



CASHMERE HIGH SCHOOL

POLICY ON CURRICULUM

STATEMENT:

The core business and purpose of Cashmere High School is the provision of quality teaching to ensure that all students are able to successfully learn and achieve.

The School Curriculum is to be broad to ensure that it provides all the requirements of the New Zealand Curriculum. Our School Values of Citizenship, Opportunity, Vibrancy and Excellence are to be incorporated within the School Curriculum.

OBJECTIVES:

1. That the School Curriculum complies with all the requirements of the National Administration Guidelines, in particular NAG 1 and 2, and our New Zealand Curriculum (e.g. Principles, Key Competencies and Learning Objectives).
2. Teachers gain and record valid assessment data to track progress of student learning and this data is used to reflect on improving teaching practice and planning.
3. There are robust and effective systems to ensure assessment procedures are fair and valid, especially for the provision of national qualifications.
4. Student learning and achievement is reported to parents in a clear, timely and accurate manner.
5. That students are placed in the most appropriate learning programmes, to best support their learning and achievement, for example class placement, subject selection and relevant learning support.
6. The school fosters a culture of academic excellence, in which all students strive to achieve their own personal excellence and there are opportunities to acknowledge and celebrate achievement.
7. The Heads of Faculty are to report annually to the school's Principal and Board of Trustees on student achievement across their subject areas and strategies for improving learning and achievement.
8. To provide our students' vibrant opportunities from a broad co-curricular programme in both the performing arts and sports – to help engage students in schooling, develop personal skills, interests and self-confidence, and gain a sense of community and belonging.

MANAGEMENT PROCEDURES:

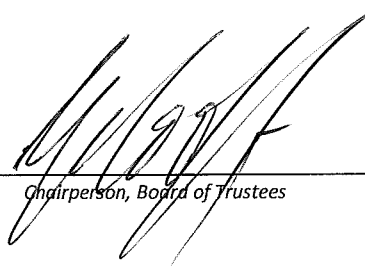
The Principal is delegated authority for the day to day operational management and decision making of the school, including the delivery of the school's Curriculum. The Associate and Deputy Principals are delegated authority to assist in managing the school, and Heads of Faculty are appointed and delegated authority for leadership and management of student learning and achievement within their particular curriculum area. Specific staff are also to be appointed to areas of responsibility for ensuring the effective and quality delivery of the school's Curriculum (e.g. timetable, reporting and learning support).

The teaching staff are expected to actively support the school's co-curricular programme as part of the Professional Standards "Contribution to wider school activities".

The following procedures have been formally developed to ensure consistent practice in the delivery of the school's Curriculum.

- Procedures for enrolment of domestic students
- Procedures for Class Structure by Year Level
- Procedures for Time Allocation for Subjects
- Procedures for Learning Support / Special Education
- Procedures for Students with Special Abilities
- NZQA/NCEA Qualification and Assessment Procedures
- Procedures for Reporting to Parents
- Procedures for Career and Employment Education
- Procedures and guidelines relating to compliance with Copyright
- Procedures for Appointment of Student Leadership roles
- Procedures for Awarding Annual Prizes
- Procedures for provision of digital devices for students

Approved: _____



Chairperson, Board of Trustees

Dated: _____

20-9-17