

DEVONPORT SCHOOL

Curriculum Policies

and

Implementation

Guidelines

Acknowledgements to
Amberely School

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Effectiveness Review

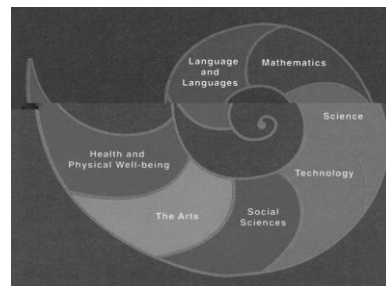
1. This policy and procedures will be reviewed by the Board in accordance with its self-review timetable;
2. The review will be conducted with appropriate consultation;
3. The Board will make its review available to the Board.

The New Zealand curriculum vision for all students to be active, confident, connected, lifelong learners, and requires school curriculum programmes to:

- improve teaching and learning for all students
- incorporate the Key Competencies into daily programmes
- give schools flexibility to design a curriculum tailored to the needs of their students
- guide schools in reviewing and designing their curriculum, and
- provide an opportunity to involve parents and families in designing the school's curriculum
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New Zealand Curriculum Framework

The curriculum consists of 7 essential learning areas. Each learning area is a foundation for later specialisation, valuable in itself, potentially interconnected with other areas and linked to the principles, values and key competencies.



Mathematics

- Number and Algebra
 - Number strategies
 - Number Knowledge
 - Equations and expressions
 - Patterns and relationships
- Geometry and Measurement
 - Shape
 - Position and orientation
 - Transformation
- Statistics
 - Statistical investigation
 - Statistical literacy
 - Probability

English

- Listening, Reading and Viewing (Processes and strategies)
 - Purposes and audiences
 - Ideas
 - Language features
 - Structure
- Speaking, Writing and Viewing (Processes and strategies)
 - Purposes and audiences
 - Ideas
 - Language features
 - Structure

Social Studies:

- Identity, Culture and Organisation
 - Group organisation, rules, rights and responsibilities
 - Cultural similarities
- Place and Environment
 - Past/present/future interaction with the environment
- Continuity and Change
 - Past/present/future interaction with other people
- Economic World
 - Resource management and consumer awareness
- Social Inquiry

Science:

- Living World
 - Diversity of living organisms, ecosystems, NZ Flora and Fauna
- Physical World
 - Natural processes & physical phenomena, e.g. Magnetism, Electricity.
- Material World
 - Properties and applications of natural and man-made substances
- Planet Earth and Beyond
 - Earth's place within the Solar system, effects on our physical environs.
- The Nature of Science
 - Developing understanding, investigative, communication and social skills relevant to science

Technology:

- Technological Knowledge
 - Investigating, exploring, and explaining technological activities
- Technological Practice
 - Problem identification and development of possible solutions
- Technology and Society
 - The impact of technology on society

Health:

- Personal Health and Physical development
 - Personal growth, Regular activity, Safety management, Personal Identity
- Movement and motor skills
 - Movement skills, Positive attitudes, Science and Technology, Challenges and social/ cultural factors
- Healthy Communities and Environments
 - Societal values and attitudes, Community resources, Rights/responsibilities and law, people

The Arts:

- Dance
 - Dance elements, vocab., ideas, presentation and responses, cultural context.
- Drama
 - Drama techniques, individual and collective improvisation, presentation and responses
- Music
 - beat, rhythm, pitch, tempo, moods, creating, performance, instruments.
- Visual Arts
 - observation, imagination, technique, tools, material, cultural significance, other artists, interpretation of ideas.

Taha Maori:

Not a separate curriculum but a dimension to be interwoven into integrated themes - Te reo, Tikanga, Knowledge and skills

Curriculum Implementation Overview - National Administration Guidelines

National Curriculum Requirements: (NAG 1.)

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each Board through the principal is required to:

i	<p>Develop and implement teaching and learning programmes</p> <p>a) to provide students in Years 1-10 with opportunities to achieve for success in all areas of the National Curriculum</p> <p>b) giving priority to student achievement in Literacy and Numeracy especially in Years 1-8.</p> <p>c) giving priority to regular quality physical activity that develops movement skills for all students especially in Y1-6.</p>
ii	<p>Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to:</p> <p>a) student achievement in Literacy and Numeracy, especially in Years 1-8, and then to</p> <p>b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the schools curriculum (as expressed in the National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa).</p>
iii	<p>On the basis of good quality assessment information, identify students and groups of students:</p> <ul style="list-style-type: none"> • 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.
iv	Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above.
v	In consultation with the schools Maori community , develop and make known to the schools community policies, plans and targets for improving the achievements of Maori students
vi	Provide appropriate career education and guidance for all students in year 7 and above , with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.



School Curriculum Delivery Statement



Implementation Plans (Taha Maori and te reo infused into planning as appropriate)

