



WHANGAPARĀOA COLLEGE

Together Believe Achieve Ngātahi Whakapono Tutuki

Whangaparāoa College

Curriculum Delivery and Learner Assessment Policy

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A. Curriculum Delivery

1. The curriculum at Whangaparāoa College is based on New Zealand Curriculum and NZQA framework as our assessment.
2. Our curriculum and its delivery reflect and uphold Ministry of Education (MoE) priorities as established by the Education & Training Act 2020 and the National Education and Learning Priorities (NELPs).
3. Our specific aims for our curriculum and its delivery include, but are not limited to:
 - a. Engage all learners in a general education. Therefore, we offer a broad range of core and optional subject areas, intended to provide a strong foundation of core academic subjects as well as the opportunity to develop skills across optional fields of study, athletics, and the arts. We want learners who graduate from the College to be “well rounded” demonstrating educational success, an awareness of potential career pathways and a belief in their future.
 - b. Incorporate Te Ao Māori (Māori worldviews) and uphold Te Tiriti o Waitangi through meaningful integration of local tikanga Māori (culture, practices and values), mātauranga (Māori knowledge systems) and te reo Māori (language). This will be done in partnership with local iwi and marae to appropriately reflect and respond to our rohe (area) unique to Whangaparāoa.
 - c. Cater for learners with differing backgrounds, talents, interests and needs
 - d. Ensure equity in education. This means, at Whangaparāoa College:
 - Every learner is able to access the curriculum, including digitally.
 - A learner’s personal conditions will not interfere with the potential of success.
 - Where possible, learners see in our curriculum a reflection of themselves.
 - Where possible, we deliver the curriculum taking advantage of our unique environment and our connection to the parks and ocean around us.
 - The way we assess achievement considers the differing needs of our learners and does not disadvantage them as a result of these differing needs. This includes the provision of support learners requiring [Special Assessment Conditions \(SACs\)](#).
 - e. Maximising the opportunities for individuals to attain their highest possible standard in educational achievement.

4. The teaching practices we use for curriculum delivery reflect the following aims:
 - a. “Know and grow” our learners. This means communicating one-on-one with learners to develop an appreciation for each individual’s potential, and collectively using that knowledge to target and, potentially, adapt curriculum delivery at an individual level.
 - b. Promote a sense of hauora, the Māori concept of health and well-being that encompasses the physical, mental / emotional, social, and spiritual needs that everyone has. In other words, our teaching methods and practices aspire to influence learners in ways that support their development as well-rounded individuals.
 - c. Continuously explore opportunities to enhance curriculum delivery with ideas and initiatives that promote a connected and cohesive learning experience, for example, options for project-based learning (e.g. YR 11 Pods), and provision of life skills as reflected by the [Key Competencies in the NZ Curriculum](#).
 - d. Integrate Te Taiao (surrounding environment) into our everyday learning, utilising our connection to the parks and ocean around us, to maximise learner engagement and the application of knowledge as it applies to our unique rohe (area), peninsula and wider community.
 - e. Engage our community to inform and enhance our curriculum, as practical, to reflect the career opportunities available in the community and to ensure learning opportunities maximise the full potential of our community.

B. Priority Learners

1. Priority learners are groups of students who may need differing levels of support to maximise their potential. Priority learners meet at least one of the following criteria:
 - a. Māori
 - b. Pasifika
 - c. Low socio-economic backgrounds
 - d. Identify as having special educational needs, including those with additional learning support needs as well as gifted learners
 - e. Historic challenges succeeding within the learning environment
 - f. Display learning or behavioural disabilities impairing access to curriculum
 - g. Display behaviours of concern or which demonstrate the potential for concern
 - h. Display attendance issues
2. Teachers, counsellors and faculty identify, collectively discuss, coordinate and prioritise the achievement of priority learners or any learner not making sufficient progress in key foundation skills. Where appropriate, this process will result in
 - a. the establishment of learning and behavioural support plans for specific individuals
 - b. adjusting learning opportunities, teaching approaches and supports
 - c. seeking additional support from specialists.

C. Learner Focussed Assessment

1. The primary aim of assessment at Whangaparāoa College is to inform learning and the quality of both teaching and learning programmes.
2. Learner focussed assessment has been incorporated into all learning programmes to:
 - a. Maximise the benefit of learning outcomes and
 - b. Utilise our unique position of having years 7 through 13 to ensure learner achievement
3. Summative assessment is as follows:
 - a. For years 7-10, eAsstle in addition to matching our assessments to the nationally suggested curriculum levels
 - b. For years 11-13, our assessments match the nationally developed exemplars as part of NCEA
4. Regarding NCEA:
 - a. With NCEA, learners must make important decisions with respect to their choice / mix of subjects and standards, the overall credit load they take on, and which internal / external assessments to undertake (or not). Kaiārahi guide and work with learners to create sensible strategies for NCEA achievement. By “sensible”, we mean strategies that are in keeping with both a learner’s overall well-being and academic potential.
 - b. In Year 11, our aim is for learners to achieve 20 credits, including numeracy and external examination experience, in order to provide a foundation for NCEA Level 2.
 - c. For NCEA Levels 2 & 3, our aim is for learners to earn a sufficient number of credits to achieve their target NCEA level, and with the highest possible endorsement.
5. Whangaparāoa College will develop school guidelines, complying to Assessment for Qualifications guidelines, and meeting the quality assessment requirements of NCEA. These school guidelines will be reviewed and updated every two years, in preparation for the audit by NMA (NZQA).

D. Reporting

1. Learners are a primary audience of the reporting process, so learners will be included in the reporting process, in particular, through direct interaction with academic counsellors / kaiārahi and subject teachers.
2. Whangaparāoa College will report to learners and parents on a regular basis.
3. Whangaparāoa College acknowledges the importance of partnership between the College and learners’ families, and will create the opportunities for ongoing dialogue and interaction.

- E. This policy will be reviewed no later than 3 years from the publish date.