



PROSPECTUS | 2024



BOTANY DOWNS
Secondary College

Knowledge
with
Character



Welcome to Botany Downs Secondary College

Thank you for considering Botany Downs Secondary College in the next step of your child's education. Students will experience a forward-thinking education in a purposefully designed, innovative and technology-rich learning environment.

The cornerstone of our college is the Whānau system which is the foundation of our pastoral support for students. Each Whānau provides a sense of belonging, a smaller school within the larger school structure providing for the pastoral care needs of all learners.

Botany Downs Secondary College is a learning community that encourages personal excellence and provides a wide range of co-curricular opportunities in the arts, culture, sports, service and leadership. We are proud of our achievements in all these areas.

Our staff are committed to ensuring the highest quality learning for our students so that, when they graduate, they will be equipped as lifelong learners, who are poised to achieve success according to their ability and able to reflect on their time at Botany Downs Secondary College with fondness.

Students need to feel safe if they are going to reach their full potential. Botany Downs Secondary College places students at the centre of all that we do. This prospectus provides an overview of the college and the many opportunities presented to our students. For further information, please continue browsing our website. You are welcome to contact us if you wish to seek further information.

Karen Brinsden, Principal



Our Mission

A forward-thinking education focused on challenging, innovative, personalised learning within a whānau-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.

Our Values

The Botany Values of Respect, Integrity, Empathy and Excellence underpin all for which we strive.

RESPECT

Respect for self, others and environment.
Treat others as you would like to be treated.

INTEGRITY

Do the right thing even when no one is watching.
Take responsibility for your actions.

EMPATHY

Show care and compassion towards others.

EXCELLENCE

Be the best you can be. Be proud of your success.

Our Graduates

Our graduates will be caring, contributing members of our community and the wider world. They will have personal qualities and a comprehensive skill set that effectively prepares them for their chosen pathways.

EVERYWHERE 24/7

CLASSROOM

CO-CURRICULAR

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

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

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

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





Building Knowledge

At BDSC learning takes place in a purpose built, Whānau-based learning environment. Akonga take personal responsibility for their own learning and develop and use a range of learning competencies that ensure high levels of academic achievement. Akonga also develop personal competencies that enable meaningful student agency and holistic personal development.

SUBJECT STRUCTURE - 2023

LEARNING AREAS	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
English	English (9ENG) English Literacy Support (9ENA)	English (10ENG) English Literacy Support (10ENA) Media Studies (10MED)	English (1ENG) English - Alternative (1ENA) English - Literacy (1ENL) English - Extension (1ENE) Media Studies (1MED)	English (2ENG) English - Alternative (2ENA) English - Extension (2ENE) Media Studies (2MED)	English (3ENG) English Booster Course (3ENB - L3 US) English - Extension (3ENE) Media Studies (3MED)
	English Language Support (9ELS)	English Language Support (10ELS)	English as an Additional Language (1ENS) English as an Additional Language (1ENP)	English as an Additional Language (2ENS) English as an Additional Language (2ENP)	English as an Additional Language (23ENP - L2 AS)
Health & Physical Education	Health & PE (9HED/9PEC)	Health & PE (10HED/10PEC) Outdoor Education (10OED) Physical Education (10PED)	Active Wellbeing (1AWB) Health Education (1HED) Outdoor Education (1OED) Physical Education (1PED)	Early Childhood Education (2ECE) Health Education (2HED) Outdoor Education (2OED) Outdoor Education Alternative (2ODA) Physical Education (2PED) Sports Studies (2SPS)	Early Childhood Education (3ECE) Health Education (3HED) Outdoor Education (3OED) Physical Education (3PED) Sports Studies (3SPS)
Languages	French (9FRE) Japanese (9JAP) Te Reo Māori (9MAO)	French (10FRE) Japanese (10JAP) Te Reo Māori (10MAO)	French (1FRE) Japanese (1JAP) Te Reo Māori (1MAO)	Chinese (2CHI) French (2FRE) Japanese (2JAP) Te Reo Māori (2MAO)	Chinese (3CHI) French (3FRE) Japanese (3JAP) Te Reo Māori (3MAO)
Mathematics	Mathematics and Statistics (9MAT) Mathematics Extension (9MAE)	Mathematics and Stats (10MAT) Mathematics and Stats - Alt (10MNU) Mathematics and Stats - Acc (1MAX) L1 standards for Y10 accelerated students	Mathematics and Statistics - Alt (1MAA) Maths. and Stats. - Foundation (1MAF) Mathematics and Statistics (1MAT) Mathematics and Statistics - Ext (2MAX) for L1 accelerated students	Mathematics and Statistics - Alt (2MAA) Mathematics and Statistics (2MAT) Mathematics and Statistics - Ext (2MAE) Mathematics and Calculus - Acc (3MAX) for L2 accelerated students	Calculus (3MAC) Statistics and Probability (3SAP) Statistics and Probability - Alt (3SPA) Mathematics (3MAT)
Science	Science (9SCI)	Science (10SCI) Science - Acc (1SCX) L1 Science course for Y10 accelerated students Electronics (10ELE)	Science - Core (1SCI) Chemistry and Biology (1SCC) Physics, Earth and Space Science (1SCP)	Biology (2BIO) Chemistry (2CHE) Physics (2PHY)	Biology (3BIO) Chemistry (3CHE) Physics (3PHY)
Social Sciences	Social Studies (9SOS)	Social Studies (10SOS) Ancient Civilisations (10ANC) Business Pathways (10BUP) Investigative Geography (10IGO)	Commerce (1COM) Geography (1GEO) History (1HIS)	Accounting (2ACC) Business Studies (2BUS) Classical Studies (2CLS) Economics (2ECO) Financial Studies (2FIN) Geography (2GEO) History (2HIS) Psychology (2PSY) Travel and Tourism (2TSM)	Accounting (3ACC) Business Studies (3BUS) Classical Studies (3CLS) Economics (3ECO) Financial Studies (3FIN) Geography (3GEO) History (3HIS) Psychology (3PSY) Travel and Tourism (3TSM)
Technology	Design and Visual Com. (9DVC) Food Technology (9TEF) Materials Technology (9MTY) Digital Technology (9DIT)	Design and Visual Com. (10DVC) Digital Technology (10DIT) Fashion and Design Technology (10FDN) Food Technology (10TEF) Multi Materials Technology (10TEM)	Digital Technology (1DIT) Design and Visual Com. (1DVC) Food and Hospitality (1FAH) Materials and Processing Technology Fashion and Design Technology (1FDN) Food Technology (1TEF) Multi Materials Technology (1TEM) Trades Skills (1TSS)	Engineering Skills (2ESS) Building Skills (2BSS) Digital Technology - Programming (2DIP) Digital Technology (2DIT) Design and Visual Com. (2DVC) Fashion and Design Technology (2FDN) Food and Hospitality (2FAH) Food Technology (2TEF) Multi Materials Technology (2TEM)	Digital Technology - Programming (3DIP) Digital Technology (3DIT) Design and Visual Com. (3DVC) Fashion and Design Technology (3FDN) Food and Hospitality (3FAH) Food Technology (3TEF) Multi Materials Technology (3TEM)
The Arts	Dance (9DAN) Drama (9DRA) Music (9MUS) Visual Art (9ART)	Dance (10DAN) Drama (10DRA) Music (10MUS) Visual Art (10ART) Digital Art (10DRT)	Dance (1DAN) Digital Art (1DRT) Drama (1DRA) Music (1MUS) Visual Art (1ART) Visual Art—Digital (1DRT)	Dance (2DAN) Drama (2DRA) Music (2MUS) Visual Art (2ART) Art History (2ARH) Design (2DES) Photography (2PHO)	Dance (3DAN) Drama (3DRA) Making Music (Practical) (3MUP) Music Studies (3MUS) Visual Art (3ART) Art History (3ARH) Design (3DES) Photography (3PHO)
Vocational & General Courses			Work and Community Studies (1WCS)	Careers Pathways (2CAP) Work and Community Studies (2WCS)	Careers Pathways (3CAP)

A relentless academic focus where students are encouraged to achieve personal excellence

A rich and diverse curriculum that provides authentic and meaningful learning opportunities for a diverse range of students

Acceleration of high performing students through differentiated learning programmes to promote academic excellence

Consistent levels of achievement that put the College at the forefront of co-educational Decile 8-10 schools nationwide

Outstanding levels of academic success are recognised and celebrated.

A purpose-built environment that fosters positive learner engagement

Learners that are agile thinkers and adept at using digital technologies to solve problems and support their learning.

Provision of enrichment programmes that extend and engage students in deep learning

Opportunities are extended to students strengthen their interests through participation in academic co-curricular competitions across many subjects

Challenging lessons that are authentic, innovative and provide a range of appropriate methods and tools for each learning context

Learning support programmes that nurture and develop students with additional needs

A Microsoft Global Showcase school with the largest number of Microsoft Innovative Expert Educators in the country

Learners are enabled to access pathways to meaningful tertiary training and employment opportunities

A BYOD school that utilises a wide range of technologies and platforms across different learning contexts

Learners develop a platform of core personal competencies and values that foster positive relationships with others

Tutor mentoring programmes that strengthen and enhance student achievement through targeted pastoral care and academic tracking

Learners gain transferable learning competencies that equip them for lifelong learning





The Whānau

Our college is built to embody the Whānau system and is at the heart of Botany Downs Secondary College. Each student belongs to one of six whānau, which is their “home away from home” and they are part of an extended family of staff and students. The Whānau nurtures a sense of belonging and promotes wellbeing with exceptional support for individual students throughout their secondary schooling.

Students are placed in tutor classes within the whānau and in the junior years at college will spend most of their timetabled subjects with this class. A well-established peer support and mentoring programme is run by senior student leaders.

Our Pastoral Network

The student services area provides on-site expertise with guidance counsellors, youth workers, a registered school nurse, careers advisor and special education needs co-ordinator. Their aim is to support the wellbeing and safety of all students to enable young people to achieve their full potential.



“ Soaring high in the sky like Peter Pan on the high ropes, shooting arrows in archery, making bivouacs in the bush, and riding bikes through the regional park - we had a blast.

The evening activities were heaps of fun too. We had the Discovery Fashion Show, Mystery Box Night and the crazy, yet so much fun Auction Night. This camp had it all. Throughout camp, our staff and student leaders were awesome.”

MATTHEW PALMER 9D9



“ I really enjoyed the trip to Adrenaline Forest because I learnt to persevere when things got hard, especially when we had to negotiate the clips for the harness. I also bonded with my classmates during the process and began really strong friendships on that day!”

ALMAY PALMER 9K12

“ It was a really enjoyable day. I found it challenging at times, but my friends and teachers cheered me on and it helped me get through all the levels!”

HERRIOT PORTER 9K12



“ I enjoyed Adrenaline Forest because I got to work together with new people and got to know them more. It was great to see people face their fears and build lifelong relationships.

GABRIELLE DALTON-WILSON 9J11

“ I loved Adrenaline Forest because it was full of adrenaline! I had so much fun and would recommend it if you have the chance to go in the future.”

RYDER HODSON 9J11



“Camp at Sir Peter Blake MERC was a great experience for all of us in Blake Whānau! Camp never disappoints the students and always gives everyone unlimited opportunities to build relationships with not only each other but also the Lead Students and teachers. We all got to work together, develop new skills, try new things, and face our fears.”

PEPPER JUKES 9B1

“Year 9 camp was definitely something to remember. There were so many fun and exciting activities, as well as scary and a bit challenging. My group was very supportive and funny; they would cheer you on and tell you *you've got this* and to *keep going*.”

OLIVIA BOYSEN 9S10

“Each activity was its own spectacle of experiences whether it was free flying from the Leap of Faith, swinging on vines in Multi-Vine, doing pushups on the high beams, setting camp records with team building and pioneering, and finally freezing in the muddy confidence course.”

JAISON NARAN 9S4



“At camp I enjoyed working together as a group to create and perform a skit. Our group did Romeo and Juliet. I think it was enjoyable because everyone participated and shared their ideas.”

LOLA HAMILTON 9E2

“I really surprised myself when I climbed the high wall in the amazing race. Camp was cool!”

TRAVIS BOOYSEN 9E2



Building Character Through Co-Curricular Involvement

At BDSC learning essential life skills and personal qualities through our extensive co-curricular opportunities leads young people to become active participants in our community.



THE ARTS

Students participating in the Arts are provided with educational experiences outside the classroom preparing students for the future by exploring their creative interests, striving for excellence and discovering their potential.



CULTURAL GROUPS

Opportunities to share a student's own culture or participate in another culture adds to the vibrancy of our multicultural school.



SERVICE

The college provides many opportunities to give back to the school and the wider community through leadership and enviroschools.



SPORTS

The college offers a wide variety of summer and winter sporting codes for individual and team sports. Students engage in weekly interschool competitions, day tournaments and national tournament week. The college also offers a High Performance Programme, inter-whānau sport and social team opportunities.



New Learning Facilities

The key driver for the new facility is the need to provide an additional gymnasium with teaching spaces at Botany Downs Secondary College.

One of the main highlights is the use of transparent cladding. This allows for filtered daylighting to flood the main gymnasium floor & enhance the multiple physical activities that will occur inside the main space, such as basketball, netball and

volleyball. This concept is also reflected in the interior with transparent weights room and a viewing balcony from the mezzanine.

Support facilities align one side of the gym volume: entry foyer, sports office, changing rooms, weights room and storage on the lower level, and a walkway with four teaching spaces on the upper level.



Uniform

Our students are role models for the College in our community. We, like our community, have high expectations in that students will wear their uniform with pride.

Blazers are optional for Year 12 and 13 students. Other students that are representing the College, including premier sports grades, can borrow or hire blazers.

All school uniform, physical education and optional sport and supporters' apparel are available in our onsite uniform shop.

The uniform shop is open regularly throughout the school term with special hours in the weeks leading up to the beginning of the new school academic year (January) and in the Term 1 holidays as we prepare to move into winter uniform requirements. As part of the uniform shop we have available secondhand uniform.



Enrolment Process & Transition to College

Our enrolment process concludes with an individual interview between a senior member of staff with the enrolling student and their parents/caregivers. This interview provides an opportunity for the school to gain a greater insight into meeting the needs of our incoming students and answer any queries.

The year commences with a formal powhiri for all new students, whanau and staff before the comprehensive induction programme to support students in their transition to college.

The year 9 camp held early term 1 is a highlight and students return with a real sense of belonging to the whanau and BDSC.



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