

NAG 1 - CURRICULUM AND ACHIEVEMENT

Policies

1. Curriculum Design and Delivery

- 1.1. Taumarunui High School will provide balanced teaching and learning programmes that incorporate The New Zealand Curriculum (2010) and reflect the school charter.
- 1.2. Taumarunui High School will improve outcomes for its students by designing and delivering programmes of learning that engender presence, engagement, retention and achievement. Students will be encouraged to “Strive for Excellence” in everything that they do.
- 1.3. Programmes will be challenging to ensure breadth and depth of learning of the Values, Principles and Key Competencies within the context of each Learning Area. Priority will be given to Literacy and Numeracy.
- 1.4. Programmes will meet the needs, abilities and interests of the total school student population.
- 1.5. Taumarunui High School will place importance on e-learning to supplement traditional ways of teaching and open up new and different ways of learning.
- 1.6. Students will be provided with quality academic and career counselling giving them an opportunity to develop a much clearer picture of their aspirations and enabling them to make more informed choices.

2. Treaty of Waitangi

- 2.1. Taumarunui High School will fulfil the aims of Te Tiriti o Waitangi through provision of learning opportunities in Tikanga Māori and Te Reo Māori in a supportive environment that values the concepts of whanaungatanga (working together with a sense of belonging) and manaakitanga (caring).

3. Special Needs

- 3.1. Taumarunui High School will offer support for students with special needs such as gifted and talented, learning difficulties, ORRS (Ongoing and Reviewable Resourcing Schemes) and ESOL (English for speakers of other Languages) through programmes and a Special Education Unit for ORRS funded students (ILU, Independent Living Unit).
- 3.2. Appropriate support will provide opportunities for the inclusion of ORRS funded students in aspects of school life.

4. Assessment and Reporting

- 4.1. Through a range of assessment practices, teachers will gather assessment data to determine their students' progress and achievement. Importance will be placed on assessment for learning practices.
- 4.2. Teachers and school leaders will use good quality assessment information to identify students and groups of students: who are not achieving; who are at risk of not achieving; who have special needs, including gifted and talented students and aspects of the curriculum which require particular attention.
- 4.3. Student progress will be assessed, recorded and reported at least twice a year to the student and their parents in accordance with the Education Act and National Administration Guidelines.
- 4.4. The achievement of students as a whole and of groups, including the achievement of Māori students will be monitored and reported to the school's community.

5. Education Outside the Classroom (EOTC)

- 5.1. The Board recognises the value to the intellectual, social, emotional and physical development of students of providing curriculum based learning experiences beyond the environs of the classroom and school. All EOTC will be planned so that the safety of the students and staff remains paramount.