

## **CURRICULUM POLICY**

(NAG 1)

**This policy needs to be read in conjunction with the following procedural documents:**

- Long Bay College Curriculum Procedures and Documents
- NZ Curriculum
- Staff Manual
- Professional Development Policy
- EOTC Policy and Procedures
- Programme Guide

## **TEACHING AND LEARNING**

### **UNDERLYING PRINCIPLES**

**Teaching and learning is the first priority of Long Bay College.**

Whilst we are concerned with the holistic development of the whole person, all planned activities in the school are directly or indirectly aimed at providing the best teaching and learning environment possible for our students. This is a school philosophy that pervades every aspect of school life and allows our students to achieve personal academic excellence.

**Excellent student achievement, therefore, is an integral part of the College Goals and Objectives.**

Student achievement is central to our strategic planning and is reported on by the Principal to the Board of Trustees and to the community. To support excellent student achievement, the school is committed to appointing the best qualified staff possible and having the most effective structures, systems, resources and facilities possible to promote consistently high quality teaching practice.

**Student achievement is a major focus of the school wide self-review process.**

We recognise the statutory responsibility to monitor student performance and assess and report on progress in line with the revised **National Achievement Goals** of October 2013. This information is used for the purpose of continued self-improvement at Long Bay College.

Long Bay College Goals and strategies for improved student achievement school wide and within faculties will reflect the **National Education Priorities**.

**Long Bay College** recognises New Zealand as a bi-cultural society and will continue to celebrate the opportunities provided by the Treaty of Waitangi. Long Bay College is committed to improving Maori achievement by identifying barriers to learning and setting specific achievement targets for Maori students. We have a commitment to continue Maori Language classes and provide opportunities to celebrate Maori culture whenever possible throughout the life of the College. Career Education and Guidance specifically targeting Maori Students will be provided.

### **Principles, Values and Key Competencies**

Teaching and learning at Long Bay College will be carried out in such a manner that the values held by the school and its community are clearly evident and clearly articulated. Its curriculum is guided by the principles and key competencies given in The New Zealand Curriculum.

### **Literacy and Numeracy**

Long Bay College recognises that excellent literacy and numeracy is central to improving student achievement. Testing will be undertaken to monitor literacy and numeracy levels and will be reported to the Principal.

### **COURSES**

All courses offered to students will be reviewed on an annual basis as to their continued suitability, entry criteria and fee schedules and will be presented to the Board of Trustees for ratification. Any proposed new courses will be considered in this review process. Courses will run according to student demand and needs.

### **CATERING FOR STUDENTS WITH DIFFERENT ABILITIES**

All Year 9 students entering Long Bay College will be assessed for their learning needs and will be placed in learning programmes according to their needs and with appropriate parental consultation. Students will continue to be assessed as to their individual learning needs by their teachers throughout their education at Long Bay and individual help will be provided where appropriate. This includes students with Special Needs and those who are identified as Gifted and Talented (GATE).

### **EOTC (EDUCATION OUTSIDE THE CLASSROOM)**

Where students are taken out of the classroom in the course of their studies, staff are to ensure that they follow the guidelines set out in the EOTC Policy and follow procedures documented in the EOTC Handbook. The appropriate EOTC documentation is to be completed by all the staff in charge of all school trips before EOTC activities can proceed.

*See EOTC Policy and Procedures.*

### **HOMEWORK**

Long Bay College recognises the importance of homework in relation to academic success and life-long learning. Homework allows students to take responsibility for their own learning while involving their parents in the education process. It helps to foster study skills and independent work habits. Homework has a significant impact on retention and understanding whilst giving students the opportunity to practise skills learnt in the classroom.

### **ASSESSMENT**

Assessment has the following aims:

- *To improve student learning.*
- *To help monitor school effectiveness.*

Assessment practices will:

- be integrated into teaching schemes and connected to statements of learning objectives
- provide students with feedback so that they can learn more effectively
- inform teachers' forward planning by providing accurate and useful information
- provide intelligible and meaningful information for parents/caregivers, tertiary education providers and employers
- be easily understood by everyone involved in the assessment process
- demonstrate an appropriate variety and balance of formative and summative methods
- provide valid and reliable information to enable analysis of the progress of individual students, groups of students and the school as a whole.

This policy is intended to be consistent with the requirements of the Privacy Act, 1993.

<b>New/Reviewed</b>	<b>Tabled</b>	<b>Adopted</b>	<b>Signed</b>
Draft		1995	
4/99 and 3/8/99		7/12/99	
Oct/Nov 2002	3/12/02	4/2/03	By Andrew Stewart, Board Chairperson
Aug 06 and 3/07 and 4/07 and 15/5/07	5/07	3/7/07	By Richard Griffin, Board Chairperson
Aug 2009, to Sub Committee 15/9/09	6/10/09	3/11/09	By Richard Griffin, Board Chairperson
15/11/11	6/3/12	3/4/12	By Rob Gosling, Board Chairperson
20/5/14 Under Review	3/6/14	1/7/14	By Robyn van der Sande, Board Chairperson
15/10/17 Under Review	17/10/17	8/11/17	By Robyn van der Sande, Board Chairperson