

Sacred Heart Girls' College

New Plymouth



CURRICULUM POLICY

Last reviewed at BOT Meeting on 25/11/2020

Chairperson: Stephen Hill

Signature:

A handwritten signature in blue ink, which appears to read 'Stephen Hill', is written over a white background.

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SUPPORTING DOCUMENTS

Documentation	Location
NCEA Policy Teacher Handbook	On file
Annual Plan	Principal's office
Board Minutes (signed)	Principal's PA office
Charter/Strategic Plan	Principal's office
ERO Reports	Principal's PA office
Ministry Gazette notices and circulars	Staffroom
School Marketing documents (prospectus)	Principal's PA office / Main office
Trustees Handbook	Principal's office / Principal's PA office
Trustees Role Descriptions (Code of Conduct)	Principal's PA office
Statement on the Delivery of Health and Sexuality Education At Manawa Tapu	Staff Drive – Health folder
Ka Hikitia	Principal's office

Pasifika Education Plan	Principal's office
Reports of student achievement	On file / Kamar
Boards Annual Report will include data for Year 7 & 8, in Reading, Writing and Mathematics, and specifically for Māori.	Principal's office
Progress of strategic goals.	On file / Principal's office
Results of self-review.	On file
NCEA data analysis.	Deputy Principal's office
School Curriculum Programmes	On Microsoft 365/Website
Individual Records of School Attendance	Kamar



Sacred Heart Girls' College

CURRICULUM DELIVERY POLICY

The Sacred Heart Girls' College Board of Trustees will foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

The Board, through the Principal and Staff, will:

- (a) Develop and implement teaching and learning programmes:
 - i. to provide all students in Years 7-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in Years 7-8.

- (b) Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy, especially in Years 7-8; and then to;
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

- (c) On the basis of good quality assessment information, identify students and groups of students:
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs, and
 - iv. aspects of the curriculum which require particular attention.

- (d) Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

- (e) In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and
- (f) Provide appropriate career education and guidance for all students in Year 7 and above, 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 or further education/training.

THIS POLICY WILL BE READ IN CONJUNCTION WITH THE SPECIAL CHARACTER POLICY AND THE SCHOOLS' MISSION STATEMENT.

ASSESSMENT PROCEDURES

Sacred Heart Girls' College is committed to the process of measuring each student's progress in relation to defined objectives as outlined in the New Zealand Curriculum document, and monitoring changes in that progress.

Sacred Heart Girls' College will:

1. Use current and relevant methods of measuring a student's progress.
2. Clearly identify the objectives of a course and the means of assessing student progress.
3. Ensure each student's progress is recorded and monitored effectively.
4. Use Student achievement data as evidence to inform decision making

It is the responsibility of the Board of Trustees to ensure that there is an assessment system in place and this responsibility may reasonably be delegated to the Principal.

It is the responsibility of Leaders of Learning to review and report annually on the methods of assessment used in their Faculty including the assessment of any off-site or practical work-based components.

The Principal will ensure that, within the financial constraints of the budget, staff are trained in and kept up to date with current best practice in assessment.

Leaders of Learning will ensure that an annual review and report is undertaken on the effectiveness of the assessment procedures used in the Faculty/subject and the ability of those methods to clearly identify progressions in student progress.

Leaders of Learning will ensure that students are given, at the beginning of a course, clear statements detailing the assessment methods and procedures that apply to each course as well as the objectives and timing of each assessment.

At the commencement of the College year, Leaders of Learning are to ensure that all students are informed of any penalties that relate to the late submission of work.

Subject teachers are to follow the policy of the College on internally assessed courses.

CAREER GUIDANCE FOR STUDENTS

The Board of Trustees of Sacred Heart Girls' College, will ensure the college provides appropriate career education and guidance for all students with a particular emphasis on developing awareness of employment opportunities and varieties 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 future education/training.

Students at every opportunity will:

1. focus on career self-awareness and exploration.
2. gain knowledge of themselves in terms of their strengths, needs and aspirations.
3. have access to accurate and up to date information about careers and training options.
4. be engaged in discussion about the world of work and education.
5. be informed of the definition of career and what this implies.
6. have access to and be able to listen to people in the community who are involved in interesting and different careers.
7. realise that accessing curriculum content will enhance their opportunities and choices about employment and their quality of life as community members.
8. have opportunities to explore the different careers that people are involved in and what is necessary for them to do at this stage of their education to allow them to access these careers.
9. as appropriate, have access to careers displays information evenings etc.

At every opportunity students will be informed of trends, choices and opportunities of career options.

LEARNING SUPPORT

Sacred Heart Girls' College has a responsibility to maintain an environment which is conducive to learning, promotes the College's Special Character and which encourages self-discipline in students.

Learning will be enhanced by good relationships between College, family/whanau and the wider community.

Sacred Heart Girls' College will;

1. provide clear guidelines for good Learning Support practices at the college.
2. support the learning of all students so that they can reach their individual potential.
3. ensure the development and regular review of a school wide Learning Support Action Plan. This responsibility will be allocated to a member of the Senior Leadership Team.
4. ensure Learning Support involves a team approach involving all teaching staff. Leaders of Learning will ensure that programmes of learning are developed to ensure all students are able to reach their potential. In particular the following co-ordinators will be appointed:
 - SENCO: Special Educational Needs Co-ordinator
 - Literacy Co-ordinator
 - Numeracy Co-ordinator
 - ESOL Co-ordinator

GIFTED AND TALENTED STUDENTS

Sacred Heart Girls' College recognises that supporting gifted and talented students is key to those students reaching their full potential.

Sacred Heart Girls' College will:

1. provide clear guidelines for effective gifted and talented practices at the college.
2. support students identified as gifted and talented to enable them to reach their individual potential.
3. ensure the development and regular review of a school wide Gifted and Talented Programme.
4. use funding from the Board of Trustees to ensure that the Gifted and Talented programme is resourced adequately. This will be led by the appropriate Leader of Learning.

LITERACY

Sacred Heart Girls' College recognises that a strong literate ability is fundamental to students reaching their full potential.

Sacred Heart Girls' College will;

1. provide clear guidelines for good literacy practices at the college.
2. equip all students with a level of literacy that will enable them to reach their individual potential.
3. Literacy Co-ordinator who will work with all staff to implement a Literacy Action Plan which will be reviewed annually.
4. ensure the Literacy Action Plan involves all curriculum areas in order for students to be successful at NCEA, priority will be given to development of literacy skills for students in Years 7-10.
5. use funding from the Board of Trustees to ensure that the Literacy Action Plan is resourced adequately. External funding will be sourced by the Literacy Co-ordinator where appropriate.

NUMERACY

Sacred Heart Girls' College recognises that a strong numeracy ability is fundamental to students reaching their full potential.

Sacred Heart Girls' College will;

1. provide clear guidelines for good numeracy practices at the college.
2. equip all students with a level of numeracy that will enable them to reach their individual potential.
3. ensure in order for students to be successful at NCEA, priority will be given to development of numeracy skills for students in Years 7-10.
4. ensure the development and regular review of a school wide Numeracy Action Plan. This will be overseen by the Leader of Learning Mathematics in conjunction with the Numeracy Co-ordinator.
5. use funding from the Board of Trustees to ensure that the Numeracy Action Plan is resourced adequately. External funding will be sourced by the school where appropriate.

ESOL

Sacred Heart Girls' College recognises that supporting students with English as a Second Language is fundamental to those students achieving their full potential.

Sacred Heart Girls' College will;

1. provide clear guidelines for good ESOL practices at the college.
2. ensure that all students with a diagnosed ESOL need receive the support necessary for them to achieve to their potential.
3. appoint a suitably qualified ESOL teacher (if required) who will work with students to diagnose and to support their ESOL needs.
4. ensure the development and regular review of a school wide ESOL Action Plan.
5. use funding from the Board of Trustees to ensure that the ESOL needs of students is resourced adequately. External funding will be sourced by the school where appropriate.

SPECIAL NEEDS

Sacred Heart Girls' College recognises that supporting students with Special Needs is key to those students reaching their full potential.

Sacred Heart Girls' College will;

1. provide clear guidelines for effective teaching of students with Special Needs at the college.
2. support students identified as having Special Needs to enable them to reach their individual potential.
3. SENCO works with staff to ensure that all Special Needs students are given the opportunity to progress their learning.
4. ensure the development and regular review of the individual needs of any student identified with Special Needs.
5. use funding from the Board of Trustees to ensure that the needs of any student identified as having Special Needs is resourced adequately. External funding will be sourced by the school where appropriate.

EQUITY

Learning will be enhanced in a non-discriminatory environment that seeks to give equality, respect and opportunity to students, parents/caregivers and other members of the college community regardless of age, gender, physical or mental abilities, sexual orientation, religion, beliefs, ethnicity, cultural and social perspectives, family, or geographic isolation.

Sacred Heart Girls' College will;

1. enhance learning by ensuring the College programmes and policies seek to achieve equitable outcomes.
2. ensure that all students have the opportunity to learn to the best of their ability and in accordance with their needs.
3. ensure students with Special Needs are offered a programme of support which will be designed to achieve equitable outcomes for the students.
4. ensure that equity is an important consideration in all College appointments.

Sacred Heart Girls' College Board of Trustees will;

1. formulate policies that are practical and reflect an equity philosophy in all areas of College life.
2. include a clear statement in the Strategic Plan which confirms our commitment to equitable policies.
3. ensure access by all students to learning programmes and physical resources.

CO-CURRICULAR ACTIVITY

The Special Character of the College is enhanced through the students' participation in co-curricular activities. These activities are an holistic approach to education and give students the opportunities to participate and excel beyond the classroom.

Sacred Heart Girls' College will;

1. offer a range of activities for the benefit of our students.
2. will encourage all students to participate in a variety of activities at all levels by;
 - i) providing a wide range of co-curricular activities and events.
 - ii) continuing to foster and develop relationships with other Mission/Catholic Schools as a priority.
 - iii) supporting all people with Special Needs to participate in activities.
 - iv) providing opportunities for student to perform.
 - v) recognising the achievements of students involved in all activities both school and community based.
 - vi) acknowledging excellence in progress.
 - vii) providing the appropriate facilities and equipment and ensuring that there is an appropriate allocation of funds provided in the annual budget.
 - viii) supporting the progress of coaches, managers and other participants by communicating and offering possible professional development.
 - ix) continuing to support school events such as House events and other whole school events.

HOMEWORK

Homework is defined as the time students spend outside the classroom in assigned learning activities. Sacred Heart Girls' College believes that completing homework is the responsibility of the student, and as students mature they are more able to work independently.

Homework contributes towards building responsibility, self-discipline and lifelong learning habits. Staff will assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load.

Sacred Heart Girls' College look to;

1. consolidate, reinforce and understand skills, particularly in Literacy and Numeracy.
2. provide opportunities for parents and children to work together.
3. encourage students to develop the desire and skills to continue learning through life.
4. encourage students to take increasing responsibility for their own learning and work.
5. encourage students to develop sound study habits.

Homework requirements for students at each year level are determined by the teacher of the particular subject.

HEALTH EDUCATION

Health education is viewed as an essential component of the personal development of all students. This is to be taught in line with the National Curriculum document and the Framing Document: Human sexuality Education A guide for Catholic Communities in Aotearoa New Zealand.

Sacred Heart Girls' College will;

1. ensure that all students have access to information and instruction that will assist them to grow physically, academically, culturally, emotionally and spiritually.
2. promote a healthy lifestyle as an appropriate lifestyle model.
3. ensure health education is taught to all students in the Religious Education programme.
4. ensure the teaching of Health Education is the responsibility to the Leader of Learning of Physical Education and the Director of Religious Studies.
5. ensure the Health Nurse meets at the start of each school year with the Principal to visit the meaning of the Special Character.
6. ensure that the College's Health Nurse Programme will respect at all times the College Charter, the College's Special Character and the principles of the Treaty of Waitangi.

The Sacred Heart Girls' College Board of Trustees will;

1. ensure that each family receives information on the College's Health Education Programme.
2. ensure that sex education is part of the College's Health Education Programme and taught in accordance with the College's Special Character. In matters relating to sex education, parents will be consulted about any variation to the College's Health Education Programme. The community will be consulted every 2 years. Refer to Statement on the Delivery of Health and Sexuality Education at Manawa Tapu – Staff Drive, Health folder.

DIGITAL TECHNOLOGIES

Digital Technology is an essential learning tool which enables students to access information and learn new skills to enhance their education across all curriculum areas.

Sacred Heart Girls' College will;

1. ensure appropriate access to Digital Technologies for the community of the College.
2. ensure adequate delivery of the New Zealand curriculum.
3. ensure all staff and students will have access to the College's Digital Technology facilities as part of their on-going education subject to the Sacred Heart Girls' College Health & Safety Policy - Cybersafety policy.
4. ensure all students have access to the College's Digital Technologies resources outside of normal school hours provided that a teacher is present at all times.
5. ensure the College respects all applicable Copyright regulations.

The Sacred Heart Girls' College Board of Trustees will;

1. ensure a strategic plan for Digital Technologies is annually reviewed.
2. ensure that Digital Technologies will be adequately resourced at a level which meets the requirements of the strategic plan within budgetary constraints.

This procedure is to be read in conjunction with the Social Media Policy – Health & Safety.

ON-LINE PUBLISHING

The school uses a range of learning technologies to enhance student learning.

From time to time we publish material on the college's APP and college website (www.shgcnp.school.nz) and Facebook pages Sacred Heart Girls' College - New Plymouth, and SHGC Manawa school work and images of students and groups of students in activities at the school. It may also include student names within the context of the school's newsletter.

Parents/caregivers and students need to be aware that the school cannot control who has access to the information published on its website. In recognition of this, the school takes steps to safeguard the privacy of the students and to comply with the Privacy Act. If the material is to be published on another website, such as the Online Learning Centre – Te Kete purangi, then it must meet the publishing standards of that website. The school will immediately remove all material relating to a student from its website if requested by the student or legal guardian.

All parents and students will sign the permission form for online publication use of student's images and work. The school will only publish a student's image or work if permission from the student and legal guardian is obtained.

The school publishes student material online for the following purposes;

- to educate the student in accordance with the National Curriculum, including on the role and use of technology in society;
- to encourage the student to be part of and participate in the school community;
- to promote the school in the wider community;
- to maintain and develop effective communication within the wider community through the publication of school newsletters.

The school will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties. All the students material published online will be subject to an editing process, which will include the correction of spelling and grammatical errors.

This procedure is to be read in conjunction with the Social Media Policy – Health & Safety.

PERSONAL LAPTOP & OTHER TECHNOLOGICAL DEVICES

The use of any personal computer, including laptops and other digital devices, requires the user to abide by the Cybersafety guidelines.

Sacred Heart Girls' College provides the opportunity for students to bring a personal laptop or other technological devices to school to use as an educational tool.

1. Students must obtain teacher permission before using a personal device during classroom instruction.
2. Student use of a personal device must support the instructional activities currently occurring in each classroom.
3. Students must turn off and put away a personal device when requested by a teacher.
4. Students should be aware that their use of the device could cause distraction for others in the classroom especially in regards to audio.
5. The cybersafety guideline applies to personal laptops and all other digital devices.

Sacred Heart Girls' College accepts no responsibility for personal property brought to the school by students. This includes laptops and other digital devices.

This procedure is to be read in conjunction with the Social Media Policy – Health & Safety.

RELIGIOUS EDUCATION

Sacred Heart Girls' College is committed to providing a programme of Religious Education as an opportunity for students to become familiar with the origin, development and present state of diverse religions, especially Christianity within the Catholic tradition. The College will base this programme on the document entitled 'Religious Education in Catholic Secondary School' – 1991.

Sacred Heart Girls' College will ensure that every student within the school participates in a programme of Religious Education aimed at developing the knowledge and skills necessary for mature faith decisions.

Sacred Heart Girls' College will ensure that students experience prayer, liturgy, reflection and an invitation for personal growth.

1. The basis of the Religious Education programme will be the National Syllabus 1990 entitled "Understanding Faith".
2. The Principal and Senior Management will be responsible for allocating teaching time for the Religious programme appropriate to the time allocation as dictated by the Bishops of New Zealand.
3. The Director of Religious Studies is to be responsible for the implementation of the programme throughout the College.
4. The Diocesan authorities will carry out a Special Character review of the College every three years including an evaluation of the Religious Education programme.
5. Religious Education teachers will be adequately provided with material resources and an appropriate teaching and learning environment.
6. Teachers of Religious Education will be provided with professional development opportunities including service courses related to the National Syllabus and Catholic Character. They will be encouraged to seek accreditation in Religious Studies.
7. All staff employed at the College will be expected to integrate the Catholic Character of the College, by way of Key Competencies into their area of curriculum.

TIMETABLE

Sacred Heart Girls' College believes that a carefully constructed timetable promotes and supports effective student learning and effective teaching.

Sacred Heart Girls' College will;

1. create a timetable reflecting and catering for student's needs.
2. ensure that the school timetable complies with the PPTA Secondary Teachers collective agreement and issues that pertains to the Special Character of the College.
3. ensure that all teaching staff are allocated a fair distribution of classes.
4. ensure that staff holding a position of responsibility receive an equitable allocation of non-contact time to fulfil their duties.
5. Ensure that all staff are offered compensatory time if their allocated contact hours exceed the allocation specified in the STCA.

Part 1 – Teaching Loads

1. The timetable is constructed using a maximum of - 50 periods (50 hours) per 10 day cycle.
2. No teacher will be timetabled for more than 40 out of 50 periods - per 10 day cycle.
3. Fully trained, full time, first year teachers (Provisionally registered (PR1) teachers) should be timetabled for no more than 32 periods a fortnight. Additionally they are allocated 10 periods (10 hours) per 10 day cycle for advice and guidance purposes.
4. Fully trained, full time, second year teachers (Provisionally registered (PR2) teachers) should be timetabled for no more than 36 periods a fortnight.
5. An additional two periods of non-contact time per 10 day cycle should be provided for each of the first three permanent management units.
6. The minimum level of non-contact will be provided for part time teachers with a teaching load of 38 or more periods per 10 day cycle. (See STCA 2019-2022 clause 5.2.6)
7. The principal will endeavour to provide additional non-contact time for Fixed Management Unit holders. This will be a negotiated agreement between the Principal and the teacher concerned.
8. The Principal will endeavour to provide an additional one hour of non-contact time for "Teachers in Charge" of a subject (TIC) and for teachers of multi-level classes where there are a reasonable number of students at each level and two different programmes are being delivered at the same time. This will be a negotiated agreement between the Principal and the teacher concerned.
9. If there is a need for classes to be taught outside the time table, compensation for the teacher concerned will be negotiated between the teacher and the principal.

10. Relevant Leaders of Learning or Associate teachers (teachers in charge of the advice and guidance programme of PRT teachers) are entitled to an extra time allocation. This will be in line with the relevant employment agreement.(see the STCA 2019-2022 clause 3.8A)

Part 2 – Reduced Non-Contact Time

Short Term Reduced Non-contact Time: (ie. not permanently timetabled)

Teachers may be asked to temporarily forgo their minimum entitlement to non-contact when:

- a) All reasonable options have been investigated and no alternative to a reduction in entitlement to non-contact can be found.
- b) There is an emergency that requires supervision of a class.
- c) A day reliever cannot be found after timely and appropriate efforts have been made.
- d) Teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.
- e) At the beginning of each year staff will have the opportunity to indicate to the Teacher Responsible for Day Relief the non-contact periods they are available for relief. The Teacher Responsible for Day Relief will try to comply but will not be bound by the request.
- f) Teacher Responsible for Day Relief will monitor and record the use of teacher's non-contact time used for relief to ensure that it is equitably distributed over all teaching staff.

Long Term Reduced Non-contact Time: (ie. permanently timetabled)

Teachers may only be asked to forgo their minimum entitlement to non-contact when:

- a) All reasonable options have been investigated and no alternative to a reduction in entitlement to non-contact hours can be found
- b) The request is made on an individual basis. A blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and staffing allocations.
- c) Where practicable, teachers holding more than the minimum non-contacts have first been asked to forgo one or more of the additional non-contact.
- d) On a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester or a year, at a higher level of contact than their minimum non-contact indicates

Part 3 - Compensation

Short Term Compensation:

Where by virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any 10 day period then the teacher will be compensated with:

- a) Relief cover for the teacher later in that school year; or
- b) Other reduction in workload eg supervisory duties; or
- c) Some combination of the above or
- d) Other compensation mutually agreed by the Principal and the teacher concerned.

Long Term Compensation:

Where by virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours for any individual teacher cannot be implemented, the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable then the teacher will be compensated with

- a) An equivalent increase in the allocation of non-contact time at another point in that school year agreed to by the Principal; or
- b) A reduction in non-teaching duties or
- c) Some combination of the above or
- d) Non allocation of a Vertical Form class or
- d) Other compensation mutually agreed by the principal and the teacher concerned.

Part 4 – Timetable Components

The following additional guidelines will be used when practicable in determining the timetable.

Guidelines - Class Sizes

- Ideally the maximum class size for non-practical classes will be 30.
- Ideally the maximum class size for practical classes will be 28. A practical class is one which is defined as such by the Principal.
- Ideally the average class size across the teaching load for each individual teacher should be no more than 26.
- Principal will decide on the number of classes for each subject using the option choice information gathered in Term 3.
- **Classes** with less than 7 students are unviable. However, individual cases may be presented to the Principal.

- Where possible, splitting classes between teachers will occur only when all other possibilities have been explored. In cases where splitting is deemed to be needed, the relevant Leaders of Learning and teachers concerned will be consulted.
- If after the timetable is set, there are further enrolments or requests for option changes, the Principal will decide to create additional classes. Alternatively the most recently enrolled students will be asked to choose an alternative subject. Requests for option changes may not always be met.

Other Timetable Components:

- Leaders of Learning in consultation with their staff, will ensure an equitable allocation of the range of classes in terms of ability and year level.
- The timetable manager will endeavour to ensure that there is an even distribution of non-contact time throughout the teacher's timetable.
- Teaching rooms will be allocated by the timetable manager in consultation with the relevant Leaders of Learning. The Principal will ultimately decide on the allocation of rooms.

The Principal

The Principal has the ultimate responsibility in all matters pertaining to staffing and other timetable matters.

MĀORI ACHIEVEMENT

Sacred Heart Girls' College wants to develop a greater awareness, understanding and sensitivity of our dual heritage, in accordance with the Treaty of Waitangi.

Sacred Heart Girls' College will:

1. Promote an understanding and have respect for tangata whenua their tikanga and taonga.
2. Give all students the opportunity to understand, experience, and appreciate Māori culture, attitudes and language through all curricular.
3. Develop and monitor educational outcomes for Māori student achievement in consultation with the college's Māori community.

Tikanga Māori:

1. Opportunities will be provided for all students to build self-esteem and mutual respect through cultural and spiritual understanding.
2. The college community will be involved in making decisions about Māori education through consultation i.e. Whānau Hui Meetings
3. Staff development should include Te Reo Māori, Treaty of Waitangi, Tikanga Māori and cultural sensitivity.
4. The college will provide a welcoming environment for families/whānau
5. Opportunities for children to participate in Māori culture, including presentations of their knowledge and skill will be sought.
6. Students and families will be encouraged to embrace, recognise and value Māori in our college such as: Marae Visits/Powhiri, Parts of the Mass in Māori
7. The Board of Trustees encourages Māori representation and participation in Board activities. The Board of Trustees reserves the right to co-opt Māori representation if necessary.

Māori Student Achievement:

- To improve Māori student learning the students will be identified and educational outcomes for Māori student achievement will be determined in consultation with the college's Māori community.
- In Years 7 & 8 Māori student achievement data in Reading, Writing and Mathematics will be collated.
- The college will take responsibility for initiating and maintaining a process of consultation with whanau/parents of Māori students. Consultation includes interviews and reporting to parents.