

Broadlands School - Strategic Plan
2013 – 2015

Following community consultation, the Board of Trustees has used the following considerations to develop its Strategic Plan for 2012-2014.

- Analysis of school-wide achievement data
 - Overall Teacher Judgements (OTJ's)
 - On-going moderation & leveling of OTJ's
- Evidence of the progress and achievement made in relation to the National Standards in Reading, Writing & Mathematics (formative & summative)
 - Reference to and review of the Analysis of Variance (2011)
 - Reporting & Self-review processes (Tri-ennial Plan 2011-2013)
 - Compliance obligations towards National Administration Guidelines (NAG's)

| Strategic Aims | 2013 'Next Steps' | 2014-15 'Next Steps' |
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| Student Achievement | | |
| <p style="text-align: center;">1.</p> <p>To fully utilize evidence gathered from formative & summative data gathering practices to inform OTJ's in relation to National Standards</p> | <p>*On-going staff PL & D including MOE, Te Toi Tupu & Anne Giles-Direction Worx</p> <p>*Links to Performance Management including formal, informal & Peer observations</p> <p>*On-going moderation of leveling in relation to NS</p> <p>*Annual review of 'Assessment & Reporting Overview'</p> <p>*Monitor/track progress & achievement over</p> | <p>*Continue to closely monitor of moderation consistency & integrity school-wide</p> <p>*Further strengthen links to performance management</p> <p>*Review 'Assessment & Reporting Overview'</p> <p>*Monitor/track progress over time</p> <p>*Implement e-asTTle Writing & Reading</p> |

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| <p style="text-align: center;">2.</p> <p>To formulate teacher-driven 'Annual Targets' to accelerate progress and raise achievement levels of students 'Well Below' & 'Below' in relation to NS</p> | <p>*On-going staff PL & D on OTJ's and authentic interpretation of formative & summative data in target setting in relation to NS</p> | <p>*Embed teacher ownership of, and competency in interpreting formative & summative assessment data and their relevance to OTJ's, target setting in relation to NS</p> <p>*PL & D to Implement MOE ALiM Contract</p> |
| <p style="text-align: center;">3.</p> <p>To prioritise student progress & achievement in Reading , Writing & Mathematics (using NZC, NS & Learning Progressions)</p> | <p>*Utilise NZC, National Standards & /Learning Progressions matrix/matrices (school & Anne Giles-Direction Worx developed tools) to inform teaching practice</p> <p>*Teaching staff PL & D in Mathematics/Numeracy-Bruce Moody-Mathematics Facilitator</p> | <p>*Monitor teacher effectiveness in the delivery of teaching & learning programmes in Reading, Writing & Mathematics</p> <p>*Provide strong and informed links to performance management</p> <p>*PL & D to implement e-asTTle Writing & Reading</p> <p>*PL & D to implement MOE ALiM contract</p> <p>*Embed PMP (Teachers' Aide) & purchase additional resources</p> <p>*Embed Toe by Toe (Teachers' Aide)</p> |
| <p style="text-align: center;">4.</p> <p>To prioritise the progress & achievement of Maori students</p> | <p>*Implement more specific learning opportunities for Maori students including Tuwharetoa Festival</p> <p>*Specifically track the achievement of Maori students in relation to NS (set Targets as required)</p> <p>*All staff are culturally responsive to the needs & identities of Maori & others</p> | <p>*Specifically track the achievement of Maori students in relation to NS (set Targets as required)</p> <p>*All staff are culturally responsive to the needs & identities of Maori & others</p> |
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| <p>5. To provide teaching & learning resources & personnel that support school-wide progress & achievement and Annual Targets</p> | <ul style="list-style-type: none"> *Budget priorities in Reading, Writing & Mathematics *Provision of trained in-school PMP facilitator (30+ students 2012) *Provision of trained in-school Irlens Screening facilitator *Provision of Supplementary Learning Support (SLS) teacher (1 student 2012) *Provision of Reading Together programme for targeted parents/caregivers & Year 1/2 students *PL & D in Literacy & Numeracy (Refer to PL & D 2012) | <ul style="list-style-type: none"> *Budget priorities in Reading, Writing & Mathematics *Provision of trained in-school PMP facilitator *Provision of trained in-school Irlens Screening facilitator |
| <p>6. Students are able to set, monitor and reflect on their learning journey/goals</p> | <ul style="list-style-type: none"> *Teachers use student-leveled rubrics more frequently to help track personal progress & achievement *Teachers use WALT's & success criteria to inform learning outcomes *Implement 'Learning Buddies' with students school-wide encouraging a higher level of peer/class student voice *Students are confident co-operative learners *Introduce SOLO Taxonomy school-wide to support student articulation & ownership of learning | <ul style="list-style-type: none"> *Embed rubric usage school-wide *All students are confident & competent 'Learning Buddies' able to use appropriate strategies to achieve their goal(s)/learning outcome(s) *All students are confident & competent co-operative learners able to use appropriate strategies to achieve their goal(s)/learning outcomes) *All students have personal blog *All classes have class blogs |
| <p>Curriculum Delivery</p> | | |
| <p>7. To provide high quality teaching & learning programmes and student ownership of</p> | <ul style="list-style-type: none"> *On-going appointment of experienced & suitable teaching staff | <ul style="list-style-type: none"> *Continue purchase & installation of quality flexible learning space/MLE furniture in Room |

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| <p>classroom environments/learning spaces underpinned by school ethos & culture</p> | <ul style="list-style-type: none"> *Teaching as Inquiry-Reflective journaling linked to Performance Management *Further strengthen Te Whanau Whakaakonga kotahitanga/unity (Rooms 1/2) *Continue installation of quality flexible learning space/MLE furniture in TWW & Room 5 *Contract Anne Giles-Direction Worx (Refer to PL & D 2012) *Contract Bruce Moody-Mathematics Facilitator (Refer to PL & D 2012) | <p style="text-align: center;">3 & Room 4</p> <ul style="list-style-type: none"> *Further enhance learning potential & consideration of individual learning styles |
| <p style="text-align: center;">8.</p> <p>To implement an inquiry-based approach to teaching & learning, focusing on critical thinking</p> | <ul style="list-style-type: none"> *Provide staff with PL & D in SOLO Taxonomy *To integrate Tony Ryan's Thinkers' & graphic organisers to promote creative & critical thinkers (Charter Vision Statement, 2012) *Further develop co-operative learning strategies school-wide *Utilise ICT tools to support inquiry | <ul style="list-style-type: none"> *Embed SOLO into key teaching & learning programmes *Strengthen inquiry-based teaching & learning links to performance management |
| <p style="text-align: center;">9.</p> <p>To continue to be innovative leaders in ICT</p> | <ul style="list-style-type: none"> *Following Principal's sabbatical, review current ICT direction based on observations/discussions relating to international trends in the delivery of ICT in schools *On-going PL & D for staff both by Lead Teacher-ICT and external courses/conferences deemed to add knowledge/value to current practices | <ul style="list-style-type: none"> *Continue to provide PL & D by key staff and external facilitators *Strengthen ICT teaching & learning links to performance management |

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| <p>10. To actively promote & model a virtues'-based culture (Charter-Values Statement, 2012)</p> | <ul style="list-style-type: none"> *Encourage a sense of belonging where students are valued for their contributions to school & society through on-going class/school contributions & leadership opportunities (Charter-Vision Statement, 2012) *School-wide focus on kotahitanga (oneness, unity & harmony) | <ul style="list-style-type: none"> *Continue to embed our virtues-based culture, especially newly arrived students |
| <p>11. To provide differentiated teaching & learning programmes that meet the individual needs of all students</p> | <ul style="list-style-type: none"> *Differentiation at Year5/6 levels (ability classes) *Provision for/funding of GKP students (x3) <ul style="list-style-type: none"> *Cluster Mathematics Comp. *Implement PMP (target groups) *Sustain focus on Special Needs & Abilities Register (SENCO) *Introduction of school-wide Irlens Screening Training by SENCO <ul style="list-style-type: none"> *Implementation of PMP to all Year 1 students (18+) & targeted Year 2-6 students (9+) *More focused Teacher Aide programmes as directed by the classroom teacher in Room 4 (Year 1) & TWW (Years 2-3) *Review Mathematics teaching & learning programmes. Provide PL & D through Bruce Moody-Mathematics Facilitator *Provide sound links to performance management & strategic priorities | <ul style="list-style-type: none"> *Review performance management & strategic priorities <ul style="list-style-type: none"> *Embed PMP *Embed Toe by Toe |

| Personnel | | |
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| <p>12. To provide a collaborative performance management schedule linked to school-wide goals & targets</p> | <p>*More focused and relevant teaching & learning/curriculum delivery fully supported by collaborative performance management procedures (Refer to PL & D 2012)</p> | <p>*Teachers take more professional ownership of and responsibility for their teaching practice under-pinned by robust performance management procedures</p> |
| <p>13. To foster 'Teaching as Inquiry' (NZ Curriculum; Page 34/35)</p> | <p>*Provide PL & D for teachers to reflect on personal/professional pedagogy, using reflective journaling (Anne Giles-Direction Worx) *Provide a professional yet collegial teaching & learning environment for all staff</p> | <p>*Teachers take more professional ownership of and responsibility for their teaching practice through on-going reflection (through personalized journaling) *Teaching practices are more reflective of & responsive to students' needs</p> |
| <p>14. Prioritise 'self review' as a key responsibility of trusteeship</p> | <p>*Trustees attend NZSTA PL & D opportunities annually as needs dictate</p> | <p>*Trustees attend NZSTA PL & D opportunities annually as needs dictate</p> |
| <p>15. Build career pathways & leadership opportunities for all staff (PTCA 2010-2012)</p> | <p>*Allocate available fixed-term MU's which builds teacher capabilities & professional leadership (Refer to NZEI Unit Allocation Guidelines) *Provision for/BOT approval of Principal's sabbatical *Capability of DP to assume role as Acting Principal</p> | <p>*Review career pathway & leadership opportunities as staffing and personal/professional staffing circumstances dictate *Actively build DP capability</p> |

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| Finance | | |
| <p style="text-align: center;">16.</p> <p>Responsibly manage all income & expenditure in accordance with Trustees strategic priorities</p> | <p>*Principal & Office Administrator to be provided with financial PL & D as needs dictate</p> | <p>*Principal & Office Administrator to be provided with financial PL & D as needs dictate</p> |
| Property | | |
| <p style="text-align: center;">17.</p> <p>Responsibly manage and systemically increase asset base in accordance with Trustees strategic priorities</p> | <p>*Allocate funding to the purchase of flexible learning space/MLE & ergonomically proven furniture (Furnware) *Review 5YA/10YPP priorities</p> | <p>*Closely monitor 5YA/10YPP priorities in accordance with MOE MLE template</p> |
| <p style="text-align: center;">18.</p> <p>Enhance the school's environment to be attractive, safe & stimulating</p> | <p>*Sustain & enhance financial & physical support of the EnviroGroup *Employment of specialist Visual Arts teacher *Health & Safety Audits bi-annually</p> | <p>*Sustain & enhance financial & physical support of the Enviro Group *Employment of specialist Visual Arts teacher *Health & Safety Audits bi-annually</p> |
| Community Relationships | | |
| <p style="text-align: center;">19.</p> <p>Build community partnerships through effective and meaningful communication strategies</p> | <p>*Classroom teachers create individual & class blogs, wikis and specific/targeted learning links on-line *On-going review & provision of Learning Journals (including NS reporting obligations) *Introduction of comprehensive class brief in</p> | <p>*Review communication strategies for effectiveness and the meeting of community needs *Review reporting effectiveness and community understanding/interpretation in relation to</p> |

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| | <p>Term 1 outlining classroom routines</p> <ul style="list-style-type: none">*Community consultation through hui and/or on-line feedback/survey to help build a shared ownership/partnership of learning*Actively share & celebrate successes and achievement information | <p>NS</p> <ul style="list-style-type: none">*Continue to build strong ties with the school community, especially Maori, to actively engage in supporting their mokopuna*Explore innovative and meaningful ways to engage the community and share ownership/partnership of learning |
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