

<b>Policy Title:</b>	<b>CURRICULUM</b>	
<b>Approved by:</b>	<b>Leadership Team</b>	<b>Board Meeting: May 2023</b>
<b>Contact:</b>	<b>Leadership Team</b>	<b>Review Date: May 2026</b>

## **PURPOSE**

The purpose of this policy is to meet the curriculum, assessment and reporting requirements outlined in the *Education and Training Act 2020*, the National Education and Learning Priorities (NELP Objective 3, Priority 6) , the New Zealand Curriculum, NZQA regulations and the regulations contained in the Cambridge Assessment International Education (Cambridge) annual Handbook.

## **SCOPE**

This policy applies to all students who are enrolled at School and School employees, teaching and support staff (full-time, part-time, Long Term Relievers, fixed term or casual), on individual or collective employment agreements.

## **DEFINITIONS**

For the purpose of this policy, the following definitions apply:

1. Curriculum - The School Curriculum, including the Junior School Curriculum (for Forms 3 and 4), the Pre-Q Curriculum (for Form 5 and selected Form 4 students), and including aspects of the New Zealand Curriculum (for Forms 3 and 4) and teaching and learning programmes culminating in assessments administered by the National Certificate of Educational Achievement (NCEA) and Cambridge Assessment International Education (for Forms 6 and 7 and selected Form 5 students).
2. Student - All students who are enrolled at the School or who are dual-enrolled at School and The Northern Regional Health School or at Te Kura Correspondence School and are using the School as an Examination Centre.

## **POLICY STATEMENT**

The School will ensure that teaching and learning programmes are developed and implemented for all students. The School's teaching and learning programmes will enhance students' learning and encourage and support students to achieve success to the best of their abilities. Teaching and learning programmes will be guided and informed by the School's Strategic Plan, an programme of regular self-review and the evaluation of good quality assessment information.

## RESPONSIBILITIES

The School will:

1. Meet the curriculum obligations prescribed by the *Education and Training Act 2020*, the National Education and Learning Priorities, and the New Zealand Curriculum.
2. Provide a curriculum which in all disciplines will consist of content that is both substantial and rigorous.
3. Ensure that the curriculum is implemented through teaching programmes developed by the staff and monitored using School and external qualification framework criteria.
4. Recognise the needs and interests of students, the skills and qualifications of staff and the aspirations and resources of the School community when specifying curriculum goals and objectives.
5. Prepare students for their transition from School to society by offering a range of subjects which meet the needs of students and the expectations of the School community. As the majority of the School's students transition to tertiary study at a university, the School's subjects and curriculum pathways will be developed in accordance with University Entrance regulations and the requirements of studying at university, while also acknowledging and catering for students who intend to transition into other tertiary institutions and/or the workplace.
6. Offer the School's Pre-qualification (Pre-Q) Curriculum and Assessment Programme as a primary pathway for Form 5 students (and selected Form 4 students in Mathematics). NCEA will be made available at Form 5 for a limited cohort of students selected by the School.
7. Offer the Dual Pathway in Forms 6 - 7, namely the CAIE and NCEA pathways and programmes to students. Senior students will also be encouraged to prepare for and enter NZQA Scholarship examinations.
8. Encourage excellence in teaching, make staff appointments and provide professional development to teachers which will enhance the quality of teaching and learning.
9. In consultation with the School's Māori community, develop and make known to the School's community policies, plans and targets for improving the progress and achievement of Māori students.
10. Have clearly defined procedures for:
  - Determining the range of subjects available, and assign staff and students accordingly.
  - Reviewing the curriculum offered on a regular basis.
  - Enabling students to select subject options which provide them with an educational pathway appropriate to their needs and abilities.
  - Managing assessments in a fair and consistent manner, which meet the requirements of Cambridge and NZQA assessment policies and procedures.

- Collating, evaluating and regularly reporting to students and their parents/legal guardians on students' individual progress and achievement (including when they are not, or are at risk of not, progressing and/or achieving), and reporting overall School achievement to the School community on an annual basis.

## **RELATED DOCUMENTS**

- *Education and Training Act 2020*
- National Education and Learning Priorities
- The New Zealand Curriculum 2007 and "Refreshed" documents
- NZQA Assessment Procedures
- Cambridge Assessment International Education Handbook
- School Employment Policy and Procedures
- School Assessment Statement and Procedures
- School Examinations Procedures
- Course Handbook (updated annually)