



## ST PAUL'S COLLEGE

<b>Policy Title:</b>	<b>CURRICULUM</b>	
<b>Related NAGs:</b>	<b>NAG 1-</b> Foster student achievement by developing teaching and learning programmes.  <b>NAG 2-</b> Develop a strategic plan which documents how St Paul's College is giving effect to the National Educational Guidelines in terms of policies, plans, programmes and self-review for curriculum, assessment and reporting on achievement.	
<b>Approved by:</b>	<b>Leadership Team</b> <b>November 2022</b>	<b>For Board Meeting:</b> <b>November 2022</b>
<b>Contact:</b>	<b>Leadership Team</b> <b>Craig Borich</b>	<b>Review Date:</b> <b>November 2023</b>

### PURPOSE

The purpose of this policy is to meet the curriculum, assessment and reporting requirements outlined in the *Education and Training Act 2020*, the National Administrative Guidelines (NAGs 1 & 2), the New Zealand Curriculum document, NZQA regulations and the regulations contained in the Cambridge Assessment International Education (Cambridge) annual Handbook.

### SCOPE

This policy applies to all students who are enrolled at School and all employees of the School.

### POLICY STATEMENT

The School will ensure that teaching and learning programmes are developed, implemented and reviewed which enhance the breadth and depth of students' learning and encourage and support students to achieve success to the best of their academic ability. Teaching and Learning programmes will be guided and informed by the School's Strategic Plan, an ongoing programme of self-review and the evaluation of good quality assessment information.

### RESPONSIBILITIES

The School will:

1. Meet the curriculum obligations prescribed by the *Education and Training Act 2020*, the National Administrative Guidelines (NAGs 1 & 2), and the New Zealand Curriculum document.
2. Ensure that the curriculum is implemented through teaching programmes developed by the Staff and monitored using School and external qualification framework criteria.
3. Recognise the needs and interests of students, the skills and qualifications of Staff and the aspirations and resources of the School community when specifying curriculum goals and objectives.



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4. Prepare students for their transition from School to society by offering a range of subjects which meet the needs of students and the expectations of the School community. As the majority of the School's students transition to tertiary study at a university, the School's subjects and curriculum pathways will be developed in accordance with University Entrance regulations and the requirements of studying at university, while also acknowledging and catering for students who intend to transition into other tertiary institutions and/or the workplace.
5. NCEA pathways and programmes to students. More able students will also be encouraged to prepare for and enter NZQA Scholarship examinations.
6. Encourage excellence in teaching, make staff appointments and provide professional development to teachers which will enhance the quality of teaching and learning.
7. In consultation with the School's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students.
8. In consultation with the School's Pasifika community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Pasifika students.
9. Have clearly defined procedures for:
  - Determining the range of subjects available, and assign Staff and students accordingly.
  - Reviewing the curriculum offered on a regular basis.
  - Enabling students to select subject options which provide them with an educational pathway appropriate to their needs and abilities.
  - Managing assessments in a fair and consistent manner, which meet the requirements of Cambridge and NZQA assessment policies and procedures.
  - Collating, evaluating and regularly reporting to students and their parents/legal guardians on students' individual progress and achievement (including when they are not, or are at risk of not, progressing and/or achieving), and reporting overall School achievement to the School community on an annual basis.

### RELATED DOCUMENTS

- Education and Training Act 2020
- National Administrative Guidelines
- The New Zealand Curriculum 2007
- NZQA Assessment Procedures
- Cambridge Assessment International Education Handbook
- School Employment Policy and Procedures
- School Assessment Statement and Procedures
- School Examinations Procedures



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### APPENDICES

Appendix 1: Curriculum Procedures

Appendix 2: Secondary Tertiary Alignment Resource (STAR) Procedures

### APPENDIX I: Curriculum Procedures

1. The Board and the Leadership Team will establish the academic goals, objectives and strategies annually in accordance with the School's Strategic Plan, and this will be published in the Academic section of the Annual Plan. The Leadership Team will produce an annual Variance Report.
2. Curriculum policy and academic matters will also be determined by and reported to the Board through DP of Curriculum and Department Heads.
3. Procedures will be established and reviewed to ensure that high-calibre staff are recruited, trained and retained in order to promote the School's "all boys will achieve UE" Policy.
4. In the Junior School (Years 7-10), the School will offer a range of subjects in accordance with the *New Zealand Curriculum*. These subjects will be delivered and assessed using the St Paul's college junior diploma framework.
5. Students and families will receive a Weekly Engagement and Achievement Report every Friday afternoon. Families will be able to track their son's progress throughout the year. Year level Deans will follow up with students and families who receive low grades on their reports.
6. Students will be informed of and given advice and guidance on academic pathways, option selection, examination procedures and study skills through a range of briefings and seminars at appropriate times during the academic year.
7. Curriculum, assessment, individual academic progress, academic pathways and subject and course information will be made available and communicated to students (refer to NZQA student handbook, Cambridge Assessment International Education Handbook and *School Examination Procedures*).
8. The Board will receive information from the Headmaster regarding the School's formal reporting processes.
9. In November of each year the Timetabler(s), under the direction of the Deputy Headmaster Curriculum will collate and analyse student options choices and available staffing in order to determine which subjects and classes will operate, and timetable and place all students accordingly. While the School will endeavor to accommodate the subject choices of students, it is not possible to have all subjects available in all option lines and, consequently, there may be restrictions placed upon student option choice. The final



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decisions regarding classes and staffing are at the discretion of the Headmaster.

10. Placement into classes and curriculum pathways will be determined by students' previous year's subjects, academic results, and meeting prerequisites. Restrictions will be published annually and made available to students and their parents/legal guardians in the Course outline.
11. In March the Deputy Headmaster and Director of Academic Achievement will analyse the previous year's NCEA results to identify students who have yet to gain NCEA Certificates and/or University Entrance requirements (particularly Literacy and Numeracy requirements) and implement targeted programmes to address this. Each HOD will produce a departmental report in November analysing Internal NCEA results and Junior Diploma results. In March HOD's will do an analysis to be added to the report on external results.
12. The HOD's will analyse the previous year's NCEA results and compile summary statistics and analysis for the Board and Deputy Headmaster of Curriculum, with a particular focus on achievement rates, pass rates and NZQA Scholarship results. This statistical information will also be made available to the School community and appropriate outside agencies and organisations.
13. The School will administer and offer internal and external assessments and examinations for NCEA assessment systems in accordance with the assessment options available to particular subjects within each pathway, and will make NZQA University Entrance Scholarship available to senior students.
14. Throughout the year, the School will prepare students for external examinations through the provision of three sets of Internal School Examinations, in Terms 1, 2, 3 and 4 using junior diploma assessments in years 7-10, Also for year 7-9 PAT Maths and Reading comprehension in terms 1, 3 and 4 to monitor our students in relation to national norms. In Terms 1, 2 and 3 Years 11-13 also participate in internal examinations (refer to *School Examination Procedures*).
15. In November of each year, the Board will be informed by the Headmaster of progress relating to curriculum delivery, including the range of subject options, indicative class numbers and staffing requirements for the following academic year.

### **APPENDIX II: Secondary Tertiary Alignment Resource (STAR) Procedures**

#### Background

STAR funding is a capped resource paid quarterly as part of a School's operational grant based on their Years 11-13 roll. It is used for tertiary-level learning programmes, either delivered through the School's resources or purchased from external providers, and expenditure is reviewed annually to ensure that it is used for its intended purposes.

STAR funding will be used to:

- (i) facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave School without any formal qualifications
- (ii) provide or purchase tertiary courses which will better meet students' needs, which will motivate them to achieve, and which will facilitate their smooth transition to further education,



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- training or employment
- (iii) support students to explore career pathways and help them make informed decisions about their schooling and future work or study
  - (iv) support the introduction of industry aligned courses with the School

The courses accessed by the School are predominantly contracted to outside providers and serve to enhance numerous curricular areas in the School. As an indicator of the scope of the programme contracts with outside providers currently involve, but are not limited to, support in the following curricular areas:

### Responsibilities

St Paul's School will:

1. Manage the careers budget - to ensure that the budget is spent appropriately to meet students' needs
2. Coordinate careers programmes - develop courses, liaise with School employees and external providers, monitor quality, research employment opportunities, scope potential programmes and advocate for career students
3. Communication of career information and opportunities - The Careers Coordinator will work to increase awareness of the programme with students, and the School community
4. Administration of Careers programmes - Systems will be maintained to ensure the safe and effective delivery of career programmes and realise the goals of the School's aims for Careers

### Administration

1. Careers is integrated with other functions within the Student Services Faculty and provides a practical extension to careers activities provided across-the-board for senior students. To this aim the Careers administration procedures integrate closely with those for careers study classes, work experience, and involve the following steps:
  - Collect information about career aspirations and individual needs/abilities
  - Organise each course through a Memorandum of Understanding with the contracted provider, joint contracting through the North Shore Consortium, or by ensuring school accreditation for in-house instruction
  - Advertise courses to students through students notices and assemblies, targeted subject classes etc
  - Collect registrations of interest from students and distribute course information along with parental consent forms
  - Confirm with outside providers regarding dates, minimum numbers etc
  - Collect signed Parental Consent Form - This serves as a contract between the parent/legal guardian and the School in terms of Career funding for the student, guaranteeing attendance or payment of the contracted course fee
  - Complete School Absence Form if the student is to attend a course during School time
  - Provide RAMS for students travelling to and from courses during the School holiday period
  - Maintain accurate rolls for funding audit and NZQA purposes. A roll will be forwarded to the provider at least two days prior to the start of the course and a record of attendance is obtained for each course day
  - Summarise and analyse evaluation forms – from both students and providers
  - Enter results onto the School's database for inclusion in students' NZQA Records of



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achievements where applicable

- Complete the end-of-year Funding Report for the Ministry of Education if required
- Carry out an annual review in consultation with the North Shore Consortium, of course effectiveness, new opportunities, eligibility of new or existing courses against the KPI's set.

All forms referred to above are available on request from the Student Services Department.

2. The School will enter into a contract with each contracted service provider. The contract will provide details of:
  - Term of the contract
  - Curriculum delivery – unit standards, etc delivered, hours of instruction, etc
  - Assessment and moderation responsibilities
  - Risk management programmes in place with the provider and consortium, and applicable legislation
  - Procedures regarding recording and monitoring of attendance
  - Other quality assurance aspects as applicable, to ensure that the School is contracting with a safe and fit provider
  - Pastoral Care
  - All contracts entered into by the School are available on request from the Student Services Department.
3. Approval of Students for Career Courses - the following guidelines will be applied to selection and approval of students:
  - Initially students are allowed to register their interest in the course and obtain parental consent
  - If the Careers Coordinator has concerns about the student's ability or behaviour which could negatively impact on the course these concerns will be referred to the student's Dean and discretion will be exercised as to his attendance
  - If the number of suitable candidates exceeds the places available those places will be allocated on the basis of:
    - (i) each student's expressed interest in the area of work/study concerned;
    - (ii) each student's Career interests; and
    - (iii) the likely proximity of the respective students to leaving school
  - Final approval will be gained through the School Absence Form involving subject teachers and/or the DH Curriculum
4. Review of Courses - Every year, the effectiveness of the programme will be reviewed to ensure it is meeting students' needs as effectively as possible and is relevant to current industry needs.

This will involve:

- (i) Reviewing the learning outcomes achieved – number of credits achieved per student on each course, and effect on student motivation in the classroom
- (ii) Reviewing the cost-effectiveness of each course and investigating alternatives
- (iii) Results of the annual review will form part of the annual report to the Board