

Learning & Teaching Plan

Introduction

The Greymouth High School teaching and learning plan states the general expectations the school has for teaching and learning across the school.

The strategic vision of the School is to grow as an effective learning community with the objective of developing successful independent learners who are achieving their potential.

1. Curriculum Delivery

The curriculum is organised in accordance with the New Zealand Curriculum Framework, the School's Curriculum Delivery Policy, the school's Learning Framework and structured by the school timetable. The curriculum is delivered through each Department's/Essential Learning Area's Curriculum Plans. The balance of core curriculum and optional courses changes as students move through the year level structure.

Compulsory Core/Optional Courses

Year 9	22/25	3/25
Year 10	19/25	6/25
Year 11	15/25	10/25
Year 12	5/25	20/25
Year 13	0/25	25/25

(See the timetable, Choices 2007, Parents Handbook, Department Curriculum Plans).

There has been an expansion of non-conventional subjects in the school in response to the diversity of student needs and local community needs.

New courses are introduced where necessary to meet student needs.

2. Learning Framework

Greymouth High School has in place a Learning Framework which is focussed on the school's learning pathways and the systems, programmes and services that support those pathways (see diagram).

2.1 Learning Pathways

There are three inter-linked **Learning Pathways** for students at Greymouth High School and a fourth pathway for alienated students:

- a. The **Academic Pathway** for students setting out for degree/diploma level university/tertiary study.
- b. The **Vocational /Skills Pathway** for students intending to gain National Certificates/NCEA at school as a stepping-stone to tertiary training at certificate/diploma level and/or employment.

- c. The **Learning Support Pathway** for students in need of assisted learning programmes.
- d. Three types of programme for students disengaged or alienated from the mainstream and at risk of not being on any learning pathway:
 - i) Karoro Learning Centre
 - ii) Mawhera Services Academy
 - iii) Fresh Start (Alternative Education)

The pathways are inter-linked through student choice. For example, students are able to mix pathways, such as those who take Geography (Academic) and Tourism (Vocational Skills).

2.2 **General Principles in Support of the Learning Pathways**

All students work towards achieving NCEA with a personalised learning approach at all levels. Students are able to work across the NCEA levels.

Links with ITOs and Tai Poutini Polytech in areas such as workshop programmes enhance the growing secondary/tertiary interface.

Through Gateway, E4E and the Trades Academy there are links with local businesses and industries. Through STAR there is the opportunity to access alternative courses from tertiary providers.

The school is developing pathways accessing national certificate courses, for example in Tourism, Hospitality, Retail, Agriculture, Automotive Trades, Furniture Making and others.

Individual learning pathways are developed in response to student needs as identified through LCPs/course counselling. LCP's underpin new courses which may be introduced to meet perceived/identified needs.

MIDYIS and BLIS are used along with NZQA results to monitor and measure student learning outcomes.

2.3 **Learning Pathways in the Junior School**

Literacy and Numeracy data along with other data is gathered on the new entrant students by the Assisted Learning Department on enrolment in the last months of their Year 8 programme.

This information informs student core class placement in Year 9 and is a consideration in student course guidance in subsequent years. It also determines any learning support a student may require, especially for literacy and numeracy needs. MIDYIS is used for the school's baseline data on students for monitoring and measuring progress, including value-added data. This diagnostic data is collected early in the school year.

At Years 9 and 10, students may be placed in either of the Home

Room, Learning Support Class, Academic Pathway or Vocational /Skills Pathway classes according to their identified needs. Student placements are reviewed after receiving the MIDYIS results, at mid-year and at the end of each year. Learning and Career Plans (LCP's) provide further information to support placement and pathway guidance.

SATIS and other surveys provide baseline data on student attitudes and social factors that can impact on learning.

The school's expectation is that every student will strive for success.

2.4 **Course Counselling** is co-ordinated through the Futures Department. Students and their immediate caregivers have ready access to:

- Choices booklets published each year outlining the school courses for every level in the school
- Full and accurate information about course and career pathways
- Self-help and assisted career/course guidance
- Programmes that are available beyond the school, based in the community
- Special assistance given to identified students
- Careers programme delivered to Year 9 and Year 10 students.

Course Counselling Time Line

Year 9 LCPs are developed for each student through the 9CVT programme.

Year 10 The **World of Work** unit in Social Studies provides information for subject choices and career advice for students in Year10; students are counselled by Deans and Careers Advisor. LCPs are up-dated

Year 11 students are counselled by Deans and Careers Advisor when making subject choices. LCPs are up-dated.

Year 12 students are counselled by Deans and Careers Advisor when making subject choices. LCP's are used as necessary.

2.5 **Overview of Student Placement and Course Selection**

Year 8 Pre-enrolment testing and enrolment meetings.

Year 9 Class placement and MIDYIS testing based on CEM testing; advice on option choices available.
Class adjustment where necessary.
LCPs developed that provide guidance for Year 10 course choice

Year 10 Class adjustment where necessary. LCP's updated and used as basis for Year 11 course choices.

Years 11-13 Student course guidance and NZQA monitoring/analysis. MIDYIS and BLIS data.

Beyond School Student leaver destinations monitored.

2.6 Transitions

The school places an emphasis on managing three key transitions in a student's journey through high school.

Particular attention is given to the transition from Years 8 to 9. A specific programme which includes liaison between High School and primary school teachers during the year, student enrolment meetings, an orientation day and an established start of the year programme.

The transition into the senior school reflects the identification of the Learning Pathways and the information in the individual LCP's. Attention is given to placing students in classes that access the relevant pathway.

The tracking of student leavers is also a focus, with all leavers being given an exit interview. Student destinations are monitored to give the school feedback on the effectiveness of school programmes and to assist an effective transition into the workplace or tertiary training programmes.

(See Departmental Management Documents, Midyis files, NZQA exam results, Choices booklets).

2.7 Assessment Plans

Assessment Plans are taken from the levels described in the New Zealand Curriculum Framework and the New Zealand Qualifications Framework. Details of subject specific plans are held in departmental management documents and guided by the School's Assessment Policy. There is an increasing trend towards multi-level assessment as a way of meeting students' needs. A school-wide NCEA assessment plan is published each year. Some Year 10 classes are given the opportunity to take Level 1 assessments. Cross crediting will increasingly allow students to gain more qualifications.

	<u>NZCF</u>	<u>NZQF</u>	
Year 9	levels 3/5		
Year 10	levels 4/5	NCEA level 1	and
Year 11	levels 4/6	NCEA level 1/2	other
Year 12	levels 5/7	NCEA levels 1/2/3	National
Year 13	levels 6/8	NCEA levels 1/2/3/4	Certificates

(See Departmental Management Documents, the Annual Plan for 2007)

2.8 **Evaluating and Reporting of Student Achievement**

The evaluation of student progress is incorporated into departmental self-review. Formal reporting of students' learning and achievement takes place three times a year for Year 9 and 10 students and twice a year for Year 11 to 13 students.

Term One	Progress Review for Years 9 and 10 Reports for Years 11, 12 and 13
Term Two	Reports for Years 9 and 10
Term Three	Reports for Years 11, 12 and 13
Term Four	Reports for Years 9 and 10

(See Parents' Handbook, Staff Manual).

Student Achievement outside the classroom is also reported on monthly to the Board in the Principal's Report and to the community through newsletters and to the students through assemblies.

3. **Māori Achievement**

Māori achievement is specifically monitored through school wide achievement data. Targets are set for Māori achievement in the school and department annual plans. These targets have been guided by Te Kete o Aoraki.

To support Māori student achievement the school places an emphasis on tikanga Māori and including a Māori dimension in the classroom environment and in learning programmes.

4. **Special Needs Students**

The school has a small number of special needs students. These students are supported by ORRS or GSE funding. Each has an Individual Education Plan which outlines how the support is to be delivered. The support and programmes of the special needs students are managed by our Assisted Learning Department.

5. **Gifted & Talented Students**

When students are identified as Gifted & Talented the school endeavours to provide opportunities for personalised development. This may be within curriculum areas or through extra-curricular activities.

As part of the Year 8-Year 9 transition process, contributing schools advise us of students who have been identified during their primary years as Gifted & Talented and the areas involved.

Students are identified through the initial entry testing process and through Midyis. Students may be identified by parents. Departments (through individual teachers) may identify students. Where possible, testing is used to confirm a student's strengths and talents.

The Deputy Principal in charge of Learning & Teaching is then involved in the individualisation of the student's learning programme.

On an individual basis in curriculum areas, identified students may be progressed through the levels. Students are encouraged to participate in relevant competition opportunities such as Australasian Maths and English.

In extra curricular areas to ensure that students who are Gifted & Talented have their needs met, on an individual basis, there are extra opportunities such as the Junior Sports programme, cultural opportunities, leadership training and leadership opportunities and ITM support.

Wider programmes outside the traditional curriculum include CISCO, Kapa haka, Dance, school productions and Smokefree Stage Challenge which provide opportunities for gifted students to specialise and to be challenged.

Group support is also provided through programmes run by specialist staff with support from REAP. These include day courses for local Year 7 & 8 students and for current Year 9 students. Programmes depend upon the identified interests of the students and the specialist knowledge available.