



Rationale:

Botany Downs Secondary College recognizes the responsibility to provide challenging and engaging learning programmes where the needs of individual students are at the centre of all teaching, learning and assessment.

At BDSC students will develop the knowledge and understanding, values, personal and learning competencies, and essential skills as set out in the New Zealand Curriculum and College vision and values statements, and acquire relevant qualifications.

The curriculum is to be delivered in accordance with the National Education Guidelines.

Purpose:

1. To provide a learning environment conducive to all students achieving to the best of their ability with a view to becoming life-long learners.
2. That the learning needs of each student be identified, and appropriate teaching, learning and assessment programmes be implemented accordingly; that the students' progress be monitored in order that the programmes be evaluated and modified at all times to improve outcomes for students.
3. To ensure the provision of suitable professional development and resources for all teachers according to the needs of their students.

Guidelines:

1. Heads of Learning Areas are responsible for overseeing the development of courses and procedures appropriate to the learning areas with schemes written according to established guidelines.
2. The timetable will provide a balanced curriculum from which students can make course choices that best suit their needs.
3. A variety of teaching strategies and methods will be employed as appropriate to meet the needs of students and motivate them to achieve to the best of their ability.
4. Learning Areas will set their own annual targets with reference to the College targets; the Heads of Learning Areas will report on progress to the relevant member of the Senior Leadership Team regularly throughout the year and biennially to the Board of Trustees.
5. Students with additional needs will be identified as early and as accurately as possible so that appropriate learning programmes can be developed and implemented:
 - a. Education support programmes will be developed for individuals through such mechanisms as Individual Education Plans (IEPs), small group planning and consultation with the SENCO and those involved with the student.
 - b. Learning Areas will have in place programmes that challenge and extend the gifted and talented students. There will also be enrichment programmes outside the curriculum. The SLT member with overall responsibility for gifted and talented students will report annually to the Board of Trustees.

Review schedule: Triennial

Other relevant documentation:

Assessment Policy

National Qualifications Framework (NQF) Handbook

Policy review tabled and adopted:
August 2014
August 2016
August 2019
August 2022

Chairperson Signature	
Date	August 2019

Chairperson _____