

Broadlands School - Strategic Plan
2014 – 2016

Following community consultation, the Board of Trustees has used the following considerations to develop its Strategic Plan for 2014-2016.

- In-depth 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 (2013)
- Priorities for teaching & learning, target learners and effective and relevant PL & D for staff
 - Reporting & Self-review processes (Tri-ennial Plan 2014-2016)
 - Compliance obligations towards National Administration Guidelines (NAG's)

Strategic Aims	2014 'Next Steps'	2015-16 'Next Steps'
Student Achievement		
1. To fully utilize evidence gathered from formative & summative data gathering practices to inform OTJ's in relation to National Standards	*Teaching staff PL & D Mathematics contract (private) – 'Institute of Professional Learning (including moderation, revised/new assessment tools, classroom observations, lesson modelling) *Links to Performance Management including formal, informal & peer observations	*Continue to closely monitor of moderation consistency & integrity school-wide *Further strengthen links to performance management *Review 'Assessment & Reporting Overview' *Monitor/track progress over time

	<ul style="list-style-type: none"> *On-going moderation of leveling in relation to National Standards *Use of/reference to MOE 'NZ Curriculum Standards' for Years 1 – 8 spreadsheet to inform OTJ's *Use of MOE Reading, Writing & Mathematics National Standards & Learning Progression documents *Annual review of 'Assessment & Reporting Overview' *Consolidate e-asTTle on-line assessment tools *Monitor/track progress & achievement over time 	
<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>	<ul style="list-style-type: none"> *On-going staff PL & D on OTJ's and authentic interpretation of formative & summative data in target setting in relation to National Standards *MOE contracts – MST & ALiL targeted PL & D for teachers (2) students achieving 'Well Below' & 'Below' respectively to assist with identification/support programmes *Mathematics support contract (private) 2014 – Institute of Professional Learning – University of Waikato *On-going commitment to Reading Recovery training in 2014 (MOE 0.34/BOT 0.1) <ul style="list-style-type: none"> *Role out of 40 iPad Air/teacher pedagogy/apps/teaching practice 	<ul style="list-style-type: none"> *Embed teacher ownership of, and competency in interpreting formative & summative assessment data and their relevance to OTJ's, target setting in relation to NS *PL & D to Implement MOE ALiM Contract
<p style="text-align: center;">3.</p> <p>To prioritise student progress & achievement in Reading , Writing & Mathematics (using</p>	<ul style="list-style-type: none"> *Utilise NZC, National Standards & /Learning Progressions matrix/matrices *Teaching staff 	<ul style="list-style-type: none"> *Monitor teacher effectiveness in the delivery of teaching & learning programmes in

<p>NZC, N/S & Learning Progressions)</p>	<p>PL & D in Mathematics/Numeracy-Bruce Moody-Mathematics Facilitator *MOE contracts – MST & ALiL targeted PL & D for teachers (2) students achieving 'Well Below' & 'Below' respectively to assist with identification/support programmes *Mathematics contract (private) 2014 – Institute of Professional learning & Development *On-going commitment to Reading Recovery training in 2014 (MOE 0.34/BOT 0.1)</p>	<p>Reading, Writing & Mathematics *Provide strong and informed links to performance management *PL & D to implement e-asTTle Writing & Reading *PL & D to implement MOE ALiM contract *Embed PMP (Teachers' Aide) & purchase additional resources *Embed Toe by Toe (Teachers' Aide)</p>
<p>4. To prioritise the progress & achievement of Maori students</p>	<p>*Implement more specific learning opportunities for Maori students including the Tuwharetoa Festival, Kapa haka leadership/kaea, regular public performances *Specifically track the achievement of Maori students in relation to N/Standards (set Targets as required) *All staff are culturally responsive to the needs & identities of Maori & others *Guiding document - 'Ka Hikitia – Accelerating Success 2013 – 2017' *Te Reo Maori – Kura Auraki 2009</p>	<p>*Specifically track the achievement of Maori students in relation to NS (set Targets as required) *All staff are culturally responsive to the needs & identities of Maori & others</p>
<p>5. To provide teaching & learning resources & personnel that support school-wide progress & achievement and Annual Targets</p>	<p>*Priorities for Reading, Writing & Mathematics resources (refer Budget 2014) *Provision of a SENCO *Provision of trained in-school PMP facilitator *Provision of trained in-school Irlens Screening facilitator (SENCO) *Provision of Reading Recovery</p>	<p>*Budget priorities in Reading, Writing & Mathematics *Provision of trained in-school PMP facilitator *Provision of trained in-school Irlens</p>

	<p>training/facilitator 2014 for targeted Year 1/2 students</p> <ul style="list-style-type: none"> *Consolidate MOE ALiM teaching & learning methodology from 2013 *Implement MOE MST teaching & learning training/methodology 2014 *Implement MOE ALiL teaching & learning training/methodology 2014 *Introduce e-Learning iPad Air technology school wide (40) *Facilitation/introduction by iPad educational consultant on pedagogy/inquiry learning/apps 	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 <ul style="list-style-type: none"> *Consolidate SOLO Taxonomy/PL & D 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) <ul style="list-style-type: none"> *All students have personal blog *All classes have class blogs
Curriculum Delivery		
<p>7. To provide high quality teaching & learning programmes and student ownership of classroom environments/learning spaces underpinned by school ethos & culture</p>	<ul style="list-style-type: none"> *On-going appointment of experienced & suitable teaching staff *Teaching as Inquiry-Reflective journaling linked to Performance Management 	<ul style="list-style-type: none"> *Continue purchase & installation of quality flexible learning space/MLE furniture in Room 3 & Room 4 *Further enhance learning potential &

	<ul style="list-style-type: none"> *Formation of a Supplementary Inquiry Team for Mathematics focus/MST & other (as required) *Formation of a 'School Achievement & Achievement Plan' (CoAP) *Further strengthen Te Whanau Whakaakonga kotahitanga/unity (Rooms 1/2) (Refer to PL & D 2014) *Introduction of iPad technology/pedagogy/learning apps 	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 through facilitator – 'The Learning Order Education Consultancy' *Consolidate us of 'HOT' Maps *Introduce focused 21st C learning four 'C's' of critical thinking, creative thinking, collaboration & communication *Further develop co-operative learning strategies school-wide *Utilise ICT tools/learning apps 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

<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"> *Provision for/funding of GKP students (x4) *Mathematics acceleration group-Cluster Mathematics Competition *Consolidate PMP (target groups) to all Year 1 students & targeted Year 2-6 students *Consolidate Toe-by-Toe *Sustain focus on Special Needs & Abilities Register (SENCO) *Consolidate/broadening of Empowerment Trust capabilities beyond Irlen Screening 204 *More focused Teacher Aide programmes as directed by the classroom teachers/DP/Principal *Provision of Reading Recovery programme/facilitator training 2014 *Consolidate targeted MOE ALiM teaching & learning methodology from 2013 *Implement targeted MOE MST teaching & learning training/methodology 2014 *Implement targeted MOE ALiL teaching & learning training/methodology 2014 *Review of Mathematics teaching & learning programmes through 'Institute of Professional 	<ul style="list-style-type: none"> *Review performance management & strategic priorities *Embed PMP *Embed Toe by Toe

	Learning & Development' (private contract) *Provide sound links to performance management & strategic priorities	
Personnel		
12. To provide a collaborative performance management schedule linked to school-wide goals & targets	*Focused and relevant teaching & learning/curriculum delivery fully supported by collaborative performance management procedures (Refer to PL & D 2014)	*Teachers take more professional ownership of and responsibility for their teaching practice under-pinned by robust performance management procedures
13. To foster 'Teaching as Inquiry' (NZ Curriculum; Page 34/35)	*Provide PL & D for teachers to reflect on personal/professional pedagogy using reflective journaling *Provide a professional yet collegial teaching & learning environment for all staff	*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
14. Prioritise 'self-review' as a key responsibility of trusteeship	*Trustees attend NZSTA PL & D opportunities annually as needs dictate	*Trustees attend NZSTA PL & D opportunities annually as needs dictate
15. Build career pathways & leadership opportunities for all staff (PTCA 2010-2012)	*Allocate available fixed-term MU's which builds teacher capabilities & professional leadership (Refer to 'NZEI Unit Allocation Guidelines')	*Review career pathway & leadership opportunities as staffing and personal/professional staffing circumstances dictate *Actively build DP capability

Finance		
<p>16. 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>17. Responsibly manage and systemically increase asset base in accordance with Trustees strategic priorities</p>	<p>*Allocate 10YPP/5YA funding to create MLE (Block A/2014)</p>	<p>*Closely monitor 5YA/10YPP priorities in accordance with MOE MLE template</p>
<p>18. 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>19. Build community partnerships through</p>	<p>*Classroom teachers create individual &</p>	<p>*Review communication strategies for</p>

<p>effective and meaningful communication strategies</p>	<p>class blogs, wikis and specific/targeted learning links on-line</p> <ul style="list-style-type: none"> *On-going review & provision of Learning Journals (including NS reporting obligations) *Introduction of comprehensive class brief in Term 1 outlining classroom routines *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>effectiveness and the meeting of community needs</p> <ul style="list-style-type: none"> *Review reporting effectiveness and community understanding/interpretation in relation to NS *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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