

**Broadlands School - Annual Plan – Curriculum & Student Achievement  
2017**

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	Key Personnel	Budget	Time-frame	Outcomes
<p align="center"><b>1.</b></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"> <li>• Re-visit moderation practices &amp; consistency in relation to OTJ's &amp; N/Standards in Writing (Refer also <b>9.</b>)</li> <li>• Review 2016 'Mathematics Curriculum &amp; Achievement Plan' (MCaAP) (Refer also to <b>6.</b>)</li> <li>• Review 2016 'Writing Curriculum &amp; Achievement Plan' (WCaAP) (Refer also to <b>6.</b>)</li> <li>• Review 2016 'Reading Curriculum &amp; Achievement Plan' (RCaAP) (Refer also to <b>6.</b>)</li> <li>• Review 2016 'Reporting &amp; Assessment Overview' for 2017' including:               <ul style="list-style-type: none"> <li>○ Assessment tools &amp; formal reporting cycle/alignment with N/Standards reporting requirements after 1, 2 &amp; 3 Years' at school</li> <li>○ Further in-depth discussion on the impact of the new 2016 reporting cycle on N/S reporting and cohort comparative data</li> <li>○ Review format/cycle for 'Progress Report' (mid-year cycle) &amp; 'Achievement Report' (end-of-year cycle)</li> <li>○ Review Learning Journal content from 2016 to ensure that ALL NZC 'Learning Areas' are reported on in an equitable manner</li> <li>○ Consideration to the phasing in of more digital reporting methods over time (such as eTAP &amp; blogs)</li> </ul> </li> <li>• Review eTAP SMS as a key tracking and reporting tool school-wide, including:               <ul style="list-style-type: none"> <li>○ The Learner Hub</li> <li>○ Review Parent Portal accessibility &amp; purpose</li> <li>○ Pastoral Care recording</li> </ul> </li> </ul>	<p>Teaching, SENCo, support staff, Reporoa Cluster 'Community of Learning' (CoL) &amp; NPeW team</p>		<p>Terms 1-3</p>	

	<ul style="list-style-type: none"> <li>○ Tracking historical/current cohorts over time especially those who have received/are receiving learning/intervention support</li> </ul>				
<p><b>2.</b> To facilitate/empower learner agency, student voice and ownership of learning through purposeful and inclusive whanau/community engagement</p>	<ul style="list-style-type: none"> <li>• Develop purposeful/inclusive student, teacher, parent/caregiver &amp; Whanau relationships/partnerships through whanau hui, staff/BOT discussion and wide school community consultation</li> <li>• For the above, utilise the NPeW Engagement Director along with alignment with the NPeW e-Learning Plan</li> <li>• For the above, engage the NPeW Learning, Technology, Engagement Directors and business partners to support BYOD roll-out and technology in the homes initiative</li> <li>• Review current methods of engaging students in their own learning journey, making their learning more visible, gathering student voice &amp; developing learner agency</li> <li>• Further develop/embed iwi Ngati Tahu/Ngati Whaoa affiliation</li> <li>• Provide learning environments that are creative, flexible and differentiate and personalise learning</li> <li>• Facilitate co-constructed learning opportunities, focus on learning outcomes/WALT &amp; success criteria. WALT's are good for 'deliberate acts of teaching'. <ul style="list-style-type: none"> <li>• Provide meaningful feedback/feed-forward to student/teacher/Whanau</li> <li>• Develop collaborative student-speak rubrics to inform learners of their progress</li> </ul> </li> <li>• Enhance/consolidate an e-learning/digital culture through class/student Facebook, website, blogs BYOD/iPad roll-out and the NPeW technology in the homes initiative</li> <li>• Engage the school community/Whanau in digital learning with year-level workshops facilitated by Lead Teacher ICT <ul style="list-style-type: none"> <li>• Consolidate 'Facebook' as a key communication &amp; engagement tool community-wide</li> <li>• Develop a whanau hui &amp; school community engagement/consultation forum</li> </ul> </li> <li>• Review ALL cross sector transitional practices to ensure that an actual inclusive (and not perceived) culture exists (Refer also 13.) <ul style="list-style-type: none"> <li>• <b>Key documents:</b> <ul style="list-style-type: none"> <li>○ MOE Centrally-funded PL &amp; D application</li> </ul> </li> </ul> </li> </ul>	<p>Teaching, Lead Teacher ICT, support staff, BOT, Whanau, iwi, Core Education (MoE Centrally-funded PL &amp; D), Reporoa Cluster CoL &amp; NPeW Engagement Team</p>		<p>Terms 1-4</p>	

	<ul style="list-style-type: none"> <li>○ Delivery Plan</li> <li>○ Scoping Discussion</li> <li>○ Outcome Descriptions</li> </ul>				
<p><b>3.</b></p> <p>To strengthen/embed Inquiry Learning/critical thinking teaching &amp; learning programmes school-wide</p>	<ul style="list-style-type: none"> <li>• Teachers use the language of inquiry including SOLO</li> <li>• Teachers facilitate inquiry learning &amp; critical thinking opportunities with all students using SOLO and year-level-adapted templates <ul style="list-style-type: none"> <li>• Up-skill new staff (2) over time</li> </ul> </li> <li>• Consolidate/refine SOLO school-wide for existing staff</li> <li>• Emphasise problem solving &amp; related strategies to develop empowerment of the life skills of critical thinking, creativity, collaboration and communication skills (4 C's) &amp; strategies (such as coding &amp; Lego Mindstorms)</li> </ul>	Teaching, support staff & Principal		Terms 1-4	
<p><b>4.</b></p> <p>To review performance management/appraisal policy/procedures</p>	<ul style="list-style-type: none"> <li>• Review performance management/appraisal protocol discussions</li> <li>• Ensure that teaching &amp; support staff continue to have a clear understanding of the relationship between the Practising Teacher Criteria (PTC's), Professional Standards &amp; PTCA/SSCA</li> <li>• Provide relevant discussions/PL &amp; D linked to learner priorities/teacher portfolios/body of evidence/'Teaching as Inquiry' as required (Refer also <b>5. &amp; 9.</b>)</li> </ul>	Teaching, support staff, DP, AP & Principal & Core Education (MoE Centrally-Funded PL & D)	PL & D Budget 2017		
<p><b>5.</b></p> <p>To provide teaching staff with the knowledge to construct personal/professional portfolios/body of evidence linked to PTC's</p>	<ul style="list-style-type: none"> <li>• Consolidate/refine thinking/understanding around professional portfolio discussions (from 2014/2015) including 'body of evidence' requirements'</li> <li>• Through discussion, provide strong links to RTC &amp; Professional Standards requirements</li> <li>• Management to provide regular opportunities for staff to collaborate/share portfolios/'bodies of evidence' with their chosen forum</li> </ul>	Teaching Excellence NZ (TENZ), teaching staff, support staff, DP, AP & Principal	PL & D Budget 2017	Terms 1-4	
<p><b>6.</b></p> <p>To identify, monitor and provide targeted teaching &amp; learning interventions/programmes prioritising those achieving 'Well Below' or 'Below' in relation to the N/Standards</p>	<ul style="list-style-type: none"> <li>• Further develop and strengthen SENCo role school and community wide (Refer also <b>9.</b>) <ul style="list-style-type: none"> <li>• Provide in-school PMP facilitator (Year 1 students and Year 2-3 target group)</li> <li>• Provide Toe-by-Toe programme</li> </ul> </li> </ul>	Teaching, support staff, DP, AP, Principal, SENCo, RTLB, Speech Language Therapist (SLT), Reporoa Cluster Community of Learning	Refer PL & D Budget 2017	Terms 1-4	

<p>in Reading, Writing and/or Mathematics</p>	<ul style="list-style-type: none"> <li>• Provide trained in-school Irlen screening facilitated by SENCo &amp; Empowered Learning Trust (ELT)</li> <li>• Provide in-school Auditory Processing Disorder (APD) screening (Year 4 target group/others as referred) facilitated by SENCo, Auditory Processing Network (APN), Taupo &amp; ELT. Implement the 'Hear Builder' app/programme <ul style="list-style-type: none"> <li>• Provide the Teacher Oral Language Development (TOLD) intervention programme (Year 1-3/Rooms 4/5) &amp; KLST assessment tool</li> </ul> </li> <li>• Provide Reading Recovery intervention programme (MOE 0.1 FTTE /TS 0.1 FTTE TS)</li> <li>• Provide Language Learning Initiative (LLI) intervention facilitated by Speech Language Therapist (SLT) and SENCo <ul style="list-style-type: none"> <li>• Implement Lucid intervention and comprehensive assessment programme (From Year 1) involving diagnosis of students on dyslexic spectrums</li> </ul> </li> <li>• Following eTAP staff up-skilling and cohort tracking methods 2017, track and monitor progress of target groups 2014 – 2016 (historical), and from 2017 (current) including ALiM, MST1/MST2, Reading Recovery, TOLD, Irlen, APD, LLI &amp; Lucid interventions</li> <li>• Review digital 'Special Needs &amp; Abilities Register' recording methods with links to eTAP/SMS &amp; Google Doc forums</li> <li>• Provide timetabling/PL &amp; D opportunities for key staff to consolidate/sustain MOE 'PfS' ALiM (2013), MST1 (2014) &amp; MST2 (2016) &amp; ICT/digital/BYOD priorities through peer support, role modelling, observations of teaching practice &amp; approaches to inquiry</li> <li>• Review 2016 'Mathematics Curriculum &amp; Achievement Plan' (McaAP) (Refer also to 1.)</li> <li>• Review 2016 'Writing Curriculum &amp; Achievement Plan' (WCaAP) (Refer also to 1.) <ul style="list-style-type: none"> <li>• Review 2016 'Reading Curriculum &amp; Achievement Plan' (RCaAP) (Refer also to 1.)</li> </ul> </li> <li>• Ensure that students with special abilities are equitably differentiated, with a priority to Reading, Writing &amp; Mathematics</li> </ul>	<p>(CoL), &amp; Empowered Learning Trust (ELT)</p>			
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<p><b>7.</b> As for <b>2. &amp; 6.</b> above, with a particular focus on the achievement of Maori as Maori</p>	<ul style="list-style-type: none"> <li>• Kapa Haka Senior/Junior performance groups</li> <li>• Kaea leadership for Senior/Junior Kapa Haka group</li> <li>• Embed 'Ka Hikitia - Accelerating Success 2013 – 2017'</li> <li>• Embed 'Tataiako – Cultural Competencies for teachers of Maori Learners' <ul style="list-style-type: none"> <li>• Kotahitanga (Unity)</li> </ul> </li> <li>• Natural/seamless integration of Te Reo/Tikanga Maori <ul style="list-style-type: none"> <li>• Whanau consultation hui 2017</li> </ul> </li> <li>• Review ALL existing engagement protocol with priorities to both face-to- face and digital mechanisms</li> <li>• Priority to Maori students achieving 'Below'/'Well Below' NZC National Standards in Reading, Writing &amp; Mathematics</li> </ul>	Teaching, support staff, DP, AP, Principal, NPeW Engagement Director & Ngati Tahu/Ngati Whaoa iwi		Terms 1-4	
<p><b>8.</b> To provide comprehensive and 'plain language' reporting to parents/caregivers &amp; Whanau with reference to NZC and in relation to N/Standards</p>	<ul style="list-style-type: none"> <li>• Review 'Assessment &amp; Reporting Overview 2016' (Refer also to 1.)</li> <li>• Review ALL current formal/informal reporting procedures including: <ul style="list-style-type: none"> <li>○ Review 'Progress Reports' &amp; 'Achievement Reports' for 2017</li> <li>○ Review Learning Journals (hard copy) v Digital Portfolios <ul style="list-style-type: none"> <li>○ Whanau Fun Day/Open Day</li> <li>○ Learners' Conferences</li> <li>○ Learners' Reflection Evenings</li> </ul> </li> </ul> </li> <li>• Review/enhance methods of communication &amp; engagement including: <ul style="list-style-type: none"> <li>○ BYOD/iPad roll-out <ul style="list-style-type: none"> <li>○ Blogs</li> </ul> </li> <li>○ iPad Apps (creative /consumption apps) <ul style="list-style-type: none"> <li>○ Facebook</li> <li>○ Website</li> <li>○ eTAP/SMS Parent Portal</li> <li>○ Social/kai occasions</li> </ul> </li> <li>○ NPeW technology in the homes initiative</li> </ul> </li> </ul>	Teaching staff, NPeW team, DP, AP & Principal		Terms 1-4	

<p><b>9.</b></p> <p>To provide teaching/support staff with the PL &amp; D opportunities which supports the school-wide teaching, learning &amp; management priorities</p>	<ul style="list-style-type: none"> <li>• Provide ALiM/MST 1 &amp; MST 2 teacher the opportunity to consolidate intervention pedagogy/methods <ul style="list-style-type: none"> <li>• Provide ALiM/MST teacher a prioritized and timetabled opportunity to peer support, role model, observe of teaching practice &amp; approaches to inquiry (Refer also 6. Above)</li> <li>• Consolidate/refine NPeW management team/leadership initiatives from 2016</li> </ul> </li> <li>• Re-visit moderation practices &amp; consistency in relation to OTJ's &amp; N/Standards in Writing (Refer also 9.)</li> <li>• Support Advanced Classroom Expertise Teacher (ACET) presence school-wide</li> <li>• Further review and embed SOLO – Consider 'The Learning Order' V 'Hooked on Thinking' for SOLO PL &amp; D delivery</li> <li>• Consolidate/sustain/refine digital technology pedagogy/BYOD roll-out &amp; targeted learning/creative apps facilitated by ICT Lead Teacher</li> <li>• MoE Centrally-funded PL &amp; D/Core Education initiatives including: <ul style="list-style-type: none"> <li>○ Learner agency, students voice &amp; learning partnerships <ul style="list-style-type: none"> <li>○ Whanau engagement</li> </ul> </li> <li>○ Transitional cross sector practices</li> <li>○ Leadership/management team review</li> </ul> </li> <li>• Provide R/R, Irlen, APD, LLI, TOLD, Lucid, 'Hear Builder' app learning support interventions for key teachers/staff (as required)</li> </ul>	<p>SENCO, ICT Lead Teacher, ALiM/MST support teacher, NPeW Technology Team, Innes Kennard iPad consultant, Core Education (MoE Centrally-funded PL &amp; D), Reporoa Cluster CoL, NZ Educational Consultants (NSEC)/Principal appraisal, DP, AP &amp; Principal</p>	<p>Refer 'PL &amp; D' Budget 2017</p>	<p>Terms 1-4</p>	
<p><b>10.</b></p> <p>To provide ICT integrated teaching &amp; learning programmes with a particular emphasis on ICT, Reading, Writing &amp; Mathematics</p>	<ul style="list-style-type: none"> <li>• Consolidate/strengthen staff &amp; student capabilities, embedding pedagogy &amp; 'best practice' integration of ICT tools into daily teaching &amp; learning programmes</li> <li>• Promote class blogs, wikis school website &amp; Facebook as key communication and engagement tools in a real/contextual setting to facilitate e-learning, learning sharing opportunities &amp; engaging wider school community <ul style="list-style-type: none"> <li>• Prioritise creative v consumption apps</li> </ul> </li> <li>• Provide an innovative website with improved links to learning</li> <li>• Strengthen robotic technology through Lego Mindstorms school-wide (Refer also 2. Above) <ul style="list-style-type: none"> <li>• Continue to provide/enhance specialised teaching &amp; learning programmes in The Arts including Visual Art &amp; Performing Arts (piano,</li> </ul> </li> </ul>	<p>Teaching staff, DP, AP / Lead Teacher ICT, Principal, NPeW Technology Team, Innes Kennard iPad consultant &amp; Lead Teacher ICT</p>	<p>Refer 'ICT Budget' 2017</p>	<p>Terms 1-4</p>	

	<p>school choir, ukulele, dance, drama, school production &amp; kapa haka (Refer also <b>12.</b>)</p> <ul style="list-style-type: none"> <li>• Build staff capabilities around 'coding' school-wide (Refer also to <b>2.</b> above)</li> <li>• Consolidate/manage the roll-out of BYOD/iPad technology school-wide</li> </ul>				
<p><b>11.</b> To provide extensive sporting &amp; cultural opportunities &amp; facilities school-wide</p>	<ul style="list-style-type: none"> <li>• Provide Sport BOP 'Go4it' Contract</li> <li>• Provide all students with opportunities for participation in 'elite/specialised sport 2017 including: <ul style="list-style-type: none"> <li>○ Ironkidz Triathlon</li> <li>○ Gridkidz Triathlon</li> </ul> </li> <li>○ Cluster 'elite' events (Swimming, Cross Country &amp; Athletics) <ul style="list-style-type: none"> <li>○ RATS Duathlon</li> <li>○ BOP Top School competition</li> <li>○ Sailing (Lake Taupo Sailing Club) <ul style="list-style-type: none"> <li>○ Mini-ball</li> <li>○ Netball</li> <li>○ Hockey (incl. Small Sticks)</li> </ul> </li> </ul> </li> <li>• Provide student leadership opportunities through Sport BOP Dynamo Leaders'</li> <li>• Involvement of Sport BOP 'Coach force' in cricket</li> </ul>	<p>Teaching staff, Principal, Sport BOP, Lead Teacher-Health/PE &amp; key community parents/caregivers/whanau Ngati Tahu / Ngati Whaoa</p>	<p>Operations Grant 'Kiwisport' funding, 'Health &amp; PE Budget' 2017 &amp; *Refer 'School activities Budget 2017</p>	<p>Terms 1-4</p>	
<p><b>12.</b> To provide a comprehensive &amp; stimulating programmes for all students in The Arts</p>	<ul style="list-style-type: none"> <li>• Provide a specialised visual arts programme school-wide</li> <li>• Provide specialised performing arts in music, drama &amp; dance utilising specialist teachers in: <ul style="list-style-type: none"> <li>○ Ukulele</li> <li>○ Piano</li> <li>○ Choir</li> <li>○ Music, drama &amp; dance</li> <li>○ Whole school production</li> </ul> </li> <li>• Provide for Jump Jam Kidz Aerobix specialisation</li> <li>• Provide for Kapa Haka performance group(s) school-wide for performances at the Reporoa Valley Cultural Festival</li> <li>• Provide additional opportunities for performances at Grandparents' &amp; Friends' Day &amp; Prize Giving</li> <li>• Promote strong school-wide emphasis on creativity (Vision Statement)</li> </ul>	<p>*Specialist teachers in the Arts &amp; Kapa Haka</p>	<p>'School Activities' Budget 2016</p>	<p>Terms 1-4</p>	
<p><b>13.</b> To provide all new students, Years' 1 – 6 and whanau, with a welcoming and smooth cross-sector transition to</p>	<ul style="list-style-type: none"> <li>• Review all transitional practices</li> </ul>	<p>Principal, Office/Admin,</p>	<p>No budget</p>	<p>Terms 1-4</p>	

<p>an inclusive Broadlands School community to assist with the management of future roll growth</p>	<ul style="list-style-type: none"> <li>• Provide a welcoming and inclusive school environment for the transition of new students/whanau</li> <li>• Provide effective communication via phone, email, SchoolApps, website, Facebook class/student blogs</li> <li>• Provide all relevant school information in a format that can be understood/is user friendly (including new school website)</li> <li>• Be inclusive and sensitive to the personal and learning needs of students/whanau</li> <li>• Build/sustain effective relationships with key/strategic ECE providers</li> </ul>	<p>teaching staff, support staff, whanau iwi, PTA, BOT, NPeW Engagement Team, Reporoa Cluster CoL, Core Education (MoE Centrally-funded PL &amp; D)</p>			
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