

## NAG 1

1. The Board of Trustees will foster student achievement by providing teaching and learning programmes consistent with the New Zealand Curriculum.
2. The Board of Trustees, through the Headmaster and staff, will develop and implement a curriculum:
  - That is underpinned by and consistent with the principles of the NZ Curriculum.
  - In which the values set out in the NZ Curriculum are encouraged, modelled and explored by students.
  - That supports students to develop the key competencies set out in the NZ Curriculum.
3. The Board of Trustees, through the Headmaster and staff, will provide all students in Years 9-10 with effectively taught programmes of learning in:
  - English
  - The Arts
  - Health and Physical Education
  - Languages
  - Mathematics and Statistics
  - Science
  - Social Sciences, and
  - Technology.
4. The Board of Trustees will, in designing and reviewing their curriculum, select achievement objectives from each area in response to the identified interests and learning needs of their students, and consistent with the overall direction of the Wellington College curriculum.
5. The Board of Trustees will, through the Headmaster and staff:
  - Gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement.
  - Identify students and groups of students who are not achieving, who are at risk of not achieving, or who have special needs and identify aspects of the curriculum that require particular attention.
  - In consultation with the school's Māori community, develop and make known its plans and targets for improving the achievement of Maori students.
  - In consultation with the school's Pasifika community, develop and make known its plans and targets for improving the achievement of Pasifika students.
6. The Board of Trustees will, through the Headmaster and staff, implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.
7. Where a policy of Wellington College addresses a situation where student needs are or may be perceived to be greater than those of the general body of students, and these policies entail moving resources from the general body to the students in question, the policy shall take effect only to the extent to which it is practical and reasonable to reduce the resources available to the general body of students.

# **WELLINGTON COLLEGE POLICY STATEMENT**

## **SECTION 1**                      **N.A.G.1**

### **POLICY TITLE 1.0**              **GENERAL POLICY ON CURRICULUM**

#### **RATIONALE**

Wellington College will foster student achievement by providing a curriculum that puts students at the centre of teaching and learning, engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

#### **PURPOSE**

To ensure that Wellington College provides programmes that meet students' learning needs and are consistent with the New Zealand Curriculum.

#### **GUIDELINES**

1. The Board of Trustees, through the Headmaster and staff, will ensure that the curriculum of Wellington College is consistent with the following principles:
  - a) The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
  - b) The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.
  - c) The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.
  - d) The curriculum will not contain material that is sexist, racist or discriminatory; it will ensure that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. The selection and presentation of curriculum material will be sensitive to students of differing religious, ethnic, cultural and family backgrounds.
  - e) The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.
  - f) The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.
  - g) The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
  - h) The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.
  
2. Students of Wellington College will be encouraged to value:

- Excellence, by aiming high and by persevering in the face of difficulties
- Innovation, inquiry and curiosity, by thinking critically, creatively and reflectively
- Diversity, as found in our different cultures, languages and heritages
- Equity, through fairness and social justice
- Community and participation for the common good
- Ecological sustainability, which includes care for the environment
- Integrity, which involves being honest, responsible and accountable, and acting ethically.

They will also be encouraged to respect themselves, others, and human rights.

3. The curriculum of Wellington College will promote key competencies by encouraging students to develop:

- Creative and critical thinking skills and intellectual curiosity that will assist them in making sense of information, experiences and ideas, asking questions and challenging the basis of assumptions and perceptions, and in developing ideas of their own.
- Skills in the use of different kinds of languages and symbols that allow them to use words, numbers, images, movement, metaphor, and technologies in a range of contexts and to use ICT to provide information and to communicate with others.
- Self-motivation and personal management skills that will allow them to establish personal goals that set high standards, meet challenges, and develop leadership skills independence.
- The skills to interact with a diverse range of people in a variety of contexts including the ability to listen, recognise different points of view, negotiate, share ideas, and an awareness of how their words and actions affect others.
- A capacity and enthusiasm for active involvement in the community inside and outside Wellington College, and an understanding of the importance of these contributions for the health of our society as a whole.

# **WELLINGTON COLLEGE POLICY STATEMENT**

## **SECTION 1**                      **N.A.G. 1**

### **POLICY TITLE 1.1**            **CURRICULUM DELIVERY**

#### **RATIONALE**

Delivery of the curriculum to provide every student with the best possible learning opportunities requires the co-ordination of a range of different resources including timetabling and funding.

#### **PURPOSE**

To provide a policy framework for timetabling and the allocation of teaching resources that reflects the needs of the students, the College Charter, the requirements of the New Zealand curriculum, and the terms of the Collective Contract.

#### **GUIDELINES**

1. The Board delegates Curriculum Delivery to the Headmaster, who will report at least annually to the Board of Trustees on the processes that he / she has developed for the development of a School timetable, for the allocation of teaching resources, and for students and their parents to be advised of the curriculum options available to them at Wellington College.
2. Where the Headmaster believes that the subjects offered in the School curriculum should be extended or reduced, that Headmaster will provide the Board of Trustees with a case in writing. The case will include an analysis of the costs and benefits for students, and the resource implications of the recommendation, and will be provided to the Board of Trustees in time for the resource implications to be considered alongside other major changes to planned expenditure as part of the development of the draft budget for the following year.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1                      N.A.G. 1

### POLICY TITLE 1.2            HOMEWORK

#### RATIONALE

The Prospectus of the College states that students will be expected to study at home because the educational achievement of the students is enhanced by the setting and completion of homework and in accepting enrolment of a student at the College, parents accept an obligation to assist the staff of the College monitor the completion of homework.

#### PURPOSES

- To ensure that the setting, completion and marking of homework is understood, accepted and practiced by staff and students and is supported and encouraged by parents/caregivers.
- To provide assistance for students in their progress toward self-directed learning.

#### GUIDELINES

1. The Prospectus will state the expectations relating to homework at each year level.
2. Staff will set homework in accordance with the statement in the Prospectus and sufficient for each class day.
3. Homework may be spread over some days, with a deadline for completion. Non-completion by due time will result in an appropriate penalty.
4. Students who have conflicting deadlines should consult the subject teacher or, if the conflict is unresolved, the Dean of their year.
5. If the homework set is completed in less than the time stated for the year level in the Prospectus, quiet reading and revision is expected and should be encouraged. The completion of homework during the College day (such as lunch hour) is to allow for an increase in revision time, not for avoiding homework at home.
6. Teachers should provide homework which enhances the students' learning and facilitates progress toward developing effective self-study habits.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.3 LIBRARY

#### RATIONALE

The Library is the College's principal resource to support the development of self-initiated learning, the collection of information and the development of independent research skills.

#### PURPOSE

To identify and maximise the Library's role in fostering inquiry and self-initiated learning among the College community.

#### GUIDELINES

1. The Library is central to the teaching and learning programme of the College, It will provide students and staff with a wide range of curricular and recreational learning materials. The librarians will offer guidance in the development of self-learning and informational skills and resource-based learning.
2. Teachers will be provided with a selection of information resources which are integral to and supplement the College curriculum and which assist in the development or a range of learning strategies. The Library will also offer the staff of the College resources for their professional development.
3. The Library's resources will reflect the biculturalism of New Zealand and be sympathetic to and accepting of other cultures and gender equity.
4. Students will be offered the opportunity to acquire skills and responsibilities as student librarians.
5. The Library will provide an appropriate venue for visiting speakers as well as extracurricular activities such as debating.
6. The Library will maintain contact with other learning resource centres, particularly those in Wellington, to maximise the range of resources available to staff and students.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.4 ACCESS TO RESOURCES

#### RATIONALE

The Board of Trustees will provide all students enrolled at this College with equal access to learning programmes and physical resources, and will implement policies and procedures designed to achieve equitable outcomes for all groups of students within the College.

#### PURPOSES

- To ensure that no student of the College is unable to participate in a learning programme within the College's curriculum.
- To ensure access by all students of the College to the physical resources of the College.
- To develop strategies which will aim to achieve equitable outcomes for any group of students identified as experiencing outcomes materially different from those of the College as a whole.

#### GUIDELINES

1. No student enrolled at the College will be prevented from participating in a programme of learning within the curriculum because of financial hardship.
2. All students enrolled at the College will have equal access to all learning programmes provided that they meet the academic entry qualifications.
3. Acceptance of enrolment of a student will be conditional upon adequate resources being funded in the Operations Grant from the Ministry of Education for the College to provide for the specialist needs of the student. This requirement shall in no way limit enrolment on the grounds of family financial resources.
4. All students enrolled at the College will have equal access to the physical resources of the College.
5. Wherever it is possible to do so without requiring an impractical or unreasonable reduction in the resources available to the general body of students, Wellington College will:
  - a) Provide assistance for any individual or group of students identified as not experiencing successful outcomes.
  - b) Allocate staffing to meet the needs of students who are not experiencing successful outcomes at College.
  - c) Provide opportunities for success in all of service, aesthetic, cultural, social, academic and sporting activities.
  - d) Consult contributing schools to identify those students who will need attention to ensure that they experience equitable opportunities when they commence education at the College.
  - e) Encourage liaison between staff, parents/caregivers and the students.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.5 TREATY OF WAITANGI

#### RATIONALE

The College will fulfil its obligations under the Treaty of Waitangi recognising that Māori are the Tangata Whenua of Aotearoa and that their language and culture are a living part of New Zealand society.

#### PURPOSES

- To ensure the curriculum reflects Maori perspectives.
- To make equitable provision in the curriculum and the programmes of the College for the instructional and general educational needs of Māori students.
- To provide opportunities for students who wish to learn Te Reo Maori and Tikanga Māori.
- To recognise Māori values in the provision of resources and facilities in the College.
- To make staffing and financial provisions to enable the College to meet the requirements as noted in the points above.

#### GUIDELINES

1. A Māori perspective should be provided in all appropriate aspects of the curriculum.
2. The history and the points of view of both parties to the Treaty of Waitangi should be presented whenever appropriate.
3. The appointment and continuing support of a teacher of Te Reo and Tikanga Māori shall be a high priority.
4. The Board and the Headmaster will meet, when appropriate, parents of Māori students to discuss relevant matters.
5. There will be equitable allocation of resources and facilities to promote Maori language and culture in the College.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.6 TEACHING MAORI LANGUAGE AND CULTURE

#### RATIONALE

Wellington College is committed to providing opportunities for students to learn Te Reo Māori and Tikanga Māori.

#### PURPOSES

- To acknowledge and value the special place of Te Reo Māori in New Zealand.
- To staff the College with suitably qualified teachers of Te Reo Māori and Tikanga Māori.
- To provide opportunities for parents of Māori students and the parents of Māori language students to be consulted on the best and most appropriate means to promote Te Reo Māori and Tikanga Māori in the school.
- To utilise Māori protocol and language for appropriate ceremonial occasions.
- To ensure that all students recognise the value of learning and understanding Te Reo Māori and Tikanga Māori.

#### GUIDELINES

1. Māori students and students of Te Reo Māori should be encouraged to learn and value Māori language and culture.
2. Māori students and students of Te Reo Māori should take an active part in the ceremonial protocol of the College when appropriate.
3. Opportunities should be made available for students to extend their knowledge and experiences of Tikanga Māori.
4. The College should endeavour to strengthen its links with the parents of Māori students and the parents of Māori language students.
5. The College will do all in its power to retain and resource qualified teachers of Te Reo Māori and Tikanga Māori.

## WELLINGTON COLLEGE POLICY STATEMENT

### SECTION 1 N.A.G. 1

#### POLICY TITLE 1.7 MAORI PERSPECTIVES IN THE CURRICULUM

##### RATIONALE

Wellington College is committed to biculturalism being an integral part of the curriculum.

##### PURPOSES

- To ensure that the curriculum reflects Māori perspectives.
- To acknowledge the importance of Māori in the history and development of New Zealand.
- To ensure that the Charter objectives are met with regard to the Board's obligations under the Treaty of Waitangi.
- To provide for adequate consultation on matters affecting the teaching of Māori perspectives in the College curriculum.

##### GUIDELINES

1. In the preparation and delivery of the curriculum due regard will be given to Māori perspectives relevant to the subject.
2. Time and funding will be made available, to the extent possible within the constraints of the Operations Grant from the state, to ensure that adequate resources are available to teachers to assist them in their understanding of Māori perspectives.
3. Resources shall be made available to the extent possible within the funds provided by the Ministry of Education to ensure a balanced view of the history of New Zealand among both students and staff.

## WELLINGTON COLLEGE POLICY STATEMENT

### SECTION 1 N.A.G. 1

### POLICY TITLE 1.8 EQUITABLE PROVISION FOR INSTRUCTIONAL NEEDS OF MAORI STUDENTS

#### RATIONALE

Wellington College is committed to making equitable provision in the curriculum for the instructional needs of Māori students.

#### PURPOSES

- To seek equitable opportunities for Māori students.
- To reinforce the Mission Statement that all students shall receive an “education .. which shall require and enable them to pursue individual and corporate goals of excellence”.

#### GUIDELINES

1. The Board and the Headmaster will consult, when appropriate, with the parents of Māori students on the best means for the College to meet its obligations under the terms of the Treaty of Waitangi and the best means to address the instructional needs of Māori students.
2. Programmes will be promoted and encouraged for introduction by suitably qualified staff to meet the needs of Māori students.

This policy should be read in conjunction with Policies 1.5, 1.6 and 1.7. The College programmes will seek to advance and enhance the learning opportunities of Māori students.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.9 EXTRA-CURRICULAR ACTIVITIES

#### RATIONALE

Extra-curricular activities are those aspects of the College programme which are staffed by teachers in addition to their appointed academic teaching positions and are normally outside the regular timetable class hours and duties. Because of their essential part in the philosophy and programme of the College, some refer to these as “Co-Curricular Activities”. Teachers in accepting a position at this College accept that their part in managing, coaching, or in other ways assisting in the extra-curricular programme is essential to the ethos and character of the College.

#### PURPOSES

- To recognise the need and seek to provide resources for students to gain a wider educational experience than that provided solely in the classroom, and to encourage students to complement their academic studies with extra-curricular activities that will enhance their enjoyment of their schooling.
- To uphold the traditions and history of the College by continuing its strong commitment to extra-curricular activities that have been an integral part of the ethos and long history of the College.
- To encourage the development of a broad range of activities so that all students will find one or more in which they can participate with enjoyment.

#### GUIDELINE

1. The Board of Trustees will receive regular reports on the extent of staff and student participation in extra-curricular activities, and on ways in which the Board of Trustees can provide the resources needed to support a high quality and broadly-based extra-curricular programme.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.10 EDITORIAL GUIDELINES FOR STUDENT PUBLICATIONS

#### RATIONALE

Official guidelines define the rights, restrictions and responsibilities of student journalists, the teachers of such subjects as media studies and the College administration, including the College Board. Editorial policy is a statement of intent written by the staff with the approval of the Headmaster and, where appropriate, the Board of Trustees. Editorial policy concerns the entire content of publications produced by or under the auspices of the College. For the protection of all associated with the College and in the pursuit of the aims of the College it is essential that students and staff conform to agree editorial policy guidelines.

#### PURPOSES

- To provide a means for prior review of any publication produced by any student or staff member of the College in any official capacity (including as part of any teaching and learning programme) before issuing the publication for public view.
- To define the rights of and limitations on student journalists within the overall objectives and programmes of the College.

#### GUIDELINES

1. No publication prepared or published on College premises by any student or staff member of the College should contain material that may expose the College to possible legal action as a result of libel, obscenity, offence to people on racial, sexual, religious, ethnic, cultural, difference in ability, socioeconomic or any other such grounds.
2. Any publication prepared or published on College premises by any student or staff member of the College must have an editorial policy approved by the Headmaster and/or the Board of Trustees. The preparation of such an editorial policy will take time and should not be rushed in an attempt to meet an unrealistic deadline.
3. Distribution or sale of any publication on the property of the College, or using any distribution list or distribution mechanism provided by the College, requires the permission of the Headmaster.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.11 STUDENTS WITH SPECIAL NEEDS

#### RATIONALE

Some students have special needs which are not catered for in the general curriculum. Their needs should be addressed by provision of additional resources of time, material and expertise.

#### PURPOSES

To ensure that students with special needs are provided with assistance and programmes of instruction and learning designed to obtain for them the greatest possible benefit from their school experiences, and that they are catered for in the allocation of teaching time and resources.

#### GUIDELINES

1. Students with special needs will be identified.
2. When identified as having a special need, the student will be provided with:
  - a) A support group within the school
  - b) Access to advisory services and information as to additional resources that are available.
  - c) Consideration of the need for an Individual Educational Plan (IEP)
  - d) Parental access to planning and programming the student's course.
3. All students with special needs will be encouraged and enabled to participate in the wider life of the College no matter what the special need or disability.
4. Students with special needs students will be given every opportunity to succeed and excel in their areas of choice.
5. Other students with special needs will be the responsibility of the Special Needs staff working in consultation with the HOD of Learning Support.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.12 PROVIDING FOR THE INDIVIDUAL NEEDS OF STUDENTS

#### RATIONALE

The Board of Trustees recognises that all parents/care-givers are the foremost educators of their children and must have opportunities to communicate the individual needs of their children and to find out how the College will meet those needs.

#### PURPOSE

To provide the appropriate means for all parents/caregivers to make known the individual needs of their children and be informed of steps taken to meet the individual needs of their children.

#### GUIDELINES

1. Through parent-teacher consultations, all parents/caregivers will be enabled to make known the individual needs of their children.
2. At the time of enrolment the parents/caregivers will be invited to explain the particular needs of their children.
3. Deans and Form Teachers, together with the Guidance Counsellor, will make known the processes by which the parents/care-givers may consult with them about the particular needs of their children.
4. The College will endeavour to create an atmosphere in which parents/care-givers feel comfortable about making known the individual needs of their child. The College will encourage such communication.
5. The needs of the mainstreamed, ESOL, and high or low achieving students will be met by the consultation process, the oversight of which will be the responsibility of the ESOL and Learning Support staff.
6. Individual Education Programmes will be established for those students with specific needs and monitored and reported on by the relevant staff assigned to meet the individual student's needs.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.13 PRIZE-GIVING CEREMONIES

#### RATIONALE

A main purpose of the College is to advance and enhance the academic achievement of students. As part of that purpose recognition of achievement is necessary in appropriate and dignified ceremony. The end of the College year is the ultimate occasion for such recognition.

#### PURPOSE

To provide regulations for the conduct of College prize-giving ceremonies.

#### GUIDELINES

1. The end-of-year final College assemblies shall be primarily for the purpose of recognising excellence in effort and attainment.
2. Separate ceremonies for presentation of the academic prizes and awards will be held for Years 9 and 10, and for Years 11, 12 and 13, so that each group may have adequate time for recognition of the achievements of its student cohort. Sufficient seating for family and friends will also be assured by providing separate occasions.
3. At the senior prize-giving staff and Board members should wear appropriate academic gowns. Jackets and ties for men and formal day wear for women is expected as appropriate for the formality of the occasions.
4. Attendance at prize-givings is compulsory for students and staff as part of the College academic programme. Ceremonies should normally be no longer than one hour for Years 9 and 10; no longer than 90 -100 minutes for Years 11, 12 and 13.
5. The Chairperson of the Board of Trustees and the Headmaster should each give a short address and report on the state of the College.
6. As much as possible attempts should be made to hold the ceremonies at times which do not conflict with arrangements for ceremonies at local schools for girls.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.14 GIFTED AND TALENTED STUDENTS

#### RATIONALE

Wellington College recognises that students who exhibit characteristics of giftedness or have other learning needs that are significantly different from those of other children require special learning opportunities and may need emotional and social support to realise their potential.

#### PURPOSES

- To ensure that gifted and talented students are identified at an early stage.
- To ensure that gifted and talented students will be offered a curriculum that has been expanded in breadth, depth and pace to match their learning needs.
- To ensure that gifted and talented students will be monitored throughout their time at Wellington College.

#### GUIDELINES

1. A specific enrichment programme for a small group of year 9 and 10 students identified as gifted and talented will be provided.
2. Students will be streamed at Years 9 and 10 into an advanced band and a broad band. This will be achieved initially through entrance tests and subsequently through both formative and summative assessment.
3. At the end of Year 9, students will be identified who will be given the opportunity of undertaking NCEA Level 1 in Year 10. While this will occur primarily in Mathematics and Science, opportunities for similar acceleration in other subjects will be available in consultation with the relevant Head of Department.
4. Similar acceleration will occur in subsequent years. For example, very able students will have studied seven or eight subjects at NCEA Level 3 by the time they have completed Year 13.
5. Gifted and talented students will be encouraged to participate in both national and international competitions.
6. Gifted and talented students will also be encouraged to enter for Scholarship (Level 4) examinations. This will normally be in Year 13 but in some instances, students will be encouraged to enter in Year 12 when they have studied a subject at NCEA Level 3.
7. Gifted and talented students will be encouraged to develop their leadership and service opportunities. This may include such activities as Peer Support, Prefect and Form Prefect duties, the World Vision 40 Hour Famine, coaching of sports teams and participation in the Student Council.
8. A staff member will be appointed to investigate strategies for identifying, extending and monitoring academically gifted students within Wellington College.

9. Gifted and talented students in sporting and cultural activities will be given opportunities to develop their abilities through extra-curricular programmes overseen by the Sports and Arts Coordinators.

# WELLINGTON COLLEGE POLICY STATEMENT

## SECTION 1 N.A.G. 1

### POLICY TITLE 1.15 ASSESSMENT

#### RATIONALE

It is crucial that there are common practices throughout the College to ensure that assessment is fair, valid, reliable and consistent. With the implementation of NCEA at Levels 1, 2 and 3 a standards-based methodology of assessment is central to assessment practices at each year level. However, this policy will not preclude some norm-referenced assessment when the ranking of students is appropriate. This policy is an overarching statement but should be read in conjunction with the detailed information contained in the Curriculum, Assessment and Reporting policy documentation.

#### PURPOSES

Wellington College will utilise both formative and summative assessment opportunities to improve students' learning outcomes. The primary form of assessment at all levels will be standards-based. The key aspects of assessment include the following:

- The identification by teachers and learners of learning goals, intentions or outcomes and criteria for achieving them.
- The provision of effective, timely feedback to enable students to advance their learning.
- The active involvement of students in their own learning.
- Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).
- Appropriate feedback to parents on students' progress and achievement.

#### GUIDELINES

1. Teachers must actively manage the partnership with students and parents, finding ways of involving students and parents in learning and achievement.
2. Teachers must also engage their own peers in discussion about effective assessment and teaching strategies. There should be a focus on improving student and staff learning.
3. Teachers need to be clear about school-wide goals, the curriculum, learning intentions and standards.
4. Teachers should be knowledgeable in a range of assessment practices, which may include the ability to:
  - a) Gather dependable information about the status of a student's (or group of students') learning
  - b) Gather, interpret and evaluate information for individuals and groups of students to enhance the further development of learning
  - c) Know how to teach students self and peer assessment strategies
  - d) Contribute evidence to partnerships of learning (parents, colleagues, Boards).
5. In the junior school (Years 9 and 10), each department will determine the standards against which students will be assessed. Where appropriate, these standards will be based on the NZ

Curriculum statements. HODs will ensure that assessment in Years 9 and 10 will follow a standards-based model.

6. Assessment should be according to clearly specified criteria and should make it clear to students and parents whether a student is performing below, at, or above the level appropriate for his year group.
7. In the senior school (Years 11, 12 and 13), assessment will be according to NZQA Guidelines. These are specified in detail in the Assessment of the Wellington College Curriculum, Assessment and Reporting Programme.