



CURRICULUM DELIVERY PROCEDURE

RATIONALE:

God expects His creation to live a balanced lifestyle.

In order to provide for the development of students who have experienced and achieved to their own highest standard of excellence, the **Wellington Seventh-Day Adventist School** plans for and offers a broad and well balanced curriculum to meet all student needs. This curriculum should allow for all students to receive the very best all round education. Each year our school will detail how we propose to allocate time, resources, staff preparation, options and progressions for our students. We recognise that many factors change during the year, and forward planning is subject to amendment from time to time.

PURPOSES:

1. To ensure that the school curriculum and its delivery is planned for and presented in a balanced and organised manner.
2. To provide within the school's available resources the best opportunities for learning for each student.
3. To assist teachers in their classroom planning for a consistent and balanced programme.
4. To provide for ongoing curriculum review and development and for resourcing in line with this development.
5. To recognise that each child has his or her own individual talents, dignity, motivation and ways of learning.
6. To ensure that all children are exposed to all areas of the curriculum.
7. That Literacy and Numeracy is given precedence in years 1-6
8. To ensure consistency and equity throughout the school so that the needs of the children are met.
9. To provide an activity based environment, in which the key competencies and values are integrated whenever possible.

GUIDELINES:

General:

1. The prescription for the Essential Learning Areas will be delivered as follows:

| | |
|----------------------------------|---|
| ● Bible: | Encounter Bible Curriculum |
| ● Mathematics: | PR1ME Mathematics, Problem solving; Number & Strands levelled as needed |
| ● English: | Reading and Writing/Literacy |
| ● Science: | Inquiry/Topic |
| ● Social Studies: | Inquiry/Topic |
| ● The Arts: | A two year cycle for each level |
| ● Health and Physical Wellbeing: | A two year cycle for each level |
| ● Technology: | A two year cycle for each level |
| ● Learning Languages: | A two year cycle for each level |
2. To ensure a balance in the Essential Learning Areas teachers need to plan to teach using the table below as a guideline for daily timetabling, (recorded in minutes).
3. The five **Key Competencies**: *Thinking; Managing Self; Using Language; Relating to Others; Participating and Contributing*. These will be incorporated and integrated into the eight learning areas.
4. Towards the end of each year the staff will review the Curriculum Development Plan and amend as necessary. Using this plan they will prepare suggested budgets for the Essential Learning Areas to submit to the Board of Trustees Finance Committee for inclusion in the budget for the following year. Budgetary provisions will include:
 - Equipment: Funding for physical material to be used in the presentation of the curriculum. This covers materials used by staff and students.
 - Resource books: Books to become a part of the Teachers' resources.
 - Staff Development Funding: for school-based development of staff to improve the teaching and learning in various subject areas.
 - Release time funding: to release staff to develop programmes and materials to enhance teaching and learning in that subject area.
5. Ongoing Curriculum Review and Development will occur to ensure that:
 - The curriculum reflects the value of the school and the community.
 - Learning and teaching practice reflects best current practice
 - Students' needs are met by the curriculum within the resources available.
 - There is consistency of the Curriculum across the school.

National Administration Priorities:

6. Monitor student progress against *Curriculum Levels*.
7. Assess student achievement, maintain individual records and report on student progress.
8. Have written procedures (implementation plans) which are actively practised and regularly reviewed for compliance.
9. Ensure compliance reporting to parents and the Board.
10. Report on progress and achievement of students to both parents/caregivers and the Board at least twice per year.
11. Ensure that **student wellbeing procedures** are developed and implemented consistently.

Specific:

Curriculum

- The eight learning areas and the five key competencies of the New Zealand curriculum will form the basis for all learning/teaching programmes in the school
- Integration of the learning areas with the five key competencies should be a feature of learning / teaching programmes.
- Strategic planning will ensure that Student Achievement Targets are set each year.
- Regular review of learning / teaching programmes will occur to ensure that they address and meet the needs of the children and student achievement goals are met. Results of these reviews and of student achievement are reported regularly to the Board.
- Teachers will capitalize on teachable opportunities as they present themselves.

Record Keeping

- The school expects careful record keeping and on-going evaluation to ensure that all children are closely monitored and needs are catered for.
- Assessment and evaluation consists of formal and informal methods. Teachers will gather evidence in order to make Overall Teacher Judgements on children’s achievement.

Responsibilities

- Teachers are expected to take curriculum responsibilities. These responsibilities will be negotiated annually.

Staff Development

- A programme of curriculum and staff development will be planned and budgeted for each year, in line with student achievement targets and staff needs as identified through staff appraisal.

Planning

- Format of planning is the responsibility of each teacher. Each teacher is expected to plan and teach all curriculum areas as prescribed above.
- Each class shall have an approved long term plan covering all prescribed learning areas.
- Day-to-day planning should reflect adequate preparation and be appropriate to the needs and abilities of the students.
- Prepared unit plans should show coverage of topics contained in long term plans.

Organisation

- The school-wide organisation plan will be reviewed at the end of each year by the Principal and teaching staff.

Time allocation

- Each class shall have an approved daily/weekly timetable that allows provides the following times (on average)

| Learning Area (Time in Minutes) | Lower | Upper |
|---------------------------------|-------|-------|
| | | |

| | | |
|--------------------|------------|------------|
| Bible | 45 | 45 |
| Language | 100 | 90 |
| Mathematics | 60 | 60 |
| Physical Education | 20 | 20 |
| Music | 10 | 10 |
| Art | 10 | 10 |
| Technicraft | | 20 |
| Centre of interest | 40 | 30 |
| Assemblies | 5 | 5 |
| Discretionary | 10 | 10 |
| | 300 | 300 |

Budgeting

- Annual budgets should provide resources to assist and enhance delivery and to meet student achievement targets.
- Budgets should take into account feedback/information from reviews, staff, staff-development and specific requirements.

Consultation

- The school will consult with all parents on curriculum directions and student achievement.
- The School will consult with its community every two years on its Health and Sexuality Curriculum.
- The school's **Maori and Pasifika community will be consulted** about how improvement of the achievement of Maori/Pasifika students can be implemented.

CONCLUSION

Students at the Wellington Seventh-day Adventist School will be provided with learning experiences that promote the best possible growth for each individual in the Christian spiritual, intellectual, social, cultural and physical dimensions.

Review Responsibility: *Principal & Teachers*

Date Confirmed: 20 February 2020

Principal: *Karla Mitchell*