

Student Achievement:
Curriculum and Assessment Policy



Policy Statement

Greymouth High School believes the achievement of each student, as per the school's vision, including the delivery of the curriculum and the assessment of each student's success in meeting achievement objectives, is the core business of the school. The school's vision, values and Graduate Profile describe the nature of the curriculum the Board expects to be delivered for all students of GHS.

Curriculum Delivery

1. The Board ensures compliance with the requirements of the relevant National Administration Guidelines.
2. The school will design and deliver the curriculum in accordance with the requirements of the New Zealand Curriculum, the school's vision and values and Graduate Profile.
3. The school curriculum will acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa-New Zealand.
4. Learning programmes will ensure access to the curriculum, cater for student diversity and be built around individual students' prior knowledge, strengths, interests and needs.
5. The school will ensure students study as broad a curriculum as possible particularly in the Junior School. The school will offer a coherent progression of courses for students as they proceed through the school.
6. Entry to optional courses will take a student-centred approach with consideration for coherence of student pathways. All courses are open to all students until year 12, with entry to NCEA Level 2 and 3 courses based on published criteria that will allow for Heads of Department discretion.
7. All courses will comply with the Greymouth High School Curriculum Plan. Heads of Department will ensure programmes provide students with a rigorous and challenging curriculum which builds on their cultural capital, abilities, interests, experience and aspirations as well as contributing in a planned way to the GHS Graduate Profile.
8. The school aims to provide targeted learning programmes, including additional support as appropriate, for students with identified specific learning needs including gifted and talented students.
9. The Board ensures that the goals for all aspects of curriculum as stated in Strategic and Annual Plans are implemented, monitored and reviewed.
10. The school will provide an integrated careers programme that ensures that all students receive careers and subject choice advice that is cohesive, sequential and effectively co-ordinated.
11. Every 2 years the school consults on the delivery of the Health Curriculum.
12. GHS will develop and keep current a Teaching Plan which will outline the expected teaching practices best suited to supporting curriculum delivery for all of our learners in accordance with the school's vision and values.

13. The school's Treaty of Waitangi Policy sets expectations relevant to curriculum delivery for Māori students, including a commitment to providing all Māori students with the opportunity to realise their unique potential and to succeed in their lives as Māori. Accordingly the Board expects that:

- o There is a process for consulting with and involving the school's Mana Whenua, Māori community / whānau in identifying and meeting the curriculum needs of Māori students.
- o Teachers are expected to be familiar with Ka Hikitia, Tātaiako and to meet the Standards of the Teaching Profession as they relate to Māori learners
- o Indicators for Māori students' achievement will be established and monitored.

Assessment

1. GHS believes that assessment of student achievement is an essential indicator of the success of our teaching and curriculum delivery.
2. All assessment will be fair, valid, sufficient, reliable and transparent.
3. Formative assessment will be used as a critical tool in maximising student learning for all students. Summative assessment of students' learning in all years must allow for tracking of individuals and groups of students in terms of progress against defined achievement objectives as expressed in the NZ Curriculum statements and school goals and targets. Where available, nationally benchmarked assessment tools should be used.
4. Curriculum response: Teachers and Heads of Department will be expected to demonstrate how assessment information is used to develop and improve teaching programmes to maximise student learning. This will include identifying students and groups of students who are not achieving, who are at risk of not achieving or who have special needs.
5. NZQA achievement data will be tracked for individual students and groups of students and will be provided to the Board of Trustees by Heads of Department annually in the form of statistical evidence supported by analysis.
6. GHS may enter into agreements with other parties (eg schools, tertiary institutes, ITOs) relating to assessment for qualifications. In such cases, GHS will ensure an MoU is in place to provide assurance of quality standards.
7. GHS may enter into agreements with other parties relating to sharing and/or analysis of achievement data. In such cases, GHS will ensure an MoU is in place to provide confidence about the purpose and parameters for sharing and/or externally analysing data.


Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Principal's reports to the Board on:

- Student progress and achievement including IEPs.
- The analysis of achievement data
- Analysis of variance
- The school's curriculum
- The departmental review process
- Professional learning and development
- Co-curricular activities
- Consultation with Māori and Pasifika communities
- Consultation on the Health Curriculum
- Career guidance for students.

The Board expects that the following documents outlining management policies and procedures or practices exist in the school and are regularly reviewed by management. These documents will be available to the Board on request.

Supporting Documentation	<ul style="list-style-type: none"> ○ School Curriculum Plan ○ School Graduate Profile ○ School Teaching Plan ○ Assessment and Reporting procedures ○ Health Education Consultation Procedure ○ Learning Support ○ Careers education: Trades Academy, Gateway and STAR ○ EOTC procedures ○ Gifted and Talented
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Signed (Board Chair)	
Dated	November 2018
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