

**Broadlands School - Annual Plan – Curriculum & Student Achievement
2015**

In order to raise the level of student achievement for all students using the priorities detailed in the 'Annual Plan - Focus Areas', the following Annual Plan – Curriculum & Student Achievement priorities will be established

Curriculum & Student Achievement	Actions	Lead by	Budget	Time-frame	Outcomes
<p align="center">1.</p> <p>To provide quality formative/summative assessment, moderation and OTJ practices with reference to NZC and reported in relation to NZC N/Standards</p>	<ul style="list-style-type: none"> • Provide relevant PL & D including: <ul style="list-style-type: none"> ○ Mathematics facilitator-formative assessment tools (JAM/GLoSS), moderation practices & OTJ's in relation to N/Standards (as required) • Consolidate of e-asTTle as an assessment tool (all teachers registered for e-asTTle) • Implement 'Mathematics Curriculum & Achievement Plan' (MCaAP) (Refer also to 6.) • Implement 'Writing Curriculum & Achievement Plan' (WCaAP) (Refer also to 6.) • Review 'Reporting & Assessment Overview 2015' including: <ul style="list-style-type: none"> ○ Assessment tools & formal reporting cycle/alignment with N/Standards reporting requirements after 1, 2 & 3 years' at school named 'Progress Report' 	<p align="center">Staff & Facilitators</p>		<p align="center">Terms 1-3</p>	

	<p>(mid-year cycle) & 'Achievement Report' (end-of-year cycle)</p> <ul style="list-style-type: none"> ○ Learning Journal content to ensure that ALL NZC 'Learning Areas' are reported on in an equitable manner 				
<p>2. To empower student agency/ownership of learning through purposeful/inclusive whanau/community engagement</p>	<ul style="list-style-type: none"> • Develop purposeful/inclusive student, teacher, parent/caregiver & Whanau relationships/partnerships through whanau hui, staff/BOT discussion and wide school community consultation • Embed iwi Ngati tahu/Ngati whaoa affiliation • Provide learning environments that are creative, flexible and supports/caters for differentiated learning styles • Facilitate co-constructed learning opportunities, focus on learning outcomes/WALT & success criteria. WALT's are good for 'deliberate acts of teaching'. • Review status/relevance of WALT's. Consider 'WILF' for three key questions "<i>What am I looking for?</i>" "<i>Why did we do that?</i>" "<i>What can you do now?</i>" <ul style="list-style-type: none"> • Provide feedback/feed-forward to student/teacher/Whanau • Develop rubrics collaboratively to inform learners/learning • Enhance/consolidate an e-learning culture through class/student blogs 	<p>Teaching & support staff *BOT *Whanau</p>		<p>Terms 1-4</p>	

	<ul style="list-style-type: none"> Engage/consolidate the school community/Whanau in blogging/on-line learning Introduce 'Facebook' as a school community-wide communication/feedback forum Facilitate a whanau hui & school community consultation forum <ul style="list-style-type: none"> Provide/facilitate 'Reading Together' programme (DP/AP) 				
<p>3. To strengthen/embed Inquiry Learning/critical thinking teaching & learning programmes school-wide</p>	<ul style="list-style-type: none"> Teachers use the language Teachers facilitate inquiry learning & critical thinking opportunities with all students using templates provided Consolidate/embed SOLO school-wide Emphasis on problem solving & related strategies to develop critical thinking, collaboration and communication skills school-wide School-wide emphasis on the problem solving & related strategies to develop empowerment of the life skills of critical thinking, creativity, collaboration and communication skills (4 C's) & strategies (coding & Lego Mindstorms) 	Teaching, support staff, Principal & 'The Learning Order' – Julie Mills (if required)	*Refer 'PL & D' Budget 2015	Terms 1-4	

<p>4. To review performance management/appraisal policy/procedures</p>	<ul style="list-style-type: none"> • Facilitate performance management/appraisal protocol discussions • Co-construct inclusive policy & procedures for all teaching & support staff • Provide teaching & support staff with a deeper understanding of the relationship between performance management & appraisal • Provide teaching & support staff with a deeper understanding of the relationship between the Registered Teacher Criteria (RTC), Professional Standards & PTCA/SSCA • Provide relevant PL & D linked to learner priorities/teachers' portfolios/body of evidence/'Teaching as Inquiry' (Refer also 5. & 9.) 	<p>Teaching, support staff, Principal & 'Teaching Excellence NZ' (TENZ) – Colleen Lowe</p>			
<p>5. To provide teaching staff with the knowledge to construct personal/professional portfolios</p>	<ul style="list-style-type: none"> • Facilitate professional portfolio discussions (2014/2015) including 'body of evidence' requirements' • Through discussion, provide strong links to RTC & Professional Standards requirements • Management to provide regular opportunities for staff to collaborate/share portfolios/'bodies of evidence' with their chosen forum 	<p>Teaching Excellence NZ (TENZ), teaching staff, support staff & Principal</p>	<p>Refer 'PL & D' Budget 2015</p>	<p>Terms 1-4</p>	

<p>6.</p> <p>To identify, monitor and provide targeted teaching & learning programmes for the students especially those achieving 'Well Below' or 'Below' in relation to the N/Standards in Reading, Writing and/or Mathematics & Involved in past priority interventions (ALiM, MST, ALL & R/R)</p>	<ul style="list-style-type: none"> • Provide trained in-school PMP facilitator (Year One students and Year 2-4 target group) <ul style="list-style-type: none"> • Toe-by-Toe programme • Provide trained in-school Irlen Screening facilitator & Irlens Screening • Provide the 'Reading Together' programme facilitated by Year 1 teacher/AP & Year 5 & 6 teacher/DP • Prudently manage & utilize MOE Staffing Entitlement (as roll growth occurs) • Provide Reading Recovery teacher (trained 2014) (MOE 0.1 FTTE /0.1 FTTE TS) <ul style="list-style-type: none"> • Effectively monitor progress of target groups from 2013, 2014 into 2015 (including ALiM, MST, ALL & R/R) • Prioritise teacher inquiry within the writing process (Annual Target 2015) • Provide full opportunities for key staff to consolidate/sustain MOE 'Pfs' ALiM (2013), MST, ALL & ICT e-Fellowship (2014) through peer support, role modelling, observations of teaching practice & approaches to inquiry 	<p>Teaching, support staff, Principal & SENCo</p>	<p>*Refer PL & D' Budget 2015</p>	<p>Terms 1-4</p>	
---	---	---	---------------------------------------	------------------	--

	<ul style="list-style-type: none"> • Implement 'Mathematics Curriculum & Achievement Plan' (MCaAP) (Refer also to 1.) • Construct & implement of 'Writing Curriculum & Achievement Plan' (WCaAP) (Refer also to 1.) 				
<p>7. As above, with a particular focus on the achievement of Maori students and the provision of specific programmes & learning opportunities</p>	<ul style="list-style-type: none"> • Kapa Haka Senior/Junior performance groups • Kaea leadership for Senior/Junior Kapa Haka group • Embed 'Ka Hikitia - Accelerating Success 2013 – 2017' • Embed 'Tataiako – Cultural Competencies for teachers of Maori Learners' <ul style="list-style-type: none"> • Kotahitanga (Unity) • Natural/seamless integration of Te Reo/Tikanga Maori • Whanau consultation hui 2015 • Priority to Maori students achieving 'Below'/'Well Below' NZC National Standards in Reading, Writing & Mathematics 	Teaching, support staff, Principal & Lead Teacher-Te Reo /Tikanga Maori		Terms 1-4	
<p>8. To provide comprehensive and 'plain language' reporting to parents/caregivers & Whanau with reference to</p>	<ul style="list-style-type: none"> • Review 'Assessment & Reporting Overview 2015' (Refer also to 1.) • Review formal/informal ALL reporting policy/procedures including: 	Teaching staff & Principal		Terms 1-4	

<p>NZC and in relation to N/Standards</p>	<ul style="list-style-type: none"> ○ Mid/End of Year Reports ○ Add 'Progress' & 'Achievement Reports' <ul style="list-style-type: none"> ○ Learning Journals ○ Open Day ○ Learners' Conferences ○ Learners' Reflection Evenings ● Review forums for topical methods of reporting including: <ul style="list-style-type: none"> ○ Blogs ○ iPad Apps ○ Facebook ○ SMS/eTAP - Parent Portal 				
<p>9. To provide teaching/support staff with the PL & D opportunities which supports the school-wide teaching, learning & management priorities</p>	<ul style="list-style-type: none"> ● Consolidate MOE Reading Recovery training 2015 with additional support/training release ● Provide intensive 'Coaching & Mentoring' professional support for MOE/ PfS' interventions ALiM/MST (Mathematics), ALL (Literacy/Writing) & ICT Lead Teachers to lead peers provided by 'the education group' (Refer also 6. Above) ● Provide 'Coaching & Mentoring' professional support for Principal & newly appointed DP/AP & ICT, Mathematics & Literacy Lead Teachers for 2015 ('the education group') ● ULearn Conference 2015 (all teaching staff) Theme 3. Focus/priority: 'Re-imagining Leaders & Leadership' 	<p>*Principal, SENCO, ICT Lead Teacher, ALiM/MST support teacher, ALL support teacher, DP, AP & 'the education group' (Coaching Workshop)</p>	<p>Refer 'PL & D' Budget 2015</p>	<p>Terms 1-4</p>	

	<ul style="list-style-type: none"> • Consolidate/sustain SOLO – ‘The Learning Order Education Consultancy’, Thinkers’ Keys, ‘HOT’ Maps & developing a school curriculum focus (if required) <ul style="list-style-type: none"> • Consolidate/sustain iPad technology/pedagogy & targeted learning apps facilitated by ICT Lead Teacher • Consolidate/sustain Core Education e-Fellowship/ICT, MST & ALL with a pedagogical inquiry/leadership/student focus school-wide involving ICT, Mathematics/Literacy Lead Teachers peer support/in-class intervention 				
<p>10. To provide ICT integrated teaching & learning programmes with a particular emphasis on ICT, Reading, Writing & Mathematics</p>	<ul style="list-style-type: none"> • Consolidate/continue to strengthen staff & student capabilities, embedding ‘best practice’ integration of ICT tools into daily teaching & learning programmes • Promote class blogs, wikis school website & Facebook as a real/contextual tool to facilitate e-learning, learning sharing opportunities & engaging wider school community • Provide an innovative website with improvements & links to learning • Implement robotic technology through Lego Mindstorms school-wide (Refer also 2. Above) • Build staff capabilities around ‘coding’ school-wide (Refer also to 2. above) 	Teaching staff, Principal. Lead Teacher ICT	Refer ‘ICT Budget’ 2015	Terms 1-4	

	<ul style="list-style-type: none"> Implement/effectively manage the roll-out of iPad technology school-wide (post trial 2013) 				
<p>11. To provide extensive sporting & cultural opportunities & facilities school-wide</p>	<ul style="list-style-type: none"> Provide for Sport BOP 'Go4it' Contract <ul style="list-style-type: none"> Provide all students with opportunities for participation in 'elite/specialized sport 2015 including: <ul style="list-style-type: none"> Ironkidz Triathlon Gridkidz Triathlon Cluster 'elite' events <ul style="list-style-type: none"> 'First Tee golf Sailing (Lake Taupo Sailing Club) <ul style="list-style-type: none"> Skiing Mini-ball Netball Hockey Provide student leadership opportunities through Sport BOP Dynamo Leaders' training Involvement of Sport BOP 'Coach force' in cricket 	<p>Teaching staff, Principal, Lead Teacher-Health/PE & key community parents/ caregivers/ whanau</p>	<p>Operations Grant 'Kiwisport' funding, 'Health & PE Budget' 2015 & *Refer 'School activities Budget 2015</p>	<p>Terms 1-4</p>	

<p>12. To provide a comprehensive & stimulating programmes for all students in The Arts</p>	<ul style="list-style-type: none"> • Provide a specialised visual arts' programme through specialist visual arts teacher (CRT) • Provide specialised performing arts in music, drama & dance utilizing specialist teachers in: <ul style="list-style-type: none"> ○ Ukulele ○ Piano ○ Boys/girls school choirs ○ Whole school production • Provide for Jump Jam Kidz Aerobix specialisation 2015 • Provide for Kapa Haka performance group(s) school-wide • Promote strong school-wide emphasis on creativity (Vision Statement) 	<p>*Specialist teachers in the Arts & Kapa Haka</p>	<p>'School Activities' Budget 2015</p>	<p>Terms 1-4</p>	
<p>13. *Provide all new students, Years' 1 – 6 and whanau, with a welcoming and smooth transition to an inclusive Broadlands School community to assist with the management of future roll growth</p>	<ul style="list-style-type: none"> • Provide a welcoming and inclusive school environment for the transition of new students/whanau • Provide effective communication via phone, email, website & FB • Provide all relevant school information in a format that can be understood/is user friendly (including new school website) <ul style="list-style-type: none"> • Be sensitive to the personal and learning needs of students/whanau • Build/sustain effective relationships with local/other ECE providers 	<p>Principal, office admin, teaching staff, support staff, PTA & BOT</p>	<p>No budget</p>	<p>Terms 1-4</p>	

<p>14. School-wide focus on the 21st C four 'C's'</p>	<ul style="list-style-type: none"> • Developing school-wide strategies to promote the 4 C's: <ul style="list-style-type: none"> ○ Critical Thinking-Vision Statement ○ Creativity-Vision Statement <ul style="list-style-type: none"> ○ Communication ○ Collaboration 	<p>*Principal, teaching staff, BOT (Charter) & school community</p>	<p>No budget</p>	<p>Terms 1-4</p>	
--	--	---	------------------	------------------	--