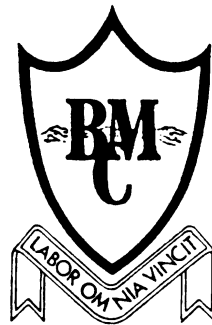


Charter

Blue Mountain College

West Otago



Strategic Plan

2011 – 2014

and

Operational Plan

2011

Note: A comprehensive review of the Strategic Plan was carried out for the period 2010 – 14 based on the review of the 2010 – 14 plan which was carefully checked and, where appropriate, updated taking into account the Government Priorities (taken from the MOE statement of Strategic Directions 2010 – 15) and the Goals set by the Board of Trustees.

STARTING POINTS: 2011

Blue Mountain College is the provider of Secondary Education in the West Otago Area.

Roll 215 including 4 Fee paying and 0 International Exchange Students (15 March 2010)

Staff 23 Teaching staff (19 Full time and 4 Part time)
13 Ancillary staff, Grounds/Office/Teacher aides
5 Ancillary Cleaning staff

Main Contributing Primary Schools

Tapanui
Heriot
Waikoikoi

Local Tertiary and Vocational training

Lincoln University Telford Rural Polytechnic (Balclutha)
SIT Gore Campus
Central Otago REAP (Alexandra)
Otago University
Otago (Regional) Polytechnic
Various Distance Education Providers

School Buildings and Facilities include

9 General Classrooms
Library
Dedicated Special Needs room (completed 2010)
2 Science Laboratories (plus a BOT maintained Agriculture Lab)
Full size gymnasium (5 bays plus changing rooms and weights room)
5 Specialist Technology rooms (Home Economics, Workshop, 2 Computer suites, Graphics room) and Metals shed
Art room
AV Theatre
Hall
Music suite (specialist room and 2 smaller spaces for ITM)
Year 13 Common room (two joined rooms)
Various offices, workrooms, staffroom, sheds etc
Grounds and sports fields (8.5Ha)
McLeod Block (small school farmlet purchased late in 2003)

Nb. Administration and Technical Blocks were fully refurbished during 2006 and early 2007 and

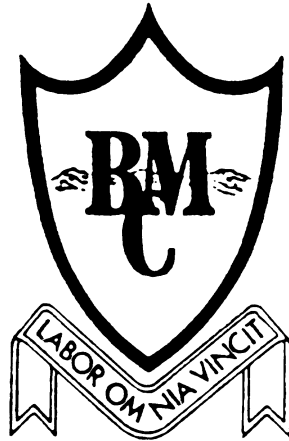
PREAMBLE

A student leaving school at the end of the period covered by this plan, in 2014, is likely to find:

Working and living increasingly based on technology
Accountability – more emphasis on personal responsibility
Global attitudes breaking down national boundaries (together with increasing opposition to globalisation)
Greater polarisation of wealth
More global attitude to business and society
More pressure on environment and an increase of related issues
More rapid communication
Polarisation of political and religious views
Greater population pressure (although not in West Otago)
Wider diversity of family structure
Two income families and a need for this
Increasingly bicultural/multicultural society (even in West Otago)
Market driven economy – privatisation
More individualisation – less community support
Unstable economic environment
Increased mobility (transience), more jobs short term – greater need to move
Working life a series of distinct careers rather than a job for life
Structure of employment changed – job sharing, part time, short term
Rapidly increasing fuel costs and the effects of this in rural areas
Increasing awareness of global warming and strategies to deal with it starting to impact on everyday life
Smaller service sector in West Otago, loss of rural services

A student leaving school in 2014 will need to:

Be analytical
Be technologically aware and possess IT skills
Have a basis of personal values
Have a sense of family, community and citizenship
Be willing to learn new skills and participate in life long education
Be adaptable to the employment needs of a changing world
Be a good communicator
Be aware of health issues that harm or limit a full and productive life
Be able to show initiative adaptability drive
Be aware of conservation and environmental issues
Appreciate cultural diversity
Appreciate the position of Maori as Tangata Whenua
Have a sense of financial responsibility
Have skills and knowledge of leisure and cultural activities
Have a sense of community and citizenship
Have skills in literacy and numeracy



Mission Statement

Educating students for life in and beyond West Otago

Values Statement

To help each student develop their academic and practical life skills to a level of their personal best, across a broad curriculum which focuses on students as individuals in terms of what is taught and what counts as achievement. In this small rural school, all students will be given opportunities, guidance and active encouragement to develop as well balanced citizens with qualities of personal confidence, self respect, responsibility and open mindedness.

THE SCHOOL'S AIMS

Curriculum Delivery

To promote and support achievement by providing conditions that minimise barriers to learning, motivate students to set and achieve high yet realistic personal goals, help them to take increasing responsibility for their own learning, and ensure that programmes are well matched to their individual needs, abilities and learning styles.

Curriculum Content

To provide programmes that cater for individual student's preferences, reflect the local priorities of the school community, and develop students' understandings, skills, and knowledge in all areas of the national curriculum.

Student Progress and Achievement

To monitor assess, record and report students' performance in ways that will encourage students to self-evaluate and help them, their teachers and parents to specify learning needs, recognise achievements, and make well-informed decisions about future directions.

Personnel

To actively recruit the best possible staff, to give strong encouragement and support to staff training and development, to be a good employer, and to uphold a positive working atmosphere characterised by good relationships and a supportive presence.

Finances

To manage the school's finances prudently and efficiently to meet both short and longer term priorities for teaching and learning in the school.

Property

To plan, advocate and implement a programme of maintenance and development that will help ensure the school's buildings, facilities and environment are safe, healthy, attractive and designed to meet the needs and demands of a modern and progressive curriculum.

Community Consultation, Partnership and Involvement

To encourage the widest possible involvement, interest and support for the school by having an open, welcoming and informative relationship with the community that fosters awareness and pride in the school's achievements.

School Self-Review

To be publicly accountable so that achievements can be acknowledged and priorities identified for further progress and improvement.

Maori and Other Cultures

To follow practices that are sensitive to the needs and values of all cultures represented in the school community, and to recognise the unique position of indigenous Maori culture.

THE SCHOOL'S OBJECTIVES

Curriculum Delivery and Content

Each year the board through the principal and staff will develop, revise or confirm its curriculum plans. Plans will set out specific objectives for curriculum delivery and content.

Student Progress and Achievement

The board will ensure that its curriculum plans set out the purposes and objectives for assessing, recording and reporting on each student's progress, achievements and learning needs.

Personnel

In consultation with staff, the board will have plans and policies that reflect its commitment to being a good employer. Plans and policies will be reviewed regularly, and revised as the need arises.

Finance

The board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts,

Property

The board will comply with the conditions of any current asset management agreement, and prepare and implement an annual plan of property maintenance and development, including provision for safety and hygiene.

Community Consultation, Partnership and Involvement

The board will have a policy with objectives for achieving parent-community support and involvement. The policy will be reviewed and reported on regularly and revised as the need arises.

School Self-Review

The board will have an annual plan for the ongoing review of its plans and policies. Reports from reviews will form the basis for deciding priorities for school development and improvement.

Maori and Other Cultures

The school's plans and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual students and their families. This includes recognition of the unique position of Maori as Tangata Whenua.

The Government's Priorities for Education

(from the MOE Strategic Direction Statement of Intent for 2010 – 2015)

The overarching goal is

- **A world leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st Century.**

From this the Government has identified 6 priority outcomes for the MOE and hence for the system:



These priorities have been considered by the BOT in developing their planning.

Clearly the first priority is of little, if any relevance to BMC although it is worth noting we have developed strong links with the new local ECE centre in terms of work experience, volunteer assistance and special needs.

The Board has interpreted Priority 2 in terms of the National Standards initiative imposed on schools from 2010 and the implementation of this for our Year 7 and 8 students is a significant new area for planning. Priority 3 fits well with the Board's current direction in terms of personalised education and this will be further developed. While Priority 4 relates mostly to the tertiary sector it impacts on our senior students through Gateway and STAR programmes and potentially the Youth Guarantee programme.

While the fourth priority is specific to the Ministry it is important that BMC too be capable, efficient and responsive and this is reflected in our planning.

The priority for Maori has been, and will continue to be, an ongoing challenge for BMC.

FOCUS

Our overarching goal is to improve student achievement

The following are already in place and their continuation is resourced and assessed within our plan.

1. Opportunities to achieve for success

- (i) HODs have an up to date scheme of work which meets the objectives of the National Administrative Guidelines and revised National Curriculum.
- (ii) Departmental and individual development through departmental review and staff performance management systems
- (iii) Student standards of achievement are improved through
 - improving work habits
 - tutorials for senior classes
 - regular promotion of work ethic required for academic success
 - celebration of success
- (iv) Student learning is ensured through
 - staff required to have a student centred approach
 - small class sizes
 - formative assessment
 - leadership and citizenship opportunities
 - positive assemblies
 - positive promotion through newsletters community publications and the website
 - requirement of staff for positive approach to students
 - structured discipline system to ensure a good classroom learning environment
- (v) The maintenance of access to a broad range of senior courses including active participation in OtagoNet.
- (vi) Staff training through a staff professional development cycle.
- (vii) Activities to enhance learning such as:
 - promotion of academic competitions
 - music festival
 - biennial music production
 - arts weeks
 - interschool sports exchanges
 - outdoor education programmes
 - Elwing experience
 - Duke of Edinburgh Hillary Awards
 - The development of the McLeod Block/school farm
 - Use of vocational based ITO programmes, STAR and Gateway
 - International students
- (viii) Use of distance learning programmes including the use of audio visual links and active membership of OtagoNet for the provision of interactive video conference based distance learning.

2. A Safe Learning Environment

- Form Teachers
- Deans system
- Guidance Counsellor
- Pastoral Care network
- Health Nurse has regular clinics
- Chaplain
- Peer Support
- Prefects
- Student Council
- Student surveys
- Girls self defence/boys alternative (Male focus) programme
- DARE Programme
- Kapahaka

3. Improving Literacy and Numeracy

- Remedial reading programme
- Learning support programme with a focus on literacy and numeracy
- Professional development focus on Literacy and Numeracy National Standards
- Teacher Aide support for classroom teachers with a focus on Literacy and Numeracy
- competitions eg University of Otago Problem Challenge, Athletics, LitQuiz, etc..

4. Better Use of Student Achievement Information

- Comprehensive testing – Years 6 – 10 – used to identify specific needs and to track cohorts
- Curriculum achievement levels – used for classroom programme development
- Personal skills – used for a whole school focus, eg, developing motivation to achieve
- Use of asTTle as a key assessment tool for literacy and mathematics for Years 7 - 10.
- PAT – used for– class profiles and individual education plans

5. Improving Outcomes For Students At Risk

- Sports co-ordinator – lunch time sports programme
- Arts Co-ordinator – variety of performance opportunities
- Learning Support programmes – IEPS, RTLBs, RTLit, Alternative Education
- mentoring
- Pastoral care network and use of outside agencies
- Robust attendance monitoring systems
- STAR programmes
- Homework support group
- Peer Support
- SPEC/YAS/SuccessMaker
- Kapahaka
- Gateway
- Opportunities via school farm

5b. Improving outcomes for students identified as Gifted and/or Talented

- Differentiated teaching and learning programmes
- Academic, sports, cultural and citizenship opportunities provided
- Teacher responsible for oversight of dedicated programmes
- Development of sustainable programmes that can be continued within normal staffing

- 6. Improving Maori Outcomes**
- Maori component in music festival
 - Kapahaka
 - Introduce Waiata at assemblies
 - Positive relationships with Hokonui Marae
 - Signage in Maori
 - Powhiri
 - Attempt to co-opt a Maori representative for the Board of Trustees
 - Hui for Maori parents
 - Visiting Maori groups
 - Participation in Mana Pounamu awards for young Maori achievers
 - Annual identification and reporting to the Maori community and BOT about achievement of Maori students
 - Funding and encouragement of Maori students to participate in external cultural events
 - Maori component in Prizegiving
- 7. Providing Career Guidance**
- Careers Counsellor
 - Tertiary open days
 - Attendance at careers expo
 - Access support from Career Services
 - Careers component in classes
 - Work experience/work exploration programme
 - Gateway and Star programme
 - Personalised Learning Plans – senior students
 - Clutha Enterprise careers speakers – Years 7&8
 - Careers focussed student/parent information evening
 - Visits by tertiary education providers
 - Visits by employer groups, eg, armed services
- 8. Reporting**
- Reporting and commenting on our school profile to the community
 - School newsletter and website
 - Develop e-mail as a method of communicating with parent community
 - Leaving outcomes, eg, students moving to tertiary training or employment
 - Friends of the College meetings – feedback on current issues
 - newspaper
 - Community tours of the school – open days
 - Reporting on annual department reviews to the Board of Trustees
 - Reporting to a Board of Trustees meeting by heads of department on a rotation basis
 - Parent interviews annually
 - Written reports each term (in plain, but precise, language)
- 9. Improving Resourcing**
- International students
 - Grants from sources such as MLT, SPARC and Creative Communities

Strategic Directions 2011 - 2014

This plan addresses new directions while assuming that existing directions and programmes continue unless they are specifically addressed in this plan as needing change. This includes:

- New Initiatives and Priorities directed by the Government
- Matters which were a priority during the previous years of the strategic plan and continue to be a focus.
- Strategies which have been developed to support less able students and students at risk.
- Continuing to seek innovative ways to supplement government funding.

1. CURRICULUM (This heading relates to teaching and learning programmes and activities offered by our school.)

Students will learn best when:

- They have clear personal goals
- They have access to subjects/programmes that meet their needs
- They have access to well resourced subjects
- Their subjects are delivered at appropriate levels and using a range of techniques
- The curriculum is relevant to their needs
- They are given clear learning goals and objectives
- They are aware of the learning intentions and success criteria for what they are learning
- There are high expectations
- There are positive relationships between teacher and students and within the class
- They receive timely and constructive feedback that relates to the success criteria
- The appropriateness of the curriculum is regularly reviewed
- Student performance is monitored, assessed and reported regularly
- They see a wide range of good role models
- They are encouraged and provided with the opportunity to develop leadership, citizenship and responsibility skills
- They have access to diverse (learning, cultural, sporting, community, etc) opportunities

Goals for 2010 - 2014

To improve student achievement

- 1.1 To improve academic achievement - **PRGT 1**
- 1.1a Success rates in national qualifications.
- 1.1b To improve student work habits
- 1.2 To maintain a programme for gifted and talented students.
- 1.3 To implement National Standards at Years 7 & 8
- 1.4 To endeavour to provide access for students to participate in instrumental music tuition.
- 1.5 To develop class profiles to make better use of formative assessment information (including components of AsTTLe testing,
- 1.6 To use focussed in-house Professional Development to develop teachers' pedagogical skill base with a particular focus on National Standards (in 2010 and 2011) – **PRGT 2**
- 1.7 To embed the New Zealand Curriculum Document
- 1.8 To maintain the range of meaningful programmes for non academic students

- 1.9 To raise achievement of senior students through the development and use of personalised learning plans – **PRGT 1**
- 1.10 To investigate models or tools for effective whole school review
- 1.11 To review and update our careers programme (arises from 2008 ERO report)
- 1.12 To develop and implement a PD programme to assist the awareness, knowledge and use of biculturalism in the school's environment and curriculum programmes – **PRGT PD**

2. Students (this heading relates to the individual progress and development of students in ways other than the formal curriculum)

Students will learn best when:

- There is a good guidance/pastoral care system
- There are well-defined rules and boundaries
- There is a positive (reward) system
- There are consistent standards
- There is a student centred approach
- They are “well fed and watered”
- There is a safe environment
- They have access to special support in crisis management
- They receive on-going guidance on choosing appropriate courses and careers
- They take risks in a supportive environment
- They develop a sense of self worth and independence
- They develop a sense of community and social conscience
- They feel safe from bullying and harassment
- They develop pride and positive attitudes to self, school, and community
- They develop self-discipline and a sense of appropriateness
- They are recognised for their uniqueness and cultural identity
- There is an open channel to air grievances
- The needs of individual cultures, and especially Maori, are identified and addressed

Goals for 2010 - 2014

- 2.1 To improve the success of Maori at Blue Mountain College. (This is the Maori Education Plan with Goals 2.1, 4.6, 6.3, 7.2 and complemented by 1:12)
- 2.1a. To improve the achievement of Maori students - **Indirectly PRGT PD**
- 2.1b. To increase opportunities of Maori (and other) students to experience tikanga Maori - **Indirectly PRGT PD**
- 2.1c. to provide access to Te Reo for those who request it
- 2.2 To maintain effective participation in OtagoNet
- 2.3 To review reporting to comply with National Standards – **PRGT 2**
- 2.4 To develop strategies to enhance student engagement
- 2.5 To expand leadership and other opportunities available to students
- 2.5a To develop a “sports strategic plan”
- 2.5b To maintain the level of participation in sport and other extra-curricular activities (including the Arts, EOTC, and service) by BMC students
- 2.5c To expand community involvement in school sport and other extra-curricular activities
- 2.5d To maintain effective school/community sports links

3 HUMAN RESOURCES

Students will learn best when:

- They have teachers who connect with them and motivate them
- Teachers and support staff have a student centred approach
- There is good leadership with motivated and enthusiastic teachers
- Staff feel they are supported and trusted
- Teachers have realistically high expectations of students
- Staff provide a wide range of sporting, cultural and academic opportunities.
- Staff are competent and willing to take part in Professional Development
- There is a happy contented and encouraging staff
- There are optimal teacher/pupil ratios
- The BOT is working in the interest of students and the whole school
- All members of the school community have access to formal and informal systems of support
- Staff feel they have input into school policies and procedures

Goals for 2010 - 2014

- 3.1 To continue to review procedures and practices related to teaching and learning, including classroom management and formative assessment, to ensure consistency and effectiveness
- 3.2 To review personnel policies to ensure compliance with Collective Agreements.
- 3.3 To review and maintain an Employee Assistance Programme (EAP) accessible to all staff and Board members.
- 3.4 To review and update our Health and Safety systems to ensure they are compliant with the requirements of legislation.
- 3.5 Ensure opportunities are provided and encouragement is given for teaching and support staff to participate in quality ongoing professional development
- 3.5a Through a focussed PD programme ensure staff develop a shared understanding of National Standards – **PRGT 2**
- 3.5b To embark on a school wide professional learning journey to further integration of Te Ao Maori into teaching learning and other programmes – **PRGT PD**

4. COMMUNITY, AND OUTSIDE AGENCIES

Students will learn best when:

- The community supports the school
- The home supports the student and the school
- Community resources are used actively in the school
- There is effective home/school communication
- Outside agencies work in the interest of the school
- There is positive media exposure
- There is positive parenting

Goals for 2010 - 2014

- 4.1 To provide positive promotion of the school through the media, beyond the newsletter
- 4.2 To further develop a school website to positively contribute to communicating with our immediate community and for initial enquires from International students/agents.

- 4.3 To complete a Community Consultation on the sexuality component of the Health Curriculum during 2011
- 4.4 To increase the College profile in the wider West Otago community
- 4.5 To develop and maintain effective and positive working relationships with outside agencies
- 4.6. To strengthen links with Maori parents to assist in improving the achievement of Maori students

5. **PROPERTY**

Students will learn best when:

- The environment is stimulating
- There is ample storage
- There is a comfortable environment
- There are well-resourced classrooms and equipment
- There are specialised rooms
- There is a healthy and safe environment
- The school reflects NZ culture and the culture of other significant groups
- They enjoy pleasant surroundings
- The environment is well organised and well maintained
- They are prepared for emergencies

Goals for 2010 - 2014

- 5.1 To action the next part of our 5YP
- 5.1a To complete the School Network Upgrade Project (SNUP)
- 5.1b To have tender documents prepared for phase 2 of the B-block refurbishment
- 5.1c To action other work as required
- 5.2 To continue with the ongoing maintenance programme
- 5.3 To continue to upgrade classroom desks and chairs
- 5.4 To review the ICT plan and implement the identified priorities to ensure ongoing replacement of ICT hardware including network infrastructure – **PRGT 1**
- 5.5 To continue the development of the McLeod Block as an educationally (and if possible financially) viable school farmlet and then to develop an ongoing management plan for it.
- 5.6 To maintain access to school housing for the purposes of staff recruitment and retention
- 5.6b Prioritise ongoing maintenance of school owned housing to promote tenancy

6. **ADMINISTRATION**

Students will learn best when:

- Resources are allocated and used effectively
- Policies and procedures are clearly defined, explained, reviewed and adhered to
- Administration works in the interest of students
- There is positive marketing of the school locally and overseas
- Staff have shared collegial management
- There is school leadership with vision
- There are opportunities to participate in decision making and implementation

Goals for 2010 - 2014

- 6.1 To identify and action opportunities for overseas marketing and to report to the BOT annually on the progress and achievement of international students
- 6.2 To identify and, if practicable, implement an MLE (Managed Learning Environment) which meets MOE Accreditation standards – **PRGT 1**
- 6.3 To meet statutory and NAG requirements in respect of Maori students and whanau

GOVERNANCE

Students will learn best when:

- The school is effectively governed
- There is a democratically elected Board of Trustees
- Trustees have received adequate training for the role they are to perform
- There is a positive and constructive relationship between the community, Board and management of the school

Goals for 2010 - 2014

- 7.1 To meet MOE requirements for annual planning and reporting
- 7.2 To attempt to co-opt a suitable person to represent our Maori community on the Board
- 7.3 To ensure appropriate training is provided to Board members.