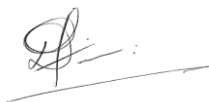


**THE  
FAIRFIELD COLLEGE  
CHARTER AND PLANNING  
DOCUMENTS**

**ATTENDANCE**  
↑  
**ENGAGEMENT**  
↓  
**ACHIEVEMENT**

**2011**

Adopted by the Commissioner



Signed:

\_\_\_\_\_  
**COMMISSIONER**



Signed:

\_\_\_\_\_  
**Acting PRINCIPAL**

**School 129**

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# **Section I**

## **Aspirations**

## PHILOSOPHY OF FAIRFIELD COLLEGE

Fairfield College acknowledges and values the intellectual and cultural diversity of its students and the co-educational setting in which its work is done.

We recognise the need to provide conscientiously for the widest range of academic ability; to challenge and extend able students to a full engagement of their intelligence; to support and encourage those who struggle academically so that they value the progress they make; to stimulate all students to learn and to develop their thinking powers in an environment which is open to learning development. We aim to pay careful attention to individual needs and to develop teaching programmes which match the variety of intellectual achievements possible for our students.

We acknowledge the dual cultural New Zealand heritage and the concept of partnership deriving from the Treaty of Waitangi. We seek to enable all students to learn from within the security of their own cultures and their shared culture. We also acknowledge the presence in our community of students from many races and cultures and welcome the enrichment this brings to the school community. We celebrate diversity.

We seek to explore the advantages of a co-educational environment. We strive for classroom regimes which encourage our students both to value their own gender and to respect and learn from each other. We pursue models of equal partnership between male and female which will break down harmful sexist stereotyping and prepare our students to live and work together productively in adult life.

We affirm the school's commitment to respect the individuality of its students, in the belief that learning is best achieved through self-management and self-discipline. We value a friendly and secure atmosphere in the school community, where students, teachers and parents can be at ease with one another. We believe education should lead students to emotional and social maturity as well as develop their intellectual powers to the full. We will endeavour to guide students towards maturity by encouraging high standards of co-operative behaviour and concern for others, and by the provision of adequate counsel and oversight for individuals.

We will give our students wide opportunities for choice in both subjects studied and in the range of sporting, cultural and recreational activities open to them. We are particularly aware of the need to overcome stereotyping in subject choice and career option. We will pay special attention to the participation of students disadvantaged because of family income or physical disability. We acknowledge the importance of students participating in decision-making in the school and seek to provide ways for them to assume responsibilities in the ordering of the life of the school. We encourage students to be adventurous and to take full advantage of the many opportunities available to them, in the interests of an education which prepares them adequately for living in modern society.

We seek staff who are committed to the aims of the school and are equipped to pursue them. Fairfield College is a Te Kotahitanga school. We offer support to staff in achieving and maintaining high standards and will endeavour to provide them with satisfying opportunity for professional development. We recognise that co-operative and consultative staff relationships are essential to the effective functioning of the school.

We depend upon the support of our community. We invite parents and others to share their skills and interests with the school, and to accept a partnership role with the school in the education of their children. We encourage the community to make use of the resources and facilities of the school for wider educational purposes. We also seek to provide our students with opportunities to serve the community to which the school belongs.

## **MISSION STATEMENT**

A unique school community committed to safe, quality education and personal achievement for every individual.

## **VISION**

Fairfield College students will be confident, connected and actively involved in life-long learning.

## **CORE BELIEFS**

Every individual can be empowered to learn and to achieve personal success, both now and in the future.

## **CENTRAL VALUES**

### **EXCELLENCE and INNOVATION**

Students are encouraged to aim high and commit to achieve their personal best in academic, sporting, cultural and personal development through critical, creative and reflective thinking.

### **DIVERSITY and EQUITY**

Diversity and the uniqueness of the individual are supported within a tolerant, inclusive and safe environment.

### **COMMUNITY and PARTICIPATION**

Respect for others and the environment, including partnerships under Treaty of Waitangi, ensures good relationships among all members of the school community.

### **INTEGRITY**

Our school community encourages honesty, responsibility, accountability and ethical actions.

### **WELL-BEING**

Students' hauora is promoted within the school community.

## **RECOGNITION OF TANGATA WHENUA**

The unique position of Maori as tangata whenua/the indigenous people of Aotearoa/New Zealand and the importance of the principles of the Treaty of Waitangi are recognised by providing Maori students with the highest possible quality teaching and learning environment to facilitate their personal best in academic, cultural, social or sporting achievement. We acknowledge the mana of Maori as Treaty Partner to the Crown. Fairfield College is a Te Kotahitanga school.

## CULTURAL DIVERSITY

Fairfield College acknowledges and values the cultural diversity of its students and its staff. We seek to enable all students to learn from within the security of their own cultures and their shared world culture. We acknowledge the presence in our community of students from many races and cultures and welcome the enrichment this brings to the school community. We endeavour to move beyond tolerance of difference to understanding and acceptance of other perspectives. While celebrating cultural difference we recognise the need for all students to achieve at the highest level educationally to be able to participate fully as New Zealand citizens in the 21<sup>st</sup> Century.

## LEARNING IN AND THROUGH TIKANGA MAORI AND TE REO MAORI

Ideally all students in New Zealand schools would be able to access learning in and through Tikanga Maori and Te Reo Maori. We recognise that for Maori students such opportunities have significant personal value and importance. At this time the availability of teachers with strengths in Tikanga and Te Reo is very limited, and teachers with such competencies are clustered in Kura Kaupapa, Wharekura and in Wananga.

At this time Fairfield College is able to offer classes in Te Reo Maori as a stand alone subject only, and this availability depends on having sufficient numbers of students at a particular level to establish a class. Correspondence School enrolments can be facilitated for students for whom a class cannot be established.

As well Year 9 and Year 10 students participate through the Social Studies Curriculum in Aotearoa Studies including Marae protocol and Treaty of Waitangi history and related issues.

Specific commitments to improving this situation include -

1. Appointment of staff with high levels of competency in Te Reo Maori me ona Tikanga whenever such an opportunity arises.
2. Positive recognition by all staff of the importance of Te Reo me ona Tikanga and issues related to the Treaty of Waitangi.
3. Affirmation of and assistance to all who endeavour to improve their knowledge in these areas through ongoing professional development opportunities for staff, students and others associated with the school.
4. Correct pronunciation of names is recognised as being centrally important to the development of a positive relationship between student and teacher.
5. Each Faculty will ensure that teaching methods and resources are appropriate to the instructional needs of Maori students, recognising that non-Maori students will also benefit from such experiences.
6. Use of the Wharenui and the Wharekai in school-wide activities, ensuring the observation of appropriate protocols, and specifically Tainui kawa.
7. We are a Te Kotahitanga school.

## **Section II**

### **Planning**

# STRATEGIC DIRECTIONS 2009 - 2011



Fairfield College

## STRATEGIC INTENT

### TO IMPROVE STUDENT ACHIEVEMENT

**Three significant programmes in the school will be used to facilitate this – Te Kotahitanga, Positive Behaviour for Learning and ICT PD**

In 3 Years

STUDENTS	STAFF	COMMUNITY	ADMINISTRATION Supporting Systems and Professional Management
To ensure the transition from the Primary/Intermediate sector to Secondary school is successful	Staff strengthen teaching pedagogy	Partnership between homes and school will develop strong learning communities	Strong systems to support learning
To Effectively support students learning to prepare them for NCEA success → pathway of sequential learning	Effective learning pathways are established	Strengthen our links with the Maori community	Strong IT system schoolwide will enhance learning climate
We will produce successful Year 10 graduates → competency at L5 → capability L6 → value added testing	Strengthen faculty structure through integration of teaching and learning	Strengthen our relationships with the business community/regional/wider community/tertiary organisations/feeder schools/service groups	LMS/SMS effectively operating
To explicitly embed key competencies in each learner (learning to learn)	Collegial professional learning teams exist	Enhance our position within the community	Financial position will provide strong support for the learning environment/ asset replacement and improved working capital
Successful students should be able to learn, unlearn and re-learn	Recruitment and retention of staff/opportunities	Investigate community college model to engage a wider number of students	Classroom and new developments will would improve through our 5YA
The learning climate develops each individual's learning potential			Feasibility study undertaken re: academies/special projects
Encourage co-curricular participation in every student			
Support learning with specific learning support			
Safe school environment with Pastoral, Guidance, Health and well being support for all students			

# ANNUAL STRATEGIC PLAN 2011

Fairfield College



## Annual Strategic Plan 2011

Teaching and Learning –Best Practice in everything we do

**ATTENDANCE → ENGAGEMENT → ACHIEVEMENT**

**NAG 1: Curriculum/Student Achievement**

Target	Action/s	Responsibility	Expected Outcome	Comment/ Where next
<p>1</p> <ul style="list-style-type: none"> <li>- Student attendance will reach 92% of school roll on any given day.</li> <li>- The Positive Behaviour Programme will enhance student behaviour across the school</li> <li>- Class attendance will reach in excess of 92%.</li> <li>- Te Kotahitanga and the ICT Project will support teachers to lift student engagement across the school.</li> </ul> <p>The Positive Behaviour Programme will provide strategies to improve student behaviour in class</p>	<ul style="list-style-type: none"> <li>- Implement the attendance strategy across the school</li> <li>- Adhere to PBL across all classrooms to ensure management systems are fully upheld</li> </ul>	All staff	<p>Students will be in classes engaged and learning. This will also help achievement rates improve.</p>	

## NAG 2: Self Review

Target	Action/s	Responsibility	Expected Outcome	Comment/ Where next
Senior Curriculum Review	To complete the Senior Curriculum Review.	Senior Leadership Team/Heads of Faculty	<ul style="list-style-type: none"><li>• Curriculum programmes are appropriate to meet student needs.</li></ul>	

### NAG 3: Personnel

Target	Action/s	Responsibility	Expected Outcome	Comment/ Where next
To bring our staffing entitlement to a neutral position	Timetable will appropriately show that staffing fits with the entitlement we have been allocated	Senior Leadership Team	<ul style="list-style-type: none"><li>• Staffing entitlement is achieved.</li></ul>	

## NAG 4: Finance and Property

Target	Action/s	Responsibility	Expected Outcome	Comment/ Where next
To continue to work to strengthen our financial procedures.	<ul style="list-style-type: none"> <li>• Monthly monitoring occurs.</li> <li>• Spending limits applied.</li> </ul>	Commissioner Business Manager	<ul style="list-style-type: none"> <li>• Budget will be met.</li> </ul>	
To appoint Project Manager to develop property plan for re-development	Suggested plan is shared with Heads of Faculty and staff for consultation	Commissioner Business Manager	<ul style="list-style-type: none"> <li>• Areas are completed on time and within budget</li> </ul>	

## NAG 5: Pastoral

Target	Action/s	Responsibility	Expected Outcome	Comment/ Where next
<ol style="list-style-type: none"> <li>1. Establish Health and Safety committee with Terms of Reference.</li> <li>2. Raise the profile and strengthen the training for Anti-harassment.</li> </ol>	<ul style="list-style-type: none"> <li>• Terms of reference developed</li> <li>• Training is continued to enhance anti-harassment facilitators</li> </ul>	<p>Commissioner</p> <p>Guidance Counsellor</p>	<ul style="list-style-type: none"> <li>• Committee operates within current regulations.</li> <li>• Students are well trained and prepared.</li> </ul>	

## NAG 6: Legislation

Target	Action/s	Responsibility	Expected Outcome	Comment/ Where next
Policies are reviewed	<ul style="list-style-type: none"> <li>Policies are reviewed/consultation on appropriate policies occurs.</li> </ul>	Commissioner and senior Leadership team	<ul style="list-style-type: none"> <li>School policies will be ratified and fully operational ,moving into 2011.</li> </ul>	

# STRATEGIC VISION ANALYSIS FOR THE 2010 YEAR

## FAIRFIELD COLLEGE



## STRATEGIC VISION ANALYSIS FOR THE 2010 YEAR

**Analysis of Variance: for the year ending 31 December 2010**

### Teaching and Learning Objectives: NAG 1

1. **Student Achievement** - strategies will be developed to ensure improved outcomes for all students.
2. **Quality Teaching** - Staff will access a wide range of up-to-date and reflective professional learning opportunities which enable them to design and implement programmes appropriate for students they teach.
3. **Curriculum Development** - Curriculum planning documentation is commonly formatted to ensure written expectations re: self reviews/quality teaching and learning/department organisation/planning is evident.

2010 Achievement Target	Analysis	Evaluation
<p>1. To improve academic achievement across the school.</p> <ul style="list-style-type: none"> <li>• Level 1 NCEA targets               <ol style="list-style-type: none"> <li>a) Literacy = 65%</li> <li>b) Numeracy = 90%</li> <li>c) 55% gain NCEA Level 1</li> </ol> </li> <li>• Level 2 NCEA               <ol style="list-style-type: none"> <li>a) 50% gain NCEA Level 2</li> </ol> </li> <li>• Level 3 NCEA               <ol style="list-style-type: none"> <li>a) 40% gain NCEA Level 3</li> <li>b) 40% gain University Entrance</li> <li>c) Year 10 graduates 95% of students graduate</li> </ol> </li> </ul>	<p>We nearly achieved our targets for NCEA at all levels.</p>	<p>The school will continue to track student achievement and intensify mentoring towards the end of Term 3. This will help all students achieve where possible.</p>

2010 Achievement Target	Analysis	Evaluation
<p>2. To improve Maori student achievement across the school</p> <ul style="list-style-type: none"> <li>• Level 1 NCEA targets <ul style="list-style-type: none"> <li>a) Literacy = 50%</li> <li>b) Numeracy = 60%</li> <li>c) 45% gain NCEA Level 1</li> </ul> </li> <li>• Level 2 NCEA Still being analysed</li> <li>• Level 3 NCEA Still being analysed</li> </ul> <p>3. To implement the new junior curriculum framework</p> <p>4. To carry out a full review of the senior curriculum on offer</p> <p>5. To use attendance data to improve attendance → focus Year 9 and Year 10</p> <p>6. To bring our staffing entitlement to a neutral position</p>	<p>Maori student achievement at NCEA level 2 and NCEA level 3 improved over 2010.</p> <p>The school will continue to review the senior curriculum. Although this was begun undertaken towards the end of 2010 it needs to be a process of continuous review.</p> <p>A Dean's Secretary has been appointed. Weekly reporting of attendance %'s took place over the last half of Term 3 and all of term 4 2010. Meetings with the Ministry of Education around attendance took place over Term 4 2010.</p> <p>Timetable has been worked on very hard to enable us to be very nearly at a neutral position.</p>	<p>As we move into the second year of our Te Kotahitanga project we have more staff in the cohort therefore we should reach higher levels of Maori student achievement</p> <p>We will need to review this towards the end of 2011 to ensure we are delivering a curriculum that meets the needs of our students.</p> <p>This must be kept up to date and will always be a work in progress as the curriculum changes</p> <p>The attendance strategy will be in place for the entire 2011 year with a focus on all Year levels to help improve achievement school wide. Attendance data will be collated</p> <p>A little more work needs to be done on timetable to achieve the neutral position.</p> <p>Timetable needs to be continually reviewed throughout the year as we have moved to quarterly funding from 2011</p>

2010 Achievement Target	Analysis	Evaluation
7. To continue to work to strengthen our financial procedures.	This has continued throughout the year with our financial team working very hard. We still need to keep a very close eye on finances.	The continuation of hard work and closely followed procedures will allow financial procedures to run more smoothly.
8. To appoint Project Manager to develop property plan for re-development	Project manager appointed and two projects undertaken are nearing completion	Project manager and Business Manager must stay in close contact and keep communication flowing so all staff involved are kept informed and up to date with progress
9. Re-establish Health and Safety committee with Terms of Reference.	Health and Safety committee re-established with terms of reference. Inclusion of appropriate personnel has taken place.	Monthly meetings are taking place and with the new projects around the school the committee has been invaluable.
10. Raise the profile and strengthen the training for Anti-harassment.	The profile of Anti-harassment has been raised through training	The upskilling and further training will continue to take place
11. Policies are reviewed	Some policies have been reviewed and signed off by the Commissioner	As policies are due for review these will be attended too.

**Signed:**



**Gerhard van Dyk  
Acting Principal**

**Date:**

**4 May 2011**

**Signed:**



**Dennis Finn  
Commissioner**

**Date:**

**4 May 2011**

# Appendix

## Appendix I

# CONSULTATION PROCESSES

Community Reference Group meetings take place twice per term.

Parent/Teacher conferences take place to inform parents of student achievement.

Website has been revamped and is working well within the community.

Newsletters are sent home twice per term.

PTA meetings are held monthly.

Faculty structure which allows consultation between staff.

Management structure which involves Heads of Faculty and Senior Leadership Team allows consultation in the middle management area.

Commissioner/ Senior Leadership Team meetings are held on a regular basis.

Commissioner and Senior Leadership Team together regularly meet with Heads of Faculties.

PPTA involvement where necessary in the school.

## Appendix II

# NATIONAL EDUCATION GUIDELINES

## I NATIONAL EDUCATION GOALS

In recognition of the importance of education, the Government sets the following goals for the education system of New Zealand.

1. **National Education Goals** which are
  - Statements of desirable achievements by the school system, or by an element of the school system; and
  - Statements of government policy objectives for the school system:
2. **Foundation Curriculum Policy Statements**, which are statements of policy concerning teaching, learning and assessment that are made for the purposes of underpinning and giving direction to -
  - The way in which curriculum and assessment responsibilities are to be managed in schools:
  - National curriculum statements and locally developed curriculum:
3. **National Curriculum Statements** (that is to say statements of –
  - The areas of knowledge and understanding to be covered by students; and
  - The skills to be developed by students: and
  - Desirable levels of knowledge, understanding, and skill, to be achieved by students, during the years of schooling):
4. **National Standards**, which are standards, in regard to matters such as literacy and numeracy, that are applicable to all students of a particular age or in a particular year of schooling.
5. **National Administration Guidelines** (NAGs), which are guidelines relating to school administration and which may (without limitation) –
  - Set out statements of desirable codes or principles of conduct or administration for specified kinds of descriptions of person or body, including guidelines for the purposes of section 61:
  - Set out requirements relating to planning and reporting including –
  - Communicate the Government’s policy objectives:
  - Set out transitional provisions for the purposes of national administration guidelines.

The National Education Guidelines given effect by three parts of the **Education Act**

1. – section 61(2) which states:

The purpose of a school charter is to establish the mission, aims, objectives, directions and targets of the Board that will give effect to the Government’s national education guidelines and the Board’s priorities.
2. – section 61(4) (b)

A school charter must include the Board’s aims, objectives, directions, priorities and targets in the following categories:

“... (b) the Board’s activities aimed at meeting both general government policy objectives for all schools, being policy objectives set out or referred to in national education guidelines, and specific policy objectives applying to that school:
3. – and section 62(2) which states  
A school charter must be prepared and updated in accordance with national administrations guidelines

# NATIONAL ADMINISTRATION GUIDELINES

## NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each Board, through the principal and staff is required to -

- A. develop and implement teaching and learning programmes -
  - i. To provide all students Year 1 -10 with opportunities to achieve success in all areas of the National Curriculum;
  - ii. Giving priority to student achievement in literacy and numeracy especially in Years 1-8;
  - iii. Giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1-6.
- B. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to -
  - i. student achievement in literacy and numeracy, especially in years 1-8; and then to –
  - ii. 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* or *Te Marautanga o Aotearoa*;
- C. on the basis of good quality assessment information, identify students and groups of students -
  - i. who are not achieving
  - ii. who are at risk of not achieving
  - iii. who have special needs, and
  - iv. aspects of the curriculum which require particular attention
- D. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (C) above;
- E. in consultation with school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and
- F. provide 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 2

Each Board of Trustees with the principal and teaching staff is required to -

- A. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;

- B. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement, and
- C. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(C) above) including the achievement of Maori students against the plans and targets referred to in 1(E) above.

#### **NAG 2A**

Where a school has students enrolled in years 1 -8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- A. develop a strategic plan which documents how they are giving effect to the National Guidelines through their policies, plans and programmes, including those for curriculum, National Standards. Reporting to parents in plain language in writing must be at least twice a year:
- B. Report school level data in the board's annual report on national Standards under three headings:
  - i. School strengths and identified areas for improvement:
  - ii. The basis for identifying areas for improvement: and
  - iii. Planned actions for lifting achievement.
- C. Report in the board's annual report on:
  - i. The numbers and proportions of students at, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach and individual's privacy): and
  - ii. How students are progressing against the standards as well as how they are achieving.

These requirements do not apply to boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses (b) and (c) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* when the relevant report is that which reports on the 2012 school year.

#### **NAG 3**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- A. develop and implement personnel and industrial policies within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of the students; and
- B. be a good employer as defined in the State Sector Act 1988, and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

#### **NAG 4**

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- A. allocate funds to reflect the school's priorities as stated in the Charter;
- B. monitor and control school expenditure, and to ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

- C. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

**NAG 5**

Each Board of Trustees is also required to:

- A. provide a safe physical and emotional environment for students;
- B. promote healthy food and nutrition for all students; and
- C. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

**NAG 6**

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

# NATIONAL CURRICULUM STATEMENTS

Fairfield College will ensure that all students have the opportunity to undertake study in essential areas of learning as defined in the New Zealand Curriculum Framework through the National Curriculum Statements. The Framework document gives direction to all teaching and learning, identifies essential learning areas and essential skills for all students, and indicates the place of attitudes and values in the school curriculum.

There are seven essential learning areas, each with its own national curriculum statement. The statements contain the desirable levels of knowledge, understanding and skills that all students must have the opportunity to achieve. They specify achievement objectives for eight levels. The seven essential learning areas are :

- Language and Languages.
- Mathematics.
- Science.
- Technology.
- Social Sciences.
- The Arts.
- Health and Physical Well-being.