

**Broadlands School - Annual Plan – Curriculum, Student Achievement & Leadership  
2018**

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><b>1.</b> To provide quality formative/summative assessment, moderation and OTJ practices with reference to NZC</p> <p>Note: Refer to the BOT Reading Review/Principal Appraisal, Term 4, 2017</p>	<ul style="list-style-type: none"> <li>• Review assessment practices school-wide including:               <ul style="list-style-type: none"> <li>○ Moderation practices &amp; consistency in relation to OTJ's school-wide (Refer also <b>9.</b>)</li> <li>○ Data collection, collation &amp; analysis of data (What? How? When?)</li> <li>○ Anecdotal notes/evidence (How? When? Where?)</li> <li>○ Gathering &amp; sharing of student voice                   <ul style="list-style-type: none"> <li>○ Reflection/Teaching as Inquiry' expectations</li> <li>○ Links to NZC 'Key Competencies'</li> <li>○ Feedback &amp; feed forward methods</li> </ul> </li> </ul> </li> <li>• Review 2017 'Mathematics Curriculum &amp; Achievement Plan' (MCaAP) (Refer also to <b>6.</b>)</li> <li>• Review 2017 'Writing Curriculum &amp; Achievement Plan' (WCaAP) (Refer also to <b>6.</b>)</li> <li>• Review 2017 'Reading Curriculum &amp; Achievement Plan' (RCaAP) (Refer also to <b>6.</b>)</li> <li>• Review 2017 'Reporting &amp; Assessment Overview' for 2018' including:               <ul style="list-style-type: none"> <li>○ Assessment tools &amp; formal reporting cycle (post N/Standards) to include mid-year and end-of-year reporting (Years' 2-6)</li> <li>○ Implement 'Seesaw' as the priority informal reporting/sharing app school-wide</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> </li> </ul>	<p>Teaching, SENCo, support staff &amp; Reporoa Cluster 'Community of Learning' (CoL)</p>		<p>Terms 1-4</p>	

	<ul style="list-style-type: none"> <li>○ Through the CoL, participate in the funded MOE 'Accelerated Learning in Literacy (ALL)</li> <li>○ Tracking historical/current cohorts over time especially those who have received/are receiving learning/intervention support</li> </ul> <p><b>Key Document: BOT-initiated Reading Review/RK Consulting Report 2017</b></p>				
<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 community consultation including designated Forum #1-Reporting/2017, Forum #2-Performing Arts/2018 &amp; Forum #3-Maori/Whanau/2018 with Forums 4 &amp; 5 TBC</li> <li>• Provide an information evening/workshop in Term One on our communication &amp; digital learning using Seesaw, SchoolApp, FB, email &amp; website</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 using 'Seesaw' as the priority informal reporting/sharing tool</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'.</li> <li>• Provide meaningful feedback/feed-forward to student/teacher/Whanau (Refer to 1.)</li> <li>• Enhance/consolidate an e-learning/digital culture through BYOD &amp; 'Seesaw'</li> <li>• BYOD/iPad roll-out school-wide-priority to Year 1-3</li> <li>• Engage the school community/Whanau in digital learning with year-level workshops facilitated by Lead Teacher ICT including BYOD, 'Seesaw' (school-wide) &amp; 'Minecraft' (Year 4-5)</li> </ul>	Teaching, Lead Teacher ICT, support staff, BOT, Whanau, iwi, Reporoa Cluster CoL &		Terms 1-4	

	<ul style="list-style-type: none"> <li>• Provide opportunities for whanau and staff to engage/interact in social events to build relationships &amp; strengthen learning partnerships</li> <li>• Provide community with opportunities to engage/up-skill in digital workshops to support the roll-out of 'Seesaw' school-wide and coding including 'Minecraft'</li> <li>• Consolidate 'Facebook' as a key communication &amp; engagement tool community-wide</li> <li>• Through CoL and within our school community, review ALL cross sector transitional practices to ensure that an actual inclusive (and not perceived) culture exists</li> <li>• Through the CoL MOE 'Teacher-Led Innovation Fund, build a higher level of student agency in coaching leadership</li> </ul>				
<p><b>3.</b> 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</li> <li>• Introduce &amp; consolidate/ SOLO school-wide for new &amp; 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)</li> </ul>	Teaching, support staff & Principal		Terms 1-4	
<p><b>4.</b> Te Kahui Ako o Reporoa 'Community of Learning'  <b>'A Responsive Equitable Powerful Learning Community'</b></p>	<ul style="list-style-type: none"> <li>• Through highly effective collaboration, the Kahui Ako Reporoa CoL acknowledges the need to: <ul style="list-style-type: none"> <li>• Be true to the CoL Vision Statement</li> <li>• Collaborate across the CoL</li> </ul> </li> <li>• Build teacher capability (Across School Lead Teacher &amp; Lead Principal) <ul style="list-style-type: none"> <li>• Develop culturally responsive and relational pedagogy</li> <li>• Increase learner agency, engagement (of all stakeholders) &amp; motivation <ul style="list-style-type: none"> <li>• Strengthen transitional practices</li> </ul> </li> </ul> </li> <li>• Deepen assessment practices including moderation (Refer to 1.) <ul style="list-style-type: none"> <li>• Strengthen health &amp; well-being</li> </ul> </li> <li>• Provide increased and equitable access to digital technology</li> <li>• Acknowledge and support the CoL 'Achievement Challenges' with a priority to:</li> </ul>	CoL Lead Principal & CoL Across School Lead			

	<ul style="list-style-type: none"> <li>• Lift oral language skills</li> <li>• Lift achievement levels &amp; reduce disparities in Reading, Writing &amp; Mathematics for Maori girls, Maori boys &amp; Pakeha boys</li> <li>• Through Kahui Ako Reporoa CoL, strengthen existing model of 'Teaching as Inquiry' linked to Oral Language</li> <li>• Through CoL and within our school community, review ALL cross sector transitional practices to ensure that an actual inclusive (and not perceived) culture exists (Refer also 2.)</li> <li>•</li> </ul> <p><b>Key Document: Te Kahui Ako o Reporoa Community of Learning</b></p>				
<p><b>5.</b> To review Senior Management, Team Leader &amp; Lead Teacher Roles</p>	<ul style="list-style-type: none"> <li>• Engage independent consultant to critically review and define the role of Senior Management &amp; Team Leaders</li> <li>• Review DP &amp; AP Job Descriptions to ensure they are more prescriptive &amp; evidence-based leading to higher levels of accountability including Team Leader management</li> <li>• Build capability within Team Leaders, Senior Management including second AP 2018 (senior school in DP's CoL absence), Lead Teacher roles of ICT, Health /PE &amp; SENCo and Tutor Teacher (Terms' 1 &amp; 2 only)</li> </ul>	<p>Independent management consultant &amp; school-wide Reading review consultant</p>	<p>PL &amp; D Budget 2018</p>		
<p><b>6.</b> To strengthen a staff culture of self-review, reflection &amp; sharing</p>	<ul style="list-style-type: none"> <li>• Within staff meetings &amp; teams, foster a climate that nurtures a culture of self-review, reflection, sharing &amp; collaboration</li> <li>• Establishing a professional culture that accepts observation of teaching practice and accountability to the profession as the norm</li> <li>• Through NPeW, strengthen 'Professional Partners' collegial support network implemented in 2017 to 2018 ensuring sustainable practices exist</li> <li>• Establish a shared understanding of and belief in our unique culture through our Virtues and increased relevancy/application of the NZC's 'Key Competencies'</li> </ul>	<p>Principal, Senior Management Team, Team Leaders &amp; NPeW facilitation</p>			

<p>7.</p> <p>To provide teaching staff with the knowledge to construct personal/professional portfolios</p> <p><i>'Our Code, Our Standards – Code of Professional Responsibility and Standards for the Teaching Profession'</i></p>	<ul style="list-style-type: none"> <li>To provide the teaching staff with various templates to use for recording their evidence <ul style="list-style-type: none"> <li>Through management, to elaborate collaboratively on the 'Code' &amp; 'Standards' with the teaching staff that relate specifically to our workplace</li> </ul> </li> <li>Management to provide regular opportunities for staff to collaborate/share portfolios/'bodies of evidence' within their chosen forum</li> </ul> <p><b>Key Document: 'Our Code - Our Standards – Code of Professional Responsibility and Standards for the Teaching Profession'</b></p>	<p>Principal, Senior Management Team &amp; Team Leaders</p>	<p>PL &amp; D Budget 2018</p>	<p>Terms 1-4</p>	
<p>8.</p> <p>To identify, monitor and provide targeted teaching &amp; learning interventions/programmes</p>	<ul style="list-style-type: none"> <li>Further develop and strengthen SENCo role school and community wide</li> <li>Provide 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 0.34 FTTE /TS 0.1 FTTE TS)</li> <li>Provide Language Learning Initiative (LLI) intervention facilitated by Speech Language Therapist (SLT) and SENCo (TBC) <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>Newly-appointed SENCo to review digital 'Special Needs &amp; Abilities Register' recording methods with links to eTAP/SMS &amp; Google Doc forums <ul style="list-style-type: none"> <li>Through Lead Teacher ICT, provide timetabling/PL &amp; D opportunities for key staff to consolidate/sustain ICT/digital/BYOD priorities through peer support, role modelling, observations of teaching practice &amp; approaches to inquiry</li> </ul> </li> </ul>	<p>Teaching, support staff, DP, AP, Principal, SENCo, RTLB, Speech Language Therapist (SLT), Reporoa Cluster Community of Learning (CoL), &amp; Empowered Learning Trust (ELT)</p>	<p>Refer PL &amp; D Budget 2018</p>	<p>Terms 1-4</p>	

	<ul style="list-style-type: none"> <li>Review 2017 'Mathematics Curriculum &amp; Achievement Plan' (MCaAP) (Refer also to 1.)</li> <li>Review 2017 'Writing Curriculum &amp; Achievement Plan' (WCaAP) (Refer also to 1.)</li> <li>Review 2017 'Reading Curriculum &amp; Achievement Plan' (RCaAP) (Refer also to 1.)</li> <li>Ensure that students with special abilities are equitably differentiated, with a priority to Reading, Writing &amp; Mathematics</li> </ul>				
<p><b>9.</b> As above, with a 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 including 'Seesaw' implementation school-wide</li> </ul> <p><b>Key Documents: 'Ka Hikitia – Accelerating Success 2013 – 2017' &amp; Tataiako – Cultural Competencies for the Teachers of Maori Learners'</b></p>	Teaching, support staff, DP, AP, Principal,		Terms 1-4	
<p><b>10.</b> To provide comprehensive and 'plain language' reporting to parents/caregivers &amp; Whanau</p>	<ul style="list-style-type: none"> <li>Review 'Assessment &amp; Reporting Overview 2017' for 2018 (Refer also to 1.)</li> <li>Review ALL current formal/informal reporting procedures including: <ul style="list-style-type: none"> <li>Review formal 'Mid-Year' &amp; 'End of Year' reports for 2018' (Post N/Standards)</li> <li>In addition to reporting on student achievement data, prioritise reporting on the success of Virtues and the NZC's 'Key Competencies'</li> </ul> </li> </ul>	Teaching staff		Terms 1-4	

	<ul style="list-style-type: none"> <li>○ Whanau Picnic (in conjunction with Broadlands Triathlon/Duathlon) Fun Day/Open Day</li> <li>○ Strengthen relevance/purpose of Learners' Conferences to whanau</li> <li>○ Following Forum #1/2017, implement 'Learning Celebration Day' 2018 (four during the year)</li> <li>○ Review/enhance methods of communication &amp; engagement including: <ul style="list-style-type: none"> <li>○ Seesaw as a significant non-formal reporting mechanism</li> <li>○ iPad Apps (creative /consumption apps) <ul style="list-style-type: none"> <li>○ Facebook</li> <li>○ Website</li> <li>○ eTAP/SMS Parent Portal <ul style="list-style-type: none"> <li>○ Social/kai occasions</li> </ul> </li> </ul> </li> <li>○ NPeW technology in the homes initiative</li> </ul> </li> </ul>				
<p><b>11.</b> 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>○ BOT-initiated school-wide Reading Review 2017/18 feedback &amp; feed forward including accountability/observation protocol post review <ul style="list-style-type: none"> <li>○ Writing Review 2018 (TBC)</li> </ul> </li> <li>○ Provide Beginning Teacher Tutor Teacher collegial support Terms 1 &amp; 2</li> <li>○ Further 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, including Seesaw implementation, initiated &amp; facilitated by ICT Lead Teacher <ul style="list-style-type: none"> <li>● Confirmed PL &amp; D for Term 1/2018:</li> </ul> </li> <li>○ Team Leaders/Management Team, Professional Partners, Reading Review (including feedback/feed forward (RK Consulting), STEAM education approach to learning (Science, Technology, Engineering, Arts &amp; Mathematics), Numicon, 'Early Words'/Phonics, Kahui Ako Reporoa CoL Conference, SOLO (in-school) &amp; BT observations of teacher practice within/other schools</li> </ul>		<p>Refer 'PL &amp; D' Budget 2018</p>	<p>Terms 1-4</p>	

<p><b>12.</b> 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 'Seesaw', school website, SchoolApp &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 <ul style="list-style-type: none"> <li>• Strengthen/implement robotic technology &amp; coding, including Minecraft</li> </ul> </li> <li>• Consolidate/manage the roll-out of BYOD/iPad technology school-wide</li> </ul>	<p>Teaching staff, DP, AP / Lead Teacher ICT, Principal, NPeW Technology Team, Innes &amp; Lead Teacher ICT</p>	<p>Refer 'ICT Budget' 2018</p>	<p>Terms 1-4</p>	
<p><b>13.</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 2018 including Taupo Ironkidz Triathlon</li> <li>• Involvement in Cluster 'elite' events (Swimming, Cross Country &amp; Athletics), Miniball, Netball &amp; Hockey</li> <li>• Provide opportunities for other minor games including croquet, bowls &amp; table tennis</li> <li>• Provide student leadership opportunities through Sport BOP Dynamo Leaders'</li> <li>• Involvement of Sport BOP 'Coach Force' sport</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' 2018 &amp; *Refer 'School activities Budget 2018</p>	<p>Terms 1-4</p>	



<p><b>14.</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 performing 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>○ Music, drama &amp; dance</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> <li>• Through Forum #2-Performing Arts, review current programme for feedback &amp; feed forward under 'Like' &amp; 'Like to See'</li> </ul>	<p>*Specialist teachers in Performing Arts &amp; Kapa Haka</p>	<p>'School Activities' Budget 2018</p>	<p>Terms 1-4</p>	
<p><b>15.</b> To provide all new students, Years' 1 – 6 and whanau, with a welcoming and smooth cross-sector transition to an inclusive Broadlands School community to assist with the management of future roll growth</p>	<ul style="list-style-type: none"> <li>• Review all transitional practices</li> <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 Blog (Year 1) &amp; 'Seesaw' (school-wide)</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>Principal, Office/Admin, teaching staff, support staff, whanau iwi, PTA, &amp; BOT</p>	<p>No budget</p>	<p>Terms 1-4</p>	