



This policy meets the aims of National Administration Guideline 1 and will be reviewed triennially.

Rationale:

At Royal Oak Intermediate School the delivery of the curriculum shall foster student progress and achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, key competencies and attitudes and values) as expressed in The New Zealand Curriculum 2007.

Guidelines:

The board, through the principal and staff:

- develops and implements teaching and learning programmes which:
 - provide all students with opportunities to achieve success in all areas of the national curriculum
 - give priority to student achievement in literacy and numeracy
 - give priority to regular, quality physical activity that develops motor skills for all students,
- gathers information to evaluate the progress and achievement of students, giving priority to:
 - student achievement in literacy and numeracy, and then to
 - the breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum, and the scope of the national curriculum (as expressed in the New Zealand Curriculum
- identifies students, and groups of students, who;
 - are not achieving, or are at risk of not achieving
 - have special needs (including gifted and talented)
 - and develops strategies to meet the needs of these groups and individuals.
- develops plans and targets for the national priority groups (Māori, Pasifika, Students with Special Needs including Gifted and Talented)
- consult with the school's Māori community, develop and make known to the school's policies plans and targets for improving the achievement of Māori students
- provide appropriate career education and guidance for all students
- there will be annual reports on student progress and achievement in all essential learning areas of the New Zealand Curriculum as this will form part of the Board's self-review process
- will receive data and reports on how the students achieve in relation to the national standards; as well as regular and timely data and reports on other school-wide assessments (e.g. e-asTTle, GloSS, IKAN, PATs, STAR)
- staff coaching/appraisals will help develop the effectiveness of curriculum delivery

Supporting Procedures:

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| • Student Achievement Information | • Feedback and feed forward to student Monitoring and Marking | • Education Outside the Classroom |
| • Students with special needs | • Improve educational outcomes for the national priority groups | • Recognition of Cultural Diversity |
| • Health Education | • Food and Nutrition | • Career Guidance |
| • Homework | | |

Ratified by the Board

 Chairperson:

 Date

Next Review: March 2017

Review History:

18/12/2012	25/03/2014				
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