

Self-Audit Checklist
Section 2 - Curriculum

*Section title – Curriculum – and numbering cross reference to the August 2020 Board Assurance Statement*

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# Focus on Learning Overview 1

| **Please tick all questions including bullet points or write N/A if not applicable.** | Yes | No | Unsure |
| --- | --- | --- | --- |
| 1 | Ensured its primary objective in governing that every student at the school is able to attain his/her highest possible standard in educational achievement? And |  |  |  |
| **To meet the primary objective ensured that the school:** |
| 1. is a physically and emotionally safe place for all students and staff; and
 |  |  |  |
| 1. gives effect to relevant student rights set out in the E&T Act 2020, the Bill of Rights Act 1990, and the Human Rights Act 1993; and
2. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 |  |  |  |
| 1. is inclusive of and caters for students with differing needs; and
 |  |  |  |
| 1. gives effect to Te Tiriti o Waitangi including by –
 |  |  |  |
| 1. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te reo Māori; and
 |  |  |  |
| 1. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 |  |  |  |
| 1. achieving equitable outcomes for Māori students?

[Note: paragraph (d) applies from 1/1/2021] |  |  |  |
|  | [*Section 127(1) Education and Training Act 2020*]

|  |  |
| --- | --- |
| [127](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS274508) | [Objectives of boards in governing schools](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS274508) |

 |

# Curriculum for schools/kura that use The New Zealand Curriculum 2,10,12,14-15

| **Please tick all questions including bullet points or write N/A if not applicable.** | Yes | No | Unsure |
| --- | --- | --- | --- |
| 2 | **Developed and implemented teaching and learning programmes:** |
| 1. providing all students in years 1-10 with opportunities to achieve for success in the following areas:
 |
| * 1. The Arts
 |  |  |  |
| * 1. English
 |  |  |  |
| * 1. Health and Physical Education
 |  |  |  |
| * 1. Mathematics and Statistics
 |  |  |  |
| * 1. Science
 |  |  |  |
| * 1. Social Sciences
 |  |  |  |
| * 1. Technology
 |  |  |  |
| 1. giving priority to student achievement in literacy and numeracy, especially in years1-8?
 |  |  |  |
| 1. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6? [NAG 1(a)]
 |  |  |  |
| 10 | **Ensured that current practice meets the requirement to base teaching andlearning programmes on *The* *New Zealand Curriculum* national curriculum statements for:** |
| 1. The Arts
 |  |  |  |
| 1. English
 |  |  |  |
| 1. Health and Physical Education
 |  |  |  |
| 1. Mathematics and Statistics
 |  |  |  |
| 1. Science
 |  |  |  |
| 1. Social Sciences
 |  |  |  |
| 1. Technology\*
 |  |  |  |
| 1. Learning Languages
 |  |  |  |
| \* [Digital Technologies curriculum content and support](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology)\* Note: Schools will be able to integrate this new digital technologies curriculum content into their teaching/learning programmes from 2018 and need to have it integrated from 2020. |
| 12 | Developed and implemented a curriculum, as expressed in The New Zealand Curriculum, for students in **Years** 1-13: |
| 1. that is guided by the Vision;
 |  |  |  |
| 1. that is underpinned by the Principles;
 |  |  |  |
| 1. in which the Values as expressed are encouraged and modelled and are explored by students; and
 |  |  |  |
| 1. that supports students to develop the five Key Competencies.
 |  |  |  |
| [The National Curriculum: Foundation Curriculum Policy Statements] |
| 14 | Worked towards offering students opportunities for learning second or subsequent languages (Years 7-10)? [The New Zealand Curriculum]. |  |  |  |
| 15 | Complied with the requirement to adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community? [*Section 91 Education and Training Act 2020].*

|  |  |
| --- | --- |
| 91 | [Board of State school must consult about delivery of health curriculum](http://www.legislation.govt.nz/act/public/2020/0038/latest/link.aspx?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1&id=LMS171475) |

Reference:[***Sexuality education: a guide for principals, boards of trustees, and teachers (2015***](http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers) |  |  |  |

# Curriculum for schools/kura that use Te Marautanga o Aotearoa 3, 10-11, 13

| **Please tick all questions including bullet points or write N/A if not applicable.** | Yes | No | Unsure |
| --- | --- | --- | --- |
| 3 | **For schools using Te Marautanga o Aotearoa, developed and implemented teaching and learning programmes:** |
| 1. Ngā Toi
 |  |  |  |
| 1. Te Reo Māori
 |  |  |  |
| 1. Hauora
 |  |  |  |
| 1. Pāngarau
 |  |  |  |
| 1. Pūtaiao
 |  |  |  |
| 1. Tikanga ā-iwi
 |  |  |  |
| 1. Ngā Reo
 |  |  |  |
| 1. Hangarau
 |  |  |  |
| 1. giving priority to student achievement in literacy and numeracy, especially in years 1-8?
 |  |  |  |
| 1. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6? [NAG 1(a)].
 |
| Developed and implemented teaching and learning programmes based on Te Marautanga o Aotearoa in a bilingual class or classes where Māori in one of the languages of instruction.[Note: schools with a bilingual class or classes may develop and implement the teaching and learning programmes – reference NZ Gazette Notice 29 October 2009, page 3812] |  |  |  |
| 10 | Ensured that current practice meets the requirement to base teaching and learning programmes on *Te Marautanga o Aotearoa* if the school has chosen to adopt the foundation curriculum policy statements based on Te Marautanga o Aotearoa |  |  |  |
| 11 | Developed and implemented teaching and learning programmes based on *Te Marautanga o Aotearoa* in a bilingual class or classes where Māori in one of the languages of instruction.[Note: schools with a bilingual class or classes may develop and implement the teaching and learning programmes – reference NZ Gazette Notice 29 October 2009, page 3812] |  |  |  |
| 13 | For schools using Te Marautanga o Aotearoa, developed and implemented a curriculum, as expressed in Te Marautanga o Aotearoa, for students in Years 1-13: |  |  |  |
| 1. that supports students to develop Te Āhua o ā Tātou Ākonga
 |  |  |  |
| 1. that is underpinned by Ngā Mātāpono Whānui
 |  |  |  |
| 1. in which Ngā Uara, Ngā Waiaro are encouraged and modelled and are explored by students
 |  |  |  |
| 1. that supports students to gain confidence in Te Reo Māori
 |  |  |  |
| 1. that takes account of He Toi Mātauranga, He ManaTangata
 |  |  |  |
| [The National Curriculum: Foundation Curriculum Policy Statements – Te Marautanga o Aotearoa – NZ Gazette Notice, 29 October 2009, page 3811] |  |  |  |

# Progress and Achievement 4-6

| **Please tick all questions including bullet points or write N/A if not applicable.** | Yes | No | Unsure |
| --- | --- | --- | --- |
| 4 | **Through the analysis of good quality assessment information\*(refer question 9, section 1), evaluated the progress and achievement of students, giving priority first to:** |
| 1. student progress and achievement in literacy and numeracy especially in years 1-8 and then to:
 |  |  |  |
| 1. 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*? [NAG 1(b)]
 |  |  |  |
| 5 | **Through the analysis of good quality assessment information\*(refer question 9, Section 1), identified:** |
| 1. students and groups of students who are not achieving?
 |  |  |  |
| 1. students and groups of students who are at risk of not progressing and/or achieving?
 |  |  |  |
| 1. students and groups of students who have special needs (including gifted and talented students)?
 |  |  |  |
| 1. aspects of the curriculum which require particular attention? [NAG 1(c)]
 |  |  |  |
| 6 | Developed and implemented teaching and learning strategies to address the needs of students and aspects of the curriculum identified in 4 above? [NAG 1(d)] |  |  |  |

# Māori consultation 7

| **Please tick all questions including bullet points or write N/A if not applicable.** | Yes | No | Unsure |
| --- | --- | --- | --- |
| 7 | In consultation with the school's Mäori community, developed and made known to the school's community policies, plans and targets for improving the progress and achievement of Mäori students? [NAG 1(e)] |  |  |  |

# Career Education 8

| **Please tick all questions including bullet points or write N/A if not applicable.** | Yes | No | Unsure |
| --- | --- | --- | --- |
| 8 | Provided 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? *[NAG 1(f)]* |  |  |  |

# Teachers of Students with disabilities 9

| **Please tick all questions including bullet points or write N/A if not applicable.** | Yes | No | Unsure |
| --- | --- | --- | --- |
| 9 | Ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities? |  |  |  |
| Where necessary, put in place support systems centred on each individual with disabilities? *[NAG 1; NEG 7; NZ Disability Strategy in Schools]*. |  |  |  |

|  |
| --- |
| **Further thoughts** |
| Thinking about this area as a whole, how well does the school meet its primary objective, that every student is able to attain his/her highest possible standard in educational achievement?  |
| **Some things to consider:** *Progress on identified areas for improvement**Giving effect to Te Tiriti o Waitangi**Inclusion practices throughout the school**Please refer to the section on Health and Safety which looks at physical and emotional safety in more detail.*  |  |