

Curriculum Review and Student Achievement Policy

Purpose of Subcommittee:

To review our [Curriculum Review and Student Achievement Policy](#) and associated policies.

To check that there is procedure in place and that the procedure reflects the policy.

Policy	Procedure (or proof of)
Curriculum Review and Student Achievement Policy	This is very far reaching and board members could consider whether they believe it is thoroughly covered from the nature of the reports they receive and from St Joseph's Curriculum , bearing in mind, if there were any gaps they would have been identified by ERO last year.
Student achievement information	Assessment section of curriculum doc (takes a couple of seconds to get to link) Term 2 Staff Meetings (includes assessment cycle) - this is worth looking at as it reflects the degree of detail we put into our assessment and moderation practices - particularly at the syndicate level.
Learning Support	Learning Support Procedures at St Joseph's School
Gifted and Talented	Gifted & Talented This was reviewed in 2018 and checked in with current thinking on best practice.
English Language Learners	English Language Learners And, Units 2019 (includes description of ELL coordinator's role and responsibilities)
Identify Learning difficulties	Learning Support Procedures at St Joseph's School
Learning Support coordination	SENCO job description 2019
Improving educational outcomes for Maori students	We have 17 students identified as Maori. Some are on our enrichment register. Some are identified as targeted learners within our 2019 targets. Some are on individual education plans.

	<p>We don't have an overall Maori achievement guideline because our guidelines are individualised. We do extensive data analysis and look for trends. When there are specific trends in Maori achievement these are included into annual targets. At the moment there are not specific trends and each student is treated individually.</p> <p>We are working on developing our local curriculum and increasing our awareness of the local tangata whenua and how our dual heritage in Oamaru can feed into our authentic curriculum development.</p> <p>We have a whole school educational visit to Moeraki Marae planned for this term. We hope to develop further needs with the marae kaumatua. Two staff are engaged in a year long Te Reo course with one staff member in her second year.</p> <p>We are also planning consultation with Maori families as part of our local curriculum development.</p> <p>The cultural inclusive practices of Manaakitanga, Ako, Mahi Tahi and Whanaungatanga are evident in our school culture.</p> <p>We have a kapa haka group.</p>
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Manaakitanga

Supportive interactions with parents

Sports teams

School liaison

Layers of leadership

Community of learning

Singing cup

Students promoted to speak first language

Tongan club and Filipino class promote first languages and wider culture

Parish freezer

Special needs provision

Extension groups

Holistic - physical, emotional ,spiritual and mental wellbeing.

Parish/school liaison, parish links - supportive of one another

Special character, religious education

Wellbeing team

Open door

Visible learning wall displays, learning progressions, website, emails, newsblog, class and student blogs.

Student council

Mindfulness practice
Cultural groups
Reading recovery
Activator sports, sporting initiatives for all children
Safe and nurturing environment
Keeping ourselves safe and DARE programmes.

Ako

Children making decisions about their learning e.g. inquiry
Student voice
Parent voice - including ELL parents
Goal setting meetings with parent input
Listening, reflective responses
Children encouraged to use first language where appropriate in discussion
Peer writing
Collaborative learning happens naturally and is also planned for
Student led cultural groups
Passion projects
Whanau groups
Student council
Board of trustees - self review focused on learning
21st century skills
Maori club
Cultural language week celebrations
SOLO
Key competencies
Mindfulness
Science vision
Respectful relationships
Interdependent at all levels with all parties
Involvement of parents in school activities.

Mahi Tahī

Chinese, Tonga, Filipino parent meetings and representation through board cultural committee
Student council
Close liaison between teachers especially in hubs
Support staff day
Multicultural day
Maori club
Children work together collaboratively within and between classes
Collaborative staff
Focus on staff TEAMS not individuals - we are all responsible for all of the students

Tongang club
Close liaison between staff
Church/parish/school
Goal setting meetings
Mandarin lessons
Year 8 leaders
Filipino class
Learning huis
Collaborative meetings - staff meetings, wellbeing meetings, senior leadership, syndicate meetings.
Board of Trustees support.
Diocese RE and pd support
Sports teams
Home and School
Induction meetings
Sacramental program
Educational pathways - community of learning

Whanaungatanga

Hub relationships are like family
Teams for all aspects of school life
Multicultural day and food fair
Parent help
Tongan and Filipino classes and parent involvement
Multicultural meetings
Strong relationship with parish - prayer partners, sacramental celebrations, ministries - greeters, altar servers, readings etc on the weekend,
Multicultural meetings
Community of Learning
Dominican Choir
Kapa haka - Hui Ako celebrations
Pasifika performance group.
Teacher/child - good relationships are key to learning
Early Childhood Buddies
Interschools
Visual presence of other cultures in the school.
Community Service e.g. Young Vinnies
Mihis
Inclusiveness and cross cultural relationships and interdependence in the various school groups.