



BOTANY DOWNS
Secondary College®

Knowledge *with* Character

CHARTER 2022-2024



High Aspirations POUTAMA

To provide an environment that focusses on teaching excellence and the design of authentic learning opportunities that enable success for all learners.

Personal Growth WHAKATIPUTIPU

The development of hauora or total wellbeing and social responsibility with a growth mindset.

Partnerships KOTAHITANGA - CONSULT MĀORI CONCEPTS

Building a strong community through highly valued relationships
- Whānaungatanga.

Give effect to Te Tiriti O Waitangi and honour our bicultural partnership along with the culture and diversity of all students

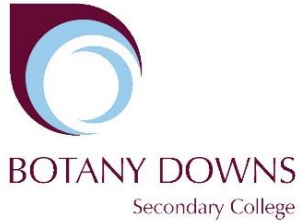
Respect | Integrity | Excellence | Empathy

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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. 2020 will therefore be the thirteenth 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).

Māori 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 Māori, integrating tikanga and Te Reo Māori 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.

Our Way:

OUR WAY

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

2023 Annual Plan

Strategic Intent 1: High Aspirations [Poutama]

To provide an environment through teaching excellence and (by designing) authentic learning opportunities that enable student/learner success – Success for all

Annual Goal 1.1: To implement NZ curriculum refresh & NCEA changes

Strategic Measures: How do we know we have got there?

- Maintain and improve Learning outcomes for all students.
- Staff understand the NZC Curriculum Refresh that incorporates Mana ōrite mō te Mātauranga Māori. Learning programmes are aligned to reflect these changes.
- Staff will have an understanding and meaningfully embedded NCEA changes at level 1- 3.

Annual Measures: How do we know we have got there?

- Element(s) of Mana ōrite (student experiences) mō te Mātauranga Māori (Māori knowledge) is visible in junior unit plans and across pedagogical practices.
- Staff use basic te reo Māori language and develop an understanding of tikanga.
- Staff will understand NCEA changes at level 1

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 1.1.1: <ul style="list-style-type: none"> ▪ Staff engage in PL (TOD) to gain greater knowledge and understanding in the context of their learning area ▪ Mana ōrite mō te Mātauranga Māori is part of Learning Area junior programmes; non-negotiables ready for implementation in 2023 	KHS/HOLA KHS	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Action 1.1.2:	KHS/KWP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
<ul style="list-style-type: none"> BDSC continues to provide professional learning that builds the capacity of teacher's te reo (Greetings, Karakia, waiata, pepeha and subject specific language) 						
Action 1.1.3: <ul style="list-style-type: none"> Review and consult with stakeholders the desirability of providing NCEA Level 1 in 2023 Relevant unit plans updated to reflect the changes at NCEA Level 1 Staff engage in professional learning and TOD's that provide time for planning for NCEA changes 	SLT/HOLA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Annual Goal 1.2: To promote teacher excellence

Strategic Measures: <ul style="list-style-type: none"> ➤ BDSC Professional development will be relevant and focussed to support staff teaching and learning to meet the needs of the NCEA changes and curriculum refresh. ➤ Explore and strengthen relationships with preservice training providers to attract quality teachers. ➤ BDSC growth portfolio challenges and develop individual and collaborative teaching competencies. ➤ Staff actively contribute to their learning area and school-wide activities. 	Annual Measures: How do we know we have got there? <ul style="list-style-type: none"> ➤ Academic data, changes to NCEA and teacher growth portfolio reflections are used to design and implement a professional learning programme that meets the pedagogical needs of staff. ➤ External professional development will be accessed by staff for targeted development to improve knowledge and teaching practices that meet the six standards of the teaching profession. ➤ Data base of high-quality preservice teachers are held on file and considered when looking to fill vacancies. ➤ Explore strategies to reward staff who are involved in one co-curricular activity.
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Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
<p>Action 1.2.1:</p> <ul style="list-style-type: none"> Survey teachers to identify support required to continue to develop the professional needs of staff (NCEA changes) – <i>Note to be undertaken in Term 4 2021</i> Growth Portfolio is reviewed to ensure quality feedback is provided on how staff are meeting the six standards of the teaching profession. NCEA data is analysed across year levels and within Learning areas to identify and address target areas of concerns (e.g., achievement, well-being, attendance, course design/relevancy) 	<p>KHS/CVK</p> <p>KHS</p> <p>KWP</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Action 1.2.2:</p> <ul style="list-style-type: none"> Teachers complete end of term evaluations with students and review growth portfolio feedback from Kaiarahi to determine teaching and learning needs as required. Where required, targeted professional development will be found to support improvement. 	KHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Action 1.2.3:</p> <p>Future employment database created to collect details of highcalibre pre-service and relief teachers that have completed practicums at BDSC</p>	CVK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Action 1.2.4:</p> <p>Survey staff to collect information of the co-curricular activities' they are involved in and how they would like to be recognised for their time and service.</p>	DMG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Annual Goal 1.3: Future focus

Strategic Measures:

- All students are proficient in a range of online platforms and skills.
- Kahui Ako Āheitanga are part of the BDSC pedagogical model of learning and are explicitly embedded into all learning programmes.
- Āheitanga matrices are developed and implemented as part of our school report process.
- Students have acquired skills that are future-focused.

Annual Measures: How do we know we have got there?

- Induction programmes are developed to enable students to use Microsoft Teams to access resources and engage in learning activities.
- Ongoing PLD opportunities enable teachers to competently use Microsoft Teams to implement and deliver online learning to students (part of induction for new staff).
- Āheitanga are incorporated into learning programme non-negotiables.
- Āheitanga BDSC matrices are developed to show progression.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 1.3.1: <ul style="list-style-type: none"> ▪ Review the current induction programme for Year 9 and new students to determine if it meets their needs (includes how students can access Microsoft Teams and resources) ▪ Induction check list is developed for Year 9 and new students and implemented by whanau leaders 	DMG/CVK/KHS DMG/KWP	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Action 1.3.2: <ul style="list-style-type: none"> ▪ LWDT workshops are provided for ongoing professional learning for staff ▪ Current staff induction programme is reviewed, and the inclusion of online learning expectations is outlined. 	KWP DMG	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Action 1.3.3: <ul style="list-style-type: none"> ▪ Āheitanga are incorporated into learning programme non-negotiables (refer to strategic intent 2.1) 	CVK/KHS/MNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Action 1.3.4: <ul style="list-style-type: none"> ▪ Āheitanga BDSC matrices are developed to show progression (refer to strategic intent 2.1) 	CVK/KHS/MNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategic Intent 2: Personal growth [Whakatiputipu]

The development of hauora or total wellbeing and social responsibility with a growth mindset.

Annual Goal 2.1: To explicitly develop Āheitanga

Strategic Measures:

- Students and staff have a clear understanding of the Āheitanga, value them and put them into practice Kahui Ako Āheitanga:
 - Communication and collaboration.
 - Culturally and socially responsive.
 - Awareness of self and others.
 - Adaptive and productive thinker.
- Āheitanga will be embedded in school pastoral and character development programmes.
- Āheitanga will be embedded in curriculum programmes.
- Āheitanga will be measured and reported on.

Annual Measures: How do we know we have got there?

To explicitly develop Āheitanga:

- Kahui Ako representatives share final Āheitanga matrices, transition statements and vision with SLT/HOLA/WL.
- A stocktake to be taken of current resources and approaches to these Āheitanga, What? Where? How are these currently being developed or taught?
- A professional development programme will be developed in conjunction with middle leaders.
- Exemplar resources are developed by WSL for the explicit development of Āheitanga in pastoral and curriculum programmes.
- Investigate a systematised approach for recognising achievement of core Āheitanga by our learners.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 2.1.1: <ul style="list-style-type: none"> ▪ Unpack the final two āheitanga and develop detailed BDSC matrices to align with the Kahui Ako overarching āheitanga matrix. 	CVK/MNA/WSL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Action 2.1.2: Use a combined HOLA/WL meeting to provide an overview of āheitanga, transition pathway, vision and outline next steps.	CVK/MNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<ul style="list-style-type: none"> Share the detailed āheitanga BDSC matrices and discuss how the āheitanga can be developed in curriculum and pastoral areas. 	CVK/WSL					
<p>Action 2.1.3:</p> <ul style="list-style-type: none"> Create a template for the audit of current Learning Area and Whanau resources and approaches to the current development and use of the āheitanga. <p>HOLA and WL audit current resources and approaches to these āheitanga, What? Where? How are these currently being developed or taught?</p>	<p>CVK/WSL</p> <p>CVK/WSL/ HOLA/WL</p>			<input type="checkbox"/>	<input type="checkbox"/>	

Annual Goal 2.2: To promote and ensure an inclusive school culture, and staff and student wellbeing

Strategic Measures:

- BDSC provides an inclusive school culture for all staff and students.
- Student and staff voice is valued.
- To support the building of staff and student capacity with respect to wellbeing and resilience.
- Evaluate the benefits of having a consistent restorative practice approach across the college.
- The impact of the building process on staff and students is managed through effective communication and minimised disruption.

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- Evaluate the benefits of having a consistent restorative practice approach across the college.
- The impact of the building process on staff and students is managed through effective communication and minimised disruption.

Annual Measures: How do we know we have got there?

- Further develop effective platforms to gather student and staff voice.
- Investigate available school wide student wellbeing and resilience training programmes.
- Support opportunities for the provision of building resilience and wellbeing of staff.
- Review and complete a stocktake of the tutor and health programmes that include student wellbeing and resilience and conduct gap analysis.
- Investigate the potential of becoming a restorative practice school in 2023 and the associate professional development required.

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- Investigate available school wide student wellbeing and resilience training programmes.
- Support opportunities for the provision of building resilience and wellbeing of staff.
- Review and complete a stocktake of the tutor and health programmes that include student wellbeing and resilience and conduct gap analysis.
- Investigate the potential of becoming a restorative practice school in 2023 and the associate professional development required.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 2.2.1: <ul style="list-style-type: none"> Strengthen and formalise the Wellbeing team to include a counsellor, Head of Health (include in job description), 1-2 Pastoral, 1-2 Curriculum, and a 1st or 2nd year teacher and resource. Wellbeing team investigates current wellbeing and resilience programmes from a range of schools and other organisations Conduct gap analysis of our tutor and health programmes relating to student wellbeing and resilience. Identify providers of appropriate professional development to meet identified gaps 	Wellbeing Team / WL WL/HOD HED Wellbeing Team	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Annual Goal 2.3: To develop cybersafety and appropriate device use

Strategic Measures:

Strengthened awareness and use of established cyber-safety practices with specific reference to:

- Reduced incidents of social media abuse.
- Students educated about addiction – phone, gaming, social media etc.
- Reduced incidents of cyberbullying.
- Reduction of KAMAR entries re cybersafety breaches.

Annual Measures: How do we know we have got there?

- Conduct a stocktake of tutor and curriculum programmes that include cybersafety measures that enable staff and students to identify and address inappropriate cyber behaviour.
- Conduct an annual gap analysis to identify new cybersafety issues.
- Investigate available school wide student cybersafety programmes that could be used.
- Initiate annual Netsafe presentation and information evening for students and whānau to introduce strategies to limit unacceptable online behaviours / addiction.
- Review cell phone access by students during the school day.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 2.3.1: <ul style="list-style-type: none"> ▪ Stocktake of tutor and curriculum programmes that deliver cybersafety education 	KWP/LwDT team	<input type="checkbox"/>				
Action 2.3.2: <ul style="list-style-type: none"> ▪ Conduct an annual gap analysis to identify cybersafety issues not currently covered in tutor and curriculum programmes ▪ Identify new cybersafety issues ▪ Make recommendations to HOLA and WL to update programmes to address identified needs 	KWP/LwDT KWP/LwDT KWP/LwDT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Action 2.3.3: <ul style="list-style-type: none"> ▪ Engage with community on cybersafety (Netsafe presentation and information evening for students and whānau, Botany Bulletin, Instagram, Facebook page) 	KWP/LwDT team		<input type="checkbox"/>			

<p>Action 2.3.4:</p> <ul style="list-style-type: none"> ▪ Gather stakeholder voice on student cell phone access during the school day ▪ Recommendation to Principal and BOT on student cell phone access at school. 	SLT KBR/BOT	<input type="checkbox"/>	<input type="checkbox"/>			
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Annual Goal 2.4: Student leadership and social responsibility

Strategic Measures:

- Student engagement in active service is increased and recognised.
- Student leadership skills are developed.
- Formalised student reflection on their social responsibility and contribution to their community.
- Increased student involvement in co-curricular service and leadership opportunities.

Annual Measures: How do we know we have got there?

- Identify the range of leadership and service opportunities (Junior and Senior) currently available.
- Audit staff and student involvement in the provision of leadership and service opportunities.
- Identify ways in which we recognise the importance of social responsibility and action.
- Investigate a system to record, recognise and report on student service, leadership, āheitanga, Te Reo and Tikanga, Digital Citizenship.
- Deliver a senior leadership camp at the end of 2022 for 2023 Lead Student group.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 2.4.1: <ul style="list-style-type: none"> ▪ Define what is meant by student leadership? ▪ Identify the range of leadership opportunities available ▪ Clarify leadership categories in KAMAR and refine/publish the process for recording evidence of leadership by students. ▪ Plan and deliver a senior leadership camp at the end of 2022 for 2023 Lead Student group. 	CWM/WL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Action 2.4.2: <ul style="list-style-type: none"> ▪ Define what is meant by service and social responsibility? ▪ Identify where service and social responsibility are developed in both the curriculum and pastoral care programmes ▪ Clarify service and social responsibility categories in KAMAR and refine/publish the process for recording evidence 	SLT/HOLA/WL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Action 2.4.3:</p> <ul style="list-style-type: none"> Investigate a system to supplement academic qualifications, that records, recognises and reports on student service, leadership, āheitanga, Te Reo and Tikanga, Digital Citizenship e.g., a unique Botany Qualification 	SLT/HOLA/WL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Action 2.4.4:</p> <ul style="list-style-type: none"> In conjunction with Action 1.2.4: ascertain staff involvement in the provision of leadership and service / social responsibility opportunities in both pastoral and curriculum settings 	DMG/SLT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategic Intent 3: Partnerships [Kotahitanga]

Building a strong community through highly valued relationships – Whānaungatanga.

Annual Goal 3.1: To build partnerships with Iwi

Strategic Measures: *How do we know we have got there?*

- Relationships with Iwi have been established through an authentic, collaborative partnership.
- Staff have developed their Te Reo capability through partnering with external providers.
-

Annual Measures: *How do we know we have got there?*

- Hui and consultation with local iwi (Ngai Tai ki Tamaki) are conducted.
- Relationships between local Iwi and with our Kahui Ako (Waipaparoa Kahui Ako) has been initiated.
- The viability of appointing a Te Reo teacher has been investigated for 2023.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 3.1.1: <ul style="list-style-type: none"> Engage with Matua Thomas Rawiri (private consultant) as part of our preparatory work ahead of consultation with iwi. Arrange hui with iwi to consult over the strategic plan including Māori concepts; the Māori Achievement Plan; korero ways we can work together to provide cultural and curriculum opportunities 	KWP KWP / KHS	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Action 3.1.2: <ul style="list-style-type: none"> Support the actions of the kahui ako to develop authentic and sustainable relationships between the Waipaparoa kahui ako and local iwi 	KHS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Action 3.1.3: <ul style="list-style-type: none"> Investigate available resources in addition to staffing entitlement to employ personnel dedicated to the teaching of te reo Māori 	KWP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Annual Goal 3.2: To build partnerships with college whānau

Strategic Measures:

- The communication and engagement plan for our college whānau and community is in action.
- The Kahui Ako Strategic Plan and related Achievement Challenges are implemented at BDSC.

Annual Measures: How do we know we have got there?

- Appropriate forum / mechanisms to enhance engagement with whānau and community have been reviewed and identified.
- Annual goals of the Waipaparoa Kahui Ako are achieved.
- Engaging students in environmental and community initiatives is ongoing.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 3.2.1: <ul style="list-style-type: none"> • Explore mechanisms to enhance communication and engagement with whānau and community leveraging knowledge from various kura. • Consult with our whānau and community on their needs and ideals for an effective partnership with the college. • Share summary findings of mechanisms for future development and implementation. 	KHS / KWP KWP KWP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Action 3.2.2: <ul style="list-style-type: none"> • Contribute to the development of the goals of our kahui ako. • Create an action plan for our WSLs to oversee and track the implementation of kahui ako achievement challenges specific to BDSC 	KHS/CVK CVK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Action 3.2.3: <ul style="list-style-type: none"> • Review current opportunities for students to engage in environmental initiatives (see also 2.4.2) 	CWM/DMG/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<ul style="list-style-type: none"> • Explore additional opportunities (with community partners) for students to engage in environmental and community initiatives • Actively promote these opportunities and monitor participation and engagement • Recognition is elevated for student participation i.e. āheitanga, co-curricular honours awards, Service and Environmental Awards (see also 2.4.4) 	DMG					
	DMG					
	SLT					

Annual Goal 3.3: To build partnerships with industry collaborators

Strategic Measures:

- Relationships with Business / Industry have been established through authentic, collaborative partnerships.
- Relationships with organisations to provide opportunities for students to undertake service within the community are strengthened.

Annual Measures: How do we know we have got there?

- Reciprocal relationships with local industry and alumni to enhance learner opportunities and pathways are built.

Specific Actions	Responsibility <i>Who's leading?</i>	Timeframe <i>We will get this done by...</i>				Progress reports (date stamped) <i>How are we going?</i>
		T1	T2	T3	T4	
Action 3.3.1: <ul style="list-style-type: none"> • Create a database of existing relationships with local industry and alumni (Business Manager/Gateway/International Students Dept., Website Administrator) • Conduct a gap analysis of existing relationships • Identify and reach out to valued providers to establish reciprocal relationships • Acknowledge/promote existing and potential future partnerships through our communications with the community • Invite/host representatives from key partners at relevant school events 	DMG DMG DMG DMG DMG	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	

2023 Achievement Targets

Baseline data: *Where are we now?*

Achievement baseline (Enrolment-based statistics)

	Level 1 at Y11	Level 2 at Y12	Level 3 at Y13	UE at Y13
2022				
2021	87.3	93.4	90.2	74.1
2020	87.2	92.0	88.4	68.5
2019	84.8	90.4	78.6	66.0

Target Group 1:

Attendance

- Maori students will achieve an attendance rate of 92% or better, with a goal of increasing it in 2023 to match BDSC school target (95%).
- Pasifika students will achieve an attendance rate of 92% or better, with a goal of increasing it in 2023 to match BDSC school target (95%).
- Year 13 students will achieve an attendance rate of 92% or better, with a goal of increasing it in 2023 to match BDSC school target (95%).

Target Group 3:

Literacy

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.

Target Group 2:

Our 2022 NCEA results will be:

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

Target Group 4:

Learner Support

Identified special needs students will achieve at least 50% of the outcomes as determined by their IEP.

Board Work Plans 2022-2024

2022 Workplan

Area for Review	February	March	April (2 May)	30 May	27 June	25 July	31 August	26 September	25 October	28 November
Charter / Strategic Plan (NAG 2)	Approve Charter & Analysis of Variance & send to MOE				Review Strategic Plan 2022-2024				Review Draft Annual Plan 2023	Approve Annual Plan 2023
Strategic Aims (NAG 2)	Review 2021 NCEA Results	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monitor Update
Policy (NAG 6)	Delegation & Resolution				Crisis Management Policy, Assessment, Co-curricular, Internal Evaluation, Teaching & Learning		Governance	Theft & Fraud Prevention, Protected Disclosure, Timetable, Finance	International Student Policies	Role of Presiding Member
Student Progress & Achievement (NAG 1)	Review 2021 NCEA Results	Special Education Needs		Monitor; NCEA Confirmed Results	Monitor, Mid-year Student Achievement	Monitor	Monitor, Pasifika Student Focus	Monitor, Gifted & Talented	Monitor	Monitor
Te Tiriti o Waitangi	Māori Student Focus	Local Māori Community Consultation			Māori Student Focus	Local Māori Community Consultation				
Inclusion & Wellbeing (NAG 5)	Student Transition Focus			Staff Wellbeing Survey			Student Wellbeing Survey			
Human Resources (NAG 3)	Principal Performance Agr Approved	HR Tool Checklist		Principal's Appraisal Report due, Confirm 2022 PLP		Update		HR Tool Checklist	Update	Formal Review Report Principal Performance (Feb 2023)
Curriculum / Pastoral Reports (NAG 1)	Key Competencies	NCEA/UE 2021 Report, L/Support Report	T1 Health & Counselling Reports	Q&A Whanau Leaders (Fisher House)	Mathematics LA Report (IBE)	Science LA Report (LKR), Health Report	Technology LA Report (DAY)	Language LA Report (MLE)	Int'l Stud Report (ADO/EMA)	Reports: Careers, Gateway, Health, Counselling, L/Support, Library, Arts
Budget (NAG 4)	Update	Update against 1 March return						Update/Review 5Ya/10YPP	2023 Draft Budget	Draft Budget Approved
Property (NAG 4)										
New Government Initiatives								Parent Election Staff Election		
New Local Initiatives		Botany Bulletin (Fri 4 Mar) Ian	Botany Bulletin (Fri 1 Apr) Murray	Botany Bulletin (Fri 6 May) Mark	Co-curricular Update, Botany Bulletin (Fri 3 Jun) Garry	Botany Bulletin (Fri 1 Jul) Lauren	Partner School Update, Botany Bulletin (Fri 5 Aug) Ian	Botany Bulletin (Fri 2 Sep) Murray	No Bulletin	Botany Bulletin (Fri 4 Nov) Mark, Botany Bulletin (Thu 8 Dec) Garry
Board Process Requirements	Appoint Chair & Delegation of Authorities	Accounts to Auditor	Board Evaluation	Annual Report (MOE & website)	Board Self-Assessment, Roll Return 1 July, Parent Reporting	Board Photo	Technology Dinner	Student Election, Health Curriculum Consultation, Board Handbook	Succession Planning, Board Evaluation	Board Self-Review, Parent Reporting

2023 Workplan

Area for Review	Mon 27 Feb	Mon 27 Mar	Mon 1 May	Mon 29 May	Mon 26 Jun	Mon 31 Jul	Mon 28 Aug	Wed 20 Sep	Wed 25 Oct	27 Nov
Charter / Strategic Plan (NAG 2)	Approve Charter & Analysis of Variance & send to MOE				Review Strategic Plan	Strategic Plan Consultation	Strategic Plan Consultation	Strategic Plan Consultation	Strategic Plan Consultation	Approve Annual Plan 2023
Strategic Aims (NAG 2)	Review 2022 NCEA Results	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update
Policy (NAG 6)	Delegation, Resolution	Human Resources, Staff Code of Conduct	Health & Safety, Network/Cyber, Our Way		Report of Stud Achievement	Curriculum, Public Info	Governance	Assess Māori & Pasifika, Complaints	Int'l Stud Policies, Emergency Plan	Role of Presiding Member
Student Progress & Achievement (NAG 1)	Review 2022 NCEA Results	Special Education Needs		Monitor, NCEA Confirmed Results	Monitor, Mid-year Student Achievement;	Monitor	Monitor, Pasifika Student Focus	Monitor, Gifted & Talented	Monitor	Monitor
Te Tiriti o Waitangi	Māori Student Focus	Local Māori Community Consultation			Māori Student Focus	Local Māori Community Consultation				
Inclusion & Wellbeing (NAG 5)	Student Transition Focus			Staff Wellbeing Survey			Student Wellbeing Survey			
Human Resources (NAG 3)	Approve Principal performance Agreement	HR Tool Checklist		Principal's Appraisal Report, 2022 PLP confirmed		Update		HR Tool Checklist	Update	Formal Review Report Principal Performance (Feb 2024)
Curriculum / Pastoral Reports (NAG 1)	Key Competencies	NCEA/UE 2022 Report, L/S Report	T1 Health & Counselling Reports	Q&A HOLAs	English LA Report (KPL)	SOS LA Report (KDS), Health Report	HPE LA Report (JSE)	VPA LA Report (JHD/TCN/LMA/ LTN)	Int'l Stud Report (ADO/EMA)	Reports: Careers, Gateway, Health, Counselling, L/Support, Library, Arts
Budget (NAG 4)	Update	Update against 1 March return						Update/Review 5Ya/10YPP	2024 Draft Budget	Draft Budget Approved
Property (NAG 4)										
New Government Initiatives										
New Local Initiatives		Botany Bulletin (Wed 1 Mar) Lauren	Botany Bulletin (Tues 4 Apr) Ian	Botany Bulletin (Wed 3 May) Murray	Co-curricular Update, Botany Bulletin (Wed 31 May) Mark	No Bulletin, Board Photo, Fiji Service Trip	Partner School Update, Botany Bulletin (Tues 2 Aug) Garry	Botany Bulletin (Wed 30 Aug) Lauren	No Bulletin, New Era Development Plan	Botany Bulletin (Wed 1 Nov) Ian Botany Bulletin (Wed 6 Dec) Murray
Board Process Requirements	Appoint Chair & Delegation of Authorities	Accounts to Auditor	Board Evaluation	Annual Report (MOE & website)	Board Self-Assessment, Roll Return 1 July, Parent Reporting	Board Evaluation	Technology Dinner	Student Election	Succession Planning, Board Evaluation	Parent Reporting

2024 Workplan

Area for Review	February	March	April	May	June	July	August	September	October	November
Charter / Strategic Plan (NAG 2)	Approve Charter & Analysis of Variance & send to MOE				Review Strategic Plan	Develop Strategic Plan 2025-2027	Develop Strategic Plan 2025-2027	Strategic Plan Consultation	Review on feedback on Draft Strategic Plan	Approve Annual Plan 2025
Strategic Aims (NAG 2)	Review 2023 NCEA Results	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update	Monthly Update
Policy (NAG 6)	Delegation, Resolution	Staff Leave		Child Protection, Travel, Privacy, Manage Challenging Behaviour	Copyright, Student Management Behaviour		Governance		Int'l Stud Policies, Emergency Plan	Role of Presiding Member
Student Progress & Achievement (NAG 1)	Review 2023 NCEA Results	Special Education Needs		NCEA Confirmed Results	Mid-year Student Achievement		Pasifika Student Focus	Gifted and Talented		
Te Tiriti o Waitangi	Māori Student Focus	Local Māori Community Consultation			Māori Student Focus	Local Māori Community Consultation				
Inclusion & Wellbeing (NAG 5)	Student Transition Focus			Staff Wellbeing Survey			Student Wellbeing Survey			
Human Resources (NAG 3)	Principal performance Agreement Approved	HR Tool Checklist		Principal's Appraisal Report due; 2022 PLP confirmed		Update		HR Tool Checklist	Update	Formal Review Report Principal Performance (Feb 2025)
Curriculum / Pastoral Reports (NAG 1)	Key Competencies	NCEA/UE 2023 Report, L/Support Report	Q&A Whanau Leaders	Health & Counselling Reports	Maths LA Report (IBE)	Science LA Report (LKR), Health Report	Technology LA Report (DAY)	Language LA Report (MLE)	Int'l Stud Report (ADO/EMA)	Reports: Careers, Gateway, Health, Counselling, L/Support, Library, Arts
Budget (NAG 4)	Update	Update against 1 March return			Review 5YA/10YPP			Update/Review 5YA/10YPP	2025 Draft Budget	Draft Budget Approved
Property (NAG 4)										
New Government Initiatives										
New Local Initiatives		Botany Bulletin (Wed 28 Feb) Mark	Botany Bulletin (Wed 3 Apr) Garry	Community Consult Survey, Botany Bulletin (Wed 1 May) Lauren	Co-curricular Update, Botany Bulletin (Wed 5 Jun) Ian	Botany Bulletin (Wed 3 Jul) Murray Board Photo	Partner School Update, Botany Bulletin (Wed 31 Jul) Mark	Botany Bulletin (Wed 4 Sep) Garry	No Bulletin	Botany Bulletin (Wed 30 Oct) Lauren, Botany Bulletin (Wed 4 Dec) Ian
Board Process Requirements	Appoint Chair & Delegation of Authorities	Accounts to Auditor	Board Evaluation	Annual Report (MOE & website)	Parent Reporting, Roll Return 1 July, Strategic W/shop Session (TBC), Board Self-Assessment	Strategic W/shop Session (TBC), Board Evaluation	Technology Dinner	Student Election, Health Curriculum Consultation	Succession Planning, Board Evaluation	Parent Reporting