

2025 Bream Bay College Annual Plan

Goal 1: Our students engage in quality learning experiences led by high performing teams.						
Link to the Strategic Plan These links can be taken from anywhere in the strategic plan.	Term 1 Actions	Term 2 Actions	Term 3 Actions	Term 4 Actions	Where are we going to be by the end of 2025? bullet points.	Progress Update Date/Code (Y), (B), (D) or (I)/description.
Expect to see a school culture where students are engaged in learning.		HOD hui to set out aromatawai for an aligned curriculum from Years 7-10.	Department meets to progress an aligned curriculum 7-10.	Finalise a document for each subject that records the matrix of curriculum, and assessment for each subject from Years 7 - 10.	A document that has a matrix of the curriculum, and assessment in each subject from Years 7 -10.	Y - Begins Term 2
Expect to see teachers who are conscious of their impact on learning and are able to build strong relationships with high expectations for the learning of all.	Framework refined to meet the BBC culture of teaching and learning	Re-visit HOD leadership in terms of teachers' impact and expectations Share outcomes with HODs/Teaching Staff of the first stage of the new pedagogy framework and coaching model (Week 8)	Student focus group reflection on relationships - under Rangatira and Raukura headings Continued Numeracy support with the coaching team.	Staff meetings are used to share effective practice with the whole teaching staff and strengthen understanding of Rangatira and Raukura in preparation for a wider roll out of the model in 2026.	Observations recorded with a focus on Evidence of Rangatira & Evidence of Raukura.	B - Teacher coaches have had one training with Facilitator. Next training is 4/4. Second training has been done. Project roadmap: moderation of the observation process. Working with individual teachers targeted obs. in term 2. PLD with maths dept 2/4.
Focus on aligned curriculum and assessment	Department reports to the Board are completed and include an analysis of 2024 data and a focus on the impact on key groups (ethnicity, gender) to identify areas of strength, growth and concerns and an action plan for growth in the department. NCEA course design encourages improved performance in external exams with reduced credits and more time to teach the content and for exams. E-asTTle data is comprehensively collected and utilised to identify students who are below the expected level.	Departments provide a progress update in Week 7 connected to the goals and actions in Department Reports to the BoT. Expect to see tracking, monitoring and early intervention by all people in their roles. Homework club once a week is started which includes additional tutoring for students working towards externals. Teachers are clear on the students who are below expectation and are starting to implement strategies to accelerate progress.	Departments provide a progress update in Week 7 connected to the goals and actions in Department Reports to the BoT. Homework club continues.	Departments implement targeted programmes to support external exams like tutorials and 'intensive' study days. E-asTTle data is reviewed to check for the effectiveness of the interventions.	Departments have a clear understanding of the patterns and trends in their area and can show the interventions and emerging thinking about the effectiveness of the interventions. A rise in the number of students with Level 3 and also UE Improved external exams turnout Lit/ Num results have improved - rate	Y - A lot of work to prepare new SMS Kamar to support reporting. Markbooks are being created. 8/4 Attributes reporting has been created and PLD with staff. B - Leaders were informed that Year 12 and 13 courses should have a max of 18-20 credits. D - Above 95% of students have been tested. Some areas of concern have been identified. PLD with staff on 24/3. PLD happened with staff which included different reading levels (2, 3, 4), training in EdPotential & using AI to differentiate.

Goal 2: Our school is a physically, culturally and emotionally safe place for all.						
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Develop a culture of 'high attendance' (What do we expect to see?)	<p>Pastoral Team to review Everyday Matters data from 2024 and develop an attendance action plan by Week 8. (</p> <p>Ensure all staff understand how to review the attendance of students by Whānau Teachers.</p> <p>Friday House meetings have a standing item when attendance is reviewed by Whānau Teachers and actions are planned.</p>	Pastoral team Review 'Everyday Matters' data for term 1 and review Term 1 action plan with a highlights report communicated to SLT by Week 3.	Pastoral Team to review the Everyday Matters data for, review the impact actions and update action plan by Week 3.	<p>Pastoral team and SLT review attendance Term 1-3 and the impact of our interventions to inform strategic planning for 2026 - 27 by week 5.</p> <p>Part of the SLT and Pastoral Team review of attendance data includes a reflection on Unexplained Absences and whether our interventions have had a positive impact.</p>	<p>House Deans 'own' the strategic attendance data.</p> <p>Reduction in 'Unexplained absences (?/T)'</p>	<p>B - Preliminary look at data. Planning hui with the Pastoral team on 18/3 to develop an action plan.</p> <p>Attendance plan has been created. Communication with parents via: social media about expectations.</p> <p>Update attendance procedures for Kamar.</p> <p>B - Introduced at the start of the year. Hard copies are now being used.</p> <p>Standing item during Friday House meetings.</p>
Develop a culture of positive behaviour	Spreadsheet of At Risk students by level and House	<p>The SLT/ Pastoral team analyse the data in the Spreadsheet and identify trends to inform targeted action/s.</p> <p>SLT/Pastoral team learn how to analyse Kamar Behaviour data.</p>	<p>Monitoring implementation</p> <p>Incorporate Kamar data into our analysis of behaviour at Bream Bay College.</p>	<p>Review Behaviour data and impact of interventions for 2025 including data from the spreadsheet, Kamar and well being survey.</p>	<p>School leaders have the capability to utilise data to identify patterns and trends in student behaviour.</p> <p>Schools leaders are beginning to implement changes in practice based on the data.</p>	<p>B - Spreadsheet has been created and is populated with information about students.</p> <p>At risk spreadsheet has been created and a standing item at Pastoral Meeting. Pastoral meetings have been adjusted.</p> <p>Y - Starting term 2.</p>
Implement a school model for mana-enhancement	<p>Mana Enhancing Values are presented to students.</p> <p>Manaful moments rewards system is started.</p> <p>Mana Enhancing Posters are displayed in all classrooms.</p>	<p>House Deans and Prefects focus on Every assembly (House/School) a Mana Enhancing Value.</p> <p>Manaful moments rewards are presented at assembly.</p>	Manaful moments rewards system is sustained.	Manaful moments rewards system is sustained and reviewed.	Mana Enhancing posters are proudly presented in classrooms, explicit connections to mana enhancing behaviours at school and house assemblies, some staff are using language connected to mana enhancing behaviour , manaful moments rewards system is being utilised effectively.	<p>B - Introduced at the start of the year. Whole assembly had a focus on a value. Manaful values rewards system is underway.</p>

Goal 3: Our school has clear pathways for every student to be successful						
Link to the Strategic Plan These links can be taken from anywhere in the strategic plan.	Term 1 Actions	Term 2 Actions	Term 3 Actions	Term 4 Actions	Where are we going to be by the end of 2025? bullet points.	Progress Update Date/Code (Y), (B), (D) or (I)/description.
All senior students have a plan, co-designed with their whānau, for their pathway.	Use English classes to reintroduce Year 12 students to career central. 20 minutes	<p>Use English classes to reintroduce Year 12 students to career central. 20 minutes (Moved to term 2 due to assessment load for students)</p> <p>Year 13 students will receive information during CPC to assist with future planning. University, employment, apprenticeship pathways</p> <p>Important dates for applications signposted (scholarship applications, accommodation etc)</p> <p>Visit to Year 12 English classes by one of the careers team. Present relevant information for yr 12 students (importance of NCEA L2 grades used for fast track, support with scholarships etc) Revisit Career Central or other relevant sites that give direction for pathways</p>	<p>University focused students have completed applications for Uni/accommodation/scholarships</p> <p>Alternative career pathways are investigated: apprenticeships/employment/ defence etc either via group or individual meetings.</p> <p>Ensure that the students have chosen the appropriate subjects for career pathways (UE approved subjects, recommended subjects)</p>	Targeted groups of Students who do not have a clear plan are meeting with a Dean / DP / Whānau Teacher or someone from the Pathways Team to discuss options and create a plan.	<p>School leavers will know their intentions for 2026 (training, Uni, employment)</p> <p>Year 11 & 12 students have a clear pathway for their future - understanding that success in specific subjects can be vital to their plan</p>	<p>B - year 13 students are more aware of closing dates for applications.</p> <p>Y- class visits TBC</p>
Students know their strengths and understand how these strengths can help build a pathway for a secure and satisfying future.	Year 9 & 10 students introduced to Career Central, complete quiz in order to identify possible future pathways. Margo and Sandra to visit every year 9 & 10 class to establish Career central profile for students	Students use information gathered from Career Central / subject teacher, Careers team and whanau to inform subject choices. Information gained from CC or other websites will give direction for the subjects that are recommended for their chosen pathway	Review subject choices and identify students who have selected courses that do not have a clear pathway and / or unnecessarily restrict pathways.		Increase in the number of students who have chosen at least 3 UE approved subjects in Year 12 and 13.	Y - establish timetable for Margo and Sandra to visit all year 9 & 10 classes (calendar)
Students are supported and able to make informed career pathway choices.	Regular communication with students and their whanau to share information regarding upcoming events that will support decisions re career/subject choice	<p>Regular communication with students and their whanau to share information regarding upcoming events that will support decisions re career/subject choice Individual appointments are made available for students</p> <p>Where practical whanau teachers discuss potential pathways during PST.</p> <p>Year 10 Students supported in making subject choices which give them viable options for their future (UE pathway remains an option)</p>	<p>Regular communication with students and their whanau to share information regarding upcoming events that will support decisions re career/subject choice</p> <p>Subject teachers and Careers Team support options evening</p>		Most senior students will have accessed opportunities offered to investigate a variety of future pathways. Gateway work placements, courses offered through gateway, visiting providers/employers	<p>B - link to career page in website, information is updated</p> <p>B - information relating to specific careers opportunities and information shared with parents</p> <p>Y- empower whanau teachers to support good subject choices</p> <p>B - Working with School Point to ensure more parent involvement in subject choice.</p>

Goal 4: Our school community is biculturally capable						
Link to the Strategic Plan These links can be taken from anywhere in the strategic plan.	Term 1 Actions	Term 2 Actions	Term 3 Actions	Term 4 Actions	Where are we going to be by the end of 2025? 3 bullet points.	Progress Update Date/Code (Y), (B), (D) or (I)/description.
<p>Have two pathways at year 7&8 for bilingual Māori students</p> <hr/> <p>Build knowledge and skills of Māori medium Kaiako</p> <p>Link to goal 1</p>	<p>Staffing Appointment of a reo Māori-capable kaiako, with support reinforced through strengthened partnerships between TWH and TRK.</p> <ul style="list-style-type: none"> - Whaea Steph (TWH) invited to work alongside Dyane to support development of Rūmaki kaupapa <hr/> <p>Professional learning and development Junie and Julian to work alongside Raewyn to co construct reo development plan for Kaiako of Te Rerenga Kōtuku</p> <p>As part of baseline data collection, the HoD will conduct classroom observations to evaluate reo delivery and student engagement with the language.</p>	<p>Curriculum development Whānau hui held to gather insights on implementing the Rūmaki kaupapa and accessing cultural narratives to support resource development.</p> <p><i>strengthened partnerships between TWH and TRK.</i></p> <ul style="list-style-type: none"> - Whaea Steph (TWH) invited to work alongside Dyane to support development of Rūmaki kaupapa <p><i>(moved to term 2)</i></p> <hr/> <p>Resourcing for PLD opportunities Begin implementation of PLD as per plan and ensure appropriate resourcing is provided</p> <p><i>As part of baseline data collection, the HoD will conduct classroom observations to evaluate reo delivery and student engagement with the language. (moved to continue in Term 2)</i></p>	<p>Implementation planning continues.</p> <hr/> <p>Implementation check in Obs continue...</p>	<p>Curriculum and resourcing Program planning for the Rūmaki setting is in place, with relevant resources readily available, including <i>He Tupu Reo</i> readers, <i>Puna Kupu</i>, and reo-focused classroom displays.</p> <p>2026 class identified and enrolment interview completed</p> <hr/> <p>Measurable outcomes Kaimahi have attended PLD focusing on reo development and are engaging in their own reo development through external providers</p> <p>Measurable indicators established to ascertain level of fluency among Tauira</p>	<p>At the end of 2025, the staffing and curriculum planning and resources will be in place to successfully establish and operate a Rūmaki composite classroom.</p> <hr/> <p>Reo Māori strengthened across TRK for both kaiako and tauira, with a measurable shift in knowledge and practice identified during the return ERO visit.</p>	<p>B - Staff Appointment and TWH Connection The appointment of staff has been completed, and the connection with TWH is now underway.</p>
<p>Supporting staff to use a Tiriti centric model through the development of a bicultural model for teacher practice</p> <p>Link to goal 1</p>	<p>M.E Teaching framework Mana enhancing Teacher practice development that aligns to cognition's 'relationships 1st' model</p> <p>The analysis of 2024 data has highlighted areas of Māori disengagement in Numeracy, prompting the development of a plan to address this concern.</p>	<p>Implementation of Teacher coaching and obs tool HoDs collaborate with the Teacher Coach to promote consistent practices and strengthen whānau engagement ie: PST, phone calls home etc etc</p> <p>The GC team will conduct classroom observations starting with Teachers of Numeracy using the Relationships 1st observation tool to evaluate its effectiveness and determine if any refinements are needed to ensure sustainable practices.</p>	<p>Implementation check in Evidence of obs tool effectiveness gathered and refinement (if necessary) begins</p> <p>HoDs will utilize the observation tool and receive training on its use through the GC coaching team.</p>	<p>Bream Bay College has developed an observation tool, with a group of middle leaders equipped to engage with it effectively.</p>	<p>Mana enhancing teacher practice framework implemented</p>	<p>B - METP Completion and Staff Training The METP has been completed, and staff training is currently underway for the implementation of the observation tool.</p>

<p>Bream Bay College leavers will be equipped to navigate effectively in both Te Ao Māori and Te Ao Pākehā.</p> <p>Link to goal 3</p>	<p>Cultural practices</p> <p>Year 13 students will start the year at a leadership camp hosted at our local marae, where they will have opportunities to engage in cultural practices on the Marae</p> <p>Pēpēhā development</p> <p>Targeted mahi with Māori senior students - Ka hao ki nui. <i>Building confidence in adapting to non-Māori environments while staying connected to kaupapa Māori values.</i></p>	<p>Leadership training</p> <p>The leadership program is now being implemented, with key areas of development identified for this group of leaders.</p> <p>Individual pathways plan development with Awhina ora support</p>	<p>Implementation check in</p> <p>Opportunities to practice using pēpēhā and engaging in Pōwhiri are provided</p> <p>Checklist and deadlines for ngā tūmomo tono ki whare wānanga, whare noho aha atu, aha atu</p>	<p>Measurable outcomes</p> <p>All year 13 students have indicated destinations and are prepared for life beyond School</p> <p>Junie to check that all Year 13 students have had multiple opportunities to participate in school pōwhiri and other cultural events (Matariki festival), gaining an understanding of specific gender roles within these contexts.</p>	<p>By the end of 2025, the majority of Year 13 students will be equipped to navigate and thrive confidently in a bicultural society beyond school.</p>	<p>B - Year 13 Cultural Practices & Future Pathways</p> <p>Cultural practices among Year 13 students have commenced with a leadership camp at Takahiwai Marae. The <i>Ka Hao ki Nui</i> Mātauranga Māori approach to future pathways program is now underway.</p>
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