



## **Bream Bay College**

### **Charter and Strategic Plan 2015-2020**

# **Vision**

**Vision:** Educating people to succeed

**Tutoro:** Whakaako nga tangata kia tutuki tika

#### **Mission statement:**

To provide the best education and facilities that develop well-rounded, innovative and culturally responsive thinkers who contribute to a diverse world

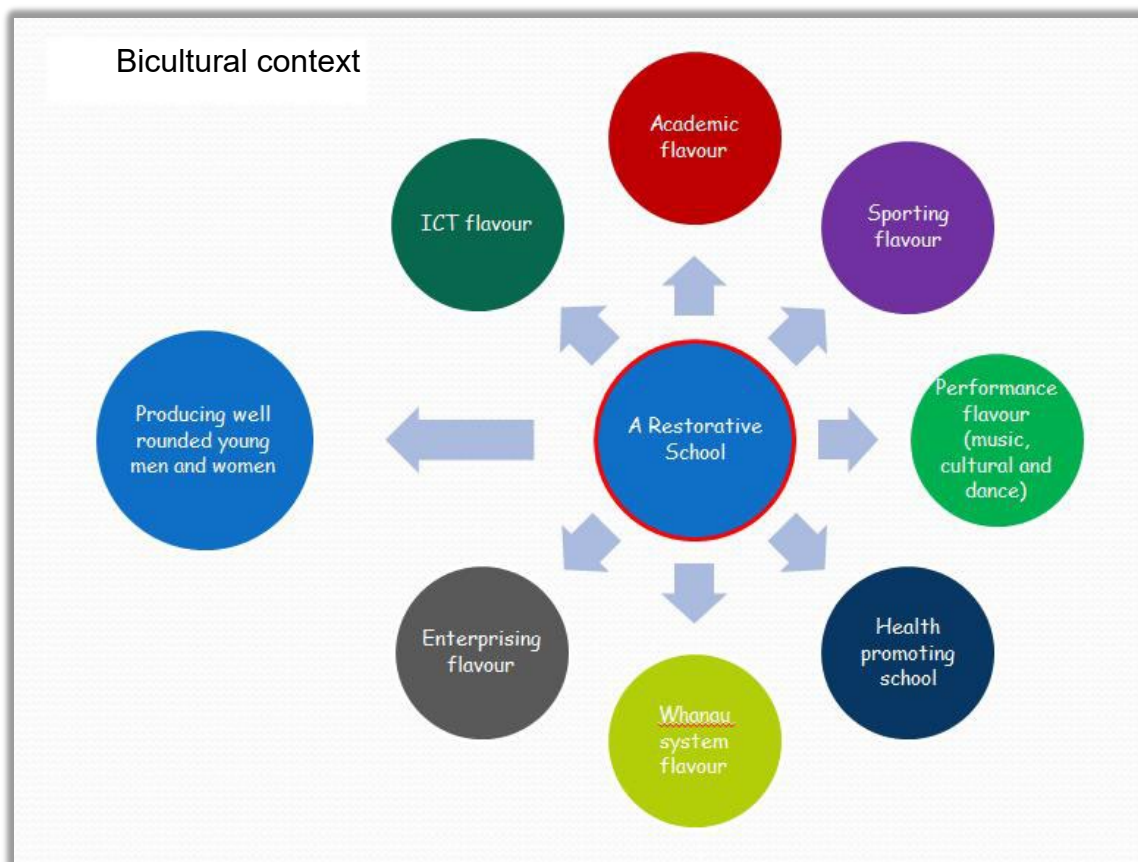
**Pepeha:** Ma te mahi kaha, ka taea

**College Motto:** Ma te mahi kaha, ka taea - (Work hard to achieve)

## Bream Bay College Guiding Principles

Bream Bay College is a Restorative based/Relationship focused school with the following flavours: Academic, Sporting, Performance (music, cultural and dance), Health Promoting School, ICT, Whanau System, Enterprising, producing well rounded young men and women. We value the special place of Māori and are committed to the principles of the Treaty of Waitangi.

### Flavours



In order to enhance our students learning experience we use modern ICT tools to deliver the NZ Curriculum. Our web access is fast, our whole school is wireless, we support all devices.

BBC is a leader in using ICT to enhance learning by providing up to date facilities and systems. This is achieved by continual advancement of teacher's knowledge.

We have a modern performing arts studio supporting dance, drama and music. We strive to develop confidence, courage and leadership in our students through performance and are supportive of participation in events such as Rockquest, Stage Challenge, Te Tuinga, Music Night and the like.

With large sports fields, a gym, weights room, rock wall, swimming pool and access to a surf beach our kids enjoy a variety of sporting activities. Some of our students achieve at a National and International level. We work in partnership with our local sports clubs to offer further sporting opportunities.

Enhancing achievement by working in partnership with parents and students, to attain students' best possible academic outcomes.

Using an advanced academic tracking system we motivate our students by predicting their year-end academic results. This helps us to focus student attention and provide personalized academic coaching.

## **Charter Strategic Plan Descriptions – see separate booklet**

# Strategic Areas Section

Consultation on matters to inform the current goals in the strategic plan was carried out in 2021.

## Strategic Plan 2020 to 2022

### Year 2 - 2021

Bream Bay College believes in Deep Engaging learning, that opens endless possibilities for our learners, whānau and community. We endeavour to unlock student potential by being ambitious and striving for success.

Our classrooms are full of authentic learning opportunities to develop creative, connected learners, who are confident future citizens. Teachers support our students to construct their own understanding across the curriculum, develop their learning competencies and be prepared for a changing world.

Our students build on their interests and challenge themselves to try new things. Progress is recognised and valued in students' individual learning pathways. From academic, sporting and cultural achievements, to entrepreneurial endeavours, vocational trades and the creative arts, our students are shaping their own exciting futures.

Strategic goal 1: To provide facilities that enhance deep learning and that are culturally inclusive
Strategic goal 2: Curriculum and deep learning. For students to succeed as connected, lifelong learners, through the provision of deep learning opportunities.
Strategic goal 3: For students to succeed as confident, resilient citizens, through a school culture that supports and promotes well-being
Strategic goal 4: To create a sense of community understanding of deep learning and how the college operates

### Annual Plan for 2021 completed

#### Learning Targets

	2016	2017	2018	2019	2020	Target	2021			
			94.7	93.5	94.2	90%	Yr 8: T1- 96.2	T2 - 96.3	T3 - 96.3	T4 - 96.3
			97.3	86.6	82.8	90%	Yr 9: T1- 87.9	T2 - 86.7	T3 - 89.8	T4 - 88.9
			81.1	94.9	79.5	90%	Yr 10: T1- 84.7	T2 - 90.9	T3 - 88.6	T4 - 87.8
Yr 11 NCEA Level 1	84.3	86.8	84.3	75.5	63.2	80%	T1- 72.1	T2 - 79.5	T3 - 74.7	T4 -74.4
Yr 12 NCEA Level 2	85.1	85	82.2	89.1	70.3	80%	T1- 84.5	T2 - 88.7	T3 - 86.3	T4 - 90.2

Yr 13 NCEA Level 3	65.8	76.5	61.9	65.9	70.2	70%	T1- 60.0	T2 - 66.7	T3 - 66.7	T4 -75
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### Other Targets

		2020 target	Action	Target Date	Evaluation																																																																		
Attendance	<p>2018 250 &gt; 90%</p> <p>2019 65% (350) above 90% attendance</p> <p>2020 Covid year 221 &gt; 90 39%</p>		<p>DPs / Deans will ensure that all attendance issues are followed up and sorted</p> <p>The target will be monitored quarterly</p> <p>Absences of at risk students will be text to parents</p> <p>The stripe incentive for attendance will be continued</p>	EOY and EOT	<p>Term 1: # = 526, 246# &gt; 90: 47%, 90 &gt; 159# ≥ 80: 30%, 80 &lt; #121: 23%</p> <p>Term 2: # = 534, 237# &gt; 90: 44%, 90 &gt; 167# ≥ 80: 31%, 80 &lt; #130: 24%</p> <p>Term 3: # = , # &gt; 90: %, 90 &gt; # ≥ 80: %, 80 &lt; #: %</p> <p>Term 4: # = , # &gt; 90: %, 90 &gt; # ≥ 80: %, 80 &lt; #: %</p> <p>Summary of overall attendance rates</p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>85.9</td> <td>85.7</td> <td>78.4</td> <td>76.2</td> <td>79.2</td> </tr> <tr> <td>Boys</td> <td>85.0</td> <td>85.1</td> <td>81.1</td> <td>75.2</td> <td>80.3</td> </tr> <tr> <td>Girls</td> <td>86.9</td> <td>86.8</td> <td>75.9</td> <td>77.2</td> <td>78.2</td> </tr> <tr> <td>Year 7</td> <td>88.2</td> <td>89.5</td> <td>81.8</td> <td>77.6</td> <td>84.3</td> </tr> <tr> <td>Year 8</td> <td>88.5</td> <td>89.4</td> <td>82.4</td> <td>77.4</td> <td>84.8</td> </tr> <tr> <td>Year 9</td> <td>85.7</td> <td>84.5</td> <td>76.8</td> <td>71.5</td> <td>79.0</td> </tr> <tr> <td>Year 10</td> <td>83.5</td> <td>81.2</td> <td>74.2</td> <td>69.7</td> <td>72.9</td> </tr> <tr> <td>Year 11</td> <td>85.5</td> <td>86.2</td> <td>78.3</td> <td>82.7</td> <td>78.8</td> </tr> <tr> <td>Year 12</td> <td>83.7</td> <td>84.2</td> <td>78.5</td> <td>83.0</td> <td>77.8</td> </tr> <tr> <td>Year 13</td> <td>78.7</td> <td>73.0</td> <td>66.2</td> <td>72.8</td> <td>69.9</td> </tr> </tbody> </table>		Term 1	Term 2	Term 3	Term 4	Year	Overall	85.9	85.7	78.4	76.2	79.2	Boys	85.0	85.1	81.1	75.2	80.3	Girls	86.9	86.8	75.9	77.2	78.2	Year 7	88.2	89.5	81.8	77.6	84.3	Year 8	88.5	89.4	82.4	77.4	84.8	Year 9	85.7	84.5	76.8	71.5	79.0	Year 10	83.5	81.2	74.2	69.7	72.9	Year 11	85.5	86.2	78.3	82.7	78.8	Year 12	83.7	84.2	78.5	83.0	77.8	Year 13	78.7	73.0	66.2	72.8	69.9
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Behaviour incidents		+ve behaviour notes are recorded and reported	A star behaviour notes system will be implemented and reported on																																																																				

Positive Notes

Number of students with incidents between	1-5	6-10	>10	Total
Year 7	1	16	62	79
Year 8	4	21	81	106
Year 9	14	27	50	91
Year 10	0	8	75	83
Year 11	7	22	44	73
Year 12	26	12	3	41
Year 13	9	9	5	23
<b>Total</b>	<b>61</b>	<b>115</b>	<b>320</b>	<b>496</b>

Negative Notes

Number of students with incidents between	1-5	6-10	>10	Total
Year 7	14	4	1	19
Year 8	29	11	6	46
Year 9	30	18	11	59
Year 10	29	9	19	57
Year 11	12	9	11	32
Year 12	10	5	5	20
Year 13	5	2	7	14
<b>Total</b>	<b>129</b>	<b>58</b>	<b>60</b>	<b>247</b>

Term 1

Number of students with incidents between	1-5	6-10	>10	Total
Year 7	26	25	29	80
Year 8	35	32	39	106
Year 9	43	33	16	92
Year 10	7	20	60	87
Year 11	23	45	12	80
Year 12	44	1	0	45
Year 13	18	6	0	24
<b>Total</b>	<b>196</b>	<b>162</b>	<b>156</b>	<b>514</b>

Number of students with incidents between	1-5	6-10	>10	Total
Year 7	24	6	0	30
Year 8	46	7	3	56
Year 9	62	10	8	80
Year 10	50	8	11	69
Year 11	43	14	6	63
Year 12	20	4	2	26
Year 13	15	4	2	21
<b>Total</b>	<b>260</b>	<b>53</b>	<b>32</b>	<b>345</b>

Term 2

<b>Strategic Goal 1:</b> To provide facilities that enhance deep learning and that are culturally inclusive						
Baseline data: Bream Bay College is set to begin a period of roll growth. It has sold two school houses and this money is to redevelop 3 prefabs into a year 7 ILE block. It has been granted 6 roll growth classrooms. The College is working with the MoE and has handed the year 7 block to them to be part of an overall redevelopment plan that will see approx. 8 to 10 million spent on the college as opposed to 4.3 million.						
Area/focus (objective)	Interventions/actions (how)	Outcomes/targets (measure)	Responsible (who)	Target date (when)	Date achieved	Evaluation of effectiveness (mid-year review, end of year review)
Culturally locate our buildings.	<p>Create a sense of “Tomo mai” - welcome-ness with inclusion</p> <p>Site layout and signage reflects our cultural location</p>			<p>Check pre design approval</p> <p>Nov 2021</p>		<p>The MoE have approved a budget of 50k to add artwork to the two new builds that connects/ links them to the Whare and creates a sense of welcome-ness plus inclusion</p> <p>A new school map has been designed but it has not been published yet.</p>
Develop innovative learning environments	<p>ILE Year 7</p> <p>ILE year 8</p> <p>ILE Labs</p> <p>ILE English</p>			<p>Dec 2021</p> <p>Dec 2021</p> <p>Dec 2021</p> <p>postponed</p>		<p>Site work, foundations and the slab should be completed for the Labs and the yr7/8 block by April 2022. . The current estimate is that the year 7/8 block will be up and going by the end of term 12 2022 and the Labs before the end of 2022</p> <p>The redevelopment of the old</p>



	<p>Food Technology room</p> <p>Multi materials room</p> <p>Develop a custom accelerated learning support centre</p>			<p>Postponed</p> <p>Postponed</p> <p>Dec 2021</p>	<p>Labs is now part of the next 5YA round that should be approved by September 2022. It will include one space as a possible future Lab for when we can no longer fit in 4 labs.</p> <p>Moved to next 5YA project</p> <p>Design work for was undertaken in term 3. The project was started in term 4 and should be completed mid term 1 2022.</p> <p>Two new temporary roll growth classrooms were installed and handed over to the College for the start of 2022.</p> <p>Four central prefabs have been removed. Two off site and 2 relocated onsite to beside block E</p>
Provide recreational areas that	Develop play areas and outdoor spaces			2021	The central soft shade has been moved to cover the playground. The central hard

support learning	Add learning features to the central shade area					<p>shade has been moved to inside the pool area. All of the outdoor weights equipment has been refurbished and repainted.</p> <p>A court area has been marked under the Cola shade area. Plugs for court nets have been installed.</p> <p>The MoE have agreed to pay for a full landscaping plan for the College. This has been received but has not proved useful. The architect plans will suffice.</p>
	Redevelop / refurbish the Student Welfare and Common Room areas in keeping with their new locations			2021		<p>The Common Room and Student Welfare buildings have been relocated on site. Decks have been added. The end wall of the common room has been reclad. The inside of the common room has been painted and repaired. Window work will take place in 2022.</p>

**Goal 2: Curriculum / Deep learning**

**Strategic Goal 2:** Curriculum and deep learning. For students to succeed as connected, lifelong learners, through the provision

of deep learning opportunities.

Baseline data: The College has been an NPDL school for 3 years. It has been moving all aspects of its practices to deep learning practices. It is now time to ensure all of these aspects of deep learning are planned for and implemented in all learning that takes place

Area/focus (objective)	Interventions/actions (how)	Outcomes/targets (measure)	Responsible (who)	Target date (when)	Date achieved	Evaluation of effectiveness (mid-year review, end of year review)
Promote deep, engaging and authentic learning	Plan for and explicitly teach the six deep learning competencies	LoL planning demonstrates this		2020/2021/2022		There is a move afoot to change the balance of assessments in 2022 in the Junior Diploma to more focused on the learning competencies.
	Plan for and provide cross-curricular, authentic learning	A new cross curricular program designed and implanted by mid year		July		We had a new Cross Curricular week where students chose from 5 different areas and worked on programs with these for the week. It was very successful. The Movie week has been completed and the Citizenship program will run in term 4.
	Integrate student voice and agency into planning and learning	The college will seek student voice on changes, improvements and curriculum delivery at least termly		Termly		Yet to measure
	Integrate digital learning tools			2020/2021/2022		Yet to measure

		Shown through student survey				
Promote Māori achievement as Māori	<p>Implement bilingual education</p> <p>Support kaupapa Māori education</p> <p>Support culturally located curriculum and culturally responsive pedagogy across the school</p>	<p>A year 10 bilingual class is started</p> <p>4 Tikanga based whānau classes are fully embedded to college practices</p> <p>Training of culturally based teaching takes place</p> <p>And is implemented</p>		<p>2021</p> <p>2021</p> <p>2020/2021/2022</p>		<p>Implemented and working well. Academic achievement is high.</p> <p>Running smoothly</p> <p>Staff meeting PLD. There is good evidence of implementation.</p>
Prepare flexible learning opportunities for achievement	<p>Provide career pathways guidance</p> <p>Provide flexible timetable</p>	The delivery of careers information is structured and improved	LoL	Jan 2020		<p>We are progressively rolling out Careers Central with all students.</p> <p>Careers information has been added to the Thursday assemblies as a regular item.</p>

	options including FarNet, Gateway, STAR and digital learning			Ongoing		We have been approved to include a course as a Trades Academy for 2022.
	Plan strategies that address the needs of priority learners		LSC / LoL	Term 1		Accelerated Learning department is doing this extremely well.
	Plan for learning that is differentiated and pursues excellence for students and our community		LoL	Ongoing		Yet to measure

**Strategic Goal 3:** For students to succeed as confident, resilient citizens, through a school culture that supports and promotes well-being

Baseline data: Student anxiety is an international concern. We do not have good base line data on student wellbeing. This goal is to sort this out and then improve wellbeing.

Area/focus (objective)	Interventions/actions (how)	Outcomes/targets (measure)	Responsible (who)	Target date (when)	Date achieved	Evaluation of effectiveness (mid-year review, end of year review)
Develop school strategies for well-being	Survey students on their well being	HuB survey	AST	T1 & T4		Term 1 surveys completed. The information is being worked on by Deans and DPs and whānau teachers.
	Integrate hauora and well-being initiatives into school practices for Staff students	BBC surveys	Wellbeing Team Wellbeing team	Termly		Wellbeing team / work in progress. Not completed due to covid

	<p>Develop a new set of values for the College</p> <p>Develop and explicitly teach strategies to help students build resilience</p> <p>To provide a range of opportunities for students to be active in our community</p> <p>Recognise and support Māori approaches to well-being</p>		<p>Wellbeing team, Principal</p> <p>Health / Wellbeing Tm</p> <p>LoL</p> <p>Wellbeing team / Te Rerenga kōtuku team</p>			<p>Completed for implementation in 2022</p> <p>Yet to be systematically implemented.</p> <p>Students are involved in a wide range of activities.</p> <p>Being worked on by a Within school teacher.</p>
Refine school pastoral processes	<p>To integrate well-being into Whānau relationships, including (tuia) Whānau</p> <p>To support student agency, leadership and citizenship in a range of contexts</p> <p>T</p>					<p>A major restructure of the pastoral systems was undertaken and has been implanted.</p> <p>Plenty of initiatives but not in a way that is guaranteed or systematic. A new role with a dedicated within school teacher has been created for 2022</p>

	o recognise and support equity and diversity in our school community					Good ongoing work on LGBT...
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<b>Strategic Goal 4:</b> To create a sense of Community understanding of deep learning and how the college operates						
Baseline data: The college is doing some amazing stuff but we still have detractors who knock us in our community. The level of understanding of what we are doing needs to be lifted and we need to ensure that all interactions of the college with the community is positive.						
Area/focus (objective)	Interventions/actions (how)	Outcomes/targets (measure)	Responsible (who)	Target date (when)	Date achieved	Evaluation of effectiveness (mid-year review, end of year review)
To positively engage our community	To have open two-way communication including Spider, newsletter, reporting, verbal and written communication and social media			Ongoing		The website has been rewritten.  We will need to prepare some videos on spider.  Our facebook pages are receiving good feedback.
	PTA and Whānau hui			Ongoing		Our AST is creating excellent newsletters re the progress of our Kahui ako.
	To participate, as appropriate, in community events and groups			Ongoing		We held an amazing Matariki Festival / Year 7/8 Market Day where all venues were packed and \$13,000 was made.  We are successfully having

						<p>students out working with our ECEs. We have year 10 students running a day with our year 5/6 students.</p> <p>We have appointed a Communications director who is uploading content to social media site</p>
To develop clear learning pathways through the Kahui Ako	Work with other educational centres in the rohe around Kahui Ako goals			Ongoing		<p>I have taken on a lead role in terms of the Wellbeing Survey for all 35 schools and currently around events that are provided for the benefit of all 35 schools. I have organised a Kathryn Berkett presentation for all teachers and another for parents from all of the schools. I am working on further future presentations that will add value.</p> <p>I have organised science boxes pld for all schools in the Hub.</p>
Cultural connections	<p>Integration of whānau with the tikanga of the whare</p> <p>Whānau hui</p> <p>Iwi Trustees</p>			Ongoing		<p>The TRK team has held a successful awards evening / dinner and is being successful in getting more and more parents to drop in. Whānau hui happen regularly.</p> <p>Our iwi trustees are actively contributing to our board</p>



						<p>processes and adding culturally appropriate sections to policies.</p> <p>The board approved the concept of having a DP whose portfolio is te Ao Maori. This is officially in place for the start of 2022.</p>
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