



CURRICULUM GUIDELINES

Preamble: These guidelines are in accord with the **Curriculum Policy** approved by the School Board on **18 September 2017**.

Guidelines: **The following areas within Curriculum are covered in these Guidelines:**

- ⇒ **Curriculum General**
- ⇒ **Literacy and Numeracy**
- ⇒ **Assessment**
- ⇒ **Students with Special Needs**
- ⇒ **Gifted and Talented**
- ⇒ **Education Outside the Classroom**
- ⇒ **English for Speakers of Other Languages (ESOL) and Non English Speaking Background (NESB)**
- ⇒ **Careers Education**

Curriculum General:

0. All learning programs are based on the Directions for Learning as prescribed in the New Zealand Curriculum.
1. Respect for the diverse ethnic and cultural heritage of New Zealand people with particular acknowledgement of the unique place of Maori will be honoured.
2. Strategies which address identified student learning needs in order to overcome barriers to student learning will be developed and implemented.
3. Following self-review processes, teachers will develop work plans in Learning Areas which reflect the nature of our community.
4. The school will hold an assembly fortnightly, to support and enhance school culture and to recognise progress and achievement across the curriculum and extra curricular activities. Team assemblies will be held on the alternate week.
5. The school budget will reflect a high commitment to Professional Development in all areas of curriculum.
6. Teachers are encouraged to present appropriate budgets for informed and effective curriculum delivery.

Literacy and Numeracy:

7. School Leadership will perform term and annual overviews of all curriculum areas with particular attention to Literacy and Numeracy.
8. Learning and Teaching Programs will be monitored so that they meet school requirements.
9. All teachers will meet the professional standards set by the Ministry of Education as well as the Registered Teachers Criteria and participate in the school's appraisal program including Teaching as Inquiry.
10. Teachers will maintain accurate and current details of student NZC (New Zealand Curriculum) levels and take appropriate steps to accelerate learning.
11. A central database of achievement levels for students will be maintained focusing on literacy and numeracy achievement.

12. An At-Risk Register will be maintained identifying students achieving below NZC levels with details of intervention and progress.

Assessment:

13. Student learning progress in all eight Learning Areas of the New Zealand Curriculum will be monitored, assessed, analysed and recorded.
14. Reporting on student achievement to parents/caregivers will be at least twice per year and in accord with the school's reporting procedures. Parents and caregivers will also have two formal face to face conference opportunities to discuss achievement and progress of their children annually.
15. Assessment of individual students at each level will be completed against the NZC.
16. Implementation of appropriate teaching strategies will be based on both individual and class level data from student assessment.
17. The Principal will report to the Board regularly on student achievement.
18. The Principal will conduct regular reviews of progress and will in consultation with staff develop plans to address issues raised in reviews.
19. An analysed report on achievement data will be reported to the Board and community annually.

Students with Special Needs:

20. A member of the Senior Leadership Team will have the responsibility for Special Needs.
21. Students with special needs will be identified annually and parents/caregivers will be consulted regarding individual student programs.
22. Families will be supported in the education of special needs students.
23. A Special Needs register will be maintained and will be discussed at Leadership Teams meetings on a regular basis.
24. Teachers will be supported in planning programs for special needs students.
25. Culturally appropriate procedures will be used.
26. Special needs students may remain in their classrooms to support inclusive practice or withdrawn for specialised programs.
27. Special needs students may require an individualised education program and appropriate resources to enable successful learning.
28. Special needs students will be tracked to make sure appropriate learning is occurring.

Gifted and Talented Students:

29. Gifted and Talented students will be identified and provided with a range of flexible opportunities to meet their learning needs.
30. Programs will be differentiated and responsive to the needs of Gifted and Talented students.
31. Classroom teachers will be asked to nominate students that meet one or both of the following criteria: STAR test stanine: 8-9, PAT test stanine 8-9.
32. Students will be given the opportunity to apply, audition and/or be interviewed for the Arts Academy Programme.
33. Opportunities will be provided for parents, whanau and the school community to be involved in decision making that affects the learning of individual students and to develop a shared understanding of Gifted and Talented education.
34. The diverse identities of students including linguistic and cultural backgrounds will be incorporated.

Education Outside the Classroom:

35. Activities outside the classroom will reflect and enrich the curriculum providing further opportunities for individual learning, personal growth and development.
36. These activities will help students socially, relationally and experientially.
37. Programs will open the possibilities for enrichment in creativity, nature, and aesthetic appreciation beyond the classroom.
38. The involvement for community participation in the education of young people is encouraged.
39. The development of a broad range of skills will enhance self-esteem and the ability to expand the horizons of learning.
40. All appropriate activities must relate to specific learning objectives, be within the capabilities of participants, be adequately planned and supervised, foster an awareness and sensitivity to the environment and utilise local opportunities.
41. Recognition must be given to the needs of students, skills and experience of staff, financial ability of students and health and safety.
42. Staff must have sound management and leadership skills, teaching skills appropriate to the activity, be trained in emergency procedures and an understanding of all legal responsibilities.
43. Such activities must follow school procedures for approval, planning and the conduct of programs.
44. School rules must be followed by all.
45. A prior Risk Analysis for each activity must be completed and approved.
46. All overnight trips must receive prior Board approval.
47. Events involving access to or activities around water or identified risks to students and staff safety must have prior approval from the principal.
48. Adult to student ratios must follow Ministry of Education guidelines.
49. All attending adults, where there is a possibility of them being alone with students, must carry police vetting clearance.

English for Speakers of Other Languages (ESOL) and Non English Speaking Background (NESB):

50. These students are welcome at CMS and will be provided with opportunities to learn English in an environment that honours their culture and heritage.
51. Those enrolling NESB students will make a first conversation-based assessment.
52. Where possible, NESB students will be teamed with another student with the same language background.
53. Support staff, with guidance from the teacher responsible for NESB students will carry out an assessment program designed to ascertain the needs of the student.
54. ESOL and NESB students will be provided with individual and small group teaching in line with their needs and the resources of the school and they will be mainstreamed.
55. Support staff will take the necessary steps to integrate these students while being aware of the individual needs and circumstances of such students.
56. The cultural background of these students will be honoured and supported.
57. Parents/caregivers of these students will be welcomed and encouraged to understand, learn from and appreciate the school's values and philosophy.

Careers Education:

58. Students will be prepared to take responsibility for managing their own careers by equipping them with the knowledge, skills and attitudes required to make informed decisions.
59. Careers information/guidance will be offered which plays an important role in providing relevant information on which students can base their decisions on study, training and work.
60. Some possible activities may include:

Years 7-8

Further develop their personal profile

Set goals

Investigate knowledge and skills required in particular work situations

Consider how work can assist personal wellbeing

Investigate how the environment is affected by work

Year 9

Begin an action plan

Keep records of achievement

Set targets/goals

Write about their own interests in particular careers

Identify prejudices and stereotypes and discuss how they can limit choices unnecessarily.

Discuss how the changing economy affects the demand for specific job skills

Work experience

Year 10

Accurately describe their own strengths and limitations, interests and values

List and discuss attributes that may be developed at school and taken into the workplace (reliability, adaptability, creativity, motivation, initiative and skills in organisation, leadership and teamwork)

Study examples of part-time work, job sharing, voluntary work and contract positions.

Consider and discuss how future career developments will demand new skills and knowledge

Describe their work experience to date

Study action-planning techniques for managing career decisions

Invite and host guest speakers

Study and evaluate job advertisements and recruitment literature

Work experience

Review: 2025

These Guidelines will be reviewed in accord with the review of the school's Curriculum Policy.