

# CURRICULUM, ASSESSMENT AND REPORTING POLICY



## Rationale

- (a) The College will fulfill the requirements of the National Education and Learning Priorities.
- (b) The core business of the College is to promote student achievement through excellent class room teaching.
- (c) Gathering, monitoring and acting upon assessment information gathered about individual students achievement.

The highest level of Student Achievement is University Entrance and this is a key performance outcome for Otahuhu College.

- (d) The College will provide information to parents and students as a summary of achievements, or as an indicator of progress to ensure that learning is maximised.

## Guidelines

### *Curriculum*

1. All subject departments must deliver the curriculum as gazetted, and stated in the National Curriculum framework and in the National Curriculum statements, in terms of the learning areas, key competencies and values.
2. Students in Years 9 and 10 will be able to study courses in each learning area. In Year 11 all students will study courses in English and Mathematics. Students will be encouraged to choose courses that will maintain a balanced curriculum.
3. In Year 12 all students will study a course that allows them to gain University Entrance Literacy. (English replaced by UE Literacy as can now gain literacy and UE literacy from a variety of subjects).
4. At Years 12 and 13, students will be encouraged to study a balanced curriculum.
5. The schemes of work for all courses must have clearly stated achievement aims, expected outcomes and learning experiences.
6. Programmes should cater for student diversity and be built around individual students prior knowledge, strengths, interests and needs. Each student's learning should be at his/her appropriate level.
7. The College will provide an integrated careers programme designed to ensure that all students receive subject choice advice and quality career information. This will include specific career guidance for students identified by the school as being at risk of leaving unprepared for the transition to the workplace or further training.

8. Entry to course and programmes will be based on published criteria but will also be flexible at the discretion of the Head of Department, and finally with the Principal.
9. All programmes will recognise and respect the principles of the Treaty of Waitangi.

### **Assessment**

1.
  - a) Assessment of students' learning in Year 9 and 10 must allow for tracking of individuals and groups in terms of progress against defined achievement objectives as expressed in the National Curriculum statements. Achievement information on groups of students will be provided to the Board of Trustees at least once a year.
  - b) NZQF achievement data will be tracked for individual students and groups of students. Heads of Departments will be responsible for ensuring students have the opportunity to meet literacy and numeracy requirements.
2. Regular feedback should be provided for students as part of the learning process. Feedback should acknowledge progress and guide students' future learning.
3. All assessment must be fair, valid, sufficient and reliable, and available to students within a reasonable time after the students have completed the assessment.
4. Assessment will be moderated against specified curriculum standards according to procedures outlined and records maintained by the teacher and the department.
5. All teachers will apply the absences and deadline procedures to maintain consistency and fairness.
6. The College will fulfill all NZQA requirements as they pertain to external accreditation.
7. Teachers, Heads of Faculty, and Heads of Department will be expected to demonstrate how the information referred to above is used to improve/adapt and develop 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.
8. The Learning Support Centre will support students and staff to address the needs of students. This will include students identified as in need of assistance and students identified as gifted and talented.

## **Reporting**

1. Students will receive at least two written reports annually. Achievement and progress reports will provide information about achievement and progress in relation to curriculum levels or stated objectives. They will also provide advice on actions that can be taken to improve performance. The report will also offer information on attitude and effort. Assessment results for students will be available on line.
2. The College will provide at least two occasions a year for parents to formally meet the teachers of their children in parent teacher interviews.
3. Deans, Heads of Department, Heads of Faculty and the Senior Management team will encourage staff, parents and students to be in regular contact with one another throughout the year so that difficulties and problems can be dealt with in a timely manner.
4. Heads of Department/Heads of Faculty will provide a written report to the Board of Trustees after the end of each academic year. The report will focus on student achievement and will include data on achieving targets, evidence of effective teaching, professional development and leadership.
5. The Principal will provide an annual report to the BOT summarising departmental reports with an emphasis on:
  - Summarising school achievement data and commenting on achievement targets set for the following year,
  - Detailing the progress and achievement of all junior students as well as specified groups of junior students, against selected curriculum objectives,
  - Where feasible, making appropriate comparisons with previous cohorts of students and with national benchmarks,
  - Providing evidence of the learning and teaching strategies implemented to meet the needs of students identified as either at risk or of not achieving or not achieving and ways to meet new learning targets for the following year.

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Board Chair