

**Broadlands School - Strategic Plan
2016 – 2018**

Following community consultation, the Board of Trustees has used the following considerations to develop its Strategic Plan for 2016 - 2018.

- 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 (2015)
- 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	2016 'Next Steps'	2017-18 'Next Steps'
Student Achievement		
<p style="text-align: center;">1.</p> <p>To fully utilise evidence gathered from formative & summative data gathering practices to inform OTJ's/report in relation to National Standards</p>	<ul style="list-style-type: none"> • Consolidate 2015 teaching staff PL & D Mathematics contract (private) – 'Institute of Professional Learning (including moderation, revised/new assessment tools, classroom observations, lesson modelling) • Links to Teacher Inquiry/Performance Management/Appraisal including formal, informal & peer observations • 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 	<ul style="list-style-type: none"> • Continue to closely monitor of moderation consistency & integrity school-wide • Strengthen links to performance management • Review 'Assessment & Reporting Overview' <ul style="list-style-type: none"> • Monitor/track progress over time

	<p>documents</p> <ul style="list-style-type: none"> • Annual review of 'Assessment & Reporting Overview' • Review reporting cycle & N/Standards 'Progress Report' (mid/yearly cycle), 'Progress' & 'Achievement Report' (anniversary cycle) after 1, 2 & 3 years' at school • Review Learning Journal content to ensure that ALL NZC 'Learning Areas' are reported on in an equitable manner • Review Learning Journal National Standards reporting/data sheets for accuracy & alignment with CaAP in Reading, Writing & Mathematics • Monitor/track progress & achievement over time co-ordinated by SENCo 	
<p>2. To formulate teacher-driven 'Annual Targets' to accelerate progress and raise achievement levels of students 'Well Below' & 'Below' in relation to National Standards</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 • Consolidation of MOE contracts – ALiM (2013), MST (2014) & ALL (2014) <ul style="list-style-type: none"> • PL & D for teachers to assist in the identification & support of students achieving 'Well Below' & 'Below' respectively • Provide opportunity for ACET/SENCo/Year 2/3 teacher Post-Graduate MST 2 2016 for intensive intervention • Commitment to Reading Recovery training in 2016 (MOE 0.34/BOT 0.1) • Review moderation practices in Reading, Writing & Mathematics 	<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
<p>3. To prioritise student progress & achievement in Reading, Writing & Mathematics (using NZC, N/S & Learning Progressions)</p>	<ul style="list-style-type: none"> • Utilise NZC, National Standards & /Learning Progressions matrix/matrices *Teaching PL & D for teaching staff (as required) • Consolidate learning from Mathematics contract (private) 2014 – Institute of Professional learning & Development • Prioritise/consolidate teacher inquiry within the writing process from 2015 • On-going commitment to Reading Recovery 	<ul style="list-style-type: none"> • Monitor teacher effectiveness in the delivery of teaching & learning programmes in Reading, Writing & Mathematics <ul style="list-style-type: none"> • Provide strong and informed links to performance management • PL & D to implement e-asTTle Writing & Reading • Consolidate PMP (Teachers' Aide) & purchase additional resources

	<p>training in 2016 (MOE 0.34/BOT 0.1)</p> <ul style="list-style-type: none"> • Consolidate PMP (Teachers' Aide) & purchase additional resources • Consolidate Toe by Toe (Teachers' Aide) • Provide 'Reading Together' programme facilitated by Year 1 teacher/AP & Year 5 & 6 teacher/ DP • Up-skill staff to fully utilize our SMS eTAP including reporting/analysis of achievement data 	<ul style="list-style-type: none"> • Consolidate Toe by Toe (Teachers' Aide)
<p>4. To prioritise the progress & achievement of Maori students</p>	<ul style="list-style-type: none"> • Implement more specific learning opportunities for Maori students including the Tuwharetoa Festival, Kapa haka leadership/kaea, Kip McGrath learning support through/Tauhara Trust/ iwi funding & 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 & inclusive of the needs & identities of Maori & others <ul style="list-style-type: none"> • Embed guiding document - 'Ka Hikitia – Accelerating Success 2013 – 2017' • Embed guiding document – 'Tataiako – Cultural Competencies for Teachers of Maori Learners' • Develop understanding of Te Reo Maori – Kura Auraki 2009 	<ul style="list-style-type: none"> • 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>5. To provide teaching & learning resources & personnel that support school-wide progress & achievement and Annual Targets</p>	<ul style="list-style-type: none"> • Priorities for Reading, Writing & Mathematics resources (refer Budget 2016) • Provide a Special Education Needs' Co-ordinator – SENCO (Permanent Unit attached) and provide opportunities to lead/increase capacity & capability <ul style="list-style-type: none"> • Provide trained in-school PMP facilitator • Provide a trained in-school Irlens Screening facilitator (SENCO) • Provide a Reading Recovery teacher/facilitator (training 2016) for targeted Year 1/2 students • Consolidate MOE ALiM teaching & learning methodology from 2013 	<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

	<ul style="list-style-type: none"> • Consolidate MOE MST1 teaching & learning training/methodology from 2014 • Provide opportunity for SENCo/Year 2/3 teacher to undertake MST2 • Deepen pedagogical practice in e-Learning iPad Air technology school wide (50 at 10/class) • Through ICT Lead Teacher, review & re-structure blogging school-wide • With Lead Teacher ICT support, implement Google Apps in Education (GAPE) • 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"> • Facebook, Blogs, website & invitation to the school community to up-skill 	
<p style="text-align: center;">6.</p> <p>Students are able to set, monitor and reflect on their learning journey/g</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 • Consolidate tuakana teina with staff/students school-wide encouraging a higher level of peer/class student voice • Students are confident co-operative learners • Consolidate SOLO Taxonomy/PL & D school-wide to support student articulation & ownership of learning • Application of Nga Pumanawa e Waru contract documentation/initiatives including: <ul style="list-style-type: none"> ○ NPeW post student voice survey 2015 ○ eLearning Plan Targets approved Term 1, 2016 	<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 style="text-align: center;">7.</p> <p>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 • Formation of a Supplementary Inquiry Team for Mathematics focus/MST & other (as required) <ul style="list-style-type: none"> • Review/up-date of three 'Curriculum & Achievement Plan' (CaAP's) in R, W & M • Further strengthen Te Whanau Whakaakonga kotahitanga/unity (Rooms 1/2) <ul style="list-style-type: none"> • (Refer to PL & D 2016) • consolidation of iPad technology/pedagogy/learning apps • Following new appointments of DP/AP management team 2015, facilitate/provide opportunities for leadership growth • Following MOE contracts in ALiM, MST, ALL & Core Education e-Fellowship, utilize strengths/acquired knowledge to facilitate peer capacity for leadership growth (Mathematics, Writing & ICT) <ul style="list-style-type: none"> • Provide for/facilitate 'Reading Together' programme with priority to whanau engagement • Provide specialized teaching & learning 	<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 & consideration of individual learning styles <ul style="list-style-type: none"> • Consolidate DP/AP leadership

	<p>programmes at all levels including:</p> <ul style="list-style-type: none"> ○ MST 2, Toe-by-Toe, Teachers' Aide, PMP, Reading Recovery (MOE 0.34 FTTE/0.1 BOT FTTE) ○ Specialised programme for Performing Arts (Music/drama/dance), Visual Arts, Kapa Haka, Boys/Girls/Choir & Piano ● Provide PL & D to support the delivery of high quality teaching & learning programmes including: <ul style="list-style-type: none"> ○ MST 2 ○ NPeW contract initiatives professional learning of 'Learning to Grow, Voyager (AP) (Principal/DP) , Managing Change & Transition (Principal/DP) and Post-Graduate Diploma in Applied Practice in Digital & Collaborative Learning' (DP/AP) 	
<p>8. 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' (if required) <ul style="list-style-type: none"> ● Consolidate use of 'HOT' Maps ● Introduce focused 21st C learning 4 'C's' of: critical thinking, creativity, 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>9. To continue to be innovative leaders in ICT</p>	<ul style="list-style-type: none"> ● On-going PL & 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"> ○ ULearn (whole staff) ○ EduCamps ○ 'Techie Brekkies' ● Implement Google Apps for Education (GAPE) ● Re-structure blogging school-wide 	<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

	<ul style="list-style-type: none"> • Through NPeW contract initiatives, provide technology in homes 	
<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) <ul style="list-style-type: none"> • School-wide focus on kotahitanga (oneness, unity & harmony) • Introduce garden-feature 'pencils featuring Maori terminology 	<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"> • Provide for Mathematics acceleration group-Cluster Mathematics Competition • Consolidate PMP (target groups) to all Year 1 students & targeted Year 2-6 students <ul style="list-style-type: none"> • Consolidate Toe-by-Toe • Sustain focus on 'Special Needs & Abilities Register' (SENCo) • Consolidate/broadening of Empowered Learning Trust (ELT) capabilities beyond Irlen Screening 2014 <ul style="list-style-type: none"> • Through ELT, facilitate Auditory Processing Disorder (APD) intervention for Year 4 students (initially) and as required • More focused Teacher Aide programmes as directed by the classroom teachers/DP/Principal • Provide training for Reading Recovery programme facilitator 2016 (MOE 0.34 FTTE/BOT 0.1) • Consolidate targeted MOE ALiM (2013) & MST (2014) teaching & learning • Provide opportunity for SENCo/Year 2/3 teacher for MST 2 2016 • Provide 'Reading Together' programme with a priority to whanau engagement • Provide sound links to performance management & strategic priorities <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Review performance management & strategic priorities <ul style="list-style-type: none"> • Embed PMP • Embed Toe by Toe

Personnel		
12. To provide a collaborative performance management/appraisal schedule linked to school-wide goals & targets	<ul style="list-style-type: none"> • Focused and relevant teaching & learning/curriculum delivery fully supported by collaborative performance management/appraisal procedures (Refer to PL & D 2016) • Teaching staff/management co-construct teaching inquiry/performance management/appraisal procedures/protocol from 2015 	<ul style="list-style-type: none"> • Teachers take more professional ownership of and responsibility for their teaching practice under-pinned by robust performance management procedures <ul style="list-style-type: none"> • Consolidate performance management/appraisal procedures/protocol from 2015
13. To foster 'Teaching as Inquiry' (NZ Curriculum; Page 34/35)	<ul style="list-style-type: none"> • Provide PL & D for teachers to reflect on personal/professional pedagogy using reflective journaling • Provide a highly professional and collegial teaching & learning environment for all staff 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Trustees attend NZSTA PL & D opportunities as needs dictate 	<ul style="list-style-type: none"> • Trustees attend NZSTA PL & D opportunities annually as needs dictate
15. Build career pathways & leadership opportunities for all staff (PTCA 2010-2012)	<ul style="list-style-type: none"> • Allocate available Units (5) which builds teacher capabilities & professional leadership (Refer to 'NZEI Unit Allocation Guidelines') • Provide/consolidate DP & AP leadership opportunities following 'Job Description' co-construction • ULearn Conference 2016 (all teaching staff-optional) 	<ul style="list-style-type: none"> • Review career pathway & leadership opportunities as staffing and personal/professional staffing circumstances dictate • Actively build newly appointed DP/AP capabilities
Finance		
16. Responsibly manage all income & expenditure in accordance with Trustees strategic priorities	<ul style="list-style-type: none"> • Comply with all BOT, Kusabs Lasike & BDO accounting/auditing procedures 	<ul style="list-style-type: none"> • Comply with all BOT, Kusabs Lasike & BDO accounting/auditing procedures

Property		
<p>17. Responsibly manage and systemically increase asset base in accordance with Trustees strategic priorities</p>	<ul style="list-style-type: none"> Allocate MOE-approved 10YPP/5YA funding to create MLE (Block A), carpark up-grade & other priorities deemed necessary (Refer to Budget 2016) 	<ul style="list-style-type: none"> Closely monitor 5YA/10YPP priorities in accordance with MOE MLE template
<p>18. Enhance the school's environment to be attractive, safe & engaging</p>	<ul style="list-style-type: none"> Sustain & enhance financial & physical support of the EnviroGroup <ul style="list-style-type: none"> Utilise a specialist Visual Arts teacher <ul style="list-style-type: none"> Health & Safety Audits bi-annually Health & safety Act compliance audit 	<ul style="list-style-type: none"> Sustain & enhance financial & physical support of the Enviro Group <ul style="list-style-type: none"> Employment of specialist Visual Arts teacher Health & Safety Audits bi-annually
Building Partnerships & Engagement		
<p>19. Build community partnerships through effective and meaningful communication strategies</p>	<ul style="list-style-type: none"> Develop a professional/cultural understanding of guiding document: <ul style="list-style-type: none"> ERO 'Educationally Powerful Connections with Parents and Whanau' 2015 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 Term 1 outlining classroom routines Community consultation through hui and/or on-line feedback/survey to help build a shared ownership/partnership of learning <ul style="list-style-type: none"> Actively share & celebrate successes and achievement information Utilise expertise/involvement of NPew Engagement Director 	<ul style="list-style-type: none"> Review communication strategies for effectiveness and the meeting of community needs Review reporting effectiveness and community understanding/interpretation in relation to NS <ul style="list-style-type: none"> Continue to build strong ties with the school community, especially Maori, to actively engage in supporting their mokopuna/tamariki Explore innovative and meaningful ways to engage the community and share ownership/partnership of learning

Transition		
	<ul style="list-style-type: none">• Implement 'Transition Action Plan 2015/2016' school-wide• Guiding documents:<ul style="list-style-type: none">○ ERO – Continuity of Learning: transitions from early childhood services to schools', May 2015○ ERO Continuity of Learning' – National Report April 2015	