



# Coastal Taranaki School

## **NAG 1 Curriculum**

### **Policies and Procedures**



## 1. CURRICULUM POLICY

### Rationale

The Coastal Taranaki School Board of Trustees will foster student achievement by providing balanced teaching and learning programmes which incorporate the New Zealand Curriculum.

### Purpose

- To recognise that each child has their own individual talents, their own dignity, motivation and ways of learning
- To provide programmes that meet children's learning needs

### Guidelines

Coastal Taranaki School Board through the Principal and Staff is required to:

- develop and implement teaching and learning programmes:
  - to provide all students in Years 1-13 with opportunities to achieve for success in all areas of the New Zealand curriculum;
  - giving priority to student achievement in literacy and numeracy
- through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated;
  - student achievement in literacy and numeracy
- breadth and depth of learning related to the needs, abilities and interest of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum.
- on the basis of good quality assessment information, identify students and groups of students;
  - who are not achieving
  - who are at risk of not achieving
  - who have special needs
  - and identify aspects of the curriculum which require particular attention;
- develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified;
- in consultation with the school's Maori community, develop and make known to the school's policies, plans and targets for improving the achievement of Maori students;
- provide appropriate career education and guidance for all students.

### Conclusion

Coastal Taranaki School Board of Trustees meets its obligations to NAG 1, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self-review process.

### POLICY: Curriculum Policy

This policy is reviewed on a 3 year cycle in line with the Board's documented self-review plan.

Approved: \_\_\_\_\_

Signed: \_\_\_\_\_

## **SUPPORTING DOCUMENTS**

School Curriculum Handbooks  
Syndicate Minutes  
Long Term Plans  
School Development Plan  
Attendance Registers  
School Review Overview  
Planning and Budget  
School Assessment/Evaluation Programmes  
Curriculum Delegation  
Job Descriptions  
IDPs  
Staff Meeting Minutes  
Teacher Assessment and Evaluation Records  
School Charter  
Ministry Gazette notices & circulars  
Cybersafety guidelines  
Year 1 – 6 Learning Support Programme Forms

Te Reo Maori Programme  
Individual Records of School attended  
Senior Staff Meeting Minutes  
Pupil exercise books  
Current budget  
Professional Development Record  
Data file (Kamar /teachers hard copy)  
International Students  
Pupil Reports  
Teachers work plans  
PRT programme & handbook  
Visual displays  
Faculty Evaluation and Review Cycle  
Procedural guidelines for curriculum delivery  
Teacher's Handbook  
Special Needs Register  
NZQA Templates

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## 1) CURRICULUM DELIVERY

At Coastal Taranaki School teachers will plan their programmes through the use of their timetables, long-term overviews, unit plans and daily/weekly plans. Curriculum Statements, Achievement objectives and links to the NZC will be evident.

The timetable will be established by the Senior Leadership.

Curriculum delivery will provide for:

- Active participation by students and the opportunity for success.
- Literacy and Numeracy given priority.
- An integrated approach to learning and teaching where possible.
- A variety of appropriate technologies to support learning.
- Flexible grouping of students – ability, needs based talents, interest and social.
- A supportive learning environment that encourages inquiry and collaboration.
- Opportunities that meet students' needs, interests, talents and learning styles.

Planning is an essential aspect of curriculum delivery. Programmes of work are reviewed and updated as required. Faculty Leaders oversee planning and assessment data. Faculty Leaders oversee the teaching and learning programmes by:

- regular meetings;
- visits to classrooms for observations of practice;
- evaluation of courses and review of action plans;
- maintaining faculty records
- development of annual action plan that reflects school targets
- ensuring that programmes of work reflect the needs and abilities of students

As a minimum teachers are expected to have:

1. Yearly Planning Overview: The Overview includes Curriculum focus/Strands, Concepts/Understandings and Rationale.
2. Term Overview: Overviews show what will be covered and ensure that a balanced programme is provided and that students have the opportunity to experience learning in all curriculum areas. Information from the following is used to plan overviews:
  - students' needs
  - curriculum documents
  - charter goals
  - special events that will be occurring
3. Unit Plans: These should be compiled for all major units of work and show clear learning objectives and learning and assessment activities. Teachers need to consider the following:
  - achievement objectives
  - identifying learning outcomes
  - resources
  - developing a variety of activities
  - designing appropriate assessments
  - evaluation of units including student feedback
  - meeting NZQA requirements
4. Teachers' Planning Book/electronic version  
Teachers should keep adequate details of their daily/weekly planning. These enable teachers to modify the plans, outline daily organisation of groups, individuals as well as resources or materials to be used. A planning book is provided if required.
5. Responsibilities of the classroom teacher include, but are not limited to,
  - keeping planned records of classroom programmes
  - teaching programmes that are engaging
  - having an inclusive programme
  - keeping up to date on new curriculum initiatives, resources and delivery methods

- passing on professional development needs to the SLT
  - keeping accurate and secure assessment data
  - setting relief work if absent at an appropriate level
6. Teaching and learning programmes will endeavour to break gender barriers and provide equity for all students.

## **2) ORGANISATION OF CLASSES**

Refer to NAG 6

## **3) ACHIEVEMENT DATA**

### **Rationale**

Recording and archiving of assessment data provides information for reporting on student achievement to parents and to NZQA. Assessment information provides a method of monitoring student development and allows Coastal Taranaki School to use evidence-based data to improve learning outcomes and inform teaching practice.

### **Guidelines**

- Each student will have a personal file located in the School Office containing copies of all school reports, and related information. Access to this file is available only to Senior Management and selected staff.
- Each student's personal file is stored for at least 7 years after they leave the School.
- Any requests for access to personal information are forwarded to Senior Management who must follow guidelines appropriate to the Privacy Act.
- Student achievement data, including PATs, literacy, numeracy data and NZQA and other data will be kept electronically (using KAMAR), along with back-up copies as appropriate.
- Student data provides information for teachers to plan programmes that meet identified student needs.
- Achievement data is analysed and reported to improve teaching practice and Board Strategic Planning.

### **Responsibilities**

- Subject teachers will record data in hard copy and electronically and ensure it is entered correctly.
- The Principal's Nominee shall be responsible for ensuring that full and accurate data is supplied to NZQA.
- Any leaving teacher must ensure that all data is up to date on KAMAR prior to leaving
- The methods used for recording and filing of school-wide assessment information for quality assurance will be monitored by the Deputy Principal and Principal's Nominee

## **4) ASSESSMENT PROCEDURES**

### **Guidelines**

Assessment should:

- Achieve maximum educational benefits for each child and to identify and meet their individual needs
- Be manageable, useful, purposeful integral to the teaching/learning process, relevant, accurate, varied and used to improve learning for students.
- Be ongoing, continuing assessment which provides immediate feedback & guidance to enhance the learner.
- Include self-assessment, which enables students to monitor their own progress against specific objectives and evidence from their own work.
- Include peer assessment, which helps to improve learning and to develop social and co-operative skills.
- Include teacher assessment, in which, trends and targeted students are identified, progress and strengths are recognised, individual needs diagnosed and strategies to overcome these are planned & implemented into revised teaching programmes.
- Recognise the varied learning styles for assessment through a variety of assessment tools
- Provide information to report and involve parents/caregivers to support their children's learning
- Any assessment should be able to provide quality information for the child, teacher, parents, BOT, and to inform school wide planning

### **Classroom Assessment:**

Requirements for teachers for each unit of work are:

- Teaching and learning activities should reflect specific learning outcomes.
- Assess the specific learning outcome by identified assessment tasks.

### **Assessment and School Records:**

1. **Datafile** – records are kept of testing and assessment. (Kamar / hard copy as appropriate)
2. **Unit Assessments** – teachers select the learning outcomes to be assessed using a variety of assessment procedures, which are then recorded.
3. **Standardised tests** – these are given to Year 3 and above using the annual identified assessment tests
4. **Yearly reporting schedule** – outline of which areas and time frames that are to be formally assessed and reported.
5. **Record of Schools Attended**– information stored through ENROL

### **Reporting student achievement:**

1. An Assessment Plan for each year is given to teachers as appropriate.
2. School achievement is reported.
3. Student achievement is reported to parents/caregivers through - Interviews, Goal setting days, Written Reports and Open Days.

### **IDENTIFIED NEEDS**

Students requiring support from special programmes are identified by testing, observations, reports from previous teachers and parent/teacher discussions. Their particular needs are referred to SENCO. A Special Needs Register is kept.

A range of programmes are implemented to cater for identified needs. Programmes include in-class, team organisation, withdrawal from class and those provided by outside agencies. Monitoring and analysis of effectiveness of intervention programmes will also occur.

### **'Withdrawal from class' support programmes:**

1. Reading Recovery
2. Learning Support Programme – developed as required to meet identified needs

### **Special programmes provided by outside agencies:**

1. RTL B - Our Resource Teacher of Learning and Behaviour work with several students in the school.
2. R T Lit - The Resource Teacher of Literacy is available for those students who have severe difficulty with reading.
3. Speech/Language Therapist – Students are referred for speech /language difficulties.

### **ACHIEVEMENT OF MAORI**

The school tries to provide an environment to ensure that our Maori children feel comfortable, confident and welcome at the school. Maori culture and language is respected and we do this, where possible, through a range of programmes and activities such as:

- A Whare as a place to learn te reo Maori and tikanga Maori
- The provision of Te Reo Maori language
- The provision of kapahaka
- Use of te reo Maori by staff
- Waiata at assemblies
- Acknowledging the differing learning styles of Maori children
- Singing the National anthem in both languages
- Ensure teachers' planning incorporates some aspect of te reo and tikanga Maori
- Consultation with the Maori community
- The school has an atmosphere of inclusion and respect
- All children taught te reo Maori at a basic level
- Teachers are to ensure that their classrooms exhibit aspects of tea o Maori
- Respect of the Treaty of Waitangi policy

Maori achievement is identified through assessment procedures and reported as appropriate. Maori data is reported separately.

### **SECONDARY ASSESSMENT**

#### **School Procedures and Documentation**

- 1 In February/March the Principal's Nominee (PN) will provide each teacher with information regarding the administration of assessment in Years 11 to 13. This information will contain;
  - General information
  - School Assessment Policy

- School Assessment Procedures
  - Timeline of requirements for assessment / assessment results to NZQA (if available)
  - Coastal Taranaki School standard forms for:
    - The verification of student grades awarded (assurance)
    - Internal moderation for assessment tasks
    - Appeals
    - Assessment extension
    - Authenticity declaration
    - Non-completion forms and procedures
- 2 Within two weeks of the start of the year each teacher will provide the PN with the following information relating to Yr. 11 to 13 courses
- Course outlines (in the prescribed school-wide format) which will include:
    - topics to be covered
    - numbers, titles and credit values of standards to be assessed against (all standards – both internal and external)
    - Version number
    - Literacy and Numeracy status
    - Timing (by week) and nature (practical, research etc.) of assessment
    - record sheets for students to track their progress
  - Assessment statement and schedules (standards and timing, approximate date by week)
  - Student sheet for recording assessment outcomes
  - Department assessment procedures

Students should receive at the beginning a course outline. Any changes to assessment plans (achievement standards and/or significant time changes) during the year must be approved by the Qualifications Manager.

### **3 Carry Out Internal Assessment– Recommended Practice**

*Departments have responsibility for managing and checking the validity, fairness and quality of their own assessment.*

### **4 Review of Material**

Annotated reviews of assessment activities and schedules should be written immediately on the completion of an activity and marking. These should be stored/filed and used for reference when developing future assessment.

### **5 Storage of Assessed Work**

Completed assessment work must be retained until

- after the moderation process has occurred
- appeal process is ended

Completed work should be stored in a secure place and labelled clearly and easily retrievable. The use of an internal moderation cover sheet on the student work is essential. It is recommended that Departments keep and annotate samples of assessed student work as bench marks to assist with maintaining consistency from one year to the next (3 – 5 samples is sufficient).

### **6 Recording of Assessment Results**

Final assessment results must be entered onto the central database (KAMAR) **within 2 weeks** of returning the completed assessment. Results for assessments will be recorded as N, A, M, E (Not Achieved, Achieved, Merit, Excellence) and for Unit Standards N or A (Not Achieved or Achieved)

### **7 Student Results**

Printouts for individual student’s achievements will be checked and signed off by teachers and students. The original of the “signed off” result sheet is to be handed to the PN.

### **8 Course requirements/Missed Assessments**

All assignments must be handed in on the due date. Assignments received after the due date will receive Not Achieved (N).

All other assessments will be sat at the time arranged by the teacher/HOD as appropriate. Non-attendees will receive, a Not Achieved.

## **9 Special Assessment Conditions**

Special Assessment Conditions are organised through the PN in consultation with the SENCO and teachers. If teachers have concerns about other student's learning/assessment conditions they should see the Special Needs Coordinator.

Special Assessment Conditions can be applied for through provision accumulated assessment data or external assessor as appropriate.

## **10 Moderation**

### **Internal Moderation**

- For each assessment the activity, schedule and assessment judgments needs to be moderated.
- A Moderation form is available
- Post assessment moderation – a post assessment task assurance process involving verification of assessor judgment is required

Faculties keep records of the moderation processes used and decisions made

### **External Moderation**

The School will participate in the national external post assessment moderation process developed by NZQA. All documentation for external moderation is kept within Departments. The Principal's nominees liaise with teachers regarding matters of concern raised in moderation reports and the course of action to be taken to remedy the concern. Departments must keep records of the external moderation processes reports.

## **11 Authenticity Student Work**

Work submitted by students must be their own.

## **12 Procedures for Missed Assessments**

### **Internal Assessment**

If a student cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then they must apply to their teacher as soon as they know they will be late with an assignment or will be absent, (or as soon as they return to school).

In *all* cases, an Application for an extension form must be filled in and given to the teacher concerned. Requests for extension of time must be made before the due date.

**NOTE:** When a student fails to complete an internal assessment activity a non-completion form is to be sent to the parent/caregiver. The parent should receive the Non completion form within 1 week of the work not being submitted. All entries must be made into Kamar.

## **13 Appeals**

Students will be provided with written information in their student handbook of their appeal rights and the process as well as verbally when an assessment activity is handed out.

## **14 Re-Assessment Opportunities**

Re-assessment opportunities for **all students** will be offered where manageable and practicable.

## **15 Misconduct in Internal Assessment (not covered by authenticity) and School Examinations**

The incident must be brought to the PN's attention who will conduct an investigation. Where cheating is proven:

- A grade of Not Achieved will be awarded
- The student's parents / caregivers will be notified in writing
- A record of the incident will be placed on the student file

## **16 Files**

Faculties / Departments are to keep an up to date file of:

- Assessment task and schedule (with annotation on the assessment test (reflecting changes to marks for the following year/previous used year – where appropriate))
- Moderation reports
- Appeals and Extensions
- Student records (KAMAR) for the Department
- Bench marks of student work
- Non completions

Teachers are to provide the PN to keep an up to date file of

- Medical Certificates
- Applications for Extension

*Details of these procedures can be found in the Student Handbook (NCEA) and HoF/teacher Assessment handbook.*

## **5) RELIGIOUS INSTRUCTION**

The school offers a Religious Instruction programme taught by community people using an agreed syllabus. The programme is a Christian based programme and is not compulsory.

## **6) CAREER EDUCATION**

Teachers are expected to provide a range of formal and informal opportunities for students to receive appropriate career information and guidance. The STAR Co-ordinator and the Careers Advisor shall co-ordinate the career education programme in the senior School. The Careers Advisor will report on career activities to the Principal each year.

In this school;

We will provide opportunities for career information by;

- making links to careers when planning and teaching curriculum
- incorporating experiences in a variety of careers as part EOTC programmes
- inviting speakers to the classroom and including time for career discussion as well as information gathering
- familiarising students with the use of information sources to search for career information
- making available in the classroom up to date materials with career specific information

We will provide opportunities for career guidance by;

- having information about occupations, education and training available
- supporting students in making informed decisions
- ensuring students develop lifelong learning skills
- developing flexible programmes which will suit the needs of students who may be at risk
- accessing the internet website on careers

## **7) LIBRARY**

1. To promote reading, information resources for education, recreation and personal growth. Provide information for a range of abilities, interests and skill levels. To make CTS Community Library a bi-cultural and multi-cultural environment.
2. To liaise / network with staff, students, National Library Service and other libraries.
3. To create a library that is welcoming, safe, attractive, comfortable, and easily accessible in a well-equipped building. To make sure furniture and fittings are in good condition.
4. To undertake professional development and specific library training courses where able

## **8) HOMEWORK**

1. Homework should be relevant to the individual student's needs and set on a regular basis.
2. Homework provides opportunity for parents to support the child's learning at home
3. Homework should be regularly marked and evaluated by teachers – use of a diary or similar tool is taught and recommended.

## **9) STUDENTS WITH SPECIAL ABILITIES**

1. Teachers will provide planned, systematic and flexible learning experiences and provide enrichment - quality rather than quantity; depth and extension.
2. Progress should be monitored to ensure that students are able to cope and are not overloaded.
3. Teachers need to develop individual abilities, achievement and co-operative skills as well as provide self-directed, choice activities that encourage originality, imagination and investigation.

## 10) SPECIAL EDUCATIONAL NEEDS

A child with special education needs will require extra assistance, adapted programmes and/or learning environments, specialised equipment and/or materials to support them in education settings.

### IDENTIFICATION

- a) At enrolment - information collected on medical, behaviour, social skills, academic and if involved in agencies. Also contact previous school if needed.
- b) Post enrolment - New Entrant checks administered within 4-6 weeks for new entrants. Running record taken. Consider social skills/behaviour, previous records, hearing/vision records. From this information areas of difficulty or concern will be identified.
- c) Special Needs Records - a system will have recorded those children in need of assistance. The Learning Support Teachers will be responsible for keeping these records up to date as required.
- d) Special needs students will be identified using multiple sources of evidence.
- e) Parents/caregivers will be informed if their child is being given special help.
- f) Programmes for identified students will be developed to meet identified needs.

### *ROLE OF SPECIAL EDUCATION NEEDS COORDINATOR*

A Special Education Needs Coordinator (SENCO) will be. This person will be responsible for;

- liaising and identifying special needs.
- monitoring the progress of children with special needs.
- maintaining the special needs records.
- coordinating IEPs and liaising with parents/caregivers.
- collecting of data for review purposes.
- overseeing policy implementation.
- coordinating the special needs committee.
- Report to Board

### *INDIVIDUAL EDUCATION PLANS*

- IEPs and IDPs will be developed in support with Special Education Advisors, RTLB, Teachers, and Parents.

### *REPORTING PROCESS*

- Any child receiving additional support will have their progress closely monitored and reported on.
- The Special Education Grant will be spent on identified needs of the school.

### *PARENT/CAREGIVER CONTACT*

- When a teacher has a concern then the parent/caregiver will be informed. The concern will then be discussed and a plan established. On-going contact is essential.

### *OUTSIDE AGENCIES*

1. Resource Teacher of Learning and Behaviour;
  - Teacher and SENCO establishes need. SENCO applies.
2. Children and Young Families;
  - Mandatory reporting is required – SLT must be informed.
3. Ongoing Resource Scheme;
  - SENCO/RTLB informed of need. Students are usually identified prior to starting school. If not RTLB and SENCO arrange assessment.
  - SENCO / RTLB liaise with ECE / Previous school & parents to ensure smooth transition into school
4. Public Health Nurse;
  - Refer for health concerns and enter online.
  - Calls into the school fortnightly.
  - Liaises with other various Health agencies.
5. Itinerant Teacher of the deaf/visually impaired
  - Contact Welbourn School for professional expertise.

6. Resource Teacher of Literacy
  - Teacher / SENCO establishes need.
  - Referral form sent to Resource Teacher at Raumanui School.

#### *PROFESSIONAL DEVELOPMENT*

- Professional development will relate to needs of staff and students in the school.
- Ongoing professional development will be given as required.
- Recognition will be given to unexpected needs for professional development.
- A budget will be put in place accordingly.

#### *EXTRA PROGRAMMES IN OPERATION*

1. Oral language
2. Reading Recovery
3. Learning Assistant
4. Correspondence School

### **11) TE REO ME NGA TIKANGA MAORI**

1. It is essential that consultation between the school, its community takes place.
2. It is essential that Tikanga Maori be included in all curriculum areas, where possible.
3. Resources are to be made available to learn Te Reo Maori.
4. Staffing will be put in place that will improve the delivery of Maori education to students where possible.
5. A budget will be prepared yearly for the purpose of resources.
6. Maori students in the school will be identified and their needs, achievement and progress will be monitored.

### **12) WHANAU GROUPING**

1. Students will be equitably allocated to either Moana, Awa, Maunga, or Whenua.
2. Groups will have Whanau leaders.
3. Whanau Leaders will be chosen by the students.
4. Whanau Leaders are responsible for:
  - assisting the teachers in charge of each group
  - encouraging a positive Whanau spirit in the group
  - liaising with other groups in friendly competition
5. Students are allocated to Whanau groups in Year 1 and when they enrol at other class levels. Every effort will be made to maintain family continuity from Year 1 to Year 13.
6. Students new to the school are distributed equally among Whanau Groups.
7. Students will usually stay in the same whanau throughout their years at school.
8. Whanau points will be given by teachers for positive social, sporting, cultural, and academic achievement.
9. The Whanau structure will be incorporated wherever possible into school activities and events.
10. The overall winning Whanau will be presented the Whanau Shield at the final Prize giving Assembly in December.

### **13) ANIMAL WELFARE**

#### **Rationale**

Coastal Taranaki School recognises that under the Animal Welfare Act 1999 it is required to have a code of ethical conduct relating to the welfare and treatment of any animals under its care.

#### **Purpose**

- To encourage through example the proper care of living things within the School.
- To provide experience for children to observe, handle and care for a range of animals in a humane way.
- To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or of its study on a field trip.
- To educate children through example and discussion on the importance of animal care and welfare and the responsibilities involved.

## **Guidelines**

- ‘*Animal*’ is defined as any living creature, including land-based and aquatic mammals, birds, fish and reptiles.
- If the appropriate care cannot be provided, the animals should not be kept at Coastal Taranaki School. Creatures kept in classrooms for observation must be housed and fed properly and returned to their natural habitat upon completion of the study.
- Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in the school can be guaranteed. Responsibility for the welfare of animals rests with the teacher/staff member involved.
- The following freedoms apply:
  - Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and holidays.
  - Animals must have secure cages/containers with space for it to move around freely and display normal patterns of behaviour.
  - Animals should be free from injury or disease. Diseased or injured animals should be treated and not kept at the school.
  - Animals must be handled/kept in such a way that they are not subjected to stress or fear.
  - Animals should be obtained from reliable sources.

## **14) STUDENT COUNCIL**

### **Organisation:**

- Nominated students from each class.
- The Head Students plus the Student Representative to the BoT will also attend School Council meetings if they are not already nominated representatives.

### **Role of School Council:**

- Write articles for newsletters if necessary.
- Assist with sports days and Whanau competitions under teacher guidance
- Organise activities for the class in consultation with class teacher.
- Attend regular meetings.
- Fund-raise for specific charities/projects.
- Wear leadership badges.
- Provide feedback to the principal on matters relating to the running of the school.
- Increase awareness of decision-making, management and organisation
- Help organise school gatherings.

### **Role of Head Students:**

- Chair council and keep minutes of meetings.
- Checking - chasing up from meetings e.g. sports organisation that tasks have been done.
- Participate at official occasions e.g., parents’ meetings.
- Introduce and thank visitors.
- Help organise school activities.

## **15) CURRICULUM REVIEW**

All Faculty leaders will complete a curriculum self-review based upon NAGS – annually at the beginning to Term 2.