
Carmel College Operational Policy 02: Curriculum Delivery

Special Character statement

Our college is the Catholic Church in action, an authentic expression of the Church's mission. Therefore, our role as a Catholic college, is, above all, to be a place where every member of this learning community can encounter the living God and our focus is on helping to form Christ in the lives of others. We do this through the Catholic and Mercy traditions.

Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

Scoping

The Board's primary objective is to ensure that every student at the school is able to attain her highest possible standard in educational achievement.

Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

Expectations and limitations

The principal must ensure:

1. an annual plan is developed setting out how progress will be made towards the achievement of charter/strategic aims and targets and is approved by the Board
2. the school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa)
3. respect and reflect New Zealand cultural diversity and the unique position of the Maori culture in accordance with the principles of the Treaty of Waitangi;
4. recognise parents as active participants in the educative process
5. school programmes provide students in Years 7-10 with opportunities to learn in all areas of the national curriculum and for students in Years 11-13 to continue to learn in their specialised areas of learning
6. there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting*
7. develop a variety of learning/teaching styles and strategies that are appropriate to the learning needs of students;
8. identify students at risk of not achieving and students who need extension and implement teaching and learning strategies to address their needs;
9. assessment practices enable the engagement, progress and achievement of students to be monitored and reported
10. provide ongoing teacher professional development as the necessary foundation for successful curriculum delivery;
11. provide career information and guidance for all students;

12. Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Procedures/supporting documentation

1. Curriculum planning
2. Assessment and reporting procedures, especially the NZQA documentation for quality assurance
3. The current Carmel College charter and annual plan
4. NEGs and NAGs

Monitoring

1. The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report as per scheduled in the annual workplan for each Board meeting that:
2. includes data and analysis on curriculum delivery, student progress and achievement
3. tracks progress and variance towards strategic aims and key performance indicators
4. informs the Board of any significant changes in staffing, programmes, plans or processes that are under consideration.

Legislative compliance

[Education Act 1989](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa](#)

*National Education and Learning Priorities (from 2019)

Date reviewed:	May, 2019	Next Review:	March, 2020
BOT chair signature:			