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Christchurch Adventist School

Policies

NAG 1

Curriculum delivery and student achievement (NAG 1)

The first National Administration Guideline defines the focus of a school's work: to develop and implement teaching and learning programmes to foster student achievement

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Policy On Alcohol, Tobacco And Drugs

Rationale

Because of our belief that we have been created in the image of God and that our bodies are the temple of the Holy Spirit we abstain from the use of tobacco, alcohol and the misuse of drugs of any kind.

Purposes

1. To positively encourage students, staff, families and visitors to abstain from alcohol, tobacco and drugs.
2. To foster in students social and personal skills to give them confidence to make responsible choices about alcohol and drug abuse.
3. To ensure that students with alcohol and drug related problems of their own or in their families are helped in a caring and professional way.
4. To affirm and support the school rules on drinking, smoking and misuse of drugs by ensuring students and parents understand them and the consequences of breaking them.

Guidelines

5. Alcohol, tobacco and drug programmes will be taught as part of on-going integrated health education across the school.
6. The programmes will be developmental and aim to develop healthy living.
7. Factual information on the effects of alcohol, tobacco and drugs on the body and mind will be combined with understanding of the social effects on individuals, families and society.
8. Any student who consumes, is affected by, or is in possession of alcohol, drugs or tobacco at school or on any school activity, will be subject to the suspension process.
9. When staff hear or suspect possible drug use among students they should discuss it with the Principal to ensure agreed on procedures are followed.
10. Ensure that professional help is available from community agencies to all students with alcohol and drug related problems.
11. The school grounds and buildings are a 'smoke free' area.

Conclusion

Note : The following paragraph appears in the school prospectus.

No students may smoke, drink any alcoholic beverage or take any unauthorised drug on school premises, at any school function or on any school trip, when dressed in school uniform or under school control. No cigarettes, alcohol, or unauthorised drugs may be brought on to school grounds.

Principal

Chairperson

Date

Policy On Assessment

Rationale

Assessment is an integral and valuable part of the learning process. This cannot be achieved without regular feedback. A written code of practice that can be read and understood by all parties involved enables one to be fair and consistent in assessing each student from Year 0 to Year 13.

Assessment is to be used to build confidence and give direction. In order to deliver the product 'education', there needs to be objectives set (curriculum objectives) and methods of determining if these have been met (assessment and evaluation).

Purposes

1. To encourage, the learner, as the focus of all assessment carried out by the school;
2. To provide a fair and consistent method of systematic and current information gathering measuring the extent to which students meet course objectives;
3. To provide for and aid motivation in learning by providing a framework for regular positive feedback to students, caregivers and teachers on the student's level of achievement;
4. To develop independence in learning by encouraging self assessment skills and hence enhance future learning;
5. To use a variety of appropriate assessment forms.

Procedures

1. Assessments are made regularly throughout the year.
2. A variety of assessment methods are used to measure various objectives and to encompass the different learning styles of students. More detail is given below:-

Assessment methods should be chosen on the basis of:

- the type of information sought;
- the use to which the information will be put;
- the developmental level and maturity of the student;
- the subject or content being assessed.

The national curriculum statements provide examples of assessment activities which are appropriate to each stand and level within the specified learning area. The following list gives a brief description of some established classroom practices.

Informal assessment by teachers

Teachers make informal assessments of students all the time. During the course of a lesson questions are asked and answered and a judgement is made about the student's level of understanding.

NCEA Assessment Policy/Procedures

Roles and Responsibilities

Pupils

1. All required work is to be done to the best standard possible and handed in on time.
2. Any missed tasks need to be rectified for a course to be completed.

Teachers

1. Meet requirements as per this assessment statement.
2. Ensure that they are taking every opportunity available to them to contact other teachers and professional organisations to keep their programmes and assessment tasks at an appropriate level.

Parents

1. Ensuring that their child has the support needed at home in order to achieve to their maximum potential.

Board of Trustees

1. Monitor this policy through the Curriculum Committee and see to its follow through.
2. Deal with student appeals

Principal

Chairperson

Date

Policy On Curriculum Delivery

Rationale

Christchurch Adventist School Board of Trustees is responsible for providing a balanced curriculum based on The National Curriculum Framework, the New Zealand Curriculum Statements and SDA Curriculum Documents.

Purposes

1. To ensure that the school curriculum and its delivery is planned for and presented in a balanced and organised manner.
2. To provide programmes which:
reflect the school's special character
fulfil Ministry of Education requirements for each Essential Learning Area
reflect goals and objectives of the School Charter
consider the needs of individual students.
3. Barriers to Learning are to be identified and analysed in each ELA and strategies put in place to minimise them.
4. To provide adequate resources for the effective delivery of each ELA.
5. To provide for ongoing development, implementation and review of all ELA's.
6. To provide structured opportunity for the administrative, peer and student assessment and evaluation of the delivery of the curriculum.

Guidelines

1. The following documents will be used when writing curriculum documents:
New Zealand Curriculum Statements
National Curriculum Framework
'God is Like This' documents
SDA Secondary Curriculum Statements
Christchurch Adventist School Charter.
2. Teachers are expected to plan in harmony with the school's planning policy and according to the school's ELA prescription statements.
3. The BOT and Proprietors will make ongoing provision for professional and resource development for effective curriculum delivery.
4. Programmes will be evaluated and students monitored and assessed so that they are challenged to learn and achieve at a level which is consistent with their individual ability and best effort.
5. Emphasis will be placed on teaching skills that will enable children to develop independence and take responsibility for their own learning.
6. Ongoing curriculum development and review will occur to ensure that:
The Curriculum reflects that which is valued by the school and its community
Learning and teaching reflects the best of current educational practice

Student needs are met by the curriculum within the resources available

There is consistency in curriculum delivery across the school.

Conclusion

Students at Christchurch Adventist School will be provided with learning experiences that promote the best possible growth for each individual in their ‘spiritual, intellectual, social, cultural, emotional and physical dimensions’.

Principal

Chairperson

Date

Policy On Gifted Talented

Rationale

This policy recognises the uniqueness of all people and as such fulfils part of the special character of this school in identifying, providing for and monitoring students who display attributes of giftedness.

Gifted and Talented children are those who by virtue of outstanding abilities, are capable of high performance. (Marland Report, 1972)

Purposes

To provide guidelines for identifying, providing for and monitoring students who display characteristics of talent in specific areas and giftedness in any or all areas of the curriculum.

Guidelines

When enrolled at CAS students will be screened to identify them as having giftedness (high potential) to talent (high performance).

This will be done based on the following principles:

- i. quality of the school curriculum and classroom procedures should enable the outstanding abilities of students to emerge and be recognised
- ii. a range of information should be used to identify students
- iii. ongoing strategies should be used to determine giftedness at any age

Provision

1. School based: enrichment¹ and acceleration²,
2. Supplementary: differentiated and compacted curriculum and also negotiated projects (direct, manage and negotiate their own learning)

Monitoring: there are many tools available to the class teacher to use in monitoring students with giftedness. Some are included in the following but are not an exclusive list to be followed:

- a. identification checklist (sample on web page: www.eddept.wa.edu.au/centoff/gifttal/giftiche.htm)
- b. teacher observations

¹ “learning activities providing depth and breadth to regular teaching according to the child’s abilities and needs.

² instruction that aligns gifted and talented students’ abilities and learning needs more closely to the curriculum.

- c. school records
- d. behavioural indicators
- e. class evaluations
- f. parent information
- g. peer reports
- h. student self-report
- i. achievement tests/intelligence tests/creativity schedule.

Staff Professional development

It is recognised that some staff members may be unfamiliar with any of the above areas and so will require PD to keep them informed of current trends in G and T.

The BoT will supply PD days to ensure that all staff are able to meet the needs of students who display G and T indicators.

Principal

Chairperson

Date

Policy On Homework

Rationale

Homework is an important part of the learning process for students, where school related activities are consolidated, extended and enriched with the support and encouragement of parents/caregivers.

Purposes

12. 1. To encourage purposeful communication at home and to provide a positive link between home and school which enhances a student's learning.
13. 2 To assist students in developing an independent attitude to study routines and the effective use of time.
14. 3. To broaden knowledge of current issues.
15. 4. To reinforce knowledge and practise skills previously taught in the classroom.

Guidelines

16. 1. Homework should be relevant to the students' needs.
17. 2. Teacher directions to the student should be clear, concise and at the level that ensures student understanding.
18. 3. Parents/caregivers should acknowledge their child's efforts and ensure the completion of homework.
19. 4. Homework could be:
 - essential learning tasks
 - completion of unfinished work
 - research, gathering of resources
 - discussion tasks
 - revision of previously taught curriculum.
20. 5. Homework should be regularly marked and evaluated by teachers.
21. 6. Detentions may be given to students who do not do homework and penalties for lateness may apply.

Conclusion

The school aims to provide opportunities for parents and children to extend and share the learning beyond the classroom. This policy is associated with all curriculum areas and is integral to the total school program.

Principal

Chairperson

Date

Policy On Use Of The Internet

Rationale

It is important that both staff and students are protected from the unauthorised use of the internet.

Purposes

1. This policy applies to all students, and employees at Christchurch Adventist School whether employed on a permanent, temporary, contracted or casual basis.
2. The use of internet must be consistent with the educational purposes of the school.

Guidelines

1. Access to the internet must be primarily for educational purposes.
2. Email use by staff is permitted. However, this privilege will be withdrawn if the facility is abused.
3. All posting to internet bulletin Boards, newsgroups or file servers must be for educational purposes.
4. Websites generally have copyright restrictions. Users must ensure copyright and intellectual property rights of the owners of software or other data accessed on the internet is not infringed.

Procedures

1. Prohibited Uses – Email

The following practices are prohibited:

- a. Using email for illegal or wrongful purposes, including transmitting harassing, offensive, profane, insulting or defamatory messages such as racial and sexual slurs. (If you would not provide a paper copy of the mail to the recipient, you shouldn't email it to them).
- b. Soliciting for outside business ventures or charities, advertising for personal enterprises or soliciting for non-educational related purposes.
- c. Sending chain letters, or promoting pyramid selling schemes.
- d. Downloading software or electronic files unless they have been checked for computer viruses.

2. Prohibited Uses Internet

The following practices are prohibited:

- a. Accessing or searching for material of an unacceptable or non-educational nature, e.g. material of a pornographic nature, illegal or violent nature.
- b. Dissemination of the type of material prohibited by email.
- c. Use of the internet for personal financial gain or private business.
- d. Downloading software, shareware or freeware. Anyone wanting to download software, shareware or freeware from the internet must gain permission from the ICT supervisor or the Principal.
- e. Interference with or disruption to other information systems facilities or users, including making unauthorised entries to other information systems, propagation of

any form of malicious software, e.g. viruses.

- f. Any employee or student who abuses the privilege of Christchurch Adventist School facilitated access to the Internet will be subject to disciplinary action. If necessary, the Board of Trustees will advise appropriate legal officials of any illegal violations.

Conclusion

Access to the internet will be a safe and purposeful activity for all. Student's education will be enhanced through the safe and responsible use of the World Wide Web.

Principal

Chairperson

Date

Special Education Policy

Rationale

The Education Act (1989) entitles students with special education needs to full inclusion in the state education system.

We believe that every child has the right to equitable educational opportunities. Our aim is to provide for the educational, emotional, social, physical, and spiritual needs of children through staffing, programmes, resources, and funding within the context of the school's special character; which seeks to facilitate the holistic development of the child within a balanced Christian environment.

Purpose

To ensure equality of educational opportunity by identifying and addressing barriers to learning, the school will identify particular needs in individual students, provide resources and staff training, and implement programmes that best meet these needs in consultation with parents and caregivers.

Guidelines

Partnership between parents/care-givers and the school is essential in overcoming barriers to learning.

Teachers will aim to provide programmes that cater for a diverse range of students within the regular classroom programme. When necessary adapted programmes will be provided through in-class support and individual and group support within available resources.

The identified special needs of students will be collated, recorded, and used to facilitate programme decisions.

The learning support team will operate procedures to ensure equitable and efficient use of all available resources.

Community, specialist services and agencies will be used to supplement school services and to contribute to the programmes in the school.

Students or groups identified as being 2 levels below their peers or who are not coping with the classroom programme, and therefore require extra support, will each have an appropriate written plan. (e.g. I.E.P., O.R.R.S., S.L.T., E.S.O.L., etc.)

Ongoing monitoring and review of group and individual programmes will provide data that can be used as the basis for requesting appropriate resourcing.

Reporting on and reviewing special education provision within the school should be regular and timely, so as to inform decision making and enhance educational opportunity.

Conclusion

This policy is consistent with the goals of the School Charter. It aims to give all students the opportunity to achieve their full learning, social, and spiritual potential.

Principal

Chairperson

Date

Policy On the School Library

The Role of the School Library

As a centre for information and resources, the library has a specific educational role which is essential to the life of the school.

Goal

The Goal of the Library is to facilitate and encourage:

- The development of independent learning and the use of information;
- Access to learning resources in the school and the wider community;
- Exploration of the world of imagination and knowledge;
- The enjoyment of reading and of the literature written for children and young adults;
- A quiet and helpful environment in which each student's needs are courteously and respectfully met.

Library guidelines are to be adhered to as displayed in the library.

A fair proportion of the school's operating costs should be spent on library acquisitions.

Selection Guidelines

These are based on the standards of literature outlined in the SPD Education Handbook, section 5.300 1993 update.

Non-fiction

Authority (qualification and expertise of author) and authenticity (accuracy, recency).

Content. Is coverage adequate and suited to the school's needs? Are expressed views contrary to Biblical teaching?

Subject matter in relation to the curriculum.

Fiction

i. Content

- quality of writing - a standard which will encourage an appreciation of the aesthetic aspects of language and literature.
- a philosophy which is true and in harmony with the highest moral and religious principals.
- subject matter in relation to the interests of the students and staff for their recreational needs.

ii. Language

- is it generally free from profanity or otherwise distasteful language?
- does it uplift and enrich the language of the reader?

iii. Style

- is there sufficient action and movement?
- does the book avoid the fanciful, the sensational, spiritualism, the occult and the over-realistic?

- does the book bear the marks of quality in its production, format, binding and illustrations?

A stock-take will be carried out once a year.

Principal

Chairperson

Date