



**BAY OF ISLANDS COLLEGE**  
**POLICY**

**Subject:** Charter and Strategic Plan

**Issued: 2015**

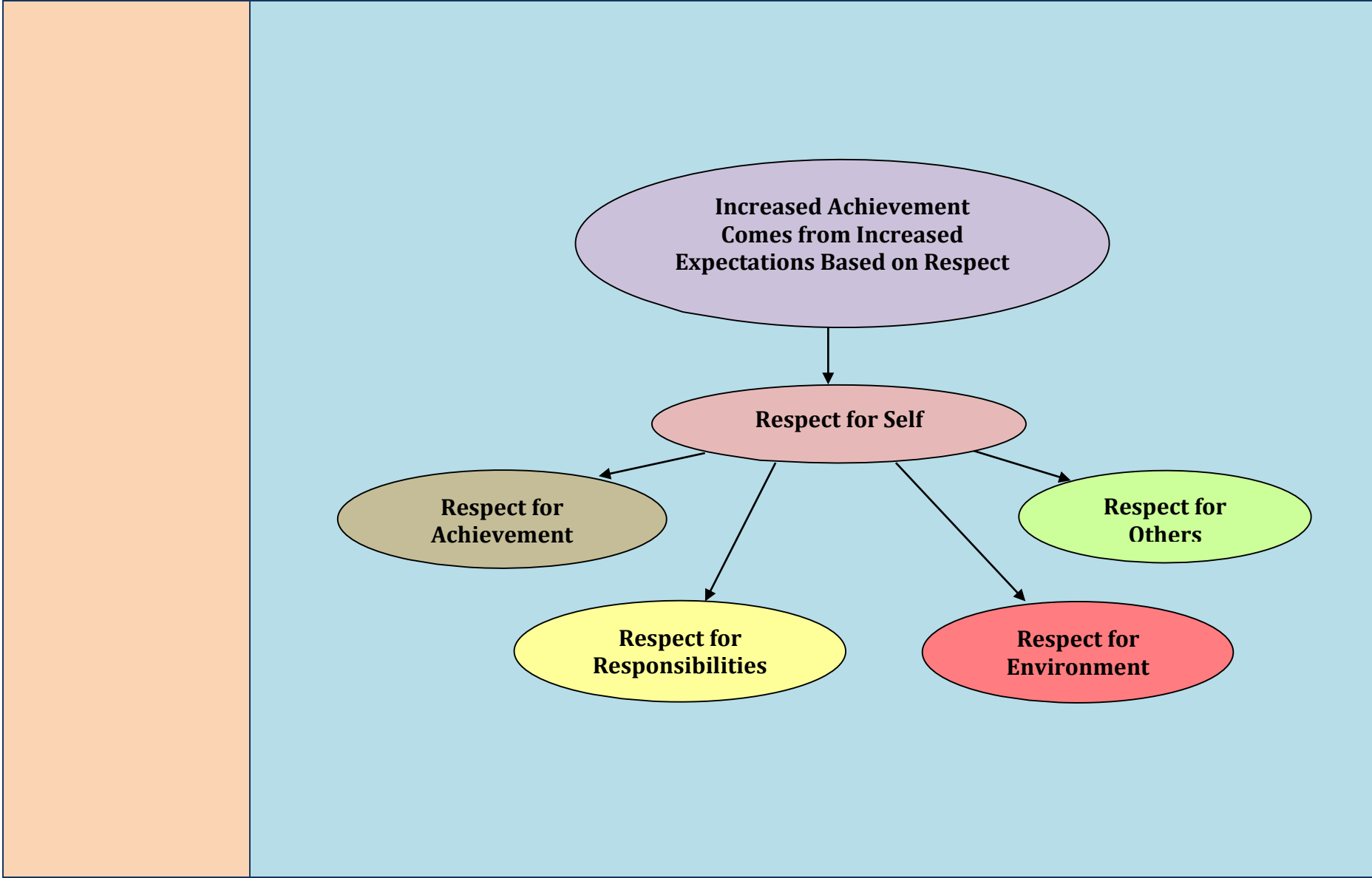
**Bay of Islands College**  
**Pewhairangi**



**CHARTER, STRATEGIC PLAN**  
**AND ANNUAL PLAN**  
**2015 - 2017**

## Charter

<p><b>Mission Statement</b> <b>Paeroa</b></p>	<p><b>‘Together we will develop respectful students, maximising their potential.’</b></p>
<p><b>Vision</b> <b>Moemoea</b></p>	<p><b>“KOKIRI NGATAHI” – ‘Moving Forward Together’</b></p> <ul style="list-style-type: none"> <li>• Achieving educational aspirations</li> <li>• Taking all our contributing school communities with us</li> <li>• The pride of Ngati Hine</li> </ul>
<p><b>Values</b> <b>Uara</b> – Respect is our core value</p> <p><i>Increased Achievement Comes from Increased Expectations Based on Respect</i></p>	<p><b>Respect for Self</b> * <i>being ready to learn</i></p> <p><b>Respect for Others</b> * <i>encouraging others in the classroom and careful use of social media</i></p> <p><b>Respect for Achievement</b> * <i>celebrating achievement in the classroom, on the sports field, in leadership etc.</i></p> <p><b>Respect for Responsibilities</b> * <i>taking responsibility for our own learning and supporting students with designated responsibilities</i></p> <p><b>Respect for Environment</b> * <i>rubbish in bins, desks clear of graffiti, school environment kept neat and tidy</i></p>



<p><b>Principles Mauri</b></p>	<p><b>Learning to Learn:</b> <i>Learners will be able to explore future focused issues through our cultural journey.</i></p> <p><b>Community Engagement:</b> <i>Learners' achieve where there is open communication between home, school and community which engages their support.</i></p> <p><b>Coherence:</b> <i>Learners achieve in authentic, integrated contexts where resources are used effectively and where connections and alignment are made to other learning areas, to put new ideas into practice.</i></p> <p><b>Cultural Diversity:</b> <i>Learners cultural backgrounds are acknowledged and valued and the school environment reflects this.</i></p> <p><b>High Expectations:</b> <i>Learners value high expectations from their teachers and are responsive when provided with an environment where their learning is clearly articulated through meaningful feedback.</i></p> <p><b>Treaty of Waitangi:</b> <i>Te Tiriti o Waitangi is the founding NZ document, students have opportunities to acquire Te Reo Maori me ona Tikanga.</i></p> <p><b>Inclusion:</b> <i>All learners and their families need to feel acceptance, belonging, affirmation, ownership and a sense of confidence and security in our learning environment.</i></p> <p><b>Future Focus:</b> <i>Learners will be able to explore future focused issues through our curriculum delivery.</i></p>	<p><b>Tangata Whenuatanga:</b> <i>Affirming Culture</i></p> <p><b>Rangatiratanga:</b> <i>Self-determination</i></p> <p><b>Whanaungatanga:</b> <i>Relationships</i></p> <p><b>Awhinatanga:</b> <i>Guiding and Supporting</i></p> <p><b>Kotahitanga:</b> <i>Collective Vision</i></p> <p><b>Manaakitanga:</b> <i>Integrity, sincerity, respect</i></p> <p><b>Pumanawatanga:</b> <i>Morale, tone, pulse</i></p> <p><b>Ako:</b> <i>Being a learner</i></p> <p><b>Pono:</b> <i>Having self-belief</i></p> <p><b>Wananga:</b> <i>Sharing of knowledge</i></p>
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## Strategic Planning

Baseline Data, School Context and Targets									
<b>STRATEGIC GOALS</b> <b>Students' Learning</b> <b>Ako taura</b>	<b>Baseline Data (participation based %)</b>				<b>Targets</b>				
		2011	2012	2013	2014	More to come for 2014	2015 (%)	2016 (%)	2017(%)
	L1	70.7	65.8	53.8	62.3		75	80	90
	L2	87.0	78.7	84.7	76.4		90	90	95
	L3	83.3	78.4	72.2	65.8		95	95	100
	UE	46.7	43.2	36.1	26.3		50	55	60
	* 2014 Data. As at 25 Feb we await the processing of late corrections for 15 students								
	<b>Retention Data (numbers in year group)</b>				<b>Targets</b>				
		2011	2012	2013	2014	2015 (%)	2016 (%)	2017 (%)	
	Yr 11	66	87	103*	83	85	90	90	
Yr 12	62	56	65	68	70	75	80		
Yr 13	38	41	41	43	40	35	30		
* <span style="color: blue;">■</span> In this year, 25 students came from Moerewa									

**Endorsed Certificates (current year %)**

	2011	2012	2013	2014	Targets		
	2011	2012	2013	2014	2015 (%)	2016 (%)	2017 (%)
L1	39	34	35	35.4	40	45	45
L2	6	28	36	35.7	30	35	40
L3	0	10	12	12.0	30	35	35

**Note: Percentage for L1 & L2 will increase throughout the year as students complete more assessments**

**Merits and Excellences (%)**

	2011		2012		2013		2014	
	M	E	M	E	M	E	M	E
L1	32	7	32	2	22	18	23	13
L2	4	2	22	6	16	Nil	21	14
L3	Nil	Nil	7	3	23	8	12	2

**Attendance (% for year group)**

	2011(T2)	2012(T3)	2013(S1)	2014	Targets		
	2011(T2)	2012(T3)	2013(S1)	2014	2015 (%)	2016 (%)	2017 (%)
Yr 11	81%	79.4%	83%	84.1%	85	90	90
Yr 12	81%	85.7%	83.9%	77.1%	85	90	90
Yr 13	75.6%	78.3%	88.5%	72.7%	90	95	95

**Attendance figures for 2014 are based between 1/1/14 and 7/11/14. Seniors were on exam leave from 10<sup>th</sup> November 2014. School average 80.8%**

<p><b>Maori Academic Achievement</b></p>	<p><b>(NAG 1b): “Improving Maori educational achievement” – specifically 85% students achieve Level 2</b></p> <p><b>Strategic Goals - Junior School</b> That 85% of all junior student asTTle achievers will improve two sub levels during the year, reading and number. That by the end of Year 10, 90% of students will be at the level where achieving NCEA Literacy and Numeracy in the following year is achievable.</p> <p><b>Strategic Goals - Senior School</b> <b>NCEA</b></p> <p><b>Level 1:</b> 90% of Year 11 students will gain Level 1, Over 90% of Year 11 will achieve Literacy 1 Over 90% of Year 11 students will achieve Numeracy.</p> <p><b>Level 2:</b> Over 90% of Year 12 will gain Level 2 and Literacy 2</p> <p><b>Level 3:</b> Over 95% of Year 13 will gain Level 3 Over 50% of Year 13 will gain University Entrance.</p> <p><b>Endorsements: Level 1 45%, Level 2 30%, Level 3 20%</b></p> <p><b>School Leavers.</b> 85% will have Level 1 or above. 85% will have Level 2 or above.</p> <p><b>Attendance:</b> Average attendance 85%, students below this will be targeted.</p> <p>If students in Level 2/3 are following a vocational pathway then 90% will achieve a vocational pathway award.</p>
<p><b>Student Engagement Mahi taurira</b></p>	<p>Attendance + Effort = Achievement Present – 85% of students will be present and engaged and achieve in school activities.</p> <p>Engagement – Programs such as Kia Eke Panuku (BOS) and Restorative Justice are to support and develop the engagement of students and staff in quality learning reflecting culturally responsive pedagogy.</p> <p>Achievement –is based on evidence analysed and then informing practice to ensure diverse pathways for</p>



<p><b>Strategic Plan Review</b>  <b>Mahere Rautaki Te Wahanga Tuatahi Arotake</b>  <b>Curriculum Review 18 plus</b>  <b>Arotake marautanga</b>  <b>Leadership and Accountability</b></p>	<p>student success (teaching as enquiry practice).</p> <p>Through</p> <ul style="list-style-type: none"> <li>• Collecting data, analysing and informing practice</li> <li>• Developing appropriate achievement plans</li> <li>• Mentoring of students</li> <li>• Professional Development of Staff</li> <li>• Seeking extra funding</li> <li>• Closer whanau school relationships</li> <li>• Celebrating success</li> <li>• More Culturally inclusive programmes e.g. Performing Arts, Kapahaka, Production</li> <li>• We will foster positive and effective relationships between people in our school to ensure high expectations for learning.</li> <li>• To include reflection of teaching and ensure more diverse pathways for students to achieve success.</li> </ul> <p><b>Charter and Departments</b></p> <ul style="list-style-type: none"> <li>• School wide New Achievement Plans based on Charter Goals reviewed.</li> </ul> <p><b>Analysis of NCEA results</b></p> <ul style="list-style-type: none"> <li>• 18 plus credits per student per subject recorded and made available for staff, students and parents on request.</li> </ul> <p><b>Break down of class credit averages</b></p> <ul style="list-style-type: none"> <li>• Focus on improving Merits and Excellence endorsements for Maori educational achievement.</li> </ul> <p><b>Reviews of: <i>timetable, behaviour management, appraisal documents, curriculum wide reviews</i></b></p> <ul style="list-style-type: none"> <li>• Achievement Plans developed with 18 plus as the basis with Maori Student Achievement Goals</li> <li>• Department schemes are reviewed in relation to the National Curriculum with a focus on improving Maori student achievement</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reo Rua and tuition through Te Reo is reviewed for Year 9 and 10 and expanded into Year 11, 12</li> <li>• Semester reports</li> </ul> <p><b>Review staff structure and leadership</b></p> <ul style="list-style-type: none"> <li>• HOF Maori supported by Principal. Advice and support from School Support Services in closer links with Maori Communities</li> <li>• Develop the Te Roopu Whakakotahi support committee with the Maori community to support the learning of young Maori</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>• Consolidation of finances to start to build reserves in 2015 - 17.</li> </ul>
<b>Property</b>	<ul style="list-style-type: none"> <li>• Commence gymnasium and rebuild .</li> <li>• Start rationalisation of classrooms in order to pave the way for new Technology block.</li> <li>• Enhancement of front of school</li> <li>• Beautify school environment/surrounds. Involve students and community.</li> </ul>
<p><b>Core Strategies for Achieving Goals</b> <b>2014 - 2017</b></p>	
<p><b>Strategic Community Goal:</b> <b>To promote Bay of Islands College as the school of choice in our area through continued high achievement leading to students achieving their individual goals.</b></p>	
<b>School Organisation and Structures</b>	<p>Students are grouped by year levels guided by Deans. Teaching staff are grouped by Faculty with support staff in Gateways, Student Centre. Senior Leadership Team receives guidance from HoF's, Deans and various Committees. Under support structures we have a SENCO, a Guidance Counsellor, plus many external support groups such as Ngati Hine Health Trust, Rural Beat, Public Health Nurse, Drug &amp; Alcohol Counsellor, Police Youth Aide Officer, Te Tai Tokerau Attendance Services, Youth Worker in Schools etc. Regular meetings with Te Roopu Whakakotahi included the voice of local hapu , iwi as well as iwi whanui, iwi ke hoki.</p>

<b>Review of Charter and Consultation</b>	The current charter and strategic plans are being reviewed by SLT. The Strategic plan will be initiated by SLT and further developed by the students, staff, Board of Trustees and Community, every three years.
<b>Develop Reo Rua</b>	Ensure that the Reo Rua is effectively staffed and expanded to meet community expectations.
<b>Environment</b>	The school will work with the community, teachers, whanau to protect and nurture our learning environment and resources.
<b>Community</b>	<ul style="list-style-type: none"> <li>• Continue to strengthen community involvement in and out of the classroom in support of student learning</li> <li>• Strengthen our processes of transitions for students in, out and across the school</li> <li>• To strengthen the core delivery through parents engagement. To support student success through NCEA examinations, their involvement in Academic Counselling and Parent Portal facility.</li> <li>• To support student Community Champions (people/mentors in the community that have been trained to support families and students).</li> </ul>

<b>Strategic Learning Goal:</b>	
<b>To improve the retention, engagement and achievement of all students in the school, particularly Maori students, with an aim of all leavers achieving at least NCEA Level 2.</b>	
<b>Staff Learning, Development and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Management and Professional Learning &amp; Development and personnel will be differentiated to utilise staff strengths in order to meet the individual needs of staff and students and the school as a whole.</li> <li>• Use the skills and strengths of our staff to meet the needs of our students</li> <li>• To ensure that teachers develop and maintain relationships with the students in their class, reflecting culturally responsive pedagogy ( Kia Eke Panuku professional development over the next three years for all staff.)</li> <li>• Encourage staff to develop knowledge and skills in identified curriculum areas as highlighted through “teaching as inquiry” cycle, the schools’ strategic plan and requirements of the Registered Teachers’ Criteria</li> </ul> <p>Refer to article by Ian Vickers – ‘Taking Care of Teachers’ published in MoE Education Gazette</p>

	<p><a href="http://search.minedu.govt.nz/search?entqr=0&amp;access=p&amp;sort=date%3AD%3AL%3Ad1&amp;output=xml_no_dtd&amp;ie=UTF-8&amp;client=edgazette_frontend&amp;q=taking%20care%20of%20teachers&amp;ud=1&amp;site=edgazette&amp;oe=UTF-8&amp;proxystylesheet=edgazette_frontend&amp;ip=202.37.33.34&amp;sourcehostname=www.edgazette.govt.nz&amp;filter=0">http://search.minedu.govt.nz/search?entqr=0&amp;access=p&amp;sort=date%3AD%3AL%3Ad1&amp;output=xml_no_dtd&amp;ie=UTF-8&amp;client=edgazette_frontend&amp;q=taking%20care%20of%20teachers&amp;ud=1&amp;site=edgazette&amp;oe=UTF-8&amp;proxystylesheet=edgazette_frontend&amp;ip=202.37.33.34&amp;sourcehostname=www.edgazette.govt.nz&amp;filter=0</a></p> <p>We will be a school focussed on student and staff well being:</p> <ul style="list-style-type: none"> <li>• Restorative Justice Practices</li> <li>• Principal annual meetings with each staff member</li> <li>• Open Door Policy of SLT members</li> <li>• Continual Self Reviews ( staff and student voice sought)</li> </ul>
<b>Student Learning and Engagement</b>	<ul style="list-style-type: none"> <li>• All students will be present and be engaged with the curriculum. Through a diverse and flexible learning and teaching environment that reflects their passion and their community.</li> <li>• Develop a widely available, reliable and user friendly e-learning environment. Trial “Bring Your Own Device” (BYOD) Year Ten class, to be extended over subsequent years.</li> <li>• Curriculum review will be continual to reflect the NZ Curriculum and the aspirations and needs of our students and community.</li> <li>• To develop career pathways to ensure learners are active in their learning towards their future transition to the workplace eg Vocational Pathways ( developing the structure each year).</li> <li>• Self-Review will aim to improve students and teacher leadership and facilitate evidence based quality outcomes in NCEA and achieve in all areas of learning.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• Employ staff where needed</li> <li>• Continue teacher aid resourcing for students with extra funding.</li> <li>• Development and embedding of Youth Worker; (support in school for at risk students and their whanau)</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>• Support Community Champions.</li> <li>• Involvement in community events (eg Puff n Pull, Christmas parade).</li> <li>• Wananga on Marae within the community (NCEA Evenings plus others).</li> </ul>

## Three Year School Improvement Plan – SUMMARY

Summarise the strategic section of the plan

	Domain	Strategic Goal	Target	Variance Short Report
2015	Students Learning	Improve achievement at NCEA Level 1	75% of Year 11 students undertaking a full NCEA course achieving Level 1 in 2015	
	Maori Academic Achievement	Specifically 85% students achieve Level 2	Specifically 85% students achieve Level 2	
	Student Engagement	Reduce stand down and suspensions without reducing standards.	Reduce stand down and suspensions by at least 20%	
	Property Finance	New Gym Consolidate finances to build reserves		
2016	Students Learning			
	Maori Academic Achievement	New staff initiation to Kia Eke Panuku, Restorative Practices		
	Student Engagement			
	Property Finance	Technology Block Consolidate finances to build reserves		

2017	Students Learning	Continue Teacher Aide resourcing for students with high needs		
	Maori Academic Achievement	Kia Eke Panuku, Restorative Practices		
	Student Engagement			
	Property	Landscaping front of school and surrounds. Involve community/student input		
	Finance	Consolidate finances to build reserves		

## 2015 ANNUAL PLAN

### Improvement Plan - Domain: Learning

**Strategic Learning Goal:**

**To improve the retention, engagement and achievement of all students in the school, particularly Maori students, with an aim of all leavers achieving at least NCEA Level 2.**

**Annual Goal: Improve achievement at NCEA Level 1**

**Annual Target - 75% of Year 11 students undertaking a full NCEA course achieving Level 1 in 2015**

**Baseline data:**

	2011	2012	2013	2014	2015 Target	Strategic Goals
L1	62.1	57.5	48.5	74	75	90

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Throughout 2015	Ensure all student achieve Numeracy credits by the end of Year 11	DMN/KSM	Term by term tracking of Numeracy credits
Throughout 2015	Ensure all student achieve Literacy credits by the end of Year 11	HBT/SMN	Term by term tracking of Literacy credits
Throughout 2015	Close tracking of credit accumulation and targeting of students who are at risk of not passing NCEA Level 1	DSC and KPH S.A.M. (BJN)	Fortnightly tracking of credits Monthly data tracking on staff drive
Throughout 2015	Ensure that all students have 85% attendance	Deans	Fortnightly tracking of attendance data
Throughout 2015	Kia Eke Panuku – Developing effective pedagogy through observations, feedback, feed forward and shadow coaching.	Edith Ruth John	Progress towards individual teacher goals

Throughout 2015	IES funding for Community of Schools	tbc	Promoting student achievement at Primary to support students starting College at curriculum level 4
<b>Resourcing:</b> <ul style="list-style-type: none"> <li>• <b>Money - KEP, IES, ALiM, Decile Rating Review</b></li> <li>• <b>Time -</b></li> <li>• <b>Personnel - Youth Worker (MOE Initiative)</b></li> </ul>			



## Improvement Plan - Domain: Learning

### Strategic Learning Goal:

**To improve the retention, engagement and achievement of all students in the school, particularly Maori students, with an aim of all leavers achieving at least NCEA Level 2.**

**Annual Goal: Reduce stand down and suspensions without reducing standards.**

**Annual Target - Reduce stand down and suspensions by at least 20%**

### Baseline data:

	2011	2012	2013	2014	2015 Target	2016 Target	2017 Target
Stand downs	55	67	93	53	25	15	10
Suspensions	-	14	9	7	3	2	1
Exclusions	-	-	5	1	0	0	0

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Throughout 2015	Implement RJ procedures	JPI	Reduction in number of stand downs and suspensions.
By end Term 2	Every year 9 class – RJ circles	JPI / NSM	Requests for circles
Term 3 2015	PD for all pastoral staff	Margaret Thorsborne	Staff confident to manage RJ's
Throughout 2015	Changing culture and language from “zero tolerance to building relationships” with RJ as a first option without removing boundaries set in our discipline process.	All Staff	Introducing RJ discussions into staff meetings. Modeling RJ procedures to staff.

### Resourcing:

- Youth Worker in School



**BAY OF ISLANDS COLLEGE \_\_\_\_\_ ACHIEVEMENT PLAN FOR LEARNING FOR 2015**

<p align="center"><b>VISION STATEMENT:</b>  <b>Kokiri Ngatahi – “moving forward, together”</b></p> <ul style="list-style-type: none"> <li>Achieving educational aspirations</li> </ul> <p align="center">Attendance + Effort = Achievement</p>		<p><b>VALUES:</b>  <b>Kaupapa Whakanui of <i>Project Respect</i></b>          Respect for self, Respect for achievement, Respect for responsibilities, Respect for Environment, Respect for others</p>	
<p><b><u>School Strategic Learning Goal</u></b></p> <ul style="list-style-type: none"> <li>To improve the retention, engagement and achievement of all students in the school, particularly Maori students, with an aim of all leavers achieving at least NCEA Level 2.</li> <li>Improving Maori educational achievement</li> </ul>		<p><b><u>School Annual Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>85% students achieve Level 2 before leaving College</li> <li>75% of Yr 11 students undertaking a full NCEA course gain Level 1</li> <li>20% reduction of stand downs and suspensions</li> <li>95% students gain Literacy &amp; Numeracy L 1 credits</li> <li>18+ credits average achieved per student L. 1-3 subjects and 5% increase in Endorsed Certificates</li> <li>85+ % average attendance</li> </ul>	
<p><b><u>Baseline data (Dept./Faculty etc)</u></b>  <i>What data is relevant to our Dept/Faculty that will contribute to the school raising achievement?</i></p>		<p><b><u>Target (Dept./Faculty etc)</u></b> <i>What measureable outcome does this Dept./Faculty want to achieve at the end of 2015?</i></p>	
<p><b>Key Improvement Strategies</b>  <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i></p>			
<b>What</b>	<b>Who</b>	<b>When</b>	<b>Monitoring</b>

<b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i>			

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	