



## **Khandallah School** **Statement of Policy**

### **“Curriculum Delivery”**

*Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.*

*Each board, through the principal and staff, is required to:*

*(a) develop and implement teaching and learning programmes:*

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;*
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;*
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.*

*(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:*

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to*
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;*

*(c) on the basis of good quality assessment information, identify students and groups of students:*

- i. who are not achieving;*
- ii. who are at risk of not achieving;*
- iii. who have special needs (including gifted and talented students); and*
- iv. aspects of the curriculum which require particular attention;*

*(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;*

*(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and*

*(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.*

### **Desired Outcome**

- To implement a comprehensive teaching programme, based on the direction set out in the NZ Curriculum, that encourages and fosters excellence in learning to allow all students to learn and achieve to their full potential.

### **Principles**

#### ***Teaching and Learning***

- Develop and implement teaching and learning programmes based on NZ Curriculum principles and values which:
  - Provide all students with opportunities to achieve for success in all key competencies and learning areas of the NZ curriculum;
  - Gives priority to student achievement in literacy and numeracy; and
  - Gives priority to regular quality physical activity that develops movement skills for all students.
- Develop, in consultation with the school's Maori community, policies, procedures, plans and targets for improving the achievement of Māori students. Targets and achievement data for Maori students will be included in the reporting process.
- Use a range of teaching and learning programmes, approaches, strategies and resources as appropriate to meet the needs of students.
- Provide professional development and on-going support to teachers to maintain a sound foundation for curriculum delivery including pedagogical growth in appreciating the need to identify learning needs, promoting student engagement, implementing processes for differentiation and adapting to various learning styles.

#### ***Assessment***

- The primary purpose of assessment is to guide teaching and learning.
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated and monitored giving priority first to:
  - Student achievement in literacy and numeracy; and then,
  - Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the School Curriculum, and the scope of the NZ curriculum.
- Teachers will use a range of assessment tools to inform overall teacher judgments, monitor and report on student progress and achievement.

- Student progress and achievement will be reported to parents consistent with the School's "Reporting to Parents" Policy.

***Needs identification***

- Using high quality assessment information, identify students and groups of students:
  - Who are under-achieving
  - Who are at risk of not achieving
  - Who have special needs (including Gifted & Talented students) who require attention, with respect to particular aspects of the curriculum
- Develop and implement teaching and learning programmes and strategies to address the needs of students and aspects of the curriculum identified above.

***Accountabilities***

- The Board delegates the responsibility for the development of the curriculum to the Principal.
- The School's Leadership team will support and monitor staff in their planning, programmes and evaluation of learning and the curriculum.
- A self-review programme will ensure curriculum delivery is reviewed systematically.
- The Principal will ensure that regular reports will be provided to the Board relating to curriculum development and achievement.
- An Annual Plan setting out plans for the delivery of curriculum and achievement targets will be presented to the Board for approval.
- Funding for curriculum delivery and resourcing will be a priority.

**Date of Approval**

**Approved by the Board of Trustees at its meeting**

on \_\_\_\_\_

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**Board Chairperson**

**Date of Review**

**This Statement of Policy will be reviewed by the Board of Trustees on or before 31 December 2012.**