

*St Joseph's School Orakei is a place of learning where everyone grows towards his or her full potential in a Catholic environment.*

<b>St Joseph's School Orakei Board of Trustees</b>	<b>CURRICULUM POLICY</b> March 2015
	<b>To be reviewed:</b> Term 1, odd years <b>NAG: 1</b>

**REFERENCES:**

- *National Administration Guidelines*
- *The New Zealand Curriculum*
- *Integration Agreement*
- *The Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools, published by the Catholic Education Office; 2010 Edition. Appendix 10*
- *National Religious Education Programme*
- *Wellbeing for Children's Success at Primary School (ERO, 2015)*

**RATIONALE:**

Our students are individuals created by God. The needs of individual students and their wellbeing are at the centre of all teaching, learning and assessing. Students will be encouraged to acquire the knowledge, skills, attitudes, understandings and key competencies of the National Curriculum Statements and the Religious Education programme for Primary Catholic Schools in Aotearoa New Zealand.

**PURPOSE:**

To provide a broad Catholic education and an environment that reflects the Catholic Special Character of the School, and which encourages and fosters achievement and excellence in teaching and learning programmes.

**POLICY:**

In accordance with the New Zealand Curriculum and NAG 1, the School will:

1. Develop and implement teaching and learning programmes:
  - a. That are underpinned by and consistent with the principles set out in the New Zealand Curriculum
  - b. In which the School values are encouraged, modelled and explored by the students
  - c. That support students to develop the Key Competencies
  - d. That provide all students with opportunities to achieve success in the Religious Education Programme.
  - e. That provide all students with opportunities to achieve success in all the learning areas of the New Zealand Curriculum.
  - f. Giving priority to student achievement in literacy and numeracy.
  - g. Giving priority to regular quality physical activity that develops movement skills for all students.

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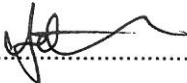

2. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated giving priority first to:
  - a. Student achievement in literacy/numeracy and then,
  - b. Breadth and depth of learning related to the needs, abilities and interests of students, and the nature of the School Curriculum, and the scope of the New Zealand Curriculum (as expressed in the National Curriculum Statements), and the National Religious Education Programme.
3. On the basis of good quality assessment information, identify students and groups of students:
  - a. Who are under-achieving
  - b. Who are at risk of not achieving
  - c. Who have special needs (including Gifted & Talented students)
  - d. Who require attention, with respect to particular aspects of the curriculum.
4. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 3 above.
5. School programmes and procedures will, wherever possible and appropriate, reflect the Maori perspective and provide for specific needs of Maori.
6. Achievement data for Maori and Pasifika will be included in the reporting process.

**SUPPORTING DOCUMENTS:**

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with "Curriculum":

<i>Assessment and Evaluation</i>	<i>Homework</i>
<i>Children with Special Needs / Abilities</i>	<i>I.C.T.</i>
<i>Curriculum Delivery</i>	<i>Fitness</i>
<i>Education Outside the Classroom (EOTC)</i>	<i>Treaty of Waitangi</i>
<i>Maori and Pasifika Student Achievement</i>	

APPROVED (Date) 25 MARCH 2015

Board of Trustees Chairperson ..........Principal.....

TO BE REVIEWED in accordance with the Board's annual programme of self-review