

NATIONAL

ADMINISTRATION

GUIDELINE 1

CURRICULUM

Reviewed May 2018

Nag 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:

- i. Develop and implement teaching and learning programmes:
 - (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the National curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- ii. 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:
 - (a) student achievement in literacy and numeracy, especially in years 1-8 and then to:
 - (b) 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*;
- iii on the basis of good quality assessment information, identify students and groups of students:
 - (a) who are not achieving;
 - (b) who are at risk of not achieving
 - (c) who have special needs, including gifted and talented students

- (d) aspects of the curriculum which require particular attention;
- iv develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above;
 - v in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
 - vi 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 of further education/training.

POLICY 1: CURRICULUM

1.1 Curriculum Delivery

- 1.1.1** The Board recognises its responsibilities under NAG 1 and delegates the day-to-day implementation to the Principal
- 1.1.2** The Principal will ensure that the delivery of the curriculum meets the requirements of the NZ Curriculum and the Religious Education Programme for Catholic Schools in Aotearoa New Zealand.
- 1.1.3** The Board will be provided with reports on progress and achievement regularly.
- 1.1.4** Priority in programme delivery will be given to Religious Education, Literacy, Numeracy and Physical Education.
- 1.1.5** Science and Technology will be highlighted whenever possible.

1.2 Consultation with the Maori Community

- 1.2.1** The Principal and/or school representative will meet with members of the school's Maori community at least twice a year. Outcomes of the meeting will be shared with the Board.

1.3 Treaty of Waitangi

- 1.3.1** The Board will abide by the principles of the Treaty of Waitangi.
- 1.3.2** Professional development opportunities will be provided for the staff.
- 1.3.3** The school will ensure there are opportunities for all students to participate in aspects of Maori culture remembering that Te Reo Maori is the heart of the Maori culture and knowledge of the basics of Te Reo is essential to an understanding of New Zealand identity.

Chairperson: Aaron de Farias

Date: 16 May 2018

MANAGEMENT PROCEDURES FOR CURRICULUM DELIVERY

1.1 Curriculum Delivery

- 1.1.1** When deciding on objectives from the national curriculum statements, teachers will take into account the student's current levels of achievement, including identified needs; and recognise the differences in gender, culture, background and experiences that students bring to learning.
- 1.1.2** Specific learning intentions, including success criteria, provide the basis for teaching and learning programmes.
- 1.1.3** Staff development and support will be available.
- 1.1.4** School support documents have been developed for all essential learning areas of the curriculum. These documents outline the school's approach to curriculum integration and curriculum differentiation.

1.2 Assessment

- 1.2.1** The assessment overview is reviewed annually and items implemented as part of the learning/teaching cycle.
- 1.2.2** A range of assessment procedures will be used in order to meet the different purposes of assessment and to ensure validity and reliability of results.
- 1.2.3** Assessments will be completed and data recorded as per requirements outlined in the St Joseph's School's ***Planning, Assessment & Reporting Requirements*** booklet which is updated annually. Records may also include:
 - o Tracking is logged within our SMS: eTAP.
 - o Tracking registers for *specific groups* of children.
 - o Data graphs/tables showing suggested aggregated data and analysis in specified curriculum areas.
- 1.2.4** Students will be involved in self-evaluation and goal setting. Feedback and feed forward will be part of this process.
- 1.2.5** Information on students will be available to parents.

1.3 Children With Special Learning Needs (CWSN)

- 1.3.1** As a Catholic school we remain true to our mission to provide a Catholic education which is true to the Gospels, for all students and their families.
- 1.3.2** Students with special needs have the right to receive equitable educational opportunities, which will enable them to reach their full potential. This school will recognise, respect and respond to the diverse needs of all students within the context of the New Zealand Curriculum and the Special Catholic Character of the school.

- 1.3.3** St Joseph's School is committed to providing inclusive programmes to support students with special needs. The school aims to achieve this through the differentiation of curriculum, adaptation of the methods of teaching/learning and/or equipment, and the development of a positive social, emotional, spiritual and physical environment.
- 1.3.4** A Special Education Coordinator (SENCO) will oversee the management of Special Education programmes within the school. The SENCO will also be responsible for assisting staff in identifying students who require additional support, setting priorities for the use of special education funding, providing appropriate programmes and resources, monitoring the effectiveness of such programmes, and reporting to the Board of Trustees.
- 1.3.5** A register of students with special education needs will be maintained by the SENCO.
- 1.3.6** Specialist services will be called upon from time to time to work with students, and provide teachers with programme advice and guidance as appropriate.
- 1.3.7** The Special Education Grant (SEG), and funds from the BOT's general operational grant, will be used to support students with high learning needs.
- 1.3.8** Whenever possible and practicable, learning support will be provided within the classroom setting.
- 1.3.9** Individual Education Plans will be developed for students whose needs cannot be met within the normal classroom programme, and for any student for whom an outside agency such as RTLB are involved. These will be developed in consultation with all personnel having regular contact with the child.
- 1.3.10** All staff will be offered opportunities for ongoing professional development to enable them to cater effectively for students with special education needs.

1.4 English Speakers of Other Languages (ESOL)

- 1.4.1** On entry to school the classroom teacher will be responsible for informing the teacher in charge of ESOL of support needed.
- 1.4.2** Students entering school with English as a second language will be assessed using English Language Learning Progressions (ELLP) to confirm eligibility for ESOL funding.
- 1.4.3** Withdrawal group support, or support within the classroom, will be provided as required.
- 1.4.4** ESOL assessments will be carried out twice yearly – in Terms 2 and 4.
- 1.4.5** Assessments for ESOL children will be carried out by the classroom teacher.
- 1.4.6** Students who do not receive MOE funding support will continue to receive support from the SEG whenever possible.

1.5 Gifted & Talented Education (GATE)

- 1.5.1** A register of Gifted and Talented students will be revised regularly.

- 1.5.2** Identification procedures will be regularly reviewed and outcomes of them will be recorded in the GATE digital file –see Staff Intranet / Staff information / Policies, Procedures and Handbooks / GATE.
- 1.5.3** When identifying gifted children, teachers will be aware that the concept of giftedness varies from culture to culture, and covers a range of domains. Gifted students at St Joseph's Catholic School, Pukekohe, are those with the potential to demonstrate outstanding ability* relative to their peers or similar age, culture** and circumstance; within the intellectual, cultural, physical or spiritual domains.
- *Outstanding ability refers to general intellect, specific academic aptitude, qualities of leadership, strengths with the visual or performing arts, creative thinking, emotional awareness, or athletic ability.
- **Culture: not only country of origin, it envelops the arts, and an understanding of self, community and the world.
- 1.5.4** Teachers will implement differentiated programmes in order to cater for students identified as Gifted and Talented.
- 1.5.5** Information about utilisation of outside agencies and programmes will be promoted to parents when available.

1.6 Homework

- 1.6.1** Homework is not compulsory, but it is recommended. Pupils not meeting our school's expectations for completing set home learning present an opportunity for home/school dialogue initiated by class teachers.
- 1.6.2** Homework should be set each week and whenever possible it should be a reinforcement of what is being studied and learned in the current class programme.
- 1.6.3** Each Team will develop its own homework practices and methods of presentation/recording, online programmes, checking in, use of notebooks etc.
- 1.6.4** Homework learning time expectations:
- | | |
|----------------|---------------------------------|
| Junior classes | up to 10 minutes per school day |
| Years 3-4 | up to 20 minutes per school day |
| Years 5-6 | up to 30 minutes per school day |
| Years 7-8 | up to 45 minutes per school day |

1.7 Library / Information Centre

- 1.7.1** St Joseph's Library/Information Centre, supported by the school community, is a centre for learning which caters for the needs of the school – a place where children and staff (and parents) are able to access and use information, study, and pursue recreational literacy activities.
- 1.7.2** The Teacher with Library Responsibility (TLR) in conjunction with The Teacher Aide Librarian (TAL) provides leadership and oversees library development in a school wide context.
- 1.7.3** The Teacher Aide Librarian (TAL) maintains the day to day running of the library.

- 1.7.4** Student librarians are trained and supervised by the TLR & TAL to assist with the daily operation of the library.
- 1.7.5** Training is made available for teachers, as required, on effective use of the library and library systems.
- 1.7.6** A budget proposal outlining and supporting priorities for expenditure is submitted by the TLR to the Principal each year for consideration by the BOT. The maintenance of library facilities and major development projects such as information technology are budgeted for separately from the library's collection.
- 1.7.7** The TAL has financial delegation for the library and is required to monitor and maintain spending within the allocated budget in consultation with the TLR.
- 1.7.8** There is an annual audit of the collection based on stocktaking information provided by TAL.
- 1.7.9** Teachers' planning should include library/research skill components.
- 1.7.10** The library supports the school's equity and Treaty of Waitangi goals, with regards to age levels, gender, cultural groups, learning abilities and styles, in its facilities, resources, services and programmes.
- 1.7.11** Appropriate signage of library areas incorporating the bicultural aspects is promoted.
- 1.7.12** The library environment, collection, and day-to-day operation must reflect the special Catholic character of the school. Some subject matter may not be appropriate for our school.
- 1.7.13** Teachers are responsible for making effective and appropriate use of outside resource agencies, organisations and individuals such as the National Library and our local community library to supplement the school's resources as well as promoting these to children.
- 1.7.14** All library users are to comply with Copyright Act (1994) and the school's Responsible Use Agreement (Internet usage).

1.8 New Entrants

- 1.8.1** A meeting for pre-enrolled students will be held at the end of each year. At this meeting parents will be provided with general information about the school and parents will visit a new entrant classroom where the new entrant teacher will explain classroom procedures and practices.
- 1.8.2** As part of our Home – School Partnership Programme the Assistant Principal will contact the parents of prospective New Entrant children one month prior to coming to school to arrange an interview. From this interview the children will take home a pack containing literacy and numeracy activities, and a school visit is arranged with the AP.
- 1.8.3** A pre-school literacy and numeracy programme (Tiny Joes) is offered on a Wednesday morning from 9.00 – 9.30am in the staffroom. Any pre-schoolers pre-enrolled are invited to come to the Tiny Joes sessions with their parents. It is hoped the sessions will help prepare children for formal instruction at school and assist with transition from pre-school.

- 1.8.4** In addition to the Pre-School interview it is expected that New Entrants will have at least one school visit just before starting school. The visiting times are usually mornings from 8.45am–10.40am. Parents must stay on site during pre-entry visits. Parents are asked to bring along the Child's Birth Certificate/Passport and Immunisation Form to New Entrant pre visits.

1.9 Pupil Promotion

- 1.9.1** Children are classified as Year 1 when they enrol January to March. Children enrolled between April & December are to be classified as Year 0.
- 1.9.2** All children's needs should be catered for within their age / peer group.
- 1.9.3** A child may only be retained for a further year, in a year group, for emotional or learning needs after consultation and agreement between staff, parents and any support services involved with the child. Promotional patterns should not be used to solve behaviour problems.

1.10 eLearning

- 1.10.1** Staff are expected to use eLearning to help provide students with an authentic audience, authentic tasks, and to encourage more purposeful student engagement in the learning process.

1.11 Careers Information & Guidance

- 1.11.1** Where possible information concerning career options will be integrated into units of work taught at the Year 7 & 8 level. A section of our school library is devoted to career choices / occupations.

- 1.11.2** Information will be made available for families seeking assistance in choosing secondary education.

1.12 Planning

- 1.12.1** Planning should be completed as per requirements outlined in the St Joseph's School's ***Planning, Assessment & Reporting Requirements*** booklet.

- 1.12.2** Planning will be prepared in advance and available online. However, it is acknowledged that some planning, especially the Integrated Concept Plan, may evolve as students become more involved in leading the learning process.

- 1.12.3** A team overview will be prepared at the beginning of each term.

- 1.12.4** A long-term plan will be prepared by teams with a curriculum focus each term.

- 1.12.5** A weekly plan will be kept and shared with other teachers via the staff intranet.

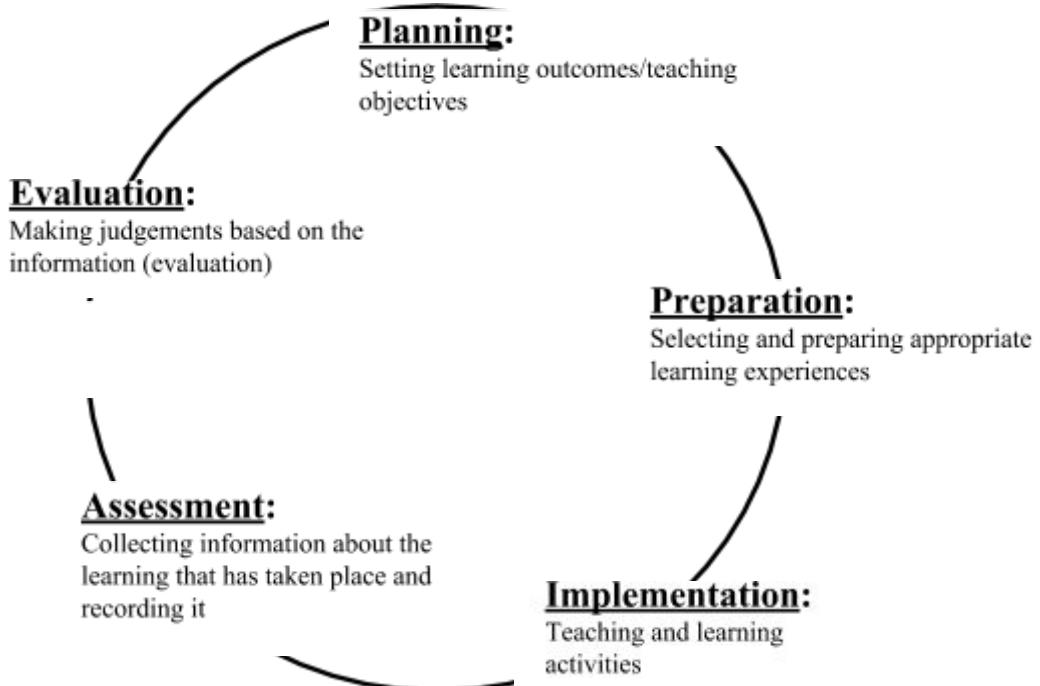
- 1.12.6** Learning intentions for children should be clearly stated.

- 1.12.7** Individual needs will be catered for and identified where appropriate.

- 1.12.8** Planning will be linked to teacher blogs and checked as part of the appraisal process.

- 1.12.9** Teaching Teams plan collaboratively.

- 1.12.10** All planning documentation will be kept readily available at school and will remain the property of the school.



Reviewed: 16 May 2018