



# Hororata Primary School

*Learning for our future*

## Student Achievement Policy

Hororata Primary School has developed comprehensive programmes that ensure all students have access to high quality teaching and learning.

### In order to achieve this we will:

- **Success for all**  
All Years 1 – 6 students will be given opportunities to gain the knowledge, skills, attitudes, and values identified in the New Zealand Curriculum Framework and the national curriculum statements.
- **A Safe Learning Environment**  
Hororata Primary School provides a safe, physical and emotional environment for all students.
- **Improving Literacy and Numeracy**  
Hororata Primary School places priority on improving student achievement in literacy and numeracy, in Years 1 – 6. 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**  
Hororata Primary 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, Hororata Primary 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**  
Hororata Primary School works with our Maori community to plan set targets that achieve better outcomes for Maori students.
- **Providing Career Guidance**  
Hororata Primary School provides career guidance in Year 7 and above. Special emphasis is placed on career guidance for at risk students who are unprepared for the transition to the workplace or for further study.
- **Reporting**  
Hororata Primary 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. Hororata Primary School also reports on the progress of groups identified in the national education priorities.
- **Reviewing**  
Hororata Primary 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 Board of Trustees develop and implement:**

- Curriculum Review and Reporting Programme to the BOT (*refer Curriculum Development Programme*)

**The Principal and Staff (*Management*) develop and implement:**

- Curriculum delivery statements (*refer Programme of Curriculum Delivery*)
- Curriculum delivery programme for essential learning areas (*refer Curriculum Programmes*)
- Curriculum Development Programme (*updated annually*)
- Programme of Assessment & Reporting (*refer Programme of Assessment & Reporting*)
- Education Outside the Classroom (EOTC) procedures (*refer Education Outside the Classroom Programme*)
- Learning Support Programme (*refer Learning Support Programme*)

**The Board of Trustees in conjunction with the principal and staff (*Management*) develop and implement:**

- School's specific statements or programmes
  - Homework procedures
  - Equity procedures
  - Library procedures
  - Reading Recovery procedures

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

# Homework Procedures

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## Introduction

Homework is designed to develop and reinforce skills for learning, to acquire knowledge and to present an opportunity for students to show what they (and not their parents) can do.

Homework should:

- reinforce work covered in class;
- develop children's independent study skills;
- establish sound home study habits and routines;
- communicate to parents and show them what their child is capable of;
- enrich tasks introduced at school;
- provide links between home and school;
- utilise community resources;
- develop confidence through success.

## Procedural Guidelines

1. Children will be set homework on a regular basis by their classroom teacher.
2. Children will record their homework appropriately as directed by their classroom teacher i.e. notebooks, homework books etc.
3. The following guidelines should be considered when setting homework:

Years 0-2	-	10 minutes per day
Years 3-4	-	15 minutes per day
Years 5-6	-	20 minutes per day

4. Teachers will evaluate/mark/check all homework on a regular basis.

*Note: These times are only guidelines. Parents/children must use their discretion when determining whether they are achievable according to individual circumstances.*

## Conclusion

Learning is a holistic process, not confined to school, but also taking place at home and within the community. It is not quantity of task, but quality of thought and answer, that is the major aim of homework.

# Equity Procedures

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## Introduction

Equity is the application of the principles of impartiality and fairness. The disadvantaged group may require unequal or different treatment for equal or more appropriate outcomes.

It follows that a school should:

- ensure that the curriculum is non-sexist and non-racist;
- ensure that any disadvantage experienced at the school by students, parents or staff members because of gender, religion, ethnic, cultural, social or family background is acknowledged and addressed.

## Procedural Guidelines

1. All children are entitled to an education which respects their dignity, belief, rights and individuality.
2. The school will provide and implement policies, practices and resources which seek to achieve equitable outcomes for all children.
3. The school will endeavour to foster an understanding of and respect towards, other less fortunate, with disabilities, or with different family, ethnic or religious backgrounds.
4. The planning and provision of learning experiences for our children will take into account our rural location, smallness and endeavour to cater for the collective and individual needs of all.
5. Every effort will be made to recognise and understand different cultural, social and family backgrounds and to make allowances for these in relationships with the children in classroom activities
6. Care will be taken in the selection of learning resources and use of teaching methods to present experiences which are non-racist and reflect positive images of both males and females and are appropriate to the child's level of ability.
7. Cultural, sporting or recreational experiences and any purchases to foster these will allow for equal treatment of boys and girls.
8. Every attempt will be made to ensure a wide range of educational and classroom tasks are undertaken by both girls and boys.
9. Mixed groupings will be used in school activities.
10. Equal time and attention will be given to both girls and boys.

# Library Procedures

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## Introduction

School need to sustain a library that is a workable centre of learning for all pupils and an important focus for reading. It follows that the school should:

- support and extend the educational programmes of the school;
- provide a wide selection of reading material to encourage children to read;
- provide an opportunity for children to develop research and information gathering skills;
- ensure that the library, as a resource, is managed effectively.

## Procedural Guidelines

1. There will be an annual budget for library resources.
2. Responsibility for the library will be allocated annually.
3. The staff member with library responsibility will manage the library budget, making purchasing decisions in consultation with staff.
4. Each child in the school will have a bar code allocated to them, and be able to borrow books from the library.
5. No issues will be made to children if they have overdue library books.
6. Parents may request a library bar code so they can borrow books from the library.
7. Children may be issued books over holiday periods at the principal's discretion.
8. Culling of books will occur on a regular basis.
9. The staff member who holds responsibility for the library will coordinate with other staff to confirm the library timetable at the beginning of the school year.
10. No books or resources are to be removed from the library without being issued.
11. Library procedures will be included in the Staff Procedural folder.
12. In the event of damage or loss of a library book, parents/caregivers may be asked to contribute to the cost of the book.
13. No food or drink is to be consumed in the library.
14. Messy activities are inappropriate in the library.
15. Staff are also issued with a barcode.
16. Resources from the Resource Room and library books borrowed by staff must be issued through the computer for a maximum period of 10 weeks.

# Reading Recovery Procedures

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## Introduction

Reading recovery is considered an important programme for children at Hororata Primary School and the Board of Trustees will endeavour to ensure it continues to be available.

It follows that the school should:

- To outline procedures for teachers following the discontinuation or placing out of pupils.
- To ensure the Reading Recovery position is a viable employment option.

## Procedural Guidelines

### School Management Procedures

1. Children will be referred for Reading Recovery tuition based on their 6 Year Net results.
2. Teacher referrals are to be made through the school SENCO on the appropriate documentation.
3. A letter informing parents of their child's inclusion in the Reading Recovery programme will be sent home within a week of commencement in the programme.
4. A child transferring from another school who is already in the Reading Recovery programme has precedence over children awaiting entry.
5. Hororata Primary School does not support the Reading Recovery teacher working in more than two schools at any one time.
6. Reading Recovery support will be offered to Hororata Primary School pupils on the premises.
7. The school has no obligation to transport children or incur the costs of transporting children who are included in the Reading Recovery programme.
8. Yearly monitoring is to be done in October/November each year with all children who have been in Reading Recovery. The classroom teacher is to supply results of running record on current classroom text. The Reading Recovery teacher will administer BURT, Peters Spelling test and a running record on current classroom text. Data will be recorded on yearly monitoring sheet.
9. Children enrolled at Hororata Primary School who have had reading recovery will be recorded on the Special Education register.
10. Upon discontinuation the Reading Recovery teacher will give the class teacher a copy of the latest running record and the weekly graph.
11. The Reading Recovery teacher will liaise with the classroom teacher regarding reading group placement of the child in class.
12. Teachers, Reading Recovery Teacher, Class Teacher, Deputy Principal or Principal will conduct a weekly running record for four weeks, and then monthly for a term, following the discontinuation or placing out of a pupil. The running record will be on the classroom reader and needs to have accuracy and self-correction rates calculated.
13. If children fail to progress after discontinuation or placing out, or teachers are concerned about their failure to maintain reading gains the class teacher, reading recovery teacher and Deputy Principal will meet to discuss and review progress, and plan a course of action.
14. If required, the Hororata Primary School Learning Support Programme will provide further support for children exiting the Reading Recovery programme.

### Cluster Management Procedures

1. Factors which will contribute to children's selection will include:
  - child's overall development in areas of language - e.g., speech control, language development;
  - geography;
  - age within relevant age band i.e. C.A. 6yrs-7yrs;
  - school in comparison to others who are recommended;
  - classroom teachers input.
2. After initial selections, all schools in the cluster will be informed of the waiting list.
3. Information gained from the observation survey will be written into a more explicit summary. This summary will give the tutor an analysis of the child's reading behaviours that will influence the strategies used.
4. Each child will spend the first two weeks working only on known material.
5. A typical tutoring session might include:
  - Review of words;
  - Reading two or more familiar books;
  - Re-reading yesterday's new book and completing a running record on it;

- Each child's programme will be for half an hour daily on a one to one basis, in a teaching space specifically for the programme;
  - Letter identification, working with clusters of letters to teach principles e.g., rhyming;
  - Writing a story;
  - Cut up story to be reassembled;
  - Introduction of new book to give overall meaning;
  - New book used for teaching focus on a particular strategy.
6. Records kept on each child will include:
- Test record sheets
- Diagnostic survey, observation survey
  - Observation summary of multiple testing
  - Recommendations at discontinuing
  - Graph on progress made on book level plotted once a week
  - Retesting at discontinuing and after discontinuing
  - Lesson plans
  - A reading recovery register, will be maintained, detailing children who were in the programme, number of weeks in the programme, their date of birth and reading level reached.
  - Monitoring of on-going progress will be maintained.
  - Initially, the classroom teacher is to provide two weeks of running records, after two months, monthly running records.
7. The Reading Recovery Teacher is to make parental contact re the programme when a child is first started on the programme.
8. Parents are to support the programme by consistently reading with the child at home and ensuring daily attendance. Guidance will be given by the Reading Recovery teacher.
9. By mutual agreement, parents will be invited at regular intervals to observe Reading Recovery lessons.
10. Children already receiving Reading Recovery who transfer into a school within a cluster will have priority enrolment status in the next intake.
11. Twice annually the following will be circulated to schools within the cluster:
- Consumables budget
  - Wages budget showing income and expenditure
  - A timetable will be circulated to schools within the cluster