



## RATIONALE

The Wesley College board's core business is to foster student achievement. The board delegates to the principal the role to oversee planning, implement learning programmes, deliver the curriculum, and evaluate the effectiveness of learning programmes to achieve equitable outcomes for students that need it. The board has the ultimate responsibility for curriculum delivery.

The board recognises that all teaching and learning programmes incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 and also recognises the phased approach to the refresh of the New Zealand Curriculum. The principal will lead the implementation of the Aotearoa New Zealand Histories Curriculum to be in effect at the beginning of 2023, and the implementation of the other curriculum by 2027 to provide the foundation for planning the teaching and learning programmes. The board recognises that from 2023 until the beginning of 2027, the New Zealand Curriculum 2007 may be used until the refresh curriculums are completed, with the exception of the histories curriculum.

The board requires the principal and staff to develop and implement equitable teaching and learning programmes to provide all students with opportunities to achieve success. The principal and staff must foster achievement in all areas of the curriculum for years 9-10 and provide a broad and balanced curriculum for years 11-13.

## GUIDELINES

### Curriculum Delivery

1. The curriculum will be delivered as required by the New Zealand Curriculum and the supporting national curriculum statements. These documents aim to improve achievement of all students to realise their full potential as individuals and to develop the values needed to become full members of New Zealand's society
  - (a) Definition: "curriculum" in this policy means all Board funded or controlled teaching intended to enhance student learning, including all national curriculum, local curriculum, and social, pastoral, personal, physical, and cultural programmes.
2. Essential Course or Programme Structure
  - (a) Students in years 9 and 10 will study courses in all the essential learning and skill areas.
  - (b) All Students in year 9 will study Te Reo Maaori and all students will study it in year 10 in Term 1 as part of a rotation and it will be offered as an option to students in all years thereafter.
  - (c) Students in year 11 will study English, Mathematics and Science. Students will be encouraged to study a broad and balanced curriculum.
  - (d) Students in year 12 will study English
  - (e) In Years 12 and 13 students will be encouraged to study a broad and balanced curriculum.
  - (f) Regular quality physical activity that develops movement skills will be encouraged.
3. Departmental Schemes
  - (a) The term "Programme of Learning" refers to a selection of elements common to all programmes. Other aspects of the Programme of Learning relate more to the implementation and delivery of the curriculum in the classroom.
  - (b) Learning Overview: The Learning Overview for all courses will have clearly stated statements of delivery and guidelines for teachers as well as achievement objectives. Key competencies, literacy strategies, specific learning outcomes, suggested learning experiences, differentiation learning strategies, cross curricula, assessment type, appropriate resources, unit evaluation and future class needs highlighted in the unit.

4. All Programmes of learning will be gender inclusive and will recognise and reflect the principles of Te Tiriti o Waitangi as per Te Mataiaho and incorporate and reflect the values and special character of the school.
5. Course Outlines
  - (a) Course Outlines will be shared with students to enhance their learning by outlining the course aims, course description and course requirements (measures of achievement and assessment) for every course or programme.
6. Classroom Curriculum Delivery Planning
  - (a) Programmes will be continuously responsive to individual student's culture, heritage, identified needs, relevant, built around their prior knowledge, strengths and interests and appropriate to their level of learning.
7. Careers Education
  - (a) The college will provide an integrated careers programme that ensures all students receive subject choice advice and quality career guidance information and where appropriate programme opportunities. This will include specific career guidance for students identified by the college as being at risk of leaving unprepared for the transition to the workplace or further training.
8. The Principal, after consultation with staff will, provide procedures to implement this policy.

- Careers
- Classroom curriculum delivery planning
- Language support / ESOL
- Homework / Night School
- Option choices / class sizes
- Physical education
- Professional development
- Programmes of Learning
- Learning Support
- Sports
- Gateway
- STAR
- Transition

## NATIONAL QUALIFICATIONS PROCEDURE

- The Wesley College School Board operates an Achievement Assessment Policy which addresses matters relating to the assessment of achievement by its students.
- Under that Policy the Board has set guidelines for the administration of the Policy
- Under guideline 9 the Policy requires a procedure on National Qualifications Assessment

## PROCEDURE

1. Systems for assessment will be valid, consistent and accurate.
2. The principles of fairness, validity and authenticity of assessment for all students apply.
3. School wide consistency of internal assessment procedures will be maintained.
4. NZQA requirements for internal assessment will be met.

## Fair Assessment

5. NZQA assessment procedures are transparent and well publicised so that all students and staff are aware of their responsibilities. Students receive assessment guidelines at the beginning of the year and course information. Student will also receive a National Qualification Framework (NQF) assessment guide.
6. Where assessments are not of an on-going nature, assessment dates, due dates and practice external assessments are spread over the year to minimise clashes. The Deputy Principal co-

- ordinates the Assessment Calendar.
- 7. Programmes of learning and assessment allow for and assist students to reach their potential. Departments determine and ensure that they are used consistently within the department. When a student has not reached their potential in an assessment, teachers should review evidence the student has already provided before necessarily considering the need for further assessment at a future date. If deemed necessary, practical and, manageable only one reassessment opportunity should be provided within a year. Teaching staff can refer to their NQF Assessment Policy and Procedures handbook.
  - 8. An opportunity for further assessment can be provided but is not mandatory as they may not always be practical or feasible to provide.  
Resubmission involves the student improving their submitted work. Students will only be able to resubmit work from Not Achieved to Achieved.  
Teaching staff can refer to their NQF Assessment Policy and Procedures handbook.
  - 9. Record keeping allows for regular feedback to students and caregivers about progress and will provide data for NZQA. The Privacy Act is observed.
  - 10. Appeals procedures are well publicised and allow students to be assured that assessment outcomes and procedures are fair. Students can refer to their NQF assessment guide.
  - 11. The Principal's Nominee maintains regular communication with NZQA and its Student Relationship Manager (SRM) to ensure that the school policy and policy procedures comply with requirements.
  - 12. School assessment policy and procedures together with departmental implementation are subject to school's annual quality assurance audit.

### **Valid Assessment**

- 13. Departments will ensure that all assessment activities and schedules are pre-assessment and post- assessment moderated.
- 14. Students with special needs are to be provided with valid and fair special assessment conditions.  
The SAC Coordinator will implement and oversee this.

### **Authentic Assessment**

- 15. Departments will ensure authenticity for each internal assessment.
- 16. Accumulated evidence for each standard is kept to provide evidence of student achievement including derived grade application for external assessment.
- 17. Completed student assessments (if required for external moderation) and results are stored in a secure and readily retrievable way

### **ANIMAL WELFARE PROCEDURE**

Animals are used in teaching for a variety of reasons. Most classroom animal use in New Zealand involves family pets brought to school for simple observation and behaviour studies and for learning the responsibilities of humane care. Birds, cats, chickens, cows, dogs, eels, fish, frogs, goats, guinea pigs, horses, mice, mud crabs, rabbits, rats and sheep are among the animals used in New Zealand schools.

Attitudes towards animals are formed early in life. For many students school may be the first place where they gain experience on how to handle and look after animals

The NZASE schools' code 'Code of Ethical Conduct 2019' is designed so that schools are able to use specified animals in research and teaching in compliance with the Animal Welfare Act 2022. The Code also covers individual or groups of students of school age who are participants in programmes and regional and national events such as Science and Technology Fairs, CREST Awards and the Bright Sparks Programme.

### **PURPOSE**

The School Board recognises that the welfare of all animals in its care must meet the requirements of code of ethical conduct for the use of animals.

## **PROCEDURE**

1. To ensure that the welfare and treatment of all animals meets the requirements of the Animal Welfare Act 2022 and all relevant amendment legislation.
2. Students respect animals as living organisms.
3. Students learn about animal welfare and how animals' needs must be met at all times.
4. Students observe the complete life history of an animal.
5. Students identify and investigate the range of environmental, physiological and behavioural factors influencing living animals.
6. Students understand the complexity of environmental interactions affecting animals.

Relevant legislation that informs this policy

Education and Training Act 2020 sections 127 1 (d), 127 2(a) and 2 (b), 164, 164 (a), 204  
National Education and Learning Priorities (NELPs)

Relevant school documents

[Kairangi Values](#)

[Methodist Ethos](#)

The Wesley College School Board approved this policy at the April meeting 2024.

This policy will be reviewed on / before the April meeting 2027.

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**PRESIDING MEMBER**

4 April 2024

**DATE**