***NAG 1:* CURRICULUM**

**1.1:** Programme delivery

**1.2:** Assessment and evaluation

**1.3:** Special education needs

**1.4:** Improving Maori achievement

**1.5:** Reporting to the board on curriculum

**NATIONAL ADMINISTRATION GUIDELINE 1**

**CURRICULUM**

***Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes, which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.***

Each Board, through the principal and staff, is required to:

**(i)** Develop and implement teaching and learning programmes:

**(a)** To provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum

**(b)** Giving priority to student achievement in literacy and numeracy, especially in years 1-4

**(c)** Giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6

**(ii)** 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 and numeracy, especially in years 1-4

***and then to:***

**(b)** Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school’s curriculum and scope of the New Zealand curriculum (as expressed in the National Curriculum Statements)

**(iii)** On the basis of good quality assessment information, identify students and groups of students:

1. Who are not achieving?
2. Who are at risk of not achieving?
3. Who have special education needs (including gifted and talented students)?
4. Aspects of the curriculum, which require particular attention;

**(iv**) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above

(v) In consultation with the school’s Maori community, develop and make known to the school’s community, policies, plans and targets for improving the achievement of Maori students

1.1 **Programme Delivery**

1.1.1 The Board recognises its responsibilities under Nag 1 and delegates the day-to-day implementation to the Principal.

1.1.2 The Principal is required to ensure curriculum delivery follows the requirements as set out in the NZ National Curriculum Standards and regular reports are given to the Board on progress and achievement.

1.1.3 It is a requirement that programme delivery will give priority to student achievement in literacy and numeracy and will look to ensure that all students receive delivery of the wider curriculum.

1.1.4 Long term planning will focus around school wide themes, which will lend themselves to the integration of a number of curriculum areas. Curriculum coverage will be assured by the ongoing maintenance and monitoring of the central curriculum overview.

1.1.5 Curriculum implementation plans have been prepared in each of the essential learning areas and will provide guidance for curriculum delivery. Implementation plans will be reviewed as part of the curriculum review cycle set out in the strategic plan.

1.2. **Assessment and Evaluation**

Assessment is the process of gathering evidence and making valid judgments about students‟ achievements, needs and progress.

***Evaluation*** is the analysis of this information to make judgments about the effectiveness of teaching programmes, and to determine continuing teaching and learning.

1.2.1 School wide assessment requirements are clearly outlined in the yearly overview. Parent interviews will be conducted twice yearly for each child and a written report given at the end of each year.

1.2.2 The staff will complete regular evaluations of class and school programmes, which focus on identifying strengths and areas for improvement and goal setting for future programming.

**1.3. Special Education Needs**

.3.1 Students requiring either learning support or learning extension in literacy and numeracy will be identified at the beginning of the school year once baseline testing is completed and throughout the year as needs arise.

.3.2 A special needs register identifying all children with special needs will be kept in the staffroom.

.3.3 The SEG grant will be used to employ teacher aides and purchase resources to support the learning of special needs students. Additional funds from the operations grant will be used. The teacher aides will work with individuals and/or small groups of students who need a high level of support.

.3.4 Where needed, outside services such as MOE, SGE, RTLB and RTLit will be approached to support student needs, and caregivers will be informed.

.3.5 An ESOL register will be maintained in accordance with ministry requirements. Funding for those students will be spent on teacher, teacher aide support and resources.

.3.6 Children identified with special abilities will be provided for in classroom programmes.

.3.7 The Board of Trustees will receive a report on student progress throughout the year and an annual summary of all special programmes operating in the school.

**1.4 Improving Maori Achievement**

1.4.1 Parents of Maori students will be identified through the information supplied at enrolment. Consultation will be held with the parents of Maori once a year to discuss issues related to the school’s policies, plans and targets, particularly for Maori students.

1.4.3 Achievement of Maori students will be reported on as part of the school wide monitoring process.

1.4.4. Appropriate use of Maori language and culture will be included in classroom and school-wide programmes, acknowledging the unique nature of Te Reo Maori and Tikanga Maori in New Zealand’s heritage.

**1.5 Reporting to the Board**

1.5.1 Supported by the use of assessment information, the Principal will report to the Board each year on: -

* The numbers of students who are not achieving, or who are at risk of not achieving, in the areas of literacy and numeracy and the steps being taken to assist identified students.
* The numbers of students with special learning needs and special abilities and the programmes in place to support them.
* Plans and targets established for improving the achievement of Maori students.

1.5.2 Each year within the first school term, the Principal will report to the

Board on: -

* Those aspects of the curriculum identified as requiring attention and how those needs are to be met. These will form the basis for the annual achievement targets, as required by the MOE. The report will include any recommendation for additional resources required to meet any goals set. The Principal will report against the targets throughout the school year as appropriate.
* How consultation is to be undertaken with the Maori community for the year