

# St Bede's College



AC1 – CURRICULUM POLICY



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### Rationale

The mission of St Bede's College is to help each boy develop fully by faith and works (*Motto: Fide et Opere*). The College has as one of its basic principles, the encouragement of the achievement of personal excellence by each student in all areas of school life. The curriculum offered by the College is to be designed to give effect to that Mission.

### Principles and Procedures

The policy below is derived from the College Mission and is based on the Charter and Strategic Plan.

The following principles, drawn from those documents, are intended to guide the construction and delivery of the curriculum.

1. The Catholic character of St Bede's College underpins all of the activities of the College, therefore the religious education programme is the cornerstone of the curriculum. All students are expected to undertake a course of religious education.
2. While the religious education programme is at the centre of the College's curriculum, the Catholic character of the College must influence the delivery of the entire curriculum.
3. As the Board of Trustees has an obligation to ensure that the College's curriculum meets the goals and objectives of the New Zealand curriculum, it must be structured and delivered in such a way as to meet the National Administrative Guidelines and the National Education Guidelines.
4. The College curriculum is intended to foster student achievement by providing teaching and learning that offers all students opportunities to achieve success in essential learning and skill areas of the New Zealand curriculum.
5. In order to ensure that the College helps 'each boy develop fully', principles of Equal Opportunities will be followed and the curriculum must be structured and delivered in such a way as to cater for the diversity of needs in the College's student and parent body, and to provide realistic challenges to all students.
6. The College will provide appropriate career education and guidance for all students, with a 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 through vocational or Secondary Tertiary Pathways. (NAG 1 (f)).
7. The College will recognise outstanding achievement (both in terms of performance and attitude) in academic and other areas of school life. Such recognition may form part of the Gifted and Talented Programme where possible. (NAG 1).
8. The College will review the content and delivery of the curriculum, annually, in order to ensure that it is meeting the needs of its community. As part of this review, it will consult with students, parents and staff.



9. The College will operate a system of assessment that leads to a valid and reliable evaluation of student achievement and progress.
10. Home-based learning can add value in class programmes and students can expect to undertake meaningful learning outside the classroom at the discretion of their teacher.
11. The College will report on individual student achievement that provides students and their parents/caregivers with fair, accurate and comprehensive accounts of their progress.
12. Every year, the Rector and the Deputy Rector – Teaching and Learning will report to the Board of Trustees on the extent to which the curriculum has met the purposes and guidelines set out in this policy.
13. The Board of Trustees will report annually to the parent community and other stakeholders on the achievement of the student body.

This Board Policy is supported by procedures developed by school management.

### **Additional Relevant Policies**

Refer to:

- AC2 – Religious Education
- Timetable Policy

### **Regulations/Legislation**

Education Act 1989

Ministry of Education:

- National Education Guidelines
- National Administration Guidelines
- National Education Goals
- Curriculum Policy Statements
- Special Education Guidelines
- Curriculum Statements
  1. Arts
  2. English
  3. Health and Physical Education
  4. Mathematics
  5. Science
  6. Social Studies
  7. Technology
  8. Language
  9. Centre of Enhancement (CoE)



**School Procedures that Relate to this Policy**

NAME OF PROCEDURE	AUTHOR	DATE	FACULTY OR DEPARTMENT
<ul style="list-style-type: none"> <li>Student Assessment – see SBC NQF Faculty Policy and Procedures &amp; NQF NCEA Information for Students &amp; Caregivers</li> <li>NCEA Information Evening for Parents</li> </ul>	Principal's Nominee	Annually - January  Annually – Term 1	Curriculum  Curriculum
<ul style="list-style-type: none"> <li>Curriculum procedures and Departmental Review – see SBC Faculty Checklist, Quality Review Cycle for Existing Courses</li> <li>see SBC procedures for the Introduction of New Courses</li> </ul>	Principal's Nominee  Deputy Rector – Teaching & Learning	Annually – December  Annually – Term 2	Curriculum  Curriculum
<ul style="list-style-type: none"> <li>Curriculum Handbook</li> <li>Procedures for Report Writing</li> </ul>	Deputy Rector – Teaching & Learning	Annually – August  Annually	Curriculum  Curriculum
Career Information: <ul style="list-style-type: none"> <li>Tertiary Charter</li> <li>Gateway Plan 2015 (renewed 2yrly)</li> <li>SBC Individualised Careers/Education programme</li> <li>SBC Career Education, Career guidance, Career Counselling 2015</li> <li>Curriculum Handbook</li> <li>Subject Choice and Careers Evening</li> </ul>	Centre of Enhancement (CoE)	Two yearly  Annually  Annually  Annually  Annually Annually	CoE  CoE  CoE  CoE  Curriculum CoE & Curriculum
Recognize Outstanding Achievement: <ul style="list-style-type: none"> <li>Academic Assembly</li> <li>Honours Pockets</li> </ul>	Deputy Rector – Teaching & Learning	Annually – February & November	Curriculum

<b>DATE APPROVED:</b>	16 July 2018	<b>RESPONSIBILITY:</b>	Curriculum
<b>REVIEW PERIOD:</b>	Annually	<b>DATE LAST REVIEWED:</b>	February 2020