



Bay of Islands College
Peowhairangi



CHARTER, STRATEGIC PLAN
AND ANNUAL PLAN
2019 – 2021

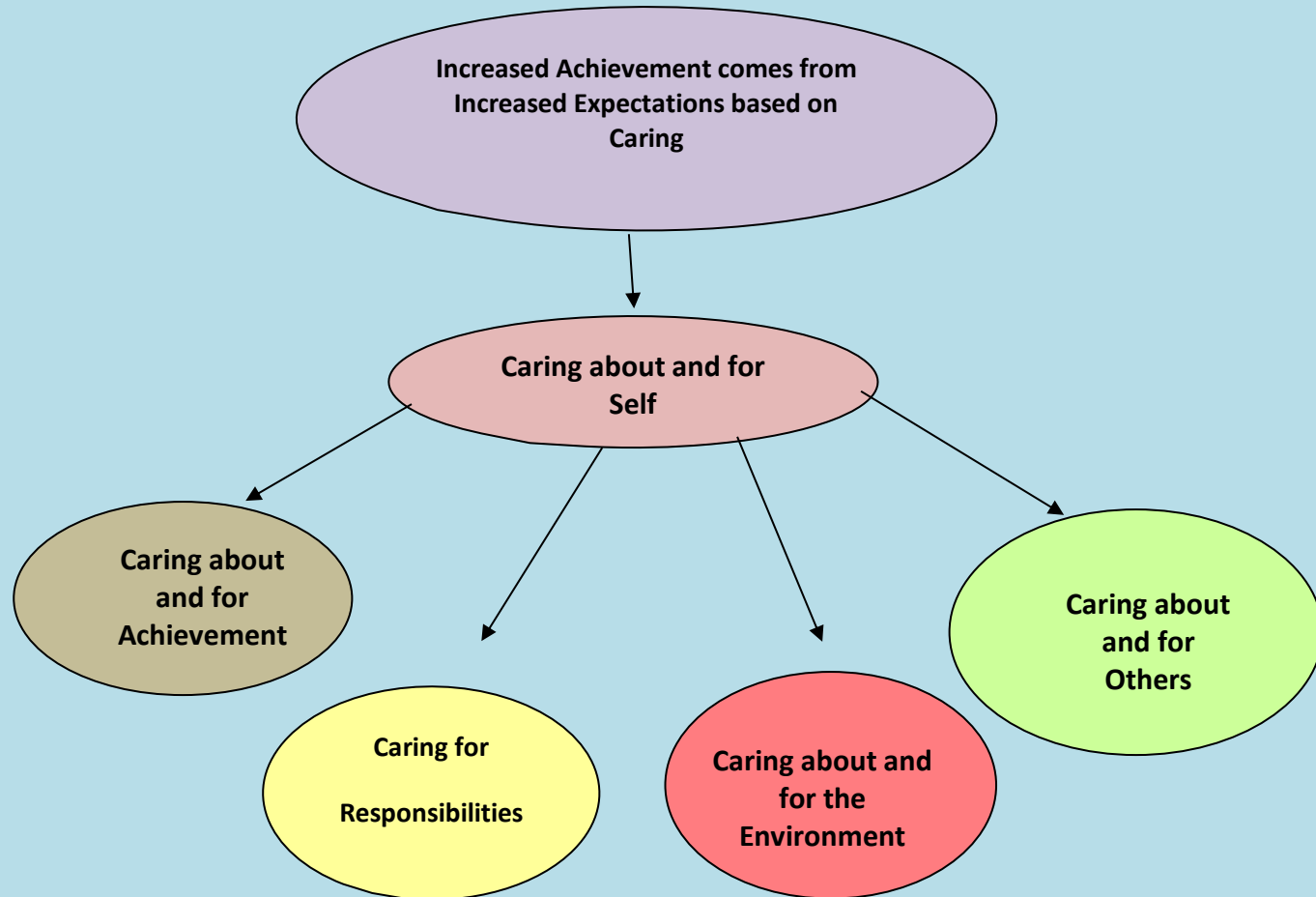


Charter

<p>Mission Statement <i>Paeroa</i></p>	<p>'Together we will develop caring students, maximising their potential.'</p>
<p>Vision <i>Moemoea</i></p>	<p>"KOKIRI NGATAHI" – 'Moving Forward Together' – achieving successful educational aspirations</p>
<p>Values <i>Uara</i> – Caring is our core value- "Manaakitanga" <i>Increased Achievement Comes from Increased Expectations Based on Caring</i></p>	<p>Caring about and for Self</p> <p>Caring about and for Others</p> <p>Caring about and for Achievement</p> <p>Caring about your Responsibilities</p> <p>Caring about and for the Environment</p>



*Kaupapa
Whakanui
Project
Respect*





<p>Principles Mauri</p>	<p>Learning to Learn: <i>Learners will be able to explore the ways they learn best and use them for growth and to enhance success.</i></p> <p>Community Engagement: <i>Learners' achieve where the is school is the community and the community is the school.</i></p> <p>Coherence: <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>Cultural Diversity: <i>Learners cultural backgrounds are acknowledged and valued and the school environment reflects this.</i></p> <p>High Expectations: <i>Learners value high expectations for their learning and their behaviour.</i></p> <p>Treaty of Waitangi: <i>Te Tiriti o Waitangi is the founding NZ document, students have opportunities to acquire Te Reo Maori me ona Tikanga.</i></p> <p>Inclusion: <i>All learners and their whanau need to feel acceptance and belonging.</i></p> <p>Future Focus: <i>Learners will be able to explore future-focused issues through our responsive curriculum.</i></p>	<p>Tangata Whenuatanga: <i>Affirming Culture</i></p> <p>Rangatiratanga: <i>Self-determination</i></p> <p>Whanaungatanga: <i>Relationships</i></p> <p>Awhinatanga: <i>Guiding and Supporting</i></p> <p>Kotahitanga: <i>Collective Vision</i></p> <p>Manaakitanga: <i>Integrity, sincerity, respect</i></p> <p>Pumanawatanga: <i>Morale, tone, pulse</i></p> <p>Ako: <i>Being a learner</i></p> <p>Pono: <i>Having self-belief</i></p> <p>Wananga: <i>Sharing of knowledge</i></p>
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School Context Te Ahua Kura	General: Bay of Islands College is a co-educational, multicultural, State Secondary School which serves a wide area of rural and commercial centres. Our philosophy is that all students should be challenged to reach their full potential, develop self-worth, respect and pride in achievement. This is reflected in our high expectations for students to learn and achieve personal excellence in all aspects of school life. Situated in Kawakawa, the College boasts 25 acres of attractively landscaped grounds including sporting fields and courts. College facilities include: 29 teaching rooms, 17 offices, a library, assembly hall, gymnasium, swimming pool access, marae, music blocks, sports pavilion, canteen, uniform and stationery room and an upgraded administration block. These facilities enable Bay of Islands College to offer and deliver quality programs, catering for Year 9 to Year 13 students. In addition to academic pursuits, our students are involved in a wide range of extra-curricular activities, particularly Maori culture, sport, drama and the Arts.
Māori dimensions and Cultural Diversity Te Taha Maori	Community: Bay of Islands College celebrates cultural diversity within unity of purpose and a desire for all working in together to achieve their hopes and dreams within a supportive family atmosphere; whanaungatanga. The cultural mix of our college (2017 ERO) is 90% Māori, 7% NZ European, 3% other (Pacific Island, Asian etc). Achievement of Māori students is monitored using school wide data collection and analysis to support the needs of student
Special Character	Bay of Islands College is also a Restorative Justice and Culturally Responsive and Relationally Pedagogical school. The school has a Reo Rua Unit (Years 9-13) who work collaboratively with parents and whanau in the community to deliver programs through the medium and or context of Te Reo Maori me ona tikanga. We are developing the transition for our students moving from secondary into Tertiary education. Manaikalani and Kaikohekohe Trust work in partnership with the school to make digital citizens of our learners and their whanau. They also provide Digital Fluency PLD to individual teachers and the whole staff.



Baseline Data, School Context and Targets

STRATEGIC GOALS
Students' Learning
Ako taurira

Baseline Data (enrolment based Cumulative Overall Results %) Targets

NCEA Passes	2014	2015	2016	2017	2018	2019
L1	62.6	52.2	55.0	58.6	63.4	80
L2	52.5	85.9	74.2	67.2	78.6	85
L3	50.0	50.0	82.9	55.8	52.1	90
UE	20.0	21.4	28.6	18.6	27.1	50-UE subjects

Retention Data (numbers in year group) Targets

Total Roll	2014	2015	2016	2017	2018	2019
Yr 11	83	85	68	67	70	70
Yr 12	68	70	73	64	65	65
Yr 13	43	40	34	57	50	50

Endorsed Certificates (%) Targets

	2014	2015	2016	2017	2018	2019
L1	29.8	39.6	22.8	39.1	38.6	45
L2	35.7	19.7	13.0	14.0	13.7	30
L3	12	38.1	37.9	20.8	24.0	40

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



Student Engagement & Attendance

Merits and Excellences (%)

	2014		2015		2016		2017		2018		2019	
	M	E	M	E	M	E	M	E	M	E	M	E
L1	19.3	10.5	29.2	10.4	11.4	11.4	29.3	9.8	29.5	9.1		
L2	21.4	14.3	14.8	4.9	8.7	4.3	4.7	9.3	11.4	2.3		
L3	12	0.00	23.8	14.3	24.1	13.8	8.3	12.5	8.0	16.0		

Literacy (%)

	2014	2015	2016	2017	2018	2019
L1	79.1	78.3	77.5	77.1	79.2	
L2	92.5	98.6	92.5	95.4	96.4	
L3	100.0	100.0	100.0	95.3	93.9	

Numeracy (%)

	2014	2015	2016	2017	2018	2019
L1	74.7	71.7	78.8	78.6	75.0	
L2	83.8	97.2	92.5	95.3	98.2	
L3	98.0	97.6	100.0	97.7	91.8	

Attendance (% for year group)

Targets

	2014 (%)	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019(%)
Yr 11	84.1	78	70.3	68.4	85	85
Yr 12	77.1	81.8	62.9	68.6	85	85
Yr 13	72.7	75.5	66.0	62.6	85	85

**** Percentage is lower, as Seniors are on exam leave from beginning of November.**

Attendance + Effort = Achievement

Present – students will be present and engaged and achieve in school activities 85% of the time.

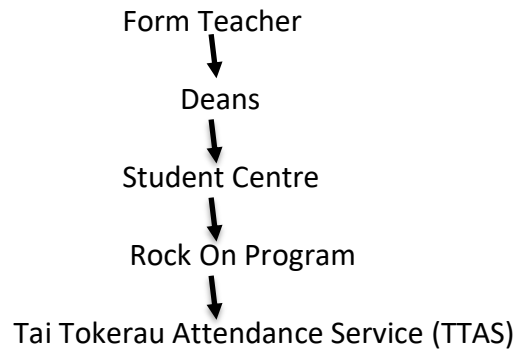


School Organisation and Structures

Engagement – Programs such as Culturally Responsive and Relationally Pedagogical Panuku/Building on Success and Restorative Justice are to support and develop the engagement of students and staff in quality learning, reflecting a culturally responsive pedagogy.

Achievement –is based on evidence analysed and then informing practice to ensure diverse pathways for student’s success (teaching as enquiry practice).

ATTENDANCE STRATEGIES



Board of Trustees

The Board meets monthly to ensure that their governance responsibilities are appropriately conducted. They receive information monthly from sub-committees of Finance, Property and also from the Principal. The BOT are integral in the consultation process for the School Charter & Strategic Planning; assisting in building priorities for the school for the next 5 years.

HEALTH AND SAFETY (NAG5)

- To have the school environment fully fenced and enclosed
- Everyone has the right to be safe as part of our Health & Safety
- Working to improve Health & Safety systems at our school
- Doing everything reasonably possible to remove or reduce the risk of injury or illness
- Record all incidents and injuries and near misses at school
- Investigate all Health & Safety incidences



- Have emergency plans and procedures in place and practise them throughout the year
- Keep training of all staff current and at the forefront of Health and Safety
- Assist workers who have had injuries or illness to return to work
- Ensure all external service providers operate in a safe manner consistent with OHS regulations

PERSONNEL

- All personnel are responsible for own health and safety
- Ensure all staff/workers are involved in health and safety matters
- All personnel must follow health and safety instructions and procedures
- Report all incidents, injuries or near misses
- Safety of all staff and students is paramount

Principal (Teaching). Two Deputy Principals (teaching)

28 Teaching Staff

18 Support Staff

Youth Worker in Schools YWiSS

Tai Tokerau Attendance Services Officer (TTAS)

PROPERTY AND FINANCE

Property

- Rationalization is ongoing-Technology & C Block reconfigure to commence in 2019
- New gymnasium opened October 2018
- 5YA plan. Toilets, fencing, electrical rewire and spouting
- Classroom maintenance is ongoing as part of our annual maintenance process.

Finance

- Approximately 9 Finance Committee meetings are held during the year
- Previous years' Annual Accounts are Audited in Term 1 of the following year
- Monthly finance accounts report presented to BOT.
- Budgets are issued at the beginning of the school year and order books are returned to the Executive Officer at the end of November each year.



Review of Charter and Consultation

THE SCHOOL HAS A KAUPAPA OF CONTINUAL ONGOING SELF-REVIEWS FOR CONTINUOUS IMPROVEMENT

Regular Evaluations

- (a) Within departments:** Every year school-wide Achievement Plans are written within each curriculum area based on Charter Goals (see attachments). Analysis of NCEA results for student achievement in the department is completed each term and HoF will meet with Principal to report progress. The summary of these results will be presented at the beginning of each term to BOT. The goal is 18+ credits per student, per subject recorded on average, in Level 1, and at L2 & 3 it is 16 credits. There is a breakdown of class credit averages, each term with a focus on quantity of Merit & Excellence Endorsements. There is a focus on improving Maori student achievement and appraisal is linked into our Culturally Responsive and Relationally Pedagogical processes and procedures through the Inquiry Cycle. The self-review report against the yearly Achievement Plans will be made known and available to all staff.
- (b) Deans monitoring of student progress:** Each year level Dean, beginning end of Term 1, monitors student's achievement and statistics from KAMAR. Students are encouraged towards improvement by way of academic counselling sessions with the Form Teacher over a total of 6 weeks within the year. Two Parent Teacher Student Conferences are undertaken every year - these are conversations lead by the student, directed towards the parents in terms of students' academic goals and their progress towards achieving those goals. In 2019 we are also introducing Senior Subject interviews in Term 2 as requested by whanau, to engage directly with subject teachers
- (c) Te Roopu Whakakotahi Community Meetings:** Each term led by the Principal. All parents are invited and community feedback is sought on school progress around a variety of different issues. This is also the medium by which the school reviews its Charter yearly. However, every three years there is far more thorough review undertaken by way of parent questionnaires and meetings. The SLT also meet yearly to discuss and review the Strategic Plan for the upcoming year.
- (d) The Reo Rua Unit** is continuously reviewed by gaining feedback from all the parents involved. This is done in the school marae, via whanau hui in Terms One and Four.

Emergent Evaluations

Self- Reviews of areas within the school:

Each year various aspects of school practices are reviewed against an Achievement Statement. Staff volunteer to be part of this self-review team. Since the last ERO visit, Reports to parents and appraisal documents have undergone a review. These documents of the review outline the nature of review (form of action research) and are bound and made available to staff. There is constant communication with staff and input from staff regarding any self-review.



Strategic Evaluations
School-wide evaluations

Every 3-4 years an extensive review, involving all stakeholders within the school community, with questionnaires, huis etc, is conducted to gain feedback. This is to establish whether the school vision is being realized and school goals and targets achieved. Suggestions for improvements and feed forward comments are asked for.

STRATEGIC PLANNING

Strategic 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.

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand. NEG 8

	Strategic Goals	Core Strategies for Achieving Goals 2019 - 2021
<p>Student Learning particularly Maori Academic Achievement</p>	<p>(NAG 1c): “ Improving Maori educational achievement” – Maori achieving as Maori</p> <p>Strategic Goals - Junior School (NAG1c) Through the analysis of good quality assessment information*, identify students and groups of students: who are not progressing and/or achieving</p> <ul style="list-style-type: none"> ● Monitor Years 9 and 10 for academic, cultural, sporting and civic progress and follow their progress into Y13 ● Evidence based high achievers in Y9-10 to be identified and tracked through to UE qualifications ● Literacy and Numeracy - 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 for their 	<p>Through using data to inform practice:</p> <ul style="list-style-type: none"> ● Recognising Teacher Effectiveness ● Collecting data, analysing and informing practice by all ● Developing appropriate Achievement Plans ● Mentoring of students ● Professional Development of Staff in the CR& RP ● Seeking extra funding ● Closer whanau school relationships ● Celebrating success (academic, sporting, cultural and community) ● More Culturally inclusive programmes e.g. Performing Arts, Kapa Haka, Production ● We will foster positive and effective relationships between people in our school to ensure high expectations for learning. ● To include reflection of teaching and ensure more diverse pathways for students to achieve success.



chronological age where achieving NCEA Literacy and Numeracy in the following year is achievable.

Strategic Goals - Senior School

NCEA

(NAG1c) Through the analysis of good quality assessment information*, identify students and groups of students: who are not progressing and/or achieving

Level 1:

75% of Year 11 students will gain NCEA L1,
85+% of Year 11 will achieve Literacy 1
85+% of Year 11 students will achieve Numeracy

Level 2:

85% of Year 12 will gain NCEA L2
95% will gain Literacy and Numeracy.

Level 3:

85+% of Year 13 will gain NCEA L3
36+% of Year 13 will gain University Entrance.

Endorsements: Level 1 45%, Level 2 35%, Level 3 40%

School Leavers. 85% will have Level 2 or above.

Each course offers over 18+ credits to support NCEA success

- PLD in culturally responsive and relational pedagogy developing expertise within the school
- Years 9 and 10 progress is monitored on KAMAR. Semester self-review and reflection on data
- Improve science capacity at junior level with baseline testing
- Academic Counselling at three levels
 - a. Subject teacher – target setting
 - b. Form teachers – goal setting and career counselling
 - c. PST Conference with student led/owned conversation
- Restorative practices embedded by all
- The school has upgraded its technology systems to support digital learning
- In 2019 personal Chromebooks will be the expectation for all Year 9-11 students, with whole school use Y9-13 by 2021
- Staff to continue to upskill to facilitate a wider choice of subjects that complement student learning preferences and community strengths.
- 6 options in the 5 period day. 4 x one hour lessons per week with one period per week as assembly/singing/council meeting/faculty meeting/academic counselling etc as needed



	<p>If students in Level 2/3 are following a vocational pathway then 90% will achieve a vocational pathway award.</p> <p>* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum</p>	<ul style="list-style-type: none"> ● Celebrate Vocational Pathway Awards at assembly
<p>Student Transition</p>	<ul style="list-style-type: none"> ● working together to create a smooth transition between Primary to Secondary, Secondary to Tertiary. ● through a diverse and flexible learning and teaching environment that reflects their passion and their community. ● develop a widely available, reliable and digitally fluent e-learning environment. ● curriculum review will be continual to reflect the NZ Curriculum and the aspirations and needs of our students and community. This will include implementing the new digital technologies. ● to develop career pathways to ensure learners are active in their learning towards their future transition to the workplace eg Vocational Pathways and Gateway. <p>Improve transition for students at three levels <u>Year 8 to Year 9</u></p>	<ul style="list-style-type: none"> ● Manaiaikalani and Kaikohekohe Trust contract with focus on building digital capacity of all staff to improve pedagogy and engage students to Learn, Create, Share. ● Teach students to be Cybersmart <p><u>Transition Year 8 to Year 9</u></p> <ul style="list-style-type: none"> ● Ongoing contact throughout the year with all contributing Primary Schools at Year 6/7/8. Ex students visiting schools to share skills eg sports coaching L1 PHE Kapa Haka tutoring L3MPA



	<ul style="list-style-type: none">● <u>Junior School to Senior School</u> ● <u>Senior School to Tertiary Education and/or employment</u>	<ul style="list-style-type: none">● End Term 2 - Primary School Visits. Meet all Year 8 students and parents. Take along Year 9 ex-pupils to revisit old school and share information about College. Enrolment Packs distributed● Term 3 – Year 8 Orientation Week. Students spend a whole day at College. Timetable structure to give students a taste of Year 9 programs especially● Term 4 – Follow up visit to Primary Schools with Enrolment Packs● By invitation, Prefects (usually Heads) are invited to speak at Primary School Assemblies● Deputy Principal/Year 9 Dean liaises with Schools for these events● Kawakawa Primary School Production attended by all Year 9 and 10 students to show support and maintain strong link between schools● A Community of Learning (CoL) called Peowhairangi Kahui Ako (Community of Learning) has been approved by the MOE- 2018.● We are the only Manaiakalani secondary school in the region which offers to continue digital fluency established and embedded by contributing & primary schools a. <u>Transition Junior School to Senior School</u><ul style="list-style-type: none">● Track junior results on KAMAR for all subjects● Summary of results in each subject discussed at Faculty meetings each term● Regular co-construction with staff around core classes● Action taken with students of concern & GATE (Gifted and Talented Education)● Academic Counselling occurs with all Year 9 and 10 students b. <u>Transition Senior Students to Tertiary Education and/or Employment</u><ul style="list-style-type: none">● We involve Academies in the school for Years 12 and above
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		<ul style="list-style-type: none"> ● Distance Learning and FarNet for career subjects which are needed and not taught at school ● Mentoring program with internal and outside providers to support students for learning and wellbeing ● Further investigation into transitioning senior students to University and employment is needed – investigating dual enrolment with North Tech up to Year 15 ● Career Day Expo occurs annually ● RYDA MaiBiz program undertaken annually for all Year 12 students
<p>Personnel</p>	<ul style="list-style-type: none"> ● Employ staff as required who will maintain and improve learning outcomes for students eg Funding Manager, Academy Start Up Director, KaiTakawaenga - whanau/student intervention ● Continue Teacher Aids and resourcing of SENCO unit ● Re-employ YWiSS and embed ‘program’ ● Improve staff learning development and wellbeing ● We will be a school focussed on student wellbeing ● Restorative Justice Practices ● Principal annual meetings with each staff member ● Open Door Policy of SLT members ● Continual Self Reviews (staff and student voice sought) 	<ul style="list-style-type: none"> ● 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 <u><i>Code of Professional Responsibility and Standards for the Teaching Profession</i></u> ● The Standards are applicable for every teacher who holds a Practising Certificate, regardless of role or teaching context. ● Appraisal should support the professional leader’s and teacher’s growth and development as well as provide assurance of accountability. Every teacher and professional leader is expected to have a completed annual appraisal Summary Report stating whether or not they meet the Standards for the Teaching Profession. ● Follow all policies and procedures around employing new staff consistent with EEO/PPTA/NZEI and other union policies/guidelines ● Use the skills and strengths of our staff to meet the needs of our students ● MOU with Ngapuhi Iwi Social Services ● To ensure that teachers develop and maintain relationships with the students in their class, reflecting culturally responsive and relational pedagogy (CRRP professional development over the next three years for all staff.)



	<ul style="list-style-type: none"> ● Foster and encourage a vibrant staff social club ● Better information flow between SLT, Middle managers and teaching staff and vice versa 	Regular meetings between SLT/Principal, Middle Leaders and staff
Community Engagement	<ul style="list-style-type: none"> ● Continue to strengthen community involvement in and out of the classroom in support of student learning ● Strengthen our processes of transitions for students in, out and across the school ● To strengthen the core delivery through parents engagement. To support student success through NCEA examinations, their involvement in Academic Counselling and Parent Portal facility. 	<ul style="list-style-type: none"> ● Part of Puff n Pull Event, Christmas Parade, Russell Community Event, Paihia Christmas Parade, Ngati Hine Ahuareka Festival, ANZAC Day Commemorations, Ruapekapeka Celebrations, Tai Tokerau Festival, Nga Manu Korero Competitions, local marae, tangihanga ● International exchanges e.g. Hawaii, Canada, Europe and Cambodia ● College website and Facebook monitored, maintained and regularly updated ● Te Roopu Whakakotahi Meetings held each term with a specific focus ● NCEA information linked to school website ● Meet the Teacher afternoon in Term 1 ● PST, Interviews, letters, emails, texts
Goal:	<ul style="list-style-type: none"> ● Marketing and Communication- growing the school to become the educational hub of the community 	
Property	<ul style="list-style-type: none"> ● 5YA plan. Electrical upgrade, heating replacement, joinery replacement, fencing, drainage, horticulture seed shed demolition and construction of new toilet block. ● complete new build for Technology Block 2019 ● Upgrade IT equipment ● Modernise School grounds and beautify the environment. 	<ul style="list-style-type: none"> ● Managed by the Principal and Ministry of Education Property Division ● We are going to involve the community and the students in a beautification process ● The introduction of Environmental Sustainability Management will enable students, staff and outside agencies to provide a model for a Landscape Plan to follow for a coordinated aesthetic environment
Marketing Plan	<ul style="list-style-type: none"> ● Develop Marketing plan to promote the college as the school the choice with a point of difference 	<ul style="list-style-type: none"> ● Celebrating student success ● Scope the following aspirations:- ● International Students ● Programmes for Y13+ with assistance from Tertiary providers



		<ul style="list-style-type: none"> ● Teen Unit ● Adult students ● Community Night Classes ● Business Round Table ● Blomfield satellite school in food tech building
Finance	<ul style="list-style-type: none"> ● Operate as much as possible within annual grants ● Seek funding for initiatives to support the Strategic Plan 	<ul style="list-style-type: none"> ● Managed by the Principal, Executive Officer and budget holders ● Employ Funding manager

Three Year School Improvement Plan – SUMMARY

Summarise the strategic section of the plan

	Domain	Strategic Goal	Target	Variance Short Report
2019	Students Learning	Improve achievement at NCEA Level 1	90% of Year 11 students undertaking a full NCEA course achieving Level 1 in 2019 and beyond.	
	Maori student Sport, Cultural, Civic and Academic Achievement	Specifically 85% students achieve Level 2 New staff initiation to Culturally Responsive and Relational Pedagogy, Restorative Practices	Specifically 90% students achieve Level 2 All staff will be trained to be proficient in Culturally Responsive and Relational Pedagogy and Restorative Practices with support from mentor/facilitator	
	Student Transition			
	Personnel	Reduce stand down and suspensions without reducing standards.		



	Community Engagement Marketing the School		Reduce stand down and suspensions by at least 20%	
	Property	Tech Block & C Block rebuild	Commence in 2019	
	Finance			
2020	Students Learning	Improve the achievement at NCEA Level 1	80% of Year 11 students to achieve a full NCEA course	
	Maori Academic Achievement	Embed and spread Culturally Responsive and Relationally Pedagogy and Restorative Practices across all staff	Analysis and reflection to inform and improve classroom practices. Priority learners identified and programmes to support Regardless of the challenge this must remain the focus. Reduce stand downs and suspensions by 20% To commence in late 2019.	
	Priority Learners			
	Student Engagement			
	Property	Star Path initiative to improve UE to 36 % pass rates.		
	Finance	Technology Block Construction start 2019	To achieve a deficit budget for the New Year.	
		To operate financially within our budgets.		



2021	Students Learning	Continue Teacher Aide resourcing for students with high needs	To utilise Interim Response Funding, RTLB's, Iwi Social Services, CYFS funding. Priority learners supported SENCO + GATE students	SCT continues to support staff and for new teachers to the school conducts induction process
	Maori Academic Achievement	Culturally Responsive and Relational Pedagogy, Restorative Practices	Ensure that all staff receive training and support as they commence or continue work at Bay College. Finalise/embed this programme in school	To be a focus in 2019
	Student Engagement	85% of students will be present and engaged.	Fully utilise TTAS, CAN's, Rock On, Mediators.	
	Property	Landscaping front of school and surrounds. Fully fenced Involve community/student input	Implement culturally appropriate beautification. Grounds beautified	
	Finance	Consolidate finances to build reserves		

2019: Major strategic review planned.



2019 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.

Annual Goal: Improve achievement for all students, particularly Maori students offered in each course

Annual Target – 85% of Year 11 students undertaking a full NCEA course achieving Level 1 Literacy and L1 Numeracy in 2019.

Literacy and Numeracy Level 1 Baseline data: (%)

Level 1	2014	2015	2016	2017	2018	2019 Target
Literacy	79.1	78.3	77.5	77.1	79.2	
Numeracy	74.7	71.7	78.8	78.2	75	

Key Improvement Strategies

When	What	Who	Indicators of Progress
Throughout 2019	Ensure 85% student achieve Numeracy credits by the end of Year 11	DMN/HVT	Term by term tracking of Literacy credits. Extra Maori students data. Use information to inform practice.
Throughout 2019	Ensure 85% student achieve Literacy credits by the end of Year 11	HBT	Term by term tracking of Literacy credits. Extra Maori students data . Use information to inform practice.
Throughout 2019	Close tracking of credit accumulation and targeting of students who are at risk of not passing NCEA Level 1 Literacy and Numeracy	Senior Deans Mentoring Services?	6 week tracking of credits Using data to follow up and mentor 'at risk' students at L 1-3.



Throughout 2019	Ensure that all students at Level 1 have 85% attendance	AWY & Form Teachers	6 weekly tracking of attendance data
Throughout 2019	Culturally Responsive and Relationally Pedagogical Panuku/Building on Success– Developing effective pedagogy through observations, feedback, feed forward and shadow coaching.	RHL	Progress towards individual teacher goals Reflected in teachers appraisal goals
Throughout 2019	Deans (and HoF's) undertake course by course monitoring of NCEA achievements at Level 1-3 and follow up with HoF's who have poor results per course. HoF's supported to make changes.	Senior Deans subject HoF's & DP's	6 weekly tracking of course data Discussion at Middle Leaders Team meetings and co-construction meetings with agreed actions to follow if required
Throughout 2019	Community of Schools Peowhairangi CoL to set up challenges for 2019	COL	Promoting student achievement at Primary to support students starting College at curriculum level 4
Resourcing: <ul style="list-style-type: none"> ● Money – KEP, ESM, Extra hard materials technology courses ● Personnel – Youth Worker In Secondary Schools YWISS, Literacy co-ordinator and Numeracy co-ordinator 			



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: Increase attendance to provide greater opportunities to gain Level 2. Attendance + Effort = Achievement

Annual Target – Increase attendance to 85% or more at Year 12

Baseline data:

Whole School	2012	2013	2014	2015	2016	2017	2018	2019 Target
Stand downs	67	93	53	63	76	45	51	
Suspensions	14	9	7	4	10	5	3	
Exclusions	0	5	1	1	4	4	0	

Key Improvement Strategies

When	What	Who	Indicators of Progress
Throughout 2019	Implement RJ procedures and embed these	EPD, AWY, NSM, KPH	Reduction in number of stand downs and suspensions.
Throughout 2019	Work closely with TTAS	AWY/DBW Deans & Form Teachers	Download attendance data every 6 weeks Follow up poor attendees
Throughout 2019	Monitoring Level 2 students on the Rock On Program	RockOn Committee	Return to school of recidivist Level 2 students
Throughout 2019	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, TTAS Officer, Rock On Committee, CYFS and Youth Aid Officer



Improvement Plan - Domain: Learning

Strategic Learning Goal:

To improve the retention, engagement and achievement of all students in the school, particularly Maori students, with the aim of improving UE results at Level 3

Annual Goal: Increase the percentage of students gaining NCEA L3 and UE passes

**Annual Target – 85% of all Yr 13 students gain NCEA L3
50% of Yr 13 students who have the opportunity to gain UE**

Baseline data: (participation based %)

	2014	2015	2016	2017	2018	2019
UE Passes	20.0	21.4	28.6	18.6	26.5	
NCEA L3	50.0	50.0	82.9	55.8	51.0	

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1- 2019	Ensure all Yr 13 subject teachers have an understanding of requirements for UE	Teachers Yr 13 F/T PN	<ul style="list-style-type: none"> • HOFs informed; impart to Yr 13 subject teachers • Yr 13 Dean informed UE requirements; imparted to Yr 13 Form Teachers



Term 1- 2019	Inform Yr 13 students and parents about UE, requirements & L3 NCEA information/requirements	Dean, PN, HOFs	<ul style="list-style-type: none"> • Dean/HOFs liaises with teachers of Yr 13 students- need to check courses provide opportunities to gain UE • Those students who do not have an UE opportunity; reasons are understood and are acceptable • Parents/students informed via links to L3 NCEA and UE information on school website
Throughout 2019	Monitor progress of Yr 13 students	PN Starpath	<ul style="list-style-type: none"> • Data collection 6 weekly; analysis of student progress; 'at risk' students identified. • Teacher support & 'mentoring' undertaken • Monitoring of results and feedback by Starpath
Throughout 2019	More rigorous option selection and course confirmation	F/Teachers Deans	<ul style="list-style-type: none"> • A/C conversations re career pathways; F/Teacher support • PST Conference around academic progress and career pathway; adjustments made • Course confirmation sign off by Dean and HOFs beginning of New Year.
Throughout 2019	Year 13 students need to meet attendance requirements of 85% average attendance for the year	F/T , Deans	<ul style="list-style-type: none"> • F/T to target recidivists- call home, inform Dean if students are falling below the 85% target • Dean to inform YWISS to follow up with students and families re 'poor attendance'
<p>Resourcing:</p> <ol style="list-style-type: none"> 1. Starpath (AK Univ.- support throughout 2019) 2. Team working with Starpath (Dean, PN, Principal, DP-Cs) 			



BAY OF ISLANDS COLLEGE ACHIEVEMENT PLAN FOR LEARNING FOR 2019

<p style="text-align: center;">VISION STATEMENT:</p> <p style="text-align: center;">Kokiri Ngatahi – “moving forward, together”</p> <ul style="list-style-type: none"> ● Achieving successful educational aspirations <p style="text-align: center; margin-top: 10px;">Attendance + Effort = Achievement</p>	<p>VALUES:</p> <p style="text-align: center;">Uara - Caring - Manaakitanga</p> <p style="font-size: small;">Caring about and for Self, Caring about and for Achievement, Caring about Responsibilities, Caring about and for Environment, Caring about and for Others</p>								
<p><u>School Strategic Learning Goal</u></p> <ul style="list-style-type: none"> ● 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. ● Improving Maori educational achievement 	<p><u>School Annual Learning Targets</u></p> <ul style="list-style-type: none"> ● 85% students achieve Level 2 before leaving College ● 75% of Yr 11 students undertaking a full NCEA course gain Level 1 ● 20% reduction of stand downs and suspensions ● 85% + students gain Literacy & Numeracy L 1 credits ● 16+ credits average achieved per student in L1, 14+ credits average achieved L2-L3 subjects and 5% increase in Endorsed Certificates ● 50% of Yr 13 who have opportunity to gain UE, do so ● 85+ % average attendances 								
<p><u>Baseline data (Dept./Faculty etc)</u></p> <p style="color: red; font-style: italic;">What data is relevant to our Dept/Faculty that will contribute to the school raising achievement?</p>	<p><u>Target (Dept./Faculty etc)</u> <i>What measurable outcome does this Dept./Faculty want to achieve at the end of 2019?</i></p>								
<p>Key Improvement Strategies</p> <p style="color: red; font-style: italic;">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</p>									
<p>What</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Who</th> <th style="width: 50%;">When</th> </tr> </thead> <tbody> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> </tbody> </table>	Who	When						
Who	When								
<p>Resourcing <i>How much money and time is needed? Who will help us?</i></p>									