

**Broadlands School - Strategic Plan**  
**2015 – 2017**

Following community consultation, the Board of Trustees has used the following considerations to develop its Strategic Plan for 2015 - 2017.

- 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 (2014)
- 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	2015 'Next Steps'	2016-17 'Next Steps'
<b>Student Achievement</b>		
<p style="text-align: center;"><b>1.</b> To fully utilise evidence gathered from formative &amp; summative data gathering practices to inform OTJ's/report in relation to National Standards</p>	<ul style="list-style-type: none"> <li>• Consolidate 2014 teaching staff PL &amp; D Mathematics contract (private) – 'Institute of Professional Learning (including moderation, revised/new assessment tools, classroom observations, lesson modelling)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to closely monitor of moderation consistency &amp; integrity school-wide               <ul style="list-style-type: none"> <li>• Strengthen links to performance management</li> <li>• Review 'Assessment &amp; Reporting Overview'</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Links to Performance Management/Appraisal including formal, informal &amp; peer observations</li> <li>• On-going moderation of leveling in relation to National Standards</li> <li>• Use of/reference to MOE 'NZ Curriculum Standards' for Years 1 – 8 spreadsheet to inform OTJ's <ul style="list-style-type: none"> <li>• Use of MOE Reading, Writing &amp; Mathematics National Standards &amp; Learning Progression documents</li> <li>• Annual review of 'Assessment &amp; Reporting Overview'</li> </ul> </li> <li>• Review reporting cycle &amp; N/Standards 'Progress Report' (mid/yearly cycle), 'Progress' &amp; 'Achievement Report' (anniversary cycle) after 1, 2 &amp; 3 years' at school</li> <li>• Review Learning content to ensure that ALL NZC 'Learning Areas' are reported on in an equitable manner</li> <li>• Consolidate e-asTTle on-line assessment tools</li> <li>• Monitor/track progress &amp; achievement over time co-ordinated by SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor/track progress over time</li> </ul>
<p style="text-align: center;"><b>2.</b></p> <p>To formulate teacher-driven 'Annual Targets' to accelerate progress and raise achievement levels of students 'Well Below' &amp; 'Below' in relation to National Standards</p>	<ul style="list-style-type: none"> <li>• On-going staff PL &amp; D on OTJ's and authentic interpretation of formative &amp; summative data in target setting in relation to National Standards</li> <li>• Consolidation of MOE contracts – ALiM (2013), MST (2014) &amp; ALL (2014) targeted</li> </ul> <p>PL &amp; D for teachers (2) students achieving</p>	<ul style="list-style-type: none"> <li>• Embed teacher ownership of, and competency in interpreting formative &amp; summative assessment data and their relevance to OTJ's, target setting in relation to NS</li> <li>• PL &amp; D to Implement MOE ALiM Contract</li> </ul>

	<p>'Well Below' &amp; 'Below' respectively to assist with identification/support programmes</p> <ul style="list-style-type: none"> <li>• On-going commitment to Reading Recovery training in 2015 (MOE 0.1/BOT 0.1)</li> <li>• Consolidate use of 40 iPad Air 2014 &amp; a further 10 iPad Air (Year 2) /teacher pedagogy/apps/teaching practice</li> </ul>	
<p><b>3.</b> To prioritise student progress &amp; achievement in Reading , Writing &amp; Mathematics (using NZC, N/S &amp; Learning Progressions)</p>	<ul style="list-style-type: none"> <li>• Utilise NZC, National Standards &amp; /Learning Progressions matrix/matrices *Teaching PL &amp; D for teaching staff (as required) <ul style="list-style-type: none"> <li>• Consolidate learning from Mathematics contract (private) 2014 – Institute of Professional learning &amp; Development</li> </ul> </li> <li>• Prioritise teacher inquiry within the writing process (Annual Target 2015)</li> <li>• On-going commitment to Reading Recovery training in 2015 (MOE 0.1/BOT 0.1)</li> <li>• Consolidate PMP (Teachers' Aide) &amp; purchase additional resources</li> <li>• Consolidate Toe by Toe (Teachers' Aide) <ul style="list-style-type: none"> <li>• Provide 'Reading Together' programme facilitated by Year 1 teacher/AP &amp; Year 5 &amp; 6 teacher/ DP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Monitor teacher effectiveness in the delivery of teaching &amp; learning programmes in Reading, Writing &amp; Mathematics</li> <li>• Provide strong and informed links to performance management</li> <li>• PL &amp; D to implement e-asTTle Writing &amp; Reading</li> <li>• Consolidate PMP (Teachers' Aide) &amp; purchase additional resources <ul style="list-style-type: none"> <li>• Consolidate Toe by Toe (Teachers' Aide)</li> </ul> </li> </ul>

<p style="text-align: center;"><b>4.</b></p> <p>To prioritise the progress &amp; achievement of Maori students</p>	<ul style="list-style-type: none"> <li>• Implement more specific learning opportunities for Maori students including the Tuwharetoa Festival, Kapa haka leadership/kaea &amp; regular public performances</li> <li>• Specifically track the achievement of Maori students in relation to N/Standards (set Targets as required)</li> <li>• All staff are culturally responsive to &amp; inclusive of the needs &amp; identities of Maori &amp; others <ul style="list-style-type: none"> <li>• Guiding document - 'Ka Hikitia – Accelerating Success 2013 – 2017'</li> </ul> </li> <li>• Te Reo Maori – Kura Auraki 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically track the achievement of Maori students in relation to NS (set Targets as required)</li> <li>• All staff are culturally responsive to the needs &amp; identities of Maori &amp; others</li> </ul>
<p style="text-align: center;"><b>5.</b></p> <p>To provide teaching &amp; learning resources &amp; personnel that support school-wide progress &amp; achievement and Annual Targets</p>	<ul style="list-style-type: none"> <li>• Priorities for Reading, Writing &amp; Mathematics resources (refer Budget 2015)</li> <li>• Provide a Special Education Needs' Co-ordinator – SENCO (Permanent Unit attached)</li> <li>• Provide trained in-school PMP facilitator <ul style="list-style-type: none"> <li>• Provide a trained in-school Irlens Screening facilitator (SENCO)</li> <li>• Provide a trained Reading Recovery teacher/facilitator 2015 for targeted Year 1/2 students</li> </ul> </li> <li>• Consolidate MOE ALiM teaching &amp; learning methodology from 2013</li> <li>• Consolidate MOE MST teaching &amp; learning training/methodology from 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Budget priorities in Reading, Writing &amp; Mathematics</li> <li>• Provision of trained in-school PMP facilitator</li> <li>*Provision of trained in-school Irlens Screening facilitator</li> </ul>

	<ul style="list-style-type: none"> <li>• Consolidate MOE ALL teaching &amp; learning training/methodology from 2014</li> <li>• Deepen pedagogical practice in e-Learning iPad Air technology school wide (50 at 10/class)</li> <li>• Consolidate facilitation by ICT Lead Teacher in ICT through weekly 'Techie Brekkies' with a focus on pedagogy/inquiry learning/apps/whanau engagement including: <ul style="list-style-type: none"> <li>○ Facebook, Blogs, website &amp; invitation to the school community to up-skill</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>6.</b></p> <p style="text-align: center;">Students are able to set, monitor and reflect on their learning journey/goals</p>	<ul style="list-style-type: none"> <li>• Teachers use student-leveled rubrics more frequently to help track personal progress &amp; achievement</li> <li>• Teachers use WALT's &amp; success criteria to inform learning outcomes <ul style="list-style-type: none"> <li>• Implement 'Learning Buddies' with students school-wide encouraging a higher level of peer/class student voice</li> <li>• Students are confident co-operative learners</li> </ul> </li> <li>• Consolidate SOLO Taxonomy/PL &amp; D school-wide to support student articulation &amp; ownership of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Embed rubric usage school-wide</li> <li>• All students are confident &amp; competent 'Learning Buddies' able to use appropriate strategies to achieve their goal(s)/learning outcome(s)</li> <li>• All students are confident &amp; competent co-operative learners able to use appropriate strategies to achieve their goal(s)/learning outcomes) <ul style="list-style-type: none"> <li>• All students have personal blog</li> <li>• All classes have class blogs</li> </ul> </li> </ul>

Curriculum Delivery		
<p style="text-align: center;"><b>7.</b></p> <p>To provide high quality teaching &amp; learning programmes and student ownership of classroom environments/learning spaces underpinned by school ethos &amp; culture</p>	<ul style="list-style-type: none"> <li>• On-going appointment of experienced &amp; suitable teaching staff</li> <li>• Teaching as Inquiry-Reflective journaling linked to Performance Management</li> <li>• Formation of a Supplementary Inquiry Team for Mathematics focus/MST &amp; other (as required)</li> <li>• Formation of a 'School Achievement &amp; Achievement Plan' (CoAP) <ul style="list-style-type: none"> <li>• Further strengthen Te Whanau Whakaakonga kotahitanga/unity (Rooms 1/2) <ul style="list-style-type: none"> <li>• (Refer to PL &amp; D 2015)</li> <li>• Introduction of iPad technology/pedagogy/learning apps</li> </ul> </li> </ul> </li> <li>• Following new appointments of DP/AP management team, build capacity for leadership growth</li> <li>• Following MOE contracts in ALiM, MST, ALL &amp; Core Education e-Fellowship, utilize strengths/ acquired knowledge to facilitate peer capacity for leadership growth (Mathematics, Writing &amp; ICT)</li> <li>• Provide for/facilitate 'Reading Together' programme with priority to whanau engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Continue purchase &amp; installation of quality flexible learning space/MLE furniture in Room 3 &amp; Room 4</li> <li>• Further enhance learning potential &amp; consideration of individual learning styles <ul style="list-style-type: none"> <li>• Consolidate DP/AP leadership</li> </ul> </li> </ul>

<p><b>8.</b> To implement an inquiry-based approach to teaching &amp; learning, focusing on critical thinking</p>	<ul style="list-style-type: none"> <li>• Provide staff with PL &amp; D in SOLO Taxonomy through facilitator – ‘The Learning Order Education Consultancy’ (if required) <ul style="list-style-type: none"> <li>• Consolidate us of ‘HOT’ Maps</li> </ul> </li> <li>• Introduce focused 21<sup>st</sup> C learning 4 ‘C’s’ of: critical thinking, creativity, collaboration &amp; communication</li> <li>• Further develop co-operative learning strategies school-wide</li> <li>• Utilise ICT tools/learning apps to support inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Embed SOLO into key teaching &amp; learning programmes</li> <li>• Strengthen inquiry-based teaching &amp; learning links to performance management</li> </ul>
<p><b>9.</b> To continue to be innovative leaders in ICT</p>	<ul style="list-style-type: none"> <li>• On-going PL &amp; D for staff both by Lead Teacher ICT and external workshops/conferences deemed to add knowledge/value to current practices including: <ul style="list-style-type: none"> <li>○ ULearn (whole staff)</li> <li>○ EduCamps</li> <li>○ ‘Techie Brekkies’</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide PL &amp; D by key staff and external facilitators</li> <li>• Strengthen ICT teaching &amp; learning links to performance management</li> </ul>
<p><b>10.</b> To actively promote &amp; model a virtues’-based culture (Charter-Values Statement, 2012)</p>	<ul style="list-style-type: none"> <li>• Encourage a sense of belonging where students are valued for their contributions to school &amp; society through on-going class/school contributions &amp; leadership opportunities (Charter-Vision Statement) <ul style="list-style-type: none"> <li>• School-wide focus on kotahitanga (oneness, unity &amp; harmony)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed our virtues-based culture, especially newly arrived students</li> </ul>

<p><b>11.</b> To provide differentiated teaching &amp; learning programmes that meet the individual needs of all students</p>	<ul style="list-style-type: none"> <li>• Provide for Mathematics acceleration group-Cluster Mathematics Competition</li> <li>• Consolidate PMP (target groups) to all Year 1 students &amp; targeted Year 2-6 students <ul style="list-style-type: none"> <li>• Consolidate Toe-by-Toe</li> </ul> </li> <li>• Sustain focus on 'Special Needs &amp; Abilities Register' (SENCo)</li> <li>• Consolidate/broadening of Empowered Learning Trust capabilities beyond Irlen Screening 2014</li> <li>• More focused Teacher Aide programmes as directed by the classroom teachers/DP/Principal</li> <li>• Provide/consolidate Reading Recovery programme facilitator (MOE 0.1 FTTE/BOT 0.1)</li> <li>• Consolidate targeted MOE ALiM (2013) &amp; MST (2014) teaching &amp; learning</li> <li>• Provide 'Reading Together' programme with a priority to whanau engagement <ul style="list-style-type: none"> <li>• Provide sound links to performance management &amp; strategic priorities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review performance management &amp; strategic priorities <ul style="list-style-type: none"> <li>• Embed PMP</li> <li>• Embed Toe by Toe</li> </ul> </li> </ul>
<p><b>Personnel</b></p>		
<p><b>12.</b> To provide a collaborative performance management/appraisal schedule linked to school-wide goals &amp; targets</p>	<ul style="list-style-type: none"> <li>• Focused and relevant teaching &amp; learning/curriculum delivery fully supported by collaborative performance management/appraisal procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers take more professional ownership of and responsibility for their teaching practice under-pinned by robust performance management procedures</li> </ul>



	<p>(Refer to PL &amp; D 2015)</p> <ul style="list-style-type: none"> <li>Teaching staff/management co-construct performance management/appraisal procedures/protocol from 2015</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate performance management/appraisal procedures/protocol from 2015</li> </ul>
<p><b>13.</b> To foster 'Teaching as Inquiry' (NZ Curriculum; Page 34/35)</p>	<ul style="list-style-type: none"> <li>Provide PL &amp; D for teachers to reflect on personal/professional pedagogy using reflective journaling</li> <li>Provide a highly professional and collegial teaching &amp; learning environment for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Teachers take more professional ownership of and responsibility for their teaching practice through on-going reflection (through personalized journaling)</li> <li>Teaching practices are more reflective of &amp; responsive to students' needs</li> </ul>
<p><b>14.</b> Prioritise 'self-review' as a key responsibility of trusteeship</p>	<ul style="list-style-type: none"> <li>Trustees attend NZSTA PL &amp; D opportunities as needs dictate</li> </ul>	<ul style="list-style-type: none"> <li>Trustees attend NZSTA PL &amp; D opportunities annually as needs dictate</li> </ul>
<p><b>15.</b> Build career pathways &amp; leadership opportunities for all staff (PTCA 2010-2012)</p>	<ul style="list-style-type: none"> <li>Allocate available fixed-term MU's which builds teacher capabilities &amp; professional leadership (Refer to 'NZEI Unit Allocation Guidelines')</li> <li>Provide/consolidate DP &amp; AP leadership opportunities following 'Job Description' co-construction</li> <li>Provide 'Coaching &amp; Mentoring' professional support for Principal &amp; newly appointed DP/AP &amp; ICT, Mathematics &amp; Literacy Lead Teachers for 2015</li> </ul>	<ul style="list-style-type: none"> <li>Review career pathway &amp; leadership opportunities as staffing and personal/professional staffing circumstances dictate</li> <li>Actively build newly appointed DP/AP capabilities</li> </ul>

	<p>(‘the education group’)</p> <ul style="list-style-type: none"> <li>• ULearn Conference 2015 (all teaching staff) Theme 3. Focus/priority: ‘Re-imagining Leaders &amp; Leadership’</li> </ul>	
<b>Finance</b>		
<p><b>16.</b> Responsibly manage all income &amp; expenditure in accordance with Trustees strategic priorities</p>	<ul style="list-style-type: none"> <li>• Comply with all BOT, Deloitte &amp; BDO accounting/auditing procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with all BOT, Deloitte &amp; BDO accounting/auditing procedures</li> </ul>
<b>Property</b>		
<p><b>17.</b> Responsibly manage and systemically increase asset base in accordance with Trustees strategic priorities</p>	<ul style="list-style-type: none"> <li>• Allocate 10YPP/5YA funding to create MLE (Block A), carpark up-grade &amp; other priorities deemed necessary (Refer to Budget 2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Closely monitor 5YA/10YPP priorities in accordance with MOE MLE template</li> </ul>
<p><b>18.</b> Enhance the school’s environment to be attractive, safe &amp; engaging</p>	<ul style="list-style-type: none"> <li>• Sustain &amp; enhance financial &amp; physical support of the EnviroGroup</li> <li>• Utilise a specialist Visual Arts teacher <ul style="list-style-type: none"> <li>• Health &amp; Safety Audits bi-annually</li> <li>• Health &amp; safety Act compliance audit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sustain &amp; enhance financial &amp; physical support of the Enviro Group</li> <li>• Employment of specialist Visual Arts teacher</li> <li>• Health &amp; Safety Audits bi-annually</li> </ul>
<b>Community Relationships</b>		

<p style="text-align: center;"><b>19.</b></p> <p style="text-align: center;">Build community partnerships through effective and meaningful communication strategies</p>	<ul style="list-style-type: none"> <li>• Classroom teachers create individual &amp; class blogs, wikis and specific/targeted learning links on-line</li> <li>• On-going review &amp; provision of Learning Journals (including NS reporting obligations)</li> <li>• Introduction of comprehensive class brief in Term 1 outlining classroom routines <ul style="list-style-type: none"> <li>• Community consultation through hui and/or on-line feedback/survey to help build a shared ownership/partnership of learning</li> </ul> </li> <li>• Actively share &amp; celebrate successes and achievement information</li> </ul>	<ul style="list-style-type: none"> <li>• Review communication strategies for effectiveness and the meeting of community needs</li> <li>• Review reporting effectiveness and community understanding/interpretation in relation to NS</li> <li>• Continue to build strong ties with the school community, especially Maori, to actively engage in supporting their mokopuna</li> <li>• Explore innovative and meaningful ways to engage the community and share ownership/partnership of learning</li> </ul>
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