



**BOTANY DOWNS**  
Secondary College

# PRINCIPAL'S ANNUAL REPORT

To the **COMMUNITY** of

**BOTANY DOWNS SECONDARY COLLEGE**

**2010**

## SECTION A: ANALYSIS OF VARIANCE- SCHOOL IMPROVEMENT TARGETS (2010)

### INTRODUCTION

Botany Downs Secondary College was in its seventh year as a state co-educational secondary school. The College had 1740 year 9, 10, 11, 12 and 13 students from a very ethnically diverse community.

The College's targets were aimed at improving basic student achievement in literacy and numeracy as well as looking at student motivation.

#### **OBJECTIVE 1: TO RAISE LITERACY STANDARDS AT BOTANY DOWNS SECONDARY COLLEGE**

**Target 1: By the End of Year Ten 90% of students are at or above level 5 on the AsTTle Test**

**Target Outcomes:** Not Achieved

**Comments/Evidence:** 36 students out of 310 were not at level 5 on AsTTle by the end of year ten. I think this was an unrealistic target and will be adjusted for 2011.

AsTTle Aggregate Scores, 2009 (Yr9) - -2010 (Yr10)				
Date	Year Level	English		
		aRs	Level	Attitude
Entrance 2009	9	669	4A	2.9
End of Year 2009	9	671	4A	2.9
End of Year 2010	10	760	5P	2.8
Entrance 2010	9	622	4P	3.0
End of Year 2010	9	616	4P	2.9

## **SECTION A: ANALYSIS OF VARIANCE-SCHOOL IMPROVEMENT TARGETS (2010)**

*continued*

Year 9 students did show a small overall improvement in the AsTTle tests.

The year 10 students have shown considerable increase over their time at the College and are well above national averages. This result signifies the time and effort all staff put into Literacy.

The PAT English test has recently changed and so they no longer are able to relate to reading age. The results make it difficult to show a comparison between this data. PAT however is more reliable data and the use of percentile can be used as a future reference; it will be used extensively for teachers in class to identify students who need support or a differentiated programme.

AsTTle and PAT tests were used to determine students who should be in the Gifted and Talented Programme and also for students who needed some assistance.

Foundation classes for students scoring low in AsTTle and PAT in English were put in place for 2011. There was considerably more budget spent on teacher aides for individual assistance and the RTLB workers increased their case loads, as many of our 2010 Year 9 students were working below the National Averages for their year.

The College's ESOL programmes grew significantly. The school has three fulltime ESOL teachers who run comprehensive programmes. A reception class for migrants helped integrate these students into the College. The resources and support these teachers provide to students and staff is valued by all in the College.

### **Target 2: 90% of Year 11 students enrolled in NCEA level 1 achieve the Literacy standard**

**Target Outcome** Not achieved.

350 students entered NCEA level 1 and 42 failed to get the 8 credits in English. Some of the students were new to the College having arrived in the last six months of the year, and were either ESOL or International students. Each student who did not achieve their credits had extra support.

Overall 88% of students achieved the literacy standard. Although the target was not achieved; the College's literacy result when compared to the National Average of 72% and National Decile 10 average of 78% is very good.

It is a great credit to the teachers of English and the Head of Learning in this area that so many students passed the literacy standard. The monitoring of achievement and the development of personalised programmes for those students "at risk" certainly helped the College reach this standard.



## **SECTION A: ANALYSIS OF VARIANCE-SCHOOL IMPROVEMENT TARGETS (2010)**

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**Target 3:**                    **70% of year 12 students fulfil the literacy requirements for entry to university**

**Target Outcome**        Achieved

244 (72%) of students achieved their University Entrance literacy requirements.

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**Target 4:**                    **90% of year 13 students fulfil the requirements for entry to university**

**Target Outcome**        Not Achieved

272 year 13 students from the 309 achieved their literacy requirements necessary for entry into university; this represents 88%.

The English department has developed courses to assist those students who need the support to gain these credits. A number of other students were given special programmes to help achieve these credits outside their normal curriculum. Individual whanau provide support with reading programmes. A number of the students completing Year 13 were new to New Zealand and had ESOL problems.

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**SECTION A: ANALYSIS OF VARIANCE-SCHOOL IMPROVEMENT TARGETS (2010)**

*continued*

**OBJECTIVE 2: TO RAISE NUMERACY STANDARDS AT BOTANY DOWNS SECONDARY COLLEGE**

**Target 1: By the End of Year 10, 90% of our Students are at or above Level 5 on the AsTTle Test**

**Target Outcome:** Not Achieved

AsTTle tests were used to measure change in student achievement for Mathematics.

**Comments**

<b>AsTTle Aggregate Scores, 2009 (Yr9) - -2010 (Yr10)</b>				
<b>Date</b>	<b>Year Level</b>	<b>Mathematics</b>		
		<b>aRs</b>	<b>Level</b>	<b>Attitude</b>
Entrance 2009	9	710	4P	2.8
End of Year 2009	9	809	4A	2.7
End of Year 2010	10	901	<b>5A</b>	2.6
Entrance 2010	9	673	4B	2.8
End of Year 2010	9	823	4A	2.7

<b>No of Students</b>	<b>AsTTle Level</b>
3	3
3	4B
9	4P
73	4A
26	5B
50	5P
77	5A
48	6B
45	6F
52	6A or >

There have been outstanding increases in all outcomes for Mathematics as shown by these AsTTle test results, but only 292 (79%) were at level 5 or above. We had changed our targets and have clearly set a target too hard to attain. This will be adjusted for 2011.

The Head of Mathematics has considerable statistical information on individual students and can map any individual's progress. Extra support for students is offered through regular mathematics tutorials and access to mathematics websites.



## **SECTION A: ANALYSIS OF VARIANCE-SCHOOL IMPROVEMENT TARGETS (2010)**

*continued*

All mathematics classes are blocked into groups of four and these are streamed. Courses are then adjusted to cater for the mathematic ability of the students in the classes. The extra support, work books, streamed classes and quality teaching programmes have ensured that all students' progress is significant.

### **Target 2: 90% of Year 11 Students Enrolled in NCEA Level 1 Achieve the Numeracy Standard**

**Target Outcome:** Achieved

#### **Comments**

336 students out of the 350 students who enrolled in NCEA Level 1 achieved the numeracy standard. The mathematics results in NCEA were excellent and the staff should be proud of their achievements.

96% achieved the numeracy standard.

94% of level one students achieved 14 credits or more which is the University Entrance Standard at Year 11.

97% of Year 12 students have achieved 14 credits or more in mathematics which is the university standard.

The teachers and the Head of this Learning Area have delivered quality learning programmes that have ensured students met and improved the standards expected. These are outstanding statistics.

### **Target 3: 90% of Year 13 Students Achieve the Numeracy Standard for University Entrance**

**Target Outcome:** Achieved

#### **Comments**

96% of students achieved this target.

Mathematics offer tutorials for extra mathematics support plus a teacher aide to provide individual assistance.

The streaming programme is clearly an advantage in mathematics, and most students attained the 14 level one credits required by the end of Year 11.



**SECTION A: ANALYSIS OF VARIANCE-SCHOOL IMPROVEMENT TARGETS (2010)**

*continued*

**OBJECTIVE 3: To Improve the Academic Motivation of Students and the Culture of the College**

**Target 1: Improve Student Success in Scholarship**

**Target Outcome:** Achieved

Learning Area	Subject	2008	2009	2010
<b>English</b>	English		1*	1
	Media Studies	1	1	1
<b>Health &amp; Physical Ed</b>		2	2	<b>1*</b>
<b>Mathematics</b>	Mathematics	2	1	7
	Statistics	7	6	6
<b>Languages</b>	French			2
	Japanese		2	
<b>Science</b>	Biology	1		
	Chemistry	1	2	3
	Physics	2	2	
<b>Social Sciences</b>	Accounting	1		1
	Classics			4
	Economics			1
	Geography	1	2	2
	History		1	1
<b>Technology</b>	Graphics		2	1
	Technology	2		1
<b>Visual &amp; Performing Arts</b>	Drama	1	2	2
	Photography			2
	Visual Art	1		
<b>Totals</b>		<b>22</b>	<b>24</b>	<b>36</b>

\*Outstanding Scholarship

**Comments**

An increase of 50% in the number of scholarships achieved this year with an impressive 13 within the Mathematics department.

Significant achievement by a Year 12 student to gain an Outstanding Scholarship in Health & Physical Education. It is a credit to the teaching staff that these results are achieved.



**Target 2: Increase % of students who achieve the NCEA qualification endorsed with merit or excellence**

**Target Outcome:** Achieved

The staff have worked hard to get students to achieve at higher standards each year. Our teachers now have a better understanding of the qualifications. It will be interesting to see if subject endorsement makes a difference here next year.

	2006	2007	2008	2009	2010
<b>Level 1</b>					
Merit	36.1	35.0	34.8	31.7	<b>39.1</b>
Excellence	10.5	9.3	12.1	10.1	<b>10.9</b>
<b>Level 2</b>					
Merit		26.0	26.5	29.6	<b>27.8</b>
Excellence		7.4	7.9	10.8	<b>11.7</b>
<b>Level 3</b>					
Merit			23.0	25.7	<b>34.3</b>
Excellence			7.7	7.3	<b>8.0</b>

**Target 3: 70% of Year 13 Students Achieved University Entrance**

**Target Outcome:** Achieved

71% of students achieved this target.

Although we achieved this target, our results should be better as the national decile 10 percentage for entry to University is 77%.



## BOTANY DOWNS Secondary College

### Mission

- Creating Opportunities
- Releasing Potential
- Achieving Personal Excellence

### Vision



To be an exceptional whanau-based learning community. Our students will be confident, connected and self-managing lifelong learners who will seize our excellent learning opportunities. They will be innovative, creative and enterprising.



Our professional and highly motivated staff provide intellectual challenge through quality teaching and learning programmes within a safe, supportive environment.



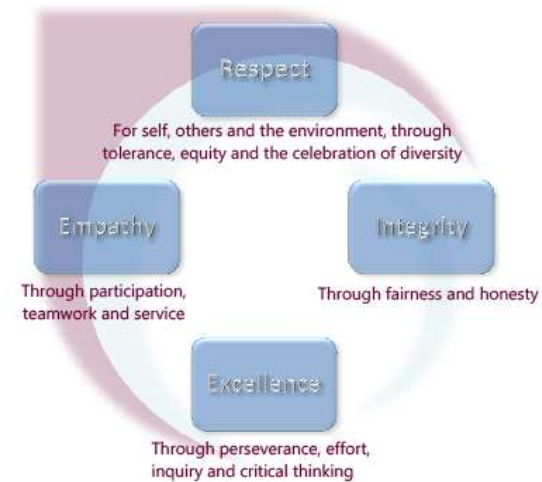
We are contributing members of our local, national and global community and work towards sustainability.



Our school community recognises and values individual differences, the significance of the Treaty of Waitangi and our multi-cultural society.

### Values

As a school community we have high expectations that are expressed through our shared core values:



*"Knowledge with Character"*



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## **SECTION B: REVIEW OF SCHOOL STRATEGIC DIRECTION**

### **INTRODUCTION:**

The successful management of the school's affairs involves the co-ordinated efforts of many people and is built around established systems and practice. It requires a dedicated team of teaching, non-teaching and administrative personnel to ensure that the goals of the school are attained.

On 2nd February 2004, the school opened its gates to the first students. The Botany Downs Community has access to a school built for the needs of students who will live and work in the 21<sup>st</sup> Century. It is a unique school that is designed to build knowledge and character in a flexible and sustainable learning environment.

Learning at Botany Downs Secondary College is about creating opportunities, releasing potential and achieving personal excellence.

The focus of teaching and learning in 2010 was to implement the new curriculum and to challenge students in their learning. Teaching pedagogy is enhanced by the built environment and the co-operative manner in which staff work. Students' individual learning needs are met by quality teaching and these students have the opportunity to learn through different media; individually or collaboratively. The College expects students to take responsibility for their learning, i.e. they know what they are to learn, how they learn best and know when they have successfully achieved.

Providing a good education requires more than the giving of well prepared, thought provoking and stimulating lessons. It means being concerned for the total well-being of students and with the development of "the whole student".

The philosophy underpinning pastoral care is "the Whanau", a school within a school, where students are part of a fertile learning community where each is valued and known by other members. The relationships that are built will enable the student to graduate with a toolkit of skills, a briefcase of qualifications, a back pack of personal qualities and be independent lifelong learners.

BDSC develops in students the ability to critique how they learn and adapt this to their own authentic learning experiences. These skills, knowledge and attitudes help refine the students' thinking processes. Alongside this, the College promotes multiple forms of literacy to enhance students' learning. Digital literacy enables the teachers to bring a global perspective to every classroom, teaching students how to access knowledge through electronic media and understand how communication technologies impact on lifelong learning goals.

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## COLLEGE INFORMATION 2010

### Students: Staff:

<b>Teaching – MoE Funded</b>	:	106.53
<b>Teaching – School Funded</b>	:	4.46 FTTE (Includes 1.8 FTTE Itinerant Music Teachers)
<b>Local Roll at 1 March 2010</b>	:	1740
<b>Male / Female at 1 March 2010:</b>		892/848
<b>Fee Paying at 1 March 2010</b>	:	89 Fee Paying International Students 43 Male/46 Female

### Student Ethnicity:

<b>Maori</b>	:	3.6 %
<b>NZ/European</b>	:	30.2 %
<b>Other European</b>	:	11.4 %
<b>Pasifika</b>	:	3.4 %
<b>Asian</b>	:	47.8 %
<b>Other Asian</b>	:	3.6 %

### Year Level Numbers:

<b>Year 9</b>	:	147 Male	156 Female	303
<b>Year 10</b>	:	183 Male	182 Female	365
<b>Year 11</b>	:	235 Male	196 Female	431
<b>Year 12</b>	:	206 Male	190 Female	396
<b>Year 13</b>	:	164 Male	170 Female	334

### Revenue Sources:

<b>Government Grants</b>	:	12,957,453	82%
<b>International Students</b>	:	1,254,521	8%
<b>Interest</b>	:	80,142	1%
<b>Other Income</b>	:	1,296,918	8%
<b>Local Funds</b>	:	300,150	2%
		<b>15,889,184</b>	<b>100%</b>

### Term Dates 2010

<b>Term 1</b>	Thursday, 28 January	to	Thursday, 1 April
<b>Term 2</b>	Monday, 19 April	to	Friday, 2 July
<b>Term 3</b>	Monday, 19 July	to	Friday, 24 September
<b>Term 4</b>	Monday, 11 October	to	Friday, 10 December

## COLLEGE INFORMATION 2010 *continued*

**Board of Trustees** - A New Board of Trustees was elected in 2010.

<b>I Marshall</b>	:	Board Chair, Chair Disciplinary Committee
<b>Dawn Engelbrecht</b>	:	Deputy Chair, Chair, Financial Governance Audit and Risk
<b>Faieka Abrahams</b>	:	Chair, Personnel and Appointments
<b>Garry Larsen</b>	:	Chair, Facilities and Environment Committee
<b>Richard Jacobs</b>	:	Chair, Community Relations Committee Policy Committee Resigned 27 September 2010

### Mid-term Vacancy Appointment:

<b>Mike Arand</b>	:	Appointed October 2010
<b>N Jacobsen</b>	:	Staff Trustee, Chair, Student Achievement and Curriculum Committee
<b>T Long</b>	:	Student Trustee

## REPORT ON STRATEGIC GOALS:

The BDSC charter has five issues that the Board of Trustees has identified as being key strategic goals on which to focus. Achievements and developments in each of these areas are summarised for 2010 and the annual plan outcomes are reported.

### Strategic Goal 1: **“BDSC will provide excellent educational opportunities for all students”**

We provide quality intellectual and academic programmes accompanied by excellent opportunities in sport, leadership, culture and the arts.

The College had a successful induction programme for new staff so they understood the culture and standards expected. The programme not only provided information on the organisation, administration, staff handbook, health and safety, student management system (KAMAR), learning management system (UltraNet run by EdTech) but detailed the ‘whanau system’ and associated mentoring and metacognitive development programmes. It included information on professional learning, international students and best practice in learning and teaching with a common pedagogy.

## **Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”**

continued

The Deputy Principals responsible for induction and Provisionally Registered Teachers set aside times throughout the year to review and reinforce key information about school systems and procedures. The feedback on the induction process was positive especially the checklist of responsibilities with personnel named, but did highlight areas for improvement. These included follow up on key issues as there is at times too much information, and more time with staff/Heads of Learning Area meetings to understand the curriculum (resources) and staff/Whanau teachers to provide more information on the culture of each Whanau.

Professional Learning had been set up to use teacher leaders as facilitators and staff had workshops on Learning to Learn, mentoring, student writing, ICT skills and leadership.

Professional learning time was given to learning areas to redevelop the Year 11 units of work to align with the new curriculum and Level 1 Standards Review. In particular these units detail, not only what is taught (learning outcomes) but demonstrate how learning areas would integrate metacognitive and ICT skills as well as the key competencies a 21<sup>st</sup> century learner should have. The outcome of this has been very positive and the new units of work will provide the basis of a strong educational framework.

Research in best practice for professional learning shows that the optional model is not effective and that there should be more work done in learning and understanding effective teaching. The 2011 Professional Learning programme will address this as well as developing the skills and knowledge of a 21<sup>st</sup> century teacher. Time will be given to understanding the appraisal process and we will try to integrate a range of skills in these sessions.

There are expected changes to the senior school assessments through a standards review process in NCEA and some time will be allocated to learning areas for staff to work on these changes.

The outcomes listed in the Annual Plan that detail the expectations for learning area manuals, Year 9, 10 and 11 unit plans with the integration of ICT, key competencies, values and principles have been achieved. These processes have been completed to a very high standard and Kay Hawk, our external reviewer, has commented in her written learning area reports as to this. Thanks to the many staff who have been involved and the professional discussion through the reviews and development have been valuable learning outcomes for staff. I am confident that the resulting content for teaching is of an exemplary standard and will fulfil the Board and Ministry of Education’s expectations.

Annual targets have been reported upon in the first section of this report. Our goals are set around national benchmarks for Literacy and Numeracy using AsTTle and NCEA as well as achievement in NCEA including improving excellence and merit grades. Literacy and Numeracy are the very basis of student achievement and every learning area has made a commitment to implementing literacy and writing standards. It is difficult to link these to specific learning area goals but hopefully through better communication there will be a way in which all staff can help achieve these targets especially now that more achievement standards are eligible for literacy and numeracy achievement.

### **Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”**

continued

The 2010 Gifted and Talented programme continued to provide additional opportunities for students showing potential in specific curriculum areas. In Years 9 and 10 more than 100 students at each year level were involved in withdrawal and enrichment days. The students come from all classes in the college and the unique learning opportunities provide practical, authentic and intellectual courses. These programmes are an ‘extra’ for students and feedback has been positive both from students and their parents. We have recognised a gap in the programme in that we do not extend ‘Gifted and Talented’ to the senior school so in 2011 we will be targeting those students engaged in a scholarship programme.

Botany Downs Secondary College has a unique community where many students do not have English as their first language. The review of our ESOL programme is becoming more comprehensive as we gather data and experience. New units of work for Years 9 and 10 have been implemented and considerable changes to the Year 11 programmes have been completed.

The identification and recording of ESOL students and their levels of English is a complex and demanding process. The College has built an International Student Centre and a specific ESOL teaching block where our community of ESOL teachers and learners can work together. This will provide small teaching spaces, better ICT and book resources and the opportunity for other Learning Area staff to gain knowledge and skills of ESOL strategies and incorporate these in the classroom.

Learning Support is based in classes with the occasional student withdrawn for extra help. This has been the best solution due to the lack of teaching spaces, but it is the most expensive situation. About 40 students received additional support with a number of other students receiving RTLB help. The review of Learning Support shows that most students have improved their reading levels. Group Special Education, RTLDs and Supplementary Learning Support have provided limited support for a small number of students. The focus for teacher aides is to provide in-class support. Groups of students are withdrawn for literacy and Bannatynes to supplement their learning. All Whanau provide extra literacy and numeracy programmes in lunchtimes, before or after school. Senior students volunteer to help in these programmes.

Learning to Learn programmes have been successfully co-ordinated across the school. Specifically Year 9 students learn about the Brain and Learning Styles whilst Year 10 students have been working through Habits of the Mind. Year 11 students have completed a programme based on Blooms Taxonomy and Year 12 and 13 have been working on Strategic Thinking and Co-operative Problem Solving. The senior students do not enjoy this programme so there will be some rearrangement of what and how we teach this.

The Mentoring Programme has continued to develop and this has been enhanced. A comprehensive Peer Support programme helps Year 9 students adjust to a new life at secondary school during the first two terms and is followed by work on how secondary school is going to prepare the students for life. The Year 10 students focus on the setting of individual SMART goals and then look at moral and ethical issues that challenge their values and attitudes. In Years 11-13, the programme is targeted at academic mentoring of the students through their NCEA course. This involves reflection, setting of SMART goals and then one-to-one mentoring of the students, by the tutors, co-tutors, Whanau Leaders and the Senior Leadership Team.

## **Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”**

continued

The aim of this is to make students more accountable for their learning and to help them set goals that allow them to achieve at their potential. Credit mentoring and understanding the NCEA systems and processes help students to maximise their assessment time.

Heads of Learning have provided comprehensive reports to the Board of Trustees. These detailed reports summarise outcomes from the goals that are set, NCEA results, the staff professional learning, significant changes in curriculum and issues. These are comprehensive documents that keep the Board informed in terms of student achievement, issues and staffing and allow Board members to understand what is involved in each learning area. These reports signal what is working well and why.

The timetable structure was not adjusted in any way for 2010 although there were several new subjects introduced. All courses can be viewed from the web site and option booklets.

Gateway was very successful in 2010. The goal was to introduce 30 students to the work place and that every student achieves at least 10 credits – this was exceeded as 40 students were placed and on average each student attained 12 credits. The link to many businesses has been established and will be ongoing. Thanks to Marie Gillies for her work in this area.

The Careers programme has been in place for the whole school. Careers information is an essential part of students’ goal setting and the understanding of important University criteria must be continually reinforced. The information provided by Ms N Hartnett-Clarke is of the highest quality.

The Specialist Classroom Teacher programme has involved 3 teachers working to provide advice and guidance to teachers and has a teacher-centred focus. It is a challenging job, encouraging collegiality, classroom visits, goal setting, reflection, professional readings and presentations. Work with provisionally registered teachers was ongoing and productive. The role has the potential to grow into something great and hopefully we can better co-ordinate this role with school-wide professional learning.

The BDSC standards and values are part of the induction programme for all students. The standards are reinforced throughout the year and require the continual support of all staff. The College has many exceptional learners who have shown great skills and abilities. The pursuit of excellence is not limited to the academic at Botany Downs Secondary College. Co-curricular activities focus strongly in the ethos and organisation of the school. Success in co-curricular activities can be seen in the increased range of activities offered, the improved participation rates and the significant successes achieved in all areas.

The College offers a wide range of extra curricular opportunities in Sports, Arts, Culture and Leadership.

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## Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”

continued

### LEADERSHIP

The College prides itself on its ability to provide a wide variety of leadership opportunities and these include:

- Lead Students (training through AUT Prefects that Peak programme)
- Junior Leadership Camp
- Whanau camps, committee and challenges
- Sports and Arts cultural executives

### SPORTS

Botany Downs Secondary College achieved all of its SPARC targets. These required us to increase the number of participants in College Sport, increase the number of coaches and teams and increase the number of community organisations that work with the College.

**Kiwisport** is a Government funding initiative to support students’ participation in organised sport. In 2010, the school received a total Kiwisport funding of \$37,985 (excluding GST). The funding was spent on sports co-ordinators, rugby, soccer, netball equipment and coaches. The number of students participating in organised sport is 38% of the school roll.

There were many fine results but it is worth noting that 2010 was a very successful year for the first 11 boys’ football team. Winning the A3 grade and achieving promotion to the AKSS A2 grade was perhaps our greatest achievement.

We also came 6th at the Rex Dawkins national tournament held at Papamoa, and made it to the quarter-final stage of the AKSS Knock-Out cup. These achievements were possible through the determination and commitment of the team; the boys worked hard at improving not just their skill and fitness level, but also their relationships with each other –



The team was captained by Ross Haviland, and Brandon Pereira, whose commitment and leadership on and off the pitch helped to ensure the success of the team. Many thanks go to the parents who supported the team throughout the season, helping with refereeing games and providing gear for the tournament trip.

### **1<sup>st</sup> XI Girls Football – 2010 what a season!**

The team scored an incredible 81 goals throughout the season and only conceded 3 against. They won every one of their ten matches played in the Manukau Senior A Competition and took out the title. The team also competed in Tournament Week in Hamilton. They came a respectable fifth (top placed Auckland team) and were awarded the Fair Play Award at the Tournament. There were many highlights during the season. The girls beat local rivals Howick twice – both the 2<sup>nd</sup> XI (22-0, a new school record) and the 1<sup>st</sup> XI in the 5<sup>th</sup>/6<sup>th</sup> playoffs at Tournament.



Stand out players of the year were Stephanie Trowill who not only won the Golden Boot for the 1<sup>st</sup> XI Girls' team for her 48 goals for the season, she also took out this award across the school. Stephanie was also selected for the Auckland U20 Woman's team. Kirstyn Oldfield was named MVP as voted by the team and both Kirstyn and Stephanie were selected to play for the New Zealand Belles U15 team that travelled to Australia. A great year for such a young squad.

2010 was a very successful year for the first 11 boys' Cricket team. The boys were unbeaten and having a young squad with 4 Yr 10's who proved they were capable of mixing it with the big boys. 2010 winners of their respective grade, and achieving promotion to the 2a grade was our greatest achievement.

We were successful in the Annual Gillette cup 20/20 qualifying to the next round of a 50 over match vs Mt Roskill College. These achievements were possible through the determination and commitment of the team; the boys worked hard at improving not just their skill and fitness level, but also their relationships with each other.

The team was captained by Tharindu Dassanayake, and Troy Joll, whose commitment and leadership on and off the pitch helped to ensure the success of the team. Many thanks go to the parents who supported the team throughout the season.



The students who represent our College in different sports do so with pride and great sportsmanship. It is a tribute to them, their parents, the Coaches/managers and the College that we get excellent praise from outsiders in regard to our teams.

Botany Downs Secondary College's Sports Dinner was an outstanding success and the most valuable players can be viewed on our web site at [www.bdsc.school.nz](http://www.bdsc.school.nz).



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## Action from the BDSC vs St Patrick's (Aust) Football Game

Played Mon 28 June 2010. The BDSC 'Yr 11' team won 2-0 with a strong performance. The BDSC team comprised players from the 1st, 2nd, 3rd XI & Yr 10 team. Goals scored by captain Brandon Periera (penalty) and Yeong Im following some superb passing and finishing.



Thanks to John Samuel and Katherine Moffat for the work put into our programmes and the success that is due to the teachers and parents who give up their time to coach and manage.

## Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”

continued

### ARTS

2010 was another very busy year in the Visual and Performing Arts at BDSC.

We’ve had a few more “firsts” this year, one of which was the **BDSC Arts Council**. The idea to form an Arts Council came from Year 13 student, Tim Williams. The mission of the council is to raise the profile of the arts within the school. Jonathan Clark, Head of Art, and Carleena Walsh, Arts Co-ordinator, interviewed twelve students from Years 11 to 13 for the positions on the Council. The Arts Council has been a great success this year. There was **BOTANY’S GOT TALENT**, a sold-out show in August showcasing so much “hidden” talent at BDSC. The Arts Council members secured sponsorship and prizes from Botany Town Centre retailers and restaurants and Botany Town Centre donated prize money in exchange for a performance by the winners at a late night shopping night the following week.

The second big initiative from the Arts Council was the BDSC Art Sale. This was an exhibition and sale of student art work to raise money to purchase new frames to display art work around the school. There were over 200 works including photography, painting and sculpture for sale, all contributed by Years 11 to 13 students.

The Art Exhibition was held on the same weekend as PULSE, the annual dance department event, as people arrived for PULSE they could first enjoy some nibbles and look at the student works and then take their seats for the show. Two students who worked tirelessly for this event were Year 13 students Rebecca Frogley and Ronan Lee who have both been accepted at Elim Art School for 2011. Jonathan Clark and Tina Clapperton also gave many, many hours to get this event off the ground and it was such a great success that we will definitely be making this an annual event.

Mrs Jane Luton joined us this year as the HOD Drama. It has been a very exciting year with Jane who has a huge passion and knowledge of drama which the students have soaked up. **The Baby Farmer** was the senior school production in May. The Baby Farmer, set in 1895, is the true story of Minnie Dean, convicted child killer and the only woman to be legally hung in New Zealand.





**BOTANY DOWNS**  
Secondary College

## Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”

continued

### ARTS



The Junior School Production in November this year was **Dracula** directed by Mark Johnson, assisted by Year 12 drama student, Brendan Rose. Dracula was a huge success and the Year 9 and 10 students did a great job and deserve to be very proud of themselves. The junior school production gives a lot of younger students the chance to play roles that they probably wouldn't get until they were in at least Year 11 or 12 if there was only one school production per year. The experience they gain from junior production really shows as they grow through the school and continue taking part in the productions. We held our first Drama and Music Awards Evening in October. Awards were presented for involvement in both curricular and co-curricular activities in music and drama. There were several excellent performances from both the drama and music departments and a special award presented by the Lions Club of Howick, the Derek Wigzell Award for Excellence in Drama. This was presented to Linda Zheng, a Year 13 drama student who played one of the Minnie Deans in The Baby Farmer and has been in the school productions since Year 10. Linda's skills and dedication has seen her accepted into Unitec for the Bachelor of Performing and Screen Arts.

There were 29 cast members with two actresses, Linda Zheng and Priya Sharma, playing the infamous Minnie Dean. As well as the huge cast there were several more students and teachers involved in the set building and painting, lighting and sound, props, wardrobe, make-up, promotion, ticket sales and front of house duties.



## Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”

continued

### ARTS

Tim Williams is another Year 13 student who has been involved in productions since Year 10. Tim has coordinated the hiring and installation of lights for all school productions. He has mentored young students and has now left the technical box in the safe hands of Enda McKenna, our teacher in charge of the technical area and student Jared Kerr. Tim has been accepted in Toi Whakaaari, New Zealand Drama School for the Bachelor of Performing Arts Management. He has gained one of only six places offered each year.

**PULSE**, our annual dance production performed over three nights in August. There were 40 dances choreographed by students, Aroha Rakanui, Head of Dance, and guest tutors. Dance styles featured were Ballroom, Contemporary, Lyrical, Hip Hop, Dance: Bollywood.



### The Secondary Schools Stage Challenge Competition

This year was run by five Year 13 students, Laura Flanagan, Letitia Senior, Chelsea Holdom, Lezley Wilson and Shannon Klink. These students came up with the concept and choreography, auditioned the dancers, ran the rehearsals and chose the soundtrack. **Stage Challenge** takes place annually at the Aotea Centre in June and it takes nearly this long to organise. There were over 70 performers and backstage crew and BDSC received seven awards in Excellence Awards for Original Concept, Drama, Performance Skill, Soundtrack, Lighting, Design, Costume and Choreography.

A team of hip-hop dancers, led by Shannon Klink and Lezley Wilson, completed at **Bring It On**, an annual schools hip-hop dance competition. This is another student choreographed and run competition. The dancers performed a five minute piece and are judged on degree of difficulty, synchronisation, team work and x-factor. Our students performed really well and have also danced at Assembly and Pulse.

Aroha Rakanui took eight dance students to Melbourne and Sydney in the September holidays where they saw the shows **Jersey Boys** and **West Side Story** which was followed by a Q&A session with the cast. The students had dance class with the Sydney Dance Company and workshops with the Bangarra Dance Theatre learning about contemporary Aboriginal dance.

The VPA had several EOTC trips this year. Students saw plays, dance and musical performances by Auckland Theatre Company, Unitec’s Elephant Nation, The Royal New Zealand Ballet, The New Zealand Opera, National Youth Theatre, Auckland Philharmonia Orchestra and Black Grace.

**Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”**

continued

## ARTS

The BDSC Orchestra played at the KBB Music Festival at the Auckland Town Hall and Flute Choir played at Ardmore School in Papakura for a hall full of very enthusiastic primary school children.

The Year 11 Drama classes performed their pantomime class pieces for children at Point View Primary School and Year 12 drama students went to the Manukau Institute of Technology and took part in the training programme for nurses. The students were “patients” in four different scenarios. The trainee nurses arrived in teams and made a diagnosis. It was very important that each team of nurses received the same consistent performance from our students. We were extremely pleased with our students, their maturity and ability to take the day and role they were playing so seriously.

Art and Art History students have been to the Auckland War Memorial Museum to draw Maori artefacts. The students have also drawn Waharoa/Gateways around Auckland and attended workshops in animation and illustration of children’s books and wildlife.





## SCHOOL BENCHMARK INDICATORS

AsTTle and PAT English and Mathematics are reported in school target information

<b>NCEA DATA</b>															
<i>Participation based, cumulative</i>															
	<b>2006</b>			<b>2007</b>			<b>2008</b>			<b>2009</b>			<b>2010</b>		
	<b>BDSC</b>	<b>National Average</b>	<b>Decile 10 Coed All</b>	<b>BDSC</b>	<b>National Average All</b>	<b>Decile 10 Coed All</b>	<b>BDSC</b>	<b>National Average All</b>	<b>Decile 10 Coed All</b>	<b>BDSC</b>	<b>National Average All</b>	<b>Decile 10 Coed All</b>	<b>BDSC</b>	<b>National Average All</b>	<b>Decile 10 Coed All</b>
<b>LEVEL 1 at Year 11</b>															
Literacy Level 1	92.3	75.5	80.3 82.6	92.1	76.8	79.7 81.8	90.3	77.4	74.7 78.3	87.7	79.0	75.5 78.9	88.2	88.2	75.8 79.2
Numeracy Level 1	93.7	82.7	82.3 84.4	96.9	84.6	83.7 85.4	97.1	85	77.7 80.9	97.1	85.8	78.9 81.8	96.5	86.9	79.5 82.4
Percentage Achieved	85.8	68.7	80.7 83.0	85.4	71.7	82.5 84.3	83.6	70.8	83.7 86.8	81.6	71.7	82.1 85.5	83.5	75.0	85.3 87.7
Endorsed with Merit	36.1	29.1	37.9 40.1	35.0	28.2	37.2 39.7	34.8	27.1	38.7 41.1	31.9	26.8	36.6 40.1	38.9	28.4	38.6 18.4
Endorsed with Excellence	10.5	6.9	10.1 12.5	9.3	6.9	10.8 13.0	12.1	7.3	10.2 15.2	10.1	7.9	10.9 16.9	11.1	9.1	13.0 41.1
<b>LEVEL 2 at Year 12</b>															
Percentage Achieved				85.7	76.1	82.8 85.8	81.9	76.0	85.2 88.3	82.5	76.0	85.2 88.0	84.0	80.0	86.4 88.9
Endorsed with Merit				26.0	20.2	26.0 28.6	26.5	18.6	26.8 30.3	29.5	19.3	28.3 31.0	27.5	20.2	29.2 33.2
Endorsed with Excellence				7.4	6.5	6.6 8.4	7.9	4.8	7.2 10.5	11.1	5.8	7.9 11.5	12.3	6.5	9.2 12.6
<b>LEVEL 3 at Year 13</b>															
University Entrance							76.4	65.9	76.7 81.3	72.3	64.6	77.8 81.6	72.1	66.4	78.3 82.5
Percentage Achieved							83.2	70.6	80.4 83.5	83.8	70.4	81.1 83.2	78.7	74.3	84.0 86.0
Endorsed with Merit							23.0	20.4	25.7 29.2	25.9	20.9	27.5 30.3	33.5	22.4	30.0 32.7
Endorsed with Excellence							7.7	4.9	6.1 8.5	7.1	5.2	6.8 9.5	7.8	5.5	6.2 8.7

## MAORI AND PACIFIC ISLANDERS ACHIEVEMENT

Maori and Pacific students who enrolled at Year 9 achieve at similar levels to all other ethnic groups at the College. Maori and Pacific Island students who enter the College at different year levels, i.e. they began their secondary schooling elsewhere, do not achieve at the same levels. These students often find it difficult to understand the culture of the College.

The number of students that are classified as Maori or Pacific Islanders is statistically very small but the Director of Academic Studies keeps an accurate record and summary of progress. Many Maori students have active involvement in co-curricular activities.

<b>Performance of Maori and Polynesian students in NCEA Levels 1-3, 2006-2010</b>					
<b>NCEA Level One</b>					
<b>Botany Downs Secondary College</b>					
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Maori</b>	66.7	62.5	100.0	70.6	83
<b>Pasifika</b>	62.5	75.0	60.0	77.9	63
<b>All</b>	85.8	85.4	83.6	81.4	84

<b>Performance of Maori and Polynesian students in NCEA Levels 1-3, 2006-2010</b>				
<b>NCEA Level Two</b>				
<b>Botany Downs Secondary College</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Maori</b>	90.9	75.0	81.8	57.0
<b>Pasifika</b>	62.5	66.7	66.7	71.4
<b>All</b>	85.7	81.9	82.5	84

	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Performance of Maori and Polynesian students in NCEA Levels 1-3, 2006-2010</b>			
<b>NCEA Level Three</b>			
<b>Botany Downs Secondary College</b>			
	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Maori</b>	80.0	83.3	70
<b>Pasifika</b>	0.0	100.00	43
<b>All</b>	83.2	81.8	77

On several occasions in 2010 the local Kaumatua and Iwi representative were consulted about protocols, Maori achievement and issues on Maori education. They are great supporters of our College and help us conduct Powhiri for important visitors, ensure we use local protocols in our waiata and welcomes and have blessed our new buildings. They seem happy with the reports on Maori achievement. Our Kapahaka group grew to 35 students in 2010; our thanks go to Aroha Rakanui, our Kaumatua Koro Percy Reedy, and our tutor Whaea Lola Thomas

We have less involvement with specific Pacific Island groups as there are very few families in this area and no specific Pacific Island Leaders. Individual parents are always welcomed appropriately.



**BOTANY DOWNS**  
Secondary College

**Strategic Goal 1: “BDSC will provide excellent educational opportunities for all students”**

continued

Botany Downs Secondary College has an active interest in promoting the culture of different ethnic groups in this College. Our cultural week of Food Festivals organised by students was a huge success.



## **REPORT ON STRATEGIC GOALS:**

### **Strategic Goal 2: "BDSC will maximise the resources and opportunities provided within the philosophy of the Whanau to support students"**

**"A whanau is an exceptional learning community where each individual is valued and supported"**

The pastoral support for students begins in the whanau. Students are in homogenous home rooms where a tutor teacher monitors progress in academic, intellectual, social and extra-curricular areas. The whanau philosophy allows for the maturation of students whereby as beginning secondary school students they are dependant learners, reliant upon close supervision, monitoring and guidance in all areas. As students progress in years at the college, they become more independent learners setting their own goals that will help them achieve their dreams and aspirations. The tutor teacher becomes more of a facilitator, guiding students to aim for better and richer goals.

Students as they progress through adolescence experience many personal highs and lows and our whanau system supports this maturing process. The whanau system creates community and helps students manage themselves by setting a culture of caring, learning and support. The expectations in each whanau lead to positive social outcomes.

Each whanau is different; they reflect the culture and values of the staff and students who are present. Each has a motto, an emblem, colour, a charity and a culture that is part of 'the story', history and identify of the whanau. A competition between whanau exists and the aspects of this competition allow each group to express their identity. Congratulations to **Endeavour Whanau** for winning the Whanau Shield in both Semesters of 2010.

Reporting to parents is done through our whanau system three times formally each year, but many tutors have constant contact with parents to ensure they are aware of progress and achievements. This progress is not just about academic outcomes but about our expectations for students to be involved in at least 4 extra-curricular activities. They can be the normal sports or cultural events but also include our commitment to our community and charities.

The whanau is a rich source of leadership opportunities. Students can be involved in committees, be advisors on camps, peer support leaders and sports leaders.

The development of inter-whanau sports competitions on weekends and after school has provided more opportunities for students to be active.

The Whanau Leader facilitates and manages each area. They are dedicated tireless people who do a great deal. A review of the Whanau was completed by Kay Hawk. Detailed reports were completed for Blake and Endeavour Whanau but also an overall report on the Whanau and generally the outcome of these were positive. The reflection and discussion process was excellent professional talk.

Every student is valued and supported by their whanau. Those at risk of under-achieving are identified and helped. Literacy and Numeracy support is given within the whanau but students can be referred to other services. Our support services staff are exceptional people who provide specialised help for all.



**BOTANY DOWNS**  
Secondary College

Thanks to our attendance staff, counsellors, nurse, NZQA liaison and teacher aides. Support for students may be needed from outside the college and we appreciate and thank the many external agencies that help our young people. I believe our support network provides for all our staff and students in a coherent and caring manner.

The College is a safe environment with our safety committee meeting on a term basis to discuss and fix any issues that arise. All processes are communicated effectively to students, staff and parents.

The Whanau leaders' review shared good practice in literacy and numeracy support, using data to identify students at risk, teaching Learning to Learn and Mentoring, assemblies, log books, option changes, induction, consistent standards and general issues.





**BOTANY DOWNS**  
Secondary College



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**Strategic Goal 3: “Attract and retain the highest quality staff who share the College’s vision, culture, philosophy and pedagogical approach.”**

**“BDSC will have great teachers who have high expectations and will provide excellent educational opportunities”**

All actions in the College’s 2010 Annual Plan were achieved. The College appointed 38 new teachers during 2010. The appointment process and induction of teachers is an important part of ensuring we get quality teaching. BDSC benefits from a very dedicated and high quality staff. Research recognises the importance of the quality of teaching in raising achievement standards.

The appraisal process was completed for all staff. This review of the appraisal process was implemented. Feedback has been valuable and the College is looking to refine the current system.

Our support staff are equally dedicated to the well-being and success of our students and the team effort of all the employees in the school continues to produce quality outcomes and a safe, supportive environment for our students.

Staff Development at BDSC has a primary objective to provide for the ongoing training and professional growth of all staff. Professional Learning involves using teachers as leads or leaders to facilitate these programmes. The New Zealand Curriculum was introduced through a similar framework and has the College well on track to embed this in 2011. The units of work for Year 11 have been completed and were reviewed by the Principal. The outcome of this showed that the College has an excellent learning curriculum in place that supports the College ideals noted in our planning template, but allows for individual differences in each learning area.

NCEA training for teachers was a large part of our professional learning. Staff training in moderation and NZQA and NCEA assessment protocols has been introduced through the learning area meetings using in-school expertise or Team Solutions. Our moderation report which can be viewed on the NZQA web site cites the College practice as being exemplary.

Using a teacher leaders model has empowered staff and helped other staff gain confidence in presenting and sharing information. Teachers have also been able to identify and source their own professional development and several staff have enhanced their professional qualifications in management, specific subjects and TESSOL. Managing the staff training programme and budget is an extremely important task. I am very grateful to the work done by Mr Hart for the job he has done in managing our Professional Development Programme.

A staff welfare survey was conducted by the Health and Safety Committee. The results show that most staff find the marking and moderation processes demanded by NZQA to be onerous and at times stressful. Hopefully changes to the Assessments will refine this process and reduce the number of internal assessments, and therefore marking workload.

Through feedback in general and from Kay Hawk surveys it seems that the staff feel valued and supported. Issues with not enough classrooms have created problems for teachers who want their own room (although this fits outside the Whanau concept).



**Strategic Goal 3: "Attract and retain the highest quality staff who share the College's vision, culture, philosophy and pedagogical approach."**

continued

**STAFF WHO LEFT DURING 2010:**

A number of staff left in 2010, most for very good reasons, and only one or two completed the exit surveys.

**Teaching:**

Department	Staff Member	Reason for Departure
<b>MANAGEMENT</b>	Robin Kirkham, Deputy Principal	Appointed to Executive Principal, Strathallan College, Karaka
<b>ENGLISH</b>	Vivashal Singh Jan Stuart	Fixed term appointment Appointed to Head English Rosehill College
<b>LANGUAGES</b>	Michelle McGee Veronica Radich – Snr French	Returned to Ireland Moved to Australia
<b>MATHEMATICS</b>	Peter Harries	Appointment at St Kentigern College
<b>SCIENCE</b>	Stacey Bush – Music/Science Phillip Humphrey Evan Shewchuk	Overseas Travel Returned to UK Fixed term appointment
<b>SOCIAL SCIENCES</b>	Alison Derbyshire Nicholas Osborne Willem Tempelhoff	Appointment at St Kentigern College Fixed term appointment Fixed term appointment
<b>VPA</b>	Robin Barnes – Music Jack Dawson - Art	Fixed-term appointment Overseas Travel
<b>TECHNOLOGY</b>	Gary Brinsden – Whanau Ldr Babita Gupta Christopher Rainbow	Moved to Australia with Family Returned to UK

**Non-Teaching:**

Department	Staff Member	Reason for Departure
<b>TEACHER AIDES</b>	Sue Hedley Sue Henney Karen Vallance	Fixed term Appointment Fixed term Appointment Moving out of Auckland
<b>INTERNATIONAL</b>	Karol Ha	Joined her family in Korea
<b>LIBRARY</b>	Liz Ballantine	Library Assistant
<b>ADMINISTRATION</b>	Janet Booth Lynnette Greeff	Staff Room Administration Assistant Careers Assistant
<b>SPORTS CO-ORD</b>	Kirsty Hannken	Sports Co-ordinator
<b>SCIENCE</b>	Alison Blakey	Technology Technician
<b>TECHNOLOGY</b>	Karen Allan Ernest Welthagen	Technology Technician – Food & Textiles Technology Technician – Hard Materials



## STAFF APPOINTED DURING 2010:

### Teaching:

Department	Appointed	Position
<b>HEALTH &amp; PE</b>	Ian McLeod Stephanie Ward	Classroom Teacher Classroom Teacher Fixed term
<b>ENGLISH</b>	Robyn Newman-Hall Fran Price Vivashal Singh Katherine Stewart Sarah Williams	Classroom Teacher Classroom Teacher Classroom Teacher (Fixed-term) Classroom Teacher Classroom Teacher (Fixed-term)
<b>ESOL</b>	Ben Howard-Clarke Sian Morgan Estelle Zwart	Classroom Teacher ESOL Classroom Teacher ESOL Classroom Teacher ESOL
<b>LANGUAGES</b>	Christophe Canniveng Michelle McGee Anne Robertson	Teacher in Charge French Classroom Teacher French Fixed-term French
<b>MATHEMATICS</b>	Derek Chan Mercy Edwards Silo Gunput Valentina Milosevic Monique Otte Hanaa Shareef Helen Spear	Classroom Teacher Mathematics Classroom Teacher Mathematics Classroom Teacher Mathematics Classroom Teacher Mathematics Classroom Teacher Mathematics Classroom Teacher Mathematics Classroom Teacher Mathematics
<b>SCIENCE</b>	Lisa Merchant Phil Humphrey Eleanor Reay Evan Shewchuk	Classroom Teacher Biology Classroom Teacher Physics Classroom Teacher Chemistry Fixed-term Appointment
<b>SOCIAL SCIENCES</b>	Andrew Michael John Broadwell Rob Bartholomew Nicholas Osborne Willem Tempelhoff Bronwyn Waterhouse	Classroom Teacher History Classroom Teacher Geography Classroom Teacher History Fixed-term Appointment Fixed term Appointment Classroom Teacher Business Studies
<b>TECHNOLOGY</b>	Babita Gupta Stephen Jowers-Wilding Virginia Lynskey Rebecca Thomson	Classroom Teacher Food Technology Classroom Teacher Technology Classroom Teacher Soft Materials Classroom Teacher Technology
<b>VPA</b>	Megan Cunningham Jane Luton Carol Gilfillan Grant Whibley	Classroom Teacher Art Head of Drama Classroom Teacher Music Classroom Teacher Art Fixed-term

### Non-Teaching:

Department	Appointed	Position
<b>ADMINISTRATION</b>	Rachael Barratt Raymond Cha Katherine Moffatt Christine Ogborn Sharon Pang Natalie Werner	Staff Room/Administration Assistant International Korean Liaison Sports Co-ordinator International Homestay Library Assistant Receptionist
<b>TEACHER AIDES</b>	Mandy Reeves	Teacher Aide
<b>SCIENCE</b>	Denise Marchant	Science Technician
<b>TECHNOLOGY</b>	Karen Allan Dean Camp	Technology Technician – Food & Textiles Technology Technician – Hard Materials

## REPORT ON STRATEGIC GOALS:

### Strategic Goal 4: **“Provide excellent Information and Communication Technology”**

**“Botany Downs Secondary College’s learning community has access to digital learning opportunities that will equip learners with knowledge and skills so they can live and work efficiently in the 21<sup>st</sup> Century”**

All new staff had an ICT induction programme and professional learning was supplied when and if required to give the appropriate support to ensure the College, learning areas and individual ICT goals were achieved. New Era and Enda McKenna provided many ICT professional learning opportunities. Tina Clapperton provided after school ICT training and LMS programmes. These were well received by staff.

The student induction programme provided the information and knowledge that was required by all students to join and work on the College’s network. Term 4 saw us partner more extensively with Microsoft and each member of the College has a live@edu account which gives them a range of extra resources especially new software to use.

The new units of work written by each Learning Area show the ICT skills that are being introduced in Years 9 and 10. The students get the opportunity to learn and develop these skills.

All students and staff can access their ICT needs through our comprehensive infrastructure. However, improvement in the provision of data projectors and the associated teacher training to use this resource is needed. The College has introduced student laptops for use on the school network

The ICT network has improved and the College is grateful for the continual support we receive from New Era. The College has increased the supervision of internet usage. The use of KAMAR has improved our ability to manage: attendance, pastoral issues, student support, reporting, NZQA liaison and markbook. It still requires staff upskilling in most areas and training for new staff to use a new timetabling package. ENROL has been used but the Ministry of Education and continual changes have hindered the smooth implementation.

The laptop programme for staff remains central to our College’s high use of ICT in the learning programmes. A regrade of our wireless will improve access around the College and our link to faster Broadband will also help learning.

The school library is actively engaged in promoting the use of ICT. The library systems and processes continue to be great models for other users within the College.

The College places considerable emphasis on ICT. Student achievement is prioritised and realised through the use of ICT. Students can present their ideas using a range of media and technologies and most use ICT confidently in their learning. Our website was in considerable need of upgrading and maintenance, and work has been completed to provide a better website.



**BOTANY DOWNS**  
Secondary College

### **Strategic Goal 4: "Provide excellent Information and Communication Technology"**

continued

The use of LMS for delivery of classroom materials / assignments and student self evaluation is under continual development. Increasing numbers of staff and students are using the facility. There is a need for continual upskilling and opportunities to share best practices. The goal of sharing student data with parents has been trialled in 2010 for full implementation in 2011.

A new development in 2010 has seen BDSC partner with Microsoft, one of 80 schools worldwide working co-operatively to improve student outcomes through great use of technologies. All students have e-mail contacts through Sky drive and the College will work towards using these resources in a better way.

**You can have personal reminders sent to your cell with your school ID**

**You get 25GB of online storage with your school ID**

**You can check all of your E-mail accounts in one place with your school ID**

**Microsoft**

**Microsoft**

**Microsoft**



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You can download cool Microsoft software from DreamSpark.com with your school ID

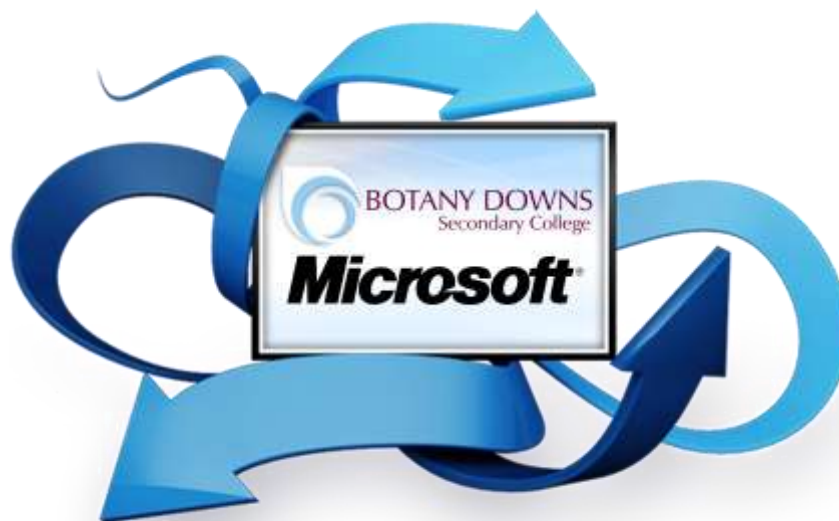
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You can connect and share with Friends using your school ID

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**Microsoft**

You can share notes or documents with anyone using your school ID

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## REPORT ON STRATEGIC GOALS:

### Strategic Goal 5: "Communication and Marketing tools are used to promote the College as an outstanding learning organisation"

**"Botany Downs Secondary College will be recognised globally as a learning organisation that promotes excellence"**

The material used to market the College both locally and globally is of an excellent quality but we must continually review, reflect and improve our resources in this area and this has occurred. As we upgrade our information we have found it easier to share through our website.

The school newsletters are comprehensive and a regular snapshot of what is happening in the College. Copies of these can be found on our web site.

Gateway has enhanced our relationship with the local business community. This service is continuing to expand and link to more business organisations.

We have trialled sharing data with parents and this will be rolled out to all families in 2011. Texting attendance information has been successfully implemented in 2010.

## EDUCATION OUTSIDE THE CLASSROOM:

Botany Downs Secondary College offered a number of exciting out of the classroom learning opportunities. Most learning areas included trips to various places as important learning opportunities, and science in particular is linked into our local community waterway to research and provide exciting environmental learning topics.

The Year 9 Whanau Camps were used as an induction to the "way things are done" at the College. These were tremendous opportunities for new students to develop the teamwork required in a Whanau based College. The students worked with each other and developed relationships with the staff who will be supporting their learning while they are at the College. Thanks go to all the staff for the success of these camps.

### Enviroschools

Enviroschools is an activity that aims to involve students in taking actions that benefit our local, regional and global environment. It is student driven.

In 2010 the BDSC Enviroschools group has been effectively led by, in particular, Samantha Cheah (Head Girl in 2010) and Revati Chopara with strong support from others in their year group. Approximately 45 students from all year levels are active members of the group.





**BOTANY DOWNS**  
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## EDUCATION OUTSIDE THE CLASSROOM continued



The lead students have organised the group into sub groups based on interests such as worm farming, the celebration of sea week and global campaigns. As a consequence of student actions, an attractive mural has been painted at BDSC and a rubbish audit, beach clean up and tree planting undertaken.

Activities have been publicised both within the school and wider community resulting in a growing, positive profile for the group.

### EXO Day



The lead students organised several productive activities this year: Exo Day, Cultural Week, Picnic Day and the Talent Quest. All involved total school participation and were excellent events in our school calendar.





**BOTANY DOWNS**  
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**Cultural Week**





## REPORT ON THE SCHOOL REVIEW PROCESS FOR 2010:

The College had an extensive review programme for 2010 and this process reviewed the following policies and made changes where needed:

- Conflicts of Interest Policy
- International Students Policies
- Project Needs and Delivery Policy
- Public Information and Statements Policy
- Self Review Policy
- Reporting on Student Achievement Progress Policy
- School Uniform Policy
- Teacher Registration Policy

The Appraisal Procedures Review was completed in 2010. The College has made changes to the programme. The main changes are to try and make appraisal a growth and development process for staff using a portfolio to supply evidence of achieving goals or targets. It will be refined from feedback for 2011.

A new 10 Year Property Plan has been commissioned and was completed late in 2010, although we have been unable to use the new templates as "new schools" seem to be locked out of the Ministry of Education system.

Internal Reports to the Board of Trustees were received in 2010 from the following areas:

- English
- Guidance & Health
- Health and Physical Education
- Mathematics
- Science
- Social Sciences
- Technology
- Britten, Spirit and Discovery Whanau

## TIMETABLE – SUBJECT STRUCTURE

2010 was the third year for all five year levels to be in place. The subjects offered suited the needs of most with a comprehensive list of option subjects available:

Ancient Civilisations	Food Technology	Music
Art - Practical	French	Physical Education Option
Business Studies	Graphics	Creative Writing
Dance	Investigative Geography	Greek Mythology
Drama	Japanese	Journalism
Electronics	Media Studies (film)	Media Studies (radio)
ESOL	Multi Materials Technology	Outdoor Education
Financial Studies	Textiles Technology	Sports Leadership

## REPORT ON THE SCHOOL REVIEW PROCESS FOR 2010 continued

### 1. NZQA Moderation

All departments met the expected standards although smaller single teacher departments need more in school support and time to complete the demanding moderation programme.

### 2. Learning Area Reports

Kay Hawk completed reports on:

- Technology
- Science
- Arts – Visual Art, Dance, Drama, Music
- General Whanau Ideology
- Specific Whanau reports on Blake and Endeavour Whanau

**3. Mentoring** – Learning to Learn. Adaption and changes to trial new programmes in 2011.

### 4. Professional Learning

A very comprehensive report was prepared recommending changes which will be in place in 2011.

**5. Board of Trustees** – a new Board was elected in May 2010 for 3 years which set up new committee structures.

The Course booklets are now offered on line so students and parents can access subject information, costs, subject pathways and so on more efficiently.

Parent/Guardian Handbook was reviewed and changes made; this is sent out to new parents and put on the web site for others.

Evaluation of Year 11 Units of Work was completed and discussed with the Heads of Learning Areas whom the Principal met with at the beginning of 2010.

There have been changes to the day and timetable structure as recommended by the Whanau Leaders and some teachers are severely disadvantaged by the lack of suitable classroom space.

No review of the Gifted and Talented programme took place in 2010 although a report has been prepared that summarises student involvement.

Public Relations policy and procedures were reviewed and small changes were made to the documents.

### SUPPORT STAFF

The support staff provides the backbone to effective school administration. Their roles and responsibilities are varied. Recommendations: A comprehensive review of the Support Staff structure will be completed in 2011. This will include job descriptions, internal structures and infrastructure.

## REPORT ON THE SCHOOL REVIEW PROCESS FOR 2010 continued

### ANNUAL PLAN / STRATEGIC PLAN / TARGETS

These have been reviewed through extensive consultation processes and slight changes have been made to the Annual Plan especially noted with our involvement with Microsoft and He Kakano.

Targets have been changed to reflect community and Board recommendations. 2011 targets provide for specific outcomes that can be measured.

### GENERAL

It is clear from feedback from our community and the over subscription for enrolments that the community has a school of which it can be proud. It has built facilities that make quality learning at the College different but exciting and innovative. Students get many opportunities to expand their intellect, develop academic qualifications and pursue interest in sport, culture and the arts.

The College is under funded in terms of financing the operating expenses of a school built for 1500 that has many built modern technologies. There seems to be very little flexibility in the Ministry Resourcing rules that can allow for the growth and development of the College. Staff members work longer and harder than they would if they were in an established school.

The College is committed to offering the best education possible for its community and students but ongoing problems with property have yet to be addressed by Ministry of Education

To have in place a quality curriculum, teachers are required to give extra time to write schemes of work, develop units, share good practice, develop communication networks that are resourced by appropriate texts and technology. The curriculum programmes are supported by learning and thinking processes that include the work of *Hyerle's Philosophy*, *Art Costa's Habits of the Mind* and *Bloom's Taxonomy*, etc. The College's Gifted and Talented programme is one of the best; and school and staff plan these collaboratively as they try to implement authentic extension projects.

Our assessment processes must line up with our curriculum expectations and accurately measure the achievement of our students. These assessment processes are continually being adapted and modified as new staff, resources and curriculum are introduced. Assessment is closely aligned with reporting and these systems need to evolve through trial and review and we try to use our technology appropriately to determine how best to share this information with parents.

NCEA has been successfully introduced over the last five years. Our results have been outstanding.

What happens in the classroom and how students learn is at the forefront of what we do. The expectation for quality learning programmes is followed by all staff. It is the working relationships that teachers have with students that is the most crucial determinate for student success. There needs to be continual communication between all staff as we share good practice. The diverse nature of our students is strength of our College but challenges us to make sure we cater for each student's learning needs.

New staff last year have to be inducted into the Botany Downs Secondary College way of teaching. The Whanau concept is hugely beneficial to the pastoral support of students.

## **REPORT ON THE SCHOOL REVIEW PROCESS FOR 2010** continued

Each Whanau is developing its own culture, resources, communication, support, assemblies and discipline procedures. Pastoral care systems and methodology are shared with staff and students regularly. Student committees and expectations are put in place and always need reinforcement. Student leadership is encouraged in many ways.

I would especially like to mention the lead students, **Samantha Cheah, Ben Goodger, Andrew Lim** and **Ellie Harwood** and thank them for their hard work and excellent leadership in the College.

The co-curricular programme has an expectation for all staff to contribute. I believe we have exceeded expectations and provide quality sports, arts and cultural programmes.

This is a great College with fantastic opportunities for students. The staff works hard to provide exciting learning opportunities for this community.

I thank all the staff for the positive manner in which they work and develop the essential components of this great school. Thanks also to the parents and Board of Trustees who provide valuable support and insight to how we can improve the things we do.

**M.R. Leach**  
**PRINCIPAL**

