



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 2023

Reading

To demonstrate accelerated progress towards achieving at or above expectation for the 5/13 (38%) Year 3 students achieving below expectation in Reading.

To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation.

Writing

To demonstrate accelerated progress towards achieving at or above expectation for the 6/9 (67% Maori male students achieving below expectation,

To demonstrate accelerated progress towards achieving at or above expectation for the 5/9 (56%) Maori female students achieving below expectation.

To demonstrate accelerated progress towards achieving at or above expectation for the 8/19 (42%) Year 4 students achieving below expectation.

To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation,

Mathematics

To demonstrate accelerated progress towards achieving at or above expectation for the 13/48 (27%) male students achieving below expectation

To demonstrate accelerated progress towards achieving at or above expectation for the 11/25 (44%) of Māori students achieving below expectation..

To demonstrate accelerated progress towards achieving at or above expectation for the 5/19 (26%) of Year 4 students achieving below expectation

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 2023
National Education & Learning Priorities 1, 2 & 3

1

**Our Community & Partnerships -
Learners at the Centre 1 - Obj. 1**

2

**Our Tamariki - Pathway for Achievement -
Barrier Free Access - Obj 2.**

3

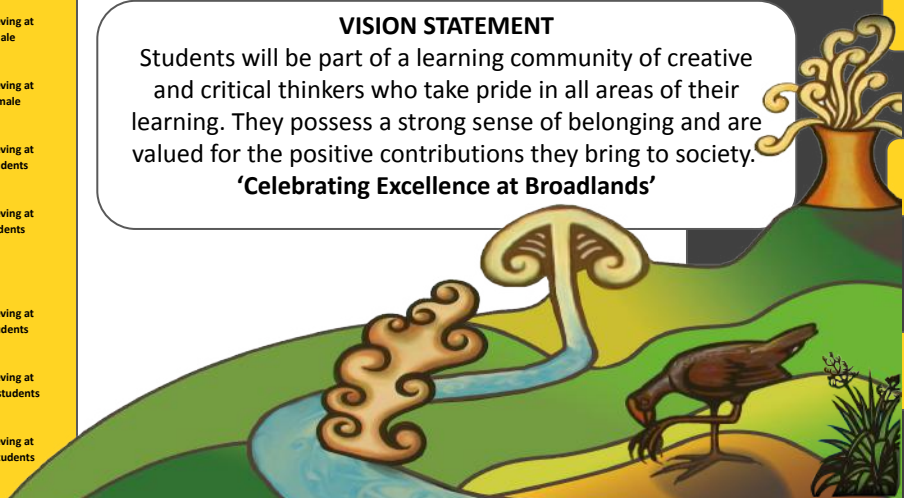
**Our Tamariki / Leadership / Personnel
Quality Teaching & Leadership - Obj 3.**

4

Our Curriculum

5

**Our Personnel - Learning, Leadership &
Review**



1. Our Community & Partnerships - Learners at the Centre - Objective 1.

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 96 students (as at 20.02.23) 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.

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)
- Workshops - Seesaw & NZ Curriculum - Mathematics 2023

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)
- Health Curriculum survey - Term 1 2023



2. Our Tamariki - Leadership - Barrier Free Access - Objective 2.

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

These include:

- Heads of School
- Te kaea o ngā kōtiro/tama as tuakana/teina (4)
- Heads of Houses (8)
- Sports Leaders (2)
- Head Librarian (1)
- Jump Jam - Kidz Aerobix (1)
- 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 - Quality Teaching & Leadership - Objective 3.



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 (spiritual), taha hinengaro (mental), taha tinana (physical) and taha whānau (family). 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*

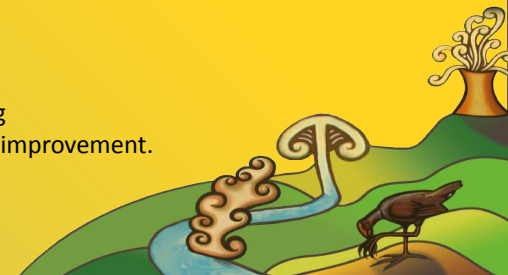


All staff work closely with whānau to ensure that the well-being of all members of our community is prioritised.

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 partnerships with ECE's is a priority.



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 an ongoing priority. We are extremely well-resourced with newly purchased robotics technology and coding capabilities. In 2023, other specialised areas of learning will include kapa haka (performing arts), creative dance (performing arts), visual art and a school production (performing arts). The Arts, both visual and performing with movement and dance, nurture creativity and another specialty of Broadlands School.

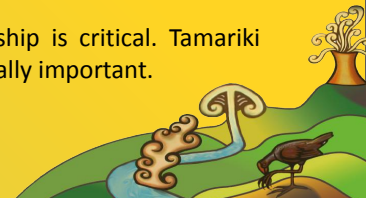
The development of Oral Language is a priority at all levels. Our third-year commitment to storytelling through Storyways Literacy and the development of our own school-wide curriculum from 2020, including our own local stories, will support this tremendously. The RTLB-supported Yolanda Soryl phonics 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 1 learning space underwent a full modernisation in 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. Inclusiveness, Responsiveness & High Trust

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 2023, our professional learning, curriculum and priority interventions include:

- StoryWays Literacy storytelling which focuses on literacy, oral language and creativity. (30 hours MOE locally-funded PLD through Liz Swanson - StoryWays Literacy)
- Aotearoa NZ Histories Curriculum (70 hours MOE locally-funded PLD through Ann Barker - University of Waikato)
- Yolanda Soryl phonics programme from NE to Year 3 from 2021.
- 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

Responsiveness

The Broadlands School Board of Trustees and professional team are responsive to the physical and emotional needs of all tamariki.



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>

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 Teacher' (WST) 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.



Strategic Plan - Overview

2023 - 2025

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). Revise reporting method/format (more formal) in response to community feedback (Term 1)
- *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)
 - *Digital Technologies | Hanagrau Matihiko implementation into 2021
 - *StoryWays Literacy - Developing a Broadlands School storytelling curriculum including local stories
- *Evaluation Associates (through Kahui Ako) - PL & D/review of the quality of Seesaw reporting, including real-time and milestone reporting, learner agency/agent learners, reflective learners driven by explicit teacher learning intentions and success criteria

School Organisation & Structures

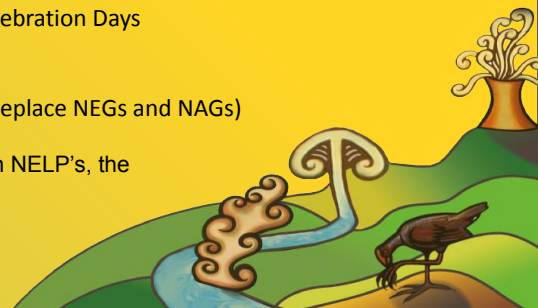
- *Senior Leadership of Principal and Deputy Principal
- *Leadership through MOE Resourcing Unit allocation (5)
- *Kāhui Ako o Reporoa/CoL 'Within School', 'Across School' and Learning Support Coordinator (LSC) roles collaboration

Documentation, Reporting & Self-Review

- *Principal Performance Appraisal 2022/2023 cycle - BOT compliance function
- *Governance Framework (Governance and Operational policies review/Triennial Plan 2023)
 - *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 2023)
 - *Teaching as Inquiry - collaborative structure (reviewed for 2023)
- *Structured and responsive reporting procedures including Learner Conferences and Learning Celebration Days
 - *Board of Trustees - community consultation (as determined by the BOT)
 - *ERO Schools Evaluation for Improvement 2021
- *Implementation of the Statement and National Education Learning Priorities (NELP's) in Schools 2023 (To replace NEG's and NAG's) as issued under the Education and Training Act 2020
 - *Implementation (over time) of the DRAFT Te Mataiaho - NZ Curriculum refresh in conjunction with NELP's, the Kahui Ako Attendance and Engagement Strategy and Te Tiriti o Waitangi

Employer Responsibilities - Personnel

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



Strategic Plan - Overview

2023 - 2025

Property

*5YA/10YPP 2018-2023. Priorities as determined by MOE - condition assessments / priorities (may include car parks, modernising Rooms 4 & 5 surrounds, air con. Units, drinking fountains & others)

*Nga iti Kahurangi (small or remote schools programme - Term 1, 2023)

*MOE schoolhouse disposal - proceeding

(Proceeds may include solar, covered courtyards, decks (indoor/outdoor flow), Rooms 4 & 5 modernisation)

*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 - Health Curriculum - partial focus on Hauora/well-being

Finance

*MOE Operations Grant & 5YA/10YPP funding

*Fiscally responsible Governance

*Maximising MOE Resourcing Staffing Entitlement

*Proactive grant applications - priority areas as determined annually by the BOT

's ongoing priority to responsibly utilise available funds for the benefit of both current and future generations of students of Broadlands School





Strategic Plan - Overview

2023 - 2025

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 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'
- *Effectively implement the Aotearoa NZ Histories Curriculum (with MOE locally-funded PLD)



Partnerships with the Community

- *Consultation - Health Curriculum - H & S - Survey (Term 2)
 - *PTA Meetings (twice termly)
- *Nursery rhymes (NE/Y1), poems (Year 2) and Formal Speeches (Year 3-6) (Term 3)
- *Triathlon/Duathlon (T1), Swimming Sports (T1), Cross Country (T3) and Athletics Sports (T3)
 - *Learner Conferences (Term 1)
 - *Cultural Festival Cluster/Term 2 & Localised story school production/Term 3
- *Participation in Reporoa Valley Cluster sporting and academic events (whole school and 'elite') and local competitions, including EPro8 and MathsMatters
 - *Whānau phone calls/logs (Terms 1-4)
- *Kāhui Ako o Reporoa - Community of Learning - Attendance and Engagement strategy
 - *Grandparents' & Friends' Day
 - *Developing the role and profile of Seesaw (learning sharing tool) and Facebook
 - *New whānau hui (Term 1)



Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p style="text-align: center;">1. Our Community & Partnerships - Learners with their whānau are at the centre of education (NELP Obj. 1)</p> <p style="text-align: center;"><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></p> <p style="text-align: center;">(‘Educational Leadership Capabilities Framework’/ELCF, 2018)</p>	<p style="text-align: center;">1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p style="text-align: center;">1. Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>*BOT Health Curriculum survey Term 1 2023. Survey content to be carefully framed as per level/audience. (Refer Kahui Ako Wellbeing Survey 2022).</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>*BOT to review ‘G20 Concerns and Complaints Policy’; ‘Wellbeing Policy-Staff’ and ‘O9 Wellbeing Policy-Students’ as per Triennial Plan 2023-2025.</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> <p>*Adherence to the Charter Values Statement - Virtues-based culture and inclusive culture</p> <p>*Nurture wellbeing / hauora in all areas of school-life</p> <p>*Transitioning into, during and from Broadlands School is a feature. Whanau feel well supported, especially from ECE (as evidenced by Principal’s whānau phone log calls)</p> <p>*A well-being focus for all stakeholders was an absolute highlight for 2022</p> <p style="text-align: center;">*3 R’s/Virtues/morality</p> <p style="text-align: center;">*Key Competencies (NZC)</p>	<p style="text-align: center;">*BOT Health & Well-being - Community Consultation (Google Forms) undertaken Term 4, 2023. Board and teaching staff to review the outcome Term 4, Week 10 (at BOT Meeting and staff meeting)</p> <p style="text-align: center;">*BOT reviewed ‘G20 Concerns & Complaints Policy’ Term 2, 2023 (Meeting #4); ‘O10 Wellbeing Policy - Staff’ Term 2, 2023 (Meeting #3) and ‘O9 Wellbeing Policy - Students’ Term 4, 2023 (Meeting #7)</p> <p>*Virtues-based, inclusive culture strongly evident, highlighted by our focus on the # R’s</p> <p>*Wellbeing is nurtured with staff and students as is evidenced within the Kahui Ako wellbeing surveys Term 2 / Term 4 2023 and the BOT ‘Health & Well-being Survey’ Term 4, 2023</p> <p>*Transitioning practices from ECE, including Teacher kindergarten visits, and whānau phone log calls, strongly support all future relationships and partnerships.</p>


Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
	<p style="text-align: center;">2.</p> <p style="text-align: center;">Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p style="text-align: center;">(NELP Priorities 1 & 2)</p>	<p style="text-align: center;">2.</p> <p style="text-align: center;">Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>*Ensure whānau feel valued and a part of the learning journey of all learners/ ākonga through open three-way communication utilising all means available, including Seesaw (learning focus), email, personalised whānau phone calls, Bulletin, invitations to school/cluster events</p> <p>*Personal invitations to Learner Conferences</p> <p style="text-align: center;">Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>*Discuss/analyse bias through Aotearoa NZ Histories Curriculum facilitator (31.1.23)</p> <p style="text-align: center;">Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>*Through sound assessment practices (as per 'Assessment & Reporting Overview 2023', implement sound teaching and learning programmes, including individualised learning support, to meet the needs of all learners/ ākonga</p> <p style="text-align: center;">Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>*Through Kahui Ako, engage with the Strategic Plan and Achievement Challenges 2022+ including the MOE Attendance and Engagement initiative 2023</p> <p style="text-align: center;">Collaborate with Māori communities to invest in, develop and deliver Māorimedium learning</p> <p>*Engage with Ngati Tahu - Ngati Whaea / Education</p> <p>*Include local stories with the localised curriculum/ Aotearoa NZH/StoryWays Literacy</p>	<p style="text-align: center;">*BOT 'Health & Wellbeing - Community Consultation' survey, Term 4 2023, provided a range of valuable feedback and evidence of our whanau being, largely, well-informed and valued.</p> <p style="text-align: center;">*70 hours of PLD on the Aotearoa NZ Histories Curriculum with Ann Barker/University of Waikato completed, focussing, in part, on creating an awareness of, and eliminating bias, in our personal and school lives</p> <p style="text-align: center;">*Personalised, needs-based and prioritised learning support has been provided through the classroom teacher, Teacher Aides. LSC and RTLB service ICS support programmes.</p> <p style="text-align: center;">*Following an advertising process, the Attendance and Engagement initiative (MOE funding of \$30k) appointment did not eventuate.</p> <p style="text-align: center;">*No Ngati Tahu - Ngati Whaea personnel were identified to facilitate the telling of local stories.</p> <p style="text-align: center;">Note: In 2024, the Ngati Tahu - Ngati Whaea Runanga will be directly involved in the above two *</p>

Annual Plan 2023

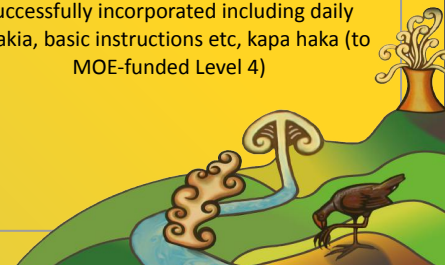
Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p style="text-align: center;">2.</p> <p style="text-align: center;">Our Tamariki - Pathway to Achievement - Barrier Free Access - Great education opportunities and outcomes are within reach of every learner (NELP Obj. 2)</p> <p style="text-align: center;"><i>Kia arotahia ngā hua ākongā uara nui - 'Focus on valued student outcome' (BES, 2012)</i></p>	<p style="text-align: center;">3.</p> <p style="text-align: center;">Reduce barriers to education for all, including Māori, and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p>	<p style="text-align: center;">3.</p> <p style="text-align: center;">Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākongā from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>*Ensure whānau feel valued and a part of the learning journey of all learners/ ākongā through open three-way communication utilising all means available, including Seesaw (learning focus), email, personalised whanau phone calls, Bulletin, invitations to school/cluster events</p> <p>*Personal invitations to Learner Conferences</p> <p style="text-align: center;">Ensure disabled learners/ākongā and staff, those with learning support needs, gifted learners/ ākongā, and neurodiverse learners/ākongā are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>*Adherence to the Charter Values Statement - Virtues-based culture and inclusive culture</p> <p>*Nurture wellbeing / hauora in all areas of school-life</p> <p style="text-align: center;">Where possible, reduce non-fee costs, including costs associated with BYOD 2 policies, and take advantage of policies to reduce financial dependence on families and whānau</p> <p>*In accordance with Equity Index 460 entitlement BOT to participate in the MOE Donations Scheme from 2023 (as per BOT Minutes Term 4 2022).</p> <p>*BOT (ICT/Digital Technologies Budget) and PTA to purchase all devices eliminating reliance on BYOD.</p> <p>*PTA to donate \$1500.00 annually for Year 5/6 school camp</p>	<p>*BOT 'Health & Wellbeing - Community Consultation' survey, Term 4 2023, provided a range of valuable feedback and evidence of our whanau being, largely, well-informed and valued.</p> <p>*Through the extensive support network, the full range of learning needs, including neurodiverse and high needs learners</p> <p>*BOT 'Health & Wellbeing - Community Consultation' survey, Term 4 2023, provided a range of valuable feedback and evidence on how safe our students feel from the whanau perspective (95.8% believe their child feels safe).</p> <p>*Equity Index funding eliminated the need to ask for any donations with the exception of \$40,00/head for the Year 5/6 camp 2023.</p> <p>*PTA donation of \$1500.00 school camp proceeded.</p> <p>*There was no requirement for the PTA to donate towards digital technologies in 2023 as we are currently well-resourced.</p> 

Annual Plan 2023


Strategic Objectives	Strategic Priorities	Input/Actions	Output
	<p style="text-align: center;">4.</p> <p style="text-align: center;">Ensure every learner/ākongā gains sound foundation skills, including language, literacy & numeracy</p> <p style="text-align: center;">(NELP Priorities 3 & 4)</p>	<p style="text-align: center;">4.</p> <p style="text-align: center;">Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p style="text-align: center;">*Ensure curriculum diversity in teaching and learning programme delivery embodies equity and wellbeing at its core</p> <p style="text-align: center;">Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p style="text-align: center;">*Implement 'Assessment and Reporting Overview 2023</p> <p style="text-align: center;">*Implement Reading, Writing and Mathematic Curriculum and Achievement Plans (CaAP) 2023</p> <p style="text-align: center;">*Engage with RTLB, BLENNZ, MOE support staff and teacher aides to plan for and regularly review teaching approaches/strategies for effectiveness</p> <p style="text-align: center;">Value the heritage languages spoken by Pacific learners/ ākongā, and provide opportunities to use and to build on them</p>	<p style="text-align: center;">*Broadlands School provides extensive opportunities for extra-curricular and specialised activities (as part of our curriculum) including creative dance, kapa haka, digital technologies/STEAM, piano, Storytelling Showcase (class-based 'production'), mini-ball, hockey, touch and EOTC opportunities in every class</p> <p style="text-align: center;">*The 'Water Skills for Life' and 'Making the Difference Swim Programme', some of which are Board-funded)under a designated activity budget), proceeded as planned</p> <p style="text-align: center;">*Wellbeing is at the core of all teaching and learning programmes</p> <p style="text-align: center;">*CAaP Plans were implemented</p> <p style="text-align: center;">*Engaged successfully will the full support network including Teacher Aides, RTLB, MOE and BLENNZ</p> <p style="text-align: center;">*There were no specific Pacifica learner at Broadlands School in 2023</p> 

Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p style="text-align: center;">3.</p> <p style="text-align: center;">Our Tamariki - Leadership & Personnel - Quality Teaching & Leadership - Quality teaching and leadership make the difference for learners and their whānau (NELP Obj. 3)</p> <p style="text-align: center;"><i>He kaimahi (the worker) - 'Leaders lead by doing!'</i> (ELCF, 2018)</p>	<p style="text-align: center;">5.</p> <p style="text-align: center;">Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning</p>	<p style="text-align: center;">5.</p> <p style="text-align: center;">Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p style="text-align: center;">Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <ul style="list-style-type: none"> *Allocate/re-establish staff leadership responsibilities including Units (DP/Health & PE/Literacy/Mathematics/SENCo) *Allocate/establish tamariki leadership responsibilities including Heads of School, Kaea, Heads of Houses, Head Librarian, Sports Leaders and Monitors *Engage in Aotearoa NZ Histories Curriculum facilitation 2022/2023 (MOE 70 hours) Engage in StoryWays Literacy/storytelling facilitation, particularly around local stories 2023 (MOE 30 hours) <p style="text-align: center;">Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p> <ul style="list-style-type: none"> *Incorporate daily te reo Māori and tikanga Māori including daily karakia, basic instructions etc, kapa haka (to MOE-funded Level 4) 	<ul style="list-style-type: none"> *Leadership responsibilities including Units (DP/Health & PE/Literacy/Mathematics/SENCo/Digital Tech.) were successfully established *amariki leadership responsibilities (including Heads of School, Kaea, Heads of Houses, Head Librarian, Sports Leaders and Monitors) were successfully established *Engage in Aotearoa NZ Histories Curriculum facilitation 2022/2023 (MOE 70 hours) Engage in StoryWays Literacy/storytelling facilitation, particularly around local stories 2023 (MOE 30 hours) *Capacity and competency with te reo and tikanga Maori is being driven/built from within through own in-school staff initiatives *Daily te reo Māori and tikanga Māori successfully incorporated including daily karakia, basic instructions etc, kapa haka (to MOE-funded Level 4)

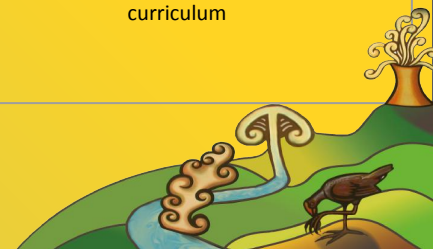


Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
	<p style="text-align: center;">6.</p> <p style="text-align: center;">Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p style="text-align: center;">(NELP Priorities 5 & 6)</p>	<p style="text-align: center;">6.</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p> <p>*BOT to provide budgetary opportunities to support all personnel PL & D as per priorities</p> <p>*Board priority/focus to empower senior leadership and teachers to continually identify and evaluate future trends in education (for professional growth and benefit to our students)</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>*Provide personnel opportunities to engage in PL & D opportunities that support their professional growth, capabilities and confidence</p> <p>*Through sound assessment practices (as per 'Assessment & Reporting Overview 2023', implement appropriate teaching and learning programmes, including personalised learning support, to meet the learning needs of all learners/ākonga</p> <p>Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p> <p>* Engage in and implement the full intent of the Aotearoa NZ Histories Curriculum, Te Tiriti o Waitangi and Vision for Education</p>	<p>*Within the BOT PLD budget 2023, opportunities were provided, both internally and externally facilitated, for staff to strengthen teaching and learning practices, including ULearn Conference for two teachers (three days), 'Supporting Learners with Reading' for three online workshops for T/A's (3), '7 Habits of Highly Effective People' workshop for Principal (two days), Aotearoa NZ Histories Curriculum, DirectionWorx leadership (DP) and Structured Literacy-Coding workshop for Lead in Literacy (two days)</p> <p style="text-align: center;">*As above</p> <p>*The Aotearoa NZ Histories Curriculum PLD utilised the full 100 hours through University of Waikato (70 hours-Ann Barker) and StoryWays Literacy (30 hours Liz Swanson) Note: Overall, insufficient hours for all that was expected to be covered under the new Aotearoa NZH Curriculum</p> 

Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	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) <li style="padding-left: 20px;">*Seesaw *Digital Technologies Curriculum (through STEAM) *StoryWays Literacy school curriculum from 2020 *Build student voice and learner agency capability through real-time reporting *Collegial in-class support in Mathematics and Literacy *Curriculum review (ongoing) <li style="padding-left: 20px;">*Use 'rich' and analysed assessment data to determine learning needs and inform teaching practice *EOTC - Year 5/6 Camp *Extensive H & PE/HAL programme (well-being focus) 	<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 <li style="padding-left: 20px;">*Promote the above by all staff personnel *Through the SLT, provide the opportunity to engage in PL & D (Refer to 5.) <li style="padding-left: 20px;">*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 <li style="padding-left: 40px;">*Year 5/6 camp <li style="padding-left: 20px;">*Provide specialisation opportunities in Digital Technologies (weekly/CRT), Te Reo and Tikanga Maori/Kapa Haka (Matua Grant), Visual Arts, Performing Arts/movement & dance & Performing Arts (school production) 	<ul style="list-style-type: none"> *Wellbeing is nurtured with staff and students as is evidenced within the Kahui Ako wellbeing surveys Term 2 / Term 4 2023 and the BOT 'Health & Well-being Survey' Term 4, 2023 *Transitioning practices from ECE, including Teacher kindergarten visits, and whānau phone log calls, strongly support all future relationships and partnerships *Evaluation Associates further developed the quality of student and teacher voice on Seesaw *The quality of informative reporting was reviewed, with revised reporting graphics being used for Reading and Mathematics *Specialisation opportunities through 2023 continue to enhance the Broadlands School curriculum



Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	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 - Leading Learning 2022/2023 *Strengthen collaborative inquiry/‘Teaching as Inquiry’ *Our Code, Our Standards *Relevant PL & D including: <ul style="list-style-type: none"> -StoryWays Literacy -Curriculum Coherence (Leading Learning) -Te Reo Māori -Digital Technologies Curriculum (specialist) -MOE ‘Creatives in Schools’ Visual Arts project (specialist) *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) *‘ERO Schools Evaluation for Improvement’ 4.10.21 - Evaluation Question: <i>How effectively are we targeting student learning needs through deliberate teaching processes and practices in writing?</i> 	<ul style="list-style-type: none"> *BOT to re-engage Leading Learning consultant 2022/2023 to facilitate Principal Appraisal *Maintain task-oriented Job Descriptions for all key personnel including DP, Unit holders (DP/SENCo/H & PE/Maths/Literacy), Teacher Aides (2) and administration (1) *Allocate/maintain Kāhui Ako o Reporoa ‘Within School Teacher’/ WST leadership role 2023 *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 *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 *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) *As a BOT, be proactive in the maintenance and nurturing of well-being at all levels of the Broadlands School community *‘ERO Schools Evaluation for Improvement’ 4.10.21 - (Refer to document for specific details including: Summary (Question, Rationale & Purpose), Participation & Collaboration, Evaluation Questions & Indicators and Evaluation Activities) 	<ul style="list-style-type: none"> *Leading Learning completed contract. Professional Growth Cycle continued through Ngaire Harris including on-site visits, phone conversations and provision of documentation *Job Description reviewed for 2023 *Kahui Ako WST role maintained very successfully *Through Kahui Ako, Evaluation Associates (Amy) spent time focussed on the quality of Seesaw real-time reporting, incl. student and teacher voice, and assessment for learning approaches

**Annual Plan - Baseline Data
(From Term 4 2022 informing Term 1 2023)**

Cohorts	Reading	Writing	Mathematics
Whole School	<u>Schoolwide Baseline Data</u>		
Gender			27% (13/48) of male students are achieving Below expectations in Mathematics.
Māori Students			44% (11/25) of Māori students are achieving Below expectations in Mathematics.
Māori Boys		67% (6/9) Maori boys are achieving Below or Well Below expectations in Writing.	
Māori Girls		56% (5/9) Maori girls are achieving Below or Well Below expectations in Writing	

**Annual Plan - Baseline Data
(From Term 4 2022 informing Term 1 2023)**

Cohorts	Reading	Writing	Mathematics
Whole School	<u>Schoolwide Baseline Data</u>		
Year 5	50% (3/6) Year 5 students are achieving Below expectations in Reading.	50% (3/6) Year 5 students are achieving Below expectations in Writing.	
Year 4		42% (8/19) Year 4 students are achieving Below expectations in Writing.	
Year 3	38% (5/13) Year 3 students are operating At or Above expectations in Reading.		26% (5/19) Year 3 students are achieving Below expectations in Mathematics.
Year 2			

**Annual Plan - Achievement Targets & Analysis of Variance
(From Term 4 2022 to Term 4 2023)**

Cohorts	Reading	Writing	Mathematics
Males			<p>To demonstrate accelerated progress towards achieving at or above expectation for the 13/48 (27%) male students achieving below expectation in Mathematics.</p> <p><u>Outcome:</u></p> <p>13/53 (25%) male students are achieving below or well below expectation in Mathematics at the end of 2023.</p> <p><i>Target Achieved.</i></p>
Māori Boys & Girls		<p>To demonstrate accelerated progress towards achieving at or above expectation for the 6/9 (67%) Maori male students achieving below expectation in Writing at the end of 2023.</p> <p><u>Outcome:</u></p> <p>6/13 (46%) are achieving Below or Well Below expectations for Reading.</p> <p><i>Target Achieved</i></p> <p>To demonstrate accelerated progress towards achieving at or above expectation for the 5/9 (56%) Maori female students achieving below expectation in Writing at the end of 2023.</p> <p><u>Outcome:</u></p> <p>9/11 (81%) are achieving Below or Well Below expectations for Reading.</p> <p><i>Target Not Achieved.</i></p>	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 11/25 (44%) of Māori students achieving below expectation in Mathematics.</p> <p><u>Outcome:</u></p> <p>15/31 (48%) of Māori students, are achieving below or well below expectation in Mathematics at the end of 2023.</p> <p><i>Target not achieved.</i></p>

**Annual Plan - Achievement Targets & Analysis of Variance
(From Term 4 2022 to Term 4 2023)**

Cohorts	Reading	Writing	Mathematics
Year 3 Cohort	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 5/13 (38%) Year 3 students achieving below expectation in Reading.</p> <p align="center"><u>Outcome:</u></p> <p>3/16 (17%) of Year 3 students are operating Below or Well Below expectation for Reading at the end of 2023.</p> <p align="center"><i>Target Achieved.</i></p>		
Year 4 Cohort		<p>To demonstrate accelerated progress towards achieving at or above expectation for the 8/19 (42%) Year 4 students achieving below expectation in Writing.</p> <p align="center"><u>Outcome:</u></p> <p>29% (5/17) of Year 4 students are operating Below or Well Below expectations in Writing at the end of 2023.</p> <p align="center"><i>Target Achieved.</i></p>	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 5/19 (26%) of Year 4 students achieving below expectation in Mathematics.</p> <p align="center"><u>Outcome:</u></p> <p>4/17 (24%) Year 4 students are achieving below or well below expectation in Mathematics at the end of 2023</p> <p align="center"><i>Target Achieved.</i></p>
Year 5 Cohort	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation in Reading at the end of 2023.</p> <p align="center"><u>Outcome:</u></p> <p>3/7 (42%) Year 5 students are operating Below or Well Below expectation in Reading.</p> <p align="center"><i>Target Achieved</i></p>	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation in Writing.</p> <p align="center"><u>Outcome:</u></p> <p>5/7 (71%) of Year 5 students are operating Below or Well Below expectation in Writing at the end of 2023.</p> <p align="center"><i>Target Not Achieved</i></p>	