



### 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 2022

#### Reading

To demonstrate accelerated progress towards achieving at or above expectations for the 12/40 (30%) boys identified as currently achieving below or well below expectations in Reading

To demonstrate accelerated progress towards achieving at or above expectations for the 12/21 (57%) students in Year 3 identified as currently achieving well below expectations in Reading

#### Writing

To demonstrate accelerated progress towards achieving at or above expectations for the 3/9 (33%) Māori girls identified as currently achieving below or well below expectations in Writing

#### Mathematics

To demonstrate accelerated progress towards achieving at or above expectation for the 16/44 (36%) female students achieving below expectation in Mathematics.

To demonstrate accelerated progress towards achieving at or above expectation for the 8/22 (36%) of Māori students achieving below expectation in Mathematics.

To demonstrate accelerated progress towards achieving at or above expectation for the 5/14 (36%) of Year 6 students achieving below expectation in Mathematics.

### 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 2022

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**Our Community & Partnerships**

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**Our Tamariki - Leadership**

3

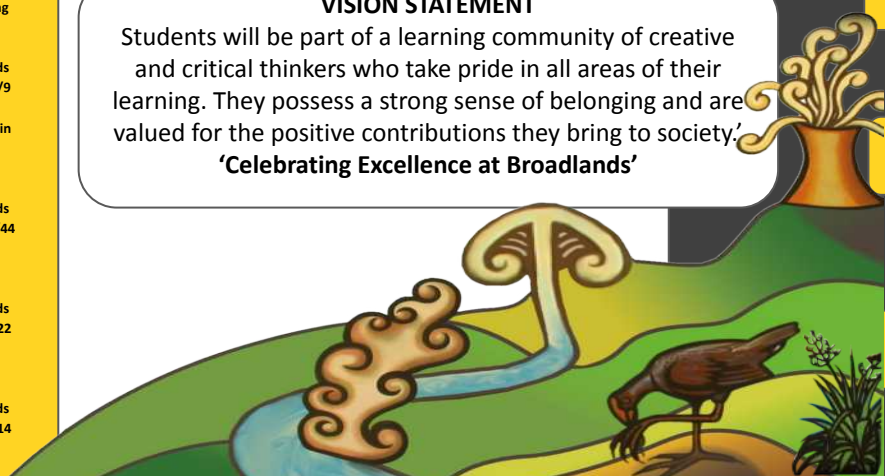
**Our Tamariki - Pathway for Achievement**

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**Our Curriculum**

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**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 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

Informative, personalised 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
- Broadlands Bulletin (weekly)

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

- Learners' Conferences (once yearly)
- Learning Celebrations (termly)
- Workshops - Seesaw & NZ Curriculum (Mathematics 2022)

### School Events - Annual:

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

### Consultation:

- Whānau hui (annual)
- Forum (topical as required) and surveys (as required)



## 2. Our Tamariki - Leadership

Broadlands School prioritises the leadership of our tamariki, particularly at the Year 5 - 6 levels.

These include:

- Head of School (1)
- Te kaea o ngā kōtiro/tama as tuakana/teina (4)
- Heads of Houses (8)
- Sports Leader (1)
- 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.

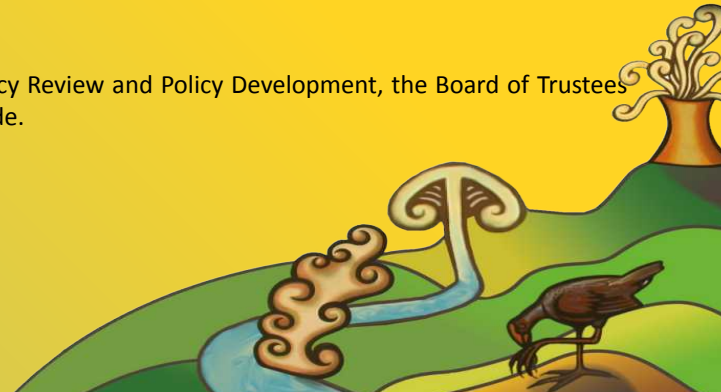
Broadlands School expects that desirable behaviours are role-modelled by all school leaders with positions of responsibility along with teaching and support staff. Although our 20 school virtues provide the framework for expectations, the following three virtues have been identified through community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

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

Through the Broadlands School Board of Trustee Strategic Planning, Operational and Governance 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*

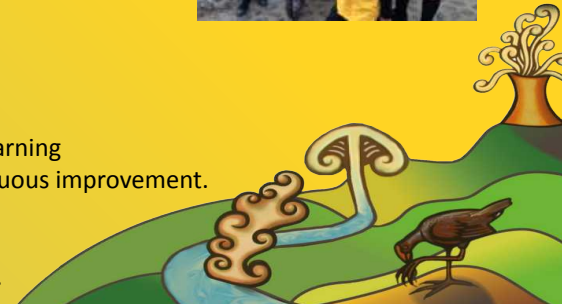


All staff work closely with whānau to ensure that the well-being of all members of our community is prioritised.

#### 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 close relationships 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) specialised 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. We are extremely well-resourced with newly purchased robotics technology and coding capabilities.

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 from 2020, including our own local stories, will support this tremendously. The RTLB-supported Yolanda Soryl phonics programme and the BRICKS Club (Building Relationships, Independence, Creativity with Kids in Schools) are both Oral Language initiatives from 2021.

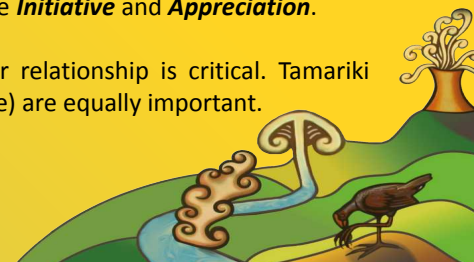
Our learning environment, including the complete modernisation of Block A in 2020, is both future-focused and student-centred within a meaningful learning context, at all times, ensuring that learning is differentiated to equitably meet specific learning difficulties, agreed goals, learning styles, interests, maturity and social development of all students/tamariki. The Ruma Whā/NE-Year 2 learning space will undergo full modernisation early 2022.

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 Broadlands School's 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 Broadlands School leadership and highly specialised teaching teams, along with the experienced and effective support staff, 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 2022, our professional learning, curriculum and priority interventions include:

- StoryWays Literacy (storytelling which focuses on literacy, oral language and creativity)
- Specialist tutor in Te Reo & Tikanga Māori - staff and tamariki (0.2 FTTE/one day weekly)
- Yolanda Soryl phonics programme from NE to Year 3 from 2021. (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 PLD embedding (from 2021)
- Asthma NZ from Year 4 to Year 6. (online workshops)
- Research Project - walking, reading and storying the land with teachers, community members, iwi, and whānau to enable young children to experience and learn about their local area (facilitated by Professor Bronwen Cowie-University of Waikato)
- MOE-funded 'Creatives in Schools' specialised visual arts project (100 hours tamariki contact hours 2022)





## 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. Our SENCo liaises with the two 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 2022, the curriculum priorities will include:

- 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
- Curriculum coherence (facilitated by Leading Learning)
- 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
- Digital Technologies | Hangrao Matihiko implementation from 2020
- '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
- MOE-funded 'Creatives in Schools' specialised visual arts project (100 hours tamariki contact hours 2022)
- Aotearoa New Zealand's Histories curriculum - initial readiness for implementation 2023



## Strategic Plan - Overview

2022 - 2024

### 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 Ngāti-Tahu-Ngāti Whaoa Runanga Trust/iwi consultation). Specialised Te Reo & Tikanga Māori tutor 2022 for 0.2 FTE one day/week
- \*Digital Technologies | Hangrao Matihiko implementation into 2021
- \*StoryWays Literacy - Developing a Broadlands School storytelling curriculum including local stories

### School Organisation & Structures

- \*Senior Leadership Team (SLT ) of Principal and Deputy Principal
- \*Leadership through Unit allocation (4) One Board-funded
- \*Kāhui Ako o Reporoa/CoL 'Within School' , 'Across School' and LSC roles collaboration

### Documentation, Reporting & Self-Review

- \*Principal Performance Appraisal 2021/2022 cycle - BOT compliance function
- \*Governance Framework (Governance and Operational policies review/Triennial Plan 2022)
- \*Professional Learning & Development (Implementing/consolidating/other)
- \*Teaching Council of Aotearoa NZ - Our Code, Our Standards/Attestation procedures (under review)
- \*Job Descriptions/Appraisal procedures
- \*Curriculum reporting to the BOT (Triennial Plan 2022)
- \*Professional Partners - reflective practices/reflective questioning techniques (applied to Collaborative Inquiry)
- \*Teaching as Inquiry - collaborative structure (reviewed for 2022)
- \*Structured and responsive reporting procedures including Learner Conferences and Learning Celebration Days
- \*Board of Trustees - consultation (as determined by the BOT)
- \*ERO Schools Evaluation for Improvement 2021

### Employer Responsibilities - Personnel

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



## Strategic Plan - Overview

2022 - 2024

### Property

\*5YA/10YPP 2018-2023

\*MOE LSC modernisation of Room 4 (2022)

\*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)

\*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/ HAL (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) & Asthma NZ

\*Established internal/external/EOTC risk management protocols

\*Established Covid-19 Protection Framework/Lockdown/Traffic Light setting 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 in Digital Technologies, Science & Literacy)





## Strategic Plan - Overview

2022 - 2024

### 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 including:
    - whanau engagement - Wānanga / Whanaungatanga, culturally responsive practices - Manaakitanga and Localised curriculum - Tangata whenuatanga
    - \*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 the role and profile of Seesaw (learning sharing tool) and Facebook



## Annual Plan 2022

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;"><b>1. Our Community &amp; Partnerships</b></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><b><i>He kaitiaki (the guardian) - ‘Leaders protect &amp; nurture a caring environment where people and ideas are valued, health, safety and well-being are enhanced and relationships are strong’</i></b> (‘Educational Leadership Capabilities Framework’/ELCF, 2018)</p>	<ul style="list-style-type: none"> <li>*Enrich learning opportunities for our tamariki by fostering learning-focused relationships within school, community and iwi</li> <li>*Build the profile of Seesaw as a learning sharing, real-time reporting and partnership tool               <ul style="list-style-type: none"> <li>* Two whānau surveys/consultation feedback and feed forward (H &amp; PE &amp; Mathematics)</li> </ul> </li> <li>* Build a culture that values learning and learning partnerships and trusting relationships (such as Reading, Writing, Mathematics, school-wide inquiries &amp; Te Reo &amp; Tikanga Māori)               <ul style="list-style-type: none"> <li>* Effective, highly informative and multi-purpose communication strategies</li> </ul> </li> <li>*Develop a shared understanding of being culturally responsive including BOT, staff and whānau               <ul style="list-style-type: none"> <li>*Develop a shared understanding of student voice and learner agency</li> </ul> </li> <li>*Build an understanding of the moral value of our Virtues-based culture over-arched by the 3 R’s.</li> <li>*Genuinely promote Māori mana, Te Reo and Tikanga Māori across the school community               <ul style="list-style-type: none"> <li>*Kāhui Ako o Reporoa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>*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.               <ul style="list-style-type: none"> <li>Provide informal support workshop Term 1</li> </ul> </li> <li>*Increase awareness and profile of real-time reporting strategies such as set Seesaw Learning Area reporting deadlines established for 2020.</li> <li>*Use Seesaw responsiveness as evidence of the impact of culturally responsive practices such as Te Reo and Tikanga Māori sharing</li> <li>*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"> <li>*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.                   <ul style="list-style-type: none"> <li>* Classroom teachers to ‘ &amp; Sport BOP/HAL</li> </ul> </li> </ul> </li> <li>*Drive’ the passion/excitement of learning through the tamariki to whānau, including Seesaw as a the learning sharing tool for real-time reporting               <ul style="list-style-type: none"> <li>*Classroom teachers to build a culture of real-time quality student voice and learner agency                   <ul style="list-style-type: none"> <li>*Develop and genuinely act upon a shared understanding of cultural responsiveness, such as Whānau logs (Terms 1-4)</li> </ul> </li> </ul> </li> <li>*Engage Ngāti Tahu-Ngāti Whaoa in the inclusion local stories for storytelling curriculum/production</li> </ul>	

**Annual Plan  
2022**

<b>Strategic Aims</b>	<b>Strategic Initiatives</b>	<b>Input/Action</b>	<b>Output</b>
		<ul style="list-style-type: none"><li>*Through the Kāhui Ako o Reporoa, engage Te Reo and Tikanga Māori tutor 0.2 FTTE 2020 (subject to MOE audit)</li><li>* Active school involvement in Kapa Haka, Cultural Festival, pepeha, karakia, waiata including the engagement of whānau</li><li>*Ensure all staff have shared understanding of, and make explicit, Tātaiako competencies</li><li>*Involvement in the Kāhui Ako o Reporoa and initiatives including Science/ALL collaboration and the 'Achievement Challenge' priorities</li><li>*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</li><li>*BOT to facilitate online and hard-copy survey. Focus on well-being/hauora, school culture and leadership</li><li>*Celebrate Matariki including a community hangi (Term 2)</li></ul>	

## Annual Plan 2022

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;"><b>2. Our Tamariki - Leadership</b></p> <p>To provide all tamariki with the opportunities to build and sustain leadership capabilities.</p> <p style="text-align: center;"><i><b>He kaimahi (the worker) - 'Leaders lead by doing!'</b></i> (ELCF, 2018)</p>	<ul style="list-style-type: none"> <li>*Allocate the roles of Head(s) of School, Heads of Houses, Kaea (Junior/Senior) &amp; Monitors</li> <li>*Build student leadership capacity and capability over successive years from Year 1</li> <li>*Develop an aspirational leadership culture from Year 1</li> </ul>	<ul style="list-style-type: none"> <li>*Provide staff leadership/role modelling with fortnightly meetings with student leaders</li> <li>*Ongoing promotion of the 3 R's (all 20 Virtues + initiative and appreciation) as the leaders' guides</li> <li>*Promote high expectations of student leadership, especially Heads of School, Heads of Houses, Kaea, Head Librarian and Sports Leaders</li> <li>*Actively support student leaders in their roles as Monitors</li> <li style="padding-left: 20px;">*Increase mana of Kaea through re-designed/re-labelled badges (such as Te Kaea o ngā Tama Tuakana)</li> <li style="padding-left: 20px;">*Provide four Year 6 leaders (Heads of School/Heads of Houses/Kaea) with the opportunity to attend Hillary Outdoors (five days) with other Reporoa Valley Cluster schools (2-4 students)</li> </ul>	
<p style="text-align: center;"><b>3. Our Tamariki - Pathway to Achievement</b></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><b>Kia arotahia ngā hua ākongā uara nui - 'Focus on valued student outcome'</b></i> (BES, 2012)</p>	<ul style="list-style-type: none"> <li>*Learning for ākongā should continue over year levels and across settings</li> <li>*Provide rich 'owned' opportunities for learning that are challenging &amp; rigorous</li> <li>*Increase breadth, depth and complexity of experiences for ākongā along the learning pathway</li> <li style="padding-left: 20px;">*LSC's and SENCo collaborative roles</li> <li style="padding-left: 20px;">*Reciprocated information sharing through the to-be-established MOE /CoL Learning Support Register</li> <li style="padding-left: 20px;">*Openly share information</li> <li>*Where identified, minimise/eliminate barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>*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+</li> <li>*Principal/classroom teachers regularly share information with priority to real-time reporting on Seesaw</li> <li style="padding-left: 20px;">*Provide whānau with the opportunity to participate/engage in real-time learning opportunities</li> <li>*Enhance Broadlands School and NE/Year 1 teacher's relationship with, and presence at, Reporoa Kindergarten</li> </ul>	

## Annual Plan 2022

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;"><b>4. Our Curriculum</b></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;"><b><i>Me aro ki te hā o te ākongā - Be responsive to all students' learning, identities and well-being'</i></b> (BES, 2012)</p>	<ul style="list-style-type: none"> <li>*Well-being school-wide discussed in staff meetings weekly</li> <li>*3 R's/Virtues/morality</li> <li>*Key Competencies (NZC)</li> <li>*Seesaw</li> <li>*Digital Technologies Curriculum (through STEAM)</li> <li>*StoryWays Literacy school curriculum from 2020</li> <li>*MOE 'Creatives in Schools' Visual Arts project (specialist)</li> <li>*Build student voice and learner agency capability through real-time reporting</li> <li>*PL &amp; D including StoryWays Literacy and Curriculum Coherence (Leading Learning)</li> <li>*Collegial in-class support in Mathematics and Literacy through Lead Teachers (from ALL/ALiM 2021)</li> <li>*Curriculum review (ongoing)</li> <li>*Use 'rich' and analysed assessment data to determine learning needs and inform teaching practice</li> <li>*EOTC - Year 5/6 Camp TBC</li> <li>*Extensive H &amp; PE/HAL programme (well-being focus)</li> </ul>	<ul style="list-style-type: none"> <li>*Foster a sense of well-being school-wide with a strong focus on the 3 R's, Virtues and the Key Competencies</li> <li>*Promote the above by all staff personnel</li> <li>*Through the SLT, provide the opportunity to engage in PL &amp; D (Refer to 5.)</li> <li>*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</li> <li>*All formative and summative assessment that informs teaching and learning strategies, practice and accelerated outcomes for students</li> <li>*Engage Ngāti Tahu-Ngāti Whaoa with the inclusion and design of local stories for our storytelling curriculum</li> <li>*Year 5/6 camp (subject to Covid-19 Traffic Light setting/Phase level)</li> <li>*Provide specialisation opportunities in Digital Technologies (weekly/CRT), Te Reo and Tikanga Maori (weekly) and 'Creatives in Schools' Visual Arts programme (weekly/100 hour MOE contract)</li> </ul>	



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Strategic Aims	Strategic Initiatives	Input/Action	Output
<p><b>5. Our Personnel - Learning, Leadership &amp; Review</b></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><b><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></b> (ELCF, 2018)</p>	<ul style="list-style-type: none"> <li>*Principal Appraisal - Leading Learning 2021/2022</li> <li>*Strengthen collaborative inquiry/‘Teaching as Inquiry’</li> <li>*Our Code, Our Standards</li> <li>*Relevant PL &amp; D including:               <ul style="list-style-type: none"> <li>-StoryWays Literacy</li> <li>-Curriculum Coherence (Leading Learning)</li> <li>-Te Reo Māori</li> <li>-Digital Technologies Curriculum (specialist)</li> <li>-MOE ‘Creatives in Schools’ Visual Arts project (specialist)</li> </ul> </li> <li>*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)</li> <li>*‘ERO Schools Evaluation for Improvement’ 4.10.21 - Evaluation Question: <b><i>How effectively are we targeting student learning needs through deliberate teaching processes and practices in writing?</i></b></li> </ul>	<ul style="list-style-type: none"> <li>*BOT to re-engage Leading Learning consultant 2022/2023 to facilitate Principal Appraisal</li> <li>*Maintain task-oriented Job Descriptions for all key personnel including DP, Unit holders (DP/SENCo/H &amp; PE/Maths/Literacy), Teacher Aides (2) and administration (1)</li> <li>*Allocate/maintain Kāhui Ako o Reporoa ‘Within School Teacher’/ WST leadership role 2022</li> <li>*Consolidate collaborative re-designed ‘Teaching as Inquiry’ model focus from 2021. Staff build and share their knowledge about teaching practices and their positive impacts on student learning</li> <li>*Use knowledge to review and refine strategic priorities</li> <li>*Review school documentation/engage staff (internal)               <ul style="list-style-type: none"> <li>*SLT to engage staff in appraisal and attestation protocol/structure discussions</li> <li>*SLT to Support staff with portfolio development</li> <li>*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)</li> </ul> </li> <li>*As a BOT, be proactive in the maintenance and nurturing of well-being at all levels of the Broadlands School community</li> <li>*‘ERO Schools Evaluation for Improvement’ 4.10.21 - (Refer to document for specific details including: Summary (Question, Rationale &amp; Purpose), Participation &amp; Collaboration, Evaluation Questions &amp; Indicators and Evaluation Activities)</li> </ul>	

**Annual Plan - Baseline Data  
From 2021 informing 2022**

Cohorts	Reading	Writing	Mathematics
Whole School	<a href="#">Schoolwide Baseline Data</a>		
Whole School	75% of students operating At or Above expectations	84% of students operating At or Above expectations	
Gender			Of the total number of female students, 16/44 (36%) are below the expected level in Mathematics.
Maori Students			64% of students enrolled as Māori are operating At or Above expectation. 36% of students enrolled as Māori are achieving below the expected level in Mathematics.
Māori Boys	75% of Māori boys operating At or Above expectations	83% of Māori boys operating At or Above expectations	Of the total number of Māori male students, 25% (3/12) are below the expected level in Mathematics.
Māori Girls	56% of Māori girls operating At or Above expectations	67% of Māori girls operating At or Above expectations	Of the total number of Māori female students, 50% (5/10) are below the expected level in Mathematics.
Year 6			Year 6 has 33% of students who are below the expected level in Mathematics.

**Annual Plan - Achievement Targets  
(From Term 4 2021 to Term 4 2022)**

Cohorts	Reading	Writing	Mathematics
<b>Whole School</b>			
<b>Females</b>			<p align="center">To demonstrate accelerated progress towards achieving at or above expectation for the 16/44 (36%) female students achieving below expectation in Mathematics.</p>
<b>Males</b>	<p align="center">To demonstrate accelerated progress towards achieving at or above expectations for the 12/40 (30%) boys identified as currently achieving below or well below expectations in Reading</p>		
<b>Māori Boys &amp; Girls</b>		<p align="center">To demonstrate accelerated progress towards achieving at or above expectations for the 3/9 (33%) Māori girls identified as currently achieving below or well below expectations in Writing</p>	<p align="center">To demonstrate accelerated progress towards achieving at or above expectation for the 8/22 (36%) of Māori students achieving below expectation in Mathematics.</p>
<b>Year 3 Cohort</b>	<p align="center">To demonstrate accelerated progress towards achieving at or above expectations for the 12/21 (57%) students in Year 3 identified as currently achieving well below expectations in Reading</p>		
<b>Year 6 Cohort</b>			<p align="center">To demonstrate accelerated progress towards achieving at or above expectation for the 5/14 (36%) of Year 6 students achieving below expectation in Mathematics.</p>