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STUDENT ACHIEVEMENT POLICY

This policy documents how Ruru Specialist School Board of Trustees will ensure it meet its obligations under:

NATIONAL ADMINISTRATION GUIDELINE 1

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:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, 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 the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, 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 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or 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 Māori community, develop and make known to the school’s community policies, plans and targets for improving the progress and 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.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NATIONAL ADMINISTRATION GUIDELINE 2

Each board of trustees, with the principal and teaching staff, is required 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, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP)

The NELP is a statutory document enabled by the Education and Training Act 2020 that sets out the Governments priorities for education. The school Board must have particular regard to the NELP including when developing or reviewing their charters.

Objective 1: Learners At The Centre

Learners with their whānau are at the centre of education.

Priorities:

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Objective 2: Barrier Free Access

Great education opportunities and outcomes are within reach for every learner.

Priorities:

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga. Disabled learners/ākonga and those with learning support needs.
4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy. * *Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand Sign Language.*

Objective 3: Quality Teaching And Leadership

Quality teaching and leadership make the difference for learner and their whānau.

Priorities:

5. Meaningfully incorporate te reo Māori and tikanga Māori into the veryday life of the place of learning.
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Objective 4: Future Of Learning And Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Priorities:

7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

Objective 5: World Class Inclusive Public Education

New Zealand education is trusted and sustainable.

THE BOARD OF TRUSTEES WILL IMPLEMENT THE FOLLOWING PROCEDURES

- [Assessment and Evaluation of Students Achievements](#)
- [Curriculum Plan](#)
- [IEP-ICP](#)
- [Maori Achievement](#)
- [NZQA](#)
- [Outreach Service](#)
- [Specialist Services](#)
- [STAR](#)
- [Transition](#)
- [Work Experience](#)

- [Consultation and Reporting to the Community](#)
- [Quality Governance](#)
- [Self Review](#)

This policy was formally adopted by the Ruru Specialist School Board of Trustees



Signed: Chairperson Board of Trustees

27 September 2021

Board Meeting Date

To be Reviewed Biennially: Term 3 2023