



## **Broadlands School – Charter 2018**

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##### **Timeline**

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

Within the *Charter 2018*, will be the *Strategic Plan 2018-2020 and Annual Plan 2018*.

## **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 student learning and whanau engagement. We will also look to gather information on curriculum content and issues with particular relevance to Maori.

## **Strategic Goals**

*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 2018*')
- 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.
- Acknowledging guidelines and recommendations made by ERO to all schools



## **Broadlands School - Charter** **2018**

### **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 112 students (as of 12 February 2018) 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.

## Staffing

Broadlands School is well staffed with five permanent full-time teachers and the Principal for the 2018 academic year. In addition, we currently employ one Teachers' Aide for 25 hours/week, one for 15 hours/week and two further providing 1:1 medical support for three hours/day.

During 2018, a fully registered teacher is training to be a Reading Recovery teacher for 11 hours/week providing Reading Recovery tuition to four students/day.

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
- Swimming pool
- 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)
- 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)
- 15 ACER Notebooks (2018)
- An extremely well-resourced Learning Centre including four HP fully integrated touch screen keyboards/monitors
- Large outdoor games (4) & croquet set & table tennis
- Electronics technology control & automation resources including Beebots, Probots & Logiblocs (2010)
- 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 with learning or behavioural needs 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 weekly newsletters (digital from 2018)
- Formal School Reports twice yearly
- ‘Seesaw App’ school-wide for regular informal communication and reporting on-line in all learning areas, including a strong focus on the gathering and sharing learning through student voice.
- Summative assessment data available for log-in viewing on eTAP, our Student Management System (SMS) on [www.atschool.co.nz](http://www.atschool.co.nz) to ‘@schools’
- Learners’ Conference (Term Two)
- Celebration of Learning (Terms 1 to 4)
- Learners’ Reflection Evening (Term Three)
- Broadlands School Facebook (for messages & alerts)
- ‘SchoolApps’ (for newsletters, messages & alerts)
- PTA Meetings (Twice Termly)
- BOT Meetings (Twice Termly)
- Whanau hui (Annual)
- Community Consultation through specific Forum topics (Termly)
- 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 Recitations, Nursery Rhyme recitations, Awards Assembly & School Prize Giving
- Grandparents' & Friends' Day (Term Four)
- School Charter including Annual Plans, Strategic Plans and key Board of Trustee policies requiring periodic consultation
- 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](http://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 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)
- Performing Arts specialisation
- Tikanga/te reo Maori specialised 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.

### **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 2018, TOLD 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:

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.

2018 priority areas for staff '*Professional Learning & Development*' will focus on the following:

- Reporoa Community of Learning/Kahui Ako o Reporoa 'Achievement Challenges' with a strong focus on oral language
- 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'

- Critical review of assessment tools and practices in the areas of data collation, analysis, recording, moderation, anecdotal notes/evidence, student voice, feedback and feed forward.
- Consolidating SOLO Taxonomy as a significant thinking learning tool
- From 2017, consolidating collegial 'Professional Partnerships' with teaching staff
- Building the leadership team culture and leadership capacity and capability school-wide including Unit holders (5)
- 21<sup>st</sup> 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 - 2018* (Reviewed annually) ensures that the process of assessment and reporting is thorough and on-going.

#### **Assessment Tools**

The following assessment are revised annually with the following to be used in 2018:

- 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+)
- 6 Year Net (as required throughout the year)
- School Entry Assessment (One-month checks)
- Basic Facts Test
- Essential Lists 1-7

### **Student Management System**

Established in 2006, our electronic and Internet-based *Student Management System-eTAP*.

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

Broadlands School Board of Trustees  
22 February 2018