

**Broadlands School - Strategic Plan – Student Achievement, Curriculum & Operational DRAFT
2018 – 2020**

With reference to the 'Annual Plan 2018', the Broadlands School Board of Trustees has established the following 'Strategic Aims' within its 'Strategic Plan 2018 – 2020'

Strategic Aims	2018 'Next Steps'	2019-20 'Next Steps'
Student Achievement		
<p align="center">1.</p> <p>To fully utilise evidence gathered from formative & summative data gathering practices to inform curriculum levels/OTJ's and formal reporting requirements</p>	<ul style="list-style-type: none"> • Links to Teacher Inquiry based upon Kahui Ako o Reporoa CoL Achievement Challenge Oral Language priority • Review assessment practices school-wide including: <ul style="list-style-type: none"> ○ Moderation practices & consistency in relation to OTJ's school-wide (Refer also 9.) ○ Data collection, collation & analysis of data (What? How? When?) ○ Anecdotal notes/evidence (How? When? Where?) ○ Gathering & sharing of student voice ○ Reflection/'Teaching as Inquiry' expectations <ul style="list-style-type: none"> ○ Links to NZC 'Key Competencies' ○ Feedback & feed forward methods • Annual review of 'Assessment & Reporting Overview' • Review all reporting methods post National Standards including formal reporting template, 'Seesaw' App. & school-wide reporting events • Monitor/track progress & achievement over time co-ordinated by SENCo through a 'Special Needs & Abilities Register' • Implement recommendations during/post external school-wide Reading Review 2017/2018 • Implement recommendations during/post external school-wide Writing Review 2018 • Through the CoL, participate in the funded MOE 'Accelerated Learning in Literacy' (ALL) initiative 	<ul style="list-style-type: none"> • Continue to closely monitor of moderation consistency & integrity school-wide <ul style="list-style-type: none"> • Strengthen links to performance management • Review 'Assessment & Reporting Overview' <ul style="list-style-type: none"> • Monitor/track progress over time • Monitor implementation progress post Reading and Writing Review
<p align="center">2.</p> <p>To prioritise student progress & achievement in Reading , Writing & Mathematics (using NZC & Learning Progressions)</p>	<ul style="list-style-type: none"> • Engage consultant for Year 3-6 Reading Review (Years' 1-2, 2017) • Engage consultant for school-wide Writing Review 	<ul style="list-style-type: none"> • Monitor teacher effectiveness in the delivery of teaching & learning programmes in Reading, Writing & Mathematics

	<p style="text-align: center;">Terms' 3 & 4 2018</p> <ul style="list-style-type: none"> • Implement recommendations during/post external school-wide Reading Review 2017/2018 • Implement recommendations during/post external school-wide Writing Review 2018 • Prioritise Kahui Ako o Reporoa Oral Language 'Achievement Challenge' linked to Teaching as Inquiry <ul style="list-style-type: none"> • Utilise NZC & /Learning Progressions matrix/matrices *Teaching PL & D for teaching staff (as required) • On-going commitment to Reading Recovery training (MOE 0.34/BOT 0.1/2018) <ul style="list-style-type: none"> • Provide extensive learning support screening/interventions including (as required): R/R, PMP, Toe-by-Toe, Irlen, APD, TOLD/KLST, LLI, Lucid & Hear Builder (SENCo reviewed term-by-term) • 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"> • Provide strong and informed links to performance management • Consolidate learning support screening/interventions including staff knowledge/skill
<p style="text-align: center;">3.</p> <p>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 • 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 • Through Forum #3-Tikanga Maori 2018, engage whanau to critically review Tikanga and Te Reo school-wide on a 'Like' & 'Like to See' criteria 	<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 style="text-align: center;">4.</p> <p>To provide teaching & learning resources & personnel that support school-wide progress & achievement</p> <p style="text-align: center;"><i>Refer to Annual Plan 2018</i></p>	<ul style="list-style-type: none"> • Priorities for Reading, Writing, Mathematics & ICT/Techology resources (refer Budget 2018) • Provide a Special Education Needs' Co-ordinator – 	<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

	<p>SENCO (Permanent Unit attached) and provide opportunities to lead/increase capacity & capability</p> <ul style="list-style-type: none"> • Provide trained in-school PMP facilitator <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 (SENCO reviewed term-by-term) • Deepen pedagogical practice in e-Learning iPad Air/notebook technology school wide • Consolidate facilitation by ICT Lead Teacher in ICT through PL & D with a focus on pedagogy/inquiry learning/apps/whanau engagement • Engage effectively with Kahui Ako o Reporoa Cluster CoL to support targeted resourcing 	<p>facilitator</p>
<p style="text-align: center;">5.</p> <p>To facilitate/empower learner agency, student voice and ownership of learning through purposeful and inclusive whanau/community engagement</p> <p style="text-align: center;"><i>Refer also Annual Plan 2018</i></p>	<ul style="list-style-type: none"> ○ Through highly effective collaboration, the Kahui Ako Reporoa CoL acknowledges the need to: <ul style="list-style-type: none"> ○ Be true to the CoL Vision Statement ○ Collaborate across the CoL ○ Build teacher capability (Across School Lead Teacher & Lead Principal) ○ Develop culturally responsive and relational pedagogy <ul style="list-style-type: none"> ○ Increase learner agency, engagement (of all stakeholders) & motivation <ul style="list-style-type: none"> ○ Strengthen transitional practices ○ Deepen assessment practices including moderation (Refer to 1.) <ul style="list-style-type: none"> ○ Strengthen health & well-being ○ Provide increased and equitable access to digital technology ○ Acknowledge and support the CoL 'Achievement Challenges' with a priority to: <ul style="list-style-type: none"> ○ Through the CoL 'Achievement Challenges' lift oral language skills ○ Through the CoL MOE 'Teacher-Led Innovation Fund, build a higher level of student agency in coaching leadership <p style="text-align: center;"><i>Key Document: Te Kahui Ako o Reporoa Community of Learning</i></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 via designated Forum ○ Implement 'Seesaw' to engage students in their own 	<ul style="list-style-type: none"> • All students are confident & competent co-operative learners able to use appropriate strategies to achieve their goal(s)/learning outcomes) • Through 'Seesaw', consolidate learner agency, student voice and student ownership of learning

	<p>learning journey, making their learning more visible, gathering student voice & developing learner agency</p> <ul style="list-style-type: none"> ○ Further develop/embed iwi Ngati Tahu/Ngati Whaoa affiliation ○ Provide learning environments that are creative, flexible and differentiate and personalise learning ○ 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 school Facebook, website, 'Seesaw', digital reporting, digital newsletters, BYOD/iPad roll-out ○ Engage the school community/Whanau in digital learning with year-level workshops facilitated by Lead Teacher ICT/classroom teachers including 'Seesaw', Facebook, website SchoolApps & email <ul style="list-style-type: none"> ○ Consolidate 'Facebook' as a key communication & engagement tool community-wide ○ Develop a whanau hui & school community engagement through designated consultation Forum ○ Review ALL cross sector transitional practices to ensure that an actual inclusive (and not perceived) culture exists <p style="text-align: center;">Key documents: Kahui Ako Reporoa CoL</p>	
<p>Curriculum Delivery</p>		
<p style="text-align: center;">6.</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 2018</p>	<ul style="list-style-type: none"> • Review assessment practices school-wide including: <ul style="list-style-type: none"> ○ Moderation practices & consistency in relation to OTJ's school-wide (Refer also 9.) ○ Data collection, collation & analysis of data (What? How? When?) ○ Anecdotal notes/evidence (How? When? Where?) <ul style="list-style-type: none"> ○ Gathering & sharing of student voice ○ Reflection/'Teaching as Inquiry' expectations ○ Links to NZC 'Key Competencies' & their integration, with Virtues, school-wide • Review 2017 'Mathematics Curriculum & Achievement Plan' (MCAAP) • Review 2017 'Writing Curriculum & Achievement Plan' (WCaAP) 	

	<ul style="list-style-type: none"> • Review 2017 'Reading Curriculum & Achievement Plan' (RCaAP) • Review 2017 'Reporting & Assessment Overview' for 2018' including: • Assessment tools & formal reporting cycle/alignment with reporting requirements for Year 1 and Years' 2-6 'Mid-Year' & 'End of Year' Reports • Implement 'Seesaw' as an informal school-wide reporting method • 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 ○ 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, ukulele, dance, drama, school production TBC & kapa haka) • Through Forum #2-Performing Arts 2018, engage whanau to critically review Performing Arts school-wide on a 'Like' & 'Like to See' criteria 	
<p style="text-align: center;">7.</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 Inquiry & SOLO Taxonomy internally facilitated <ul style="list-style-type: none"> • Consolidate use of 'HOT' Maps • Focus on 21st C learning 4 'C's' of: critical thinking, creativity, collaboration & communication • Utilise ICT tools/learning apps to support inquiry 	<ul style="list-style-type: none"> • Provide further PL & D & embed Inquiry Learning/SOLO into key teaching & learning programmes • Strengthen inquiry-based teaching & learning links to performance management
<p style="text-align: center;">8.</p> <p>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 • Implement 'Seesaw' app school-wide & promote class 'Seesaw' 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 	<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>learning</p> <ul style="list-style-type: none"> Strengthen coding and robotic technology through school-wide Build staff understanding/use of 'coding' school-wide <ul style="list-style-type: none"> Consolidate/manage the roll-out of BYOD/iPad/notebook technology school-wide 	
<p>9. 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) Strengthen the use & the language of NZC 'Key Competencies' linked to our Virtues 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
<p>Personnel</p>		
<p>10. To provide a highly collaborative performance management/appraisal schedule linked to teaching as inquiry</p>	<ul style="list-style-type: none"> Focused and relevant teaching & learning/curriculum delivery fully supported by collaborative performance management/appraisal protocol Further develop a staff culture of goal setting, planning, reflection/self-review & sharing Review Education Council 'Our Code; Our Standards' 'Quality Practice' template and related 'Standards'/teacher criteria with all teaching staff 	<ul style="list-style-type: none"> Teachers take more professional ownership of and responsibility for their teaching practice and teaching as inquiry linked to performance management
<p>11. To build professional learning-focused professional learning partnerships</p>	<ul style="list-style-type: none"> Further develop a staff culture of goal setting, planning, reflection/self-review & sharing Professional partnerships and key stakeholders in 2018 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 Kahui Ako Reporoa Cluster 'Community of Learning' (CoL) <ul style="list-style-type: none"> SENCo MoE Broadlands School community & extended 	<ul style="list-style-type: none"> Continue to nurture and build professional learning partnerships

	whanau	
12. 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
13. Build career pathways & leadership opportunities for all staff	<ul style="list-style-type: none"> Allocate available Units (currently 5) which build teacher capacity, capabilities & professional leadership including: DP/AP1/AP2/curriculum, SENCo, Health & PE & ICT (Refer to 'NZEI Unit Allocation Guidelines') Provide/consolidate DP, AP1 & AP2 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		
14. Responsibly manage all income & expenditure in accordance with Board of 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		
15. Responsibly manage and systemically increase the quality of asset base in accordance with Board of Trustees strategic priorities	<ul style="list-style-type: none"> Allocate prioritized MOE-approved 10YPP/5YA funding 2013/14 – 2018/19 TBA (pending OPUS 5YA/10YPP condition assessment) to: <ul style="list-style-type: none"> create an Innovative Learning Environment in Block A (ILE) Stage 1 including decking indoor/outdoor learning space north-side Demolition of external boys' toilet, PE Shed & Art Room Re-design Block A student girls' toilets to boys/girls (OPUS) Undertake any required roofing repairs on Block A (OPUS external report) Provide purpose-built & covered multi-purpose space east-end of Block A Insulate the school house – underfloor & ceiling Re-paint the school house - internally Re-paint the school house - externally 	<ul style="list-style-type: none"> Closely monitor 5YA/10YPP priorities in accordance with MOE guidelines

<p>16. 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 2018
Building Partnerships & Engagement		
<p>17. To build meaningful and inclusive partnerships through effective and meaningful communication strategies <i>Refer to Annual Plan 2018</i></p>	<ul style="list-style-type: none"> • Collaborate through the Kahui Ako Reporoa Col in support of the established 'Achievement Challenges' • Provide effective written and digital communication phone, email, SchoolApps, website, Facebook, 'Seesaw' & newsletter • 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 communication strategies for effectiveness and the meeting of community needs • 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>18. 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 <i>Refer to 'Transition Action Plan 2015/16'</i></p>	<ul style="list-style-type: none"> • Collaborate with Kahui Ako CoL in support of the established 'Achievement Challenges' • 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 <ul style="list-style-type: none"> • 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 	

