop and improve English language competency within their classes along with the maintenance of their home language.

**Approved:**  
**BOT Meeting: 05/08/2020**

**Chairperson: .....**

**HENDERSON SOUTH SCHOOL**

**POLICY ON HOMEWORK**

**Rationale:**

In order to develop students’ learning and to assist them to realise their full potential as individuals and members of society, it is important that they are given the opportunity to develop independent work habits and study skills.

**Goals:**

- 1. For each child within the school to complete homework on a regular basis.
- 2. For each child’s homework to be at an appropriate level, which will allow the child to complete it independently.
- 3. For each caregiver to have the opportunity to be involved in their child’s learning.
- 4. For each caregiver to have knowledge of what the child is doing in his/her classroom.

**Procedures:**

- 1. Every child in Years 1 and 2 will take home a reading book at his/her independent level on a regular basis.
- 2. By Years 3 and 4, the children will have homework material to complete that may include reading, mathematics, spelling and topic. It is expected at this level that children will also be taking home reading books on a regular basis.
- 3. At Years 5 and 6, the children will have homework material to complete that may include reading, mathematics, spelling and topic. It is anticipated that each child would be working at a higher level than in Years 3 and 4. It is recommended that children at this level would be completing approximately 20 minutes of homework each night. It is important to maintain regular reading at this level as well. Homework would normally be set Monday-Thursday. This must be marked at least weekly.
- 4. Homework gives parents the opportunity to be involved in their child’s learning. This needs to be encouraged and monitored so that the parents, child and school are aware of the interdependence required for a child to be a successful learner.
- 5. Teachers are encouraged to give clear written instructions and guidelines to parents and students. Teachers are encouraged to use Google Classroom, Study Ladder and Sunshine Online to set homework tasks.

**Approved:**  
**BOT Meeting: 05/08/2020**

**Chairperson .....**

**HENDERSON SOUTH SCHOOL**

**TAHA MAORI POLICY**

**Rationale**

This school sees cross-cultural awareness, knowledge and understanding as essential to harmony between the different ethnic groups in New Zealand. As a consequence, it has a commitment to the concept of Taha Maori. If Taha Maori is to become a living part of the school, and not mere tokenism, then it will be necessary for all staff to be involved. This will require the acquisition of new knowledge, the development of new practices and a total commitment from the principal and staff. There is a dedicated time each week when the whole school takes part in Maori.

**Purposes**

1. To develop cultural awareness in the children and an appreciation of our multiple cultural heritage.
2. To understand, experience and appreciate Maori culture, attitudes and values.
3. To support all New Zealanders in their right to their own culture.
4. The concept of aroha will be accepted as the major foundation stone of the school.
5. To enhance the school climate by incorporating the concept of turangawaewae.
6. To incorporate other cultural perspectives as an integral part of the school programme.

**Guidelines**

Taha Maori will be integrated with other curriculum areas, adding a further dimension to teaching and learning. This may include:

- ❖ Mathematics - counting, time, using natural resources for equipment e.g sticks, stones, feathers.
- ❖ Social Studies - myths, legends, history, values, hui.
- ❖ Science - navigation, conservation.
- ❖ Language - Rakau system story telling.
- ❖ Physical Education - stick games, poi, knuckle bones, tops.
- ❖ Music - Waiata, dance, movement, action songs, instruments.
- ❖ Art - koru, natural dyes, carving, weaving, tokutoku.
- ❖ Health - Mana, Tapu.
- ❖ Meetings - assemblies-powhiri, welcome.

The school will, whenever possible, make full use of Maori resources in the community and capitalise on the experiences and perspective of the tangata whenua.

**Conclusion**

We will work towards the promotion of a Maori perspective and enhancement in our school and provide programmes that help the children to value our dual cultural heritage across all the curriculum areas. We will be using concepts from the Ka Hikitia, Tataiako and the Hautu framework.

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson.....**

**HENDERSON SOUTH SCHOOL****TE REO MAORI POLICY****Rationale**

All children must be given the opportunity to develop to their fullest potential. As the establishment of a cultural identity is paramount in this process, provision therefore must be made for Maori pupils to learn and understand the language of their culture and for all the pupils to better understand the unique heritage of their country.

**Purposes**

1. All reasonable steps will be taken to ensure that instruction in Te Reo Maori is provided for all pupils.
2. To involve the local Maori communities in the delivery of instructional programmes of Te Reo Maori and of Tikanga Maori, and to make decisions about Maori education in general.
3. That Te Reo Maori be integrated throughout the curriculum for all pupils.
4. Every opportunity is to be made available for Maori pupils to extend and advance their knowledge and understanding so that they extend their fluency in Te Reo Maori.
5. To provide a 'pathway' for greater academic achievements of Maori pupils, and thereby promote a stronger identity and greater self-esteem.
6. Undertake the concepts and development from the Rongohia te Hau programme.

**Guidelines**

1. The goals and objectives of the Charter relating to equity and the Treaty of Waitangi will be followed.
2. Every year a budget will be approved for the continuing expansion of resources.
3. All available resources to be fully utilised to give opportunities to learn Te Reo Maori.
4. A Maori Language programme will operate for all pupils to extend their fluency in Te Reo.
5. The Te Reo Maori Programme will be revised and developed for further integration across the curriculum.
6. Dedicated time for Waiata singing practice, staff meetings, whole school Te Reo (Monday afternoon) and Kapa Haka for students will become the norm.

**Conclusion**

Integrated Te Reo Maori programmes and special Reo classes lead to a better understanding of our cultural heritage and help staff and pupils to feel at ease when dealing with cultural differences. We will be using concepts from the Ka Hikitia Document.

**Approved**

**BOT Meeting: 05/08/2020**

**Chairperson .....**



**HENDERSON SOUTH SCHOOL**

**REFERRALS TO OUTSIDE AGENCIES POLICY**

**Rationale**

1. Where deemed appropriate referrals will be made to outside agencies or organisations to provide alternative specialist services that cannot be provided for ORS funded students by the staff of Henderson South School.
2. The need to make a referral will be identified through the IEP process.
3. As members of the IEP team, the ORS funded student’s parents/ caregivers will have input into the referral process.
4. The ORS funded student’s parents/ caregivers will be included in and agree to the decision to spend ORS funding on outside specialists.
5. A service provision contract will be agreed upon by the ORS sub-committee with the service provider and signed by the Principal or delegate on behalf of the ORS funded student.
6. The service provided by the outside agency or organisation will be regularly assessed and reviewed as part of the IEP process.
7. There will be agreement on the cost of service provision by an outside agency or organisation prior to the provision of that service.

**Procedures:**

1. The decision to make a referral to an outside agency or organisation will be agreed upon by the Principal and the SENCO.
2. Outside agencies or organisations that referrals may be made to include: GSE, ACC, CCS, Kelston Deaf Education Centre, National Audiology Centre, Homai Vision Education Centre, Talklink, Orthotics, RTLB, ENT, Public Health Nurse.
3. A service provision contract will be drawn up and agreed upon by the ORS sub-committee and the service provider. Issues to be considered in the Service Provision contract may include:
  - The service provider’s ability to provide the required service
  - A description of the service to be provided
  - The frequency and duration of service provision
  - The provision of a suitable working environment either by the school or the service provider
  - The provision of required resources either by the school or the service provider
  - The monitoring of the provision of the service
  - The cost of service provision and procedures for payment.
4. The cost of service provision will be shown as an hourly rate that will include: contact time, administration time and IEP attendance.
5. Payment will be on receipt of an invoice presented either at the end of the agreed service provision time or at the end of the school term, or as initially agreed.
6. An assessment of the impact of the service provision by an outside agency or organisation will be part of the IEP process. The service provider will informally report to the ORS sub-committee throughout the duration of the contract. A formal report will be presented by the service provider for inclusion in the IEP, or at agreed interim milestones.

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson .....**

**HENDERSON SOUTH SCHOOL****POLICY ON EDUCATION OUTSIDE THE CLASSROOM****Rationale**

All children should have the opportunity for personal and social growth at their appropriate level, through activities outside the classroom.

**Purpose**

1. To enrich the curriculum by including enjoyable learning experiences outside the classroom relevant to the different needs of the students.
2. To create opportunities for personal and social growth.
3. To help students appreciate the relationship between people and the environment.
4. To provide opportunity for adventure and challenge through a range of outdoor activities.
5. To develop an appreciation of the aesthetic and recreational value of the outdoors.
6. To enhance self-esteem by developing strengths and abilities not always evident in the classroom.
7. To provide opportunities for student participation in community and environmental activities.

**Guidelines**

1. Opportunities should be taken for liaising between the school and its community.
2. Programmes should be well planned and justified in terms of cost.
3. A lead teacher should be appointed to oversee the overall management of the trip and be contactable at all times.
4. To take children outside the classroom teachers should have sound leadership and management skills. They should have good outdoor skills and good judgement for dealing with emergencies.
5. A risk analysis and management system sheet (RAMS) should be used for the duration of the trip including activities outside the classroom and Board or Principal should sign RAMS forms prior to the trip taking place, preferably by the end of each term for the following term.
6. Programmes should show sequential development through the school.
7. Adult child ratios should be maintained in accordance with the organisations water based or higher risk activities and for all other trips.
8. Parental permission for all children taken outside the school is a requirement.
9. Trips are subject to approval from the BOT/Principal.
10. Parent helpers are to be vetted by the Police before they go to camp.
11. All vehicles used to transport children must have a current registration and warrant of fitness and the driver must have a full current drivers' licence.
12. All teachers should have current first aid certificate.

**Conclusion**

Education outside the classroom should be part of the school programme. Trips, visits, outdoor activities and camps lead to a greater appreciation of the environment and contribute to intellectual, social and emotional growth.

**Approved:**

**BOT Meeting: 05/08/2020**

**Chairperson .....**

**HENDERSON SOUTH SCHOOL**

**POLICY FOR EQUITY IN LEARNING AND TEACHING**

The Board, Principal, Parents and Staff agree that:

1. Fair learning opportunities be given to all students, regardless of intellectual, physical or sensory disability, gender, transgender, ethnic origin, culture, social circumstances or family background.
2. A curriculum be established which meets the needs of all pupils in the school and where appropriate, relates to the National Curriculum guidelines.
3. Good role models be provided in positions of leadership and authority so that pupils have a balanced perspective of equitable behaviour.
4. All persons to respect the rights and dignity of every other person.
5. The board of Trustees will ensure that within funding constraints, resources will be provided in the budget to support equitable learning opportunities for all pupils.
6. Commitment to biculturalism and multiculturalism will be demonstrated in appropriate ways.
7. The enhancement of learning opportunities relating to other languages and cultures will be promoted.
8. All pupils should have equitable access to all resources/ programmes offered by the school if deemed appropriate to the needs of the pupil after consultation with the parents.

**Procedures:**

1. The school will develop a wide range of resources which are unbiased and fair to all groups within the school.
2. The school will liaise with the community to define their children’s educational needs and to jointly develop equitable programmes reflecting these needs.
3. The school will endeavour to provide a balance of gender and ethnic groups in its teaching staff and community personnel.
4. The staff will be given the opportunity to develop and/ or extend expertise in the Maori language or in a Pacific Islands Community language.
5. All staff will be required to undertake programmes of professional development to equip them to put into practice the above policy.
6. Culturally appropriate methods of learning and assessment will be practised.
7. Staff will produce budget requests in October which will identify reasonable resources that would be required for their pupils in the following year in order to enhance their programmes.

**Approved**  
**BOT Meeting: 05/08/2020**

**Chairperson .....**

**HENDERSON SOUTH SCHOOL****POLICY ON ICT IN THE CLASSROOM****Rationale**

Computers, iPads, notebooks, chromebooks and tablets (ICT) provide opportunities for children to learn in new and interesting ways, often in ways not possible using other resources. They are a valuable learning resource with many uses in the classroom.

**Purposes**

1. All children will have the opportunity to become computer literate.
2. ICT will play an integral part in classroom programmes rather than “standing alone”.
3. ICT will provide worthwhile learning opportunities for all children within the school.
4. ICT will provide opportunities for children to work and solve problems co-operatively.

**Guidelines**

1. The use of ICT should be limited to those activities which make best use of the resource.
2. Previewing and planning are essential to ensure that the use of ICT fits comfortably within the class programme, and that the best value is gained from its use.
3. ICT will generally provide a focus or tool for children’s learning. For maximum benefits children need the opportunity to interact with both the computer and their peers.
4. All children should have equal access to ICT regardless of age, gender or ability. These aspects need to be considered before using a particular software package.
5. Adequate opportunities for training teachers in ICT use will be made available.
6. Teachers should seek classroom organisation that allows children to have access to ICT throughout the major part of the day.
7. Children using ICT must be supervised at all times by a teacher/teacher aide.

**Conclusion**

ICT is only a teaching aid and as such its benefits to learning and teaching will be best achieved when it is integrated into the class programme.

**Approved**

**BOT Meeting: 05/08/2020**

**Chairperson .....**