



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 2021

Reading

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

To decrease the percentage of Māori boys achieving Below or Well Below expectations from 27% to 20%

To decrease the percentage of Māori girls achieving Below or Well Below expectations from 29% to 20%

Writing

To increase the percentage of students achieving At or Above expectations at 85%

To decrease the percentage of boys achieving Below or Well Below expectations in Surface Features from 34% to 25%

To decrease the percentage of Māori boys achieving Below or Well Below expectations from 30% to 20%

To decrease the percentage of Māori girls achieving Below or Well Below expectations from 14% to 10%

Mathematics

To decrease Year 4 students achieving Below expectations from 27% to 15%.

To decrease Māori tamariki achieving Below

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 2021

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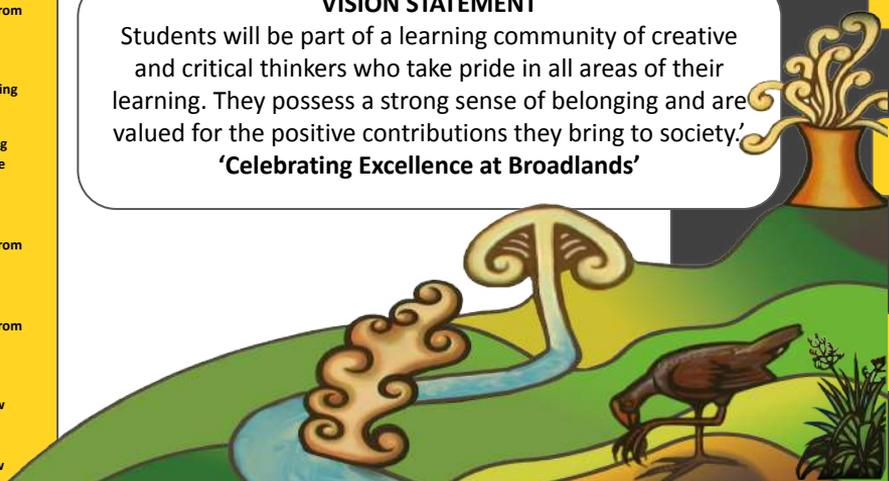
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1. Our Community & Partnerships

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 95 students (2020) 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.



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, differing needs 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. Reference will be made to MoE's 'Leading Local Curriculum' 2019.

<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Local-curriculum>

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. From Term 4 2019 in to 2020, a Te Reo /Tikanga Māori tutor will be engaged/employed by the Board of Trustees one day per week to teach at all levels.

The Board of Trustees gives effect to Te Tiriti o Waitangi by ensuring its plans, policies and local curriculum reflect tikanga Māori, matauranga Māori and te ao Māori. It is committed to achieving equitable outcomes for Māori.

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: (no hard copies)

- Broadlands School website - <http://www.broadlands.school.nz/>
- Seesaw (an online portfolio for sharing of learning and real-time reporting, accessible 24/7)
- Facebook
- SchoolApp
- Newsletters (weekly)

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

- Learners' Conferences (twice yearly)
- Learning Celebrations (termly)
- Workshops - Seesaw & NZ Curriculum (Mathematics 2021)

School Events - Annual:

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

Consultation:

- Whānau 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)
- Te kaea o ngā kōtiro/tama as tuakana/teina (4)
- Heads of Houses (8)
- Sports Leaders (2)
- Head Librarian
- 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.

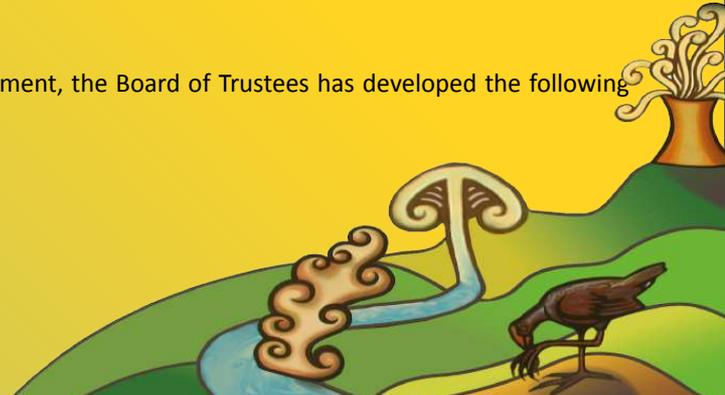
Broadlands School expects that desirable behaviours are role-modelled by all school leaders with positions of responsibility along with teaching and support staff. Although our 20 school virtues provide the framework for expectations, the following three virtues have been identified through community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

Hauora - Well-being

Hauora - a Māori philosophy that includes the dimensions of taha wairua, taha hinengaro, taha tinana and taha whānau. All stakeholders have the right to feel a sense of hauora and belonging, free from discrimination (of any type) and physically and emotionally safe within their learning environment.

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

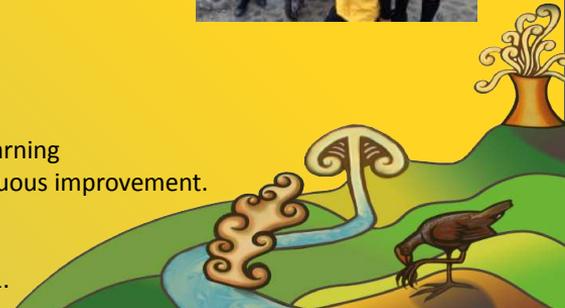


All staff work closely with whānau to ensure that the well-being of all members of our community is prioritised.

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. Developing a close relationship with ECE's is an increased priority from 2021.



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 practices 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. Science, linked to Literacy and Digital Technologies, is a curriculum priority in 2021/2022 with the support of the MOE's 80 hours of Centrally-funded PLD and facilitation from the University of Waikato.

The intensive development of Oral Language is a priority at all levels. Our third-year commitment to storytelling through Storyways Literacy and the development of our own school-wide curriculum in 2020, including our own local stories, will support this tremendously. The RTLB-supported 'Teacher Oral Language Development' (TOLD) programme and the BRICKS Club (Building Relationships, Independence, Creativity with Kids in Schools) are both Oral Language initiatives for 2021.

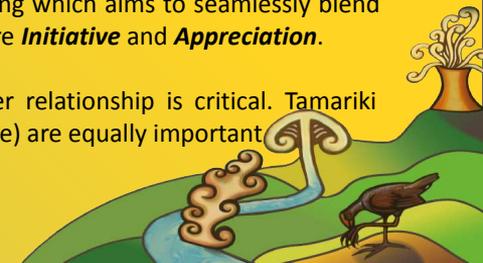
Our learning environment, including the complete modernisation of Block A in 2020, is both future-focused and student-centred within a meaningful learning context, at all times, ensuring that learning is differentiated to equitably meet specific learning difficulties, agreed goals, learning styles, interests, maturity and social development of all students/tamariki.

Our 20 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. Two current and additional priority virtues are **Initiative** and **Appreciation**.

We provide unquestionable support and hauora/well-being 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,



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 Kāhui 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 2021, our professional learning, curriculum and priority interventions include:

- StoryWays Literacy (storytelling which focuses on literacy, oral language and creativity)
- ALL - 'Accelerated Learning in Literacy' (MOE Centrally-funded PLD/University of Waikato/PFS)
- ALiM - 'Accelerated Learning in Mathematics' (University of Waikato/MoE/PFS)
- Specialist tutor in Te Reo & Tikanga Māori - staff and tamariki (0.2 FTTE/one day weekly from Term 2, 2020)
- TOLD - 'Teacher Oral Language Development' intervention - NE/Year 1 (in liaison with RTLB)
- BRICKS Club - 'Building Relationships, Independence, Creativity with Kids in Schools' intervention from 2021
- 'Healthy Active Learning' (HAL) initiative 2020-2022 - A Sport BOP, Sport NZ, Ministry of Health & Ministry of Education initiative co-facilitated by HAL Advisor and 'Community Connector' personnel
- Science (70 hours) - Digital Technologies (10 hours) linked through Science CF PLD (80 hours total)



Leadership

Within the leadership structure of Principal, Deputy Principal 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), Literacy Lead Teacher, Mathematics Lead Teacher and Health & PE Lead Teacher. The Principal will co-lead curriculum development school-wide with the Deputy Principal.

As part of our involvement in the Kāhui Ako o Reporoa Community of Learning, we will have a 'Within School' (WS) teacher who will support the Community of Learning 'Across School' teacher. From 2020, our SENCo liaises closely with the two newly appointed Learning Supporting Coordinators (LSC's).

Cycle of Evaluation

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

In 2021, the curriculum priorities will include:

- Mathematics - Accelerated Learning in Mathematics (ALiM) facilitated by Mathematics Lead Teacher & Shirley Collins - University of Waikato
- Literacy - Accelerated Learning in Literacy (ALL) facilitated by Literacy Lead Teacher & Colleen Wills - University of Waikato
- Science - MOE Locally-funded PLD for 80 hours over 2020/2021 facilitated by Anne Barker - University of Waikato
- StoryWays Literacy - curriculum development including local stories (facilitated by StoryWays Literacy)
- Seesaw as an engagement and sharing of learning tool including reporting in all learning areas with clear links to the Key Competencies and our Virtues
- Sport BOP/HAL/Health & PE, Hauora community survey (Term 1) and Sport BOP/HAL/Community Connector Swimming Sports Student voice feedback survey (Term 1) and Health & PE Lead Teacher Water Skills/Swimming Sports community survey

There will be additional priority focus on:

- Digital Technologies | Hangraua Matihiko implementation from 2020 incl. CF PLD linked to Science (10 hours)
- 'Healthy Active Learning' (HAL) from 2020 - A Sport BOP, Sport NZ, Ministry of Health & Ministry of Education initiative
- Cultural responsiveness including Te Reo and Tikanga Māori tutor
- Localising our curriculum through Science, Te Reo & Tikanga Māori and our school production (Term 3)



Strategic Plan - Overview

2021 - 2023

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). Building staff and community readiness for real-time reporting 2021 in conjunction with the shift from current formal reporting procedures..
- *Proactive and responsive communication including Seesaw, Facebook, SchoolApp, website, weekly e-Newsletter ('Broadlands Bulletin') and student-lead assemblies
- *Te Reo & Tikanga Māori - Culturally responsive pedagogy & inclusion of local stories (including Ngati-Tahu-Ngati Whaoa Runanga Trust/iwi consultation). Specialised Te Reo & Tikanga Māori tutor from Term 3 2020 to 2021 for one day/weekly
 - *Digital Technologies | Hangrao Matihiko implementation into 2021
 - *StoryWays Literacy - Developing a Broadlands School storytelling curriculum including local stories (Broadlands School initiative)
 - *Student Peer Coaching (Kāhui 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 DP
 - *Leadership through Unit allocation (4)
- *Kāhui Ako o Reporoa/CoL 'Within School' , 'Across School' and LSC roles collaboration

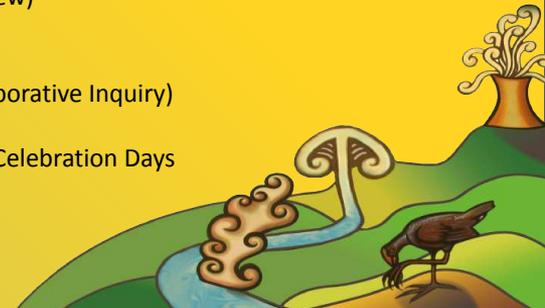
Documentation, Reporting & Self-Review

- *Principal Performance Appraisal 2021 - BOT compliance function
- *Governance Framework (Policies/policy review/Triennial Plan)
- *Professional Learning & Development 2021(Implementing/consolidating/other)
- *Education Council - Our Code, Our Standards/Attestation procedures (under review)
 - *Job Descriptions/Appraisal procedures

- *Professional Partners - reflective practices/reflective questioning techniques (applied to Collaborative Inquiry)
 - *Teaching as Inquiry - collaborative structure (reviewed for 2021)
- *Structured and responsive reporting procedures including Learner Conferences and Learning Celebration Days
 - *Board of Trustees - consultation (as determined by the BOT)

Employer Responsibilities - Personnel

- ***G10** Well-being Policy - Staff (Review/Triennial Plan)



Strategic Plan - Overview

2021 - 2023

Property

*5YA/10YPP 2018-202

*MOE-funded H & S tree management 2020/2021 (as below)

*Boys' toilet/ancillary building conversion to a covered bag area 2021

* Bikes and bike trail development 2020/2021 (NZCT & PTA-funded project)

*Carpark(s) re-seal

*Swimming pool maintenance - painting

*Argest BWOFF compliance (monthly/annually)

*Wormald audit (annual)

*Proactive grounds maintenance and enhancement

Health & Safety

*Evacuation procedures - fire, earthquake, Lockdown Levels 1 & 2 (one/term)

*Electrical appliance testing - B-SAFE (annually)

*MOE-funded tree felling, pruning & trimming (under H & S priority)

*BOT Grounds audit (bi-annual)

*Hazard identification (staff/as and when)

***G10** Well-being/Hauora Policy - Staff (Review/Triennial Plan)

***G9** Well-being/Hauora Policy - Students (Review/Triennial Plan) including physical, emotional, social and spiritual - Te whare Tapa Wha; being the four pillars of hauora

*Healthy Active Learning (well-being component) Ministry of Health, Sport NZ & Ministry of Education initiative

*Curriculum initiatives (Life Education, 'Keeping Ourselves Safe', sun safe practices, pubertal change talk etc)

*Established internal/external/EOTC risk management protocols

*Established Covid-19/Lockdown protocol as recommended by MOE (on advice from Ministry of Health)

*Board of Trustee survey - partial focus on Hauora/well-being

Finance

*MOE Operations Grant & 5YA/10YPP funding

*Fiscally responsible Governance

*Maximising MOE Resourcing Staffing Entitlement

*Proactive grant applications (resourcing priorities n Digital Technologies, Science & Literacy)





Strategic Plan - Overview 2021 - 2023

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 Te Reo and Tikanga Māori through Kapa Haka, weekly tutoring and Cultural Festival
 - *Within protocol, naturally integrate karakia, waiata, mihi, pepeha and the development of a shared/common use of Te Reo school-wide
 - *Involvement in Kāhui 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 Māori Learners'
 - *Ka Hikitia - Accelerating Success 2013-2017'



Partnerships with the Community

- *Charter Consultation - H & S/Sport BOP Survey (Term 1)
 - *PTA Meetings (twice termly)
- 'Meet and Greet' (Term 1) & others by design (Terms 1-4)
 - *Triathlon/Duathlon (Term 1)
 - *Learner Conferences (Term 2)
 - *Learning Celebration/Open Days (termly)
- *Cultural Festival Cluster/Term 2 & Localised story school production/Term 3
 - *Whānau phone calls/logs (Terms 1-4)
 - *Kāhui Ako o Reporoa - Community of Learning
 - *Grandparents' & Friends' Day
- *Developing role and profile of Seesaw and Facebook (as an engagement tool)



āAnnual Plan 2021

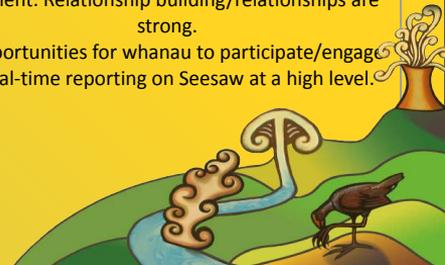
Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;">1. Our Community & Partnerships</p> <p>Enable relationships for learning by providing an inclusive, equitable and culturally responsive school culture which builds genuine learning and high trust partnerships with 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> (‘Educational Leadership Capabilities Framework’/ELCF, 2018)</p>	<ul style="list-style-type: none"> *Enrich learning opportunities for our tamariki by fostering learning-focused relationships within school, community and iwi * Build the profile of Seesaw as a learning sharing, real-time reporting and 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 beyond those that are solely sporting in nature. (such as Reading, Writing, Mathematics, school-wide inquiries & Te Reo & Tikanga Māori) <ul style="list-style-type: none"> * Effective, highly informative and multi-purpose communication strategies *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 over-arched by the 3 R’s. *Genuinely promote Māori mana, Te Reo and Tikanga Māori across the school community <ul style="list-style-type: none"> *Kāhui Ako o Reporoa 	<ul style="list-style-type: none"> *Ensure all whānau are connected to Seesaw. Those who are not are personally contacted by classroom teachers/office to offer support including phone calls and invitations to come in for 1:1/small group support. Provide informal support workshop Term 1 *Increase awareness and profile of real-time reporting strategies such as set Seesaw Learning Area reporting deadlines established for 2020. *Use Seesaw responsiveness as evidence of the impact of culturally responsive practices such as Te Reo and Tikanga Māori sharing *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 <ul style="list-style-type: none"> *Termly whānau, tamariki and staff collaboration and consultation for Charter and strategic initiatives at events such as Triathlon/Duathlon, ‘Meet and Greet’, Learner Conferences, HAL. * Classroom teachers/Lead Teacher H & PE to promote Sport BOP/HAL *Drive’ the passion/excitement of learning through the tamariki (agency) to whānau, including Seesaw as a the learning sharing tool for real-time reporting <ul style="list-style-type: none"> *Classroom teachers to build a culture of real-time quality student voice and learner agency *Develop and genuinely act upon a shared understanding of cultural responsiveness, such as Whānau logs (Terms 1-4) *Through Roll Return 1.3.20, apply for MOE level 4b Māori funding *Engage Ngāti Tahu-Ngāti Whaoa in the inclusion local stories for storytelling curriculum/production (Term 3) 	<ul style="list-style-type: none"> *All classroom teachers actively engaged new/existing whanau on Seesaw connectivity/access and barriers/issues needing support. Regular check-ins through whānau phone log. Overall, a high engagement level has been achieved. Lockdown #2 2021 exhibited a similar pattern of engagement/non-engagement to 2020. More focus on the quality of comments linked to learning 2022. *Whanau have accepted real-time reporting rationale and not questioned no mid-year/end-of-year reporting. *No specific evidence gathered on culturally responsive practices. *Due to Covid-19 limitation on numbers/events, no specific consultation on the Charter and strategic initiatives eventuated. <ul style="list-style-type: none"> *Excellent profile of HAL/healthy active Broadlands students in 2021 by Lead Teacher H & PE through visible outside board, weekly Bulletin and Facebook. *Engagement/student voice/learner agency of tamariki on Seesaw has been outstanding through 2021. *Whanau logs started well, but needs a re-focus for 2022. *MLP Level 4b Te Reo Māori Operations Grant funding successful. Staff are diligent in endeavouring to meet the minimum requirement of Te Reo. *Due to Covid-19/Lockdown #2/Vaccine Pass status, limited opportunities to engage Ngāti Tahu-Ngāti Whaoa in promoting local stories.

Annual Plan 2021

Strategic Aims	Strategic Initiatives	Input/Action	Output
		<ul style="list-style-type: none"> *Through the Kāhui Ako o Reporoa, engage Te Reo and Tikanga Māori tutor 0.2 FTTE 2020 (subject to successful MOE audit) * 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, Tātaiako competencies *Involvement in the Kāhui Ako o Reporoa and initiatives including Science/ALL collaboration 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 *BOT to facilitate online and hard-copy survey. Focus on well-being/hauora, school culture and leadership *Celebrate Matariki including a community hangi (Term 2) 	<ul style="list-style-type: none"> *Te Reo and Tikanga Māori tutor engaged for 0.2 FTTE. Issues/concerns about the tutor's planning/programme implementation/attendance and tutor teacher's professional responsibility/guidance (Reporoa College) *Kapa Haka continued 2021 except when the tutor initially chose not to vaccinate so classes ceased. No Cultural Festival due to Covid-19 constraints. *Tataiako competencies not specifically addressed. *Excellent communication strategies as listed. No BOT online or hard copy survey, although Ken Ward, Leading Learning, undertook a staff (6), face-to-face well-being survey early Term 4 2021 focussing on Principal's performance in this area (report to follow 2022). *Due to Covid-19 limitations/Lockdown #2, but primarily the lack of key whānau availability to assist in the preparation, the hangi did not eventuate.

Annual Plan 2021

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 over successive years from Year 1 on 	<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. Enhance leadership of Head Librarian and Sports Leaders through staff leadership facilitation <ul style="list-style-type: none"> *Increase mana of Kaea through re-designed/re-labelled badges, such as Te Kaea o ngā Tama Tuakana *Provide four Year 6 leaders (Heads of School/Heads of Houses/Kaea) with the opportunity to attend Hillary Outdoors (five days) with other cluster schools (2-4 students) *Provide 12+ Year 5/6 leaders with the annual opportunity to attend the Taupo Leadership Day 	<ul style="list-style-type: none"> *Fortnightly Leadership meetings did not specifically happen, although DP reinforced leadership/role responsibilities on a very regular basis. *Strong classroom/assembly/school-wide focus on the 3 R's. *Focussed staff leadership support of the Head Librarian and Sports Leaders, including peer organisation/leadership. *Mana of Kaea and their profile continues to strengthen *Hillary Outdoors/Cluster leadership experience (4 students) was a great success. *No Taupo Leadership Day was organised (by Taupo) in 2021.
<p style="text-align: center;">3. Our Tamariki - Pathway to Achievement</p> <p>To provide all tamariki and whānau with an identifiable and coherent learning pathway which optimises learning opportunities and prioritises achievement outcomes supported through a culture of continual 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"> *Learning for ākongā should continue over year levels and across settings *Provide rich 'owned' opportunities for learning that are challenging & rigorous *Increase breadth, depth and complexity of experiences for ākongā along the learning pathway <ul style="list-style-type: none"> *LSC's and SENCo collaborative roles *Reciprocated information sharing through the to-be-established MOE /CoL Learning Support Register *Openly share information *Where identified, minimise/eliminate barriers to learning 	<ul style="list-style-type: none"> *With the support of our Kāhui Ako o Reporoa LSC's, provide an identifiable and supportive learning pathway when transitioning from ECE, Years' 1-6 and Year 7+ *Principal/classroom teachers regularly share information through real-time reporting on Seesaw <ul style="list-style-type: none"> *Provide whānau with the opportunity to participate/engage in real-time learning opportunities *Enhance Broadlands School and NE/Year 1 teacher's relationship with, and presence at, Reporoa Kindergarten 	<ul style="list-style-type: none"> *No specific/or any learning pathway support from LSC's with transitioning. *Our own ECE/Reporoa Kindergarten transitioning strategies to Broadlands were excellent. Relationship building/relationships are strong. *Opportunities for whanau to participate/engage in real-time reporting on Seesaw at a high level.



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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 discussed in staff meetings weekly *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 (CoL) *StoryWays Literacy school curriculum from 2020 <ul style="list-style-type: none"> *Block A modernisation-consolidate in 2021 *Build student voice and learner agency capability through real-time reporting <ul style="list-style-type: none"> *PL & D including ALL, ALiM, Science, Te Reo & Tikanga Māori, Sport BOP/HAL & LSC's workshops including dyslexia & ADHD *Curriculum review (ongoing) <ul style="list-style-type: none"> *Use 'rich' and analysed assessment data to determine learning needs and inform teaching practice *EOTC - Year 5/6 Camp *Extensive H & PE programme 	<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 *Consolidate Block A classroom teachers' discussions on rationale, pedagogy and teaching practice. The Why? What? How? <ul style="list-style-type: none"> *Through SLT, develop a shared understanding of both student voice and learner agency with students 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 *Engage Ngāti Tahu-Ngāti Whaoa with the inclusion and design of local stories for our storytelling curriculum *Provide Year 5/6 tamariki with the experiences of EOTC alternating between Papamoa and the Tongariro National Park (3 days) 	<ul style="list-style-type: none"> *Well-being culture of Broadlands School an absolute highlight for all stakeholders, including tamariki, staff and whānau. *Focus on DP leadership strong. (Refer to 5.) *Tamariki successfully engage in goal setting at all levels which were shared at the Learners' Conferences Term 1 2021. *No specific discussion on Block A teachers rationale, pedagogy and teaching practice as the wider staff team/team culture (including Room 4) is working particularly well. Largely single-cell teaching and learning at this time with some collaborative teaching/learning. *Learner agency and student voice through Seesaw is at an advanced level, including Seesaw specialisation in Visual Art (Terms 1/2) Digital Technologies (Terms 3/4). Ngāti-Tahu-Ngāti Whaoa not specifically engaged with local stories. *EOTC Tongariro National Park/Turangi Year 5/6 experience successfully held Term 1 2021.



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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-consultant TBC *Strengthen collaborative inquiry/‘Teaching as Inquiry’ *Our Code, Our Standards *Professional Partners *Relevant PL & D including: <ul style="list-style-type: none"> *StoryWays Literacy ALiM Science (CF PLD-80 hours 2021/2022) ALL Te Reo Māori LSC’s workshops (3) *Seesaw (internal) DP leadership-Masterclass with DirectionWorx DT/team building workshop with Learning Architects *Digital Technologies Curriculum *Peer coaching *Promote teacher agency that fosters within each staff member the power to act; for teachers to feel like they are in control and autonomous (not overly prescribed to) 	<ul style="list-style-type: none"> *BOT to engage consultant TBC to facilitate Principal Appraisal *Principal to engage Learning Architects to facilitate DT/team building workshop (Term 1) *Maintain task-oriented Job Descriptions for all key personnel including DP, Unit holders (DP/SENCo/H & PE/Maths/Literacy), Teacher Aides and administration *Priority to leadership in Mathematics (ALiM), Literacy (ALL), Health & PE & Deputy Principal *Collaborative re-designed ‘Teaching as Inquiry’ model focus in 2021. Staff build and share their knowledge about teaching practices and their positive impacts on student learning *Use knowledge to review and refine strategic priorities *Review school documentation/engage staff (internal) <ul style="list-style-type: none"> *SLT to engage staff in appraisal and attestation protocol/structure discussions *with new teaching staff (2), re-focus ‘Professional Partners’ and reflective questioning within Term 3 *SLT to Support staff with portfolio development *Engage teaching staff in developing a shared understanding and actions in the use of Seesaw for quality real-time reporting, NZC Learning Area coverage, student voice, teacher voice, learner agency, 3 R’s/Virtues and Key Competencies (internal) *Kāhui Ako o Reporoa-contracted facilitator to implement peer coaching (students) Years’ 3-6 *As a BOT, be proactive in the maintenance and nurturing of well-being at all levels of the Broadlands School community 	<ul style="list-style-type: none"> *BOT engaged Ken Ward/Leading Learning to undertake Principal Appraisal on a Term 2 2021 to Term 1 2022 12-month cycle. *Learning Architects facilitated a successful DT/team building TOD 1/2 day Zoom; the latter using the Clifton Strengths survey to guide peer discussions. *Job Descriptions remained current. *ALiM and ALL leadership mainly focussed at a personal/in-class level with 2022 being more focussed on collegial observations/in-class support. Extremely well-organised and highly profiled role of Lead Teacher Health & PE. DP PLD through Anne Giles/DirectionWorx workshop deemed to be very worthwhile. Will continue 2022. *Revised collaborative ‘Teaching as Inquiry’ model worked well as a collaborative document which seemed to add some buy-in. More focussed teaching practice impact discussions would have been useful. *Term 4 ‘Teaching as Inquiry’ and Teaching Council of Aotearoa ‘Our Code-Our Standards’ appraisal/attestation discussions with all teaching staff were valuable. *No Kāhui Ako o Reporoa peer coaching (at student or teacher level) occurred in 2021. WST was involved in peer coaching through Kahui Ako meetings early 2021. *BOT well-being priority successful focus due to excellent discussions at BOT level and Principal with Board Chair.

**Annual Plan - Baseline Data
From 2020 informing 2021**

Cohorts	Reading	Writing	Mathematics
Whole School	Schoolwide Baseline Data		
Whole School	85% of students operating At or Above expectations	82% of students operating At or Above expectations	80% of students achieving At or Above expectations
Gender		66% of all boys operating At or Above expectations in Surface Features	79% of all boys are achieving At or Above expectations 82% of all girls are achieving At or Above expectations
Māori Boys	73% of Māori boys operating At or Above expectations	70% of Māori boys operating At or Above expectations	One third (32%) of students enrolled as Māori (Ethnicity 1) are achieving Below the expected level in Mathematics. Of the total number of Māori male students, 27% are Below expectations.
Māori Girls	71% of Māori girls operating At or Above expectations	86% of Māori girls operating At or Above expectations	Of the total number of Māori female students, 43% are Below expectations.
Year 4			Year 4 has 27% of students who are Below expectations in Mathematics.

**Annual Plan - Achievement Targets
(From Term 4 2020 to Term 4 2021)**

Cohorts	Reading (Refer to BOT Report Term 4 2021)	Writing (Refer to BOT Report Term 4 2021)	Mathematics (Refer to BOT Report Term 4 2021)
Whole School	<p>To increase the percentage of students achieving At or Above expectations to 90%</p> <p>Target not achieved in 2021 - 75% of students are achieving At/Above</p>	<p>To increase the percentage of students achieving At or Above expectations at 85%</p> <p>This was almost achieved in 2021 - 84% of students are achieving At/Above</p>	
Year 4			<p>To decrease Year 4 students achieving Below expectations from 27% to 15%</p> <p>Target achieved.</p> <p>15% of Year 4 students are achieving below the expected level.</p>
Boys		<p>To decrease the percentage of boys achieving Below or Well Below expectations in Surface Features from 34% to 25%</p> <p>Target achieved in 2021 - 17% of students are achieving Below/Well Below</p>	
Māori Boys & Girls	<p>To decrease the percentage of Māori boys achieving Below or Well Below expectations from 27% to 20%</p> <p>Target not achieved in 2021 - 25% of students are achieving Below/Well Below</p> <p>To decrease the percentage of Māori girls achieving Below or Well Below expectations from 29% to 20%</p> <p>Target not achieved in 2021 - 44% of students are achieving Below/Well Below</p>	<p>To decrease the percentage of Māori boys achieving Below or Well Below expectations from 30% to 20%</p> <p>This was achieved in 2021 - 17% of students are achieving Below/Well Below</p> <p>To decrease the percentage of Māori girls achieving Below or Well Below expectations from 14% to 10%</p> <p>Target not achieved in 2021 - 33% of students are achieving Below/Well Below</p>	<p>To decrease Māori tamariki achieving Below expectations from 32% to 20%</p> <p>Target not achieved.</p> <p>Of the total number of Māori students, 36% are achieving below the expected level.</p>