

BROADLANDS SCHOOL



MISSION STATEMENT

“To provide a stimulating and progressive learning environment where students develop the skills and confidence to become passionate life long learners”

‘Land of the Learner’

ACHIEVEMENT TARGETS

2019

Reading

To increase the percentage of students achieving At or Above expectations from 83% to 90%

To increase the percentage of Māori boys achieving At or Above expectations from 77% to 85%

Writing

To increase the percentage of Māori boys achieving At or Above expectations from 41% to 60%

To increase the percentage of Māori girls achieving At or Above expectations from 71% to 80%

Mathematics

To decrease the percentage of Māori boys achieving Below expectations from 43% to 25%

To increase the percentage of Māori boys achieving Above expectations from 7% to 20%

To increase the percentage of Māori girls achieving At or Above expectations from 50% to 65%

VALUES STATEMENT

Broadlands School actively promotes and models a virtues-based culture

‘Virtues-The Gifts of Character’

The 3R’s - Respect, Responsibility, Resilience

VISION STATEMENT

Students will be part of a learning community of creative and critical thinkers who take pride in all areas of their learning. They possess a strong sense of belonging and are valued for the positive contributions they bring to society.

‘Celebrating Excellence at Broadlands’

Charter 2019

1

Our Community & Partnerships

2

Our Tamariki - Leadership

3

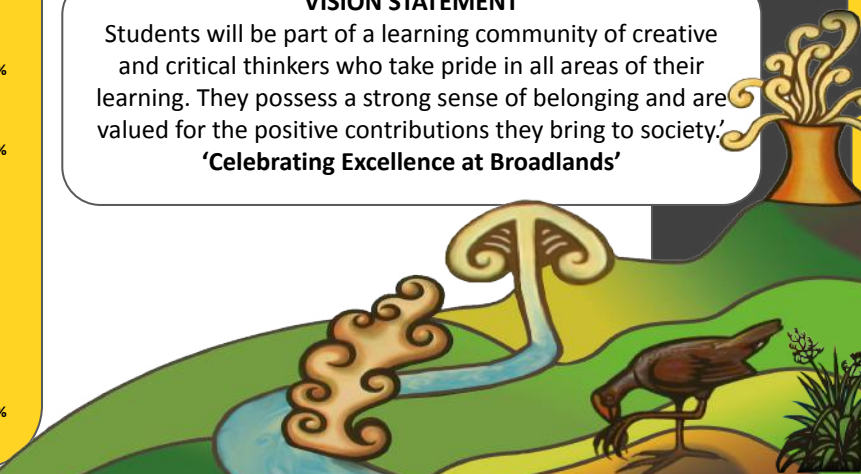
Our Tamariki - Pathway for Achievement

4

Our Curriculum

5

Our Personnel - Learning, Leadership & Review



1. Our Community & Partnerships



Historical

The first letter on the Board files was dated 1 July 1934 by Mr E. Earle Vaile, requesting that a building be erected for use as a school on five acres of land on his estate at Broadlands.

This building was in the so-called 'Shearers' Dining Hall' in the homestead enclosure. Mr Vaile was appointed the School Commissioner until the School's first election in May, 1934.

Today, Broadlands School is a Primary Contributing School catering for students from Years 0-6 with a roll of approximately 100 students (as of 12 February 2018) although this number varies throughout the year.



Geographical Location

Broadlands School is situated in the heart of the Reporoa Valley 30km north of Taupo and 50 km south of Rotorua. (Link)



Governance

The Board of Trustees provides a proficient and responsible level of Governance.

In accordance with NZSTA guidelines, the Governance Manual was re-aligned with current Governance protocol and priorities by the Board of Trustees, including an up-date of the Triennial Plan. The Board meets twice Termly. All members of the School community are welcome to attend.



Inclusiveness

Broadlands School is an inclusive school which provides equitable access to all learning opportunities and outcomes for students. It welcomes and supports all students/tamariki who present a range of specific learning difficulties. [MOE 'Inclusive Education'](#)

Partnerships

Broadlands School is committed to developing strategies that will build and sustain high trust relationships and genuine learning partnerships with whānau ultimately to improve achievement outcomes for all our tamariki.

Cultural Responsiveness

Being culturally responsive and understanding Aotearoa New Zealand's cultural heritage is a priority giving prominence to manaakitanga (hospitality, kindness, generosity and respect), whanaungatanga (relationships, kinship, working together, shared experiences and sense of family connection) and mahi tahi (working together, collaborating and cooperating).

Our valued association with Ngāti Tahu - Ngāti Whaea nurtures parent/whānau relationships and provides our tamariki with opportunities to embrace tikanga Māori and Te Reo Māori through Kapa Haka and our Cultural Festival alongside its natural and sensitive integration through karakia, waiata, mihi and pepeha.

We respect and understand the principles and moral intent of Te Tiriti o Waitangi.

Communication and Formal Reporting

Comprehensive, personal and technology-driven communication at all year levels is a priority. A mix of both formal and informal methods of communication are provided. Honest two-way sharing of all student achievement information, including strengths and learning barriers, are regularly discussed, both formally and informally. Broadlands School believes in and strives to achieve educationally powerful connections between all stakeholders. This is most effective when sharing valuable information and responding to the learning needs of all our tamariki. Listening to each other is the key!

Communication and Reporting - Technology-driven:

- Broadlands School website - <http://www.broadlands.school.nz/>
- Seesaw (an on-line sharing of learning tool accessible 24/7)
- Formal reporting (twice yearly)
- Facebook
- SchoolApp
- Newsletters (weekly)



Communication and Reporting - Sharing of Learning face-to-face:

- Learners' Conferences (twice yearly)
- Learning Celebrations (termly)

School Events - Annual:

- Calf and Pet Day
- Swimming, Cross Country, Duathlon/Triathlon and Athletics
- Grandparents' and Friends' Day
- Flower Show

Consultation:

- Whanau hui (annual)
- Forum (topical as required)



2. Our Tamariki - Leadership

Broadlands School prioritises the leadership of our tamariki, particularly at the Year 4 - 6 levels.

These include:

- Heads of School (2)
- Kaea (Kapa Haka leaders 2)
- Heads of Houses (8)
- Sport BOP Dynamo Leaders (12)
- Monitors (extensive)



Sport and House competitions foster sportsmanship, fair play, pride, whanaungatanga and mahi tahi (both unity) health and wellbeing, the pursuit of excellence and resilience.

Broadlands School expects that desirable behaviours are role-modelled by all school leaders with positions of responsibility along with teaching and support staff. Although our 20 school virtues provide the framework for expectations, the following three virtues have been identified through community consultation as all-embracing:

The **3 R's** of **Respect, Responsibility** and **Resilience**.

Through the Broadlands School Board of Trustee Strategic Planning, Policy Review and Policy Development, the Board of Trustees has developed the following related policy that supports leadership at all levels expectations school-wide.

- [Governance Policy Framework](#)
Refer to **Behaviour Management Policy O12**



3. Our Tamariki - Pathway to Achievement



Learning Partnerships

Genuine learning partnerships at all levels of our school community are to be nurtured. These include the honest sharing of information, learning strategies and approaches that have been trialled and successfully implemented, that will raise achievement outcomes and accelerate progress, especially for those underachieving.

Well-being

For success along the pathway of life to be achieved, all stakeholders have the right to feel a sense of belonging and be safe and secure within their learning environment; the well-being of all stakeholders is paramount.

Through the Broadlands School Board of Trustee Strategic Planning, Policy Review and Policy Development, the Board of Trustees has developed the following two related policies that support the well-being of students and staff.

- [Governance Policy Framework](#)
Refer to *Well-being Policy - Students O9*
- [Governance Policy Framework](#)
Refer to *Well-being Policy - Staff O10*

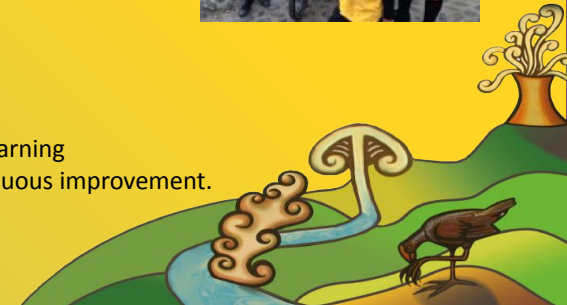


All staff work closely with whānau to ensure that the well-being of all members of our community is prioritised.

Transitioning

It is important that all tamariki are provided with an identifiable and transparent learning pathway which optimises learning opportunities and prioritises achievement outcomes in an environment that provides and supports a culture of continuous improvement.

A key aspect of the learning pathway is our ability to successfully transition our tamariki from Early Childhood to Year 1, to Year 6 to Intermediate/College.



4. Our Curriculum

Broadlands School provides a diverse yet well-balanced teaching and learning programme covering all Learning Areas of the NZ Curriculum; a priority towards Literacy, Numeracy and the innovative integration of the Digital Technologies | Hangarau Matihiko Curriculum.

We value what each learner brings with them. Leaders take responsibility for growing their own and others' confidence in culturally responsive practice and for genuinely involving Māori whānau in determining our cultural and moral purpose anchored in our collective understanding of the principles of Te Tiriti o Waitangi.

STEAM (Science, Technology, Engineering, Arts & Mathematics) approaches in these learning areas are also explored at all year levels.

The intensive development of Oral Language is a priority at all levels, particularly Year 1 and 2, where targeted students participate in the TOLD (Teacher Oral Language Development) intervention in coordination with the visiting RTLB (Resource Teacher for Learning Behaviour). Our commitment to storytelling through Storytelling Schools school-wide will support this tremendously.

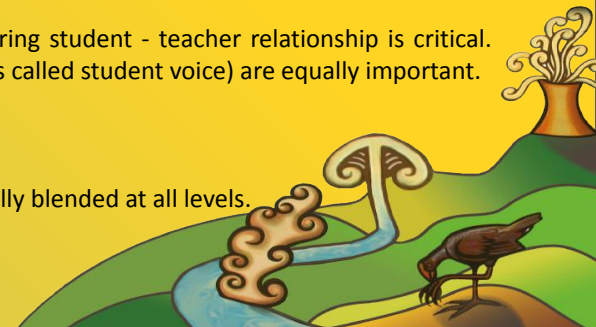
Our learning environment is both future-focused and student-centred within a meaningful learning context, at all times, ensuring that learning is differentiated to equitably meet specific learning difficulties, agreed goals, learning styles, interests, maturity and social development of all students/tamariki.

Our Virtues, including the **3 R's of Respect, Responsibility and Resilience**, provides a sense of moral purpose and well-being which aims to seamlessly blend into our curriculum, all areas of school-life and beyond Broadlands School's gates.

We provide unquestionable support and opportunities for collaboration at all levels where a positive and nurturing student - teacher relationship is critical. Tamariki 'ownership' of the learning journey (which is called learner agency) and their 'voice' in the journey (which is called student voice) are equally important.

The pursuit of excellence school-wide is strongly encouraged.

The NZ Curriculum 'Key Competencies' and the Broadlands School 'virtues-based culture' are strategically yet naturally blended at all levels.



5. Our Personnel - Learning, Leadership & Review

Personnel

Broadlands School is supported by a professional and progressive Board of Trustees which is strongly focused on self-review and improvement in all areas of Governance.

The Broadland School leadership team, teaching and support staff are an experienced team who are committed to providing excellence in teaching and learning.

Learning

Our culture of learning extends well beyond that of our tamariki.

Through a cycle of self and leadership-driven review, all leadership, teaching and support staff are encouraged to fully engage in, and when opportunities arise, lead and share their ongoing professional learning with their colleagues. Building and sustaining a collective leadership purpose and professional learning community is a priority.

Just as the educational landscape evolves, so do professional learning priorities which are very much focussed on the learning needs and achievement of our tamariki. Our inclusion within the Kahui Ako o Reporoa Community of Learning (CoL) from 2017 provides opportunities for our CoL schools to collaborate and share in the success of our tamariki through our 'Achievement Challenges'.

In 2019, our professional learning priorities will include:

- Oral Language (supported by the Kahui Ako o Repora and the work of Sheena Cameron & Louise Dempsey)
- Writing (facilitated by RK Consulting and supported by the work of Sheena Cameron & Louise Dempsey)
- StoryWays Literacy (storytelling which focuses on literacy, oral language and creativity)
- Yolanda Soryl Phonics
- Student Peer Coaching (facilitated by Kahui Ako o Reporoa)
- Block A flexible learning space development - teaching and learning/pedagogical practice - the Why? What? How?
- Accelerated Literacy Learning/ALL (Kahui Ako o Reporoa/Ministry of Education)



Leadership

Within the leadership structure of Principal, Deputy Principals and Unit holders, leadership capacity and capability are sustainably built and supported.

Key responsibilities include that of a dedicated and highly specialised Special Education Needs' Coordinator (SENCo), Digital Technology Lead Teacher, Literacy Lead Teacher and Mathematics Lead Teacher. The Principal will lead curriculum development school-wide.

As part of our involvement in the Kāhui Ako o Reporoa Community of Learning, we will have a 'Within School' teacher who will prioritise and facilitate the development of Oral Language and support the Community of Learning 'Across School' teacher with the facilitation of Peer Coaching from Years 3-6.

Cycle of Review

As part of our 'Teaching as Inquiry' self-review and professional reflections of teaching practice, we have implemented 'Professional Partners' which facilitates peer observations of teaching practice, in-depth analyses and reflective questioning facilitated by the Principal.

As part of its strategic planning and cycle of review, the Board of Trustees regularly reviews school-wide curriculum.

In 2019, the curriculum review will include:

- Reading review of teaching practice (from 2018 - facilitated by RK Consulting)
- Writing review (facilitated by RK Consulting)
- Seesaw review including NZ Curriculum coverage, quality of reporting/quality of whanau response/feedback, inclusion of the NZC 'Key Competences' and our virtues and the quality of student voice/postings
- Linking guided reading, oral language, inquiry learning and STEAM

There will be an additional priority focus on:

- Digital Technologies | Hangrau Matihiko implementation (for 2020)
- Cultural responsiveness
- Whānau engagement in the learning journey



Strategic Plan - Overview 2019 - 2021

Curriculum - Student Learning & Engagement

- *Seesaw development (including whānau engagement in, NZC coverage, Level reporting, quality of teacher reporting, student voice, learner agency, Key Competencies & 3 R's/Virtues)
- *Proactive and responsive communication including Seesaw, Facebook, SchoolApp, website, weekly e-Newsletter and student-lead assemblies (weekly)
 - *Culturally responsive pedagogy
 - *Digital Technologies | Hangrau Matihiko implementation 2020
 - *Oral Language (Kahui Ako o Reporoa priority) - StoryWays Literacy (Broadlands School initiative)
 - *Student Peer Coaching (Kahui Ako o Reporoa/TLIF)
- *Block A/Flexible Learning Space (FLS). Developing a shared understanding of the pedagogy/rationale. The Why? What? How?

School Organisation & Structures

- *Senior Leadership Team/SLT of Principal and Team Leaders/DP's (2)
- *Leadership through Unit allocation (6)
- *Kahui Ako o Reporoa/CoL 'Within School' role

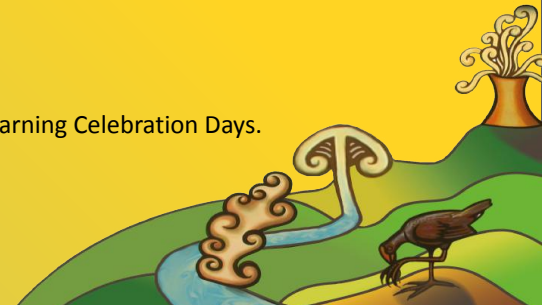
Documentation, Reporting & Self-Review

- *Principal Performance Appraisal 2019 - RK Consulting
- *DP/SLT Performance Appraisal/review 2019/2020 - Learning Architects Ltd
- *Governance Framework (Policies/policy review/Triennial Plan)
- *Professional Learning & Development 2019 doco (Implementing/consolidating/other)
- *Education Council - Our Code, Our Standards/Attestation procedures
 - *Job Descriptions/Appraisal procedures
- *Professional Partners - reflective practices/questioning techniques
 - *Teaching as Inquiry

*Structured and responsive reporting procedures including formal reports, Learner Conferences and Learning Celebration Days.

Employer Responsibilities - Personnel

- ***G10** Well-being Policy - Staff (Review/Triennial Plan)
- *Job Descriptions/Attestation/Appraisal



Strategic Plan - Overview 2019 - 2021

Property

*5YA/10YPP 2018-2022

- *Block A redevelopment/Flexible Learning Space 5YA/Stage One - MOE/OPUS
- *Boys' toilet demolition including septic tank/plumbing development
- *Solar solution - swimming pool/Learning Centre roof 2019
- *Argest BWOFF compliance (monthly/annually)
 - *Wormald audit (annual)
 - *School field drainage
- *Proactive grounds maintenance and enhancement

Health & Safety

- *Evacuation procedures - fire, earthquake, Lockdown Levels 1 & 2 (one/term)
 - *Electrical appliance testing - B-SAFE (annually)
 - *Grounds audit (bi-annual)
 - *Hazard identification (staff/as and when)
- *Understanding Behaviour Responding Safely (UBRS) - MOE/All staff
 - *Diabetes - High Health Needs - All staff
 - *G10 Well-being Policy - Staff (Review/Triennial Plan)
 - *G9 Well-being Policy - Students (Review/Triennial Plan)
- *Established internal/external/EOTC risk management protocols

Finance

- *MOE Operations Grant
- *Fiscally responsible Governance
- *Maximising MOE Resourcing Staffing Entitlement
- *Acknowledgement and/or appreciation of community support and services





Strategic Plan - Overview 2019 - 2021

Reflecting Aotearoa New Zealand's Cultural Diversity

- * Culturally responsive practices including the moral purpose and principles of Te Tiriti o Waitangi
 - * Prioritise manaakitanga (hospitality, kindness, generosity and respect), whanaungatanga (relationships, kinship, working together, shared experiences and sense of family connection) and mahi tahi (working together, collaborating and cooperating)
 - *Nurture Ngāti Tahu - Ngāti Whaea/whānau relationships
- *Embrace tikanga Māori and Te Reo Māori through Kapa Haka and Cultural Festival
 - *Naturally and sensitively integrate karakia, waiata, mihi and pepeha
 - *Involvement in Kahui Ako o Reporoa - Community of Learning
 - *Participation in Kapa Haka (weekly) and the Cluster Cultural Festival (annual)
- *Practices reflect 'Tataiako - Cultural Competencies for Teachers of Maori Learners'
 - *Ka Hikitia - Accelerating Success 2013-2017'



Partnerships with the Community

- *Charter Consultation (H & S Survey, **3 R's** & Seesaw Survey & whānau hui)
 - *PTA Meetings (twice termly)
 - 'Meet the Teacher' (Term 1)
 - *Triathlon/Duathlon Whanau Picnic (Term 1)
 - *Learner Conferences (Term 2)
 - *Learning Celebration Days (termly)
 - *Cultural Festival Cluster/Term 2)
 - *Whanau hui (Term 2)
 - *Kahui Ako o Reporoa - Community of Learning
 - *Grandparents' & Friends' Day
- Developing role and profile of Facebook (as an engagement tool)



Annual Plan 2019

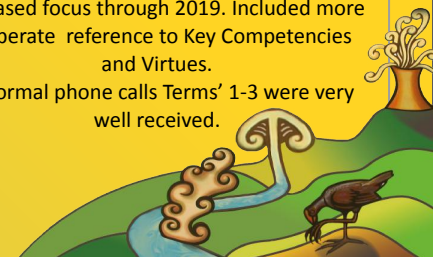
Strategic Aims	Strategic Initiatives	Input/Action	Output
<p>1. Our Community & Partnerships</p> <p>To provide an inclusive, equitable and culturally responsive school culture which builds genuine learning and high trust partnerships with whānau in order to improve learning outcomes for all tamariki. Effective communication is a priority.</p> <p><i>He kaitiaki (the guardian) - ‘Leaders protect & nurture a caring environment where people and ideas are valued, health, safety and well-being are enhanced and relationships are strong’</i> (ELCF, 2018)</p>	<ul style="list-style-type: none"> * Build the profile of Seesaw as a learning sharing partnership tool <ul style="list-style-type: none"> *Regular information sharing events/learning activities * Regular whānau surveys/consultation feedback and feed forward * Build a culture that values learning and learning partnerships <ul style="list-style-type: none"> * Effective communication *Develop a shared understanding of being culturally responsive including BOT, staff and whānau <ul style="list-style-type: none"> *Develop a shared understanding of student voice and Learner agency *Build an understanding of the moral value of our Virtues-based culture and the 3 R’s. *Genuinely promote Māori mana, Te Reo and Tikanga Māori across the school community <ul style="list-style-type: none"> *Kahui Ako o Reporoa *Communication strategies ‘Open Door’ Policy 	<ul style="list-style-type: none"> *Ensure all whānau are connected to Seesaw. Those who are not are personally contacted to offer support including phone calls and invitations to come in for 1:1/small group support. <ul style="list-style-type: none"> *Use Seesaw connectivity/responsiveness as evidence/measurement of the impact of culturally responsive practices *Provide annual information-sharing opportunities including ‘Meet the Teacher, Learning Celebration Days’, and Learners’ Conferences <ul style="list-style-type: none"> *Regularly and honestly share formative and summative assessment data and engage whānau in developing or supporting strategies in order to raise and/or accelerate underachievement *Termly whānau, tamariki and staff consultation for Charter at events such as Triathlon/Duathlon, ‘Meet the Teacher’ <ul style="list-style-type: none"> * Classroom teachers to ‘drive’ the passion/excitement of learning through the tamariki to whānau, including Seesaw as a significant learning sharing and reporting forum *Classroom teachers to build a culture of quality student voice and learner agency *Engage whānau in learning conversations at every opportunity <ul style="list-style-type: none"> *Develop and genuinely act upon a shared understanding of cultural responsiveness *Engage whānau in virtues-based conversations 	<ul style="list-style-type: none"> *Constant monitoring and encouragement by all teaching staff to engage whānau in Seesaw has been a highlight (95%+ regularly accessing Seesaw) <ul style="list-style-type: none"> *Personal contact from staff to whānau via phone calls Terms 1-3 was very successful *Learning events were all extremely well attended although the Learning Celebration Days need to be reframed to generate more focus and interest from staff and community. *Engagement in Seesaw continues to vary from no engagement to regular commenting. Next step: Identify those not engaging and ascertain if there are any barriers (eg no IT at home, literacy level, not knowing how to comment etc) *BOT survey on the meaning of the 3R’s (what they mean to the community) at the Triathlon/Duathlon was very successful, Great feedback. A shared understanding evident. <ul style="list-style-type: none"> *The profile of Seesaw has sustained a satisfactory level. Next step: Increase frequency and depth of reporting in Learning Areas by all staff, including teacher comments on self-assessments focussing on Key Competencies and Virtues.

**Annual Plan
2019**

Strategic Aims	Strategic Initiatives	Input/Action	Output
		<ul style="list-style-type: none"> * Active school involvement in Kapa Haka, Cultural Festival, pepeha, karakia, waiata including the engagement of whānau *Ensure all staff have shared understanding of, and make explicit, Tataiako competencies *Involvement in the Kahui Ako o Reporoa CoL and initiatives including ALL/Oral Language and the 'Achievement Challenge' priorities *Review and ensure clarity of our school-wide communication strategies with all stakeholders including newsletter (weekly), Facebook, School Apps, website, Seesaw, email, and face-to-face 	<ul style="list-style-type: none"> *Engaged Matus Tenia as our Te Reo Māori Tutor Term 4, 2020. *Facilitated discussions with Cluster Principals and Ngati Tahu-Ngati Whaoa Runanga Trust regarding the employment of Te Reo Māori Tutor full-time within the Cluster. <p>Next steps: Consider all cluster schools filing a March Roll Return indicating Level 4b (subsequent per student funding) AND seek funding from Tauhara North #2 Trust.</p> <ul style="list-style-type: none"> *Good community clarity of the role of each communication forum, although not all members read posted information as thoroughly as they should.

Annual Plan 2019

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;">2. Our Tamariki - Leadership</p> <p>To provide all tamariki with the opportunities to build and sustain leadership capabilities.</p> <p style="text-align: center;"><i>He kaimahi (the worker) - 'Leaders lead by doing!'</i> (ELCF, 2018)</p>	<ul style="list-style-type: none"> *Allocating the roles of Heads of School, Heads of Houses, Kaea & Monitors *Build student leadership capacity and capability 	<ul style="list-style-type: none"> *Provide staff leadership/role modelling with fortnightly meetings with student leaders *Ongoing promotion of the 3 R's (all 20 Virtues) as the leaders' guides *Actively support student leaders in their roles as Monitors <ul style="list-style-type: none"> *Provide four Year 6 leaders (Heads of School/Kaea) with the opportunity to attend annually to Hillary Outdoors (five days) with other cluster schools *Provide 12+ Year 5/6 leaders with the annual opportunity to attend the Taupo Leadership Day 	<ul style="list-style-type: none"> *Fortnightly meetings were irregular but are to be re-prioritised for 2020 *3R's promoted strongly-visually through window/door transparencies incorporating our school mural, on the two new door mats and within formal documentation such as the newsletter, website, Charter *Roles of Monitors strongly supported by staff *Four senior leaders (Heads of School, 1 Kaea, 1 Head of House) attended Hillary Outdoors *18 Year 5/6 students attended the Taupo Leadership Day *Also increased the profile of four identified Junior Kaea (Years' 1-3)
<p style="text-align: center;">3. Our Tamariki - Pathway to Achievement</p> <p>To provide all tamariki and whānau with an identifiable and transparent learning pathway which optimises learning opportunities and prioritises achievement outcomes supported by a culture of continuous improvement.</p> <p style="text-align: center;"><i>Kia arotahia ngā hua ākongā uara nui - 'Focus on valued student outcome'</i> (BES, 2012)</p>	<ul style="list-style-type: none"> *Transitioning practices *Tamariki 'ownership' of their learning journey *SENCo specialised role *reciprocated information sharing *Sharing of information 	<ul style="list-style-type: none"> *Provide an identifiable and supportive learning pathway when transitioning from ECE, Years' 1-6 and Year 7+ *Principal/classroom teachers/SENCo to honestly share formative and summative assessment information, including Learners' Conferences, Seesaw, formal reporting (bi-annually) and informally (as required/1:1 contact) *Principal/classroom teachers regularly share information relating to a child's learning including their strategies and approaches to learning including formal (as above) and informal regular phone calls, emails and informal within school conversations of highlights/achievements. 	<ul style="list-style-type: none"> *Year 1 Reporoa Kindergarten visit in Term 3 very successful. *Role and clarity of reporting forum; Facebook, Seesaw, School App, formal, Conferences & Website, sustained an increased focus through 2019. Included more deliberate reference to Key Competencies and Virtues. *Informal phone calls Terms' 1-3 were very well received.



Annual Plan 2019

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;">4. Our Curriculum</p> <p>To provide a creative, innovative yet well-balanced learning environment which is responsive to the learning needs of all tamariki. The achievement of excellence through our Virtues-based culture is strongly encouraged.</p> <p style="text-align: center;"><i>Me aro ki te hā o te ākonga - Be responsive to all students' learning, identities and well-being'</i> (BES, 2012)</p>	<ul style="list-style-type: none"> *Well-being school-wide *3 R's/Virtues/morality *Key Competencies (NZC) <ul style="list-style-type: none"> *Seesaw *STEAM *Digital Technologies Curriculum <ul style="list-style-type: none"> *Peer coaching *Storytelling Schools/StoryWays Literacy <ul style="list-style-type: none"> *Block A modernisation *Build student voice and learner agency capability <ul style="list-style-type: none"> *PL & D *Curriculum review (ongoing) <ul style="list-style-type: none"> *Assessment 	<ul style="list-style-type: none"> *Foster a sense of well-being school-wide with a strong focus on the 3 R's, Virtues and the Key Competencies <ul style="list-style-type: none"> *Promote the above by all staff personnel *Through the SLT, provide the opportunity to engage in PL & D (Refer to 5.) <ul style="list-style-type: none"> *Prioritise shared/partnership goal setting *Engage Block A classroom teachers in discussions on rationale, pedagogy and teaching practice. The Why? What? How? *Through SLT, develop a shared understanding of both student voice and learner agency with student in order to increase the level of reflection and ownership of one's learning *All formative and summative assessment that informs teaching and learning strategies, practice and accelerated outcomes for students 	<ul style="list-style-type: none"> *Strong focus on 3R's and KC's through Seesaw and formal anniversary/mid-year/end-of-year reports <ul style="list-style-type: none"> *SLT PL & D provided through CF PLD leadership facilitated by Learning Architects (30 hours) *SLT PL & D provided facilitated through Direction Worx (4 hours) *Due to redevelopment delays, rationale, pedagogy and teaching practice will be undertaken Term 1, 2020.



Annual Plan 2019

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p>5. Our Personnel - Learning, Leadership & Review</p> <p>To provide a supportive and collaborative culture of professional learning and well-being that strongly supports a cycle of self and leadership-driven review.</p> <p><i>He kaiako (the teacher and the learner)- ‘Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice’</i> (ELCF, 2018)</p>	<ul style="list-style-type: none"> *Principal Appraisal *DP development *Unit holders *Job Descriptions *‘Teaching as Inquiry’ *Our Code, Our Standards *Portfolios/evidence-based *Links/relevance to appraisal *Links/relevance to attestation *Professional Partners *Relevant PL & D including: *Storytelling Schools/StoryWays Literacy *Writing Workshops *Seesaw (internal) *Digital Technologies Curriculum *Peer coaching *Yolanda Soryl (Phonics) 	<ul style="list-style-type: none"> *BOT to engage RK Consulting to facilitate Principal Appraisal *Principal to engage Learning Architects to facilitate DP appraisal and build capability (Centrally-funded PL D) *Develop robust task-oriented Job Descriptions for all key personnel including DP’s, Unit holders (SENCo/ICT/H & PE/Maths/Literacy), Teacher Aides and administration *SLT to review current ‘Teaching as Inquiry’ model for staff collaboration and implementation *Register Principal/DP’s for the Teaching Council ‘Our Code’ Our Standards’ Workshop/Review school documentation/engage staff (internal) *SLT to engage staff in appraisal and attestation protocol/structure discussions *Further embed Professional Partners’ and reflective questioning for Terms 2-4 *SLT to Support staff with portfolio development *Engage StoryWays Literacy to facilitate and embed the school-wide approach to storytelling from 2019 *Register specific staff for Writing and Oral Language Workshops (Cameron and Dempsey) *Engage teaching staff in developing a shared understanding and actions in the use of Seesaw for quality reporting, NZC coverage, student voice, learner agency, 3 R’s/Virtues and Key Competencies (internal) *Lead Teacher ICT to lead Digital Technologies implementation for 2020 *Kahui Ako o Reporoa-contracted facilitator to implement peer coaching (students) Years’ 3-6 	<ul style="list-style-type: none"> *Process of Principal Appraisal timely and with excellent outcomes for the Principal and BOT. *Following successful application for CF PL&D SLT leadership facilitation (30 hours/24 months), Learning Architects was engaged. One day/on-site PL&D was held Term 4 2019. Next step: re-apply for additional hours after 6-9 months) *Revised Job Descriptions all signed off. *SLT undertook syndicate team and Principal/SLT appraisal and attestation formalities through 2019, including formal observations, of teaching practice, post ‘Teaching as Inquiry’ sharing with Principal/SLT and portfolio evidence towards ‘Our Code-Our Standards’. Next step: Review the current ‘Teaching as Inquiry’ model for 2020. Consider a collaborative approach. *StoryWays Literacy was a highly successful initiative school-wide. Next step: Develop Broadlands storytelling curriculum facilitated by StoryWays Literacy. Include local stories through the engagement of iwi. (Local Curriculum Design) *Through Digital Technologies in-school leadership, well-prepared for the implementation of the DT curriculum for 2020. *Peer Coaching facilitation funded by Kahui Ako o Reporoa. One session 2019.

**Annual Plan - Baseline Data
From 2018 informing 2019**

Cohorts	Reading	Writing	Mathematics
Whole School	<u>Schoolwide Baseline Data</u>		
Whole School	83% of all students achieving At or Above expectations.	74% of all students achieving At or Above expectations.	68% of all students achieving At or Above expectations.
Māori Boys	<p>23% of Māori boys achieving Below expectations (compared to 13% of NZ Euro boys).</p> <p>77% of Māori boys achieving At or Above expectations (compared to 87% of NZ Euro boys).</p>	41% of Māori boys achieving At or Above expectations (compared to 80% of NZ Euro boys).	<p>43% of Māori boys achieving Below expectations (compared to 15% of NZ Euro boys).</p> <p>7% of Māori boys achieving Above expectations (compared to 31% of NZ Euro boys).</p>
Māori Girls		71% of Māori girls achieving At or Above expectations (insignificant disparity to NZ Euro girls).	50% of Māori girls achieving At or Above expectations (compared to 67% of NZ Euro girls).

Annual Plan - Achievement Targets and Analysis of Variance
Refer also to BOT Curriculum Reports - Mathematics, Reading & Writing Term 4 2019
(From Term 4 2018 to Term 4 2019)
2019

Cohorts	Reading	Writing	Mathematics
Whole School	<p align="center">To increase the percentage of students achieving At or Above expectations from 83% to 90%</p> <p align="center">Outcome 86% (n=88) of students achieved At or Above expectations. Up 3%; 4% below target.</p>		
Māori Boys	<p align="center">To increase the percentage of Māori boys achieving At or Above expectations from 77% to 85%</p> <p align="center">Outcome 87% (n=20) of Māori boys achieved At or Above expectations. Up 10%; 2% above target.</p>	<p align="center">To increase the percentage of Māori boys achieving At or Above expectations from 41% to 60%</p> <p align="center">Outcome 81% (n=18) of Māori boys achieved At or Above expectations. Up 40%; 21% above target.</p>	<p align="center">To decrease the percentage of Māori boys achieving Below expectations from 43% to 25%</p> <p align="center">Outcome 19% of Māori boys achieved Below expectations. Down 24%; 6% above target.</p> <p align="center">To increase the percentage of Māori boys achieving Above expectations from 7% to 20%.</p> <p align="center">Outcome 5% of Māori boys achieved Above expectations. Down 2%; 15% below target.</p>
Māori Girls		<p align="center">To increase the percentage of Māori girls achieving At or Above expectations from 71% to 80%.</p> <p align="center">Outcome 73% (n=8) of Māori girls achieved At or Above expectations. Up 2%; 7% below target.</p>	<p align="center">To increase the percentage of Māori girls achieving At or Above expectations from 50% to 65%</p> <p align="center">Outcome 60% of Māori girls achieved At or Above expectations. Up 10%; 5% below target.</p>