



CURRICULUM POLICY

APRIL 2021

PURPOSE:

The Long Bay College Board of Trustees fosters student achievement by providing teaching and learning programmes which meet the expectations of, and exceed where possible, the National Administration Guidelines (NAG 1) and incorporate the vision, values, key competencies, essential learning areas, and principles expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa. Goals and strategies for improved student achievement will reflect the National Education and Learning Priorities (2020). Curriculum delivery and design will represent the strategic plan of the school and our commitment to exceptional learning and personal excellence for global success. Long Bay College recognises New Zealand as a bi-cultural society and will continue to celebrate the opportunities provided by te Tiriti o Waitangi.

GUIDELINES:

The Board, through the Principal and staff will:

- i) develop and implement teaching and learning programmes that:
 - contribute to the inclusive culture of the school
 - reflect the values of our school
 - provide all students in years up to year 10 with opportunities to achieve success in all areas of the national curriculum
 - give priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
 - balance curriculum opportunities for students with the teaching and other resources available
 - support local and digital curriculum delivery
- ii) evaluate the progress and achievement of students, through the analysis of good quality assessment information, giving priority to:
 - student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
 - the 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)
 - analysing barriers to learning and achievement
- iii) identify students, and groups of students, through the analysis of good quality assessment information, who:
 - are not progressing and/or achieving, or are at risk of this
 - need learning support (including gifted students)
- iv) develop and implement teaching and learning strategies to address and support the needs of students identified above (iii), and any aspects of the curriculum that require particular attention
- v) develop plans and targets for improving the progress and achievement of Māori students – these are made in consultation with the school's Māori community
- vi) provide appropriate career education and guidance for all students, including specific guidance for students at risk of leaving school unprepared for work or further education.

This policy is intended to be consistent with the requirements of the Privacy Act, 2020. **It should be read with the following documents:**

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

New/Reviewed	Tabled	Adopted	Signed
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
25/11/20 Under Review	2/3/2021	13/4/21	By Kevin de Jong

APPENDIX

LONG BAY COLLEGE: CURRICULUM POLICY

PROCEDURES

COURSES

All courses offered to students will be reviewed on an annual basis as to their continued suitability. As a College we have no pre-requisites for course entry. Student pathways are directly informed and supported by mentoring, support and Atawhai directly enabling personal excellence for global success.

Any proposed new courses, significant course changes and course deletions will be considered by the Course Review Panel with recommendations made to the Senior Leadership Team. Courses will run according to student demand and needs.

All junior students (Year 9 and 10) are engaged with Projects in the latter part of Term 4.

The Project initiatives supporting the Vision, Principles and Competencies of the New Zealand Curriculum, directly enabling our teaching of the Digital Local Curriculum. Projects support students to find new passions and explore new contexts related to their learning and to their future pathways.

Curriculum delivery at the College is mindful of and aligned to Oneroa Kahui Ako's strategic aims.

All planned activities in the College are directly or indirectly aimed at providing the best teaching and learning environment possible for our students. This is supported across the five arms of the College – "Academia", "Sports", "The Arts", "Culture" and "Service" supporting the wider Long Bay College community in the achievement of personal excellence for global success.

SUPPORTING STUDENT LEARNING NEEDS

The Long Bay College curriculum delivers individualised pathways supporting each student's achievement of personal excellence for global success.

All 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 supported as to their individual learning needs by their teachers throughout their education at Long Bay College and individual help will be provided where and as appropriate.

This includes meeting the need of the whole school student population in relation to:

- GATE (Gifted and talented)
- Priority learners
- Underachieving students
- Maori students
- Pasifika students
- International and migrant students
- Students identified as benefiting from accelerated learning programmes, learning support and enrichment and extension via our Aspiring Scholars Programme.

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 support the teacher in gauging how effective teaching has been. This is also a driver of professional learning for staff
- To support the analysis and growth of the teaching and learning in our courses of study
- To help monitor school effectiveness

Assessment practices will:

- Be supportive of exceptional learning
- 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 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