



Broadwood Area School is a supportive, bicultural learning environment. Where we challenge ourselves to reach our full potential.

Whakatakoto tikanga - a - rua, akonga o te Ao Taiawhio hei wero i a tatou kia whakatutuki i o tatou pumanawa

Vision:

A learner focused, bicultural curriculum, that is flexible and relevant to our learners and their future.

Values:

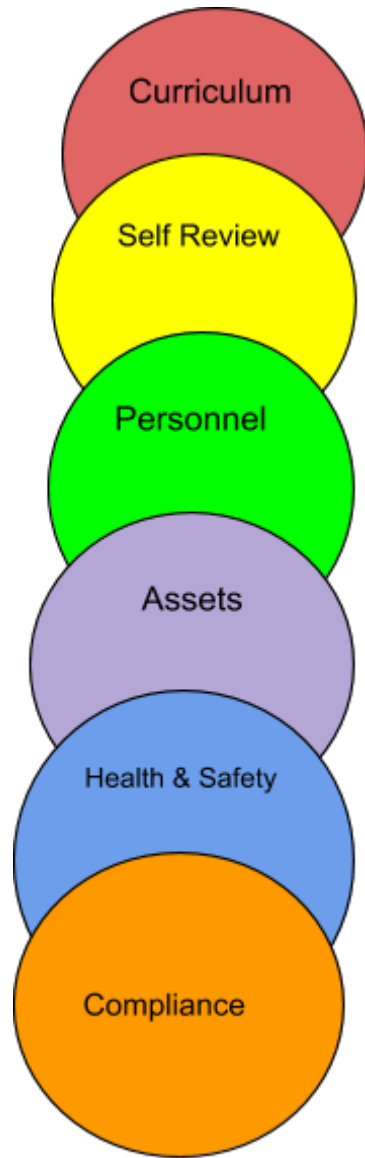
Developed by Prof Mason Durrie



The koru represent our kura values:
Te Taha Tinana - Sports
Te Taha Hinengaro - Academic
Te Taha Wairua - Culture
The Gold circle represents our whanau:
Te Taha Whanau -Family



Tika, Pono me te Aroha



Our school and Board of Trustees has policies and practices that integrate Te Reo Maori me ona tikanga to “the way we do things around here - Manganuiowaetanga”. By enhancing student mana, ihi and wehi and encouraging this to permeate throughout all school activities.

The school embodies key Te Tiriti o Waitangi principles of partnership, protection and participation and the health and safety and wellbeing of all.

*We are guided by the **National Education Goals** and the **National Administration guidelines**, and the **New Zealand Qualifications Authority**.*

We are committed to meet our vision through collaboration with our community , whanau and the wider education community.

A learner focused curriculum that is responsive and flexible to meet the diverse needs of our students.

Curriculum

Review: Term 1

- creating learning pathways in consultation with students
- goal setting
- tracking and monitoring
- learning support
- academic counselling

Te Reo Maori me ona Tikanga will be integral to support a bi-cultural learning environment

Culture & Identity

Review: Term 2

- create a seamlessness throughout the whole school
- support and attend kapa haka, manu korero etc.
- staff and whanau PLD

Opportunities for whanaungatanga, ako, and wananga to provide a more inclusive environment of learning.

Community Involvement

Review: Term 3

- increased community involvement
- improve communication
- interschool challenges
- open door policy

Quality and effective teaching pedagogy through collaborative inquiry and regular evaluation for improvement

Effective teaching and Learning

Review: Term 4

- improved robust systems and processes
- accountability through teacher appraisal
- teaching as inquiry
- set high expectations for accelerated learning
- building resources

Annual 2019 School Plan

A learner focused curriculum that is responsive and flexible to meet the diverse needs of our students

Curriculum

Create meaningful Learning Pathways for our students

Regular meetings for Academic Counselling - reporting progress and achievement and goal setting

Develop documentation for curriculum review

Improve tracking and monitoring student progress and achievement

<p>Careers Advisor and Pastoral teachers will track and monitor Yr 9-13 students to ensure learning pathways are provided for our school leavers.</p>	<p>Academic Counselling with whanau - Term 1,2,3 to update whanau and students, 1 hour per week is timetabled to AC/Careers Y9-13. Junior Y7-8 will also start Careers</p>	<p>Work alongside MOE to develop curriculum documentation schoolwide. Teachers to develop Hub Learning Y9-13 All staff to prepare a prospective for their class</p>	<p>Regular monitoring of HUBS across the year will be done by the Principal and Senior Directors of Learning. Teaching staff to modify their programmes where needed</p>
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Reviewed by staff, management (Term 1) and BOT - April BOT Monthly Meeting

Review of Curriculum, Working with SAF and Core Ed to develop a Marau Document.

Te Reo Maori me ona tikanga will be integral to support a bi-cultural learning environment

Culture & Identity

Create a seamless flow of te reo maori throughout the whole school

Attend and support Te Tai Tokerau Festival, Manu Korero etc.

Develop professional development opportunities for te reo maori with staff and whanau

Continue developing Manganuiowaetanga

<p>Te Reo Maori teacher to teach across the school Kapa Haka from Y7-13 offered</p>	<p>Kapa Haka Noho Term 1 for TTFestival Students prepared for Manu Korero</p>	<p>Teachers PLD around Te Reo Maori Fluent speakers of Maori to speak as often as they can</p>	<p>Hui-a-kura every Monday, students running and driving the taumata with the support of staff. School Values - Tika, Pono, Aroha Whanau and Staff Support for noho Kapa Haka, student live-ins Develop a sense of pride within the way we look and feel and how we behave. Set high expectations for ourselves, students, staff and whanau.</p>
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Opportunities for whanaungatanga, ako, and wananga to provide a more inclusive environment of learning

Community and Whanau Involvement

Increase community and whanau involvement through planned events - Gala Day, Sports Days, Inter School Sporting events, AC days, BBQ, Prizgiving, School Trips, marae noho,

Improve communication: Facebook, School Website, Newsletters, Notice Boards, phone calls etc.

Participation and networking with our Hokianga Kahui Ako schools

Open door policy for our whanau to visit and come in for a cuppa.

Communication to whanau around calendar events	Newsletters to go out on a regular cycle Photos and notices to go out to promote our school very soon after the events.	Support and attendance to Kahui Ako Meetings	Encourage whanau to come in and sit alongside teachers and students in a supportive manner
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Quality and effective teaching pedagogy through collaborative inquiry and regular evaluation for improvement

Effective teaching and learning

Improve robust in school systems and processes

Teacher Accountability through robust Teacher Appraisal Cycle

Ongoing teaching as inquiry cycle

Set high expectations to accelerate learning

Building resources

Improve E-Planning, Term Planning, Yearly overviews, set calendar dates for assessments, collection and analysis of data, reporting to provide forward planning.
MOE support around curriculum documentation
Provide PLD around KAMAR tools to enable the staff to use it more effectively

Support Teacher Appraisal Cycle
Provide PLD
Regular cycles for classroom observations

Work alongside PLD facilitator to support teaching as inquiry.
PACT Tool PLD for teachers of YO-10
Focus on Boys Writing

PLD around accelerated learning
Digital Fluency - support Chrome book amangement (Hapara) and PLD

Swimming Pool repair and repaint
New school Van to transport students
10YP planning to go ahead
Upgrade all HUB areas for learning
Beautify and add value to the school grounds and classroom spaces

NEGs and NAGs (Document)

Junior Data

Middle Data

Senior Data

Analysis of Variance Reporting