

# Hauraki Primary School

## Policy Document

### Curriculum Delivery

#### **Rationale**

It is a primary objective of the Hauraki School Board (the Board) to ensure every student at the school is able to attain their highest possible standard in educational achievement.

#### **Purpose**

To ensure that every student at Hauraki School is able to achieve their highest possible standard, we will:

- teach the principles, values, five key competencies, and learning areas set out in the New Zealand Curriculum.
- deliver high-quality teaching and learning programmes that meet all learning needs.

#### **Guidelines**

1. The New Zealand Curriculum sets the direction for teaching and learning for schools, but it is a framework rather than a detailed plan.
2. Hauraki School's curriculum is based on the principles, values, five key competencies, and learning areas set out in the New Zealand Curriculum. We give effect to curriculum statements and national performance measures set out by the Minister of Education.
3. Staff teach to the key statements and learning intentions of the Hauraki school curriculum and monitor, evaluate and report on student progress and achievement against these.
4. From Term 1 2025, Hauraki School will teach the updated English and Te Reo Rangatira curriculum, and Maths and pāngarau curriculum for Years 0 to 6.
5. Each week, all students will spend an average of five hours on each of the three core skills of reading, writing and math. Teaching these core skills, together with quality curriculum and good teaching practices, has been demonstrated to improve student progress and achievement.
6. We triennially review our curriculum programmes.
7. Professional development opportunities and necessary resources are targeted to meet curriculum delivery needs.

#### **Pedagogy**

8. The Reggio Emilia pedagogy informs all teaching at Hauraki School. Reggio Emilia is a child-centred pedagogy that emphasises hands-on, project-based learning, the importance of

the environment, and the “hundred languages of children.” Reggio Emilia values collaboration, community, and the child’s potential as a learner.

9. Other models of learning at the school include Structure of Observed Learning Outcomes (SOLO), Assessment for Learning, and Inquiry.

### **Values**

10. Our values (based on the Hauraki acronym *Hauora; Assertiveness; Understanding; Respect; Accountability; Kindness; and Integrity*) underpin our teaching and learning, and our values are explicitly taught to our students.

### **Planning**

11. Our School Scheme details how Hauraki School’s curriculum is delivered to ensure teaching is consistent and learning progresses coherently across the year levels.
12. Staff plan co-operatively in syndicates wherever possible. Inquiry learning is used for Science, Social Studies, Technology and Health. There is one plan for each other learning area per team, which is kept in digital term planning folders and detailed in weekly plans.
13. Planning shows links between learning intentions and assessments criteria.

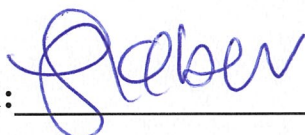
### **Monitoring and reporting on student progress and achievement**

14. Expectations for students are clearly articulated at all year levels.
15. New Entrants are assessed according to the New Entrants Evaluation policy. For Years 3 to 6, Hauraki school uses the below assessment tools to monitor student progress:
  - e-asTTle; and
  - Progressive Achievement Tests (PAT)
16. We identify students who are not achieving, at risk of not achieving, have special educational needs, and who are gifted and talented. These students are provided with additional learning opportunities as funding allows.
17. The principal reports to the Board on:
  - summary information for year levels on overall literacy and numeracy performance of students, and of groups, for example extension groups, those who are at risk or not achieving and special needs groups; and
  - the achievement of Māori and Pasifika students.

## Consultation

18. As required by the Education and Training Act 2020, the Board consults with the school community about how the health curriculum is implemented.

Signed: \_\_\_\_\_



**Presiding Member of the Board**

Date: \_\_\_\_\_

16/6/25

Review Date: \_\_\_\_\_

Term 2 2025

## Related policies

- Assessment
- Attendance
- Consultation
- Curriculum Expenditure
- Gifted and Talented
- Māori and Pasifika Engagement and Achievement
- New Entrants Evaluation
- Reporting on Student Progress and Achievement
- Special Educational Needs
- Te Tiriti o Waitangi