



BOARD OF TRUSTEES

STUDENT ACHIEVEMENT POLICY

This policy documents how Nayland Primary School will ensure it meets its obligations under:

- **National Administration Goal 1**

which requires the Board 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.

- **National Administration Goal 2**

which requires the Board, with the principal and staff to :

- a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- b) maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c) report 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 and of groups (identified through NAG 1(c) including the achievement of Maori students against the plans and targets referred to in NAG 1(e).

As stated in NAG 1 the Board through the principal and staff is required to :

- (a) develop and implement teaching and learning programmes:
 - i. to provide all students in Years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in Years 1-8;
 - iii. 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:
 - i. student achievement in literacy and numeracy, especially in Years 1-8; and then to
 - ii. 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:
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. 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 Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students.

As stated in NAG 2A the Board with the principal and teaching staff, is required to use National Standards to :

- (a) report to students and their parents on students' progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- (b) report school-level data in the Board's annual report on National Standards under three headings :
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.

- (c) report in the Board's annual report on :
- i. the numbers and proportions of students at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - ii. how students are progressing against the standards as well as how they are achieving.

Nayland Primary School will meet its obligations under National Administration Goals 1 and 2 by developing and implementing the following plans, guidelines and reviews :

- 1. The Nayland Primary School Curriculum** (White Folder)
To ensure that the school :
 - a. provides all students in Years 1-6 with opportunities to achieve for success in all the essential learning and skill areas in the New Zealand curriculum;
 - b. gives priority to student achievement in literacy and numeracy, especially in Years 1-4;
 - c. gives priority to regular quality physical activity that develops movement skills for all students;
 - d. meets its obligations regarding gifted and talented students.

- 3. A Maori Student Achievement Plan** to ensure that in consultation with the school's Maori community, the Board develops and makes known to the school's community plans and targets for improving the achievement of Maori students. (White Folder)

- 4. Special Education Guidelines** that ensure that the school implements teaching and learning strategies to address the needs of students identified in (2b) above. (Red Folder)

- 5. Curriculum Assessment, Review and Consultation/Reporting Guidelines** (White Folder)
to ensure that :
 - a. through a range of assessment practices, the school gathers information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to :
 - i. student achievement in literacy and numeracy, especially in Years 1-4; and then to
 - ii. 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 New Zealand curriculum (as expressed in the National Curriculum Statements);
 - b. the school, on the basis of good quality assessment information, identifies students and groups of students :
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs; and
 - iv. aspects of the curriculum which require special attention;
 - c. the school reports :
 - i. to students and their parents on the achievement of individual students; and
 - ii. to the school's community on the achievement of students as a whole and of groups identified through (2b) above including the achievement of Maori students against the plans and targets referred to in (3) above.
 - d. achievement data in relation to the National Standards is incorporated into Nayland Primary assessment and reporting procedures.

6. **Long Term Planning Book** to ensure that classroom programmes reflecting the school's curriculum, pedagogy and assessment plans, are based on student needs. (Orange Booklet)
7. **School Administration Procedures** to ensure that classroom management and administration is carried out effectively and consistently across the school. (Red Booklet)
8. **Annual School Curriculum Review** (Booklet)
which ensures that the school implements teaching and learning strategies to address aspects of the curriculum identified in (2b) above.
9. **Guidelines linked to this policy:**
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| 1.01 | Student Placement | <u>Related Resources :</u>
Reporting to Parents file R01-04
Curriculum Reviews file R02-07
'National Standards at NPS' booklet |
| 1.02 | Student Promotion | |
| 1.03 | Treaty of Waitangi | |

This policy was formally adopted by the Nayland Primary School Board of Trustees on 23 June 2011.

Signed :

Chairperson, Board of Trustees