



WEST EYRETON SCHOOL

PROCEDURE FOR IMPROVING THE ACHIEVEMENT OF MAORI STUDENTS

The Board, through the Principal and staff will, 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.

Guidelines:

West Eyreton School will:

- implement the Principles of the Treaty of Waitangi.
- be guided by the recommendations of the Maori education strategy – “Ka Hikitia – Managing for Success” which is based on research, showing what works for Maori.
- implement the School’s Maori Programme of Work.
- make full use of Maori resources in the community and capitalise on the experiences and perspectives of the tangata whenua as an integral part of the school programme.
- support all New Zealanders so they value their cultural heritage.
- report to the Board of Trustees, parents and Maori community on Maori student achievement.

West Eyreton School will set high expectations for the engagement of Maori students in learning in the following ways:

We will:

- use the Maori education strategy “Ka Hikitia – Managing for Success” (and self review tool) to develop teachers’ understanding of what makes a difference for Maori students’ learning
- ensure that all students experience effective and evidence-based teaching practice.
- promote the inclusion of family/whanau in our learning programmes
- place focus on improving students’ literacy and numeracy skills
- ensure that teachers have access to high-quality professional development
- promote personalised learning strategies when teaching our students
- develop systems that respond to and reflect the aspirations, experiences and needs of Maori students
- ensure that our Maori students’ culture is respected by the teacher - by showing that we value the language and culture of our Maori students e.g. through teachers and students in the class using the language authentically
- ensure that fairness, consistency and caring is demonstrated for Maori students

This will be evidenced through the implementation of the following:

1. The West Eyreton School Maori Responsiveness plan: (see Charter)
2. Ensuring that:
 - co-operative learning partnerships
 - buddy groups are established throughout the school which create a supportive school environment
 - parent – teacher interviews are implemented to place the child at the centre of the learning
 - high expectations are created for all pupils – teachers make clear that they expect their students to always make their best effort towards reaching their learning goals

- next step learning, “I Can” sheets, is developed for pupils and teachers to ensure that each step in a child’s learning builds on the last
- open days such as “Celebrations of Learning” are organised when parents, family & whanau are encouraged to come along to school to view their child’s learning achievements during the term
- teachers demonstrate empathy for the Maori perspective by authentically integrating the Maori language, culture and experiences into teaching programmes

Procedures and practices to improve Maori student achievement:

All of the above including:

Ensuring that:

- Maori students’ progress is highlighted on class assessment records in Literacy & Numeracy
- unit plans show the Maori perspective and ways that Maori students’ needs and interests will be catered for
- we provide a learning environment where Maori students find school enjoyable, are meaningfully engaged in their learning and are valued through strong, positive learning relationships
- we capitalise on Maori pupils’ unique Maori culture, experiences and knowledge and integrate these authentically into class programmes wherever possible
- we value Maori language and culture in class programmes – where the need arises, we participate in Professional Development in the use of Maori Language and culture in class programmes

Gathering information about Maori Student Achievement:

- maintaining cumulative Maori student achievement records for Literacy, Numeracy and also Attendance – achievement information will be reported to the Board of Trustees at least once each year or when necessary to address patterns of under-achievement.
- analysing the achievement of Maori students over time so that patterns of over / under achievement can be identified, trends analysed and programmes / initiatives developed
- reporting school wide achievement data annually to the Board of Trustees, Maori parents and the Tuahiwi marae.
- highlighting the progress and achievement of Maori students on classroom assessments – at the end of each term, teachers analyse their Maori students’ progress and achievement and identify their next learning steps for the following term
- syndicate leaders checking that the monitoring of Maori student achievement is occurring
- establishment of academic, behaviour and attendance records to clearly identify Maori students’ performance – electronic record systems enable these areas to be tracked e.g. Excel, spreadsheets, school wide assessment systems, eTap
- academic, behavioural and attendance expectations will be set as high for Maori students as for non-Maori students, and will be monitored.

Reporting:

School wide records:

We will:

- track the progress of Maori students – (June & December) for Running records, AsTTle Reading, Maths achievement (end of each term), Basic Facts, Peters Spelling, New Entrant Literacy (end of year)

- make comparisons between Maori & non-Maori achievement in end of year achievement reports to BOT in Literacy & Mathematics
- track Maori pupil achievement over time (cumulative)
- use information from the class descriptions to inform special education programmes – teacher aide, GATE
- report to the Board of Trustees – school targets, curriculum reviews, annual reports
- report to Maori parents – bi - annual consultation
- report to the Tuahiwi Marae – annual report and consultation where support is needed

Maori student achievement will be clearly identified on the following school records:

- a) Special Education – GATE, Teacher Aide Support
- b) Class Descriptions
- c) School wide curriculum achievement information spreadsheets – Maths, student achievement targets, AsTTle, Curriculum reviews, New Entrant Literacy school wide records,
- d) Behaviour tracking systems – SMS ETap
- e) Attendance procedures monitoring patterns of attendance as Satisfactory or Not Satisfactory – poor attendance will be checked by the Principal, followed up by the class teacher with parents &/or principal, then if necessary referred to the North Canterbury Attendance Officer.

Maori Student achievement information will be reported to:

- students and their parents - on the achievement of individual students
- the school's community - on the achievement of Maori students as a whole
- the MOE - on the annual targets and on the progress of groups identified in the National Education priorities
- the Tuahiwi marae on patterns of achievement, achievement of Maori students over the year in Literacy and Numeracy, annual target information which highlights Maori students' achievement

Reviewing

The Board of Trustees will maintain an on-going programme of self-review in relation to Maori students' progress and achievement.

Conclusion

Through regular reporting at a Board of Trustees level, the Board of Trustees will be assured that West Eyreton School is striving to make a difference to the achievement of its Maori students.