

**Broadlands School - Annual Plan – Curriculum & Student Achievement
2016**

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 for: <ul style="list-style-type: none"> • Re-visit moderation practices & consistency in relation to OTJ's & N/Standards (Refer also 9.) • Consolidate of e-asTTle as an assessment tool (all teachers registered for e-asTTle) • Review/consolidate 2015 'Mathematics Curriculum & Achievement Plan' (MCaAP) (Refer also to 6.) <ul style="list-style-type: none"> • Review/consolidate 2015 'Writing Curriculum & Achievement Plan' (WCaAP) (Refer also to 6.) • Review/consolidate 2015 'Reading Curriculum & Achievement Plan' (RCaAP) (Refer also to 6.) • Review 'Reporting & Assessment Overview 2016' 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 ○ Review format/cycle for 'Progress Report' (mid-year cycle) & 'Achievement Report' (end-of-year cycle) ○ Review Learning Journal content from 2015 to ensure that ALL NZC 'Learning Areas' are reported on in an equitable manner ○ Utilise the NPeW Measurement Director • Provide the management team, office manager & teaching staff with eTAP up-skilling, particularly the Learner Hub 	<p>Teaching, support staff & NPeW team</p>		<p>Terms 1-3</p>	
<p align="center">2.</p> <p>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 	<p>Teaching, support staff, BOT, Whanau & NPeW team</p>		<p>Terms 1-4</p>	

	<ul style="list-style-type: none"> • For the above, utilise the NPeW Engagement Director along with alignment with the NPeW e-Learning Plan <ul style="list-style-type: none"> • For the above, utilise the NPeW Learning, Technology & Engagement Directors to support technology in the homes initiative • Through DP facilitation, review current methods of engaging students in their own learning journey, making their learning more visible, gathering student voice & developing student agency (ownership of their learning) • Further develop/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'. <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, including the NPeW e-Learning Plan and the technology in the homes initiative <ul style="list-style-type: none"> • Engage/consolidate the school community/Whanau in blogging/on-line learning <ul style="list-style-type: none"> • Consolidate 'Facebook' as a key communication & engagement tool community-wide communication/feedback forum • Facilitate a whanau hui & school community consultation forum • Provide/facilitate 'Reading Together' programme (DP/AP) • Review ALL transition practices from ECE, to college/intermediate & with Broadlands School to ensure a seamless and welcoming culture exists (Refer also 13.) • Following the Board of Trustees' 'Survey Monkey' 2015, review the Broadlands School Vision Statement Term 1, 2016 				
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<p>3.</p> <p>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 <ul style="list-style-type: none"> • 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) 	<p>Teaching, support staff, Principal</p>		<p>Terms 1-4</p>	
<p>4.</p> <p>To review performance management/appraisal policy/procedures</p>	<ul style="list-style-type: none"> • Facilitate performance management/appraisal protocol discussions • Review/consolidate inclusive policy & procedures for all teaching & support staff • Provide teaching & support staff with a deeper understanding of the relationship between performance management & appraisal • Ensure that teaching & support staff continue to have a clear understanding of the relationship between the Practising Teacher Criteria (PTC), Professional Standards & PTCA/SSCA <ul style="list-style-type: none"> • Provide relevant PL & D linked to learner priorities/teachers' portfolios/body of evidence/'Teaching as Inquiry' as required (Refer also 5. & 9.) 	<p>Teaching, support staff, Principal & 'Teaching Excellence NZ' (TENZ) – Colleen Lowe</p>			
<p>5.</p> <p>To provide teaching staff with the knowledge to construct personal/professional portfolios</p>	<ul style="list-style-type: none"> • Consolidate thinking/understanding around professional portfolio discussions (from 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 2016</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</p>	<ul style="list-style-type: none"> • Provide Year 2/3 teacher/SENCo the opportunity to complete MST 2 2016 (Refer also 9.) <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"> • Provide Toe-by-Toe programme 	<p>Teaching, support staff, Principal & SENCo</p>	<p>**Refer PL & D' Budget 2016</p>	<p>Terms 1-4</p>	

<p>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 Irlen Screening facilitator & Irlen Screening facilitated by SENCo & Empowered Learning Trust • Provide in-school Auditory Processing Disorder (APD) screening (Year 4 target group/others as referred) facilitated by SENCo & Auditory Processing Network (APN), Taupo • Provide the 'Reading Together' programme facilitated by Year 1 teacher/AP & Year 5 & 6 teacher/ DP <ul style="list-style-type: none"> • Prudently manage & utilize MOE Staffing Entitlement (as roll growth occurs) • Provide training for a second Reading Recovery teacher in 2016 (MOE 0.34 FTTE /TS 0.1 FTTE TS) • Effectively monitor progress of target groups from 2013, 2014, 2015 into 2016, including ALiM, MST1/MST2 (2016), 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), MST1 (2014), ALL (2014), ICT e-Fellowship (2014) & MST2 (2016) through peer support, role modelling, observations of teaching practice & approaches to inquiry • Review/consolidate 'Mathematics Curriculum & Achievement Plan' (MCaAP) (Refer also to 1.) • Construct & implement of 'Writing Curriculum & Achievement Plan' (WCaAP) (Refer also to 1.) 				
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<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 <ul style="list-style-type: none"> • Whanau consultation hui 2016 • Review ALL engagement mechanisms in order to encourage/support higher and more personal levels of engagement • Priority to Maori students achieving 'Below'/'Well Below' NZC National Standards in Reading, Writing & Mathematics 	<p>Teaching, support staff, Principal, Lead Teacher-Te Reo /Tikanga Maori, NPeW team & Ngati tahu/Ngati whaea iwi</p>		<p>Terms 1-4</p>	
<p>8. To provide comprehensive and 'plain language' reporting to parents/caregivers & Whanau with reference to NZC and in relation to N/Standards</p>	<ul style="list-style-type: none"> • Review 'Assessment & Reporting Overview 2016' (Refer also to 1.) <ul style="list-style-type: none"> • Review formal/informal ALL reporting policy/procedures including: <ul style="list-style-type: none"> ○ Review 'Progress Reports' & 'Achievement Reports' for 2016 <ul style="list-style-type: none"> ○ Review Learning Journals ○ Open Day ○ Learners' Conferences ○ Learners' Reflection Evenings • Review/enhance methods of communication & engagement including: <ul style="list-style-type: none"> ○ Blogs ○ iPad Apps ○ Facebook ○ NPeW technology in the homes initiative ○ Review/provide PL & D for SMS/eTAP - Parent Portal initiatives/possibilities 	<p>Teaching staff, NPeW team & Principal</p>		<p>Terms 1-4</p>	
<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"> • Provide MOE Reading Recovery training for second R/R teacher in 2016 with additional support/training release • Provide Year 2/3 teacher/SENCo the opportunity to complete MST 2 2016 • NPeW involvement in the following professional learning: 	<p>*Principal, SENCO, ICT Lead Teacher, ALiM/MST support teacher, ALL support teacher, DP & AP</p>	<p>Refer 'PL & D' Budget 2016</p>	<p>Terms 1-4</p>	

	<ul style="list-style-type: none"> ○ Learning to Grow (Principal/DP) ○ Managing Change & Transition (Principal/DP) ○ Voyager-Cross-School Collaborative Inquiry & Collective Wisdom (AP/Lead Teacher ICT) ○ Post Grad Diploma 'Applied Practice in Digital & Collaborative Learning' (DP/AP) • Re-visit moderation practices & consistency in relation to OTJ's & N/Standards (Refer also 9.) • Support Advanced Classroom Expertise Teacher (ACET) x 2 presence school-wide • ULearn Conference 2016 (optional for teaching staff) • Consolidate/sustain SOLO – 'The Learning Order Education Consultancy', Thinkers' Keys, 'HOT' Maps & developing a school curriculum focus (if required) • Consolidate/sustain iPad technology/pedagogy & targeted learning apps facilitated by ICT Lead Teacher <ul style="list-style-type: none"> • 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 key communication and engagement tools in a real/contextual setting 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) <ul style="list-style-type: none"> • Continue to provide/enhance specialized teaching & learning programmes in The Arts including Visual Art & Performing Arts (piano, boys'/girls' choirs, dance, drama, school production & kapa haka (Refer also 12.) • Build staff capabilities around 'coding' school-wide (Refer also to 2. above) • Consolidate/manage the roll-out of iPad technology school-wide (post trial 2013) 	Teaching staff, Principal & Lead Teacher ICT	Refer 'ICT Budget' 2016	Terms 1-4	

	<ul style="list-style-type: none"> Consider more iPad Air purchases (specifically Year 5/6 class) 				
<p>11. To provide extensive sporting & cultural opportunities & facilities school-wide</p>	<ul style="list-style-type: none"> Provide Sport BOP 'Go4it' Contract Provide all students with opportunities for participation in 'elite/specialized sport 2016 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"> Mini-ball Netball Hockey Provide student leadership opportunities through Sport BOP Dynamo Leaders' training Involvement of Sport BOP 'Coach force' in cricket 	Teaching staff, Principal, Lead Teacher-Health/PE & key community parents/caregivers/whanau	Operations Grant 'Kiwisport' funding, 'Health & PE Budget' 2016 & *Refer 'School activities Budget 2016	Terms 1-4	
<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' Choirs Boys/girls school choirs Whole school production Provide for Jump Jam Kidz Aerobix specialisation 2016 Provide for Kapa Haka performance group(s) school-wide Promote strong school-wide emphasis on creativity (Vision Statement) 	*Specialist teachers in the Arts & Kapa Haka	'School Activities' Budget 2016	Terms 1-4	
<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"> Review/consolidate teaching staff discussions on transition from 2015 (Refer Google Doc 2015) Provide a welcoming and inclusive school environment for the transition of new students/whanau 	Principal, office admin, teaching staff, support staff, PTA & BOT	No budget	Terms 1-4	

	<ul style="list-style-type: none"> • 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) • Be sensitive to the personal and learning needs of students/whanau • Build/sustain effective relationships with key/strategic ECE providers 				
<p>14. School-wide focus on the 21st C four 'C's'</p>	<ul style="list-style-type: none"> • Teaching staff to consider 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>	