

**POLICY 1.1  
Curriculum  
Delivery**

Ratified at Board Meeting	<b>26<sup>th</sup> August 2021</b>
Next Review Due	<b>2024</b>

**RATIONALE:**

Curriculum delivery reflects charter/strategic plan aims, meets legislative requirements and reflects the Special Character of the College.

**GUIDELINES:**

The Board's primary objective is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement through a culturally responsive and holistic curriculum.

In each of the curriculum areas, the teaching and learning materials will support the Special Character and uphold the teachings of the Catholic Church.

As the professional leader of the school, the Principal is responsible for fostering quality teaching and learning outcomes.

**PROCEDURES:**

The Principal must ensure that:

- an annual plan is developed setting out how progress will be made towards the achievement of charter/strategic aims and targets and is approved by the Board.
- the school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa).
- school programmes provide students in years 7–13 with opportunities to learn in all areas of the national curriculum.
- the planning and teaching of the curriculum will be differentiated to meet the learning needs of individual students, with a focus on the national priority groups of Māori, Pasifika and students with special learning needs\*.
- assessment practices enable the engagement, progress and achievement of all students to be monitored and reported, with a focus on national priority groups. They will identify students who require acceleration in their learning, for subsequent interventions to be implemented, so equity and excellence can be achieved.
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

The Principal (or their delegate) will prepare and deliver quarterly to the Board a report that:

- Includes disaggregated data and analysis on curriculum delivery, student progress and achievement with particular focus on priority groups
- tracks progress and variance towards strategic aims and key performance indicators with commentary

*\*Includes students at risk of low achievement, ESOL, those with special education needs, gifted and talented students.*