



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 staff are 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 implement 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 Deputy Principal will lead the Curriculum Leadership Team (HODs) in areas of curriculum and assessment development, planning, reporting and self-review.
- 2 Each year, Curriculum Leaders (HODs) will review and report on student achievement information and the strategies to facilitate student achievement and implementation of school-wide and departmental priorities/goals through an Annual Departmental Operational Plan. This plan will be completed in late February/early March and reviewed again in mid-June/July. The Deputy Principal (Curriculum) will develop the Annual Departmental Operational Plan.
- 3 Each year, Curriculum Leaders (HODs) will analyse their results from the end-of-year previous years internal and external results and report on trends and patterns early in the year (late Feb) as part of completing the Annual Departmental Operational Plan and review again at the half-year (mid-June/July).
- 4 Each subject and level taught at Sancta Maria College will have an approved and current curriculum statement and scheme of work.
- 5 Units of work will be aligned to teaching and learning objectives, effective pedagogy and the assessment.
- 6 For each NCEA internal standard, the school and NZQA guidelines must be followed.
- 7 Curriculum Leaders will ensure literacy and numeracy skills are given emphasis to in every subject and are reflected in schemes and unit planning.
- 8 Curriculum Leaders (HODs) are responsible for ensuring the intent of the NZC is embedded in practice.
- 9 Curriculum Leaders (HODs) will ensure all teachers are using the teaching as inquiry process to strengthen the learning process and identify any support a teacher in the department may require.



- 10 All teaching staff will have the responsibility of ensuring Catholic World View is integrated into Schemes and Units of Work where appropriate.
- 11 Each year, Curriculum Leaders (HODs) will carry out self-review on at least two areas (using a template) in their department, reflect and discuss with the Deputy Principal (Curriculum).
- 12 Schemes and Units of Work will be reviewed on a cycle of self-review in every subject and at different year levels and will be the responsibility of all teaching staff in collaboration with the Curriculum Leader (HOD).
- 13 Curriculum Leaders (HODs) in collaboration with all teaching staff are responsible for identifying and monitoring 'at risk' students in their department and have an individual education plan and/or a plan to track and augment their progress and achievement of targets/goals using targeted strategies.
- 14 All teaching staff have the responsibility to maintain consent to assess against standards on the DAS (Directory of Assessment Standards. Requirements to be met to maintain consent. (a) Continue to maintain, and comply with, the quality management system. – Systems to achieve measurable aims, objectives, directions and targets – 2.5: Development, delivery and review of programmes
- 15 The teaching as inquiry process will be used to strengthen the learning process by all teaching staff.
- 16 Staff will engage enthusiastically in the PLD opportunities provided.
- 17 Course outlines and information about courses/programmes are made available to students and parents at the start of each year and through the parent portal.
- 18 Students (International, ESOL, Learning Support, Gifted and Talented students and Government Priority Learners) are appropriately placed in courses and programmes following diagnostic testing and dialogue between the Dean and other relevant personnel.

Procedure: Curriculum		NAG 1
Adopted:	August 2016	Louise Moore, Principal
Reviewed:		
Next Review	August 2019	
..... <i>Louise Moore</i> Principal	 Date