

**Broadlands School - Strategic Plan – Student Achievement, Curriculum & Operational
2017 – 2019**

With reference to the 'Annual Plan 2017', the Broadlands School Board of Trustees has established the following 'Strategic Aims' within its 'Strategic Plan 2017 – 2019'

Strategic Aims	2017 'Next Steps'	2018-19 'Next Steps'
Student Achievement		
<p 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) <ul style="list-style-type: none"> • 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 documents • 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 <ul style="list-style-type: none"> • Review Learning Journal National Standards reporting/data sheets for accuracy & alignment with CaAP's in Reading, Writing & Mathematics • Monitor/track progress & achievement over time co-ordinated by SENCo 	<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 <ul style="list-style-type: none"> • Consider • Consider PaCT tool implementation for 2018
<p 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 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 • PL & D for teachers to assist in the identification, learning support & tracking of students achieving 	<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>'Well Below' & 'Below' N/S</p> <ul style="list-style-type: none"> • Consolidate PL & D & provide opportunity for ACET/SENCo/Year 2/3 teacher Post-Graduate MST 2 2016 to provide peer support, observations of teaching practice, feedback & feed forward • Commitment to Reading Recovery training in 2016 (MOE 0.1/BOT 0.1) <ul style="list-style-type: none"> • Review OTJ moderation practices in Writing 	
<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 training in 2017 (MOE 0.1/BOT 0.1) <ul style="list-style-type: none"> • Provide extensive learning support screening/interventions including: R/R, PMP, Toe-by-Toe, Irlen, APD, TOLD/KLST, LLI, Lucid & Hear Builder • Up-skill staff to fully utilize our SMS eTAP including tracking/reporting/analysis of student achievement data school-wide • Ensure that students with special abilities are equitably differentiated, with a priority to Reading, Writing & Mathematics 	<ul style="list-style-type: none"> • Monitor teacher effectiveness in the delivery of teaching & learning programmes in Reading, Writing & Mathematics • Provide strong and informed links to performance management • Consolidate learning support screening/interventions including staff knowledge/skill
<p>4. To prioritise the progress & achievement of Maori as Maori</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 an 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

	<ul style="list-style-type: none"> Engage Reporoa Cluster CoL 	
<p>5. To provide teaching & learning resources & personnel that support school-wide progress & achievement and Annual Targets</p> <p>Refer to Annual Plan 2017</p>	<ul style="list-style-type: none"> Priorities for Reading, Writing & Mathematics resources (refer Budget 2017) 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 Irlen Screening facilitator (SENCo) <ul style="list-style-type: none"> Provide additional learning support/screening/interventions including R/R, PMP, Toe-by-Toe, Irlen, APD, post MST peer support/model lessons, LLI, HOLD, Lucid & Hear Builder App Deepen pedagogical practice in e-Learning iPad Air technology school wide Through ICT Lead Teacher, review & re-structure blogging/digital reporting school-wide Through management / Lead Teacher ICT support, implement Google Apps in Education (GAFE) Consolidate facilitation by ICT Lead Teacher in ICT through PL & D with a focus on pedagogy/inquiry learning/apps/whanau engagement <ul style="list-style-type: none"> Engage Reporoa Cluster CoL 	<ul style="list-style-type: none"> Budget priorities in Reading, Writing & Mathematics <ul style="list-style-type: none"> Provision of trained in-school PMP facilitator *Provision of trained in-school Irlens Screening facilitator
<p>6. To facilitate/empower learner agency, student voice and ownership of learning through purposeful and inclusive whanau/community engagement</p> <p>Refer also Annual Plan 2017</p>	<ul style="list-style-type: none"> Develop purposeful/inclusive student, teacher, parent/caregiver & Whanau relationships/partnerships through whanau hui, staff/BOT discussion and wide school community consultation For the above, utilise the NPeW Engagement Director along with alignment with the NPeW e-Learning Plan For the above, engage the NPeW Learning, Technology, Engagement Directors and business partners to support BYOD roll-out and technology in the homes initiative Review current methods of engaging students in their own learning journey, making their learning more visible, gathering student voice & developing learner agency Further develop/embed iwi Ngati Tahu/Ngati Whaoa affiliation Provide learning environments that are creative, flexible and differentiate and personalise 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 Embed learner agency, student voice and student ownership of learning

	<ul style="list-style-type: none"> • Facilitate co-constructed learning opportunities, focus on learning outcomes/WALT & success criteria. WALT's are good for 'deliberate acts of teaching'. <ul style="list-style-type: none"> • Provide meaningful feedback/feed-forward to student/teacher/Whanau • Develop collaborative student-speak rubrics to inform learners of their progress • Enhance/consolidate an e-learning/digital culture through class/student Facebook, website, blogs BYOD/iPad roll-out and the NPeW technology in the homes initiative • Engage the school community/Whanau in digital learning with year-level workshops facilitated by Lead Teacher ICT/classroom teachers • Consolidate 'Facebook' as a key communication & engagement tool community-wide <ul style="list-style-type: none"> • Develop a whanau hui & school community engagement/consultation forum • Review ALL cross sector transitional practices to ensure that an actual inclusive (and not perceived) culture exists <ul style="list-style-type: none"> • Engage Reporoa Cluster CoL <ul style="list-style-type: none"> • Key documents: <ul style="list-style-type: none"> ○ MOE Centrally-funded PL & D application <ul style="list-style-type: none"> ○ Delivery Plan ○ Scoping Discussion ○ Outcome Descriptions 	
<p style="text-align: center;">Curriculum Delivery</p>		
<p style="text-align: center;">7.</p> <p>To provide high quality teaching & learning programmes, relevant formative & summative assessment practices, targeted learning support interventions & reporting methods at all levels</p> <p style="text-align: center;">Refer also Annual Plan 2017</p>	<ul style="list-style-type: none"> • Re-visit moderation practices & consistency in relation to OTJ's & N/Standards in Writing • Review 2016 'Mathematics Curriculum & Achievement Plan' (MCaAP) • Review 2016 'Writing Curriculum & Achievement Plan' (WCaAP) • Review 2016 'Reading Curriculum & Achievement Plan' (RCaAP) • Review 2016 'Reporting & Assessment Overview' for 2017' including: • Assessment tools & formal reporting cycle/alignment with N/Standards reporting requirements after 1, 2 & 3 Years' at school • Further in-depth discussion on the impact of the new 2016 reporting cycle on N/S reporting and cohort 	<ul style="list-style-type: none"> •

	<p>comparative data</p> <ul style="list-style-type: none"> • Review format/cycle for 'Progress Report' (mid-year cycle) & 'Achievement Report' (end-of-year cycle) • Review Learning Journal content from 2016 to ensure that ALL NZC 'Learning Areas' are reported on in an equitable manner • Consideration to the phasing in of more digital reporting methods over time (such as eTAP & blogs) • Review eTAP SMS as a key tracking and reporting tool school-wide, including: <ul style="list-style-type: none"> • The Learner Hub • Review Parent Portal accessibility & purpose <ul style="list-style-type: none"> • Pastoral Care data-basing/tracking • Tracking historical/current cohorts over time especially those who have received/are receiving learning/intervention support • The provision of professional and high quality teaching staff at all levels • Continue to provide/enhance specialised teaching & learning programmes in The Arts including Visual Art & Performing Arts (piano, school choir, ukulele, dance, drama, school production & kapa haka) 	
<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' OR 'Hooked on Thinking' in 2017 <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 <ul style="list-style-type: none"> • Utilise ICT tools/learning apps to support inquiry 	<ul style="list-style-type: none"> • Provide further PL & D & 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"> • Consolidate/strengthen staff & student capabilities, embedding pedagogy & 'best practice' integration of ICT tools into daily teaching & learning programmes • Promote class blogs, wiki, school website, SchoolApps, newsletter & Facebook as key communication and engagement tools • Promote/encourage the digital setting for whanau to facilitate e-learning, sharing the learning & engaging wider school community <ul style="list-style-type: none"> • Prioritise creative v consumption apps • Provide an innovative website with improved links to learning 	<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"> Strengthen coding and robotic technology through Lego Mindstorms school-wide Build staff understanding around 'coding' school-wide <ul style="list-style-type: none"> Consolidate/manage the roll-out of BYOD/iPad technology school-wide 	
<p>10.</p> <p>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) School-wide focus on kotahitanga (oneness, unity & harmony), and publicly displayed Reo of Manaakitanga, Ako, Waihangatanga, Whanaungatanga & Tino pai rawa 	<ul style="list-style-type: none"> Continue to embed our inclusive virtues-based culture
Personnel		
<p>11.</p> <p>To provide a collaborative performance management/appraisal schedule linked to school-wide goals & targets</p> <p>Refer to Core Education / MoE Centrally-funded PL & D 2017</p>	<ul style="list-style-type: none"> Focused and relevant teaching & learning/curriculum delivery fully supported by collaborative performance management/appraisal protocol (Refer to PL & D 2017) Teaching staff/management co-construct teaching inquiry-based performance management protocol 	<ul style="list-style-type: none"> Teachers take more professional ownership of and responsibility for their teaching practice and inquiry regime under-pinned by robust performance management procedures Consolidate performance management protocol
<p>12.</p> <p>To build professional learning-focused and PL & partnerships with key stakeholders</p>	<ul style="list-style-type: none"> Professional partnerships and key stakeholders in 2017 include: <ul style="list-style-type: none"> Nga Pumanawa e Waru (NPeW) Empowered Learning Trust (ELT) Auditory Processing Network (APN) <ul style="list-style-type: none"> RLTB network Speech Language Therapists for LLI Core Education/MoE Centrally-funded PL & D Reporoa Cluster 'Community of Learning' (CoL) <ul style="list-style-type: none"> SENCo University of Waikato (Mathematics network, student teacher & teacher registration refresher courses) <ul style="list-style-type: none"> MoE Broadlands School community & extended whanau 	<ul style="list-style-type: none"> Continue to nurture and build professional partnerships with key stakeholders

<p>14. Prioritise 'self-review' as a key responsibility of trusteeship</p>	<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
<p>15. Build career pathways & leadership opportunities for all staff (PTCA 2016 - 2018) Refer to Core Education / MoE Centrally-funded PL & D 2017</p>	<ul style="list-style-type: none"> Allocate available Units (currently 5) which build teacher capacity, capabilities & professional leadership including: DP/AP/curriculum, SENCo, Health & PE & ICT (Refer to 'NZEI Unit Allocation Guidelines') Provide/consolidate DP & AP leadership opportunities which further build teacher capacity & capability 	<ul style="list-style-type: none"> Continue to review career pathway & leadership opportunities as staffing and personal/professional staffing circumstances dictate
Finance		
<p>16. Responsibly manage all income & expenditure in accordance with Board of Trustees' strategic priorities</p>	<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 Board of Trustees strategic priorities</p>	<ul style="list-style-type: none"> Allocate MOE-approved 10YPP/5YA funding to create an Innovative Learning Environment (ILE) (Block A/Stage 1), carpark up-grade (Stage 2) and as deemed unforeseen priorities both current and future-focused such as managing roll growth (Refer to Budget 2017) 	<ul style="list-style-type: none"> Closely monitor 5YA/10YPP priorities in accordance with MOE guidelines
<p>18. Manage the school's physical environment in an attractive, engaging and safe manner</p>	<ul style="list-style-type: none"> Continue to enhance the physical environment Undertake bi-annual Health & Safety Audits or as deemed necessary by the Board or consultant 'Safety Management Limited Maintain a pro-active health & safety culture at all levels of school operation including Board, staff and school community 	<ul style="list-style-type: none"> As for 2017
Building Partnerships & Engagement		
<p>19. To build meaningful and inclusive partnerships through effective and meaningful communication strategies</p>	<ul style="list-style-type: none"> Provide effective written and digital communication phone, email, SchoolApps, website, Facebook 	<ul style="list-style-type: none"> Review communication strategies for effectiveness and the meeting of community needs

<p style="text-align: center;">Refer to Annual Plan 2017</p> <p style="text-align: center;">Refer to Core Education / MoE Centrally-funded PL & D 2017</p>	<p style="text-align: center;">class/student blogs & newsletter</p> <ul style="list-style-type: none"> • Provide all relevant school information in a format that can be understood/is user friendly (including new school website) • Be inclusive and sensitive to the personal and learning needs of students/whanau • Build/sustain effective relationships with key/strategic ECE providers 	<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 tamariki • Explore innovative and meaningful ways to engage the community and share ownership/partnership of learning
Transition		
<p style="text-align: center;">20.</p> <p>To provide all new students, Years' 1 – 6 and whanau, with a welcoming and smooth cross-sector transition to, within and from an inclusive Broadlands School community</p> <p style="text-align: center;">Refer to 'Transition Action Plan 2015/16'</p> <p style="text-align: center;">Refer to Core Education / MoE Centrally-funded PL & D 2017</p>	<ul style="list-style-type: none"> • Review/implement 'Transition Action Plan 2015/2016' school-wide • Provide a welcoming and inclusive school environment for the transition of new students/whanau <ul style="list-style-type: none"> • Review all transitional practices • Provide a welcoming and inclusive school environment for the transition of new students/whanau • Be inclusive and sensitive to the personal and learning needs of students/whanau • Build/sustain effective relationships with key/strategic ECE providers • 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 	