

## Policy:        **The Curriculum**

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### **Policy Statement**

The Jireh Christian School Board of Trustees and the Principal acknowledge that the curriculum is the programme offered by the school and includes all organised activities whether in or out of the classroom. Accordingly, the school aims to provide its students with a balanced curriculum that meets both nationally set requirements and local needs. This curriculum will be constantly under review to ensure it reflects changing needs, students' interest and staff resources and is consistent with the New Zealand Curriculum. Staff and students will be encouraged to become involved in activities outside the classroom as the enjoyment and relationships coming from such activities have beneficial effects on the creation and maintenance of a positive, pleasurable school environment.

### **Procedural Guidelines**

The Senior Management Team has the responsibility for maintaining, reviewing and developing curriculum policy in the school. Staff will be consulted in the process of curriculum review and development.

The teaching time allocated to each subject will be defined by the Principal and provide the basis for the next year's timetable as well as for the weekly division of school time. Leaders of Learning have the responsibility to develop schemes of work for each of their curriculum areas. Schemes of work are working documents, constantly under review, and reflect the aims of the relevant curriculum statements.

Learning area teachers have the responsibility to follow the relevant schemes of work for each of their classes.

The Board, through the Principal, will encourage participation by staff and students in a diverse range of co-curricular activities.

The 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.

The Board, through the Principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:
  - i. to provide all students in Years 1-8 with opportunities to achieve success in all areas of the National Curriculum
  - ii. giving priority to student achievement in literacy and numeracy
  - iii. giving priority to regular quality physical activity that develops skills for all students;
- (b) 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:
  - student achievement in literacy and numeracy, especially in Years 1-8;
  - and then to 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;

- (c) on the basis of good quality assessment information, identify students and groups of students:
- who are not achieving
  - who are at risk of not achieving
  - who have special needs, (including gifted and talented students), and
  - 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 Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- (f) provide appropriate career education and guidance for all students in Year 7 and 8, 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.

The Board of Trustees, with the Principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for the curriculum, assessment and staff professional development;
- (b) maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups, including the achievement of Maori students, against the plans and targets referred to in (e) above.

Where a school has students enrolled in Years 1-8, the Board of Trustees, with the Principal and teaching staff, is required to use curriculum levels to:

- (a) report to students and their parents on the student's progress and achievement in relation to the curriculum levels. Reporting to parents in plain language in writing must occur at least twice a year;
- (b) report school-level data in curriculum levels in the Board's annual report under three headings:
- school strengths and identified areas for improvement
  - the basis for identifying areas of improvement, and
  - planned actions for lifting achievement.

In addition to its inclusion in the Board's annual report, the information in (b) above is required to be provided to the Secretary of Education at the same time as the updated school charter under NAG 7.

- (c) report in the Board's annual report on:
- the numbers and proportions of students at, above and below the curriculum levels, including by Maori, Pasifika, Asian, gender and by year level (where this does not breach an individual's privacy); and
  - how students are progressing against curriculum levels as well as how they are achieving.

In addition to its inclusion in the Board's annual report, the information in (c) above is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

Review schedule: Triennially

<b>ADOPTED BY BOARD OF TRUSTEES</b>			
Date	12 <sup>th</sup> September 2017	Chairperson	<b>R Thornton (Acting)</b>

Reviewed	Date	12 <sup>th</sup> December 2017	Chairperson	<b>R Thornton</b>
Reviewed	Date	3 <sup>rd</sup> July 2018	Chairperson	<b>G Budler</b>
Reviewed	Date	22 <sup>nd</sup> June 2021	Chairperson	<b>M Causley</b>