

STUDENT ACHIEVEMENT POLICY

At Macraes Moonlight School we put in place a comprehensive programme that ensures all students have access to high quality teaching and learning.

In order to have this happen at Macraes Moonlight School we will strive for:

- **Success for all**
All year 0 to 8 students will be given opportunities to gain the knowledge, competencies, attitudes, and values identified in the New Zealand Curriculum and the Macraes Moonlight School Charter and curriculum.
- **A Safe Learning Environment**
Macraes Moonlight School provides a safe, physical and emotional environment for all students.
- **Improving Literacy and Numeracy**
Macraes Moonlight School places priority on improving student achievement in literacy and numeracy. Special emphasis is placed on students whose further education or training may be at risk through under-achievement in literacy and/or numeracy.
- **Better Use of Student Achievement Information**
Macraes Moonlight School gathers sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, to implement future teaching and learning priorities.
- **Improving Outcomes for Students**
Drawing on dependable assessment evidence, Macraes Moonlight School will improve outcomes for students who are not achieving, who are at risk of not achieving, or who have special learning needs.
- **Improving Maori Outcomes**
Macraes Moonlight School works with our Maori community to plan programmes that achieve better outcomes for Maori students.
- **Providing Career Guidance**
Macraes Moonlight School provides opportunities for students to learn about possible future careers through integrated studies and utilizing community resources.
- **Reporting**
Macraes Moonlight School reports to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole. This includes reporting on the National Standards. Macraes Moonlight School

also reports on the progress of groups identified in the National Education Priorities where appropriate.

- **Reviewing**

Macraes Moonlight School maintains an on-going programme of self-review in relation to procedures, programmes and planning for curriculum and student achievement.

In order to meet these requirements, the management of Macraes Moonlight School is developing and is implementing:

- *A curriculum delivery statement*
- *A curriculum overview for all learning areas of the revised New Zealand Curriculum*
- *An assessment and evaluation programme*
- *A reporting to parents programme*
- *An education outside the classroom programme EOTC*
- *A special needs programme*
- *An on-going programme of curriculum review and reporting to the BOT*
- *Other programmes as funded from time to time by the Ministry of Education eg Reading Recovery*
- *A Gifted and Talented programme if needed.*

Through regular reporting at Board of Trustee level, the Board of Trustees will be assured that the curriculum at Macraes Moonlight School has the infrastructure to allow for successful delivery and student achievement.

Policy review date: May 2009

Next review date: To be determined before implementation of 2011-2013 Strategic Plan

Signed: *Jennifer Fleming*

Student Achievement

Curriculum Delivery Statement

Procedures:

- The teaching programme will, wherever possible, be activity based and make connections with the student's home life and the local community.
- Students will have opportunities for:
 - involvement in all curriculum areas
 - a range of learning experiences that will cater for different learning styles
 - teacher directed/child directed experiences
- Teachers plan programmes based on the needs of their students.
- Co-operative planning between teachers takes place when appropriate.
- Teachers use an integrated approach to planning and delivery of units of work where possible.
- The Key Competencies are an important component in programmes.
- Style/format of planning should be in accordance with established school procedures.
- Each teacher is responsible for their own class, however, they may from time to time, be expected to teach different classes.
- Timetabled teacher specialisation may occur in some areas eg: swimming, music.
- Each teacher is expected to teach in all curriculum areas.
- Curriculum areas will receive different emphasis depending on identified needs.
- Teachers are expected to take curriculum and administrative responsibilities. These will be negotiated at the beginning of each year and may be reviewed as necessary.
- The staff development programme will be based on:
 - The needs of teachers as identified during the appraisal process.
 - The needs of the school as identified through Curriculum/Resource development.
 - The needs of government as directed through annual planning.
- Flexible grouping and individualized programmes based on need will be used throughout the school.
- An emphasis on numeracy and literacy will be reflected programmes.

STUDENT ACHIEVEMENT**MACRAES MOONLIGHT SCHOOL****Suggested Timetable of curriculum programme and overview rewriting**

Subject	2005	2006	2007	2008
English: <ul style="list-style-type: none">• Oral			Term 1	
<ul style="list-style-type: none">• Reading		Term 1		
<ul style="list-style-type: none">• Written				Term 3
<ul style="list-style-type: none">• Visual		Term 2		
<ul style="list-style-type: none">• Library		Term 4		
Maths		Term 3		
Science	Term 4			
Technology			Term 2	
PE/Health				Term 2
Social Studies			Term 3	
Arts: <ul style="list-style-type: none">• Music• Art				Term 1
Maori Language			Term 4	
Religious Education		Term 4		

**An example of a
Principal Report to Board of Trustees – e.g. Student Achievement**

Macraes Moonlight School

Roll: 10

Month: July 2005

School Plan Progress:

Work against all targets is underway.

Target 1 – all students have been given a Running Record using PM benchmarks. Initial data analysis shows our predicted starting points were almost spot on. Target 2 – all students in Year two have been through initial testing against our Level One benchmarks. Data analysed shows that a group of boys are further behind than predicted. A recommendation for in-depth work with this cohort may be tabled for terms two and three.

Complementary Review:

Staff have developed a programme of complementary review for 2005. We will be reviewing Number; Reading; Special Needs IEP's and three-way conferencing. As well as these reviews the BOT will receive a monthly update of progress against Student Achievement targets. The first review will be Reading. Staff have developed the parameters for this review. Data will be collected throughout this term with the full report along with recommendations tabled at the first BOT meeting next term.

General:

Key Events/Visitors:

Professional Development:

Our professional Development is well underway. All staff have newly developed Job Descriptions. Our staffing schedule has been updated. All staff have negotiated Appraisal Goals with everyone choosing to adopt school wide goals as developed at our initial planning day. These goals are directly related to the Student Achievement Targets for this year. All teachers are currently revisiting Running Record administration. Expertise from Education Associates has been sourced and development workshops will be held for all staff in week five.

Issues:

Recommendations:

Student Achievement
An example of a Curriculum Development Plan

2005	2006	2007	2008
<p>Health & Physical Education: School Facilitators Job Description</p> <ul style="list-style-type: none"> • Contracts with Dunedin College of Education • Local Courses • Staff meetings • Programmed drafts • Planning Meetings • Documents • Budget • Trials • BOT reporting • Timetable 			
<p>The Arts School Facilitators Job Description</p> <ul style="list-style-type: none"> • Contracts with Christchurch College of education • Local Courses • Staff meetings • Programmed drafts • Planning Meetings • Documents • Budget • Trials • BOT reporting • Timetable 			

Student Achievement

Options for Curriculum Review and Reporting to the Board

<p>1. School Plan Example: Numeracy Literacy Another</p>	<p>Every Year</p>
<p>2. (a) School Plan Example: Numeracy Literacy Another</p> <p>(b) Topic Based Review x 3 per year</p>	
<p>3. (a) School Plan Example: Numeracy Literacy Another</p> <p>(b) Essential Skills x 3 per year</p>	
<p>4. (a) School Plan Example: Numeracy Literacy Another</p> <p>(b) Special programmes (tracked) RR Swimming Levels SEG's Speech OR's Athletics Australian Tests Maori Westa Maths Clubs</p>	
<p>5. (a) School Plan Example: Numeracy Literacy Another</p> <p>(b) Incidental Data (Tracked)</p>	
<p>6. (a) School Plan Example: Numeracy Literacy Another</p> <p>(b) Periscope</p>	

Review and Reporting Checklist

English			Science		Social Studies		Health & PE	

Mathematics			Technology		Arts		Maori	

English	Science	Social Studies	Health & PE

Mathematics	Technology	Arts	Maori

Special Programmes

RR	ORS	Gifted/Talented		

Special Ed	Maori	Clubs		

Other

RE	Beh Mgt	Essential Skills	Core Values

SCHOOL

EDUCATION OUTSIDE THE CLASSROOM PROCEDURE/PROGRAMME

CONTENTS:

EOTC Procedure

School Excursion Procedure

School Programme

Staff Equipment

Skills and Safety

EOTC Approval Forms

Health and Permission Forms

Check List

Risk Management Matrix

Field Trip Application

SCHOOL

NAG 1 - Curriculum

E.O.T.C. procedure – alongside Health Programme

Children learn by enjoying experiences appropriate to their needs and environment. Varied experiences are necessary for maximum development, and all learners should be given opportunities to explore and learn from the world outside the classroom.

EOTC programmes at Macraes Moonlight School will be designed to:

- enhance learning, through a variety of well-designed, first-hand experiences;
- provide experiences for learners that encourage awareness of the values and philosophies of the tangata whenua, along with other cultures with the school community;
- increase learners' knowledge, understanding, and appreciation of the school area, local district and other places, including some unfamiliar places;
- develop learners' skills in observation, recording and organisation;
- help learners' develop self-confidence and a sense of adventure;
- assist learners in their social development by placing them with others in unfamiliar situations;
- help learners develop an attitude of responsibility, particularly towards their own safety and that of others;

Our school will:

- use EOTC to enhance learning in all curriculum areas;
- begin by utilising the resources of the school community and environments;
- limit excursions for younger children (new entrant to Year 3/4) to the school or local district and to a duration of one day or overnight;
- generally offer Year 4/5 to year 8 children a camp experience of up to four nights duration, at a marae or an approved camp area; depending on the level;
- involve students, parents, caregivers, and the community at all stages of planning, preparation, the outing itself and evaluation;
- ensure, where possible, that children are not excluded from participation in EOTC programmes for financial or special reasons;
- provide alternative learning situations for children unable to participate;
- liaise with pre and post learning centres, so that EOTC programmes are co-ordinated,
- Follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements; **Reference MOE resource**
- Ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training and assessment schemes.

SCHOOL EXCURSION PROCEDURE

This procedure is an appendix to the EOTC Procedure and is specific in the requirements for BOT Approval.

Refers to: Legal Aspects Department of Education 1988/28 Safety and Supervision Department of Education 1985/1

The ultimate legal responsibility for the approved excursions is with the Board of Trustees. All school Health and Safety policies apply to these excursions.

Duration:

The Junior School (Years 0,1,2,3,4) will have excursions limited generally to the school or local district and limited to maximum one night duration as approved by the BOT.

The Senior School (Years 4/5 – 8) can conduct EOTC experiences of up to 6 days duration at a site which is approved by the BOT (this includes travelling time).

Composite classes camps will be at the discretion of the Principal and with approval of the BOT.

Location:

A 4-yearly cyclic EOTC overview is to be developed and approved annually as part of the school plan.

NOTE: This will not include incidental class excursions into the environment which compliment current classroom studies.

Ratios: (Example only)

- An adult/pupil ratio of 1:4 – overnight camps and hazardous excursions – Years 4 - 8
- An adult/pupil ratio of 1:6 – other excursions – Years 4 - 8
- An adult/pupil ration of 1:3 or 4 – for activities with Years 0 – 3 children

Parent Help Responsibility:

- Parents must be fully informed as to their responsibilities.
- Teachers will brief parent helpers and instructors on their specific role:
- Provide necessary information to cater for student need.
- Outline the standard of care required.
- Outline any health factors of students which may cause concern.

NOTE:

Due to inherent hazards involved, children under the age of the class participating are permitted to attend only at the discretion of the school. However, the parent of such children cannot be a supervisor. The parent can only provide transport.

TRANSPORT

TEACHERS MUST ENSURE THAT:

Private:

- Where private transport is provided children will only travel in vehicles with current WOF's and registrations.
- Each child is to be restrained by an approved seat belt
- All parents providing transport must have full driver's licence even if transporting own children. (Licences to be sighted and ticked on class exclusion register).

Public:

- Loading capacity will be in accordance with the operators Bus Conveyancing licence.
- Provision should be made for a 'camp vehicle' on overnight camps away from school to be accessible at all time in case of an emergency.

Safety:

- Ensure that at least one adult has a current First Aid Certificate
- That the First Aid Equipment is accessible at all times
- Ensure that individual medication is administered as required and documented
- The teacher in charge will need to evaluate risk – management of outdoor pursuits to be engaged in
- Ensure that all reasonable precautions are taken to minimise danger
- In cases of extreme behaviour children may be excluded from the camp. The teacher in charge to return child to school. The parents must be notified.

When in doubt don't do it – it's better to be safe than sorry!!!

- Ensure that evacuation and safety procedures are established for each camp venue and practiced on arrival with all involved
- That the appropriate gear list is issued and that parents have adhered to this.

Authorisation:

- Ensure that parents have returned the appropriate consent forms prior to departure
- The BOT Approval form is filled out and approval given (copy attached).
- Provisional Registered Teachers and Beginning Teachers, should if possible have a Fully Registered Teacher to accompany them on an EOTC excursion

SCHOOL 4-YEAR CAMP EOTC PROGRAMME

An Example :

The aim of Outdoor Education experiences at Macraes Moonlight School is to ensure a variety of experiences outside the classroom, either through camps and/or day excursions.

Level	Odd A	Even A	Odd B	Even B
Whole School	3 nights country Whole School	3 nights city Whole School	3 nights island Whole School	3 nights moving Whole School

Whole School Ski trip – even years – overnight trip

STAFF EQUIPMENT

First Aid Kits:

One well stocked kit to be with the group leader and associated kits to be with other adults depending on the number of groups

First aid Kit:

Plasters	Roll Bandages	Triangular bandages
Sterile dressings	Butterfly sutures	Antiseptic Cream
Survival Sheet	Surgical tape	Scissors
“Ice Pack”	Wipes	First Aid Manual
Matches		

Supplementary Kits:

Bandages
Antiseptic Cream
Plaster
Tape

Other Equipment:

Access to a cell phone, if available
Survival Sheets
Radio
Maps
Planned Route & Alternatives
Whistle
Compass
Loud Hailer

Things to Do:

- Check all equipment
- Assign adults to groups of children

- Set a suitable pace – slowest at front
- Appoint an adult to supervise the rear
- Keep in touch with all members of the group
- Have frequent stops for snacks, drinks, etc
- Encourage awareness of surrounding
- Keep an eye on the weather
- Keep a look out for any “group members” who may be injured, sick or tiring.

SKILLS AND SAFETY

Education Outside the Classroom should, through a carefully planned programme, allow for the development of a variety of skills aimed at the level of each student.

Activities should provide a challenge that test the skills and build upon those already attained. If the activity is beyond the capability of the child then it may become dangerous and as such has no learning value. All activities must be well planned, have defined goals and be geared to the ability of those taking part.

Programmes must be well supervised and evaluated.

At all times the child is the responsibility of the teacher-in-charge. The use of outside instructors or parents does not remove that responsibility from the teacher.

EOTC APPROVAL FORM CAMPS

To be submitted to the Board of Trustees

1. It is recommended that staff responsible for the organisation and/or conduct of the EOTC excursion consult:

The Ministry of Education's EOTC Guidelines for Good Practice'

Outdoor Pursuits – Guidelines for Educators

2. This form and the attached information must be forwarded at least two board meetings prior to the camp taking place, for discussion by the board for an overnight excursion or activities requiring special precautions.

Please complete all sections below:

3. Teacher in charge of

Class (es) involved

4. Application for permission to conduct (tick where applicable)

An overnight excursion

A class camp – up to four nights away

An activity requiring special precautions

5. Venue.....

6. Dates.....

7. Objectives.....

.....

.....

Previous experience (eg: in outdoor education)

.....

.....

.....

8. Student and teacher numbers

Student age range.....

Class	Number of Students	Leaders
Boys	Girls	Total
Staff	Others	

NB: Where a mixed party of pupils is away overnight at least one male and one female must be included.

9. Staff involved

.....
.....

10. Names and status (e.g. parent/volunteer/contracts instructor) or other leaders and helpers

.....
.....
.....

11. Accommodation details

.....
.....
.....

12. Mode of travel

.....
.....
.....

13. Cost/Pupil \$,, Travel..... Accommodation..... Food.....

14. How costs are to be met

.....
.....

SPECIAL CONFIRMATION

Please tick that the following requirements have been met”

- This education visit has been discussed with the Principal
- The Board of Trustees has given approval
- The prime aims and objectives are closely related to official syllabus
- The daily programme gives a clear indication of the extent of the experiences
- Supervisors and helpers will be fully inducted and prepared for their responsibilities
- Signed consent forms have been received from all parents
- Special physical disabilities of pupils are catered for
- Medication needs of children ascertained
- Parent consent for any necessary medical treatment is obtained
- Emergency telephone contact numbers obtained for each child
- Lists of minimum clothing and equipment have been issued to all children and adults
- At least one adult is qualified in First Aid
- Level of fitness and training for all members is adequate
- The following agencies have been notified (if applicable)
- I am familiar with the relevant sections of the Ministry of education’s ‘EOTC Guidelines for Good Practice’

Police..... St Johns

D.O.C..... Other

In the event of emergency the planned procedure will be:

.....
.....

In forwarding this information, I approve the basic preparation undertaken by the teacher in charge, the purpose as being within the school policy, the content as appropriate to the children involved and the total consideration for safety and pupil care. I recommend favourable consideration by the Board of Trustees

Principal:.....

PLEASE SUBMIT AT LEAST TWO BOARD MEETINGS BEFORE THE PROPOSED VISIT

PRINCIPAL USE ONLY:

Recommended for approval

Recommended for approval in principle but further details are necessary in:

- Programme Planned
- Water Safety aspects
- Hazardous Activities

Before final approval is recommended

Not recommended for the following reasons:

.....
.....

Signed:..... Date:

HEALTH & PERMISSION FORM

Name:..... Class:.....

EDUCATION OUTSIDE THE CLASSROOM

Parents'/Caregivers' permission and medical information form.

I give permission for my son/daughter.....

To participate in

At.....

Dates:.....

I agree that he/she should take part in such activities and such necessary duties as may be required by the staff.

I authorise the obtaining on my behalf any medical assistance if, in the opinion of the staff, such treatment is necessary, and agree to meet any costs incurred.

To the best of my knowledge he/she has no medical or physical disabilities likely to prove detrimental to him/her or others during the programme.

I understand that the school will not accept responsibility for loss or damage of personal property (check own household policy).

Should my son/daughter be involved in a serious disciplinary problem I accept that he/she may be sent home.

I will forward the sum of \$ being a share of transport, camp fees and provisions. Money is required by

Signature of parent/caregiver

Signature of student

Date:.....

This form is to assist us in case of any eventuality with your son/daughter. All information is held in confidence.

We ask parents'/caregivers' to note the following requests.

.....

.....

.....

Telephone.....(Day)(Night)

Emergency.....(Mobile).....

Signature.....Date.....

CHECKLIST FOR A WELL PLANNED CAMP

1. Objectives:	Yes	No
Are the activities outlined?		
Is there a valid rationale?		
Are there clear goals?		
2. Participants:		
Is there a list of participants?		
Has their age been considered?		
Do you know the total group size?		
Have experience and/or skill levels been assessed?		
Is their medical/health/fitness status known?		
3. Leadership:		
Are the leaders identified?		
Is their experience appropriate?		
Is their skill level sufficient?		
Is their first-aid emergency training current?		
Is the student/leader ratio appropriate?		
4. Administration:		
Has the approval process been followed?		
Have parents/caregivers been notified?		
Has parent/approval been obtained		
Have medical forms been returned, analysed and filed?		
Have sites been booked?		
Has final approval been obtained?		
5. Finances:		
Has a budget been established?		
Have student costs been approved?		
Have funds been raised?		
6. Private Vehicles		
Are drivers required?		
Have vehicles been well maintained?		
Have load capacities been observed?		
Have pick-up and drop-off points been established?		
Have emergency contacts/procedures been established?		
Have lists of children in individual cars been documented?		

7. Route Planning	Yes	No
Has route information been well researched?		
Does the route have inherent risk?		
Does a group leader have recent local knowledge?		
Do people know where they are going?		
Have permits been obtained?		
Has the itinerary/trip plan been completed?		
Have land owners been consulted/informed?		
Is there a method of gaining weather and road information?		
8. Orientation and Training		
Are participants physically and mentally prepared?		
Has a proper progression of training and skill acquisition been followed?		
Are emergency procedures known?		
Are the boards rules and regulations known?		
Have environmental concerns and practices been discussed?		
Have all briefings been completed?		
9. Safety		
Have the risks been identified, reduced, isolated or managed?		
Have first-aid and emergency procedures been established?		
Are medical conditions or special needs known?		
Is the first-aid kit adequate?		
Are resource services known?		
Has a route/trip plan been left with a responsible party?		
Has safety and emergency equipment been included?		
10. Equipment:		
Is the equipment appropriate for the activity?		
Is it the appropriate size and type?		
Have care/maintenance/repair and replacement been considered?		
Has the equipment been checked prior to departure?		
11. Evaluation:		
Has evaluation been completed by:		
Students/participants		
Teachers/Leaders		
Parents/Caregivers		
School Administration		
Are there any special projects or follow-up activities?		

APPLICATION FOR FIELD TRIP

Approval is sought for the education visit detailed below:

TEACHER:

CLASS:

NUMBER OF CHILDREN:

NUMBER OF SUPERVISORS;

PLACES TO BE VISITED:

(Please attach full details of transport and itinerary)

PROPOSED DATE OF VISIT:

TIME OF DEPARTURE;

TIME OF RETURN;

NATURE AND PURPOSE OF VISIT;

(Include relation to class programme, preparation undertaken, expected subsequent work, etc)

PLEASE SUBMIT AT LEAST ONE WEEK IN ADVANCE

All visits to Harbours, Hill and Mountain Country , Rivers and Seaside require Board approval and this should be sought through the principal well in advance.

Following approved field trips an evaluation of the exercise should be completed and filed with a copy of this form.

Approved / Not Approved _____
Principal

