



Broadlands School – Charter 2017

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Timeline

Broadlands School will comply with the Ministry of Education's annual reporting requirements in all respects.

Within the *Charter 2017*, will be the *Annual Targets 2017*, *Strategic Plan 2017-2019*, *Annual Plan 2017* and *Annual Plan – Focus Areas 2017*.

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 whanau 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 annually through an annual whanau hui 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 content and 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 2017*)
- Recognising the specific needs of the school as a community
- Acknowledging Ministry of Education priorities, particularly Maori, and for students with specific learning needs.
- Alignment with key documents including the NZ Curriculum, Kahikitia - Accelerating Success 2013 - 2017 and Tataiako.
- Annual Targets established in relation to the National Standards with priorities given to Reading, Writing & Mathematics
- Acknowledging guidelines and recommendations made by ERO to all schools



Broadlands School - Charter **2017**

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 117 students (as of 1 February 2017) 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.

In accordance with NZSTA guidelines, the Governance Manual was re-aligned with current Governance protocol and priorities by the Board of Trustees in 2017, including an up-date of the Tri-ennial Plan from 2017 - 2019. 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 five permanent full-time teachers and the Principal for the 2017 academic year. We currently employ a Teachers' Aide for 20 hours/week who is also a Registered Teacher, As such, she is employed for an additional 5 hours/week as a trained Reading Recovery teacher.

An Office Manager is currently employed for 23 hours/week and a Learning Centre Manager for 6 hours/week.

Resources & Facilities

Broadlands School is very well resourced featuring the following:

- TigerTurf (2014) line marked for tennis, basketball, netball & hockey
- Heated swimming pool
- Resource Centre
- Administration Centre
- Reading Recovery Room
- Teaching Block A (Rooms 1, 2 & 3) & two 'standalone' classes (Rooms 4 & 5)
- Ruckus wireless routers (6)
- Teachers' Wireless Laptops (5)
- Fibre connected in Term 1, 2015
- Wireless Photocopiers (2)
- Heat Pumps/Air Conditioners (13)
- Sandpit (sun shaded)
- Concrete/lunch areas (sunshaded-3 large new)
- Attractive and spacious grounds (EnviroGroup developed/maintained)
- 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)
- Cricket wicket (main field installed in 2010)
- 15 Toshiba NB200 Notebook computers on two trolleys (2009)

- An extremely well-resourced Learning Centre including four HP fully integrated touch screen keyboards/monitors
- 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.
- 14 iPad mini as a 1:1 learning device (2013)
- 50 iPad Air distributed/class (2015)

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
- Virtues’ Awards for desirable playground behaviours
- House points awarded for positive behaviour and academic attitude and effort
- Opportunities for our student leaders to role model acceptable behaviour as Heads of School (2), Heads of Houses (8), Kaea (2) and extensive Monitor responsibilities school-wide from Year 4 up.

As the need arises, professional support may be required for individuals or small groups through the *Resource Teacher for Learning Behaviour* (RTLB).

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 and reporting procedures (formal & informal) are achieved through:

- Comprehensive & informative Newsletters (Weekly)
- Learning Journals (hard copy) three time yearly and including reporting in relation to NZ Curriculum National Standards (Revised annually)
- Class/student blogs are active at all levels of the school
- Full School Reports twice yearly, including reporting in relation to NZ Curriculum National Standards in Reading, Writing and Mathematics (Revised annually). From 2015, the reporting cycle for School Reports are birth date-based termed ‘Anniversary Report’ and ‘Progress Report’.
- Summative assessment data available for log-in viewing on eTAP, our Student Management System (SMS) on www.atschool.co.nz to ‘@schools’

- Learners' Conference (Term Two)
- Learners' Reflection Evening (Term Three)
- School Open Day (Term One)
- Broadlands School Facebook
- 'SchoolApps' (for newsletters, messages & alerts)
- PTA Meetings (Twice Termly)
- BOT Meetings (Twice Termly)
- Educational Forums (topical as required)
- Whanau hui (Annual)
- Community Consultation (A Vision-related *Survey Monkey* was undertaken in 2015)
- Open Door Policy
- Frequent invitations to ALL school events including Swimming Sports, Cross Country, Athletics, Kapa Haka/Cultural Festival, Reporoa Valley Schools' Cluster events, Speech Competition, Poetry Recital, Nursery Rhyme recital, Awards Assembly & School Prize Giving
- PTA '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 and key Board of Trustee policies requiring periodic consultation
- National Standards data is also accessible via www.minedu.govt.nz (*Education Counts*)
- Efficient email/in-person access to Principal, teaching and administrative staff
- A Principal presence in and around the school & community
- Our website on www.broadlands.school.nz

Teaching & Learning

The teaching staff at Broadlands School are highly trained and professional in all areas of teaching and learning. The curriculum areas of Reading, Writing and Mathematics are, at all times, priorities.

We offer a broad but extremely comprehensive curriculum in line with the NZ Curriculum. However, there are 'Learning Areas' within the NZ Curriculum that we offer a high level of specialisation in the following areas:

- Specialised Music tuition in ukulele and piano (weekly)
- Visual Arts tuition
- Performing Arts/production (Term 3)
- Specialised Tikanga/te reo Maori tuition through Kapa Haka (weekly)
- Sports' coaching in netball, indoor basketball, hockey (all team sports), swimming and through the Sport BOP 'GO4it' programme (see below)
- Coaching of our 'Jump Jam - Kidz Aerobix' leaders

Our Registered Teachers are expected to reflect daily on their own teaching practice (called 'Teaching as Inquiry') to ensure that they are, at all times, prioritising student achievement, targeting all learners' needs and providing outstanding learning opportunities in all areas of school-life.

Interventions

The following interventions are provided at Broadlands School:

Reading Recovery

The MOE-supported Reading Recovery is a highly effective, intensive and daily intervention which targets tamariki making the slowest progress in literacy learning after one year at school.

The one to one programme is taught by a specially trained registered teacher and is supplementary to any in-class teaching and learning programmes.

Perceptual Motor Programme

The Perceptual Motor Programme (PMP) is a programme which aims to develop a child's perceptions and understandings of themselves and their world through movement and fine motor skills experiences

PMP is taught daily by a trained Teachers' Aide facilitator to all Year One and Two students along with a group of selected students from Year Three who we believe will benefit from PMP.

Toe by Toe

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 taught by our trained Teachers' Aide for targeted students on a 1:1 basis from Year Two.

Language Learning Initiative (LLI)

The MOE LLI develops a collaborative partnership between school staff, whanau and Learning Support Speech Language Therapists (SLT) to support evidence-based language learning intervention.

LLI is being offered at Broadlands School in 2017 on the basis of 25 hours/term for 1 on 1 Teacher Aide support.

Teacher Oral Language Programme (TOLD) & Kindergarten Language Screening Test (KLST)

Beginning in 2016, we have introduced TOLD at the Junior level. KLST is an individually-administered screening test to identify tamariki who need further diagnostic testing to determine oral language and vocabulary deficits in order to support and accelerate learning.

During 2017, KLST is being offered to all Year 1 and Year 2 tamariki facilitated by our Resource Teacher for Learning Behaviour (RTLB) with the support of the two classroom teachers.

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:

- Junior 'GO4it' Programme - Years' 1-2
- 'Pass it' (netball) Years' 3-6
- 'Kick it' (soccer) Years' 3-6
- 'Hit it' (tennis & badminton) Years' 3-6

We also offer 'Lead it' for our 12 student Dynamo Leaders' from Years 5 & 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, along with full schools' participation in summer and winter games.

Irlen & Auditory Processing Disorder (APD) Screening

The Irlen and Auditory Processing Disorder (APD) Screening Programmes operate within Broadlands School facilitated by 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.

Through the Auditory Processing Network, Taupo, Auditory Processing Disorder (APD) screening identifies students (currently at the Year 4 level) who may possess an auditory disorder which may require specialist intervention and treatment. Other students within the school who present concerns, may also be assessed for APD.

Professional Learning & Development

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

2017 priority areas for staff '*Professional Learning & Development*' will focus on the following:

- 2017 professional relationship and involvement with Nga Pumanawa e Waru (NPeW)

- Consolidation of Inquiry learning through SOLO Taxonomy (Julie Mills – *The Learning Order*) and the *Inquiry Learning Model* 'SOLO Taxonomy - The Structured Overview of Learning Outcomes' (Biggs & Collins, 1982), Tony Ryan's 'Thinkers' Keys' and 'HOT Maps'
- MOE Centrally-funded PL & D intervention facilitated by Core Education (40 hours) 2017 with a focus on learner agency, student voice, personalised learning, transitional practices at all levels FROM ECE, WITHIN Broadlands School and TO Year 7, whanau learning partnerships/engagement, digital literacy/citizenship/BYOD/pedagogy,
- On-going focus on the moderation of Mathematics and Writing
- Continuing to build leadership capacity for newly appointed Deputy Principal, Assistant Principal, One 'Advanced Classroom Expertise Teacher' (ACET), ICT Lead Teacher, Lead Teacher in Mathematics (ALiM/MST) and Special Education Needs' Co-ordinator (SENCo)
- Consolidation and leadership peer support from the MOE Mathematics Support/Specialist Teacher Contract – Post Graduate study (intensive) (MST1/2014 & MST2/2016).
- Embedding our 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, creativity, collaboration & communication focus school-wide
- Critical thinking focus within the team/problem solving context school-wide

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.

The *Assessment & Reporting Overview - 2017* (Reviewed annually) 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)
- Gloss Maths (Stage 5+)
- Margaret Peters Spelling Test (Years 1-6)
- 6 Year Net (as required throughout the year)
- School Entry Assessment (One month checks)
- National Exemplars

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, Writing & 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* set in relation to the National Standards 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 (Attendance Register) 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

- Have ownership of and be able to articulate their own learning journey and 'next steps' learning. Student voice or student agency is an integral part of this process
- 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 multi-cultural 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 following 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.

The Virtues are naturally integrated into all areas of school-life and beyond our school gates as life-long skills:

- 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 serve others within this school community and ultimately, society.

Our student leaders, including our staff, actively role model Virtues in all areas of school-life.

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 competitive 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.

Tikanga & Te Reo Maori

- 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 relevant, meaningful and culturally aware manner and context.
- Should whanau request a higher level of *Te Reo Maori* and *Tikanga Maori*, then together, opportunities for building better partnerships will be explored