

MISSION STATEMENT

In partnership with whānau, Broadlands School provides a supportive, progressive and responsive learning environment where ākonga develop knowledge, skills and abilities that support their academic, social and emotional growth.

We provide an enriching environment where ākonga are at the centre. Learning experiences reflect the cultures, interests, strengths and aspirations of individuals and tangata whenua; gifting ākonga the building blocks to become lifelong learners.

*Hapaitia te ara tika pumau ai te rangitiratanga mo nga uri whakatipu
Foster the pathway of knowledge to strength, independence and growth for future generations*

VALUES STATEMENT

Broadlands School actively promotes and models a

virtues-based culture

'Virtues-The Gifts of Character'

The 3 R's - Respect, Responsibility, Resilience

VISION STATEMENT

Broadlands School students will have a strong sense of belonging as they become part of a learner- focused community. We provide a supportive environment where we acknowledge Ngāti Tahu - Ngāti Whaoa as mana whenua and celebrate diversity within all cultures. Broadlands students are future-focused and curious about learning and confident within themselves. Individuals are valued, well-being nurtured and potential fostered to become reality.

Broadlands School is committed to its partnership with Te Tiriti o Waitangi; keeping students connected to tangata whenua, the local community and beyond.

'Celebrating Our Collective Success at Broadlands School'

*E hara taku toa i te toa takitahi engari he toa takitini
Success is not the work of an individual, but the work of many*

Charter 2024

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

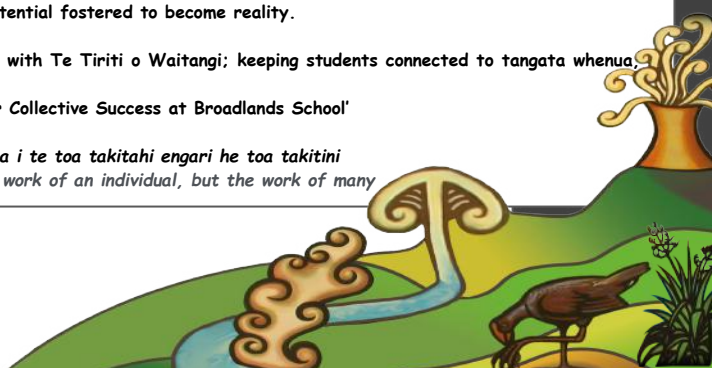
**Our Tamariki / Leadership / Personnel
Quality Teaching & Leadership - Obj 3.**

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, our Governance Framework (policy documentation) 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). This cultural awareness and action extends to other ethnicities, currently including Pacifica, Hispanic and Filipino.

Our valued association with Ngāti Tahu - Ngāti Whaoa 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 1 2024, the Ngāti Tahu - Ngāti Whaoa Runanga and our Kahui Ako will engage a dedicated Education Development Lead prioritising attendance, engagement and transitioning to / from schools / kura within the Ngāti Tahu - Ngāti Whaoa rohe. Marae within the rohe include Ohaki-Tahu Matua, Waimahana-Rahurahu, Te Toke-Te Rama and Mataarae.

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 - Term 1
- Workshops - Seesaw & NZ Curriculum - Mathematics 2024 - Term 1
- Transitioning NE/new parents/whānau hui - Term 1
- Whānau phone calls termly by all classroom teachers

School Events - Annual:

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

Consultation:

- Whānau hui (annual)



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 approaches that have been trialled and successfully implemented, that will raise achievement outcomes and accelerate progress, especially for the underachieving.

Hauora - Well-being

Hauora is a concept of health and wellbeing. It speaks to the different physical and emotional elements of an individual, such as those encompassed by the Māori wellbeing model Te Whare Tapa Whā. A 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. From 2024, our Kahui Ako will work alongside Waiariki Mana Ake; a wellbeing service targeting challenges at the earliest stages. (Refer to the 'Waiariki Mana Ake - Journey to Wellness' doc. presented to the Kahui Ako Term 4 2023)

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*

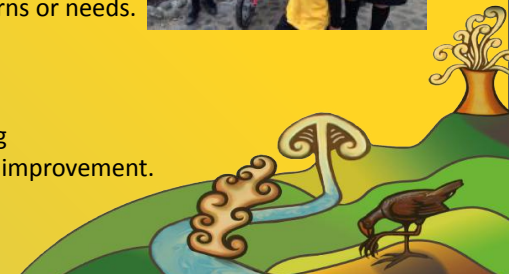


All staff work closely with whānau to ensure that the well-being of all members of our community is prioritised. Tamariki are surveyed through an annual Kahui Ako Wellbeing Survey which inform the teaching staff and Board of Trustees of school-wide concerns or needs.

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 the teaching of Reading, Writing and Mathematics, integration of the Digital Technologies | Hangarau Matihiko Curriculum and the Aotearoa NZ Histories 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. We are extremely well-resourced with newly purchased robotics technology and coding capabilities. Other specialised areas of learning include kapa haka (performing arts), creative dance (performing arts), art classes (visual arts) and Science (Year 5 & 6). The Arts, both visual and performing with movement and dance, nurture creativity and another speciality of Broadlands School.

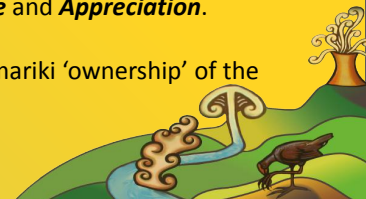
The development of Oral Language is a priority at all levels. Our fourth-year commitment to storytelling through Storyways Literacy and the development of our own school-wide curriculum from 2020, including our own local stories, will support this tremendously. The RTLB-supported Teacher Oral Language Programme (TOLD) for Year 1 & 2 and 6 BRICKS are both Oral Language initiatives we also engage in. From 2024, our Year 1, 2 and 3 classes will be involved in the implementation of a Structured Literacy programme. In 2024, the Perceptual Motor Programme (PMP) will be re-introduced weekly for the Year 2 cohort.

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 genuine hauora/well-being support at all levels where a positive and nurturing student - teacher relationships are 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 naturally integrated 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 2024, our professional learning, curriculum and priority interventions include:

- Structured Literacy implementation from Term 2024 (TOD), then from Term 2, facilitated by Kirsty Tatare (working under Liz Kane Literacy)
- StoryWays Literacy storytelling which focuses on performing arts, writing, oral language and creativity.
- 6 BRICKS - a 'hands-on'/tactile tool for learning
- A 'back to the basics' priority on the teaching and learning in Reading and Writing school-wide
- Teacher Oral Language Development (TOLD) - Years 1 & 2
- Perceptual Motor Programme (PMP) - Year 2
- 'Keeping Ourselves Safe' - a child abuse protection programme facilitated by the NZ Police - Years 1-6

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, but particularly, our priority learners. 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, Health & PE Lead Teacher and the Kahui Ako 'Within School Teacher' (WST). The Principal will co-lead curriculum development school-wide with the Deputy Principal.

As above, 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 Kahui Ako Learning Supporting Coordinators (LSC's).

Cycle of Monitoring and Self-Review

Under Governance, the Board of Trustees regularly monitors and reviews all aspects of Broadlands School's operation, including all aspects of compliance, curriculum, health & safety, finance, property and policy review with its Governance Framework (policy document).



**Annual Implementation Plan 3
2024**

<p align="center"><u>Actions</u> Regulation 9(1)(b)</p>	<p align="center"><u>Who is responsible?</u> Regulation 9(1)(c)</p>	<p align="center"><u>Resources required?</u> Regulation 9(1)(c)</p>	<p align="center"><u>Time-frame</u></p>	<p align="center"><u>How will we measure success?</u> Regulation 9(1)(d)</p>
<p>Refer Slides 14-21 for the Strategic Goals / Objectives and Strategic Priorities</p>	<ul style="list-style-type: none"> *Board of Trustees *Principal *SMT *Classroom teachers 	<ul style="list-style-type: none"> *Structured Literacy resources *SL personnel *Curriculum Lead Teachers in facilitation 	<p align="center">2024 -2025</p>	<p align="center">Refer 'Assessment and Reporting Overview 2024'</p>



Strategic Plan - Overview 1

2024 - 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). Continue to review reporting method/format (more formal) in response to community feedback from Term 4 2023.
- *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 Curriculum | Hangarau Matihiko implementation into 2021
 - *StoryWays Literacy - Embedding the Broadlands School storytelling curriculum including local stories - Non-fiction 2024
 - *Structured Literacy implementation 2024
- *Ngāti Tahu - *Ngāti Whaoa - Kahui Ako Kaitiaki Matauranga Education Development Lead - targeted support to our kura to engage tamariki 2024
- *Ngāti Tahu - *Ngāti Whaoa - Kahui Ako collaboration through a Te Reo educator to address Te Reo, tikanga Maori and Ngāti Tahu - Ngāti Whaoa matauranga alongside teachers
 - *Participating and Contributing Award

School Organisation & Structures

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

Documentation, Reporting & Self-Review

- *Principal Professional Growth Cycle (PGC) - BOT compliance function
- *Governance Framework (Governance and Operational policies review/Triennial Plan 2024)
- *Professional Learning & Development (Implementing/consolidating/other)
- *Teaching Council of Aotearoa NZ - PGC / Our Code, Our Standards/Attestation procedures
 - *Job Descriptions/Appraisal procedures
 - *Curriculum reporting to the BOT (Triennial Plan 2024)
- *Structured and responsive reporting procedures including Seesaw reporting and Learner Conferences
- *Board of Trustees - community consultation incl. 'Health & Wellbeing - Community Consultation' from Term 4 2023
- *ERO School Profile Report August 2022 *ERO School Improvement Framework 2023 * ERO Board Assurance Statement (BAS) 2024
- *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 - The Refresh NZC in conjunction with NELP's.

Employer Responsibilities - Personnel

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



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) / Cultural Leaders
- Heads of Houses (8)
- Sports Leaders (2)
- Head Librarian (1)
- Jump Jam - Kidz Aerobix Leader (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 reliably 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**



Strategic Plan - Overview 2

2024 - 2025

Property

- *5YA/10YPP 2023 - 2028. Priorities as determined by MOE - condition assessments / priorities
 - *Nga iti Kahurangi - small & rural schools' programme 2023 - 2024 / Torque IP - Completed Term 1 2024
 - *Block D - MOE building assessment - weathertightness remediation report, Nov. 2023. Additional cyclical maintenance requirements at the Board's expense 2024. Due for remediation 5YA 2027/28.
 - *MOE 5YA distribution board upgrade - Blocks A & C Term 1 2024
 - *MOE re-roof/gutters on Block C - Term 2 2024
 - *MOE schoolhouse disposal - proceeding
- (Proceeds may include solar, covered courtyards, decks (indoor/outdoor flow), Rooms 4 & 5 exterior learning space modernisation)
- *Argest BWO compliance (monthly/annually)
 - *Wormald audit (annual)

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)
- *Waiariki Mana Ake - Journey to Wellness initiative 2024 - service model targeting tamariki with low levels of learning & behavioural challenges
- ***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
 - *Partnership with Health Reporoa (pubertal change/healthy lunches/sunsmart) * 'Hector's World' cyber safety modules for students, Term 2 2024
 - ***O7.1** EOTC Policy - 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 'Health & Wellbeing - Community Consultation ' survey Term 4 2023. Outcome actions
 - *'Keeping Ourselves Safe'a child abuse protection programme facilitated by the NZ Police - Years 1-6

Finance

- *MOE Operations Grant & 5YA/10YPP funding priorities
 - *Fiscally responsible Governance
 - *Maximising MOE Resourcing Staffing Entitlement
- *Proactive grant applications - priority areas as determined annually by the BOT
- *BOT's ongoing priority to responsibly use available funds for the benefit of both current and future generations





Strategic Plan - Overview 3

2024 - 2025

Reflecting Aotearoa New Zealand's Cultural Diversity - Giving effect to Te Tiriti o Waitangi - Regulation 9(1)(g)

- * 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 the Ngāti Tahu - Ngāti Whaea Runanga Education Strategy (updated 2023)
- *Whanau engagement -Wānanga / Whanaungatanga, culturally responsive practices - Manaakitanga and Localised curriculum - Tangata whenuatanga
- *Participation in Kapa Haka (weekly) and the Reporoa Cluster Cultural Festival (annual)
 - *Practices reflect 'Tataiako - Cultural Competencies for Teachers of Māori Learners'
- *Effectively implement the Aotearoa NZ Histories Curriculum (with MOE locally-funded PLD)



Community Connections

- *Consultation - 'Health & Wellbeing - Community Consultation' survey Term 4 2023
 - *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 3)
- *Participation in Reporoa Valley Cluster sporting and academic events (whole school and 'elite') and local competitions, including Cluster events.
 - *Whānau phone calls/logs (Terms 1-4)
- *Ngāti Tahu - Ngāti Whaea - Kahui Ako Kaitiaki Matauranga Education Devpt.. Lead
 - *Waiariki Mana Ake
- *Developing the role and profile of Seesaw (learning sharing tool) and Facebook
 - *New whānau/NE hui (Term 1) *Maths whānau hui (Term 1)
- *Specialised programmes in performing arts / creative dance, piano & visual art




**Strategic Goals / Objectives - Implementation Plan 1 - Regulation 9(1)(a)
2024 - 2025**

<p align="center">Strategic Goals / Objectives 9(1)(b)</p>	<p align="center">Strategic Priorities - What will we expect to see? 9(1)(b)</p>	<p align="center">Input/Actions - How will we achieve or make progress towards our Strategic Goals?</p>	<p align="center">Output - How will we measure success?</p>
<p align="center">1. Our Community & Partnerships - Learners with their whānau are at the centre of education (NELP Obj. 1)</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></p> <p align="center">('Educational Leadership Capabilities Framework'/ELCF, 2018)</p>	<p align="center">1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p 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>*Implement any BOT Health Curriculum survey changes from Term 4 2023. Survey content to be carefully framed as per level/audience. (Refer also Kahui Ako Wellbeing Survey 2022).</p> <p align="center">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 align="center">*3 R's/Virtues</p>	

**Strategic Goals / Objectives - Implementation Plan 2 - Regulation 9(1)(a)
2024 - 2025**

Strategic Goals / Objectives 9(1)(b)	Strategic Priorities - What will we expect to see? 9(1)(b)	Input/Actions - How will we achieve or make progress towards our Strategic Goals?	Output - How will we measure success?
	<p align="center">2. 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 align="center">(NELP Priorities 1 & 2)</p>	<p align="center">2. Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations *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, Seesaw hui (Term 1) Maths hui (Term 1) Bulletin (weekly), invitations to school/cluster events *Personal invitations to Learner Conferences Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations *Through sound assessment practices (as per 'Assessment & Reporting Overview 2024', implement quality teaching and learning / learner-focussed evaluations, programmes, including individualised learning support, to meet the needs of all ākonga. *Refer ERO Monitoring and Evaluating Progress' doc Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori *Through Kahui Ako, engage with the Strategic Plan and Achievement Challenges 2022+ including the MOE Attendance and Engagement initiative from 2024 Collaborate with Māori communities to invest in, develop and deliver Māorimedium learning *Engage with Ngati Tahu - Ngati Whaea / Education *Include local stories with the localised curriculum/ Aotearoa NZH/StoryWays Literacy</p>	


**Strategic Goals / Objectives - Implementation Plan 3 - Regulation 9(1)(a)
2024 - 2025**

Strategic Goals / Objectives 9(1)(b)	Strategic Priorities - What will we expect to see? 9(1)(b)	Input/Actions - How will we achieve or make progress towards our Strategic Goals?	Output - How will we measure success?
<p align="center">2. Our Tamariki - Pathway to Achievement - Barrier Free Access - Great education opportunities and outcomes are within reach of every learner (NELP Obj. 2)</p> <p align="center"><i>Kia arotahia ngā hua ākonga uara nui - 'Focus on valued student outcome'</i> (BES, 2012)</p>	<p align="center">3. Reduce barriers to education for all, including Māori, and Pacifica learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p align="center">3. Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga 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/ 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 Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga 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 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>	

**Strategic Goals / Objectives - Implementation Plan 4 - Regulation 9(1)(a)
2024 - 2025**

<p align="center">Strategic Goals / Objectives 9(1)(b)</p>	<p align="center">Strategic Priorities - What will we expect to see? 9(1)(b)</p>	<p align="center">Input/Actions - How will we achieve or make progress towards our Strategic Goals?</p>	<p align="center">Output - How will we measure success?</p>
	<p align="center">4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy & numeracy</p> <p align="center">(NELP Priorities 3 & 4)</p>	<p>*Providing school-wide, barrier-free access to extra-curricular activities such as digital technologies, visual art, kapa haka tutoring and creative dance (performing arts).</p> <p align="center">4.</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>*Ensure curriculum diversity in teaching and learning programme delivery embodies equity and wellbeing at its core</p> <p>Identify learners/ākonga 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>*Implement 'Assessment and Reporting Overview 2024</p> <p>*Implement Reading, Writing and Mathematic Curriculum and Achievement Plans (CaAP) 2024</p> <p>*Engage with RTLB, BLENNZ, MOE support staff and teacher aides to plan for and regularly review teaching approaches/strategies for effectiveness</p>	

**Strategic Goals / Objectives - Implementation Plan 5 - Regulation 9(1)(a)
2024 - 2025**

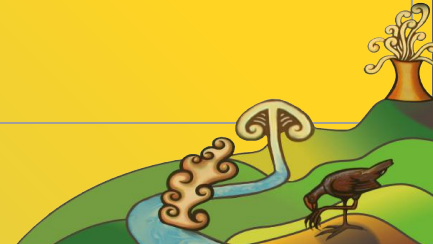
<p align="center">Strategic Goals / Objectives 9(1)(b)</p>	<p align="center">Strategic Priorities - What will we expect to see? 9(1)(b)</p>	<p align="center">Input/Actions - How will we achieve or make progress towards our Strategic Goals?</p>	<p align="center">Output - How will we measure success?</p>
<p align="center">3.</p> <p 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 align="center"><i>He kaimahi (the worker) - 'Leaders lead by doing!'</i> (ELCF, 2018)</p>	<p align="center">5.</p> <p align="center">Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning</p>	<p align="center">5.</p> <p align="center">Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>*Fully engage Kahui Ako / Ngati Tahu-Ngati Whaoa Te Reo tutor 2024</p> <p>*Fully engage Kahui Ako / Ngati Tahu-Ngati Whaoa Kaiako Education Lead - Attendance & Engagement</p> <p 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> <p>*Allocate/re-establish staff leadership responsibilities including Units (DP/Health & PE/Literacy/Mathematics/SENCo/ICT-DT</p> <p>*Allocate/establish tamariki leadership responsibilities including Heads of School, Kaea, Heads of Houses, Head Librarian, Sports Leaders and Monitors</p> <p>*Implement Aotearoa NZ Histories Curriculum fac *Embed in StoryWays Literacy/storytelling facilitation, particularly around local stories 2024</p> <p 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> <p>*Incorporate daily te reo Māori and tikanga Māori including daily karakia, basic instructions etc, kapa</p>	

**Strategic Goals / Objectives - Implementation Plan 6 - Regulation 9(1)(a)
2024 - 2025**

<p align="center">Strategic Goals / Objectives 9(1)(b)</p>	<p align="center">Strategic Priorities - What will we expect to see? 9(1)(b)</p>	<p align="center">Input/Actions - How will we achieve or make progress towards our Strategic Goals?</p>	<p align="center">Output - How will we measure success?</p>
	<p align="center">6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p align="center">(NELP Priorities 5 & 6)</p>	<p align="center">6. 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 align="center">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 2024', 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</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 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> 

**Strategic Goals / Objectives - Implementation Plan 7 Regulation 9(1)(a)
2024 - 2025**

<p align="center">Strategic Goals / Objectives 9(1)(b)</p>	<p align="center">Strategic Priorities - What will we expect to see? 9(1)(b)</p>	<p align="center">Input/Actions - How will we achieve or make progress towards our Strategic Goals?</p>	<p align="center">Output - How will we measure success?</p>
<p 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 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) *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) *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 *Promote the above by all staff personnel *Through the SLT, provide the opportunity to engage in PL & D (Refer to 5.) *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 *Year 5/6 camp *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) 	



**Strategic Goals / Objectives - Implementation Plan 8 - Regulation 9(1)(a)
2024 - 2025**

<p align="center">Strategic Goals / Objectives 9(1)(b)</p>	<p align="center">Strategic Priorities - What will we expect to see? 9(1)(b)</p>	<p align="center">Input/Actions - How will we achieve or make progress towards our Strategic Goals?</p>	<p align="center">Output - How will we measure success?</p>
<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) *‘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) 	

Where are we at? Baseline Data - Regulation 9(1)(e)
(From Term 4 2023 informing Term 1 2024)

Cohorts	Reading	Writing	Mathematics
Whole School	Schoolwide Baseline Data		
Males			25% (13/53) of male students are achieving below expectation in Mathematics.
Females			40% (19/47) of female students are achieving below expectation in Mathematics.
Māori Male		46% (6/13) Māori male students are achieving below or well below expectations in Writing.	30% (5/17) Māori male students are achieving below expectation in Mathematics.
Māori Females		81% (9/11) Māori female students are achieving below or well below expectation in Writing.	71% (10/14) Māori female students are achieving below expectation in Mathematics.
Year 4		29% (5/17) Year 4 students are achieving below or well below expectations in Writing.	38% (6/16) Year 4 students are achieving below expectation in Mathematics.
Year 3	50% (8/16) Year 3 students are achieving below or well below expectations in Reading.		35% (7/20) Year 3 students are achieving below expectation in Mathematics.
Year 2	70% (7/13) Year 2 students are achieving below or well below expectations in Reading.		

Annual Implementation Plan - Achievement Targets - Regulation 9(1)(a)
(From Term 4 2023 to Term 1 2024)

Cohorts	Reading	Writing	Mathematics
Males			To demonstrate accelerated progress towards achieving at expectation for the 13/53 (25%) male students achieving below expectation in Mathematics at the end of 2024.
Females			To demonstrate accelerated progress towards achieving at expectation for the 19/47 (40%) female students achieving below expectation in Mathematics at the end of 2024.
Māori Males		To demonstrate accelerated progress towards achieving at expectation for the (6/13) 46% Māori male students achieving below expectation in Writing at the end of 2024.	To demonstrate accelerated progress towards achieving at expectation for the 5/17 (30%) Māori male students achieving below expectation in Mathematics at the end of 2024.
Māori Females		To demonstrate accelerated progress towards achieving at expectation for the (9/11) 82% Māori female students achieving below expectation in Writing at the end of 2024.	To demonstrate accelerated progress towards achieving at expectation for the 10/14 (71%) Māori female students achieving below expectation in Mathematics at the end of 2024.

Annual Implementation Plan - Achievement Targets - Regulation 9(1)(a)
(From Term 4 2023 to Term 1 2024)

Cohorts	Reading	Writing	Mathematics
Year 4		To demonstrate accelerated progress towards achieving at expectation for the 5/17 (29%) Year 4 students achieving below expectation in Writing at the end of 2024.	To demonstrate accelerated progress towards achieving at expectation for the 6/16 (38%) Year 4 students achieving below expectation in Mathematics at the end of 2024.
Year 3	To demonstrate accelerated progress towards achieving at expectation for the 8/16 (50%) Year 3 students achieving below expectation in Reading at the end of 2024.		To demonstrate accelerated progress towards achieving at expectation for the 7/20 (35%) Year 3 students achieving below expectation in Mathematics at the end of 2024.
Year 2	To demonstrate accelerated progress towards achieving at expectation for the 7/20 (35%) Year 2 students achieving below expectation in Reading at the end of 2024.	To demonstrate accelerated progress towards achieving at expectation for the 6/20 (30%) Year 2 students achieving below expectation in Writing at the end of 2024.	