

2024 - 2025 STRATEGIC PLAN BREAM BAY COLLEGE

VISION - We have the power to build a strong community that is proud and upholds everyone's mana.

EVIDENCE INFORMING OUR PLAN

- Consultation with Patuharakeke (mana whenua)
- Survey of parents
- School achievement data
- Retention data
- Attendance data
- Feedback by whānau
- Staff feedback
- Anecdotal evidence from community members

STRATEGIC GOALS	BOARD PRIMARY OBJECTIVE Refers to section 127 of the Education and Training act of 2020	LINKS TO EDUCATION REQUIREMENTS	WHAT DO WE EXPECT TO SEE?	HOW WILL WE MAKE PROGRESS TOWARDS OUR GOALS?	HOW WILL WE MEASURE SUCCESS?
Our students engage in quality learning experiences led by high performing teams.	1. a	Objective 1 Objective 3 Objective 5	<ul style="list-style-type: none"> • We expect to see a school culture where students are engaged in interesting learning that supports their success. • Students understand their strengths and have the skills and knowledge to reach their potential. • We 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. • We expect to see robust collaborations happening between teachers that drive high quality learning using pedagogies that respond to the unique context of Aotearoa/New Zealand and the Bream Bay rohe. • A professional culture of challenge and support with visible leadership. • We expect to see tracking, monitoring and early intervention by all people in their roles. 	<p>Set a clear vision for learning and teaching- (pedagogy) at Bream Bay College.</p> <p>Have a clear model for professional growth for Bream Bay College that is based on pedagogies that are proven to support learning in Aotearoa/New Zealand.</p> <p>Build the capability of school leaders to drive <i>robust</i> collaboration within the teams they lead.</p> <p>Redesign (simplify) school systems to maximise opportunities for collaboration and positive home/school partnerships.</p> <p>Continue to implement and refine our approaches to enhancing literacy and numeracy.</p> <p>Refine our review of evidence of student performance with collaboration between teachers, leaders and whānau to ensure effective tracking and enable us to 'act early'</p>	<p>Staff reviews at wananga</p> <p>Gathering student voices using a 'focus group' model.</p> <p>Achievement data.</p> <p>Data gathered from regular class visits by school leaders.</p> <p>Feedback from whānau about their experiences.</p> <p>Minutes/resources from Team Meetings</p> <p>Department Reports to the BoT</p> <p>Caregivers participation in reviewing and planning for the future of rangatahi.</p> <p>Whānau academic coaching feedback</p> <p>Review data at department level.</p>
Our school is a physically, culturally and emotionally safe place for all.	1. b (i - iii) c	Objective 2	<ul style="list-style-type: none"> • A culture of high attendance. • A culture of positive behaviour reflecting the value of everyone's mana. • Students confident in who they 	<p>Set clear expectations for the role of Whānau teacher.</p> <p>Build a strong collaborative approach between House teams and Pastoral</p>	<p>Attendance data</p> <p>Behavioural data</p> <p>Student Voice - 'focus groups'</p>

			<p>are and utilising different strategies to navigate the challenges of adolescence and college.</p> <ul style="list-style-type: none"> • Whānau teachers and pastoral leaders, with good knowledge of their students, and who act early to collaboratively support students alongside their whānau so that students reach their potential (academic & behaviour). • Practices and systems that support a positive home/school partnership. 	<p>Leaders.</p> <p>Simplify systems to empower staff so that Whānau teachers and pastoral leaders are able to act early.</p> <p>Set clear expectations for student behaviour and have a range of strategies for ensuring high standards and everyone's mana is valued.</p> <p>Clear procedures and practices for collaboration between Whānau teachers and House Deans so that we ensure robust monitoring of students enabling us to 'act early' and work alongside caregivers.</p>	<p>Increased attendance at home/school partnership events.</p> <p>Data gathered from regular class visits by school leaders</p> <p>Feedback from whānau about their experiences.</p> <p>Review of data in student pastoral histories</p>
Our school has clear pathways for every student to be successful	1. a	Objective 4	<ul style="list-style-type: none"> • Students know their strengths and understand how these strengths can help build a pathway for a secure and satisfying future. • All senior students have a plan, co-designed with their whānau, for their pathway. • Whānau have access to clear information that will help them be involved in the future planning for their child. • Students are given frequent opportunities to understand their strengths and pathways. • Our school practices are mana enhancing for students and caregivers. 	<p>Create a team responsible for driving pathways within the school.</p> <p>Establish a 'Careers programme'</p> <p>Growing staff capability to use their curriculum and Whānau Time to enhance student understanding of potential pathways.</p> <p>Utilise the long extended Whānau lesson to help students develop their understanding of their strengths to help the future planning.</p> <p>An overview doc that highlights the possible vocational pathways that Bream Bay offers.</p>	<p>Retention data</p> <p>Focus group feedback</p> <p>Feedback from home/school Partnerships days</p> <p>High attendance at Home/School Partnership events</p> <p>Data about the pathways choices for Bream Bay College school leavers</p>
Our school community is biculturally capable	1. d (i - iii)	Objective 5	<ul style="list-style-type: none"> • We have a Māori medium programme with different pathways based on need. • All Bream Bay College students are comfortable in Ao Māori settings e.g. marae, powhiri, whakanui when they complete their schooling. • All staff are enthusiastic about building their knowledge and skills in mātauranga Māori. • The School is a strong Treaty partner and has a meaningful relationship with Patuharakeke. • Teachers and leaders' actions reflect evidence based practice and the context and history of Aotearoa/New Zealand. • Māori and all students are confident in their identity as a Bream Bay College student. 	<p>Have two pathways at Year 7 & 8 for bilingual Māori students. Rumaki and Reo Rua.</p> <p>Create opportunities for Māori medium and English medium students to positively engage with each other.</p> <p>Supporting staff to use a Tiriti centric model so that staff are biculturally capable in their practice.</p> <p>Identify the competencies and skills that all Bream Bay students should have as members of our school community and as citizens of Aotearoa/New Zealand.</p> <p>Start to implement a programme to ensure continuity of skills for students from Year 7 onwards.</p>	<p>Data gathered from home/school wananga.</p> <p>Retention data.</p> <p>Focus group feedback</p> <p>Review from Teachers of Te Rerenga Kotuku</p> <p>Non-bilingual pathway students participating in kapa haka.</p> <p>Mana whenua attendance at School events.</p> <p>Disaggregated data to highlight progress with closing gaps</p>