



**BOTANY DOWNS**  
Secondary College

# CHARTER

Strategic and Annual Plan  
2018 - 2020



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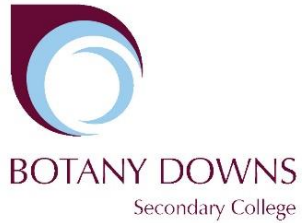
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# Mission, Vision and Values Statement



*Knowledge  
with Character*

A forward-thinking education focused on challenging, innovative, personalised learning within a whanau-based community where learners are nurtured and inspired to achieve personal excellence. As global citizens we embrace diversity, develop character and self-worth, and live our values of empathy, excellence, integrity and respect.



BOTANY DOWNS SECONDARY COLLEGE VISION AND MISSION STATEMENTS

## Our logo



The BDSC logo represents the concept that the students are viewed as a seed being nurtured by their whānau (teachers, students, family) and the wider community. The upwards direction of the logo represents that as a learning organisation we are progressing upwards, continuously improving.

The logo is consistent with our mission, vision and values statement.

## Our Community

Botany Downs Secondary College (BDSC), located in East Auckland, is a large, multicultural, co-educational secondary school (approximately 1800 students), catering for students in years nine to thirteen, and has a decile rating of 9. The College opened to Year 9 students in 2004, growing to become a full secondary school in 2008. 2016 will therefore be the ninth year for Year 13 students to graduate from BDSC.

Our charter is our key planning document and is the basis for all college activity. It sets out, for a school, parents, families, Whānau and wider school community, what a board intends to achieve for its students and how it will do this.

All schools must have a charter which must be reviewed annually (Education Act, section 61).

## Maori dimensions and cultural diversity

Botany Downs Secondary College recognises the values and diversity that our multi-cultural community offers, and recognises the unique position of Māori culture in Aotearoa/New Zealand [s61 (3) (a) Education Act]. This includes having a specific Achievement Plan for Maori, integrating tikanga and Te Reo Maori into the kawa (protocols) and curriculum (where appropriate) of the college. All reasonable steps will be taken to provide instruction in tikanga Māori (Māori culture) and Te reo Māori (Māori language) for full-time students if requested by their parents (Education Act 1989, section 61(3)(a)).]. Cultural diversity will be celebrated and promoted.

## Our Charter contains:

- Our mission, vision and values statements
- A strategic section (strategic plan) that outlines the board's strategic aims for the next three to five years. It reflects what a board is doing to make a difference for student achievement and progress, particularly for Māori and Pasifika students, and students with special education needs
- An annually updated section (annual plan) that identifies the board's priorities for the coming year. It includes the board's actions to raise student progress and achievement. A charter also describes how the board is giving effect to the National Education Guidelines, which include the National Administration Guidelines (NAGs), that the school must comply with.

## EVERYWHERE 24/7

## CLASSROOM

## CO-CURRICULAR

### B BE RESPECTFUL

*Respect for self, others and the environment*

- Speak politely and use appropriate language (*STEP - Sorry, Thank you, Excuse me, Please*)
- Look after property, your own and others
- Dispose of rubbish in the correct bins
- Be on time
- Be an active listener
- Wear your uniform correctly

- Respect everyone's right to learn
- Use classroom equipment and furniture safely
- Follow class expectations and routines

- Represent the college with pride
- Be a positive role model
- Thank the volunteers that made things happen

### D DO YOUR BEST

*Excellence through perseverance and effort*

- Make the most of school opportunities
- Set goals and work hard to achieve them
- Show perseverance
- Try new things
- Come prepared to learn with the correct equipment/gear

- Challenge yourself and learn from your mistakes
- Demonstrate on-task independence
- Act positively on feedback and reflect on your learning
- Ask for help

- Honour team commitments
- Attend all trainings/practices/rehearsals
- Take responsibility for your role in your group

### S SHOW INTEGRITY

*Integrity through honesty and fairness*

- Take responsibility for your actions
- Acknowledge success, both of yourself and others
- Be a responsible digital citizen
- Show self-control

- Submit authentic work
- Use your devices for learning activities
- Return all resources and equipment
- Show consideration for others

- Show sportsmanship
- Be humble when you win and gracious in defeat
- Play fair

### C CARE FOR OTHERS

*Empathy for others in all that we do*

- Show care and compassion towards others
- Be mindful of others when moving around in crowded areas
- Build positive relationships
- Accept diversity
- Act safely

- Be courteous
- Think before you speak/act
  - T = Is it true?
  - H = Is it helpful?
  - I = Is it inspiring?
  - N = Is it necessary?
  - K = Is it kind?
- Accept others as part of group

- Be supportive of one another
- Be aware and look after the health and safety of others



BOTANY DOWNS SECONDARY COLLEGE





## *Strategic Intent*

Botany Downs Secondary College will have **great teachers** who are passionate, caring and innovative educators who will make a **positive difference** for our students

Within the Whanau, students will be **supported** to cultivate their personal identity while **achieving their potential** according to the ideals of the Botany Downs Secondary College Graduate

Enhance our physical environment to **optimize teaching and learning**

Develop and sustain strong relationships and partnerships with our community



BOTANY DOWNS SECONDARY COLLEGE STRATEGIC INTENT

# Strategic Plan 2018-2020

## Strategic Intent

### Strategic Intent 1:

To have highly effective teachers who are well supported and engage innovatively with the education process and facilitate exemplary learning.

## 2018 Annual Goals

**Annual Goal 1.1**  
Our pedagogical model (*Our Learning*) will exemplify learning at the college

**Annual Goal 1.2**  
Professional Learning will support teaching and learning and reinforce *Our Learning* and *Our Way*

**Annual Goal 1.3**  
To attract, recognise and retain high quality staff

**Annual Goal 1.4**  
A comprehensive review of Junior Curriculum Structure

## 2018 Outcomes / Targets

- Teaching practice to more consistently reflect *Our Learning*
- A PL programme that incorporates the explicit development of the teaching competencies
- BOT Committee to investigate and establish a staff recognition/scholarship programme

<p><b>Strategic Intent 1:</b> To have highly effective teachers who are well supported and engage innovatively with the education process and facilitate exemplary learning.</p>	<p><b>Annual Goals:</b></p> <p><b>1.1</b> Our pedagogical model (<i>Our Learning</i>) will exemplify learning at the college</p> <p><b>1.2</b> Professional Learning will support teaching and learning and reinforce <i>Our Learning</i> and <i>Our Way</i></p> <p><b>1.3</b> To attract, recognise and retain high quality staff</p> <p><b>1.4</b> A comprehensive review of Junior Curriculum Structure</p>		
<p><b>Baseline data:</b> <i>Where are we now?</i></p> <ul style="list-style-type: none"> <li>• <i>Our Learning</i> has been presented to staff in a PL session with another section on questioning</li> <li>• <i>Our Way</i> has been a significant part of staff PL and introduced to students with a specific focus on a fortnightly basis (videos at whanau assembly and computer desktops)</li> <li>• Walkthroughs are taking place but no collation of data???</li> </ul>	<p><b>Targets:</b> <i>Where do we want to be at the end of 2018?</i></p> <ul style="list-style-type: none"> <li>• A junior curriculum that has been reviewed and modified to meet <i>Our Learning</i></li> <li>• Middle and Senior Leaders engaged with PL through the ELN</li> <li>• <i>Our Learning</i> and <i>Our Way</i> strengthened throughout the College</li> <li>• Colleagues sharing more of their practice through Department PL time and walkthroughs</li> </ul>		
<p><b>Key Improvement Strategies</b> <i>What will we do? When? Who is responsible?</i></p>			<p><b>Indicators of Progress</b> <i>What will we see? When?</i></p>
<p><b>What/ How:</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	
<p><b>1.1</b> Our pedagogical model (<i>Our Learning</i>) will exemplify learning at the college</p> <ul style="list-style-type: none"> <li>• Comprehensive internal review of Junior Curriculum <ul style="list-style-type: none"> <li>- Review Unit Plan non-negotiables to align with <i>Our Learning</i></li> <li>- Review unit plans against the revised non-negotiables</li> </ul> </li> <li>• Walkthroughs/feedback with specific focus on the teaching competencies <ul style="list-style-type: none"> <li>- Walkthrough template further developed to align with specific teaching competencies</li> </ul> </li> </ul>	<p>CVK HOLA</p> <p>SLT/HOLA</p>	<p>Term 1 By Term 4 – HOLA to then review with SLT</p> <p>Ongoing</p>	<p>A new set of unit plan non-negotiables Reviews completed by HOLA and SLT against non-negotiables</p> <p>Completed walkthrough observations that note the use of <i>Our Learning</i></p>



<p><b>1.2 Professional Learning will support teaching and learning and reinforce <i>Our Learning and Our Way</i></b></p> <ul style="list-style-type: none"> <li>• Consultation with key stakeholders to identify the needs of the 2018 PL programme</li> <li>• A plan for PL in 2018 will be published to all staff at the beginning of the year that identifies PL priorities for the year</li> <li>• Professional Development of Middle and Senior Leaders through participation in the Eastern Learning Network (ELN)</li> <li>• Learning Areas provided with PL time to focus on the development of the teaching competencies</li> <li>• Promote opportunities for the sharing of effective practice with colleagues <ul style="list-style-type: none"> <li>- Work with Middle Leaders to encourage staff to visit colleagues (schedule time and informal report back)</li> </ul> </li> </ul>	<p>CVK/MAW MAW KBR MAW SLT/HOLA/WL</p>	<p>By the end of Term 4 2017 Start of Term 1 Ongoing Start of Term 1 (in PL calendar) Ongoing</p>	<p>Feedback from HOLA and LA collated and used to inform planning of the PL programme</p> <p>Have a completed PL plan that reflects the priorities of the annual plan and needs of staff</p> <p>Ongoing feedback from scheduled ELN sessions at HOLA/WL meetings</p> <p>Number of walkthroughs/ observations within the college increase in number.</p>
<p><b>1.3 To attract, recognise and retain high quality staff</b></p> <ul style="list-style-type: none"> <li>• Use survey results (2017 triennial community survey and NZCER teaching practice) to reflect on staff culture and well-being</li> <li>• Enhance the professional capacity of staff through practitioner research, targeted professional learning and support</li> <li>• Research opportunities to reward, recognise and acknowledge high performing staff</li> </ul>	<p>KBR/SLT KBR/SLT KBR/BOT</p>	<p>Term 1 Ongoing Term 1&amp;2</p>	<p>Analysis of stakeholder/community survey responses</p> <p>Analysis of NZCER teaching practice survey with staff</p> <p>Feedback from staff on what is appropriate recognition and for what.</p>
<p><b>1.4 A comprehensive review of Junior Curriculum Structure</b></p> <ul style="list-style-type: none"> <li>• Investigate the junior curriculum structure at other schools</li> <li>• In consultation with HOLA, review and modify timetable structure as required</li> </ul>	<p>CVK/HOLA</p>	<p>Potentially an 18 month project – implementation in 2020</p>	<p>Notes/observations from schools visited</p> <p>Working party established and proposal devised for consultation with SLT. Timeline established.</p> <p>Further consultation to follow with staff and community</p>
<p><b>Resourcing:</b> Funding for membership of ELN, Travel costs (esp. if outside Auckland) for visiting other schools to look at structure of junior curriculum</p>			
<p><b>Notes:</b> Review of Junior Curriculum to be followed by review of NCEA L1 (2019), NCEA L2 (2020) &amp; NCEA L3 (2021). Outcome of reviews will inform further action.</p>			

# Strategic Plan 2018-2020

## Strategic Goal

## 2018 Annual Goals

## 2018 Outcomes/ Targets

### Strategic Intent 2:

To develop and extend the personal and learning competencies of BDSC learners.

### Annual Goal 2.1

The personal competencies and values summarized in “Our Learning” are explicitly embedded in teaching, learning and mentor programmes at all levels.

### Annual Goal 2.2

The learning competencies and values summarized in “Our Learning” are explicitly embedded in teaching and learning programmes at all levels.

### Annual Goal 2.3

The achievement outcomes for priority groups is improved.

### Annual Goal 2.4

To improve the overall wellbeing of our students.

### 2.1

- Subject unit plans in Years 9 and 10 will include clearly identified opportunities where student personal competencies and values can be developed.
- The “Our Way” explicit teaching matrices will be refined and supporting resources created, to enable specific teaching and learning about personal competencies and values.
- The school’s extensive co-curricular programme will be strengthened through increased levels of staff and student participation and engagement.
- The development of a process to record and acknowledge student demonstration of personal competencies and values has been implemented.

### 2.2

- Unit plans completed that identify opportunities where student learning competencies can be developed.
- Create opportunities in both curriculum and mentoring programmes to foster student agency.
- Develop a functional rubric for each of the student learning competencies in order to gauge student understanding.
- Authentic cross-curricular learning experiences are developed within and / or between Learning Areas to facilitate the development of identified learning competencies.
- To create specific walkthrough templates that evaluate student awareness and understanding of the personal and learning competencies.

### 2.3

- Refer next page for specific Achievement Targets

### 2.4

- An inter-whanau, multi-level student wellbeing committee has been established and action plan for 2018 has been developed
- Committee reports initiatives and suggestions directly to SLT

## Strategic Intent 2:

To develop and extend the personal and learning competencies of BDSC learners.

## Annual Goals:

- 2.1 Personal competencies and values are explicitly embedded in teaching, learning and mentor programmes at all levels.
- 2.2 Learning competencies are explicitly embedded in teaching and learning programmes.
- 2.3 The achievement outcomes for priority groups is improved.
- 2.4 To improve the overall wellbeing of our students.

### Baseline data: *Where are we now?*

- Unit plans have been developed for all subjects in all Learning Areas
- Unit plan non-negotiables exist
- “Our Learning” and “Our Way” models identify core competencies and values
- Mentoring programme has been established and is being delivered weekly
- 50% of teaching staff currently participate in the co-curricular sports programme offered and 50% of staff are also engaged in co-curricular arts programmes. Total staff participation is approximately 75% in 2017.
- Student surveys have been completed that allow for student voice on curriculum structure/delivery and mentor programmes
- At Risk students identified through data analysis; Maori, Pasifika and students at risk of not meeting literacy and numeracy requirements

### Achievement baseline

	Level 1	Level 2	Level 3	UE
2017				
2016	85.9	94.1	88.1	76.4
2015	89.7	93.3	88.8	75.6

### 2.3 Achievement Targets

(Note: Specifics to be finalized in relation to 2017 results)

- Overall minimum **attendance of 95%**. Specific targets for Maori, Pasifika and Year 13 students will be set.
- BDSC students achieve **NCEA Levels 1, 2 and 3 academic results** consistent with, or greater than rates for *decile 8-10* public co-educational schools.
- **Year 9 and 10 students** identified as Stanine 3 or lower in PAT **Reading Comprehension** and less than 4B and 4A respectively for Year 9 and 10 in e-asTTle Reading Comprehension will improve their baseline e-asTTle scores by a greater margin than the rest of their year cohort.
- All **senior boys** will have NCEA achievement rates consistent with or greater than the average for ‘like’ schools
- Identified **special needs students** will achieve at least 50% of the outcomes as determined by their IEP.

<b>Key Improvement Strategies</b> <i>What will we do? When? Who is responsible?</i>			<b>Indicators of Progress</b> <i>What will we see? When?</i>
What/ How:	Who	When	
<b>2.1 Personal competencies and values are explicitly embedded in teaching, learning and mentor programmes at all levels.</b> <ul style="list-style-type: none"> <li>Unit plan non-negotiables are revised to incorporate “Our Learning”</li> <li>All unit plans identify opportunities where student personal competencies and values can be developed.</li> <li>Continue to refine the “Our Way” matrix in order to explicitly teach student personal competencies and values.</li> <li>Develop a structured mentoring programme that unpacks a range of the student learning and personal competencies.</li> <li>To review the levels of staff and student participation and engagement with the school’s extensive co-curricular programme and create co-curricular focus group tasked with developing a strategic plan.</li> <li>To investigate the viability of developing an acknowledgement system that records and acknowledges student demonstration of personal competencies and values (including attendance).</li> </ul>	HOLA/CVK HOLA/CVK  WL/KHS  WL/CWM  SLT/KMN/RBT  SLT/WL/PB4L group	Term 1, 2018 Nov 2018  Term 1, 2018  Term 2, 2018  Ongoing 2018  Term 1, 2018	Revised non-negotiables Modified Unit Plans  Revised “Our Way” matrix  A structured mentoring programme and associated resources are developed and implemented Strategic Co-curricular Plan developed, consulted on and ratified A working group is established to investigate viability. Results are reported back to SLT. Action plan determined if viable.
<b>2.2 Learning competencies are explicitly embedded in teaching and learning programmes.</b> <ul style="list-style-type: none"> <li>All unit plans identify opportunities where student learning competencies can be developed.</li> <li>Create opportunities in both curriculum and mentoring programmes to foster student agency.</li> <li>Develop a functional rubric for each of the student learning competencies in order to gauge student understanding and promote self-assessment.</li> <li>Authentic cross-curricular learning experiences are developed within and / or between Learning Areas to facilitate the development of identified learning competencies.</li> <li>To create specific walkthrough templates that evaluate student awareness and understanding of the personal and learning competencies.</li> </ul>	HOLA/MAW HOLA/WL/SLT HOLA/MAW HOLA/MAW HOLA/WL/SLT	Nov 2018 Ongoing, 2018 Term 2, 2018 Nov, 2018 Term 2, 2018	Unit plans are modified and updated  Mentoring programmes reviewed and updated Learning competency rubrics developed, published and used Cross-curricular learning experiences developed and incorporated into teaching programmes Targeted Walkthrough templates completed and used

<p><b>2.3 The achievement outcomes for our identified priority groups are improved.</b></p> <ul style="list-style-type: none"> <li>• HOLA's, HOD's and TiC closely monitor assessment results and help teachers respond strategically</li> <li>• Overall minimum attendance of 95%. Specific targets for Maori, Pasifika and Year 13 students will be set.</li> <li>• BDSC students achieve NCEA Levels 1, 2 and 3 academic results consistent with, or greater than rates for decile 8-10 public co-educational schools.</li> <li>• Year 9 and 10 students identified as Stanine 3 or lower in PAT Reading Comprehension and less than 4B and 4A respectively for Year 9 and 10 in e-asTTle Reading Comprehension, will improve their baseline e-asTTle scores by a greater margin than the rest of their year cohort.</li> <li>• Senior students will attain a percentage of NCEA Merit and Excellence course endorsements combined that is consistent with or greater than the average for decile 8-10 public co-educational schools. This will be realised by increasing the rates of course endorsements (14cr+)</li> <li>• The <b>Maori</b> student target group (boys) will have NCEA achievement rates consistent with or greater than the average for their BDSC cohort.</li> <li>• Establish a Maori Achievement group that meets regularly to implement strategies outlined in the Maori Action Plan. Maori Action Plan to be revised to meet current needs e.g. professional learning for staff focused mentoring, parental engagement.</li> <li>• The <b>Pasifika</b> student target group (boys) will have NCEA achievement rates consistent with or greater than the average for their BDSC cohort.</li> <li>• Establish a Pasifika Achievement group that meets regularly to implement strategies outlined in the Pasifika Action Plan. This Action Plan to be revised to meet current needs e.g. professional learning for staff, focused mentoring, parental engagement.</li> <li>• Identified special needs students will achieve at least 50% of the outcomes as determined by their IEP.</li> </ul>	<p>HOLA/HOD/TIC</p> <p>KHS/MAW/MHT SLT</p> <p>CVK/SST/KPL</p> <p>SLT/HOLA</p> <p>MHT/KHS</p> <p>MHT/KHS MAW</p> <p>MAW CWM /ASH</p>	<p>Ongoing</p> <p>Ongoing Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1, 2018</p> <p>Ongoing Ongoing</p>	<p>Ongoing monitoring and analysis by middle leaders with their teams is driving strategic improvement.</p> <p>Ongoing monitoring of monthly attendance data, with follow up of at-risk students.</p> <p>Data summaries made available on a regular basis.</p> <p>Appropriate interventions used with target groups.</p> <p>Entrance and end of year PAT and e-asTTle data compared</p>
<p><b>2.4 To improve the overall wellbeing of our students.</b></p> <ul style="list-style-type: none"> <li>• Establish a student wellbeing committee made up of a cross-section of students</li> <li>• Create and implement an action plan related to issues concerning wellbeing</li> <li>• Meet regularly and provide feedback for SLT</li> </ul>	<p>KHS/WL/GC/SN</p>	<p>February 2018 March 2018 Ongoing</p>	<p>Actions designed to enhance student wellbeing are identified and implemented. This provides a vehicle for student agency.</p>
<p><b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i></p>			
<p><b>Definitions: Student Agency – as per the COL definition</b></p>			



# Strategic Plan 2018-2020

## Strategic Goal

## 2018 Annual Goals

## 2018 Outcomes / Targets

### Strategic Intent 3:

To strengthen opportunities for our students through building partnerships in our community.

### Annual Goal 3.1

To further develop and implement our Community of Learning Action Plan.

### Annual Goal 3.2

Recognised as a leader in learning with digital technologies in the education and wider community

### Annual Goal 3.3

To improve collaboration and communication with parents and other important groups

- Achievement challenges approved by Ministry
- Appointment of relevant staffing positions
- Action Plan developed for each Achievement challenge

- Create learning opportunities for staff, students and others in the community, through our partnerships with Microsoft and New Era.
- Imagine Academy (MOS, MTA, etc.) opportunities for community

- Improved collaboration and communication with: Parents, Alumni association, Local employers / businesses, Education providers (MIT, Gateway)
- Establish a Communications strategy

<p><b>Strategic Intent 3:</b> To strengthen opportunities for our students through building partnerships in our community.</p>	<p><b>Annual Goals:</b></p> <p>3.1 To further develop and implement our Community of Learning Action Plan.</p> <p>3.2 Recognised as a leader in learning with digital technologies in the education and wider community</p> <p>3.3 To improve collaboration and communication with parents and other important groups</p>		
<p><b>Baseline data: Where are we now?</b></p> <p>3.1 CoL established, Lead-principal appointed, Achievement Challenges established but yet to be approved</p> <p>3.2 Status as a Microsoft Showcase School is promoted for our international market and online, but there is little understanding of what this means. This has changed over time as Microsoft strategy with engagement has changed to focus on MIEE. We have MIEEs but this is not well-understood either.</p> <p>3.3 Alumni Facebook page overseen by our Website Administrator. A small number of business relationships currently exist.</p>	<p><b>Targets: Where do we want to be at the end of 2018?</b></p> <ul style="list-style-type: none"> <li>• Achievement challenges approved by Ministry</li> <li>• Appointment of relevant staffing positions</li> <li>• Action Plan developed for each Achievement challenge</li> <li>• Create learning opportunities for staff, students and others in the community, through our partnerships with Microsoft and New Era.</li> <li>• Imagine Academy (MOS, MTA, etc.) opportunities for community</li> <li>• Improved collaboration and communication with: Parents, Alumni association, Local employers / businesses, Education providers (MIT, Gateway)</li> <li>• Established Communications plan</li> </ul>		
<p><b>Key Improvement Strategies</b></p> <p><i>What will we do? When? Who is responsible?</i></p>			<p><b>Indicators of Progress</b></p> <p><i>What will we see? When?</i></p>
<p><b>What/ How:</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	
<p><b>3.1</b> To further develop and implement our Community of Learning Action Plan. <i>To streamline the transition/pathway of students from primary, intermediate to secondary</i></p> <ul style="list-style-type: none"> <li>• Achievement challenges approved by Ministry</li> <li>• Appointment of relevant staffing positions (cross-school teachers, in-school teachers)</li> <li>• Action Plan developed for each Achievement challenge</li> <li>• Identify opportunities to strengthen relationships with schools within our CoL through participation in CoL initiatives and events</li> </ul>	<p>CoL Principals Group (CPG) SLT / CPG</p> <p>CPG / cross-school teachers</p> <p>BoT / SLT</p>	<p>MOE dependent</p> <p>MOE dependent</p> <p>T1 and 2</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Achievement challenges approved by Ministry</li> <li>• Meetings with feeder schools provide improved understandings of programmes and learner profiles</li> <li>• Timeline for CoL positions: advertised and appointed</li> <li>• Baseline data for each AC will be collected / shared / used.</li> <li>• Action plans developed</li> <li>• Ongoing progress reports to BoT and staff</li> </ul>

<p><b>3.2 To be recognised as a leader in learning with digital technologies in the education and wider community</b>  <i>Leverage our partnerships and experiences to enhance our reputation and provide better opportunities for our community</i></p> <ul style="list-style-type: none"> <li>• Create learning opportunities for staff, students and others in the community, through our partnerships with Microsoft and New Era <ul style="list-style-type: none"> <li>○ Microsoft Redefining Learning Conference at BDSC (Term 2)</li> <li>○ Investigate professional learning opportunities for staff, tour of leading schools / other Microsoft Showcase, attendance / presentation at LwDT related conferences, school visits (other Microsoft Showcase Schools)</li> <li>○ Proactively connect with Microsoft Showcase Schools and educational leaders</li> </ul> </li> <li>• Imagine Academy (MOS, MTA, etc.) opportunities for community <ul style="list-style-type: none"> <li>○ Marketing / promotion of certification pathways (students, staff, parents)</li> <li>○ Opportunities for staff to become MIEEs to be promoted and recognised.</li> </ul> </li> </ul>	SLT/ Microsoft          MHT/PPA  MHT	Term 2  Term 1  Ongoing  Ongoing  Term 1	<ul style="list-style-type: none"> <li>• Improved and ongoing engagement with Microsoft personnel</li> <li>• Participation in Microsoft supported platforms e.g. Yammer</li> <li>• Report / reflections from school visits shared with staff and board to inform future actions</li> <li>• Plan of action for Imagine Academy formulated and implemented</li> </ul>
<p><b>3.3 To improve collaboration and communication with parents and other important groups</b></p> <ul style="list-style-type: none"> <li>• Investigate the opportunities for career development / mentoring / workplace experience utilising the community links</li> <li>• To develop and strengthen school-community alliances, partnerships and links utilising onsite and offsite opportunities to leverage sponsorship and/ or funding.</li> </ul>	CVK/Vocational & Careers team BoT/SLT	Ongoing  Ongoing	<ul style="list-style-type: none"> <li>• Database created and maintained</li> <li>• Sponsors and supporters acknowledged via our website and other communications</li> </ul>
<p><b>3.4 Develop links with former students through alumni association.</b></p> <ul style="list-style-type: none"> <li>• Establish dedicated personnel and resource to manage Alumni</li> <li>• Establish Alumni membership</li> <li>• Include Alumni section in monthly newsletter / website</li> </ul>	KBR Business Manager /SMN   KBR	Term 1 Ongoing   Ongoing	<ul style="list-style-type: none"> <li>• Desired outcomes confirmed with chosen personnel and included in JD</li> <li>• Achievements of Alumni shared with BDSC community e.g. engagements, marriages, 'where are they now'</li> </ul>
<p><b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i></p>			

# Strategic Plan 2018-2020

## Strategic Goal

## 2018 Annual Goals

## 2018 Outcomes / Targets

### Strategic Intent 4

Optimise opportunities for learning and co-curricular activities for students by enhancing the physical environment

### Annual Goal 4.1

Complete the BDSC Future Facilities Development Plan

### Annual Goal 4.2

Identify opportunities to enhance the aesthetic environment of BDSC

### Annual Goal 4.3

Investigate common spaces in the College and identify how these can be optimised for teaching and independent learning

- Long term BDSC Facilities Development Plan established

- Identify ways in which to structure the physical environment to make it more conducive to learning
- Find opportunities to create quiet spaces within the College environment to enhance staff and student wellbeing

- Visiting a range of schools to gain further insight into the requirements of modern learning environments
- Consult with staff regarding the optimisation of Commons, Pod areas, Voids, LHUB spaces for learning
- Develop an action plan to facilitate optimal use of these spaces for learning

<b>Strategic Intent 4: Optimise opportunities for learning and co-curricular activities for students by enhancing the physical environment</b>		<b>Annual Goals:</b> 4.1 Complete the BDSC Future Facilities Development Plan 4.2 Identify opportunities to enhance the aesthetic environment of BDSC 4.3 Investigate common spaces in the College and identify how these can be optimised for teaching and independent learning	
<b>Baseline data: <i>Where are we now?</i></b>  Sport Complex sub- committee		<b>Targets: <i>Where do we want to be at the end of 2018?</i></b> <ul style="list-style-type: none"> <li>• Long term BDSC Facilities Development Plan established</li> <li>• Identify ways in which to structure the physical environment to make it more conducive to learning</li> <li>• Find opportunities to create quiet spaces within the College environment to enhance staff and student wellbeing</li> <li>• Visiting a range of schools to gain further insight into the requirements of modern learning environments</li> <li>• Consultation completed with stakeholders regarding the optimisation of Commons, Pod areas, Voids, LHUB spaces for learning</li> </ul>	
<b>Key Improvement Strategies</b> <i>What will we do? When? Who is responsible?</i>			<b>Indicators of Progress</b> <i>What will we see? When?</i>
What/ How:	Who	When	
<b>4.1 Complete the BDSC Future Facilities Development Plan</b> <ul style="list-style-type: none"> <li>• Vision for facilities development is established incorporating 5, 10 and 15 year milestones.</li> <li>• Funding streams identified.</li> <li>• Concept and development plan for Multipurpose sports facility completed</li> </ul>	BOT/ SLT  BOT/ SLT BOT/Property Consultant	Term 1  Ongoing Timeline yet to be determined	BDSC Facilities Development Plan Minutes of meetings with potential community sponsors, pledges Design for Multipurpose sports facility finalised



<p><b>4.2 Identify opportunities to enhance the aesthetic environment of BDSC</b></p> <ul style="list-style-type: none"> <li>• Research ways our physical environment could be further enhanced and utilised to support authentic learning including 'Our Way' and 'Our Learning'</li> <li>• Investigate opportunities to create quiet spaces within the College environment to enhance staff and student wellbeing</li> </ul>	<p>SLT/HOLA</p> <p>SLT/Student Wellbeing group</p>	<p>Term 2</p> <p>Term 2</p>	<p>Reflections on visits to school and associated research</p> <p>Student voice gathered</p> <p>Proposals made to SLT for consideration and resourcing</p>
<p><b>4.3 Investigate common spaces in the College and identify how these can be optimised for teaching and independent learning</b></p> <ul style="list-style-type: none"> <li>• Visiting a range of schools to gain further insight into the requirements of modern learning environments</li> <li>• Consultation completed with stakeholders regarding the optimisation of Commons, Pod areas, Voids, LHUB spaces for learning</li> <li>• Develop an action plan to facilitate optimal use of these spaces for learning based on consultation with stakeholders</li> </ul>	<p>SLT/ focus group</p> <p>SLT/ focus group</p> <p>SLT/ focus group</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p>	<p>Reflections on visits to school and associated research</p> <p>Meeting minutes</p> <p>Student voice gathered</p> <p>Proposals made to SLT for consideration and resourcing</p>
<p><b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i></p>			

2018											
Year of Review	Area for Review	BOARD WORK PLAN									
2018		Feb	March	April	May	June	July	August	September	October	November
Strategic Review	Charter	Approve Charter, Analysis of Variance and send to MOE				Review Strategic Plan	Strategic Plan Consultation				
	Strategic Aims	Review 2017 NCEA Results	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	
Regular Review	Policy				Child Protection	International Students			Timetable		
	Board related, e.g. New Trustee Induction										
	Principal performance			Appraisal Report Due; and 2018 PLP Confirmed			Update			Update	
	Curriculum/ Pastoral Reports			Q&A Whanau Leaders	Guidance and Health Reports	Mathematics LA Report	Science LA Report; Guidance and Health Reports	Technology LA Report	International Student Report, Careers Report	Language LA Report; Guidance and Health Reports	Gateway Report
	Budget	Update	Update against 1 March return								Draft budget approved
Emergent Review	New government initiatives										
	New local initiatives					Co-Curricular		Partner School Update			
Board Process Requirements		Appoint Chair & Delegation	Accounts to Auditor		Annual Report approved and sent to MoE				New Student Election		

2019											
Year of Review	Area for Review	BOARD WORK PLAN									
2019		Feb	March	April	May	June	July	August	September	October	November
Strategic Review	Charter	Approve Charter, Analysis of Variance and send to MOE.				Strategic Plan Review	Strategic Plan Consultation	Strategic Plan Consultation	Strategic Plan Consultation	Strategic Plan Consultation	
	Strategic Aims	Review 2018 NCEA Results	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	
Regular Review	Policy		Governance	Health & Safety	Child Protection	International Students	Planning, Reporting and Self-Review	Teaching & Learning	Timetable		
	Board related, e.g. New Trustee Induction					Trustee Handbook					
	Principal performance			Appraisal Report Due; and 2019 PLP Confirmed			Update			Update	
	Curriculum/ Pastoral Reports		Q&A: HOLA		Guidance and Health Reports	English LA Report	Social Sciences LA Report; Guidance and Health Reports	Health & PE LA Report	International Student Report, Careers Report	VPA LA Report; Guidance and Health Reports	Gateway Report
	Budget	Update	Update against 1 March return								Draft budget approved
Emergent Review	New government initiatives - <i>Community of Learning</i>										
	New local initiatives					Co-Curricular		Partner School Update			
Board Process Requirements		Delegation of Authority	Accounts to Auditor		Annual Report approved and sent to MoE	Appoint Board & Board Chair and new Staff Trustee			New Student Election		Board Self-Review
Governance 2019											
Health and Safety 2020											
Finance and Property 2020											

2020											
Year of Review	Area for Review	BOARD WORK PLAN									
2020		Feb	March	April	May	June	July	August	September	October	November
Strategic Review	Charter	Approve Charter, Analysis of Variance and send to MOE									
	Strategic aims	Review 2019 NCEA Results	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	
Regular Review	Policy		Personnel	Health & Safety, Governance, Network Use	Finance & Property, Copyright	International Students		Teaching & Learning	Timetable		
	Board related, e.g. New trustee induction							Technology Dinner		Strategic Workshop Session	
	Principal performance			Appraisal Report due; and 2020 PLP confirmed			Update			Update	
	Curriculum/ Pastoral Reports			Q&A Whanau Leaders	Guidance & Health reports	Mathematics LA Report	Social Sciences LA Report; Guidance & Health Reports	Technology LA Report	International Student Report, Careers, Gateway and Pathways Report(s)	Language LA Report; Guidance and Health Reports	
	Budget	Update	Update against 1 March return			Review 5YA - 10YPP					Draft budget approved
Emergent Review	New government initiatives										
	New local initiatives										
Board Process Requirements		Appoint Chair & Delegation of Authorities	Accounts to Auditor		Annual Report approved and sent to MoE				New Student Election		