



Policy and Procedures: Curriculum

Policy Statement

The Special Christian Character of Jireh Christian School (“the School”) shall be foundational to all areas of the curriculum and to all aspects of School life. Biblical principles shall be embedded into all areas of the curriculum and actively imparted to the students in a Christ-like manner. The formation of Godly character is at the heart of all learning. The curriculum will meet legislated requirements and reflect the strategic plan. The Board is to ensure that every child is able to attain their educational potential and that the School is a safe environment for all students and staff.

Procedural Guidelines

The Principal, as the professional leader of the School, is responsible for quality teaching and learning and must ensure:

1. An annual plan is developed setting out how progress will be made towards the achievement of strategic goals and is approved by the Board.
2. The School local curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa).
3. The School local curriculum reflects local tikanga Māori, Marautanga Māori and te ao Māori.
4. The School programmes provide students with opportunities to learn in all areas of the national curriculum.
5. Consultation with the community and with the Proprietor ensures that the health curriculum and its delivery reflect the Christian Character of the School.
6. A Daily Discipleship programme is an integral part of the curriculum in keeping with the Special Character of the School and is based on an evangelical understanding of the Bible.
7. Planning is done collaboratively, undergirded by a world view informed by Scripture.
8. Resources used are in keeping with the Special Character of the School.
9. Students are given the opportunity to participate in a diverse range of co-curricular activities.
10. There is a focus on every child and young person:
 - 10.1. attaining their educational potential and being supported on their faith journey.
 - 10.2. developing the abilities and attributes outlined in the National Education and Learning Priorities.
 - 10.3. having an appreciation of the importance of: all people having intrinsic worth as made in the image of God; diverse cultural knowledge, identity, and the different official languages of New Zealand; and Te Tiriti o Waitangi and te reo Māori.
11. Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported on.
12. Board approval is sought before changes to the School curriculum requiring increased expenditure or significant changes to programmes or staffing are made.



The Principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for Board meetings that:

1. Includes data and analysis on curriculum delivery, student wellbeing, progress and achievement.
2. Tracks progress and variance towards annual aims and key performance indicators.
3. Informs the Board of any significant changes in staffing, programmes, plans or processes that are under consideration.

Legislative Compliance

Education and Training Act 2020

New Zealand Curriculum/Te Marautanga o Aotearoa

National Education and Learning Priorities

Review schedule: Triennially

ADOPTED BY BOARD

Date 12th September 2017 Chairperson **R Thornton (Acting)**

Reviewed Date	12 th December 2017	Chairperson R Thornton
Reviewed Date	3 rd July 2018	Chairperson G Budler
Reviewed Date	22 nd June 2021	Chairperson M Causley
Reviewed Date	20 th February 2024	Presiding Member A Coombridge