



Broadlands School – Charter 2014

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Procedural Information:

- **Timeline:**

Broadlands School will comply with the Ministry of Education's requirement that the 'Annual Report' including the '*Analysis of Variance*' be submitted by 31 May 2013.

Within the 'Charter', will be the '*Annual Targets*', '*Strategic Plan 2014-2016*', '*Annual Plan 2014*.' and '*Annual Plan – Focus Areas 2014*'

- **Charter Consultation**

The Board of Trustees and teaching staff will be actively involved in the consultation process, and in so doing, take ownership of the Charter's content.

Parents & Caregivers, PTA and the Maori community will also be involved in this process of consultation as required through an invitation to view, reflect on and feedback on its content, specifically as it relates to Maori.

- **Maori Consultation:**

Broadlands School will consult with the community regularly as part of the Governance Manual's Tri-ennial Plan.

This will also include specific consultation with our Maori community with regard to programmes of work, '*Annual Targets*' and '*Strategic Goals*'. We will also look to gather information on Curriculum issues with particular relevance to Maori.

- **Annual Targets**

'*Annual Targets*' and '*Strategic Goals*' for student achievement will be established through:

- An in-depth analysis of school wide assessment data with and by the teaching staff (as per '*Assessment and Reporting Overview 2014*')
- Recognising the specific needs of the school as a community
- Acknowledging Ministry of Education priorities
- Alignment with the NZ Curriculum
- Annual Targets established in relation to the National Standards with priorities given to Reading, Writing & Mathematics
- Acknowledging national trends as identified by NEMP
- Acknowledging guidelines and recommendations made by ERO to all schools



Broadlands School - Charter **2014**

School Statement

Historical:

The first letter on the Board files was dated 1 July 1934 by Mr E. Earle Vaile, requesting that a building be erected for use as a school on five acres of land on his estate at Broadlands.

This building was in the so called 'Shearers' Dining Hall' in the homestead enclosure. Mr Vaile was appointed the School Commissioner until the School's first election in May, 1934.

Today, Broadlands School is Primary Contributing School catering for students from Years 0-6 with a roll of approximately 90 students although this number varies throughout the year.

Mission Statement:

"To provide a stimulating and progressive learning environment where students develop the skills and confidence to become passionate life long learners"

-'Land of the Learner'

Geographical Location:

Broadlands School is situated in the heart of the Reporoa Valley 30km north of Taupo and 50 km south of Rotorua.

Governance

The Board of Trustees provides a proficient and responsible level of Governance.

Established in 2007/08 in consultation with the NZ School Trustees Association, the Governance Manual dictates Board protocol through its Tri-ennial Plan. The Board meets twice Termly. All members of the School community are welcome to attend.

Inclusiveness

Broadlands School is an inclusive school which welcomes and supports students with special learning needs through the specialised programmes, exceptional staffing levels and the facilities and resources it offers.

Parents' & Teachers' Association (PTA)

The PTA consists of a core band of dedicated and enthusiastic PTA Committee members which meets twice Termly or as PTA fundraising events dictate. All members of the School community are welcome to attend.

The primary function of the PTA through its fundraising ventures is to support the strategic direction of the school through the Board of Trustees 'Annual Plan' & 'Strategic Plan' which are reviewed annually and available for viewing on the school's website.

Following a PTA community survey, 2009 saw the introduction of a stunning School uniform. We also have a full CTL sports uniform for the entire school made up of shorts & shirts.

Staffing

Broadlands School is well staffed with four permanent full-time teachers and Principal for the 2014 academic year. An additional 0.9 FTTE learning support teacher is also employed for 2014.

An Office Manager is currently employed for 18 hours per week, a Learning Centre Manager for 5 1/2 hours/week; a fully registered Teachers' Aide is employed for 20 hours/week and a Reading Recovery teacher in training (0.44 FTTE) for 11 hours per week. We are also visited weekly by a very experienced RTLB employed by Rotorua Lakes High School.

Resources & Facilities

Broadlands School is very well resourced featuring the following:

- Tennis/basketball Courts (2)
- Swimming Pool (Heated)
- Mutli-media Room with nine thin client computers
- Resource Centre
- Administration Centre
- Reading Recovery Room
- Teaching Block (3 classes) & 'stand alone' class
- Wireless G Broadband Routers (7)
- Teacher Wireless Laptops (5)
- High Speed Broadband Internet Connections
- Wireless Photocopiers (2)
- Sony Handycam (1)
- Digital Cameras (4)
- Printers (3)
- Heat Pumps/Air Conditioners (13)
- Sandpit (sun shaded)
- Concrete/lunch areas (sunshaded-3 large new)
- Attractive and spacious grounds (EnviroGroup developed/maintained)
- 'Mother Nature's Organic Garden'
- Raised garden planters (one per class)
- Excellent educational interactive software available to all classes

- Interactive 'SMARTBoard', data projector and sound system within each of our four classrooms (2007).
- 2Touch Interactive Whiteboard-Learning Centre (2009)
- Sitech Systems 15T portable Sound System
- Cricket Nets (two lane-professionally installed in 2009)
- 35 Toshiba NB200 Notebook computers on two trolleys (2009)
- An extremely well-resourced Learning Centre including five thin client computers & Canon photocopier
- Large outdoor games (4) & croquet set (2009/10)
- Electronics technology control & automation resources including Beebots, Probots & Logiblocs (2010)
- Broadlands FM Radio Station broadcasting on 107MHz. This is lead by a FM Radio student management team comprising Year 5/6 students. The installation of two new speakers and amplifier (2013) will dramatically enhance school broadcasting quality within the school playground.
- 4 iPad mini as a 1:1 learning device (2013)
- 40 iPad Air distributed ten/class (2014)

Behaviour Management

Broadlands School focuses on acknowledging and rewarding positive and desirable behaviour and work habits. The teaching staff and student leaders endeavour to "Walk the Talk" and model the Virtues and desirable personal attributes on a daily basis.

The natural integration of Virtues school-wide is our 'Behaviour Management Plan'!

These are acknowledged through:

- Weekly Assembly Awards for success with and demonstration of our Virtues
- 100% Attendance Awards are given out at the end of each Term
- House points awarded for behaviour and academic attitude and effort
- Opportunities for our student leaders to role model acceptable behaviour as Head & Deputy Head Prefects, Heads of Houses, Monitors Jump Jam-Kidz Aerobix Instructors, EnviroGroup Co-ordinators, Sport BOP/Active Schools' Dynamo Leaders, ICT 'Techies', Kapa Haka Kaea (leaders) and extensive Monitor responsibilities

As the need arises, professional support may be required for individuals or small groups through the '*Resource Teacher for Learning Behaviour*' (RTLb). A '*Behavioural Observation Sheet*' records incidental misdemeanours as they arise. A '*Report Card*' is available for students who require closer monitoring.

Communication on behavioural matters with the parents/caregivers is, at all times, regular, open and transparent.

Reporting & Communication

Communication with the community is an essential and highly successful component of life at Broadlands School.

Efficient communication is achieved through:

- Comprehensive & informative Newsletters (Weekly)
- Learning Journals (hard copy) three time yearly and including reporting in relation to NZ Curriculum National Standards
- Full School Report-including reporting in relation to NZ Curriculum National Standards in Reading, Writing and Mathematics (Term Four)
- Summative assessment data available for log-in viewing on eTAP, our Student Management System (SMS) on www.atschool.co.nz to '@schools'
- Student-lead Conference (Term One)
- Learners' Reflection Evening (Term Three)
- School Open Day (Annual)
- Class & student blogs
- PTA Meetings (Twice Termly)
- BOT Meetings (Twice Termly)
- Educational Forums (topical)
- Community Consultation Evenings-including Whanau hui
- Open Door Policy
- Open Day (Annual)
- Frequent invitations to ALL school events including Swimming Sports, Cross Country, Athletics, Kapa Haka Festival, Speech Competitions, Poetry Recitals, School Prize Giving & Cluster events
- Meet the Teachers' & Staff Afternoon Tea (Term One)
- Grandparents' & Friends' Day (Term Four)
- School Charter including Annual Targets/Analysis of Variance, Annual Plans, Strategic Plans, National Standards data, key Board of Trustee policies requiring periodic consultation
- National Standards data is also accessible via www.minedu.govt.nz
- Efficient email access to Principal, teaching and administrative staff
- A Principal presence in and around the school & community
- Our website on www.broadlands.school.nz

Learners' Enrichment Programme

Occurring over a six week block during Terms 1-3, the '*Learners' Enrichment Programme*' provides each student with the opportunity to excel in an area which they may not 'normally' have the opportunity to within their mainstream class.

With a focus on 'The Arts' the Programme offers a variety of activities which may include:

- Movement & Dance (Performing Arts)
- Drama (Performing Arts) including annual school/class productions
- Specialised Art (Visual Arts)
- ICT (Technology)
- Construction (Materials Technology)
- Chess & Problem Solving (Critical Thinking)
- Te Reo Maori-Kapahaka Group
- Cooking (Food Technology)
- Broadlands 107.0 FM

Perceptual Motor Programme (PMP)

PMP is a programme which aims to develop a child's perceptions and understandings of themselves and their world through movement and motor experiences

From 2011, PMP will be introduced daily by a trained Teachers' Aide facilitator to all Year One students along with a group of selected students from all ages who we believe will benefit from PMP.

Toe by Toe Programme

Toe by Toe is a highly structured multi-sensory programme, employing a memory bonding technique, developed over the last 25 years. Toe by Toe concentrates on the phonetic approach to literacy and the teaching of reading in a methodical, gradual and measurable way.

Toe by Toe is offered at Broadlands School for targeted students on a 1:1 basis.

Sport BOP 'Go4it' Programme

Broadlands School is committed to the development of healthy bodies and minds, achieved, in part, through the Sport Bay of Plenty 'Go4it' Programme.

This offers specialised on-site instruction by specialised instructors covering the following sporting codes:

- 'Leg it' (athletics) Years 1-2
- 'Pass it' (netball) Years 3-6
- 'Move it' (gymnastics) Years 1-2
- 'Kick it' (soccer) Years 3-6
- 'Hit it' (tennis & badminton) Years 3-6
- 'Swim it' (swimming) Years 5-6

We also offer 'Lead it' for our 12 student Dynamo Leaders' from Years 4-6.

Broadlands School also participates in its own sporting programme including athletics, cross country, swimming, triathlon and duathlon events. We participate strongly in the annual Taupo Ironkidz and Weetbix Triathlons.

As the Reporoa Valley Schools' Cluster, we also offer 'elite' sporting events for cross country and athletics, and full schools' participation in summer and winter games.

Irlen Screening Programme

The Irlen Screening Programme has been operating within Broadlands School from 2012 following the formation of the Empowered Learning Trust.

Irlen Screening identifies students who may test positively for Irlen Syndrome, or Scotopic Sensitivity, which presents visual processing difficulties for the students whose learning opportunities will be greatly enhanced by this positive outcome.

Professional Learning & Development

All teaching staff are provided with opportunities to learn and develop professionally through a wide variety of educational courses in accordance with the needs of both the teachers and the student learners within our school community.

2014 priority areas for staff '*Professional Learning & Development*' will focus on the following:

- Inquiring learning through SOLO Taxonomy (Julie Mills – 'Hooked on Thinking')
- MOE 'Accelerated Learning in Literacy' (ALL) Contract
- MOE 'Mathematics Support/Specialist Teacher' (MST) Contract – Post Graduate study (intensive)
- Mathematics Support Contract (private) with 'Institute of Professional Learning' – University of Waikato (Shirley Collins -Numeracy Adviser)
- 'iPads in Education' school-wide implementation with priorities to pedagogy, inquiry and Apple learning application (Innes Kennard - iPads in Education Adviser)
- Reading Recovery Training facilitator training (0.44 FTTE for 11 hours/week)
- Core Education e-Fellowship facilitation in-school
- Building a learning culture through developing relationships, building classroom culture, gathering evidence, knowing your learner and encouraging reflective thought and action through effective and relevant journaling
- Holding learning conversations through teaching as inquiry, key formative strategies, the 'dialogic' classroom and conversation protocols
- 21st C learning skills of critical thinking, creative thinking, collaboration & communication focus school-wide
- Critical thinking focus within the team/problem solving context school-wide

In particular, our Inquiry will focus on the school-wide development of the Inquiry Learning Model 'SOLO Taxonomy-The Structured Overview of Learning Outcomes' (Biggs & Collins, 1982), Tony Ryan's 'Thinkers' Keys' and 'HOT Maps'

Analysis of Student Achievement

The relevant and valid assessment of each student plays an integral role in the development of teaching and learning programmes of work that meet the individual needs of individual students.

An '*Assessment & Reporting Overview-2013*' ensures that the process of assessment and reporting is thorough and on-going.

• **Overall Teacher Judgements**

Overall Teacher Judgements (OTJ's) made in relation to National Standards must involve:

- Assessment Tool Outcomes (refer below)
- Observation of process involving evidence obtained from informal but focused observations of process within the classroom/school environment, peer assessment, running records (Probe & PM Benchmark) and specific learning tasks

- Learning conversations involving evidence obtained from learning conversations such as conferencing, interviewing, questioning, explaining and discussing
- On-going moderation of student learning work samples to ensure consistency in the making of OTJ's

- **Assessment Tools:**

The following assessment are revised annually with the following to be used in 2013:

- STAR-NZCER on-line analysis (Years 3-6)
- PM Benchmark (Under Level 21/Reading Age 8 for seen text)
- Probe-Running Records (Above Level 21+/Reading Age 8 for seen text)
- Junior Assessment of Mathematics-JAM (Stages 1-4) **NEW**
- Gloss Maths (Stage 5+) **NEW**
- Margaret Peters Spelling Test (Years 1-6)
- e-asTTle Reading
- e-asTTle Writing
- 6 Year Net (as required throughout the year)
- National Exemplars
- Gifted Kids Parent, Teacher and Student/Peer Nomination Forms (as required)

Annual Targets

'Annual Targets' (refer below) are set annually following the in-depth analysis of this data. These 'targets' are required to be measurable and designed to reflect the needs of the students and the community in general.

Annual Targets will be set in relation to the National Standards in Reading & Mathematics.

Analyses of Variance

'Analyses of Variance' are undertaken at the end of each academic year which determines the reasons why, and the degree to which, the 'Annual Targets' have or have not been achieved. This will assist the teaching staff in re-focussing our 'Annual Targets' in the following year.

Student Management System

Established in 2006, our electronic and Internet-based '*Student Management System-eTAP*', provides the much needed structure Office administration, data management and for the efficient recording and detailed analyses of data.

Broadlands School was e-AR Ministry of Education Approved in 2009

Broadlands School complies with, and is trained in, all aspects of the Ministry of Education's electronic enrolment system '*ENROL*' which is a component of our *SMS*.

Student achievement is reported to the Board of Trustees and the parent community as per '*Organisational Plan*'

School Beliefs

Our purpose is to provide quality learning experiences based on the necessity to meet the individual needs of each student.

At Broadlands School, we believe that each student will:

- Be challenged and empowered to learn, whilst in the process, actively seeking to achieve to the best of their ability in their pursuit of personal excellence
- Experience a teaching and learning environment and a curriculum that is evolving and designed to meet the needs of the school community
- Through the above, become confident and passionate life-long learners
- Experience a curriculum that reflects New Zealand's bicultural heritage in a multicultural society

Values Statement:

Broadlands School actively promotes and models a virtues-based culture

'Virtues-The Gifts of Character'

Core Beliefs

• Virtues at Broadlands

Broadlands School fully embraces 'The Virtues Project' (TM) Linda Kavelin Popov (2000).

The 'Virtues Project' will provide the teaching staff with the tools and strategies to shape character by creating a positive and empowering culture and school environment within which the students are learning and growing as individuals.

The 20 key 'Virtues' listed below have been identified as being of significant value to Broadlands School and which meet the specific needs of our School as a community:

- Respect
- Co-operation
- Cleanliness
- Responsibility
- Confidence
- Excellence
- Reliability
- Resilience
- Caring
- Honesty
- Perseverance
- Creativity
- Loyalty
- Helpfulness
- Courtesy
- Tolerance
- Friendliness

- Courage
- Justice
- Self-Discipline
- **Leadership**

Extensive opportunities exist within our school environment for our students to become leaders and to actively exhibit and 'role model' the virtues we espouse:

- Head Prefects (2)
- Heads of Houses (8)
- Monitors (40+)
- Jump Jam-Kidz Aerobix Instructors (8+)
- Enviro Group Co-ordinators (10+)
- Sport BOP Active Schools' Dynamo Leaders (8+)
- ICT/Techie Leaders (8+)
- Kapa Haka (Whole school)

Broadlands School sends 10 students annually to the *Halogen Foundation Young Leaders' Day* and our Head Boy & Girl to the *Sir Edmund Hilary Outdoor Pursuits Centre of NZ*

- **House Competition**

The *House Competition* in a wide variety of sports forms an integral component of the development of school culture through the promotion of the following:

- Sportsmanship & Fair play
- Leadership
- A competitiveness spirit
- The pursuit of excellence (citizenship & academic)
- School pride and a sense of 'belonging'
- A sense of 'team'
- A culture of 'giving' rather than 'taking'
- Health and well-being through an active lifestyle
- Resilience & perseverance (*Virtues* identified as a specific need)

Vision Statement:

Broadlands School students will be part of a learning community of creative & critical thinkers who take pride in all areas of their learning. They possess a strong sense of belonging & are valued for the positive contributions they bring to society'

'Celebrating Excellence at Broadlands'

Cultural Diversity and the Maori Dimension

- **Cultural Diversity**

- Children from every culture deserve the best education possible
- As a School, we will reflect New Zealand's increasingly multicultural society through providing students with a range of opportunities enabling to celebrate their own cultural identity.

- **Maori Culture**

- We strive to understand value and appreciate the intentions and values of the 'Treaty of Waitangi'.
- We will strive to create '*Cultural Connections-building, growing & valuing relationships*'
- We will strive to develop Maori inclusiveness where each member of the School community actively promotes an 'inclusive' attitude and sensitivity towards Maori as our indigenous culture.
- The School will actively display empathy towards Maori culture, protocol and language as an integrated component both within and outside the classroom.
Opportunities will be provided for all students to experience Maori culture through *Te Reo Maori* and *Tikanga Maori*.
Whenever possible, this will be in the most culturally realistic and relevant of contexts.
- Should whanau request a higher level of *Te Reo Maori* and *Tikanga Maori*, then together, opportunities will be explored: