

Papakura High School

N1.1 Curriculum delivery policy

Outcome statement

Curriculum delivery reflects strategic plan aims and meets legislative requirements.

Scoping

The board's primary objective is to ensure that all students at the school are able to attain their highest possible standard in educational achievement.

Delegations

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

Expectations and limitations

The principal must ensure:

- 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)
- the school curriculum respects and reflects New Zealand cultural diversity and the unique position of the Maori culture in accordance with the Treaty of Waitangi
- the school recognises parents/whanau as active participants in their children's education
- school programmes provide students in years 9–10 with opportunities to learn in all areas of the national curriculum and prepares them for NCEA, and for students in years 11–13 to continue to learn in their specialised areas of learning, supporting every student into higher education or into an appropriate pathway
- there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting*
- the school ensures that any opportunities for student learning are inclusive of all students and takes into account those students who have special education needs and are implemented without discrimination
- the school develops a variety of learning/teaching styles and strategies that are appropriate to the learning needs of students
- the school identifies students at risk of not achieving and students who need extension and implements teaching and learning strategies to address their needs
- assessment practices enable the engagement, progress and achievement of students to be monitored and reported
- the school provides ongoing teacher professional development as the necessary foundation for successful curriculum delivery, particularly around the Papakura Pedagogy
- the school provides careers/pathways information and guidance for all students
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant

changes to programmes or staffing are made.

Monitoring

The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that:

- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.

Legislative compliance

[Education and Training Act 2020](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa
National Education and Learning Priorities \(from 2020\)](#)

Reviewed: Term 3 2023	Next review: Term 2 2025
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Signed: _____



Procedures/supporting documentation

N2.1 Review Policy

N2.2 Reporting Policy

Timetable Procedure 1.2

Timetable Procedure - Teacher Allocation & Class Sizes 4.21

Curriculum planning

Assessment cycle