



**BOTANY DOWNS**  
Secondary College

# CHARTER

Strategic and Annual Plan  
2019 - 2021



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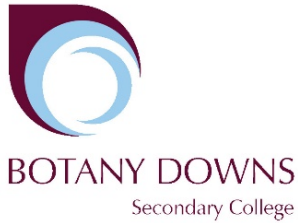
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## **BOARD SELF-REVIEW PLAN 2019-2021**

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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 Plan 2019-2021

## Strategic Intent

## 2019 Annual Goals

## 2019 Target / Outcomes

### Strategic Intent 1:

To strengthen our shared understanding of and commitment to the BDSC culture.

### Annual Goal 1.1

To strengthen the understanding and commitment to our shared purpose (Vision, Mission).

Our Vision, Mission and Values is lived and exemplified by our stakeholders.

### Annual Goal 1.2

To extend opportunities to celebrate student and staff success.

Student and staff will feel valued, engaged with job satisfaction and wellbeing.

### Annual Goal 1.3

To promote organisational culture that is safe, supportive and positive for both staff and students

Staff and students feel valued and listened to. Our College is a place of choice for both staff and students.

<b>Strategic Intent 1:</b> <b>To strengthen our shared understanding of and commitment to the BDSC culture.</b>		<b>Annual Goals:</b> <b>1.1</b> To strengthen the understanding and commitment to our shared purpose (Vision, Mission). <b>1.2</b> To extend opportunities to celebrate student and staff success. <b>1.3</b> To promote organisational culture that is safe, supportive and positive for both staff and students.	
<b>Baseline data: <i>Where are we now?</i></b> <ul style="list-style-type: none"> <li>Current Vision, Mission and Values statements (2016)</li> <li>Feedback from stakeholder surveys and PB4L Set evaluation</li> <li>Current induction programmes</li> <li>Employee of the Week and 'Doh' award, Morning teas</li> <li>Acknowledge significant Birthdays, Weddings and Births</li> </ul>		<b>Targets: <i>Where do we want to be at the end of 2019?</i></b> <ul style="list-style-type: none"> <li>Our Vision, Mission and Values is lived and exemplified by our stakeholders.</li> <li>Student and staff will feel valued, engaged with job satisfaction and wellbeing.</li> <li>Staff and students feel valued and listened to.</li> <li>Our College is a place of choice for both staff and students.</li> </ul> <p><i>How do we know we have got there? Measures:</i>            Decrease in the number of negative KAMAR pastoral entries and increase in the positive pastoral entries; Staff satisfaction survey; PB4L SET survey ; Student Well Being Survey NZCER; Qualitative data</p>	
<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>1.1 To strengthen the understanding and commitment to our shared purpose (Vision, Mission)</b> <ul style="list-style-type: none"> <li>Finalise an agreed Vision and Mission statement through staff and student workshops (what do we stand for? What does character mean for BDSC?)</li> <li>The Vision and Mission is communicated with and regularly reinforced with our community through:  <b>Staff</b> - staff induction (clear points to go through and sign off), staff meetings, whanau and learning area meetings,  <b>Students</b> - whanau, school and year level assemblies, tutor time, mentoring, design and production of visual posters around the school.  <b>Parents</b> - school newsletter, website  <b>Community</b> - local media, school website, external signage</li> <li>BDSC Code of Conduct and EC Code of Practice are promoted with staff. Personal reflections are included in appraisal evidence.</li> </ul>	BOT  KHS/HOLA/WL  Lead/Head Students  Principal / KHS	Term 1  Ongoing	An increase in the awareness and living of the Vision and Mission          Staff PL session, Appraisal reflections

<ul style="list-style-type: none"> <li>• Student Lead team dedicated to promoting our culture.</li> <li>• Consider where we can visually promote our college vision and values, e.g. displayed throughout the school</li> <li>• To strengthen and make more visible the BDSC Merit acknowledgement system (Our Way)</li> <li>• Investigate an electronic badge acknowledgement system</li> </ul>	CWM CWM / Head Students KHS/Our Way Team	Term 1/2 Ongoing	Lead Student project plan Enhanced signage of BDSC vision values Publishing, collating and rewarding student achievement, communications with parents
<b>1.2 To extend opportunities to celebrate student and staff success</b> <ul style="list-style-type: none"> <li>• Have a consistent design and standard for different level of certificates</li> <li>• Criteria and names of different awards are clarified and changed as required e.g. replace 'Effort' awards with 'Diligence' awards</li> <li>• Increased recognition and celebration of <b>staff</b> success / highlight staff achievements through; staff meetings, school newsletter, website, BDSC Life Instagram, acknowledgement board, reception TV, posted up in the staff room.</li> <li>• Increased recognition and celebration of <b>student</b> success / highlight student achievements, e.g. whanau, college and year level assemblies, newsletters, website, BDSC Life Instagram, reception TV, posted up in the staff room, external signage, scholarship award display,</li> <li>• To organise and implement a Maori (Manutaki) and Pasifika Achievement Evening</li> <li>• The college will maintain a record of student success - Awards area on KAMAR, listed on Reports, Website 'archive'</li> </ul>	MHT/MAW CWM/MAW  KHS/ CVK  CWM/MAW  KHS/MAW MAW/SCK	Term 1 Term 1  Ongoing  Ongoing  Term 4 Term 1/ Ongoing	Certificate design standardised Award criteria confirmed  Increase in the public celebration and acknowledgements of staff  Increase in the public celebration and acknowledgements of students  Raised profile of Maori and Pasifika success Accurate KAMAR records and archives of student achievement
<b>1.3 To promote organisational culture that is safe, supportive and positive for both staff and students</b> <ul style="list-style-type: none"> <li>• Plan and implement annual initiatives from the staff well-being team and student well-being team (<i>Hauora Council</i>)</li> <li>• Review and update staff induction programme</li> <li>• Review and update Year 9 and other student induction programmes to include a checklist for new students that arrive during the year.</li> </ul>	KHS / SLH  MHT CWM/ WL	Ongoing  January Term 1 January Term 1	Improved levels of staff and student satisfaction and motivation  Enhanced staff and student induction programmes
<b>Monitoring:</b> <i>How are we going? Where are the gaps? What needs to change?</i> <i>This is ongoing and will involve updates on the plan according to the board meeting cycle.</i>			
<b>Resourcing:</b> 1.1 PL budget, Property budget for signage 1.2 Well-being budget			

# Strategic Plan 2019-2021

## Strategic Goal

## 2019 Annual Goals

## 2019 Target / Outcomes

### Strategic Intent 2:

To have highly effective teachers who collaboratively design an innovative curriculum that embeds our pedagogical language of learning.

### Annual Goal 2.1

To build the capacity of staff through dedicated professional learning and development opportunities.

Our PLD plan prioritises strengthening the school culture, teaching and learning competencies, junior curriculum development, integration of and learning with digital technologies.

### Annual Goal 2.2

Develop new and innovative Junior Curriculum programmes that meet the overarching intent of our pedagogical model.

A new set of unit plan non-negotiables are developed that reflect the BDSC pedagogical model and 21<sup>st</sup> Century Learning Design principles.

The new Junior Curriculum programmes are ready for implementation 2020.

<p><b>Strategic Intent 2:</b> To have highly effective teachers who collaboratively design an innovative curriculum that embeds our pedagogical language of learning.</p>	<p><b>Annual Goals:</b></p> <p><b>2.1 To build the capacity of staff through dedicated professional learning and development opportunities</b></p> <p><b>2.2 Develop new and innovative Junior Curriculum programmes that meet the overarching intent of our pedagogical model</b></p>		
<p><b>Baseline data: <i>Where are we now?</i></b></p> <ul style="list-style-type: none"> <li>• Observations made by Junior Curriculum Review Team after visits to schools and feedback from targeted professional learning</li> <li>• Junior curriculum map (2017) mapping Learning Areas against the 21CLD rubrics</li> <li>• Professional Learning in 2017 unpacking the 21CLD skills and rubrics</li> <li>• LwDT priorities for 2019</li> </ul>	<p><b>Targets: <i>Where do we want to be at the end of 2019?</i></b></p> <ul style="list-style-type: none"> <li>• Our PLD plan prioritises strengthening the school culture, teaching and learning competencies, junior curriculum development, integration of and learning with digital technologies.</li> <li>• A new set of unit plan non-negotiables are developed that reflect the BDSC pedagogical model and 21<sup>st</sup> Century Learning Design principles. The new Junior Curriculum programmes are ready for implementation 2020.</li> </ul> <p><i>How do we know we have got there? Measures:</i> Staff survey on the effectiveness of PL 2019 programme Sample of junior schemes are reviewed against the new unit plan non-negotiables</p>		
<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>2.1 To build the capacity of staff through dedicated professional learning and development opportunities</b></p> <ul style="list-style-type: none"> <li>• Plan a programme of Professional Learning based around the following themes: <ul style="list-style-type: none"> <li>○ Learning with Digital Technologies</li> <li>○ Junior Curriculum Review</li> <li>○ Culture (refer to Annual Goal 1)</li> <li>○ Teaching as Inquiry (component of appraisal)</li> </ul> </li> <li>• The Learning with Digital Technologies PL sessions will align with the junior curriculum review team and stakeholder decisions <ul style="list-style-type: none"> <li>○ Key themes include: LwDT (e-learning), 21CLD practices, project-based learning, integration (opportunities for Learning Areas to collaborate), digital literacy</li> </ul> </li> </ul>	<p>MAW/CVK CVK/LwDT CVK/JCR team CWM/KHS KHS/SLT</p> <p>CVK/LwDT Team</p>	<p>Term 1, 2019</p> <p>Term 1, 2019</p>	<ul style="list-style-type: none"> <li>• 2019 Professional Learning calendar is completed</li> <li>• Rationale for 2019 PL priorities is shared with teaching staff</li> <li>• LwDT – 6 sessions focused on 2019 priorities (TEAMS, Class Notebook)</li> <li>• Professional Learning supports Year 9 unit planning using the revised non-negotiables</li> </ul>

<p><b>2.2 Develop new and innovative Junior Curriculum programmes that meet the overarching intent of our pedagogical model</b></p> <ul style="list-style-type: none"> <li>Junior curriculum review team share their observations with stakeholder groups</li> <li>Consultation on recommendations is undertaken with various stakeholder groups</li> <li>Year 9 Junior Curriculum for 2020 implementation is confirmed (Year 10 will be 2021)</li> <li>Based on the accepted recommendations, new unit plan non-negotiables are developed in conjunction with the teaching and learning competencies as per our pedagogical model</li> <li>New Year 9 units of work are developed and shared with stakeholders</li> <li>Year 9 schemes of work will be reviewed at the end of Term 4 2019</li> </ul>	<p>CVK/JCRT SLT/JCRT</p> <p>SLT/HOLA</p> <p>CVK/HOLA</p> <p>HOLA/LA Staff HOLA/SLT</p>	<p>Term 1, 2019 Terms 1-2, 2019</p> <p>Term 2, 2019</p> <p>Term 2, 2019</p> <p>Terms 2-4, 2019 Term 4, 2019</p>	<ul style="list-style-type: none"> <li>Findings of JCRT are published</li> <li>Feedback from key stakeholders is sought</li> <li>2020 Year 9 curriculum is finalised</li> <li>New non-negotiables have been developed and agreed on</li> <li>Year 9 units of work are developed and are consistent with the expectations of the new non-negotiables</li> </ul>
<p><b>Monitoring:</b> <i>This is ongoing and will involve updates on the plan according to the board meeting cycle.</i></p>			
<p><b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i></p> <p>2.1 Dedicated time for meetings, PL budget, hospitality costs e.g. morning teas with focus groups</p> <p>2.2 Teacher only day approved by Board</p>			
<p><b>Definitions:</b> Student Agency – as per the COL definition</p>			

# Strategic Plan 2019-2021

## Strategic Goal

## 2019 Annual Goals

## 2019 Target / Outcomes

### Strategic Intent 3:

To strengthen relationships and partnerships with our Community.

### Annual Goal 3.1

To implement our CoL Achievement Plan

- Appointment of relevant staffing positions.
- BDSC Action Plan developed for each Achievement Challenge, setting targets / outcomes that align with CoL Plan.

### Annual Goal 3.2

To determine what 'success' means for our stakeholders

- Consultation carried out, identifying priorities, variance and opportunities.

### Annual Goal 3.3

To improve engagement with parents and other important groups in order to increase opportunities for students and evaluate success of students' pathways

- Improved collaboration and communication with: Parents, Alumni association, Local employers / businesses, Education providers (MIT, Gateway)
- Opportunities for students are identified and pursued with relevant community links / providers.

### Annual Goal 3.4

As a Microsoft showcase school we will maximise opportunities for innovative teaching and learning

- Showcase action plan developed that identifies opportunities to enhance opportunities (linked with LwDT Plan)
- Action plan is evaluated

<p><b>Strategic Intent 3:</b></p> <p><b>To strengthen relationships and partnerships with our Community</b></p>	<p><b>Annual Goals:</b></p> <p>3.1 To implement our Community of Learning (Waipaparoa) Achievement Plan</p> <p>3.2 To determine what 'success' means for our stakeholders.</p> <p>3.3 To improve engagement with parents and other important groups in order to increase opportunities for students and evaluate success of students' pathways.</p> <p>3.4 As a Microsoft showcase school we will maximise opportunities for innovative teaching and learning.</p>
<p><b>Baseline data: Where are we now?</b></p> <p>3.1 CoL established, Lead-principal appointed, Achievement Challenges approved.</p> <p>3.2 We have a vision and mission, developed with extensive consultation as a statement of what we stand for. That, in a sense defines what success means.</p> <p>3.3 Alumni Facebook page overseen by our Website Administrator, but there is no cohesive Alumni strategy. A number of business relationships currently exist, and there are well-established links in the Gateway department with several employers / businesses.</p> <p>3.4 BDSC was successful in retaining status Microsoft Showcase School through an application process. This status is promoted for our international market and online. There are opportunities to improve understanding of what this means and how it can encourage us to be more innovative. A number of staff have become Microsoft Innovative Expert Educators (MIEE's). There is a well-established resource base to draw upon, yet opportunities for staff to explore these can be increased.</p>	<p><b>Targets: Where do we want to be at the end of 2019?</b></p> <ul style="list-style-type: none"> <li>• BDSC Action Plan developed for each Achievement Challenge, setting targets / outcomes that align with CoL Plan.</li> <li>• We are assured that we understand the different ways of determining success and therefore know how we are doing.</li> <li>• There is a clear plan to strengthen the connection with past students, setting the foundation for the next five years (towards the 20<sup>th</sup> Anniversary). We have identified needs and opportunities to meet those needs through establishing partnerships in the community.</li> <li>• There is a clear innovation plan developed that reinforces that we are a Leading Microsoft Showcase school. There will be a clear understanding about what it means to BDSC.</li> </ul> <p><i>How do we know we have got there? Measures:</i></p> <p>Action plan completed and shared with all stakeholders</p> <p>Measure of success: Students will achieve target qualification / pathway; consultation with parent engagement groups to define what 'success' looks like (PI, Maori and F&amp;F)</p> <p>Alumni Plan: Database - % cohort sign up, increase of their presence in the Botany Bulletin with their news</p> <p>Community Partnerships – Accurate database of businesses that we have partnership with</p>

<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>3.1 To implement our Community of Learning (Waipaparoa) Achievement Plan</b> <ul style="list-style-type: none"> <li>• Appointment of Across School and Within-School teachers.</li> <li>• Adhering to the intent of Waipaparoa CoL plan develop an action plan for BDSC.</li> </ul>	Karen Brinsden CoL appointees	Terms 1-2 Terms 3-4	<ul style="list-style-type: none"> <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>• BDSC Action plans developed</li> <li>• Ongoing progress reports to BoT and staff</li> </ul>
<b>3.2 To determine what ‘success’ means for our stakeholders</b> <ul style="list-style-type: none"> <li>• Consult with Board to understand more of the intent or scope of this goal.</li> <li>• Develop a suitable methodology to gather and evaluate relevant information</li> <li>• Collate different stakeholders’ (existing) perspectives of success as defined by key engagement groups (e.g. Maori, Pasifika, Family and Friends, Student leaders, etc.)</li> <li>• Carry out survey and/or focus group community consultation with stakeholders to clarify expectations, identify priorities, develop key indicators to measure ‘success’</li> <li>• Report to the board on findings and determine next steps.</li> </ul>	KBR MHT MHT  MHT / SLT  KBR	Term 1 Term 1 Term 2  Term 3  Term 4	<ul style="list-style-type: none"> <li>• Direction (terms of reference) provided by board</li> <li>• Proposal for methods</li> <li>• Report on perspectives</li> <li>• Research is carried out and evaluated in relation to scope / terms of reference</li> <li>• Report to board</li> </ul>
<b>3.3 To improve engagement with parents and other important groups in order to increase opportunities for students and evaluate success of students’ pathways</b> <ul style="list-style-type: none"> <li>• Develop Alumni strategy to improve communication, engagement, maintain links, e.g. Alumni profile updates, events, etc. Development could involve visiting schools with successful Alumni programmes.</li> <li>• Establish community connections committee (SLT, Business Manager, Director of Sport, Pathways / Gateway Coordinator) to identify potential opportunities to explore and connect with suitable partners (e.g. work experience, employment, on-site authentic assessment, sponsorship, etc.). Identify the benefits to Establish partnerships. Identify more opportunities for students to gain work experience and qualifications, e.g. Gateway placements.</li> <li>• Increase connections and profile with local media and partners. Investigate feasibility of a part-time media position / responsibility.</li> </ul>	MHT / DLE  MHT/DLE	Term 1  Term 1	<ul style="list-style-type: none"> <li>• Clear Alumni Plan established.</li> <li>• Community connections committee formed and develops plan.</li> <li>• More positive promotion of BDSC students (present and past) and</li> </ul>

<ul style="list-style-type: none"> <li>Establish process to record Year 12 and 13 students' pathway intentions and match to leaving reason / destination in order to evaluate success in achieving desired pathways (employment, further training or education).</li> </ul>	CVK	Terms 2-3  Terms 2-4	staff. Enhance the BDSC 'brand' / reputation. <ul style="list-style-type: none"> <li>'Pathway success' is developed as a key performance indicator for the college.</li> </ul>
<b>3.4 As a Microsoft showcase school we will maximise opportunities for innovative teaching and learning</b> <ul style="list-style-type: none"> <li>The Learning with Digital Technologies team are involved in constructing a Microsoft Innovation plan, that sets goals that align with the Showcase School Rubric (Vision incorporating Microsoft Transformation Framework, building leadership capacity and technological capacity, learning and teaching approaches are innovative, and competencies / skills are developed).</li> <li>The Innovation Plan incorporates a programme of professional development that builds capacity to use Microsoft solutions and leverages the resources available in the <a href="#">Microsoft Educator Community</a>, including the Microsoft Innovative Educators programme.</li> <li>The Innovation Plan is included in the review of the BDSC curriculum and Our Learning framework.</li> <li>Innovative practice is documented (case studies) promoted and celebrated.</li> <li>Opportunities to host Innovative School Workshops are considered and planned in partnership with Microsoft, e.g. Hack the Classroom,</li> </ul>	CVK  MAW  CVK / MAW  CVK KBR / CVK	Term 1  Term 1  Terms 1-4  Terms 2-4 Terms 2-4	<ul style="list-style-type: none"> <li>BDSC Innovative Plan is developed</li> <li>More teachers will understand what being a Microsoft Showcase School means.</li> <li>More teachers become Microsoft Innovative Educators (MIEs) and Microsoft Innovative Expert Educators (MIEEs)</li> <li>Case studies of practice are shared.</li> <li>There are clear links between the Innovation Plan and other developments, especially the revised BDSC curriculum.</li> </ul>
<b>Monitoring: How are we going? Where are the gaps? What needs to change?</b> This is ongoing and will involve updates on the plan according to the board meeting cycle.			
<b>Resourcing: How much money and time is needed? Who will help us?</b> 3.1 CoL funding. Lots of time. 3.2 Time – dependent on scope, over 40 hours. Money: approximately \$200 for hosting focus groups (catering, stationery, etc.) 3.3 Time – significant time to develop plans, approximately 15 hours, with 5-6 EFTS. Money: approximately \$2500 to cover time release, travel and hosting visitors (catering, gifts, etc.). This may be PD funding. 3.4 Time. Money: approximately \$1000 to cover time release for staff to develop plans, and hosting events (catering, gifts, etc.). Microsoft may support events.			

# Strategic Plan 2019-2021

## Strategic Goal

## 2019 Annual Goals

## 2019 Target / Outcomes

### Strategic Intent 4:

**Manage the remedial works programme to minimize disruption, identify future opportunities to enhance college infrastructure and effectively deliver an innovative educational experience**

### Annual Goal 4.1

Manage the remedial property work to minimize distractions to students and staff

- A timeline for plan of remedial work is established taking in consideration potential disruption to learning and school wide events.

### Annual Goal 4.2

Complete the future facilities development plan

- A plan for the development of future facilities is developed taking into account the long term property remedial works.

### Annual Goal 4.3

To be future-focussed and invest in innovative technologies to support innovative learning

- Findings will influence future teaching and learning programmes supported with appropriate resourcing.

<p><b>Strategic Intent 4:</b></p> <p><b>Manage the remedial works programme to minimize disruption, identify future opportunities to enhance college infrastructure to effectively deliver an innovative educational experience</b></p>	<p><b>Annual Goals:</b></p> <p>4.1 Manage the remedial property work to minimize distractions to students and staff</p> <p>4.2 Complete the future facilities development plan</p> <p>4.3 To be future-focussed and invest in innovative technologies to support innovative learning</p>		
<p><b>Baseline data: <i>Where are we now?</i></b></p>	<p><b>Outcomes: <i>Where do we want to be at the end of 2019?</i></b></p> <ul style="list-style-type: none"> <li>• Comprehension timeline for onsite remedial works with associated school actions</li> <li>• Facilities development plan 2019 – 2022</li> <li>• Case study completed with recommendations for Management and Board</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?</i></p>
<p><b>What/ How:</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	
<p><b>4.1 Manage the remedial property work to minimize distractions to students and staff</b></p> <ul style="list-style-type: none"> <li>• Establish a Property Committee: Principal, DP, Business Manager and Board Member (attendance as required)</li> <li>• Property Committee to work with MOE personnel to develop timeline of works, relocation of teaching spaces, minimising disruption to curriculum and co-curricular opportunities for our students.</li> <li>• Manage the onsite impact during Year 1 of the property remedial project</li> </ul>	<p>Principal</p> <p>Property Committee</p> <p>Principal / MHT</p>	<p>February</p> <p>Term 1, 2020</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Property Committee – agendas and minutes</li> <li>• Timeline for onsite remedial works</li> <li>• Plan that overviews decommissioning of whanau and relocation of classes (where and when); identification of work site hub; out of bounds areas; communications to stakeholders</li> </ul>
<p><b>4.2 Complete the future facilities development plan</b></p> <ul style="list-style-type: none"> <li>• Identify infrastructural priorities needed to effectively deliver a forward thinking curriculum.</li> <li>• Investigate potential resourcing opportunities to fund development plan i.e. fundraising, sponsorship</li> <li>• Establish a timeline for the development plan and associated resourcing</li> </ul>	<p>Board/Property Committee</p> <p>Property/ Sponsorship Committee</p> <p>Board</p>	<p>Term 1</p> <p>Terms 2 – 4</p> <p>Term 3</p>	<ul style="list-style-type: none"> <li>• Strategic infrastructure plan aligning with meeting the needs of a future focused curriculum</li> <li>• Minutes communicating meetings with potential sponsors and outcomes</li> </ul>

<p><b>4.3 To be future-focussed and invest in innovative technologies to support innovative learning experiences.</b></p> <ul style="list-style-type: none"> <li>Proactively collaborate with industry partners (e.g. Microsoft NZ, New Era IT, Eagle Technology and Auckland University, Department of Health Sciences) to determine what future technologies are being developed and how they might support innovative learning experiences and improve student outcomes.</li> <li>Investigate what and how other schools are delivering innovative learning programmes which leverage creativity, critical thinking and problem solving skills.</li> </ul>	<p>Principal/SLT /LwDT</p>    <p>LwDT</p>	<p>Ongoing</p>    <p>Ongoing</p>	<p>Meeting minutes, Visits to industry, other schools, Professional readings, Case Studies shared</p>    <p>Case Study Reports are shared with SLT/LwDT/ HOLA</p>
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**Monitoring:** *How are we going? Where are the gaps? What needs to change?*

*This is ongoing and will involve updates on the plan according to the board meeting cycle.*

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**Resourcing:** *How much money and time is needed? Who will help us?*

4.1 Time: Attendance at meetings with MOE personnel, Property Committee

4.2 Dedicated time for meetings, Local travel costs, hospitality costs e.g. morning teas with potential sponsors

4.3 Time / attendance at meetings, Hospitality costs \$200, PD funding to cover staff visits to other schools and thank you gifts (\$150 depending on the number of schools visited), travel costs (PL fund)

# Achievement Targets

Baseline data: *Where are we now?*

**Achievement baseline (Enrolment )**

	<b>Level 1 at Y11</b>	<b>Level 2 at Y12</b>	<b>Level 3 at Y13</b>	<b>UE at Y13</b>
<b>2018</b>	89.8	87.4	77.7	64.7
<b>2017</b>	81.1	91.6	85.4	71.1
<b>2016</b>	87.1	96.4	86.2	76.7

**Attendance:**

- Maori students will achieve an attendance rate of 90% or better (Ministry requirements for regular attendance), with a goal of increasing it in 2020 to match BDSC school target (95%).
- Pasifika students will achieve an attendance rate of 90% or better (Ministry requirements for regular attendance), with a goal of increasing it in 2020 to match BDSC school target (95%).
- Year 13 students will achieve an attendance rate of 90% or better (Ministry requirements for regular attendance), with a goal of increasing it in 2020 to match BDSC school target (95%).

Identify the **individual target qualification** for each Year 12 and 13 student and ensure that their chosen course enables them to achieve their target qualification. Measure the success rate for each target and analyse outcomes.

Year 12

- Level 1
- Level 1 and 2
- Level 2
- Level 2 with UE Literacy

Year 13

- Level 1
- Level 2
- Level 3
- Level 3 with UE entrance
- Level 3 with UE entrance and AKL University Literacy requirements (17 credits)

Our **2019 NCEA results** will be:

- Level 1 Maintain 10% above Decile 8-10 average
- Level 2 5% above Decile 8-10 average
- Level 3 4% above Decile 8-10 average

# BOARD SELF-REVIEW PLANS 2019 - 2021



**BOTANY DOWNS**  
Secondary College

**2019**

Area for Review	BOARD WORK PLAN									
	Feb	March	April	May	June	July	August	September	October	November
Charter/ Strategic Plan	Approve DRAFT Charter, Analysis of Variance and send to MOE				Strategic Plan Review			Strategic Plan Consultation		
Strategic Aims		Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	
Policy	Curriculum Policy	Governance Policy	Discipline Policy	Child Protection Policy	Reporting on Student Achievement Progress Policy; International Student Policies	Self-Review Policy	Teaching & Learning; Co-curricular policy; Crisis Management Policy; Assessment Policy	Fundraising; and Sponsorship Policies		
Student Progress and Achievement	Review 2018 NCEA Results	Y9 and Y10 Literacy and Numeracy	NCEA Results Confirmed		Mid Year Student Achievement					
Human Resources			Principal's Appraisal Report Due; and 2019 PLP Confirmed			Update			Update	
Curriculum/ Pastoral Reports		NCEA/ UE 2018 Report/ Q&A: HoLA		Health Report	English LA Report	Social Sciences LA Report; Health Report	Health & PE LA Report	International Student Report	Careers Report; VPA LA Report;	Gateway Report; Guidance and Health Report
Budget	Update	Update against 1 March return							2020 Draft Budget	Draft budget approved
New government initiatives	Community of Learning	CoL ASL Appointment								
New local initiatives					Co-Curricular		Partner School Update			
Board Process Requirements	Appoint Chair & Delegation of Authorities	Accounts to Auditor		Annual Report approved and sent to MoE	Appoint Board & Board Chair		Technology Dinner	New Student Election	Strategic Workshop Session (TBC)	Board Self-Review

# BOARD SELF-REVIEW PLANS 2019 - 2021



**BOTANY DOWNS**  
Secondary College

**2020**

Area for Review	BOARD WORK PLAN									
	Feb	March	April	May	June	July	August	September	October	November
Charter/ Strategic Plan	Approve DRAFT Charter, Analysis of Variance and send to				Strategic Plan Review			Strategic Plan Consultation		Draft Strategic Plan 2021-2023
Strategic Aims		Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	
Policy		Human Resources Policy	Health & Safety, Governance, Network Use	Finance & Property, Copyright	Reporting on Student Achievement Progress Policy; International Student Policies	Public Information & Statements	Maori & Pasifika Achievement	Complaints Policy and Procedures		
Student progress and achievement	Review 2020 NCEA Results									
Human Resources			Principal's Appraisal Report Due; and 2020 PLP Confirmed			Update			Update	
Curriculum/ Pastoral Reports		NCEA/ UE 2020 Report	Q&A: Whanau Leaders	Health Centre report	Mathematics LA Report	Sciences LA Report; Health Report	Technology LA Report	International Student Report	Careers Report; Language LA Report;	Gateway, Pathways Reports; Guidance and Health reports
Budget	Update	Update against 1 March return			Review 5YA - 10YPP				2021 Draft	Draft budget approved
New government initiatives - <i>Community of Learning</i>										
New local initiatives					Co-Curricular		Partner School Update			
Board Process Requirements	Appoint Chair; Delegation of Authorities	Accounts to Auditor		Annual Report approved and sent to MoE			Technology Dinner	New Student Election	Strategic Workshop Session (TBC)	Board Self-Review

# BOARD SELF-REVIEW PLANS 2019 - 2021



**BOTANY DOWNS**  
Secondary College

**2021**

Area for Review	BOARD WORK PLAN									
	Feb	March	April	May	June	July	August	September	October	November
Charter/ Strategic Plan	Approve Charter, Analysis of Variance and send to MOE				Review Strategic Plan			Strategic Plan Consultation		Draft Strategic Plan 2021-2023
Strategic aims		Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	
Policy	Human Resources Policy	Staff Leave Policy	Health & Safety, Governance		Reporting on Student Achievement Progress Policy; International Student Policies			Timetable Policy		
Student Progress and Achievement	Review 2020 NCEA Results									
Human Resources			Principal's Appraisal Report due; and 2021 PLP confirmed			Update			Update	
Curriculum/ Pastoral Reports		NCEA/ UE 2020 Report	Q&A Head of Learning Area	Health report	English LA Report	Social Sciences LA Report; Health Report	Health & PE LA Report	International Student Report	Careers Report; VPA LA Report;	Gateway Report; Guidance & Health Report
Budget	Update	Update against 1 March return			Review 5YA - 10YPP				2022 Draft	Draft budget approved
New government initiatives										
New local initiatives					Co-Curricular Update		Partner School Update			
Board Process Requirements	Appoint Chair & Delegation of Authorities	Accounts to Auditor		Annual Report approved and sent to MoE			Technology Dinner	New Student Election	Strategic Workshop Session (TBC)	Board Self-Review