

BROADLANDS SCHOOL



MISSION STATEMENT

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

‘Land of the Learner’

ACHIEVEMENT TARGETS 2020

Reading

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

Writing

To increase the percentage of Māori girls achieving At or Above expectations from 73% to 80%.

To increase the percentage of Māori boys achieving At or Above expectations from 81% to 85%.

Mathematics

To decrease Year 4 students achieving Below expectations from 35% to 20%.

To decrease Māori girls achieving Below expectations from 36% to 20%.

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 2020

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Our Community & Partnerships

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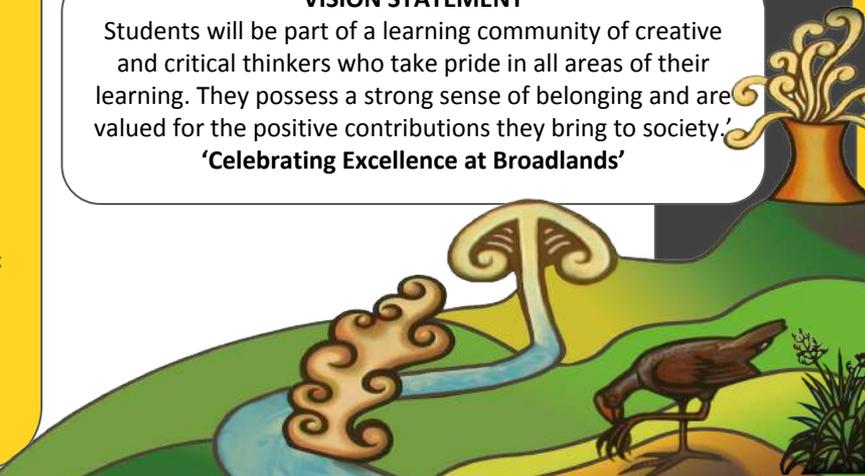
Our Tamariki - Pathway for Achievement

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1. Our Community & Partnerships

Historical

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

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

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

Geographical Location

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



Governance

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

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



Inclusiveness

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

Partnerships

Broadlands School is committed to developing strategies that will build and sustain high trust relationships and genuine learning partnerships with whānau ultimately to improve achievement outcomes for all our tamariki. Reference will be made to MoE's 'Leading Local Curriculum' 2019.

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

Cultural Responsiveness

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

Our valued association with Ngāti Tahu - Ngāti Whaea nurtures parent/whānau relationships and provides our tamariki with opportunities to embrace tikanga Māori and Te Reo Māori through Kapa Haka and our Cultural Festival alongside its natural and sensitive integration through karakia, waiata, mihi and pepeha. From Term 4 2019 in to 2020, a Te Reo /Tikanga Māori tutor will be engaged by the Board of Trustees one day per week to teach at all levels. We respect and understand the principles and moral intent of Te Tiriti o Waitangi.

Communication and Formal Reporting

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

Communication and Reporting - Technology-driven:

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

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

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

School Events - Annual:

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

Consultation:

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



2. Our Tamariki - Leadership

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

These include:

- Heads of School (2)
- Kaea - Junior (2) & Senior (2)
- Heads of Houses (8)
- Sports Leader
- Head Librarian
- Monitors (extensive)



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

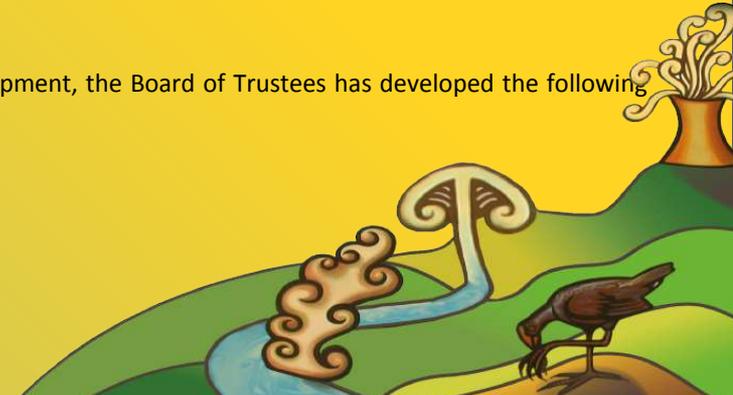
Broadlands School expects that desirable behaviours are role-modelled by all school leaders with positions of responsibility along with teaching and support staff. Although our 20 school virtues provide the framework for expectations, the following three virtues have been identified through community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

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

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

[Governance Policy Framework](#)

Refer to **Behaviour Management Policy O12**



3. Our Tamariki - Pathway to Achievement



Learning Partnerships

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

Well-being

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

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

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

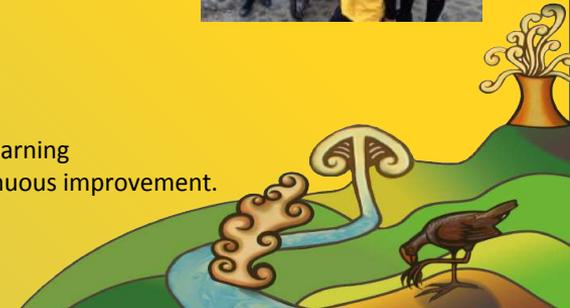


All staff work closely with whānau to ensure that the well-being of all members of our community is prioritised.

Transitioning

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

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



4. Our Curriculum

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

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

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

The intensive development of Oral Language is a priority at all levels. Our second-year commitment to storytelling through Storyways Literacy and the development of our own school-wide curriculum in 2020, including our own local stories, will support this tremendously.

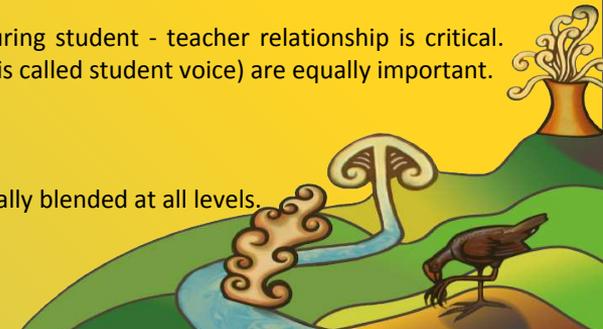
Our learning environment, including the complete modernisation of Block A in 2020, is both future-focused and student-centred within a meaningful learning context, at all times, ensuring that learning is differentiated to equitably meet specific learning difficulties, agreed goals, learning styles, interests,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

Our 20 Virtues, including the **3 R's** of **Respect**, **Responsibility** and **Resilience**, provides a sense of moral purpose and well-being which aims to seamlessly blend into our curriculum, all areas of school-life and beyond Broadlands School's gates. Two current and additional priority virtues are **Initiative** and **Appreciation**.

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

The pursuit of excellence school-wide is strongly encouraged.

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



5. Our Personnel - Learning, Leadership & Review

Personnel

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

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

Learning

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

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

Just as the educational landscape evolves, so do professional learning priorities which are very much focussed on the learning needs and achievement of our tamariki. Our inclusion within the 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 2020, our professional learning priorities will include:

- StoryWays Literacy (storytelling which focuses on literacy, oral language and creativity)
- Accelerated Learning in Literacy/ALL (Kahui Ako o Reporoa/MoE/PfS)
- Accelerated Learning in Mathematics/ALiM (University of Waikato/MoE/PfS)
- MOE Centrally-funded PL & D in Mathematics (facilitated by University of Waikato - 60 hours 2020)
- MOE Centrally-funded PL & D in Senior Leadership (facilitated by Learning Architects - 30 hours 2020)
- Specialist tutor in Te Reo & Tikanga Māori - staff and tamariki (0.2 FTTE/one day weekly from Term 2, 2020)
- Student Peer Coaching (facilitated by Kahui Ako o Reporoa)
- Block A flexible learning space development - teaching and learning/pedagogical practice - the Why? What? How?
- 'Healthy Active Learning' (HAL) initiative 2020-2022 - A Sport BOP, Sport NZ, Ministry of Health & Ministry of Education initiative
- Digital Technologies Curriculum (First year of full implementation)



Leadership

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

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

As part of our involvement in the Kāhui Ako o Reporoa Community of Learning, we will have a 'Within School' (WS) teacher who will support the Community of Learning 'Across School' teacher with the facilitation of Peer Coaching from Years 3-6. From 2020, our SENCo will be liaising closely with the two newly appointed Learning Supporting Coordinators (LSC's).

Cycle of Review

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

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

In 2020, the curriculum review will include:

- Mathematics - Accelerated Learning in Mathematics (ALiM) school-wide (facilitated by Mathematics Lead Teacher)
- Mathematics - MOE Centrally-funded PLD (facilitated by University of Waikato)
- StoryWays Literacy - curriculum development including local stories (facilitated by StoryWays Literacy)
- Seesaw as an engagement and sharing of learning tool including reporting in all learning areas with clear links to the Key Competencies and our Virtues

There will be an additional priority focus on:

- Digital Technologies | Hangrau Matihiko implementation from 2020
- 'Healthy Active Learning' (HAL) from 2020 - A Sport BOP, Sport NZ, Ministry of Health & Ministry of Education initiative
- 'Keeping Ourselves Safe' - NZ Police (Term 3)
- EnviroSchools - Local Curriculum Design
- Cultural responsiveness including Te Reo and Tikanga Māori tutor
- Whānau engagement in the learning journey



Strategic Plan - Overview 2020 - 2022

Curriculum - Student Learning & Engagement

- *Seesaw development (including whānau engagement in, NZC coverage, Level reporting, quality of teacher reporting, student voice, learner agency, Key Competencies & 3 R's/Virtues). Building staff and community readiness for real-time reporting 2021 in conjunction with the shift from current formal reporting procedures..
- *Proactive and responsive communication including Seesaw, Facebook, SchoolApp, website, weekly e-Newsletter ('Broadlands Bulletin') and student-lead assemblies (weekly)
- *Te Reo & Tikanga Māori - Culturally responsive pedagogy & inclusion of local stories (including Ngati-Tahu-Ngati Whaoa Runanga Trust/iwi consultation)
 - *Digital Technologies | Hangraui Matihiko implementation 2020
- *StoryWays Literacy - Developing a Broadlands School storytelling curriculum including local stories (Broadlands School initiative)
 - *Student Peer Coaching (Kāhui Ako o Reporoa/TLIF)
- *Block A/Flexible Learning Space (FLS). Developing a shared understanding of the pedagogy/rationale. The Why? What? How?

School Organisation & Structures

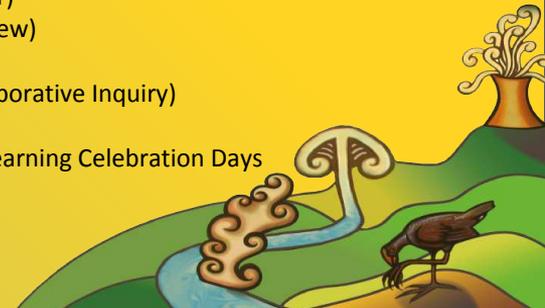
- *Senior Leadership Team/SLT of Principal and DP's (2)
- *Leadership through Unit allocation (6)
- *Kāhui Ako o Reporoa/Col 'Within School', 'Across School' and LSC roles collaboration

Documentation, Reporting & Self-Review

- *Principal Performance Appraisal 2020 - RK Consulting
- *DP/SLT Performance Appraisal/review 2019/2020 - Learning Architects Ltd
- *Governance Framework (Policies/policy review/Triennial Plan)
- *Professional Learning & Development 2020 (Implementing/consolidating/other)
- *Education Council - Our Code, Our Standards/Attestation procedures (under review)
 - *Job Descriptions/Appraisal procedures
- *Professional Partners - reflective practices/reflective questioning techniques (applied to Collaborative Inquiry)
 - *Teaching as Inquiry - collaborative structure (reviewed for 2020)
- *Structured and responsive reporting procedures including formal reports, Learner Conferences and Learning Celebration Days
 - *Board of Trustees - Community survey Term 2 2020 - RK Consulting

Employer Responsibilities - Personnel

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



Strategic Plan - Overview 2020 - 2022

Property

*5YA/10YPP 2018-2022

- *Block A redevelopment/Flexible Learning Space 5YA/Stage One - MOE/WSP OPUS 2019/2020
- *Boys' toilet/ancillary building demolition including septic tank/plumbing development
- *Junior playground development 2020 (Fonterra Grassroots & PTA-funded project)
 - * Bikes and bike trail development 2020 (NZCT & PTA-funded project)
 - *Carpark(s) re-seal
 - *Argest BWOFF compliance (monthly/annually)
 - *Wormald audit (annual)
 - *Proactive grounds maintenance and enhancement
- *Cloud Solution telecommunications installation (HelpIT)

Health & Safety

- *Evacuation procedures - fire, earthquake, Lockdown Levels 1 & 2 (one/term)
 - *Electrical appliance testing - B-SAFE (annually)
 - *Grounds audit (bi-annual)
 - *Hazard identification (staff/as and when)
 - ***G10** Well-being Policy - Staff (Review/Triennial Plan)
 - ***G9** Well-being Policy - Students (Review/Triennial Plan)
- *Healthy Active Learning (well-being component) Ministry of Health, Sport NZ & Ministry of Education initiative
- *Curriculum initiatives (Life Education, 'Keeping Ourselves Safe', sun safe practices, pubertal change talk etc)
 - *Established internal/external/EOTC risk management protocols
 - *Board of Trustee survey - partial focus on well-being

Finance

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





Strategic Plan - Overview 2020 - 2022

Reflecting Aotearoa New Zealand's Cultural Diversity

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



Partnerships with the Community

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



Annual Plan 2020

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;">1. Our Community & Partnerships</p> <p>Enable relationships for learning by providing an inclusive, equitable and culturally responsive school culture which builds genuine learning and high trust partnerships with whānau in order to improve learning outcomes for all tamariki. Effective communication is a priority.</p> <p><i>He kaitiaki (the guardian) - ‘Leaders protect & nurture a caring environment where people and ideas are valued, health, safety and well-being are enhanced and relationships are strong’</i> (ELCF, 2018)</p>	<ul style="list-style-type: none"> *Enrich learning opportunities for our tamariki by fostering learning-focused relationships within school, community and iwi * Build the profile of Seesaw as a learning sharing, real-time reporting and partnership tool <ul style="list-style-type: none"> *Regular information sharing events/learning activities * Regular whānau surveys/consultation feedback and feed forward * Build a culture that values learning and learning partnerships beyond those that are solely sporting in nature. (such as Reading, Writing, Mathematics, school-wide inquiries & Te Reo & Tikanga Māori) <ul style="list-style-type: none"> * Effective, highly informative and multi-purpose communication strategies *Develop a shared understanding of being culturally responsive including BOT, staff and whānau <ul style="list-style-type: none"> *Develop a shared understanding of student voice and Learner agency *Build an understanding of the moral value of our Virtues-based culture and the 3 R’s. *Genuinely promote Māori mana, Te Reo and Tikanga Māori across the school community <ul style="list-style-type: none"> *Kāhui Ako o Reporoa 	<ul style="list-style-type: none"> *Ensure all whānau are connected to Seesaw. Those who are not personally contacted to offer support including phone calls and invitations to come in for 1:1/small group support <ul style="list-style-type: none"> *Increase awareness and profile of real-time reporting strategies such as set Seesaw Learning Area reporting deadlines established for 2020. *Use Seesaw responsiveness as evidence of the impact of culturally responsive practices such as Te Reo and Tikanga Māori sharing *Regularly and honestly share formative and summative assessment data and engage whānau in developing or supporting strategies in order to raise and/or accelerate underachievement *Termly whānau, tamariki and staff collaboration and consultation for Charter and strategic initiatives at events such as Triathlon/Duathlon, ‘Meet the Teacher’ & Learner Conferences (such as ‘Healthy Active Learning’/HAL. <ul style="list-style-type: none"> * Classroom teachers to ‘drive’ the passion/excitement of learning through the tamariki to whānau, including Seesaw as a significant learning sharing tool for real-time reporting *Classroom teachers to build a culture of real-time quality student voice and learner agency *Develop and genuinely act upon a shared understanding of cultural responsiveness *Through Roll Return 1.3.20, apply for MOE level 4b Te Reo and Tikanga Māori funding <ul style="list-style-type: none"> *Engage Ngāti Tahu-Ngāti Whaoa in the inclusion local stories for storytelling curriculum 	

**Annual Plan
2020**

Strategic Aims	Strategic Initiatives	Input/Action	Output
		<ul style="list-style-type: none"> *Additionally through the Kāhui Ako o Reporoa, engage Te Reo and Tikanga Māori tutor 0.2 FTTE 2020 (subject to successful MOE audit) * Active school involvement in Kapa Haka, Cultural Festival, pepeha, karakia, waiata including the engagement of whānau *Ensure all staff have shared understanding of, and make explicit, Tātaiako competencies *Involvement in the Kāhui Ako o Reporoa CoL and initiatives including ALL and the 'Achievement Challenge' priorities *Review and ensure clarity of our school-wide communication strategies with all stakeholders including newsletter (weekly), Facebook, School Apps, website, Seesaw, email, and face-to-face ^BOT to conduct online and hard-copy survey. Focus on well-being, school culture and leadership 	

Annual Plan 2020

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;">2. Our Tamariki - Leadership</p> <p>To provide all tamariki with the opportunities to build and sustain leadership capabilities.</p> <p style="text-align: center;"><i>He kaimahi (the worker) - 'Leaders lead by doing!'</i> (ELCF, 2018)</p>	<ul style="list-style-type: none"> *Allocating the roles of Heads of School, Heads of Houses, Kaea & Monitors *Build student leadership capacity and capability over successive years from Year 1 on 	<ul style="list-style-type: none"> *Provide staff leadership/role modelling with fortnightly meetings with student leaders *Ongoing promotion of the 3 R's (all 20 Virtues) as the leaders' guides *Actively support student leaders in their roles as Monitors. Enhance leadership of Head Librarian and Sports Leader with new badges. *Provide four Year 6 leaders (Heads of School/Heads of Houses/Kaea) with the opportunity to attend Hillary Outdoors (five days) with other cluster schools (2-4 students) *Provide 12+ Year 5/6 leaders with the annual opportunity to attend the Taupo Leadership Day 	
<p style="text-align: center;">3. Our Tamariki - Pathway to Achievement</p> <p>To provide all tamariki and whānau with an identifiable and coherent learning pathway which optimises learning opportunities and prioritises achievement outcomes supported through a culture of continual improvement.</p> <p style="text-align: center;"><i>Kia arotahia ngā hua ākongā uara nui - 'Focus on valued student outcome'</i> (BES, 2012)</p>	<ul style="list-style-type: none"> *Learning for ākongā should continue over year levels and across settings *Provide rich 'owned' opportunities for learning that are challenging and rigorous *Increase breadth, depth and complexity of experiences for ākongā along the learning pathway *LSC's and SENCo collaborative roles *Reciprocated information sharing through the to-be-established Learning Support Register *Openly share information *Where identified, minimise/eliminate barriers to learning 	<ul style="list-style-type: none"> *With the support of our Kāhui Ako o Reporoa LSC's, provide an identifiable and supportive learning pathway when transitioning from ECE, Years' 1-6 and Year 7+ *Principal/classroom teachers regularly share information with priority to real-time reporting on Seesaw *Provide whānau with the opportunity to participate/engage in real-time learning opportunities *Contribute to the Broadlands community 	

Annual Plan 2020

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p style="text-align: center;">4. Our Curriculum</p> <p>To provide a creative, innovative yet well-balanced learning environment which is responsive to the learning needs of all tamariki. The achievement of excellence through our Virtues-based culture is strongly encouraged.</p> <p style="text-align: center;"><i>Me aro ki te hā o te ākonga - Be responsive to all students' learning, identities and well-being'</i> (BES, 2012)</p>	<ul style="list-style-type: none"> *Well-being school-wide discussed in staff meetings weekly *3 R's/Virtues/morality *Key Competencies (NZC) <ul style="list-style-type: none"> *Seesaw *STEAM *Digital Technologies Curriculum <ul style="list-style-type: none"> *Peer coaching *Storytelling Schools/StoryWays Literacy school curriculum 2020 <ul style="list-style-type: none"> *Block A modernisation *Build student voice and learner agency capability through real-time reporting <ul style="list-style-type: none"> *PL & D *Curriculum review (ongoing) <ul style="list-style-type: none"> *Use 'rich' and analysed assessment data to determine learning needs and inform teaching practice 	<ul style="list-style-type: none"> *Foster a sense of well-being school-wide with a strong focus on the 3 R's, Virtues and the Key Competencies <ul style="list-style-type: none"> *Promote the above by all staff personnel *Through the SLT, provide the opportunity to engage in PL & D (Refer to 5.) <ul style="list-style-type: none"> *Prioritise shared/partnership goal setting *Engage Block A classroom teachers in discussions on rational, pedagogy and teaching practice. The Why? What? How? *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 	



Annual Plan 2020

Strategic Aims	Strategic Initiatives	Input/Action	Output
<p>5. Our Personnel - Learning, Leadership & Review</p> <p>To provide a supportive and collaborative culture of professional learning and well-being that strongly supports a cycle of self and leadership-driven review.</p> <p><i>He kaiako (the teacher and the learner)- ‘Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice’</i> (ELCF, 2018)</p>	<ul style="list-style-type: none"> *Principal Appraisal-RK Consulting *Strengthen collaborative inquiry/‘Teaching as Inquiry’ *Our Code, Our Standards *Professional Partners *Relevant PL & D including: <ul style="list-style-type: none"> *StoryWays Literacy ALiM CF PLD Maths (60 hours) ALL *Seesaw (internal) *Digital Technologies Curriculum <ul style="list-style-type: none"> *Peer coaching *CF PLD SLT leadership (30 hours) *Promote Teacher Agency that fosters within each staff member the power to act; for teachers to feel like they are in control and autonomous (not overly prescribed to) 	<ul style="list-style-type: none"> *BOT to engage RK Consulting to facilitate Principal Appraisal *Principal to engage Learning Architects to facilitate DP’s appraisal and build capability (Centrally-funded PL D) *Maintain task-oriented Job Descriptions for all key personnel including DP’s, Unit holders (SENCo/ICT & Digital Technologies/H & PE/Maths/Literacy), Teacher Aides and administration *Priority to leadership in Mathematics (ALiM), Literacy (ALL), DT Curriculum and Health & PE *Collaborative ‘Teaching as Inquiry’ model focus in 2020. 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 *Further embed ‘Professional Partners’ and reflective questioning within Term 3 <ul style="list-style-type: none"> *SLT to Support staff with portfolio development *Engage StoryWays Literacy to facilitate and embed the school-wide approach to storytelling from 2019 <ul style="list-style-type: none"> *Engage teaching staff in developing a shared understanding and actions in the use of Seesaw for quality real-time reporting, NZC coverage, student voice, learner agency, 3 R’s/Virtues and Key Competencies (internal) <ul style="list-style-type: none"> *Lead Teacher ICT to lead Digital Technologies implementation for 2020 *Kāhui Ako o Reporoa-contracted facilitator to implement peer coaching (students) Years’ 3-6 	

**Annual Plan - Baseline Data
From 2019 informing 2020**

Cohorts	Reading	Writing	Mathematics
Whole School	<u>Schoolwide Baseline Data</u>		
Whole School	86% of all students achieving At or Above expectations.	84% of all students achieving At or Above expectations.	
Māori Boys		81% of Māori boys achieving At or Above expectations (compared to 86% of NZ Euro boys).	
Māori Girls		73% of Māori girls achieving At or Above expectations (compared to 94% of NZ Euro girls).	36% (4/11) Māori girls were Below expectation at the end of 2019 compared to 19% (12/64) of European girls.
Year 4			35% (8/23 students) from Year 4 were Below expectations at the end of 2019.

**Annual Plan - Achievement Targets
(From Term 4 2019 to Term 4 2020)
2020**

Cohorts	Reading	Writing	Mathematics
Whole School	To maintain the percentage of students achieving At or Above expectations at 85%.		
Year 4			To decrease Year 4 students achieving Below expectations from 35% to 20%.
Māori Boys		To increase the percentage of Māori boys achieving At or Above expectations from 81% to 85%.	
Māori Girls		To increase the percentage of Māori girls achieving At or Above expectations from 73% to 80%.	To decrease Māori girls achieving Below expectations from 36% to 20%.