

# Pakuranga College Curriculum and Assessment Policies

**Date Reviewed:** September 2019

**Next Review Date:** November 2022

## National Administration Guideline 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:*

*(a) develop and implement teaching and learning programmes:*

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;*
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;*
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.*

*(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:*

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to*
- ii. 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:*

- i. who are not achieving;*
- ii. who are at risk of not achieving;*
- iii. who have special needs (including gifted and talented students); and*
- iv. 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 Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and*

*(f) 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 or further education/training.*

Pakuranga College meets its obligations under National Administration Guideline 1 through the implementation of the policies listed below.

The Board of Trustees monitors the implementation and effectiveness of these policies through the Principal's reports on:

- Achievement
- Analysis of Variance
- The College Curriculum Plan
- The Faculty Review process
- Professional learning and development
- Sports
- College newsletters

## **Policy Statements**

### **Curriculum**

All faculties will design and deliver the college curriculum based on the principles of the New Zealand Curriculum 2007. All courses will have a Learning Overview detailing how the appropriate achievement objectives, principles, values and key competencies are to be covered. This will include a subject pathway document that tracks the progression of the critical achievement objectives and competencies from year 9 to 13. There will be course overviews and unit plans for each course.

The Pakuranga College Learning Values and Learning Habits are the College's interpretation of the key competencies and are vitally important framework within which to deliver the curriculum.

Programmes should cater for student diversity and be built around individual students' prior knowledge, strengths, interests and needs. Each student should be learning at his/her appropriate level.

The college will provide an integrated careers programme designed to ensure that all students receive subject choice advice and quality career information. This will include specific career guidance for students identified by the college as being at risk of leaving unprepared for the transition to the workplace or further training.

### **Assessment**

- 1.a) Assessment of students' learning in Years 9 and 10 must allow for tracking of individuals and groups in terms of progress against defined achievement objectives as expressed in the national curriculum statements. Achievement information will be reported in the Faculty Reviews. The achievement information should include breakdowns for each main ethnic group, gender and any targeted groups.
- b) NZQA achievement data will be tracked for individual students and groups of students. Heads of faculties will be responsible for ensuring students have the opportunity to meet NCEA levels, literacy and numeracy requirements, merit and excellence endorsement, and course endorsements. Deans and Deputy Principals will track achievement data to identify students at risk of not achieving, and put strategies in place.

2. Regular feedback should be provided for students as part of the learning process. Feedback should acknowledge progress and guide students' future learning.
3. Students and parents will receive regular updates on progress, and access to achievement data.
4. All assessment must be fair, valid, consistent and reliable, and at the appropriate national standard.
5. Assessments will be moderated against specified achievement criteria.
6. There will be school-wide consistency in internal assessment and moderation procedures.
7. The college will fulfil all NZQA requirements.
8. Teachers, heads of faculty, and heads of department will be expected to demonstrate how the information referred to above is used to improve/adapt and develop teaching programmes to maximise student learning. This will include identifying students and groups of students who are not achieving, who are at risk of not achieving or who have special needs.
9. Where possible the mode of assessment should match the model of learning, e.g. using digital assessment where the learning has been predominantly done in a digital environment.
10. Maori and Pasifika Parents Meeting will be used to consult with parents regarding the college's plans and targets for improving Maori and Pasifika achievement.

## **Education Outside the Classroom (EOTC)**

Pakuranga College will provide opportunities for curricular and co-curricular activities beyond the classroom. These opportunities enrich the college programme and enhance learning by providing first hand experiences. The educational objectives relating to the curriculum must be established and show clearly the relationship with the curriculum being delivered in the college before a trip can be considered.

The safety of students, teachers and volunteers is paramount and as such any trip which involves taking students out of the college during the normal college day, after college, overnight or in weekends and holidays must follow the colleges EOTC procedures for approval.

Alcohol and drug use by adult leaders involved in any college trip is strictly forbidden.

Costs should be reasonable, and any cost incurred to the college must be approved in advance.

Students must be made aware of the continued application of the college rules.

## Learning Support

Pakuranga College aims to provide specialist learning environments for students with identified special learning needs through the Pegasus Unit, the Optimal Learning Centre and a Gifted and Talented programme. Programmes will provide students with a rigorous and challenging curriculum which reflects their abilities, interests, experience and aspirations as well as enhancing learning.

Criteria for admission for entry to the Pegasus Unit and the Optimal Learning Centre classes will be developed by the principal and relevant staff.

The special learning needs for all students with identified learning needs will be recorded and available to all staff. Teachers will be given specific advice and support to enable them to meet the learning and behavioural needs of all students.

## Co-Curricular Activities

Pakuranga College acknowledges that the principles, values and key competencies in the New Zealand Curriculum can effectively be delivered in a co-curricular setting. The college will provide a holistic education that provides students with opportunities to be involved and to excel in a range of sporting, cultural and leadership activities.

Co-curricular activities will form part of the college's planning cycle and will be budgeted for accordingly.

## Supporting Documentation

Requirement for Board of Trustees – page 43 & 44 of the “New Zealand Curriculum” - attached

Faculty Learning overviews	– DP Curriculum online in PakNet
Subject Pathways, Course Overviews, Unit Plans	– In Faculties
Faculty Reviews	– M Williams
Annual Report	– M Williams
Curriculum Plan and Course Selection Book	– DP Curriculum and Online in PakNet
Assessment Handbook	– DP Curriculum
EOTC Guidelines	– DP EOTC - Procedures Folder
Learning Support Procedures	– DP Learning Support - Procedures Folder

Signed:   
Board of Trustees Chairperson

Date: 23 September 2019