



Curriculum Philosophy

Rangi Ruru's curriculum is designed to meet the individual needs of our students from Years 7 to 13. The New Zealand Curriculum provides the basis of the curriculum but proposals for the introduction of new curriculum areas and courses which meet students' needs are evaluated and may be approved subject to sustainability (see Procedure for New Subject Introduction and Curriculum Modification).

We plan to effectively meet the academic needs of all students by inspiring, challenging and empowering through curriculum choice, learning support, enrichment, and the appropriate provision of acceleration.

The pursuit of academic excellence is a major focus of the curriculum. A broad range of courses is studied by all Year 7 to 9 students, and an option system allows greater specialisation from Years 10-13 in preparation for the students' transition to their future careers pathways.

Academic success is valued and recognised by means of Colours and Pockets awards, Prize Givings, Mana Wahine Awards, newsletters, and commendations by the Principal and staff. Able students are encouraged to enter competitions and/or examinations such as the external New Zealand Scholarship examinations. Scholarships are offered to highly achieving new entrants based on an examination and the academic progress of scholarship winners is monitored annually.

The Board encourages the investigation and development of courses which will enable students to gain tertiary qualifications or will provide them with the skills to move into a post-school environment. The majority of our students who leave school from Years 12 and 13 enter courses of tertiary study.

Underpinned by the Rangi Values and the Rangi Graduate Profile, the spiritual, social, physical, and emotional needs, and the vocational preparedness of all students are emphasised across the curriculum.

Bicultural awareness is encouraged through a whole school approach for students and staff alike with the Te Ara programme, Kapahaka group, assemblies, speakers, ceremonial occasions, and visiting groups. Maturanga Maori is embedded in all Curriculum Areas and is delivered via the responsive Programmes of Learning.

International students' needs are addressed through means such as ESOL courses and by the encouragement of school wide multicultural awareness. The Dean of International Students, acts as their mentor, and the school complies with the Code of Practice for the Pastoral Care of International Students,

Learning support is provided for students with reading, language, and mathematics needs. The needs of able students are addressed by HPL (High Performance Learning) mentoring and support. The High Performance Learning coordinator liaises with staff and provides specialist workshops and activities.

Extension and acceleration of students where needed and differentiation of learning within curriculum areas are provided.

The school reviews and implements new pedagogies, technologies and other resources that will assist innovation in current and future teaching and learning.

The Assistant Principal - Curriculum supports this by investigating new ideas for programmes and curriculum delivery.

The Assistant Principal - Teaching and Learning aims to raise the profile of innovative practices within the school, to encourage the sharing of new ideas and to provide support for staff in curriculum delivery.

Guidelines:

- The School's strategic goals provide a framework for the curriculum based on the New Zealand Curriculum.
- The School supports the New Zealand government's educational goals where they meet the needs of our students.
- The school's Curriculum Philosophy guides faculty curriculum planning.
- The Rangī Ruru Graduate Profile guides faculty curriculum planning.
- The needs of individual students are personalised and at the centre of all teaching, learning and assessment in the school.
- The school makes every endeavour to appoint engaging and inspiring teachers.
- Ongoing professional learning (PL) for teaching staff is fundamental to curriculum development and delivery.
- Independent learning is encouraged by all teachers. A strong emphasis is placed on the acquisition of learning agility through the teaching of thinking skills and collaboration between learning areas.
- Inventories of individual learning preferences are taken of students at junior levels and as required, of some at senior levels.
- Literacy skills, in the broadest sense, underpin all teaching and learning in the school. This is supported by a Literacy Strategy within the school.
- Classes are equity based in all subjects except Mathematics. Mathematics classes are experienced based.
- Barriers to student learning are identified and addressed. Methods used include PDPs, course evaluations, teacher professional learning and school reviews.
- Course, careers and pathways guidance and counselling assists students to select suitable pathways for their learning needs.
- A curriculum handbook is updated annually and published in an appropriate format.

- Assessment of students' achievements, the monitoring and recording of their progress and the reporting to them and their parents/guardians is carried out regularly.
- Evidence of the curriculum outcomes of Maori and Pasifika students is addressed, and their learning progress monitored.
- Faculty Leaders report to the Principal and Assistant Principal(s) on the progress of student teaching and learning in their curriculum areas annually.

Reviewed March 2023