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reviewed	09/18

National Administration Guideline 1 Curriculum

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 progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, 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 the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, 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 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or 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 progress and 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.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

The delivery of a rich, authentic and well-balanced curriculum is essential to ensuring that all children experience a high-quality education.

This will be achieved by:

- Teaching the National Curriculum as required by the Ministry of Education and the Religious Education Programme as required by the Catholic Bishops of New Zealand.
- The Special Character is reflected in the content and delivery of the curriculum.
- Embedding the belief that the school's curriculum design and practice will begin with the premise that all students can learn and succeed.
- Employing a variety of learning and teaching styles, strategies and resources as appropriate to the needs of student.
- Teachers using a multiple range of assessment tools to monitor and report on student progress in relation to NZ Curriculum expectations.
- The principal and senior team developing a collaborative culture that values creativity and imaginative ideas and supports the school's teaching staff in the planning, delivery and evaluation of the curriculum.
- The principal presenting regular reports to the Board of Trustees relating to curriculum achievement and development.
- Identifying barriers to students' learning and seeking appropriate interventions to address these.
- Recognising the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand.
- The school's curriculum reflecting New Zealand's cultural diversity and valuing the uniqueness of its people histories and traditions.
- Encouraging voluntary assistance as appropriate from our parents and local community to help meet the curriculum goals
- Continuing to create opportunities to provide engagement with parents and students about the curriculum.
- Providing professional development as on-going support to teachers to maintain a sound foundation for curriculum delivery.
- Continuing to create and participate in opportunities to collaborate across the schools within the cluster.

Approved:

Reviewed: September 2018