



**Sancta Maria College is an integrated co-educational Catholic College and its practices, beliefs and values are Catholic and guide the work of the college.**

***'Let the wise hear and increase in learning, and the one who understands obtain guidance' (Proverbs 1:5)***

### **Rationale**

Sancta Maria College Board of Trustees is committed to ensuring the delivery of the curriculum fosters student progress and achievement and meets the legislative requirements and expectations as outlined in the National Curriculum Framework, the National Education Guidelines (NEGs), National Administrations Guidelines (NAGs) and education for the National Priority Groups (Maori, Pasifika and students with special learning needs in school planning and reporting) while taking into account school specific considerations.

### **Purpose**

To provide a curriculum that is current, of quality and appropriate to the school community and the National Curriculum Framework, delivered in an effective way that meet the needs of all students.

### **Guidelines**

- 1 The Principal has overall responsibility for the delivery of the New Zealand Curriculum. The Deputy Principal (Curriculum) will be delegated the responsibility for the identification and implementation of a process for curriculum development and review.
- 2 All students are required to participate in the Catholic Religious Education programme to acquire knowledge, understanding and an appreciation of faith. (Religious Education)
- 3 The unique Special Catholic Character that is central to the ethos of the college will have a high focus and be integrated across the college. (Special Catholic Character)
- 4 Literacy and Numeracy will underpin the school curriculum and all students will develop these skills to a competent level. (Literacy and Numeracy)
- 5 Curriculum delivery will ensure the principles of equity and equal opportunity are maintained for all students.
- 6 The curriculum will reflect New Zealand's unique cultural diversity, will value the histories and traditions of all its people. (Cultural Diversity)
- 7 All programmes will be inclusive, respect and reflect the Treaty of Waitangi principles. (Treaty of Waitangi)
- 8 The curriculum will support and empower all students to learn, achieve their personal best (excellence) and their full potential. (High Expectations)
- 9 The achievement of the Charter aims and targets as approved by the Board of Trustees shall be met.
- 10 That any changes to the school curriculum requiring increased expenditure or significant changes to programmes of staffing, that board approval is sought prior to any changes made.



- 11 Budget considerations will reflect school planning, reporting and curriculum delivery.
- 12 The college will cater for the needs of students who require additional learning support, modified teaching and learning programmes and specialised resources to support them in their education. (Learning Support Programme)
- 13 The college will differentiate and challenge its most able students. (Gifted and Talented Education)
- 14 The college will identify and provide appropriate support and programmes for identified 'at risk' groups of learners. ('At Risk' Learners)
- 15 Procedures and lines of accountability will be put in place to ensure that the curriculum implemented across all learning areas is current, relevant and of a high quality.
- 16 The links between outcomes, effective pedagogy and assessment will be aligned with the New Zealand Curriculum (NZC) and made explicit in curriculum materials and PLD programmes.
- 17 The Teaching as Inquiry Model will be adapted and used extensively to help plan, deliver and review Teaching and Learning Programmes.
- 18 Curriculum delivery will provide opportunities for students to undertake study in the eight essential learning areas and Religious Education and to develop the integrated key competencies, principles and values.
- 19 The key competencies, content, principles and values of the curriculum will prepare the students as independent lifelong learners and help them contribute positively to the wider community and society.
- 20 The curriculum structure will allow students to have flexibility of subject choice to meet their needs and interests as well as meet tertiary course entry requirements.
- 21 PLD opportunities will be made available to teaching staff to enable the quality delivery of a meaningful and relevant curriculum.
- 22 Teaching and learning programmes will be meaningful, beneficial and reflect the particular communities of students attending SMC and therefore, realise the scope and flexibility to design and shape the curriculum as appropriate.
- 23 Any updates to curriculum requirements and changes will be communicated as appropriate (engagement, consultation, online, information communications, hui, meetings) with the school and wider-school community.
- 24 There will be regular review of schemes of work and unit plans in every subject and at different year levels.
- 25 Staff and students will be encouraged to participate in a diverse range of extra and co-curricular activities.
- 26 Have provision to provide appropriate Career Education and Guidance for all students in Year 7 and above.
- 27 Vocational Pathways are offered to identified students in consultation with school personnel and parents as an alternative pathway of achieving educational success.
- 28 Information about courses/programmes are made available to students and parents.



- 29 Diagnostic tools will be used to assess the English language proficiency and academic ability for students entering SMC and used for ensuring students are appropriately placed in courses and programmes that will meet their needs especially International, ESOL , Learning Support, Gifted and Talented students and Government Priority learners.
- 30 Diagnostic tools will be used to assess the Numeracy proficiency and academic ability for students entering SMC and used for ensuring students are appropriately placed in courses and programmes that will meet their needs especially International, ESOL , Learning Support, Gifted and Talented students and Government Priority learners.

<b>Policy: Curriculum Delivery</b>		<b>NAG 1</b>
Adopted:	November 2004	Michael Stride, Chairperson
Reviewed:	June 2014 August 2016	Brendan Ryan, Chairperson Brendan Ryan, Chairperson
<b>Next Review</b>	<b>August 2019</b>	
..... <i>Brendan Ryan</i> Chairperson		..... Date