



CURRICULUM POLICY

POLICY STATEMENT

Rangiora High School will deliver Curriculum to all students that is meaningful, appropriate, innovative and aligned with the National Curriculum Delivery Guidelines.

November 2007

Relevant Legislation, Contracts, NEGs and NAGs:	<p>The Animals Protection (Code of Ethical Conduct) Regulations 1987 Code of Ethical Conduct for the Care and Use of Animals in School Programmes 1987, Ministry of Agriculture Education Act 1989 Education Amendment Act 1990 NEGs – The National Education Goals 1 – 10 NAGs – The National Administration Guidelines 1 - 6 Crimes Act (1961) Children, Young Persons and their Families Act (1989) – “In Loco Parentis” Health and safety in Employment Act (2003) Accident Compensation and Rehabilitation Insurance Act</p>
Responsibility for Policy:	<ul style="list-style-type: none"> ▪ Board of Trustees ▪ Committee Responsible: Curriculum
Current Version:	November 2007
Next review Date:	November 2010

The Curriculum Policy covers the following Procedures / Protocols:

- Animal Ethics Code
- Assessment
- Careers Information & Guidance
- Curriculum Development and Evaluation
- Department Curriculum Delivery Plan
- Education Outside the Classroom
- Homework and Home Study
- Junior Curriculum
- Off-Site Practical and Workplace Components
- Procedure for Initiating New Subjects
- Recognition of Prior Learning
- Reporting
- Secondary Tertiary Alignment Resource
- Senior Curriculum

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PROCEDURES / PROTOCOLS

Animal Ethics Code

Rationale

The Animals Protection (Code of Ethical Conduct) Regulations 1987 require that any institution, organisation or individual who manipulates live animals for the purposes of research, testing or teaching, must have an approved Code of Ethical Conduct relating to the welfare and humane treatment of animals involved.

Definitions

The Animals Protection Act defines 'animal' and 'manipulation' as follows:

'Animal' means:

- a) Any horse, cattle, sheep, pig, goat, dog, cat, mule or ass, of whatever age or sex and whether in a domestic or wild state.
- b) Any bird, whether in a domestic or wild state.
- c) Any marine mammal found on, or in the vicinity of the seashore.
- d) Any vertebrate animal that is kept in a state of captivity or is dependent upon man for its care and sustenance.
- e) Any other species of animal which is dependent on man for its care and sustenance, or which is kept by man in a state of captivity, or which is declared by the Minister, by notice in the Gazette, to be an animal for the purposes of this Act.

'Manipulation' in terms of the Regulations related to any interference with the normal physiological, behavioural, psychological or anatomical integrity of the animal by deliberately:

- a) Exposing it to any parasite, micro-organism, drug, chemical, biological product, radiation, electrical stimulation or environmental condition.
- b) Subjecting it to enforced activity, usual restraint, abnormal nutrition or surgical intervention.
- c) Depriving it of usual care.

but does not include any therapy or prophylaxis necessary or desirable for the welfare of the animal.

Guidelines

Any protocols which are carried out under a Code of Ethical Conduct require approval by an Animal Ethics Committee (AEC).

Most classroom animal use in New Zealand involves family pets brought to school for simple observation and behaviour studies and teaching the responsibilities of humane animal care. Such use does not require AEC approval. For many children this is the only opportunity they will have for regular animal contact because family pets are not available. It is recognised, too, that children suffering difficult family situations often delight in the responsibilities of animal care.

A range of simple studies can be fun for children and do not require the administrative complications of AEC approval. Some suggestions are:

- a) Observation of body behaviour and movement / locomotion.
- b) Body structure and function.
- c) Growth, regular weighing to chart a growth curve.
- d) Diet preferences, food 'treats'.
- e) Cage equipment such as tubes, platforms and ramps.

- f) Breeding pairs used to teach reproduction and development.
- g) Animal care and animal handling techniques.
- h) Responsibilities of animal care.

If the activities using animals are beyond those described above, then you would need to comply with the requirements of the Department of Education Code of Ethical Conduct.

Procedure for vertebrate animals used in experiments

1. 'Read the 'Code of Ethical Conduct for the Care and Use of Animals in School Programmes':

Department of Education, Wellington
Code of Ethical Conduct 1987, Ministry of Agriculture

Copies of the above document will be found in the staff library, Land-Based Studies Department and Science Department.

2. If an application for ethical review of school projects or experiments involving animals appears to be required, then:
 - a) Please discuss your project or experiment with the HOD – Land-Based Studies or HOD – Science. If AEC approval appears to be required, then the student or staff member will complete the following:
 - b) Copy pages 7 and 8 from the 'Code of Ethical Conduct for the Care and Use of Animals in School Programmes'. Answer all the questions and write down the details of the proposed project or experiment.
 - c) Keep a copy for yourself. A copy is to be handed to an Approval Committee (consisting of the Principal, HOD Land-Based Studies and HOD Science). This Committee will submit this application if they consider it to be required.
 - d) The project or experiment must not be started until approval has been received from the AEC. Consequently, a reasonable amount of time will be required for the application to be heard by the AEC and a decision made.
 - e) A written reply will be received from the AEC.
 - f) Reply should be attached to your copy of the application for the project or experiment and filed carefully.

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Assessment

Policy Statement

Assessment is the process by which teachers, students and their parents / caregivers evaluate the effectiveness of student learning. Assessment practices range from pre-testing in Year 8 to preparing for National Qualifications in Years 11 – 13. All assessment must be valid, fair, consistent, reliable, accurate, and at the National Standard. The Curriculum Committee is accountable to the Board of Trustees, and is responsible for ensuring that the Assessment Policy, with its associated principles and procedures, is implemented and followed.

Purpose

- 1) To enable teachers to evaluate student achievement to meet NEGs 1 – 10.
- 2) To identify strengths and weaknesses of individual students and for teachers to meet their needs in the classroom by developing and / or modifying teaching and learning strategies and resources.
- 3) To give students accurate and honest feedback on their academic progress.
- 4) To inform parents / caregivers about the progress and achievements of their children, and to assist them to plan each child's academic pathway in consultation with the school.

Definitions

NZQA	New Zealand Qualifications Authority: Administers New Zealand's Qualifications system under the Education Act 1989 and the Education Amendment Act 1990
NQF	National Qualifications Framework: Contains all the nationally registered qualifications and the nationally registered standards from which they are derived
NCEA	National Certificate of Educational Achievement: In three levels – attainable whilst at secondary school
PN	Principal's Nominee: The liaison person at school who deals with all NQF issues
SRM	School Relationship Manager: Our liaison person at NZQA who deals with all NQF issues
MNA	Managing National Assessment: The nationwide moderation process to ensure assessment is valid, fair, consistent, reliable, accurate, and at the National Standard

References

- NZQA Assessment and Certification Rules and Procedures for Secondary School – found at www.nzqas.govt.nz
- Rangiora High School Educational Achievement Teacher Handbook
- Rangiora High School Educational Achievement Student Handbook
- Rangiora High School Educational Achievement Subject Handbooks
- Departmental Schemes – Statement of Assessment Procedures – Student Guidelines
- Students' Course Information Books

Procedure

- a) Each Head of Department (HOD) or Teacher in Charge (TIC) of a subject is accountable for the assessment programme for each class in their subject area. This will be written as a Statement of Assessment Procedures in the Department's Scheme.
- b) HODs and TICs must refer to the RHS Educational Achievement Teacher Handbook to ensure that assessments in the whole school are consistent with the Assessment Policy.
- c) A range of assessment methods is to be used in all subject areas, taking into account student learning styles and what is appropriate for the work being learned.
- d) Each Department will have reliable and secure systems for collecting, storing and retrieving achievement information.
- e) The HOD or TIC is responsible for ensuring that all staff in the Department understand and follow the assessment procedures for each of their classes.
- f) Senior students will be given the year's assessment plan in their RHS Educational Achievement Subject Handbook at the beginning of each year. Students are expected to monitor their own progress, using the grids provided.
- g) Students with a disability or learning difficulty that may affect their performance may apply for Special Assessment conditions for all internal and external assessments.
- h) There are processes for students who miss an assessment through sickness, injury or bereavement to apply for an extension of time, or compassionate consideration, where appropriate.
- i) Further assessment opportunities will be available, where practicable, for at least one internally-assessed achievement standard in each subject.
- j) There is an appeals procedure to follow that is described in the RHS Educational Achievement Student Handbook if any student wishes to appeal any assessment result.
- k) Students in Years 9 – 10 will be given the assessment timetable and procedures at the beginning of each course or new section (or module) of work.
- l) There will be a co-ordinated approach to planning and implementing the number and timing of major assessment events. There will be at least one assessment opportunity for senior students and junior students each year to practice examination techniques.
- m) Assessment outcomes will be reported to parents and students in writing at least twice a year.
- n) Each Department will evaluate and review their assessment procedures each year.

Measures of Effectiveness

- a) The PN ensures all changes to NZQA procedures are disseminated to appropriate staff.
- b) The PN, in consultation with the Convenor of the Curriculum Committee, updates the Teacher and Student Educational Achievement Handbooks each year.
- c) NZQA's SRM approves the school's Assessment Policy and Procedures in the bi-annual MNA visit.
- d) The numbers of students making appeals over their NCEA assessment results is fewer than five annually.
- e) Departments see an improvement over time in the school's NQF achievement statistics.
- f) The Assessment Policy is reviewed within six months of the review date.

PROCEDURES / PROTOCOLS

Careers Information and Guidance

Rationale

National Administration Guideline 1(vi) states:

It is the responsibility of schools to provide appropriate career education and guidance for all students, in Years 7 and above, with particular emphasis on specific career guidance, for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education / training'

Aims

- 1) To assist all students at Rangiora High School to make informed decisions about their future educational, training and employment pathways.
- 2) To enable students from Rangiora High School to compete equally in the workplace, whichever career they choose.

Guidelines

- 1) Individual students and their parents / caregivers are to have ready access to full, up to date and accurate information about educational, training and career pathways so that they can make informed choices.
- 2) Students will be given advice and assistance to make suitable subject choices to better prepare them for future career options.
- 3) Students will, early in the year, be given assistance to set individual goals, which will be monitored, for progress at regular intervals by Form Teachers.
- 4) Students should have ready access to self help and assisted forms of career guidance when this is needed to help them determine their career options.
- 5) Students should be able to match their personal qualities, skills and interests to career and work options through career education and work experience programmes available through the curriculum and integrated within it.
- 6) Careers information, guidance, education and experience should be suited to the range of learning styles that students have, and delivered in culturally relevant ways.
- 7) Wherever possible, students should have the opportunity to meet mentors, role models, and other community figures who can assist them to clarify their career choices.
- 8) Parents / caregivers and Rangiora High School staff should be provided with the information and knowledge to be able to assist students to make informed career decisions.
- 9) Targeted groups of students may require additional specialised assistance to help them develop realistic career pathways. These groups should be identified at an early stage to allow for this assistance to be effective.

Responsibilities

- 1) The HOD Careers / Transition is responsible for implementing this policy and its associated procedures, and providing support and guidance to other Careers / Transition staff.
- 2) The HOD Careers / Transition will produce for the Board of Trustees an Annual Report and Review of Achievements.

- 3) The HOD Careers / Transition is responsible for the administration of the annual Careers Grant and other Ministry of Education funding directed towards Careers / Transition Education.

PROCEDURES / PROTOCOLS

Curriculum Development and Evaluation

Rationale

There is a system for developing coherent teaching programmes and for their evaluation by learners / consumers.

Policies

- 1) The School Policy on Curriculum Development¹ is consistent with the Charter. The goals are to provide programmes which are:
 - a) Consistent with New Zealand Curriculum Framework guidelines and New Zealand Qualifications Authority Framework requirements.
 - b) Broadbased and provide a range of learning opportunities for pupils at all levels of ability and need.
 - c) Challenging to pupils at different levels of ability.
 - d) Able to use the assets of the local community and reflect the largely rural community and setting of the school.
- 2) The school's teaching and learning programme is overseen by the Curriculum Committee². A policy is available on the operation of the Curriculum Committee³. The Curriculum Committee has put in place procedures for subject initiation, development and evaluation and ensures that the teaching goals are related to the School Charter.

The Curriculum Committee also has a responsibility to ensure that school programmes are flexible and provide access and choice for learners at every level. There are policies outlining the operation of the Junior and Senior Curriculums.⁴

The Curriculum Committee is accessible to any person on the staff or community who wishes to initiate changes to the existing programme. A set of guidelines is available to guide this process.⁵

The Curriculum Committee also has the responsibility of initiating staff / community discussion on the school-wide curriculum and developing procedures for implementing changes to the school-wide curriculum.⁶

- 3) The timetablers work closely with the Curriculum Committee to ensure that the timetable remains responsive to the changing needs of our students.
- 4) The Principal has appointed a Liaison Teacher whose responsibility it is to liaise between the school and New Zealand Qualifications Authority. This Liaison Teacher's role is to act as an advisor to Heads of Departments and the Curriculum Committee on National Curriculum framework matters and to ensure that requirements of National Qualifications Framework are met.

¹ Appendix 1: Draft Policy on Curriculum Development

² Appendix 1a: Management Committee structure

³ Appendix 2: Policy on Operation of Curriculum Committee

⁴ Appendix 3: Draft Senior Curriculum Policy

⁵ Appendix 4: Curriculum Committee (Procedure for Initiating Subjects)

⁶ Appendix 4a: Policy on school / community links

- 5) Heads of Departments are responsible for developing and maintaining the Curriculum Delivery Plan for their subject. This is done in consultation with other members of the Department. The Curriculum Committee Convenor will act as an advisor and a set of guidelines for this purpose are available.⁷ Curriculum Plans are available to every teacher in that Department and must be revalidated by the HOD every year. A copy is to be held in the school office.

Procedures and Evaluation

- 1) The Convenor of the Curriculum Committee, and the New Zealand Qualifications Authority Liaison Teacher have joint responsibility for ensuring that the current programme meets the requirements of New Zealand Qualifications Authority Framework and New Zealand Curriculum Framework.⁸ They will report annually to the Board of Trustees to provide such a guarantee.
- 2) Heads of Department have the responsibility to ensure that there is continuous evaluation of programme delivery. The suitability of the Curriculum Plan should be scheduled for formal discussion at least one department meeting each year and staff proposals, in this regard, discussed, minuted and acted upon.
- 3) A review system⁹ is being trialled in 1993 and 1994 with a view towards being formalised in 1995. part of this review will include the formal evaluation of the school's systems and programmes which will include programme delivery evaluation by learners as well as professionals, and a review of the Curriculum Delivery Plan. It is expected that the evaluation results will bring about adjustments to internal delivery systems where necessary.
- 4) The Curriculum Committee is accessible to members of the community who wish to make submissions on quality or relevance of current programmes.¹⁰
- 5) Each year a Statement of Service Performance is drawn up by the Convenor of the Curriculum Committee for modification and approval before being submitted to the Board of Trustees.

⁷ Appendix 5: Curriculum Delivery Plan

⁸ Appendix 6: HOD's Validation of Curriculum Delivery Plan

⁹ Appendix 6a: Draft Review of Systems and Programmes

¹⁰ Refer Appendix 4a

PROCEDURES / PROTOCOLS

Department Curriculum Delivery Plan

Instructions for Heads of Department in reviewing Subject Schemes

Your scheme is a plan for the delivery of your subject curriculum. It should indicate:

- what you want to achieve
- how you plan to achieve it
- how you intend to evaluate the effectiveness of your plan (scheme)

It should also state how your department is attempting to help Rangiora High School achieve its Charter curriculum goals.

The Departmental Curriculum Delivery plan:

- 1) Begins with a statement of intent, a philosophy or rationale (ie why Rangiora High School students should study your subject).
- 2) States national and local syllabus aims and objectives.

(The Charter objective requires that these be stated as outcomes for pupils, so they could be organised as

"At the end of the course, students will be able to....."

These achievement outcomes are stated as:

- i Excellence.
- ii Merit.
- iii Credit.

- 3) Makes links to national curricula and the National Administration Guidelines.
- 4) States objectives that are student-centred and encompass the knowledge, skills, and ideas/concepts you expect students to acquire during your course.
- 5) Includes a plan for appropriate strategies to meet the full range of student needs.
- 6) Includes policy statements on achieving Charter objectives. (What subject teachers are to do to help the school achieve its goals in regard to community contact, equity, and the Treaty of Waitangi).
- 7) Lists resources available for use in this course and outlines the procedure for purchase, issue and recovery of resources.
- 8) Outlines topics/themes/units of work. The outlines emphasise what students should do rather than what teachers should do, and should indicate the amount of time to be spent on each topic.
- 9) Suggests different teaching methods and approaches.

- 10) Includes an assessment policy stating how the objectives are to be assessed and outlines what standards of achievement are expected. It also indicates the procedure to follow to enable teachers to identify students who are not coping or who are at risk of not succeeding, and what can be done to remedy this.
- 11) Outlines health and safety procedures to be followed within the department (or refers to other guidelines outside the plan).
- 12) Includes a statement explaining how the whole programme is to be evaluated and updated.

Notes

Each Curriculum Delivery Plan (scheme) is to be approved by the Principal and Curriculum Committee Convenor after being written or amended. The plan should be validated by the Head of Department at the beginning of each year.

A validated copy of your plan(s) should be lodged with the Principal, and will be kept on file in the school office. This copy should be kept current and updated after any review or change.

No subject will operate, unless the subject scheme has been validated and approved.

PROCEDURES / PROTOCOLS

Education Outside the Classroom

Rationale

Education Outside the Classroom (EOTC) is any educational programme that uses the environment outside the classroom as a medium for teaching and learning. EOTC is recognised as a valuable learning process/experience in all curriculum areas. Whenever students are taken away from the classroom there is an interaction between natural events (e.g. rain) and those students and likewise there is an interaction with people created events (e.g. fire). This interaction can mean hazards and risks that need to be identified and managed. (NAG 5 – Board of Trustees and schools are required to provide a safe physical and emotional environment for students.)

Related School Policies

- Alcohol
- Illegal drug Use
- Drugs
- Fees for School Related Trips and Activities
- Smoking
- Off –Site Practical and Work Place Components
- School Tours
- Health and Safety

Purposes

- To ensure that EOTC is delivered as an important and valuable part of the overall curriculum
- To ensure students take part in EOTC activities that are educationally rewarding and take place in a safe physical and emotional environment.
- To provide a framework/guidelines which all staff use.

Introduction

- 1) Whenever the term staff is used in this document it means those adults employed full-time, part-time, as volunteers and those on a contract basis by the Board of Trustees (BOT).
- 2) The BOT have directed that School Management be delegated the responsibility of ensuring all EOTC systems and policies are adhered to.
- 3) EOTC is defined as all those events that occur outside the classroom, both on, and off-site, including all curriculum, sporting and cultural activities.
- 4) Levels of EOTC have been identified. They are:
 - Level 1:** School environment or local surrounds within a single class period (Parent/Caregiver consent not required).
 - Level 2:** Off-site events occurring entirely in school time or finishing by approximately 6 pm. (Parent/Caregiver consent not required).
 - Level 3:** Off-site events finishing after approximately 6 pm. (Parent/Caregiver consent required).

- Level 4:** Off-site events occurring in one day involving risk assessed to be Greater than that associated with the average family activity. (Parent/Caregiver consent required).
- Level 5:** Events occurring overnight. (Parent/Caregiver consent required).

Event Approval

- 1) In the planning phase, approval must be given by the Head of Department for the event goals and objectives.
- 2) The planning must be approved by the appointed Deputy Principal and EOTC Co-coordinator/Committee for all Level 2 to 5 events. See the appropriate level checklist.
- 3) Where possible approval is required at least two to three weeks before the event.

Parental Consent (including Information to Parents)

- 1) Disclosure of the risk, along with logistical information must be conveyed to the Parent/caregiver so that he/she (they) can give informed consent.
- 2) Parent/caregiver informed consent is required for all students participating in Level 3, 4 and 5 events.
- 3) Blanket consent at the start of a series of events is acceptable.
- 4) Parental/caregiver consent for Level 1 and 2 EOTC events is obtained at enrolment time as from November 2004.

Supervision

- 1) Competent staff must lead all events.
- 2) Competency can be measured by experience and/or qualifications.
- 3) Staff have the right to say no to taking an event.
- 4) Parents, contractors, volunteers and student leaders must be checked for their suitability to work with children and adults.
- 5) Parents, contractors, volunteers and student leaders must be briefed by the Teacher in charge regarding the objectives of the trip, specific roles and responsibilities, risk management for all parties including self, and school policies (the involvement of parents, contractors and volunteers in development of the RAMS is highly desirable).
- 6) Contracts must be written up and agreed upon by signature when non Rangiora High School staff are contracted into a supervisor and/or instructional role.
- 7) The **supervision ratio** must be established as part of the RAMS and therefore approved. The ratio is a decision of the Teacher in Charge, and will be based on the following: Competence of staff including volunteer assistants and student leaders, first aid cover, gender, age, behaviour and ability of students, special needs of students (medical, educational), duration and nature of activity – land bases, water based, nature of site, site requirements (e.g. permits), contingency options, access to emergency services, season, weather forecast and remoteness of site.

Special note on ratios:

A ratio shows the number of skilled/experienced supervisors compared to the number of novices involved in and EOTC event (at times adults may be novices). It is important that the ratio ensures a high quality learning experience and safe event. Ratios for EOTC are hard to prescribe, as they will vary according to student needs, age group, activity, location and competence of staff involved.

If in doubt, be conservative and/or seek professional advice when deciding on ratios.

- 8) A list of all students must be left at the school office for all off-site activities.
- 9) A list lodged by a teacher covers the Rangiora High School sign out requirement.

- 10) Students must either sign in themselves or the staff member must report to the office when returning from an event.
- 11) Staff must be appropriately trained and competent in the event elements being delivered by that staff member. The Principal, through the HOD is responsible for ensuring this is the case.

Risk Analysis and Management System (RAMS)

- 1) All EOTC events must have a Risk Analysis and Management System (RAMS). A Safety Action Plan (SAP) is acceptable. The use of generic RAMS is acceptable practice provided they are reviewed prior to use, adjusted to meet student needs, environmental situation etc.
- 2) The RAMS must be signed-off by the Deputy Principal or EOTC co-coordinator/committee (or **Management in the absence of the DP**).
- 3) In completing the RAMS the following must be identified:
 - Hazards and undesirable outcomes.
 - Causal factors.
 - Management strategies to deal with all hazards, these include industry standards, best practice and Rangiora High School requirements.
 - Contingency plans for emergency situations.
 - Equipment factors, including any hazards associated with use.
 - People factors, including any hazards associated with them.
 - The special needs (Health, medical, supervision, educational/IEP, diet and other) of staff and students.
 - Environmental factors, including associated hazards.
 - Student and staff swimming competency.
- 4) Appropriate equipment for emergency evacuation and emergency first aid shall be available at all events and en route to events e.g. phone, cell phone, mountain radio, first aid kit.
- 5) Staff must be familiar with the environment/area where programme activities will take place.
- 6) Staff must ensure that students are informed of the hazards, the Management strategies and the Contingency Plans.
- 7) The teacher in charge must ensure that all staff have a copy of the RAMS and this is taken with them. (Your pocket is a good place for your RAMS).
- 8) In the case of water events the staff are to check for specific hazards: take action to eliminate, isolate and minimize, record and report these hazards and their actions to EOTC co-coordinator.
Note: In the case of swimming, river and beach activities where there are multiple groups there must be a person monitoring the whole event.

Transport

- 1) A list of names of those on board must be carried on all vehicles transporting Rangiora High School students.
- 2) A first aid kit must be carried by all vehicles transporting Rangiora High School students.
- 3) Each student must have a seat and use the seat belt when provided. NB a car with five seat belts can only transport five people.
- 4) Staff driving vehicles must have the appropriate license under NZ law.
- 5) All vehicles used must have current Warrant of Fitness and Registration.
- 6) Rangiora High School mini buses can be driven by the holder of a car license provided there is a maximum of 11 passengers.

- 7) Students are not permitted to drive a Rangiora High School mini bus except when that is necessary to get the teacher to immediate medical care.
- 8) Parents, contractors, volunteers must have their name recorded with the Principal's secretary prior to driving a Rangiora High School mini bus. The appropriate license must be sighted by the TIC of the trip.
- 9) Licensed students may drive cars for school events provided approval in writing has been obtained from the parents/caregivers for the driver and all the passengers. The names of driver and passengers must be sighted by all parties prior to approval being given. The license must be sighted by the TIC.

Incidents involving staff and / or students

- 1) An accident/incident report from the school office is to be filled out following any accident or incident not causing serious harm or a near miss.
- 2) An accident/incident report from the school office is to be filled out following any accident resulting in serious harm. In the case of serious harm a copy must be sent to OHS within seven days. OHS should be notified before the scene is interfered with.
- 3) The Principal must be informed where there has been harm to a student and/or staff.
- 4) Annual safety reviews will be carried out by the EOTC co-coordinator and reported to the school's Health & Safety Officer.
- 5) Accidents/incidents will be reported to the Ministry of Education through the national Database by the EOTC co-coordinator.
- 6) All procedures recorded in the Rangiora High School Health and Safety Policy and procedures apply to EOTC.

Equipment

- 1) Activities and circumstances for which safety equipment should be used are identified by the TIC.
- 2) Safety equipment and/or clothing are provided to all staff and students and must be used/worn when appropriate.
- 3) Staff and students are instructed in the safe use of all equipment including safety equipment.
- 4) 8.4 Where staff and/or students provide their own safety equipment and/or clothing this must be monitored by the TIC of the event and where appropriate the EOTC co-coordinator.
- 5) Safety equipment must comply with the NZ Standards and Codes of Practice.
- 6) Use and maintenance log is kept for all safety equipment.
- 7) All equipment is stored appropriately.
- 8) School first aid kits must be carried for all events and their use reported to the First Aid personnel in the office who will re-supply them.
- 9) There is a communication system in place for all events.
- 10) Facilities must be checked prior to the event where appropriate and an inventory is kept and maintained by the EOTC co-coordinator.

Other

- 1) All documentation will be stored in the EOTC folder in the office and in the EOTC folder on the "G" drive.

- 2) The EOTC procedures will be reviewed annually by the EOTC co-coordinator.
- 3) Any External Review Process shall be determined by the BOT Chairperson.
- 4) Sequencing must be a key component of any activity and programme.
- 5) Student must follow the Rangiora High School Code of behaviour and
- 6) Rangiora High School Rules.
- 7) Staff are required to get students to agree to follow the Rangiora High School Code of
- 8) Behaviour and the Rules and Risk management requirements for level 3-5 events.
- 9) Staff must ensure that students experience “Challenge by Choice” (that is they are not
- 10) forced to participate).

PROCEDURES / PROTOCOLS

Homework and Home Study

Definitions

- 1) Homework consists of specific work set by a teacher and includes exercises, assignments, reading, etc.
- 2) Home study is self-directed study and revision (although it may be with teacher guidance) for tests, examinations, etc.

Rationale

Both home study and homework preparation play a very important part in a student's education in that they condition and teach a student to work independently and manage time. This process should begin in Year 9.

Objectives

- 1) To foster in students the practice of independent study through reading, researching, assignments, etc.
- 2) To complement classroom programmes with reinforcement through work and study at home.
- 3) To encourage students to prepare for tests and examinations and to assist them in developing techniques to do this.

Guidelines

It is important that class teachers, and in particular, Form Teachers, help students plan their time, teach them study skills, and how to use their student diary. The student diary includes suggestions for examination preparation as well as space to write homework tasks.

When homework is set, teachers must make sure that it is noted in the student diary and the teacher should follow up to make sure that the work is done and where appropriate marked, or checked.

Guidance By Form And Classroom Teachers

- 1) Teachers should discuss with students:
 - making time available for home work
 - high quality time and low quality time
 - priorities
 - coping with stress
 - using the student diary.
- 2) When assignments have been set it is important that some class time is made available for teachers to check on progress.

Use Of Student Diary

- 1) The diary has space for students to enter daily homework requirements, including assignments.
- 2) It is a means of communication to parents/caregivers and vice versa.
- 3) It contains information on examination preparation.

Expectations

- 1) All pupils should get and do homework and be encouraged to engage in independent home study.
- 2) Students are to record their homework requirements in their student diaries.
- 3) Year 9 & 10 students could have up to 1½ hours a night.
- 4) Year 11, 12 & 13 students could have at least 2 hours a night.
- 5) Form teachers at form time should discuss with their classes the amount of homework being set.
- 6) Staff should be sensitive to the capabilities of their students.

Consequences for non-completion

- 1) The student can be directed to catch up in their own time (eg. lunchtime under teacher supervision) or that night.
- 2) If the homework is still not done, parents/caregivers can be contacted via the student diary (and getting parents/caregivers to sign) or by letter or phone call.
- 3) Use can be made of referral under the Managing Student Behaviour system for repeated failure to do homework.
- 4) The student can be put on a homework report administered by their form teacher or dean and shown to a parent each evening.

Guidelines for Parents/Caregivers

- 1) Parents/caregivers should check and encourage the use of the student diary.
- 2) Parents/caregivers should use the student diary for communications regarding homework.
- 3) Parents/caregivers are expected to help their children to balance their after-school lives among homework, cultural and sporting activities, paid employment, and leisure.
- 4) Parents/caregivers should contact the class teacher or, if a general matter, the form teacher or dean if they have a question regarding homework.

PROCEDURES / PROTOCOLS

Junior Curriculum

Rationale

Rangiora High School has a commitment towards providing its pupils with a balanced, flexible curriculum, which meets a wide range of needs and abilities.

Principles

- 1) Requirements of the relevant Education Act in regard to curriculum will be adhered to, National Curriculum Guidelines and NZQA Framework requirements followed.
- 2) The curriculum will work towards the main goal of preparing learners to take an active and positive role as adults in the economic and social life of NZ.
- 3) Curriculum objectives and local goals in the Charter will guide the curriculum:
- 4) Remedial tuition will be timetabled for Reading and Mathematics and may be available for any other subjects who can demonstrate a need.

Guidelines

Local Curriculum Goals & Objectives

- 1) To provide suitable courses for students of all abilities.
- 2) To encourage students to experience a wide range of subjects.
- 3) To develop a curriculum which reflects the special interests and rural environment of our community.
- 4) To encourage courses which take advantage of the close links between the school and its urban and rural communities.
- 5) To provide timetabled sport, recreational and cultural opportunities.
- 6) To provide a timetable structure which allows all pupils to learn at their most appropriate level.
- 7) To provide continuing educational opportunities.
- 8) To promote a Maori dimension within the school curriculum.
- 9) To provide courses in child development and parenting skills.

The Form 3 curriculum will follow this pattern

English	3 hours	
Mathematics	3 hours	
Science	3 hours	
Social Studies	3 hours	
Electives A	3 hours]	(six to be chosen, two each term.
B	3 hours]	Remedial reading to be offered as an elective).
Music (Core)	2 hours	
Art (Core)	1 hour	
Health/Computer Studies	1 hour	
Physical Education	2 hours	
Sport/Recreation	1 hour	

The range of electives offered is: (Any six, two per term)

Agriculture	Horticulture
Art	Maori
Clothing	Music
Economics	Reading
French	Typing
Graphics and Design (TD)	Workshop Craft (Metal)
Home Economics	Workshop Craft (Wood)
Japanese	

The Form 4 Curriculum follows this pattern:

English	4 hours
Mathematics	4 hours
Science	4 hours
Social Studies	4 hours
Elective A	3 hours
Elective B	3 hours
Physical Education	2 hours
Sport/Recreation	1 hour

The range of electives offered is: (Any two for the whole year).

Accounting	Horticulture
Agriculture	Japanese
Animal Husbandry	Maori
Art	Music
Clothing	Reading
Economics	Typing
French	Workshop Craft (Metal)
Graphics and Design (TD)	Workshop Craft (Wood)
Home Economics	

The Curriculum Committee should review the junior curriculum structure, seeking the opinion of students, parents and the staff. The aim of these reviews will be to establish our students' curriculum needs and to work towards the provision of these.

PROCEDURES / PROTOCOLS

Off-Site Practical and Workplace Components

Rationale

There are arrangements for ensuring that any off-site practical/work place components are fully integrated into relevant programmes.

Policies

- 1) The Curriculum Committee will be responsible for the policy on programmes (or parts of programmes) which take place off the school premises.
- 2) Where off-site activities are components of school programmes, they will be integrated as fully as possible with the regular course components, and be subject to the same quality management system as all other school-based programmes.
- 3) Where off-site activities are stand alone programmes, achievements for the Record of Learning will be reported independently by the registered, external assessor and quality assurance will be the responsibility of that assessor.

Procedures

- 1) There is a statement in the department's Curriculum Delivery Plan¹¹ which outlines the policy on off-site programmes.
- 2) Individual departments are responsible for approved off-site assessment activities which are organised as a component of their respective teaching programmes.
- 3) Off-site activities which are components of programmes are assessed by school staff using the quality management systems used for regular programmes. Assessments are only made on the basis of:
 - teacher observation of students' off-site activities
 - students' off-site work submitted for teacher assessment
- 4) Off-site activities assessed by a registered external assessor do not form part of the school's assessment nor are they subject to the school's quality management system.
- 5) Achievements for the Record of Learning assessed by an external assessor are reported independently using the assessment procedure and their quality management system.

Evaluation

- 1) Evaluation of off-site activities will be continuous and involve seeking feedback from students and other Heads of Department in relation to
 - a. integration with on-site programme
 - b. impact on other subjects studied
 - c. costs, especially value for money
 - d. contribution to learning in the subject
- 2) A formal evaluation of off-site activities will occur at least once a year, when the curriculum delivery plan is being reviewed.
- 3) It is expected that off-site learning procedures will be modified in the light of such feedback.

¹¹ See Appendix 5

PROCEDURES / PROTOCOLS

Procedure for Initiating New Subjects

Criteria for approval of new courses

Proposals for new courses should meet the following criteria:

- Course objective are clearly stated;
- the course is linked to the National Curriculum, the school's local curriculum goals and the school's achievement statement where applicable;
- assessment procedures to be followed for this course are outlined;
- the qualification(s) available for students is indicated;
- an outline of proposed levies/costs to students is provided;
- an outline of course content is provided;
- pathways for further study available for students are indicated;
- an estimate of the potential number of students taking this course is provided;
- staffing required for this course is outlined including number of staff and level of qualifications/expertise;
- an estimate of the resource requirements for commencing this course is provided including text and other learning resources requirements and rooming requirements together with any specialist facilities needed;
- An indication is provided of any external constraints e.g. requirements of ITOs

Process for approval of new courses

- 1) Registration of intent to submit a new course proposal should be made to the Curriculum Committee at its first meeting of the school year.
- 2) New course proposals must be submitted to the Curriculum Committee by the end of March of each year.
- 3) Decisions on new course to proceed for the following year will be made by the end of the second week in Term 2 for incorporation in the Course Handbook (to be ready for printing by the end of the first week in June).
- 4) Course information material to be distributed to contributing schools at the beginning of Term 3 as well as to high school students.

Presentation

- 1) The Curriculum Committee should hold a special sitting or sittings to consider new course proposals.
- 2) The Department making the proposal should present the proposal to the committee and be available to answer questions.

Advice

Advice to Heads of Departments preparing new course proposals will be made available by the Curriculum Committee if required.

PROCEDURES / PROTOCOLS

Recognition of Prior Learning

Definition

Recognition of prior learning is a process that enables people of all ages, backgrounds and attitudes to receive formal recognition for skills and knowledge they already possess.

Principles

Rangiora High School is committed to the following principles:

- 1) Recognition of prior learning should be accessible to anyone with skills, knowledge attitudes and values that can be validated.
- 2) Access to RPL should be supported through a process of referral to those accredited to implement RPL.
- 3) Opportunities for candidates to receive support and guidance should be available throughout the RPL process.
- 4) RPL procedures should ensure that assessment is fair, valid and consistent.
- 5) Credit for unit standards should be awarded for current and relevant skills, knowledge, attitudes and values achieved without regard to length, place of method of learning.

Facilitation

A student claiming recognition of prior learning will be assisted by a facilitator to prepare a case for such recognition. The learner will be required to demonstrate that prior learning has been achieved.

Facilitators will be members of the school's guidance network and will be given training at least once a year on the requirements of their role.

Evidence for RPL

Evidence for the recognition of prior learning will include:

- Notice of results
- Official course description or syllabus
- Complete class assignments
- Notes taken in class
- Training manual, textbook or other literature used
- Graded tests, reports or other work evaluations
- Annotated bibliography or list of materials used
- Certificate of attendance
- Proof of enrolment
- Certificate or diploma
- Assigned reading list
- Reports, proposals or other material written on the job
- Awards
- Blueprints, schematics, artwork or other work products
- Curriculum vitae
- Letters from supervisors or employers
- Licences
- Performance evaluations

- Membership of professional or trade organisations
- Newspaper or magazine clippings
- Letters or corroboration from co-volunteers, clients served, supervisors
- A list of books read
- An annotated bibliography
- Patents obtained
- A list of countries visited
- Mementos from countries lived and travelled
- Exhibits such as photographs, videotapes etc
- Programmes from performances

Presentation of case for RPL

If the facilitator is satisfied that sufficient evidence has been collated to provide evidence of RPL, the facilitator will recommend to the student that the material be collated and presented to the assessor.

Insufficient Evidence

In the event that it is considered that there is insufficient evidence to support a claim for RPL, the student may be required to sit a test to establish the degree to which prior learning has been achieved. The evidence from the test will be used to establish whether the student has achieved the required standard to receive RPL.

Assessment

Assessments will be carried out by assessors who will review the evidence presented in support of the student's claim for RPL.

Assessors will be trained by the school and will have expertise in the field of study in which RPL is claimed. Where a trained assessor is not available within the school, an assessor will be sought from outside the school. Assessors within the school will, in most cases, be teachers who are in charge of subject areas. The school's Assessment Committee will be responsible for ensuring that assessments are fair, valid and consistent. The committee will have oversight, in conjunction with the Professional Development Committee, of training of assessors on an annual basis. The Committee will appoint a person responsible for overseeing the operation of RPL procedures.

Appeals

Students may appeal decisions over claims for RPL to the Assessment Committee. The person responsible for overseeing the operation of RPL procedures shall assist the student in bringing the appeal to the committee.

Should the student not be satisfied with the decision of the Assessment Committee, the student will have a further and final right of appeal over the Committee's decision, to the Principal.

PROCEDURES / PROTOCOLS

Reporting

There is a system for providing learners with fair and regular feedback on progress and fair reporting on final achievement, with an associated appeals procedure.

There is a system for archiving information on final learner achievements.

Policies

- 1) The school will issue reports at least twice a year. These reports will provide learners and parents with feedback on progress and achievement.
- 2) There is a reliable system for collecting and storing achievement information.
- 3) There is an appeal procedure for students' final achievement.
- 4) Learners' final programme credit details are communicated to the New Zealand Qualifications Authority for inclusion on learners' Record of Learning, or to other providers for appropriate recording.

Procedures

- 1) There is a New Zealand Qualifications Authority Liaison Teacher, appointed by and responsible to the Principal for:
 - the archiving and backup storage of final learner achievement details of courses
 - the communication of unit credit details to the New Zealand Qualifications Authority
- 2) **The Assessment Committee** (see Element 7) is responsible for the reporting system in the school. The Assessment Committee, on an annual basis
 - canvasses the staff and the school community on reporting processes
 - advises the Principal on the general format, number, timing and method of distribution of all reports
 - is responsible for the formatting and subsequent ordering of report forms
 - oversees, in conjunction with the Deans of the school, the collection, duplication, storage and delivery of reports.
- 3) **Heads of Departments**
 - advise the liaison teacher of final unit achievement details
 - investigates appeals from learners and makes subsequent amendments to reports, duplicates and to the achievement records
 - informs the liaison teacher of successful appeals and subsequent amendments for forwarding to the relevant authority
 - ensures that their teaching staff keep accurate records of learners' progress and achievement, and report this accurately and meaningfully
 - ensures that teaching staff can produce records of student achievement on demand
 - retains assessment records of teachers who leave
- 4) Learners may appeal their final unit assessment to the Head of Department subject teacher. If the appeal is unresolved at this stage, learners may appeal their assessment to the Principal.
- 5) Duplicate copies of reports will be stored centrally for the duration of the learners' time at school. Thereafter, they will be transferred to the school's archives

PROCEDURES / PROTOCOLS

Secondary Tertiary Alignment Resource

Rationale

- 1) STAR (Secondary-Tertiary Alignment Resource) funding is provided by the Ministry of Education to facilitate the operation of non-conventional courses. Extra resources are provided by the Ministry of Education for this purpose.
- 2) The STAR courses policy outlines the principles and procedures for utilising those resources in the most effective ways to enhance learning within the school.

Goal

- 1) To ensure that students at Rangiora High School have access to a range of non-conventional courses.
- 2) To increase the range of options available to students at Rangiora High School, and in particular courses that cater for non-academic students in the senior school.

Management of STAR Courses

- 1) All STAR courses must operate within the guidelines established by the Ministry of Education.
- 2) A STAR coordinator shall be appointed to oversee the administration of STAR courses. The STAR coordinator shall:
 - a. prepare a proposal each year for STAR courses to be offered in the following year
 - b. ensure that this proposal is forwarded to the Ministry before the deadline each year
 - c. keep all staff informed of what funding is available
 - d. be available to offer advice to Departments wishing to draft proposals for new courses
 - e. keep students informed of what courses are available to them
 - f. keep up to date with the administration of STAR courses by liaising with the Ministry of Education and networking with STAR coordinators in other schools
 - g. oversee the work of the ancillary assistant
- 3) The STAR coordinator shall report to the Personnel Committee on staffing issues and to the Curriculum Committee on other matters relating to STAR courses.
- 4) The Head of Department shall be responsible for the administration of any STAR courses operated within their Department.
- 5) In the event of there being more proposals to offer STAR courses than there are resources available, any prioritising necessary will be done by a sub-committee comprising the Principal, or his/her nominee, the STAR coordinator and a representative of the Personnel Committee, after consultation with the HODs of Departments which have forwarded a proposal. There would be no guarantee that existing courses would retain a top priority. In deciding the priorities consideration should be given to the number of students and Departments that would benefit. It is desirable that STAR funding benefits should be spread as widely as possible across the school.
- 6) Funding for STAR courses includes funding for staffing. Where a STAR course is delivered by a teacher employed from the school's GMFS staffing entitlement, the staffing policy of the school shall apply to that course (with the exception of specific time

allowances outlined in 4.1 below). When numbers opting for a proposed course fall below the guidelines of the school's staffing policy, the Head of Department may negotiate with the Principal to subsidise the staffing out of STAR funding provided for the course.

The Utilisation of STAR Resources

- 1) Funds generated by the school's entitlement to STAR funding should be directed to providing STAR courses.
- 2) Funding allocated to STAR courses may be directed to meet the following needs of the course for overall administration support:
 - a. a time allowance for the STAR coordinator
 - b. payment of an ancillary assistant for approximately two hours per week
 - c. a pro rata contribution to the general overheads of the school. This should be worked out by establishing the proportion of regularly timetabled classes which are STAR courses as compared to non-STAR courses which run in the school and dividing the cost of overheads proportionately.
- 3) The Head of Department has the responsibility of determining each year, in consultation with the staff involved in teaching the course concerned, how the funding available for each STAR course is best utilised. The funding may be spent on extra staffing time, resources or administrative support, provided that no more than one hour per week of extra staffing time may be financed out of the resources provided for running their particular STAR course.
 - a. Each year, a budget will be prepared allocating funds generated for the course. Funds may be used for setting up the course where the course is new or for providing for the ongoing resource requirements for the course including replacing equipment, providing learning resources and meeting transport requirements for the course.
 - b. The draft budget will be submitted (via the STAR co-ordinator) to the budget sub-committee for consideration and approval.
 - c. If all of the school's STAR requirements have been satisfied for the year and surplus funds from the STAR entitlement remain, these funds are rolled over to next year's budget allocation.

Audit and Reporting Requirements

Each year schools are required to maintain a record to confirm that the Crown's funds allocated for STAR have been used for the purpose intended.

A form has been developed that details the information and expenditure that schools should record and retain. This form is available at www.minedu.govt.nz/goto/resourcing forms.

Forms and any other records related to STAR funding are to be completed at the end of the school year, and be available for audit and reporting purposes.

PROCEDURES / PROTOCOLS

Senior Curriculum

Rationale

The senior curriculum will help students to make the transition to adult life. The total programme offered will make it possible for students to be prepared for tertiary education, employment, and leisure and social activities, enabling them to take an active and positive role in the economic and social life of New Zealand.

Principles

- 1) The development and delivery of the curriculum for students is the main function of schools. All other tasks and systems should contribute to, and enhance this.
- 2) Where they exist, requirements of the relevant Education Act, National Curriculum syllabus guidelines and prescriptions will be adhered to, and NZQA Framework guidelines followed.
- 3) Curriculum objectives and the local goals of the Charter will guide the curriculum.
- 4) The programme offered to senior students will be broad and multi-level, to meet the varying needs of pupils. The timetable will attempt to make the curriculum accessible to as many students as possible.
- 5) The programme offered will attempt to remove the distinction between academic subjects and vocational subjects.
- 6) Cultural and sporting activities, Work Exploration, Health Education, enhancement and remedial programmes are recognised as an integral part of the senior programme.
- 7) It is the HOD's responsibility, in consultation with other teachers in the Department, to develop a plan, or subject scheme, outlining the delivery of the subject, at every level.
- 8) In order to operate, subjects must be staffed with suitably trained, qualified, and competent teachers.
- 9) The curriculum, and the delivery of it, will respect the differing cultural and socio-economic backgrounds of all students and staff.

Guidelines

- 1) Form 5 students will follow this programme:
English 4 hours per week (compulsory)
Mathematics 4 hours per week (compulsory)
Science 4 hours per week (strongly recommended)
And any 3 others from this list, all of which operate for 4 hours per week.

Accounting	Liberal Studies 4 hrs] Only 1
Agriculture	Lib Studs/Phys Ed 2 hrs ea] of these
Art	Phys Ed 4 hrs] 3
Clothing & Textiles	Maori	
Economics	Music	
French	Technical Drawing	
Geography	Transition Studies	
History	Typing	
Home Economics	Workshop Technology (Metal)	
Horticulture	Workshop Technology (Wood)	
Japanese		

1 hour of sport is also compulsory.

- Pupils will receive guidance if required, to ensure that their course remains open-ended, and wide-ranging as possible.
- Pupils after guidance may do 6 subjects for School Certificate.

2) Form 6 students must do 4 hours of English, or Alternative English but have free choice of up to 5 other subjects from this list. All subjects operate for 4 hours per week.

Accounting	History
Agriculture	Home Economics
Animal Husbandry	Horticulture
Applied Biology	Japanese
Applied Maths	Legal Studies
Art History	Life Skills/Study/Physed
Art Practical	Maths
Biology	Media Studies
Chemistry	Maori for Beginners
Clothing/Textiles	Music Performance
Computer Studies	Photography
Design & Technology	Physical Education
Drama	Physics
Economics	Practical Keyboarding
French	Science
Geography	Transition
Graphics & Design	Typing

1 hour of sport is compulsory.

- As with Form 5, guidance is available to ensure that fourth year students choose courses which are most suitable to their needs and abilities.
- Some pupils after guidance may select 6 Sixth Form Certificate subjects.
- Multi-level studies are advised for those students who would find a full F6 course too difficult.

3) Form 7 students have a free choice of up to 5 subjects from this list. All subjects operate for 4 hours per week.

Accounting	French
Agriculture/Horticulture	Geography
Art History	Graphics & Design
Art Practical Painting	History
Art Practical Photography	Home Economics/Independent
Art Practical Printmaking	Living
Biology	Mathematics with Statistics
Chemistry	Mathematics with Calculus
Classical Studies	Music
Clothing/Textiles	Text Processing
Communication English	Physical Education
Design & Technology	Physics
Economics	Transition Studies
English	

- 4) Students at senior level will be asked to indicate subject choices for the following year, early in Term 3. After guidance, the choices are confirmed and these choices determine the format of the timetable. Every effort will be taken to ensure that pupils get the curriculum they choose.
- 5) Curriculum committee will every year, receive and consider suggestions for new courses or the dropping of existing ones. It will report to the Board of Trustees in March every year, indicating the subjects offered, time allocations, class sizes and subject progressions. Availability of trained staff will also be advised to the Board of Trustees.
- 6) Curriculum delivery will be monitored through the subject review system. Each department can expect a formal school review every 5 years, but informal review should be part of the subject evaluation, undertaken by the HOD.
- 7) Subject schemes should be viewed as working documents. A validated file copy should be lodged at the school office and every teacher must have a copy. It should be reviewed and amended if necessary every year. (See attached note on schemes).
- 8) Subject HOD's will submit a budget for each year's operation. Funding of each subject will be open and published. It will be based on pupil numbers with recognition of the special costs of operating some subjects. Special funding will be budgeted for encouraging innovations, new subjects, or where equity issues can be demonstrated.

Outcomes

As a result of this policy:

- The timetable and curriculum will meet the needs of our pupils.
- Qualified pupils will have free choice of subjects after receiving guidance in regard to subject progress and course planning.
- Curriculum schemes meet with a high level of approval from ERO and departmental review.
- The school curriculum and its delivery meets with a high degree of approval from community, pupils and staff.
- The Board of Trustees are informed about curriculum matters.
- Subject funding will be fair and equitable.