



BURNSIDE
HIGH SCHOOL
TE KURA O WAIMAIRI-IRI

WAIMAIRI-IRI BURNSIDE HIGH SCHOOL

CHARTER

2022

Vision: ‘Personal excellence and care for others’

Our Mission: To provide a safe, positive, inclusive learning environment where students attain the knowledge, skills and personal qualities to choose the right pathways in life

To be read in conjunction with the Guiding Principles for Staff



BURNSIDE HIGH SCHOOL

No. 0319

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The Burnside Student

*An inclusive, caring involved citizen, and
a successful, self-managing, lifelong learner*

Our crest of Tī Kōuka the cabbage trees and motto reflect and support our vision for our students.

The school motto,

*Kōwhiria te huanui tika
Along this path direct your journey
correctly
Recte sic dirige cursum*

reinforces the historical, cultural and spiritual significance of Tī Kōuka for communities past and present.

We draw strength from the qualities of Tī Kōuka, which provide direction and purpose to **all who pass this way**.

Students are guided through Waimairi-iri Burnside High School as they aspire to attain the qualifications, develop the personal qualities and confidence to choose the right pathways in life.



Our students and staff are guided by the wairua of Tī Kōuka which:

- assists **learning** – opens the way to the world of knowledge, skills, understanding and service
- provides **guidance** – a landmark that shows the way
- builds **resilience** – strength and durability
- **nurtures** – to provide shelter, support and security

The way students and staff act, feel and think about themselves and about others are determined by our Values:

be Respectful – Manaakitanga – to everyone and the environment

have Pride – Mana – in yourself, our school and community

Strive to Excel – Rangatiratanga – in learning and in life



be respectful have pride strive to excel

'Personal Excellence and Care for Others'

WHO WE ARE

- A Decile 8, state, coeducational, multicultural, Years 9 to 13 secondary school which opened in 1960 and situated in the north-western sector of Christchurch City. Our catchment area includes parts of the Avonhead, Russley, Burnside, Fendalton and Ilam residential areas and a wide range of socio-economic groups.
- The largest state coeducational secondary school in the South Island and one of the largest in New Zealand accommodating a roll of 2,450 students plus International students.
- In close proximity to the University of Canterbury, Lincoln University, Ara Institute of Technology and the Technology Park in Roydvale.
- A community that is predominantly New Zealand European/Pākehā, includes significant numbers of Asian descent; increasing numbers of Māori and a small Pasifika community.

Approximately 500 students are second-language learners. Most of these are of Asian descent, but there are also small groups of students from other parts of the world, such as South Africa, the Middle East, Europe, and South America.

- A caring community who value the importance of education, with a strong work ethic and are motivated to provide opportunities in the educational, sporting, leisure and welfare areas. Our parents make a significant contribution to school life particularly through the PTA.
- Well supported by our local intermediate and primary schools. This reflects the desire of the community for children to attend their local high school. Our main contributing schools are Cobham, Breens, Heaton Normal, Casebrook, Kirkwood and Chisnallwood Intermediates and Westburn and Merrin Schools. We are a member of the Waimairi-iri Kāhui Ako (Community of Learning).
- Well-served by local shopping, sporting, recreational and church-based amenities. Our facilities are also a community focus. The gymasia, Aurora Centre and the sports fields are frequently used by community groups.
- A leader in the use of digital technologies to enhance teaching and learning, and an established blended learning culture.
- A globally connected school – the longstanding presence of significant numbers of International students, many second-language learners, gives the school a distinctive and rich culture.

WE BELIEVE IN

- Our Vision '*Personal excellence and care for others*'.
 - We strive to achieve personal excellence in academic, cultural, sporting and leadership activities and to develop supportive and positive relationships with others.
 - This vision encompasses the concept of improvement. We always seek to improve learning opportunities and achievements, both as individuals and as a school.
- Our Mission '*To provide a safe, positive, inclusive learning environment where students attain the knowledge, skills and personal qualities to choose the right pathways in life*'.
 - By providing learning experiences that challenge and support students to become globally connected, caring and involved citizens and successful, self-managing, lifelong learners.
- Our school motto, '*Kōwhiria te huanui tika – Recte sic dirige cursum*' which focuses on our role in guiding our students as they aspire to attain the qualifications, develop the personal qualities and confidence to choose the right pathways in life.
- Our school crest of Tī Kōuka, the stand of cabbage trees on our grounds, focuses on the qualities which help to provide guidance and purpose for all students and staff.
- The Burnside Values of respect, pride and excellence promote a caring, supportive learning culture which is focused on progress and achievement for all students.
- Our ethos of high expectations and standards for ourselves, of our students and of each other.

WE HAVE

- Facilities that effectively meet the diverse and changing learning needs of our students through renovations and additions funded by the Board or the Ministry of Education.
- A 16 hectare (40 acre) site which is attractively landscaped and provides high quality playing fields and hard court facilities.
- A well-resourced blended learning environment, including school-wide wireless coverage, over 500 computers, up-to-date application software, specialised subject resources and internet facilities. Over 100 laptops and netbooks are available for booking in a specially equipped and staffed service area.
- Specialist, fit for purpose, well equipped rooms for Music, Art, Drama, Dance, Technology, Languages and the Sciences. The gymnasium complex comprises two gyms, weight room, Physical Education classroom and spacious changing facilities. We have a designated Whare and a meeting place for Pasifika students.
- A Specialist Music Programme (SMP) designed to cater for students with considerable experience and talent as musicians. Entry to this class is by audition and is open to all instruments and voice.
- A flexible broad curriculum which provides a wide range of courses and specific programmes to ensure the needs of all students are met.
- A successful and well-respected international student programme providing quality educational and lifestyle experiences. These include ESOL and Music programmes specifically for International students.
- A uniform for students from Years 9 – 12; while Year 13 students have an optional dress code to recognise their transition into the world beyond school.

OUR STRENGTHS

- Student achievement and the pursuit of excellence underpins all that happens in the school. There is focus on:
 - Achievement and success in academic programmes.
 - Flexible course structures that enables students to develop their skills, talents and abilities.
 - A range of curriculum pathways, both within and beyond the school, to extend more able students.
- The school is divided into four cohesive Divisions – Te Puna Raki (North), Te Puna Tonga (South), Te Puna Uru (West) and Te Huinga Wai (Senior). Each Junior Division consists of approximately 650 -700 students, ranging from Year 9 to Year 12. Senior Division comprises Year 13 and a few Year 14 students. Individual students gain the benefits of being a member of a large school, while experiencing a sense of identity and security provided by a smaller Divisional Group.
- A wide range of well supported sporting and cultural activities that enable students to achieve success at a national secondary schools level.
- Purpose and direction – a clear vision of the school’s future and how it will be achieved is articulated by the Board, Principal and senior leaders and shared with the school community. The Principal lives the vision, has the faith to believe it can happen and the courage to lead the changes that are needed to realise it.
- Effective use of assessment data to identify the trends and patterns of achievement of individuals and groups of students and to develop and evaluate programmes and teaching practices to improve outcomes for all students.
- A focus on continuous improvement – continual reviews of teaching and learning practices, and the systems and resources needed to support them, are based on a determination to improve outcomes for students.
- A safe, inclusive environment where positive and supportive relationships exist among students and their teachers. Staff work collaboratively to support and promote all students’ sense of belonging and well-being.
- Strong links with the local and international community enhance learning opportunities for students. Parents are encouraged to be involved in the school and are consulted and well informed about their children’s progress and achievement and school developments.
- Staff work effectively together, have high expectations of themselves and the students and are committed to the vision and the core beliefs of the school.
- A blended learning environment supported by targeted professional development.

OUR PRIORITIES

Preamble

The Board has determined its priorities around:

- The National Education Goals (NEG)s and other identified National priorities for Secondary schools e.g. statement of National Education and Learning Priorities (NELPS) 2020.
- The school's programme of self-review.
- Analysis of the school's assessment data.
- The needs of our school community.
- These priorities are included in to the Waimairi-iri Burnside High School Strategic Plan and Annual Plan.

Priority Areas

Achievement – every student learning and achieving every day

In particular, all students will:

- Be expected to achieve at least NCEA Level 2 or equivalent – to ensure they are prepared for successful entry into further studies or work and equipped with a solid learning foundation to be successful.
- Improve their literacy and numeracy skills.
- Progress and achieve at an appropriate level.

The Board aims to achieve this in such ways as:

- Setting annual student achievement targets and action plans that focus on groups of students that are at risk of not achieving.
- Appointing a designated literacy team.
- Developing learning partnerships with schools which are part of our Kāhui Ako (Community of Learning).
- Providing for specific literacy and numeracy support programmes to individuals and groups.

Assessment

In particular, the school will:

- Develop a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of individuals and groups of students.

The Board aims to achieve this in such ways as:

- Having clear, consistent and fair assessment and reporting policies and procedures in place.

Curriculum

In particular, all students will have:

- The opportunity for success in all the essential learning and essential skill areas of the New Zealand curriculum.
- The skills and qualifications to contribute to their future and New Zealand's.
- Appropriate career guidance.

The Board aims to achieve this in such ways as:

- Providing a curriculum that is accessible to all students, meets their needs, interests and abilities and is reviewed regularly.
- Maintaining and developing a school wide careers programme.
- Alternative programmes to meet student need.
- Providing a school-wide career development programme that equips all students with the skills to become competent managers of their career pathways, and that enhances their future employability. Involvement in work exploration, STAR courses, STP programmes and Gateway is encouraged and supported, as is working relationships between the school and businesses in the local area.

Learning environment

In particular, all students will have a safe physical and emotional environment.

The Board aims to achieve this in such ways as:

- Supporting the school to embed the Burnside ethos and values in all areas of school life.
- Providing for a wide variety of leadership and service programmes for students at all levels.
- Maintaining a high quality pastoral care system with clearly defined and understood student behaviour-management systems, and fair assessment and reporting policies and procedures in place.
- Offering health programmes from Year 9 to Year 13.
- Providing a high quality, modern learning environment.
- Continually monitoring the safety of the buildings and grounds in terms of physical hazards.

Māori students

In particular, all Māori students will:

- Achieve success as Māori in the school environment with the expectation of gaining at least NCEA Level 2 or equivalent.

The Board aims to achieve this in such ways as:

- Developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori Culture.
- Having full-time, permanently employed te reo Māori language teachers (two).
- Maintaining a Māori language department with high quality programmes and outcomes.
- Providing mentoring for individual Māori students.
- Reflecting te reo and tikanga Māori in the school's physical environment.
- Providing professional development for staff in te reo and tikanga Māori to enhance the engagement and achievement of Māori students.
- Ensuring the curriculum reflects the Treaty of Waitangi principles.

- Having a Māori Student Achievement Steering Group (He Māhuri) with whānau meetings providing information and provide comment and advice to the Principal and Board – a focus on the engagement and well-being of Māori students:
 - Supported by a subcommittee to facilitate and drive pedagogy and culturally responsive practices with staff through professional development workshops
- Providing a whare ako.
- Encouraging and supporting a strong kapa haka.
- Encouraging Māori representation on the Board.
- Providing community education programmes for te reo Māori language development.
- Taking all reasonable steps to provide instruction in te reo Māori for students whose parents request it.

Pasifika students

In particular, all Pasifika students will:

- Progress and achieve at an appropriate level with the expectation of gaining at least NCEA Level 2 or equivalent.

The Board aims to achieve this in such ways as:

- Maintaining a designated Pasifika Co-ordinator responsible for monitoring and supporting all Pasifika students.
- Employing a Pasifika Support Worker to support students and their parents so that the students are best able to function academically, socially and culturally.
- Establishing partnerships with Pasifika parents and community leaders to improve outcomes for students.
- Reflecting and celebrating Pasifika cultures in the school curriculum and learning environment.
- Encouraging and supporting a Pasifika Cultural Group.
- Encouraging Pasifika representation on the Board.

Special needs students

In particular, each student will:

- Progress and achieve so that they realise their true potential.

The Board aims to achieve this in ways such as:

- Providing specialist programmes for identified potential gifted and talented (GATE), English as a Second Language (ESL) and supported learning students – a specialised department is maintained to teach intensive English programmes to a number of students from non-English speaking backgrounds; a reading development programme led by a specialist assisted by parent and student tutors.
- Supporting mainstream students with learning needs and a specialist learning centre.

Teaching and learning

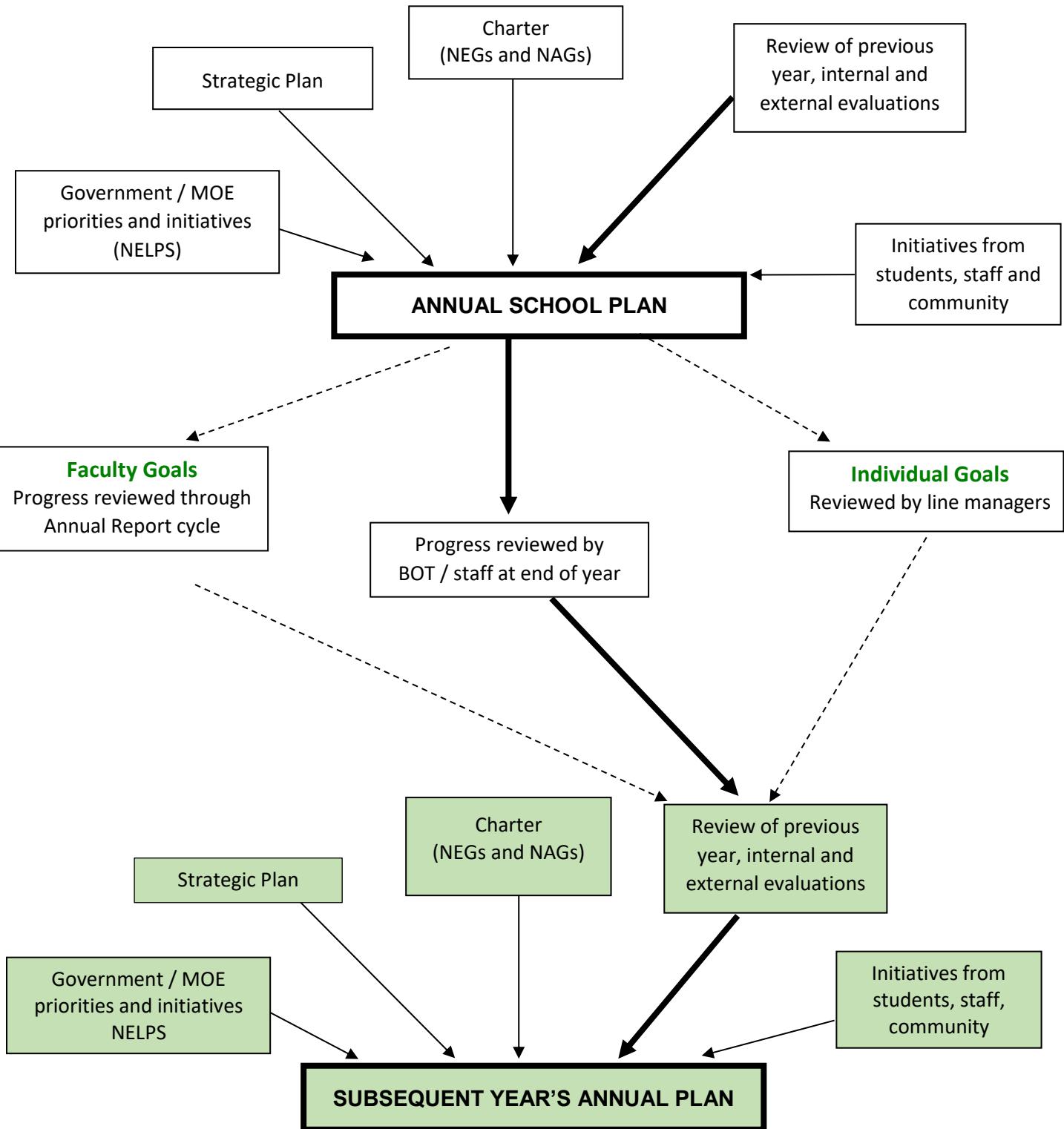
In particular, the school will:

- Expect and support teachers to continually improve their practice.

The Board aims to achieve this in such ways as:

- Identifying and promoting the qualities of effective teachers.
- Maintaining a robust appraisal system that focuses on improving teaching and learning.
- Providing and funding whole staff and individual professional development programmes that promote collaborative and culturally responsive practices.
- Encouraging and expecting teachers to continually reflect on the effectiveness of their teaching practice.
- Supporting a blended e-learning culture by supporting professional learning and providing appropriate levels of hardware for staff and students.

ANNUAL CYCLE OF CONSTANT IMPROVEMENT





INTERNAL EVALUATION

Evaluation is the engine that drives improvement and innovation.

Internal evaluation (self-review) is undertaken to assess what is and is not working, and for whom, and then to determine what changes are needed, particularly to advance goals for **equity and excellence**. Effective internal evaluation is learner-centred and driven by the motivation to improve. The philosophy is based around the Japanese concept of *kaizen*: continuous self-improvement.

Internal evaluation at Burnside High School focuses on continual improvement, and aims to improve our structures, systems and processes that enhance student outcomes. We seek to improve all aspects of education that contribute towards the growth and development of our students. Our practice is inclusive, collaborative, data-driven and reflective, with clearly defined and shared goals informing its direction.

We have clear expectations for internal evaluation to analyse, evaluate and report on the impact of actions taken in order to identify next steps to improve outcomes for students. Our model of internal evaluation is based on our BHS Staff Guiding Principles document, the ERO Framework for Reviews and the ERO Effective School Evaluation documents (*refer appendix 1*), and the latest research on effective practices.

We have three levels of internal evaluation:

Strategic Evaluation

Strategic evaluations focus on activities related to our school vision, values and goals. They aim to find out to what extent our vision is being realised, goals achieved, and progress made. Strategic evaluations are a means of answering such key questions as: To what extent are all our learners experiencing success? To what extent are improvement initiatives making a difference for all learners? How can we do better?

Strategic Evaluation focuses are referenced in the Burnside High School Charter which contains the Strategic Plan and Annual Plan.

Board Policies and Procedures are on a regular (triennial) review cycle to ensure best possible outcomes for students, as well as meeting our legal obligations (*refer to the BHS Charter Reporting Schedule 2022 for details*).



Regular Evaluations

These are planned evaluations, such as the **annual faculty/department reviews**. They target reviews of schemes and assessment programmes, student engagement, and student achievement.

Emergent Evaluations

Reacting to circumstances at the time, daily operations are reviewed, evaluated and audited, as they happen (*refer ERO Board Assurance Statement and Self-Audit Checklists for details*).

Internal Evaluation Expectations at Burnside High School

Our aim is to enhance our high-quality teaching and learning environment; and our current focus is on student engagement in Years 9 and 10, with emphasis on priority learners.

- **Learning Areas:**
 - Faculties and departments will have systems and practices that enable them to identify the impact of actions taken to improve outcomes for students. These function through student learning programmes, assessment procedures, school-wide and faculty/department goals, professional development opportunities, and subject area achievement information.
 - HOFs and key department heads will address these issues in their annual reports which will be discussed in detail with senior leaders towards the end of Term 1/beginning of Term 2 each year and during the scheduled faculty review days.
- **Teachers:**
 - Teachers will continually reflect on the effectiveness of their practice through an inquiry process using:
 - Student achievement information.
 - Engagement data provided by students – via feedback through surveys, one-on-one conversations, and focus group discussions with students and/or their whānau.
 - Insights gained from the school-wide staff professional development programme and collaboration with colleagues.
 - In order to:
 - Inform their classroom planning and practice/impact on student engagement and achievement.
 - Build strong, positive relationships and learning partnerships with all students.
 - Identify those who need extra support/extension.

Appendix 1

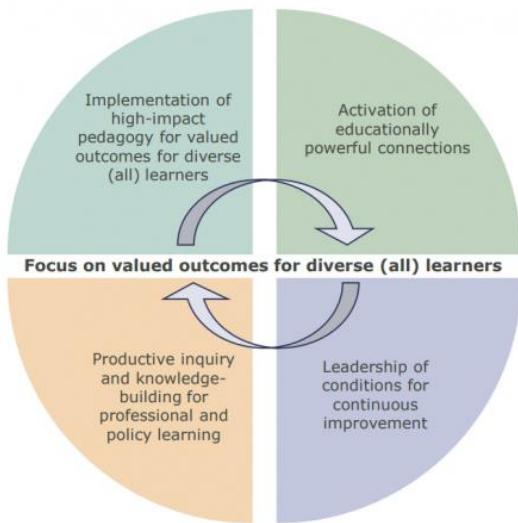
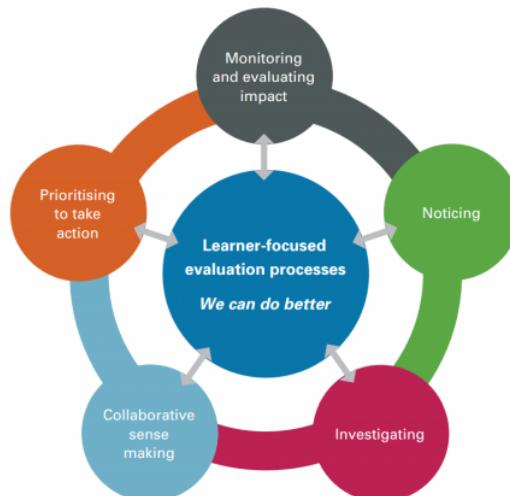


Figure 1. The four key levers for educational improvement



The *Burnside ethos and values* are shared by the staff and students. *These are the glue that binds the school community in its focus on constantly improving outcomes for students.* They are articulated and modelled by senior leaders, teachers and senior students.

TEACHING AND LEARNING REFLECTING THE BURNSIDE ETHOS

Students and staff are encouraged and expected to achieve excellence through our school culture that provides a clear vision and direction to continually enhance our:

HIGH QUALITY LEARNING ENVIRONMENT

Encouraging student learning, achievement, wellbeing, leadership and service

Emphasised and reinforced by our key values:

- b** be respectful – **Manaakitanga** – to everyone and the environment
- h** have pride – **Mana** – in yourself, our school and community
- S** strive to Excel – **Rangatiratanga** – in learning and in life

(refer to the Burnside Values pamphlet for details)

'One size fits one'

- to support individual students in clarifying their chosen path and helping them in their learning journey

Our school motto: *Recte sic dirige cursum – Along this path direct your journey correctly – Kōwhiria te huanui tika*

Maintaining learning-focused classrooms

- firm, consistent high standards and expectations with clear procedures and routines across the school

Providing a quality learning environment

- a place where all people feel cared for, safe and affirmed
- extensive grounds giving students a range of spaces for recreation, sport and relaxation
- well-equipped and resourced facilities
- technology-rich, flexible learning spaces

HIGH QUALITY TEACHING

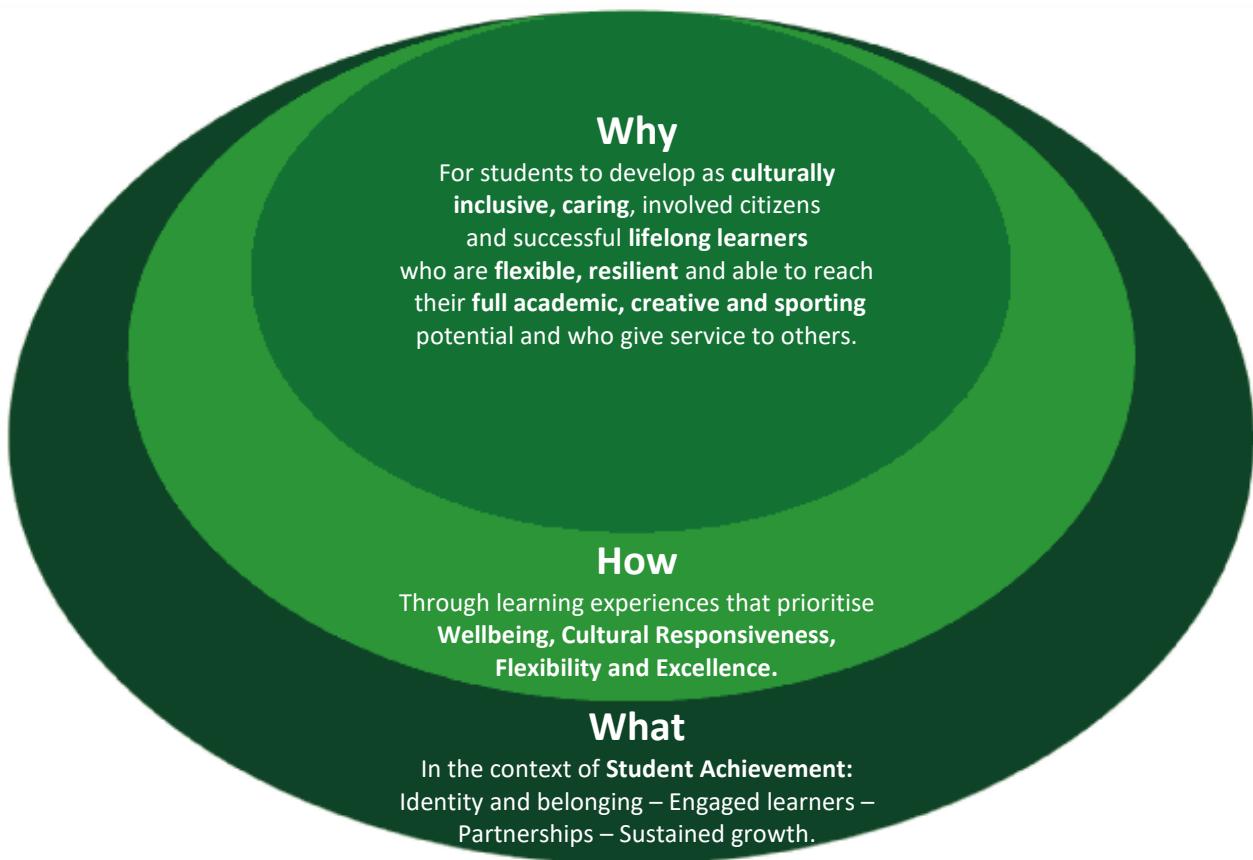
Teachers will:

- show a high level of professionalism and support for the school's vision, strategic goals, targets and values
- be confident in their knowledge and use of the NZ curriculum vision, values, principles, competencies, pedagogy and learning-area content
- undertake regular professional learning related to their pedagogy, their learning area and assessment
- identify the interests, abilities, needs and potential in all students
- establish and consistently articulate high expectations for all students' learning and behaviour, regardless of ethnicity, social background, gender, ability or needs
- build and maintain a positive, constructive and inclusive learning environment with students and colleagues
- select and use appropriate learning resources
- use a wide range of teaching strategies, including blended learning, that best support students to be self-managing and lifelong learners
- continually use analysed assessment data to inform planning, identify individuals needing support or extension and to set and monitor goals with students at classroom and school-wide levels
- provide students with regular, specific and constructive feedback
- individually and with colleagues, continually reflect on the effectiveness of their teaching practice in providing the best outcomes for students (teaching as inquiry)

THE OUTCOME

Inclusive, caring, involved citizens and successful, self-managing, lifelong learners

Burnside High School's Vision for Teaching and Learning



The innermost circle is the '**why**' of Burnside High School, our purpose and vision for teaching and learning.

The next layer is the '**how**' which is based on the following **four key principles**:

Wellbeing provides the foundational support for students in order that they are in a position to take full advantage of learning opportunities.

Cultural Responsiveness helps to provide support for students to ensure they are known and valued for the culture they bring with them to Burnside High School.



Flexibility in teaching and learning is the process whereby all students are able to achieve **Excellence** in their areas of strength and passion.

The outer circle is the '**what**'. Our practices to promote/enhance student achievement through the keystones of the Burnside High School Strategic Plan.

These key principles link to our ethos exhibited through our **BHS Values**:

Manaakitanga – Be Respectful *to everyone and the environment*

Mana – Having Pride *in yourself, our school and community*

Rangatiratanga – Strive to Excel *in learning and life*

How students will experience learning at Burnside High School

All our approaches place learners at the centre. We use a collaborative approach that is supported by the school-wide professional learning programme.

Excellence

What we mean by this.

Students:

- Are supported to achieve and extend their potential in academic, sporting, cultural and service aspects of school life.
- Have high expectations placed on them, and are provided with the support to reach these standards.
- Experience learning-focussed classrooms, environments, and spaces, with effective teaching and learning practices.

What this looks like, in terms of our practice.

We will:

- Adopt a collaborative approach that utilises and develops the strengths and expertise of individuals in the team.
- Have a culture of continuous improvement and excellence in teaching practice, where all teachers reflect on their practice through the process of inquiry, to improve outcomes for all students.
- Employ specialist teachers with the skills and abilities to develop high-level programmes and resources.
- Support students to take agency over their learning.
- Use differentiation and enrichment as a key component of good practice.

Flexibility

What we mean by this.

Students:

- Will access learning pathways and programmes that meet their needs and interests.
- Are encouraged to develop ownership of their own learning through student voice and agency in decision-making.
- Are able to choose an increasingly individual learning pathway, including selection from a range of learning contexts in and beyond school.
- Experience individual, collaborative, online and face-to-face learning opportunities with timetable structures to support this.
- Will learn mainly in their year level group, with opportunities to learn at another level that suits their needs and abilities.

What this looks like, in terms of our practice.

We will:

- Allow students to take ownership of their learning through being involved in decisions about the direction of their learning.
- Provide opportunities for students to specialise within learning areas, with the opportunity to study thematic-based and integrated programmes (either full-year, or for periods during the year).
- Provide a broad-based curriculum with clear pathways (including partnerships with tertiary providers, businesses and other community organisations) to suit all students' needs.
- Offer a combination of proven teaching approaches and a range of pedagogies (aligned with the four key principles of learning at Burnside High School), including:
 - Teacher directed learning, where the teacher makes the key decisions about goals, learning strategies, feedback and assessment judgements.
 - Co-operative and collaborative learning approaches, where the student takes a more active role and manages their own learning.
- Provide flexible learning environments built to suit all teaching approaches and with provision for the use of ICT.
- Have learning spaces grouped according to the essential learning areas, yet sufficiently flexible to support in-depth, specialised learning, as well as more cross-curricular, collaborative approaches to learning involving different subjects, teachers and groups of students.
- Use learning spaces that can be used for discrete subjects or collaborative cross-curricular learning.
- Be open to timetable structures that meet the needs of learning programmes.
- Provide career development programmes that include guidance and support for students to select appropriate courses and pathways.

Cultural Responsiveness

What we mean by this.

Students:

- Express their cultural identity and feel a sense of belonging and cultural connection.
- Have confidence that their culture is visible, valued and celebrated across the school.
- Develop cultural intelligence through opportunities to engage and interact with a range of cultures at school and in the community.
- Experience a safe cultural environment as a result of teachers' modelling culturally responsive behaviours.

What this looks like, in terms of our practice.

We will:

- Model and lead culturally responsive behaviours.
- Celebrate the wide range of cultural identities in our school community in everything we do including our architecture, murals, icons, celebrations, food, performance, structures and protocols at meetings and assemblies.
- Regularly seek student voice that is representative of our diverse community.
- Articulate our cultural narrative in our everyday lives.
- Foster positive relationships to better understand the needs of the students – with **Whakawhanaungatanga** reflected in our pastoral and behaviour management processes.
- Care for each other as individuals – **Manaakitanga**.
- Ensure that reciprocal learning occurs which acknowledges individual backgrounds and values – **Ako/tuakana teina**.
- Provide up-to-date and visible information for whānau on achievement and engagement – **Wānanga**.
- Ensure that students experience a place-based curriculum – **Tangata Whenuatanga**.

Wellbeing

What we mean by this.

Students:

- Are supported, and their mental and emotional (hinengaro), spiritual (wairua), social (whānau) and physical (tinana) needs are prioritised.
- Feel safe, happy, healthy, and able to function well, in an inclusive learning environment where diversity is celebrated.

What this looks like, in terms of our practice.

We will:

- Develop and use a BHS Wellbeing Model as the framework for teaching and learning of wellbeing for students and staff.
- Understand how to develop a growth mindset, resilience and character strengths in ourselves and in the students.
- Encourage students to develop an understanding of wellbeing, and to apply that understanding to themselves, so that they become self-aware and can identify any changes they might make to improve their wellbeing.
- Help students to develop strategies to manage stress and manage workloads.
- Design programmes that are manageable and realistic in terms of students' wellbeing.
- Teach and encourage emotional intelligence and 'skills for life' such as empathy, kindness, respect, open-mindedness, honesty, acceptance, compassion, self-awareness and self-care.
- Provide constant opportunities for students to learn, socialise and interact across all year levels.
- Across curriculum areas, teach the skills and practices that students need to enhance their wellbeing.
- Embed specific wellbeing programmes in the wider school curriculum.
- Develop a culture where meaningful ako time, form time, mentoring time is incorporated in our timetable.
- Promote and provide opportunities for healthy physical activity through the extra-curricular programmes.

STRATEGIC PLAN

Personal Excellence and Care for Others



*IDENTITY AND BELONGING
ENGAGED LEARNERS | PARTNERSHIPS
SUSTAINED GROWTH*

OVERVIEW

Burnside High School's ethos, vision, values and goals are grounded in the principles of Te Tiriti o Waitangi and our bi-cultural heritage.

Burnside High School – a Leader of Learning. We are the school of choice for so many parents and students because of our outstanding learning environment.

Students benefit from our:

- **Continued record of academic excellence.** Students achieve well above expected levels in the National Certificate of Educational Achievement (NCEA) and **perform at the highest level in a range of local, regional and national academic, cultural and sporting competitions.**
- **Strong, experienced and committed leadership** which is focused on rigorous reflection and review of all processes, practices, and environments; to ensure their sustainability while bringing about continual improvement and the best possible outcomes for students.
- **Very high expectations of students and staff** to learn, reflect, achieve, contribute, lead and serve.
- Focus on supporting and challenging teachers to develop **high quality, innovative teaching practices.**
- Provision of a more **extensive, diverse and specialised curriculum** than most other schools, due to its greater student numbers. This provision allows students of all abilities, interests and backgrounds to learn and achieve at the highest level. For example, the Specialist Music, Performance Music, and Visual Arts programmes cater for students of outstanding talent and ability.
- **High quality co-educational environment** that reflects the reality of the world for our students and is relevant and authentic for our learners.
- **Commitment to educating the whole person** by engaging, challenging and supporting individual students to raise their aspirations; to develop their talents, abilities, interests, personal and interpersonal skills; and to improve their all-round achievement.
- Core ethos of '**personal excellence and care for others**', underpinned by the **bhs Values** of respect, pride and excellence. The school has **pride in its diversity** and respects, understands and celebrates the things that make each of us unique and different.



- Provision of an exceptionally wide range of **co-curricular** and leadership opportunities for students to enjoy, learn new skills, be part of a team, develop leadership abilities and achieve excellence and success at a high level.
- Focus on **student and staff wellbeing**, supported by targeted programmes and procedures that ensure all are known, valued and supported as individuals within a positive, highly inclusive and well resourced, fit for purpose, teaching and learning environment.
- **Strong sense of community** where the contribution and opinions of whānau and those in the school's wider community are valued as partners in the provision of effective learning opportunities that improve outcomes for students.

CONTEXT

This plan is made considering the ongoing impact of significant national educational changes as well as the global uncertainty caused by the COVID pandemic.

In particular:

- The anxiety and stress for all of us caused by the uncertainty of life at present.
- Sudden and unexpected disruptions to normal routines.
- The loss of International Fee-Paying Student income and its impact on the school's budget – which requires significant adjustment as a result.
- The BHS Campus Development – disruption and dislocation of classroom spaces (decanting plan) as we enter our three to four-year CSR building programme.
- The significant workload that staff face as they prepare for and implement the NCEA Change programme and the NZ Curriculum Refresh.
- Greater reliance on remote and online learning and the need for more flexible learning environments.
- Ensuring a careful balance between continuous improvement and maintaining/ enhancing staff and student wellbeing.

Note:

This BHS Strategic Plan will be informed by input from and consultation with the school community through whānau, student and staff surveys and workshops at whānau hui, Pasifika fono and with the PTA and School Council.

KEYSTONE ONE: Te tuakiri me te tūhono/Identity and belonging

All members of our BHS community (students, whānau and staff) have a strong sense of belonging because their unique identity is valued.

GOAL: To continually build and maintain a school culture that reflects the Burnside ethos and values (bhs) so that they are inherent in the way staff, students and whānau think, act as individuals, and relate with others.

Aligns with the statement of National Education and Learning Priorities (NELP's) Objectives 1 and 2

We will:

- 1.1 Continually **promote the bhs values and ethos** amongst students, staff and parents/whānau.
- 1.2 **Promote the Wellbeing of all** staff and students so that they thrive in a safe and inclusive learning environment that recognises and accepts that people are diverse, including in terms of gender, ethnicity, religion and cultural identity.

To be achieved by:

- 1.2.1 Developing programmes and implementing strategies that promote and build **student and staff wellbeing**, monitor the impact of actions taken, and identify next steps for improvement.
- 1.3 Establish a **culturally responsive and engaging environment** that provides support for all learners so that they are known and valued for their unique culture.

To be achieved by:

- 1.3.1 Embracing the principles of the Treaty of Waitangi and New Zealand's unique bicultural society: developing and implementing specific policies, plans and targets to promote the progress and achievement of Māori¹ students so that they can achieve success as Māori.
- 1.3.2 Ensuring all students and staff have an understanding of the importance of Te Tiriti o Waitangi/Treaty of Waitangi and the nature of Te Ao Māori.
- 1.3.3 Developing staff capability in Te Reo Māori.
- 1.3.4 Developing staff capability in Mātauranga Māori: embedding cultural narratives and local content in our curriculum, our processes, and our physical environment.
- 1.3.5 Developing and implementing specific policies, plans and targets to promote the progress and achievement of Pasifika students².

- 1.3.6 Provide opportunities for staff and students to understand Asian and other cultures so that students from these areas can be appropriately supported to achieve success.

1 Refer BHS Māori and Bi-Cultural Strategy 2020-2022 and MSA Action Plan 2022

2 Refer Pasifika Strategy 2020-2022

KEYSTONE TWO: Kia ū ki te ako/Purposeful and engaging learning experiences

Students and staff are challenged and supported to take ownership of their learning.

GOAL: High quality teaching through effective programmes that engage students in learning.

Aligns with the statement of National Education and Learning Priorities (NELP's) Objectives 2 and 3

We will:

- 2.1 **Promote Excellence:** Students will be challenged and supported to achieve and extend their potential by the development and implementation of teaching and learning pedagogies that provide opportunity for excellence.

To be achieved by:

- 2.1.1 School-wide professional learning programmes.
- 2.1.2 Development of assessment practices that are manageable, credible, and that reflect changing assessment systems including the NCEA Change Programme.
- 2.1.3 Extending the analysis and reporting of student achievement and progress information, school-wide and for identified groups, to measure progress made and establish next steps for learning.

- 2.2 **Encourage Flexibility:** Students will develop ownership of their learning through the provision of a learning pathway and programmes that meet their needs and interests.

To be achieved by:

- 2.2.1 Developing and implementing teaching and learning pedagogies that support student agency and flexible learning opportunities.
- 2.2.2 Further development of curriculum and learning programmes (in line with the NZ Curriculum Refresh) that are responsive to the needs and interests of students and provide clear pathways for them.

KEYSTONE THREE: Kia tūhono ki te hapori /Partnership with our community

Further develop collaborative relationships that share expertise and resources for the benefit of the school and our wider community.

GOAL: Build positive and meaningful relationships with the local and international community to enhance the quality of the school's learning environment and improve the range and relevance of learning opportunities for students.

Aligns with the statement of National Education and Learning Priorities (NELP's) Objective 4

We will:

- 3.1 Develop and maintain **collaborative relationships** with iwi, whānau, our Kāhui Ako (Community of Learning) and other contributing schools, community organisations, employment/educational providers and business links to create a variety of learning contexts that will improve outcomes for students.
- 3.2 Continue to provide **International fee-paying students** with the opportunity to experience and achieve success in New Zealand society and its education system.
- 3.3 Maintain an International team so that we are ready and prepared to: respond to the re-opening of our borders; re-establish a high number of **International fee-paying students**; and develop new market opportunities.³

3 Refer Burnside International Student Strategy 2020-2022

KEYSTONE FOUR: Kia tipu,kia puāwai/Sustainable growth

Enhance the quality of students' learning experiences through high-quality management practices that develop our learning spaces and other resources in a sustainable and measured way.

GOAL: To further develop the systems, facilities, resources and landscape of the school.

We will:

- 4.1 Implement and complete Stages 1-3 of our **Master Plan** that will result in a high-quality, future-focussed and sustainable learning environment with attractive, flexible spaces for students to learn, relax, play and compete.
- 4.2 Ensure that the school is **financially secure** in the long term through sound management practices, systems, and structures – particularly in the context of the COVID environment, reduced income streams and the MOE directed maximum school roll.
- 4.3 Maintain and enhance secure and reliable **Information Technology⁴ (IT) network and platforms** (website and LMS) to support high quality teaching and learning and administrative systems.

4 Refer BHS IT Strategy 2020-2022

Annual Plan and Outcomes for 2022

This document is to be read in conjunction with:

- The BHS Strategic Plan 2022-2024, Student Achievement Target Plan 2022, International Student Strategy 2020-2022, Māori and Bi-Cultural Strategy 2020-2022, Pasifika Strategy 2020-2022, Digital Strategy 2020-2022, the Principal's Performance Management Action Plan 2022, Waimairi-iri Kāhui Ako Learning Plan and the statement of National Education and Learning Priorities (NELPs), 2020.

Progress Indicators:

A	= Achieved
PA	= Partially Achieved
IP	= In progress
N	= Not Achieved
O	= Ongoing

KEYSTONE 1: TE TUAKIRI ME TŪHONO / IDENTITY AND BELONGING

STRATEGIC GOAL: To continually build and maintain a school culture that reflects the Burnside ethos and values so that they are inherent in the way staff, students and whānau think, act as individuals, and relate with others

TARGET	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
1.1 To promote the BHS Values <i>Strategic Plan Goal: 1.1</i>	1.1.1 To establish award criteria, and design and produce special badges for presentation to students who display the BHS Values at the highest level in 2023	BHS Values Team BHS Values Prefects Art and Technology Departments	<i>Criteria for values badges; and the badges are ready for presentation in 2023</i>		

<p>1.2 To promote the Wellbeing of all staff and students</p> <p>Strategic Plan Goal: 1.2.1</p>	<p>1.2.1 To continue with and implement a variety of staff wellbeing activities throughout the year such as: a walking group; Book club; Healthy eating support crew; Wednesday yoga; Meditation group; B45 training on Friday mornings</p>	<p>Wellbeing Team (WBT) Faculties</p>	<p><i>Events and programmes communicated to staff via Schoology, emails and at staff meetings</i></p> <p><i>Staff feeling good about the relationships with colleagues and students, are functioning well and enjoying their Burnside experience</i></p> <p><i>Various initiatives are undertaken and reviewed via a staff survey (in Term 4)</i></p>		
	<p>1.2.2 To plan the implementation (including staffing) of a Year 9 student wellbeing programme for 2023</p>	<p>Wellbeing Team (WBT)</p>	<p><i>Implementation Plan developed and approved</i></p>		
<p>1.3 To further enhance our culturally responsive and engaging environment</p> <p>Refer: Māori and Bi-Cultural Strategy</p> <p>Strategic Plan Goals: 1.3.3 and 1.3.4</p>	<p>1.3.1 To provide PLD to develop staff capability in Mātauranga Māori</p> <p><i>This programme will be incorporated into our school-wide PD Plan in Term 2</i></p>	<p>Deputy Principal – Teaching and Learning Deputy Principal – Engagement</p>	<p><i>Staff report an increased knowledge and understanding, with confidence in applying Mātauranga Māori to their specialist curriculum area(s)</i></p>		
	<p>1.3.2 To provide PLD to further develop te reo capability of staff</p> <p><i>This programme will be incorporated into our school-wide PD Plan as we work towards our target for all staff to have a basic proficiency in te reo by 2025</i></p>	<p>Professional Learning Facilitators (WST's) He Māhuri Te Reo Teachers Kaitiaki o te Ao Māori Local Iwi</p>	<p><i>Online and face-to-face te reo opportunities offered to staff</i></p> <p><i>PLD incorporated in Monday morning PLD sessions</i></p> <p><i>Staff report an improvement in their basic proficiency in te reo</i></p>		

KEYSTONE 2: KIA Ū KI TE AKO / PURPOSEFUL AND ENGAGING LEARNING EXPERIENCES

STRATEGIC GOAL: Students and staff are challenged and supported to take ownership of their learning

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
2.1 Promote Excellence – progressively embed a culture of reflective practice amongst staff (To support BHS and Waimairi-iri Kāhui Ako Student Achievement Target) <i>Strategic Plan Goal: 2.1</i>	2.1.1 PD Facilitators (Within School Kāhui Ako teachers) confirmed and in place ready to start the year	Deputy Principal – Teaching and Learning Professional Learning Facilitators Group HOF's and HOD's All Teaching Staff	<i>PD facilitators are appointed with a clear job description that includes expected outcomes</i>		
	2.1.2 To develop and implement an ongoing, co-ordinated school-wide staff professional learning programme to enhance student engagement with a focus on: <ul style="list-style-type: none"> • Culturally Responsive Practice: <ul style="list-style-type: none"> ○ Building knowledge and understanding of Mātauranga Māori and kanohi ki te kanohi – face to face te reo sessions • Year 11 NCEA changes: <ul style="list-style-type: none"> ○ Developing an understanding of the new NCEA Achievement Standards and how they could fit into engaging Year 11 programmes (in line with NZ Curriculum Refresh) • Consolidation and putting into action previous learning e.g. student agency and engagement 		<i>The staff PD programme is produced and distributed to staff at start of Term 1</i> <i>The programme is run on Monday mornings</i>		
			<i>Professional Growth Cycle conversations show progress is being made and staff are applying strategies</i> <i>Positive feedback from key stakeholders regarding the professional learning programme</i>		
2.2 Encourage Flexibility – Further development of junior curriculum and learning programmes in line with the NZ Curriculum Refresh that are responsive to the needs and interests of students and provide clear pathways for them <i>Strategic Plan Goal: 2.2</i>	2.2.1 To continue the review of our Junior Curriculum	Deputy Principal – Teaching and Learning Curriculum Leadership Team Review Coordinator	<i>Progress Report presented to CLT at start of year and next steps for 2022 approved</i> <i>Final report completed and presented to CLT by the end of Term 2 with an Action Plan</i>		

KEYSTONE 3: KIA TŪHONO TE HAPORI / PARTNERSHIP WITH OUR COMMUNITY

STRATEGIC GOAL: To build positive and meaningful relationships with the local and international community to enhance the quality of the school's learning environment and improve the range and relevance of learning opportunities for students

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
3.1 To have a good quality school uniform which is identifiable, cost-effective and provides some choice for students and whānau <i>Strategic Plan Goal: 3.1</i>	3.1.1 Summary of consultation findings completed	Deputy Principal–Wellbeing Uniform Review Committee/PTA/Student Trustee Student Council Senior Prefects	<i>A school uniform proposal that has a range of practical options approved by the BOT by the end of Term 1, 2022</i> <i>Uniform ready for retail from Term 4, 2022. In the first instance available for Year 9 students only and sold from the School Uniform Shop</i>		
	3.1.2 Potential Suppliers identified and approached to submit designs (including mock-ups) based on a brief established by BHS				
	3.1.3 Progress Report produced for the February BOT meeting				
	3.1.4 Develop a school uniform proposal for the Board consideration/approval at the March BOT Meeting				
	3.1.5 Uniform Committee to meet chosen supplier and negotiate timeframe for manufacture and supply – from Term 2				

KEYSTONE 4: KIA TIPU, KIA PUĀWAI / SUSTAINABLE GROWTH

STRATEGIC GOAL: To further develop the systems, facilities, resources and landscape of the school

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
4.1 To begin the upgrade the BHS Campus – facilities, learning spaces and grounds – <i>as per the Canterbury Schools Rebuild Programme</i> Note: Deadlines and dates are reliant on MOE decisions and construction schedules Strategic Plan Goal: 4.1	4.1.1 To regularly communicate with staff, students and whānau about details and progress of Stage 1 A and B of the BHS Master Plan	Property Committee Master Planning Team Business Manager Facilities Manager Board of Trustees MOE Property Manager Design Team/Architects Faculty Representatives Project Managers	<i>Regular updates via whānau communications (website, social media, Schoology messages and newsletters) and at staff/whānau/PTA meetings</i>		
	4.1.2 To initiate Stage 1 A and B of the BHS Master Plan consisting of: <ul style="list-style-type: none"> • Stage 1A <ul style="list-style-type: none"> ○ Decant staff and students from F Block and F extension to interim spaces in G Block and J Blocks ○ Relocate H1A to new position ○ Demolish F Block F and F extension and service canopies ○ New pick up and drop off zone ○ New artificial turf to existing courts • Stage 1B <ul style="list-style-type: none"> ○ Construct new power supply, fire pump room and service trenches ○ Begin construction of new block – Pukehinau (Science and Technology) from June 2022 		<i>Work completed as per programme</i>		
	4.1.3 To upgrade the school pool utilising funding from the 2020 School Investment Package		<i>Pool upgrade completed by end of Term 1</i>		
	4.1.4 To complete the designs for Stage 2 and 3 (Student Support and Library Block and General Teaching Block)		<i>Stage 2 and 3 designs completed</i>		
	4.2.1 To further develop our current website with a fresh modern design, structure and content in line with approved BHS mantra		<i>That the BHS Website is well-designed, informative and easily accessible (user-friendly) to all interested parties</i>		
4.2 To enhance the School Website Strategic Plan Goal: 4.3		Alan Robertson Bernie Shaw External Consultant	33		



Student Achievement Target 2022: Action Plan and Outcomes

To be read in conjunction with: the BHS Strategic Plan 2022-2024, the Annual Plan 2022, the BHS Māori and Bi-Cultural Strategy 2020-2022 and the BHS Pasifika Strategy 2020-2022, the Waimairi-iri Kāhui Ako Learning Plan and the statement of National Education and Learning Priorities (NELP's), 2020.

Strategic Goal (relating to Keystone 2 of the Strategic Plan):

To enhance engagement in learning so that students achieve:

- At least NCEA Level 2 or equivalent to equip them with a solid learning foundation to be successful in pursuing further studies or entry to the workplace
- NCEA Levels 1–3 and Scholarship at levels that are consistently at or above the national averages for Decile 8 –10 schools
- Merit and Excellence endorsements at each level of NCEA, and Scholarships above that of Decile 8 –10 schools

In addition:

- Students, with special needs and those who have IEPs', will achieve their identified goals
- Māori and Pasifika students' achievement will be comparable to that of all students at the school with the retention of all Māori students into the senior school a focus

Target (Year 1 of a three-year target)

At least 90% of the 2022 Year 9 Māori and Pasifika students will be in a position to achieve NCEA Levels 1 (and Levels 2 and 3 in subsequent years), with courses that allow them to pursue a STEM pathway.

For 2022

Actions:

- Year 9 teachers develop culturally responsive and positive relationships with their Māori and Pasifika students so that they are engaged in their learning
- Year 9 Māori and Pasifika students who are at risk of not achieving are identified, offered support, and their progress (including attendance) monitored throughout the year

Expected Outcomes:

- Year 9 Māori and Pasifika students attend regularly (have 90% + attendance rate)
- At least 90% of Year 9 Māori and Pasifika students fortnightly grades average a 3 or above
- At least 90% of Year 9 Māori and Pasifika students feel safe and connected to school and are engaged in their learning
- At least 90% of Year 9 Māori and Pasifika students are involved in at least one co-curricular activity

Measured by:

Analysis of: Attendance, co-curricular and fortnightly grades data, achievement results, and data from engagement surveys.

Rationale:

In 2021, NCEA Level 1 results showed there is a gap between Māori and Pasifika students and other students' results. Therefore, our plan is to track, monitor and support the 2022 cohort of Year 9 Māori and Pasifika students through to the end of Year 11 in order that they have the foundation for success in NCEA Level 1 in 2024. We would use student engagement surveys, fortnightly grades and attendance data to inform our decision making.

Year 9 is a critical year to form the basis for future positive outcomes; and a smooth transition to BHS is a critical success factor for students to feel safe, develop a sense of belonging and connection to their new school. This Action Plan is over and above what is already in place by way of: Mihi whakatau, Turangawaewae units in English and Social Studies, Staff PLD in culturally responsive practice, celebrations and acknowledgements such as shout outs, endeavour awards, Fia Fia Night and Poroporoaki Prizegiving.

Progress Indicators:

A	= Achieved
PA	= Partially Achieved
IP	= In-progress
N	= Not Achieved
O	= Ongoing

Annual Target – Action Plan for Māori and Pasifika Students:

GOALS	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/EXPECTED OUTCOMES	PROGRESS	
				MID-YEAR	FINAL
1.1 Develop profiles of all Year 9 Māori and Pasifika students and identify 'at risk' group from entrance data and interviews	1.1.1 Contact contributing schools to gather information, analyse entrance data, create 'at risk' group	Deputy Principal – Achievement Year 9 Deans Within School Kāhui Ako CRP Teachers	<i>All Māori and Pasifika students are identified</i> <i>Teachers are fully aware of the profiles and 'at risk' students in their classes</i>		
	1.1.2 Share profiles with teachers so that they are aware of the Māori and Pasifika students in their classes				
2.1 To develop and implement a transition to BHS plan for the 2022 Year 9 cohort of Māori and Pasifika students	2.1.1. To arrange a Year 8 Transition Day for Cobham Māori and Pasifika students in Term 4, 2022	Deputy Principal – Engagement Nathan Sandes Head Divisional Deans	<i>Positive feedback received from group of Cobham students at the conclusion of the day</i>	A	
	2.1.2 A Māori and Pasifika whānau BBQ is held to welcome new students and their families to the school				
3.1 Establish the process by which Year 9 Māori and Pasifika students will develop career management competencies: know yourself, explore opportunities, decide and act	3.1.1 With guidance from Careers, the form teachers work with students to complete the career development worksheets	Career Development Teachers Form Teachers	<i>Class interviews are completed with students having an increased knowledge of themselves, future opportunities and the link between school in its widest sense and their future employability</i>		
	3.1.2 Career Development teachers work with students to identify learning interests and strengths, employability skills, participation, and links to fortnightly grades				

4.1 Student engagement and progress is closely monitored	4.1.1 Attendance and fortnightly grades are monitored and concerns are identified and followed up	Form Teachers and Pastoral Team Attendance Navigator	<i>Deans monitor and follow up on attendance of all students below 90 % attendance and below a Level 3 average on their fortnightly grades</i>		
	4.1.2 To analyse the Year 9 'One Term Here' survey	Across School Kāhui Ako Teachers (AST)	<i>Survey data shows 90% of students have a positive experience in their first year</i>		
	4.1.3 To analyse the Year 9 end of year student engagement survey		<i>Survey data shows Year 9 students are engaged in their learning at BHS as evidenced by indicators used in the Term 4 Engagement in Learning survey</i>		
5.1 To further develop teachers' practices through the staff professional learning programme	5.1.1 Regular professional development sessions focused on effective pedagogy (Monday mornings) Our 2022 focus is on building knowledge and understanding of Mātauranga Māori, te reo competency and student agency	Deputy Principal – Teaching and Learning WST Teachers AKAL Teachers	<i>Refer Annual Plan 2022 for details</i> <i>Faculty Reviews focus on engagement of Year 9 Māori and Pasifika students</i>		
6.1 To develop and provide support programmes and opportunities for the identified students	6.1.1 To provide individualised support for targeted Year 9 Māori and Pasifika students from Learning Centre as required	HOD Learning Support Learning Centre staff	<i>Identified 'at risk' students are supported with appropriate interventions</i>		
	6.1.2 Support provided to identified students in all subject areas	HOF's/HOD's and Class Teachers	<i>Support plans are developed, implemented and reviewed</i>		
	6.1.3 To promote the Homework / Whānau Club	Rachel Heta / Kaitiaki o Te Māori	<i>Numbers of Year 9 students are attending on a regular basis</i>		
	6.1.4 To encourage involvement in kapa haka and Pasifika culture group	Kaitiaki o Te Māori Pasifika Coordinator	<i>Year 9 Maori and Pasifika students participate in Cultural groups</i>		
	6.1.5 To provide mentoring for identified Year 9 'at risk' Māori and Pasifika students	WST Kāhui Ako CRP Teachers Te Ora Hou Support Workers and Pasifika Support Worker	<i>A mentoring programme is in place and students are met with on a regular basis and feel positive about the support they receive</i>		



Annual Plan and Outcomes for 2021: Analysis of Variance

This document is to be read in conjunction with:

- The BHS Strategic Plan 2021-2023, Student Achievement Target Plan 2020, International Student Strategy 2020-2022, Māori and Bi-Cultural Strategy 2020-2022, Pasifika Strategy 2020-2022, Digital Strategy 2020-2022, the Principal's Performance Management Action Plan 2021, Waimairi-iri Kāhui Ako Learning Plan and the statement of National Education and Learning Priorities (NELP's), 2020.

Progress Indicators:

A	= Achieved
PA	= Partially Achieved
IP	= In progress
N	= Not Achieved
O	= Ongoing

KEYSTONE 1: TE TUAKIRI ME TŪHONO / IDENTITY AND BELONGING

STRATEGIC GOAL: To continually build and maintain a school culture that reflects the Burnside ethos and values (bhs) so that they are inherent in the way staff, students and whānau think, act as individuals, and relate with others

TARGET	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
1.1 To promote the wellbeing of all staff and students <i>Strategic Plan Goal: 1.2</i>	1.1.1 To continue with and implement a variety of staff wellbeing activities throughout the year	Wellbeing Team (WBT) Faculties	<i>Programme distributed to staff Staff feeling good about the relationships with colleagues and students, are functioning well and enjoying their Burnside experience Various activities are undertaken and reviewed via a staff survey (in Term 4)</i>	O	A
	1.1.2 Implement the Tiakina programme for our Year 9 students. Starting in early Term 1 led by Year 13 support prefects and supported by Year 9 form teachers using prepared resources	Wellbeing Team (WBT) Year 13 Support Prefects Year 9 Form Teachers	<i>Successful implementation of programme with all Year 9 classes in 2021 based on students/prefects reporting positively about the impact of the programme</i>	IP	PA

<p>1.2 To further incorporate te reo and Tikanga Māori into learning and everyday life at BHS</p> <p>Refer: <i>Māori and Bi-Cultural Strategy</i></p> <p>Strategic Plan Goal: 1.3</p>	<p>1.2.1 To provide PLD to further develop te reo capability of teaching staff</p> <p>This programme will be incorporated into our school-wide PD Plan (Monday mornings)</p>	<p>CRP/MSA Team He Māhuri Te Reo Teachers</p>	<p><i>Online and face-to-face te reo opportunities offered to staff</i></p> <p><i>PLD incorporated into Monday morning PLD sessions and in faculty meetings</i></p> <p><i>Staff report an improvement in their basic proficiency in te reo</i></p>	<p>IP</p>	<p>A</p>
<p>Note: Our target is for all staff to have a basic proficiency in te reo by 2025</p>	<p>1.2.2 To hold regular meetings (at least once a term) with support staff with a PLD focus to further develop te reo capabilities</p>	<p>Deputy Principal – Engagement Te Reo Teachers Principal Business Manager</p>	<p><i>Support staff report an improvement in their basic proficiency in te reo</i></p>	<p>IP</p>	<p>A</p>

KEYSTONE 2: KIA Ū KI TE AKO / PURPOSEFUL AND ENGAGING LEARNING EXPERIENCES

STRATEGIC GOAL: Students and staff are challenged and supported to take ownership of their learning

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
2.1 Promote Excellence – progressively embed a culture of reflective practice amongst staff (To support BHS and Waimairi-iri Kāhui Ako Student Achievement Target) <i>Strategic Plan Goal: 2.1</i>	2.1.1 PD Facilitators (Within School Kāhui Ako teachers) confirmed and in place ready to start the year	Deputy Principal – Teaching and Learning Professional Learning Facilitators Group	<i>PD facilitators are appointed with a clear job description that includes expected outcomes</i>	A	
	2.1.2 To develop and implement an ongoing, co-ordinated school-wide staff professional learning programme to enhance student engagement with a focus on student agency		<i>The staff PD programme is produced and distributed to staff at start of Term 1</i> <i>The programme is run on Monday mornings</i>	A	
			<i>Professional Growth Cycle conversations show progress is being made and staff are applying strategies</i>	O	A
			<i>Positive feedback received from key stakeholders regarding the professional learning programme</i>	Term 4	A
2.2 Encourage Flexibility – further development of a curriculum and learning programmes that are responsive to the needs and interests of students and provide clear pathways for them <i>Strategic Plan Goal: 2.2</i>	2.2.1 To begin a review of our Junior Curriculum	Deputy Principal – Teaching and Learning Curriculum Leadership Team Review Coordinator	<i>The scope and brief confirmed; the process agreed and key stakeholders consulted</i>	IP	A
			<i>Progress report completed and presented to CLT at end of year with next steps</i>	Term 4	PA

KEYSTONE 3: KIA TŪHONO TE HAPORI / PARTNERSHIP WITH OUR COMMUNITY

STRATEGIC GOAL: To build positive and meaningful relationships with the local and international community to enhance the quality of the school's learning environment and improve the range and relevance of learning opportunities for students

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
3.1 To have a good quality school uniform which is identifiable, cost-effective and provides some choice for students and parents	3.1.1 To analyse survey data from all stakeholders on the current uniform	Deputy Principal – Wellbeing Uniform Review Committee / PTA / Student Trustee Student Council Senior Prefects	<i>A school uniform proposal that has a range of practical options approved by the BOT by the end of Term 3, 2021</i>	IP	A
	3.1.2 Develop a school uniform proposal for Board consideration			IP	IP

Strategic Plan Goal: 3.1

KEYSTONE 4: KIA TIPU, KIA PUĀWAI / SUSTAINABLE GROWTH

STRATEGIC GOAL: To further develop the systems, facilities, resources and landscape of the school

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
4.1 To plan for and upgrade the BHS Campus – facilities, learning spaces and grounds – <i>as per the Canterbury Schools' Rebuild Programme</i> Note: Deadlines and dates are reliant on MOE decisions and construction schedules Strategic Plan Goal: 4.1	4.1.1 To regularly communicate with staff, students and whānau about master plan developments	Property Committee Master Planning Team Business Manager Facilities Manager Board of Trustees MOE Property Manager Design Team/Architects Faculty Representatives Project Managers	<i>Regular updates in newsletters and at staff/parent meetings</i> <i>Consultation with stakeholders as appropriate</i>	O	A
	4.1.2 To present the master plan to the MOE for approval		<i>A master plan which addresses the provision of a high quality, sustainable, physical learning environment is approved</i>	A	
	4.1.3 Address outstanding weathertightness issues as appropriate		<i>Weathertightness remediation plan in development</i>	IP	A
	4.1.4 To upgrade the school pool and plant utilising funding from the 2020 School Investment Package		<i>Pool upgrade completed by Term 4</i>	IP	IP
	4.1.5 To complete the designs for new Stage 1 buildings		<i>Designs approved for Pukehinau (Science and Technology Block), Rakipaoa (Student Support and Library Block) and Waiutuutu (General Learning Block)</i>	IP	A
	4.1.6 To start the demolition of F Block at end of Term 4 to begin stage 1 (Pukehinau – Science and Technology Block)	Contractors Master Planning Team Project Managers	<i>Demolition started with decanting plan in place for 2022</i>	Term 4	IP

COMMENTS: MID-YEAR

It has been a busy and successful first half-year on a number of fronts:

1.1 Wellbeing of all Staff and Students

- ***Staff wellbeing activities:***
 - The following activities continue to be on offer for the staff:
 - Wellbeing room; Walking group; Book club; Healthy eating support crew; Wednesday yoga; Board games in the staff room; Film club; Meditation group; B45 training on Friday mornings; September steps challenge; Massages; Staff shout outs.
 - The staff wellbeing Schoology page continues (with readings and resources).
 - Professional Learning Group (PLG) sessions on Wellbeing were part of the Monday morning PD programme in Term 2 and will again be offered in Term 4. These were facilitated by the Within School Wellbeing Kāhui Ako teachers.
- ***Resilience and wellbeing for leaders*** – presentation is being developed by Deputy Principal – Wellbeing for SLT and CLT ready for Term 3.
- The ***Tiakina programme*** for our Year 9 students has been established, led by Year 13 support prefects and supported by Year 9 form teachers using prepared resources. This is delivered during form time. An analysis of the programme and alternative methods of delivery, will take place in Term 3. The possibility of the course being incorporated into the curriculum in 2023 will be part of this.

1.2 Provision of PLD to Further Develop Te Reo Capability of Teaching Staff

- ***Monday morning PLD*** – Whaea Amber Goldsworthy and kōkā Tania Gilchrist (te reo teachers) completed an introductory session with all Faculties in Term 1 – this included learning basic pronunciation of vowels, karakia, mihi, whakataukī. The Term 2 workshop focussed on challenges and successes that staff have experienced in their own development and use of te reo in the classroom and in meetings; building up their store of instructional/praise classroom phrases. The next sessions, scheduled for Term 3 and Term 4 will reinforce/build on the first half year.
- ***Faculty meetings*** – through the PLD programme, we are encouraging faculties to start and finish meetings with karakia and individual staff members provided with the opportunity to share their mihi taonga.

- **Individual staff** – are engaging in their own professional learning in te reo including using the software programme Education Perfect.

Positive feedback was received from staff; they felt comfortable in the session which gave them confidence to try and practise in their own time.

- **Regular support staff meetings (at least once a term) with a PLD focus to further develop te reo capabilities** – Whaea Amber led a similar introduction to that presented to teaching staff on Monday 10 May. The next session is scheduled for Monday 30 August (Term 3) and Monday 1 November in Term 4.

2.1 Promote Excellence

- Our focus is always on effective teaching and learning which leads to improved outcomes for our students. We align the professional development focus with the strategic priorities of Burnside High School.
- The **lockdown survey** results identified flexibility in teaching and learning from staff, students and whānau as being a significant factor. Therefore, the **focus of the staff professional learning programme in 2021** is ‘increasing Student Agency to enhance Student Engagement’. **The aim** is to develop an understanding of flexible teaching and learning approaches that can be used to improve the capabilities of students to be more self-managing learners and provide them with opportunities to demonstrate these capabilities.
- ***The Monday morning programme consists of:***
 - **Full staff sessions** – at the beginning of the year to develop a school-wide shared understanding of student agency and how it sits within the overall theme of engagement. There are opportunities to extend and build on the work completed in faculties in 2020.
 - **PLG sessions** – which are thematic, where teachers opt into literacy, online learning, culturally responsive practice, wellbeing and a generic option. These PLGs focus on how we can use these themes to achieve student agency e.g. literacy focus on how we can develop literacy approaches which have an element of student agency.
 - **Wellbeing sessions** – to continue our school-wide development of this.
 - **Te reo sessions** – are held in faculties; each faculty has had or will have had two sessions by the end of Term 2.

Note: Culturally sustainable practice will underpin all approaches.

Facilitators of these PLG sessions are the '**Within School Kāhui Ako Teachers**' (15) which are aligned to our approved Student Achievement Challenge. The following staff have been appointed to these roles:

- **Literacy (4)** – Susan Briggs, Caroline Forde, Anne-Marie Hampton and Julia Johnson
- **Culturally Responsive Practice (3)** – Amanda Keith, Nathan Sandes and Bob Tellick
- **Schoology (3)** – Carl Johnston, Alison Middelkoop and John Watson
- **Wellbeing (4)** – Jayne Crawford, Nicola Delaney, Sarah Maguire and Keryn Stark
- **GATE (1)** – Sandra Pooch

Jon Land (Specialist Classroom Teacher), **Nadene Brouwer** (AKAL), **Rachaelle Stidder** (AKAL), **Sandra Pooch (GATE)** and **Suzanne Baldwin (Deputy Principal – Teaching and Learning)** facilitate a Generic Option PLG – this involves teachers who were wanting to look at Student Agency in their own contexts and focus on their own projects e.g. student voice, building self-efficacy for students and assessment for learning approaches.

2.2 Encourage Flexibility

- *Review of our Junior Curriculum*

The scope and brief of the project is in the process of being developed. Nathan Sandes has been appointed as the Review Coordinator to work with Suzanne Baldwin and Andrea Griffin in formulating the process that the review will undertake. The initial starting point for engagement with the CLT reflects back on their perspectives for curriculum change which came from 2014. In addition, Nathan, Suzanne and Andrea have talked and visited with other schools who have been through this process and have formed a collaborative working group with two members of the Papanui High School SLT in a ‘critical friend’ situation where they are going through the same process. A Review Team have been appointed, this consists of a member from each learning area who will work to both support the HOF in the review process and to engage with staff and students through various points in the process. External support for the Curriculum Review is being provided by Chris Jansen through Grow Waitaha and from Mary Anne Mills from CORE Education. We applied for and have been approved 100 hours (over 12 months) of Centrally Funded PLD from the MOE to cover the costs of CORE Education.

The intention for the second half of 2021 is to confirm the scope, brief and process for the Review and to begin to engage with key stakeholders. This will start with a meeting with CLT to begin discussions on the future of our curriculum.

3.1 School Uniform Review

A new timeline has been developed by the Uniform Review Committee:

- **2021**
 - **Term 1**
The Uniform Committee met to collate/analyse the results from the surveys and trends have been noted.
 - **Term 2**
Focus groups of junior and senior students, parents, staff, school council are in the process of being held – in order to gather more in-depth comments.
 - **Term 3**
Feedback to the decision makers (SLT and BOT) will take place.
 - **Term 4**
Suppliers approached to submit designs (mock-ups etc).
- **2022**
 - **Term 1**
Committee to forward preferred design to SLT and BOT. BOT to make decision.
 - **Term 2**
Committee to meet chosen supplier and negotiate time frame for manufacture and supply.
- **2023**
 - **Term 1**
Uniform ready for retail – School Uniform Shop – for Year 9 students only.

4.1 Planning for and Upgrade of BHS Campus

- The year started with the announcement that stage 1 of the BHS Master Plan was approved (with priorities set) and signed off by the MOE. This was the culmination of twelve months' work and it now informs the redevelopment of our campus over the next five years – an important and exciting prospect for the school.

- The Burnside community (staff, students and whānau) have been kept informed of progress as appropriate. The latest update was included in the Term 2 newsletter.
- The names for our new buildings have been approved by Lynne Te Aika, Te Rūnanga o Ngāi Tahu. They follow a theme derived from:
 - a) Te Herenga Ora (our historical stand of cabbage trees)
 - b) Tī Kōuka as markers
 - c) The Divisional Names (Te Puna Raki, Te Puna Uru, etc)

From our narrative/story a **directional theme** has been chosen. Our buildings are to be named after nearby sites of significance or waterways that Ngāi Tahu used to transport goods and/or gather mahinga kai. Ngāi Tahu used waterways to travel from pā to pā. From Kaiapoi in the North, to Rāpaki in the South East and to Te Taumutu in the South:

- **Block 1** (Science and Technology) – **Pukehinau** – after the settlement of Coringa midway between Harewood and Yaldhurst.
- **Block 2** (Student Support Services and Library) – **Rakipaoa** – after the old Māori name of Upper Riccarton.
- **Block 3** (General Teaching Block – eight classrooms) – **Waiutuutu** – the historic/original Māori name for the Okeover Stream, a nearby tributary of the Ōtākaro – Wai utu utu (water lifted up).

Note: A start has been made to do the same with existing buildings and landmarks.

- ***Current Developments***

The Master Planning Team, the MOE and architects from Baldasso Cortese Noordanus (BCN) have finalised the **footprint designs** for the three new blocks listed above and now awaiting confirmation from the Design Review Panel (DRP). In the meantime, the design team continues to work behind the scenes on these buildings to start working on services, structure etc.

The next phase is to start looking at the interiors of each room/learning space, including layout and how the space will function. The design team will work with and seek input from key stakeholders/representatives from the Science, Technology and Student Support faculties to confirm these plans.

At the same time, sitewide landscaping, the Memorial Avenue drop off/pick up zone, all weather turf replacement and the planning for the Library conversion/Cultural Centre are in progress.

- ***Decanting Plan***

It is still planned to demolish F Block and Extension (phase 1) at the end of Term 4. Andrea Griffin leads a team of Wally Lauder, Tom Music, Nigel Roberts (Timetabler) and Murray Paull who are developing plans/options to relocate classes during the construction of **Pukehinau** in 2022.

- ***Weathertightness Issues***

MOE are developing a plan to address weathertightness issues in I and J Blocks and the Administration/Library building.

- ***Swimming Pool Upgrade***

The pool will have a new membrane (lining) and filtration system. It will also be heated.

A Project Manager has been appointed and Coombes Aquatics Ltd confirmed as contractor. A meeting was held on Friday 18 June to establish a possible start date and timeline for the project. Work is likely to start in September and is expected to take three months to complete depending on availability of components from overseas suppliers.

COMMENTS: END-OF-YEAR

Introduction

Kia kaha, kia mau, kia haere tonu: Stay strong, hold fast, keep on course

What a year 2021 was. As COVID-19 showed us, life is never smooth sailing; so, we navigated the challenges and made the best of the situation we found ourselves in. The impact of COVID continues to be at the forefront of so much of our thinking and decisions.

COVID had a significant influence on student learning and staff wellbeing; presented new challenges for staff and students alike; and required major adjustments to keep us on course and successful. It did show how adaptable we are, including our ability to assimilate the avalanche of information from both the national and local Ministry of Education offices. Everything we planned and achieved in 2021 should be put in the context of living in a COVID world.

In spite of everything we experienced, it was still a year of successes in academic work, in cultural activities, in the arts, in sport, in leadership, and in service. Despite the lockdown period during Term 3 and sliding alert levels, 2021 also proved a very good year for our students and staff in NCEA Levels 1, 2 and 3, Scholarships, Cambridge Mathematics, and in University of Canterbury STAR courses.

Great things can be accomplished if everyone works together and our strength is in the combined efforts of everyone doing their job so well. We all, the students, staff, whānau and Board made the best of the situation. Congratulations to all students on their achievements, and thank you to the staff who worked with them. They have certainly gone the ‘extra mile’ this year. I am proud of what our school achieved and for coming through the year so well.

1.1 Wellbeing of all Staff and Students

- *Staff wellbeing activities:*

- The following activities were on offer for staff in the second half year:
 - Wellbeing room; Walking group; Book club; Healthy eating support crew; Wednesday yoga; Board games in the staff room; Film club; Meditation group; B45 training on Friday mornings; September steps challenge; Massages; Staff shout outs. These continue to be well supported.
 - The staff Wellbeing Schoology page constantly updated, with more staff joining (with readings and resources).
 - Outside speaker for staff PD – Dr Amy Montegu spoke to staff on ‘Avoiding/Managing Burn Out’ and was so well received that she has been booked to return in 2022.

- Professional Learning Group (PLG) sessions on wellbeing through Monday morning PD, were run in Term 4. These were facilitated by the Within School Wellbeing Kāhui Ako teachers, and again, were well received by the staff.
- During Term 3, the Deputy Principal – Wellbeing presented two sessions at the CLT meetings on '*Resilience and wellbeing for leaders*'. This included strategies to assist Heads of Faculty with the wellbeing of their own staff.
- Anecdotal feedback from staff regarding the wellbeing activities and resources was supportive and positive; and commitment by staff to the programme is gathering momentum.
- The ***Tiakina programme*** – the programme continued to run during form time by the Year 9 form teachers, and supported by the Year 13 Prefects. Overall programme the Year 13 Prefects did a good job delivering/supporting the programme but received mixed feedback from form teachers due to workload issues. As a result, further work will continue in 2022 to look at how to integrate this programme into the classroom curriculum rather than fitting into the short form-time slot.

1.3 Provision of PLD to Further Develop Te Reo Capability of Teaching Staff

- ***Monday morning PLD*** – due to COVID, some faculties were unable to complete their scheduled Term 3 sessions. However, the faculties who were able to utilise the sessions later in Term 3, found them to be beneficial. All faculties were provided with further online resources to enable improved pronunciation, as this was considered to be an area to develop in 2021.
- ***Faculty meetings*** – HOF's started and finished their meetings with karakia and individual staff members given the opportunity to share their mihi taonga. A good start.
- ***Individual staff*** – an increasing number of staff have engaged in their own professional learning of te reo including Te Ahu te Reo sessions held each Thursday after school in the staffroom. Positive feedback was received from staff who felt comfortable in the sessions, giving them the confidence to try and practise in their own time.

During Term 4, Kōkā Tania Gilchrist and Matua Chris Risbridger facilitated te reo workshops where staff gained Kanohi ki te kanohi (face to face help) with their mihi mihi. Many faculties also implemented a programme whereby individual staff members introduced themselves via a mihi taonga

- **Regular support staff meetings to further develop te reo capabilities** – in Term 3 (Whaea Amber Goldsworthy) and Term 4 (Kōkā Tania Gilchrist) led sessions (one each term) for support staff. The focus was on te reo that they are likely to use in their everyday interactions and the correct pronunciation of these words and phrases. Support staff were also provided online resources to help improve their pronunciation.

Staff have become more proficient at using te reo and this PLD programme will be continued in 2022 via Kanohi ki te kanohi sessions and an online approach utilising Education Perfect.

2.1 Promote Excellence

- **School-wide staff professional learning programme**

Our Professional Learning Plan was disrupted through the second part of the year due to COVID. The plan was adapted to include the class teacher meetings which were unable to be held during Term 3 and more faculty time was put in place to replace the sessions missed in Term 3. This meant that the Professional Learning Groups (PLGs) were not able to be revisited as had been the plan earlier on.

We again surveyed students and staff after the August lockdown; a number of key points came through which supported the findings from 2020 and reiterated our flexibility approach as well as the need to continue to focus on agency. This understanding has informed the Professional Learning Plan for 2022 and the need to include flexibility in the plan itself.

Overall, faculties made good use of the limited time they had, but further time will need to be spent on developing agency in order to embed this across the school.

The Within School Teachers continued their focus on school-wide initiatives through Terms 3 and 4.

Our intention in 2022 is to continue the work on student agency in conjunction with developing new and engaging Year 11 programmes which will include the new Achievement Standards developed in the NCEA Review.

2.2 Encourage Flexibility

- *Review of our Junior Curriculum*

- The review's purpose, brief, and scope have been finalised and work has begun to engage with key stakeholders. The review will provide a school-wide view/snapshot of the current curriculum being delivered and experienced by learners through our teaching and learning programmes to examine how we are presently meeting the intent of the NZ Curriculum. It will also investigate the pending influences and possible implications of current Ministry of Education National Curriculum policy initiatives on our future directions.
- A Curriculum Review Team (CRT) was established and consists of: Nathan Sandes (Review Coordinator), Andrea Griffin, Suzanne Baldwin and faculty representatives.
- We have received funding to employ the services of CORE education (Mary Ann Mills and Jackie Young) to provide expert consultancy and support.
- Consultation has been undertaken by:
 - CORE education – interviewing the HOFs and Assistant HOFs and a range of other key stakeholders including the divisional head deans and groups of students.
 - The Curriculum Review Team – sessions with the CRT and the CLT facilitated by Nathan Sandes; meeting with other secondary schools going through a similar review process; looking at curriculum models of other schools and blue skies thinking with groups within Burnside High School.
- A Curriculum Review Report was developed and received from CORE education at the end of the year ready for consideration by SLT and CLT in February 2022.

3.1 School Uniform Review

- Report produced summarising findings from the surveys and focus groups. The following areas were identified as key components of future proposals: affordability, sustainability, manufacture and supply capability and credentials.
- Potential uniform suppliers (3) were identified and invited to submit a proposal (based on specified brief).
- Submissions of the above are due in early February 2022 for consideration.

4.1 Planning for and Upgrade of BHS Campus

- ***Communication with staff, students and whānau about master plan developments***

The Burnside community (staff, students and whānau) have continued to be kept informed of progress.

Updates were included at staff hui, PTA meetings, CLT meetings and via regular internal communications as well as in the Term 3 and Term 4 Whānau newsletters.

- ***Designs for new Stage 1 buildings*** – interior designs were approved for Pukehinau (Science and Technology Block) after extensive consultation with stakeholders (Science, Technology, IT and Property staff). Workshops focused on the layout and function of individual learning spaces, work rooms and specialist services.
- ***Swimming Pool upgrade*** – delayed. Work will now start in January 2022 waiting for the arrival of the techno filter from Slovenia over the holiday period. This allowed the project to commence and is expected to take up to 12 weeks to complete. Alternative arrangements have been made by the Health and Physical Education Department for the water safety programme and the School Swimming Sports is to be moved to Jellie Park in 2022.
- ***Demolition of F Block and F Extension*** – delayed, due to planning consent issues; now expected to commence after asbestos removal in March with construction planned to start in June. These buildings are locked and out of bounds for staff and students ready to be handed over to the construction contractor.
- ***Decanting Plan*** – the team has established a plan to develop new interim spaces in G and J Blocks for the relocation of classes and work spaces ready for the start of the 2022 school year.



Student Achievement Target 2021: Action Plan and Outcomes

To be read in conjunction with: the BHS Strategic Plan 2021-2023, the Annual Plan 2021, the BHS Māori and Bi-Cultural Strategy 2020-2022 and the BHS Pasifika Strategy 2020-2022, the Waimairi-iri Kāhui Ako Learning Plan and the statement of National Education and Learning Priorities (NELP's), 2020.

Strategic Goal:

To enhance engagement in learning so that students achieve:

- At least NCEA Level 2 or equivalent to equip them with a solid learning foundation to be successful in pursuing further studies or entry to the workplace
- NCEA Levels 1–3 and Scholarship at levels that are consistently at or above the national averages for Decile 8–10 schools
- Merit and Excellence endorsements at each level of NCEA, and Scholarships above that of Decile 8–10 schools

In addition:

- Students, with special needs and those who have IEPs', will achieve their identified goals
- Māori and Pasifika students' achievement will be comparable to that of all students at the school, with the retention of all Māori students into the senior school a focus

Progress Indicators:

A	= Achieved
PA	= Partially Achieved
IP	= In-progress
N	= Not Achieved
O	= Ongoing

Annual Target (Year Three):

To improve the engagement of the 2019 Year 9 cohort (Year 11 in 2021) so that they are in a position, by the end of Year 11, to achieve well in NCEA Level 1 (at or above national average for Decile 8-10 schools). (This is aligned with the Waimairi-iri Kāhui Ako/Community of Learning Student Achievement Challenge).

Action: Year 11 teachers develop positive relationships with their students so that they are engaged in their learning. Groups of Year 11 students who are at risk of not achieving are identified, offered support, and their progress (including attendance) monitored through to the end of Year 11. There will be a focus on Māori and Pasifika students.

Expected Outcomes:

- At least 90% of Year 11 students' fortnightly grades average a 3 or above
- Year 11 has a median attendance rate of 90% or above
- At least 90% of Year 11 students achieve NCEA Level 1
- Year 11 students are engaged in their learning at BHS as evidenced by indicators used in the Term 4 Engagement in Learning survey and Lockdown survey

Measured by:

Analysis of: Term 4 Engagement Surveys, Me and My School Survey (2019), Lockdown Survey, Fortnightly Grades, attendance data and NCEA achievement results.

Rationale:

In 2018, the 'One Term Here' survey of Year 9 students identified issues in their transition to BHS that we could improve on. Year 9 is a critical year to form the basis for future positive outcomes. Therefore, we planned to track, monitor and support the 2019 Year 9 group through to the end of Year 11 in order that they have the foundation for success in NCEA Level 1 in 2021. We would use Student Engagement Surveys, Fortnightly Grades, attendance data, and 'Me and My School' Survey results (2019) to inform our decision making.

Annual Target – Action Plan

GOALS	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/EXPECTED OUTCOMES	PROGRESS	
				MID-YEAR	FINAL
1.1 To identify Year 11 students not engaged in their learning and 'at risk' of not achieving the school NCEA Level 1 target	1.1.1 Identify the 'at risk group' of Year 11 students for 2021	Year 10 and Year 11 Deans Within School Kāhui Ako CRP and Literacy Teachers (WST's)	'At risk' students are identified through this data Divisional Deans are fully aware of the 'at risk' students in their classes	A	
2.1 Targeted student group(s) progress is closely monitored	2.1.1 Attendance and fortnightly grades concerns are identified and followed up	Form Teachers and Pastoral Team	Deans monitor and follow up on attendance of all students below 90 % attendance and below a Level 3 average on their fortnightly grades	O	A
	2.1.2 At the end of Term 4, re-do the 'Engagement in Learning' survey with the Year 11 cohort to review level of student engagement	Across School Kāhui Ako Leaders (AKAL's)	Survey data shows Year 11 students are engaged in their learning at BHS as evidenced by indicators used in the Term 4 Engagement in Learning survey and Lockdown survey	Term 4	A
3.1 To develop and provide support programmes for the identified students	3.1.1 To provide individualised support for Year 11 students from Learning Centre staff on period by period basis	HOD Learning Support Learning Centre Staff	Identified 'at risk' students are supported with appropriate interventions	O	A
	3.1.2 Promote Wednesday morning tutorials	HOF's/HOD's and Class Teachers	Targeted students attend tutorials on Wednesday mornings, 8.15am to 9.10am as appropriate Tutorials are well attended and students feel positive about the support they receive	O	A
	3.1.3 Support provided to identified students in all subject areas	HOF's/HOD's and Class Teachers	Support plans are developed, implemented and reviewed	O	A
	3.1.4 To provide mentoring for identified Year 11 'at risk' Māori and Pasifika students	WST Kāhui Ako CRP Teachers, Student Academic Mentors and Youth Workers	A mentoring programme is in place and students are met with on a regular basis and feel positive about the support they receive	O	A

4.1 To improve understanding of the NCEA qualification system for Year 11 students	4.1.1 Student/Parent NCEA Evening (Level 1) to clarify NCEA qualifications system and how parents can assist their students	Deputy Principal – Achievement Head Divisional Deans	<i>Students and whānau have sound understanding of language and procedures of NCEA qualifications system</i>	A	
	4.1.2 Year 11 Assembly is held to clarify NCEA requirements and procedures and establish expectations regarding attendance and achievement	Deputy Principal – Achievement Associate Principal		A	
	4.1.3 The Career Development programme to provide further clarification of NCEA system and establish personal realistic NCEA academic goals for 2021	Careers Adviser	<i>Academic goals established</i>	A	
5.1 To further develop teachers' practices through the staff professional learning programme	5.1.1 Regular professional development sessions focused on effective pedagogy (Monday mornings) Our 2021 focus is student agency	Deputy Principal – Teaching and Learning WST Teachers AKAL Teachers	<i>Refer Annual Plan 2021 for details</i> <i>Faculty reviews focus on student engagement, particularly at Year 11</i>	IP	A
6.1 To continue to explicitly celebrate student successes/academic progress of Year 11 students	6.1.1 All staff to use the positive reinforcement system to acknowledge student progress, including: praise postcards, shout outs, endeavour awards and in assemblies; and at the Poroporoaki, Fiafia night and the Year 11 Prizegiving	Teachers Divisional Principals Divisional Head Deans Year 11 Teachers Senior Leadership Team	<i>Students feel affirmed and valued for their efforts in all endeavours</i> <i>Culture of academic excellence is reinforced</i>	O	A

COMMENTS – Mid-Year

Background: This is the third and final year of our project to monitor and support the engagement, progress, and achievement of the 2019 student cohort through to the end of NCEA Level 1.

1.1 Identify Year 11 ‘at Risk’ Student Group

- The junior deans who worked with the students in both Year 9 and Year 10, and who knew the students well, were in a good position to assist the divisional head deans identify the ‘at risk’ group as they entered Year 11. HODs of subject areas did the same, through analysis of End of Year 10 Assessments. Learning Support staff, Māori Student Achievement team and Pasifika Coordinator also identified at risk students.

2.1 Monitor Progress of Targeted Students – the divisional head deans and form teachers, monitor attendance/lateness data and fortnightly grades for Year 11 students on a regular basis.

- **Attendance Summary**
 - Term 1 – showed Year 11’s median attendance rate of **95%** with 74% of Year 11 students in the 90-100% attendance range and 16% in the 80-90% range.
 - Term 2 – showed Year 11’s median attendance rate of **94%** with 68% of Year 11 students in 90-100% attendance range and 17.5 % in the 80-90% range.
- **Fortnightly Grades Summary** – there are 483 students in the current Year 11 data set.
 - The median overall fortnightly grade for a Year 11 student is **4.23** (for the same cohort was 4.16 for 2020). This is an average taken across all subjects for all students.
 - Of the 371 students having an overall average of 4 or above, 83 students are scoring 4.5 or higher (a substantial increase from 9 when they were in Year 9 and Year 10).
 - There is a minimum score of 2.27 at the lower end and a maximum of 4.8 at the top.
 - Overall, 480 (**98%**) of Year 11 students average a 3 or above – we have a very good Year 11 cohort this year. This is the same percentage as this cohort in Year 10.

3.1 Develop and Provide Support Programmes for Identified Students

- **Learning Centre** – staff are meeting regularly with these students who drop in themselves, or are referred to them by subject teachers. In the Learning Centre, students are assessed through diagnostic testing that identifies gaps in their learning. From this, a plan is developed that assists both the Learning Centre Manager and HOD Learning Support and the subject teachers to support and assist the students – the initial focus was on developing literacy and numeracy skills.

An increasing number of Year 11 students have been identified by divisional deans as needing a reduced programme. When subjects are reduced in this way, they work with the Learning Centre teachers and focus more on their remaining subjects.

- **Maori Students**

- **Year 11 Mentoring** (20 students of the most ‘at risk’ Māori students) – meet on individual basis with Mr Nathan Sandes and Mrs Amanda Keith (Facilitators for Culturally Responsive Practice) on a fortnightly basis during their non-contact periods. It is a time to check in with these students and make connections with them using their attendance and fortnightly grades as a basis for discussion. The focus for these sessions is around ‘academic progress and wellbeing and pathways’. It has proved to be a real challenge to keep this group on track.
- **Year 11 Pūhoro Science Programme** (18-20 Māori students) – this initiative was launched at the whānau hui on Thursday 27 May.

Pūhoro works directly with selected Year 11 Māori students who are studying NCEA Level 1 general science and their whānau. It provides mentoring, tutoring, wānanga within culturally appropriate settings to help them navigate career pathways into science and technology related industries.

The first session was held on Monday 14 June with 18-20 Year 11 Māori students from 8.00 am to 9.00 am in N8. We expect numbers to grow as students see the benefits of this programme.

Two specialist tutors from the University of Canterbury (science graduates) lead the tutorials with the focus predominantly on external NCEA assessments in science. Miss Sophie Moloney (science teacher) takes on the role as faculty liaison.

Note:

To be eligible students have committed to:

- At least 80% attendance
- Attend one hour tutorial session a week plus one full day a term (in Terms 1-3)

- And one day per term (wānanga with all Christchurch schools at Ara)
- Entering Science externals in Genetic Variation, Acids and Bases and Mechanics

The students are happy to be involved, and are committed and engaged in the learning of the academic and cultural aspects of this programme. They enjoyed the wānanga at Ara on Thursday 8 July.

- **Te Ora Hou** – Mr Danny Silivelio and Ms Chon Makitane are providing ongoing individual mentoring sessions with Māori and Pasifika students, These are informal sessions designed to engage students in all aspects of Burnside High School.
- **Pasifika Students** – a group of 20-30 Pasifika students, including six in Year 11, meet after school every Friday in N11 with Mr Greg Galovale (Polyfest tutor), Mr Darryn Findlay and Mrs Julie Kleinpaste. These are voluntary sessions which include a combination of physical activities (wellbeing), homework support, developing study skills and cultural mentoring.
- **Individual Support Across all Subject Areas**
 - Period 1 on Wednesdays are used by departments as a time for individual students to catch up on missed lessons, assessments/practicals and individual projects and/or one-on-one learning conversations.
 - Class teachers regularly hold lunchtime/after school sessions for tutorials, catch ups and project work. Some teachers/departments even do the same during weekends and school holidays. All are well attended.

4.1 Improving Understanding of the NCEA Qualification System

- **Year 11 NCEA Parents and Students Information Evening** – was held in the Aurora Centre at 7.00 pm on Thursday 11 March. Mr Alan Robertson, Deputy Principal – Achievement, explained how NCEA works. Three Year 12 students then shared their perspectives and experiences. A well attended and informative session well received by parents and students.
- **Year 11 NCEA and Achievement Targets Assembly** – was held on Tuesday 13 March led by Miss Andrea Griffin and Mr Alan Robertson. This assembly was held to explain how NCEA works and to establish goals. We have set the aspirational goal of at least 90% for this cohort to achieve NCEA Level 1 this year. This session covered and clarified where to find information; Important assessment procedures; Information about NCEA and important points leading from Level 1 to Level 2; Plagiarism rules and breaches of assessment; Missed assessments; Expectations around classwork, achievement and our achievement targets (90% success rate in NCEA Level 1) and preparation for assessments.

- **Pasifika NCEA Parents and Students Evening** – held on Tuesday 6 July. Around 50 parents and students attended, including a good number in Year 11. This was a very successful session, with positive feedback from both parents and students regarding their understanding of how NCEA works and school structures. This was a great initiative and a further parent/student evening is planned for Wednesday 11 August on NCEA information, course selection and pathways.
- The **Whānau Hui**, planned for Monday 16 August, will include information on NCEA, course selection and pathways.
- **Year 11 Career Development Programme** – during Term 2, students completed a career development worksheet, with assistance from their form teacher who had guidelines from Mrs Jac Doogan, HOD Careers. This focussed on the career management competency: know yourself.

Mrs Doogan then visited each of the 20 English, te reo Māori and ESOL classes for one period (via English this year). She outlined how NCEA works at Levels 1, 2 and 3, including certificate and subject endorsements and then handed out each student's most recent Kamar results and explained how to interpret these results. Based on the Kamar evidence, students set an NCEA goal, including endorsements. In addition, students completed a short career decision-making exercise and then gave a quick overview of subject selection for Level 2.

Based on the information students provided on their careers worksheet, each student was given written individualised advice on subject selection for Year 12 and Year 13. Each class was then visited again briefly to hand over a hard copy of this feedback, to answer any immediate questions, and to encourage students to take the advice home to discuss with their whānau.

All class visits are now completed, with just a few more Year 11 students to be seen as they were absent from their class session. Mrs Doogan is running catch-up sessions with those students; and having individual interviews with students who gave little information on their forms.

From all the classes visited, just two students stood out immediately as being at risk of not achieving NCEA based on evidence to date. Mrs Doogan is expecting to see more students who are struggling from the group of approximately 30 students who were not in class on the day of the session.

Pleasingly, a high percentage of students are already tracking strongly towards NCEA with an endorsement.

The Year 11 career development programme was delivered earlier than usual this year, and it is felt that this was a useful and helpful alteration for the students. It gave earlier evidence-based encouragement to students who are doing well. It was also evident from questions, that some students were quite concerned that they had Not Achieved on a standard. Mrs Doogan had the opportunity to explain clearly that this is of no great consequence; that it does not signal an overall failure; that there is no need to give up; and that teachers, deans, and tutors offer a range of additional learning opportunities.

5.1 Further Develop Teachers' Practices through the Staff Professional Learning Programme – refer Annual Plan for details

In Terms 1 and 2 through the professional learning programme, whole school and in faculties, we have developed an understanding of the multi-faceted nature of student agency and started to explore ways in which this can be incorporated into the different faculties and their programmes of teaching and learning.

Three faculty review days have been undertaken in the first half of the year, Technology, Mathematics and English. A range of approaches to developing student agency have been observed.

6.1 Celebrate Student Successes/Academic Progress – staff use the BHS student acknowledgement system to acknowledge student progress and achievements.

- Staff are encouraged to give digital shout outs, and these are included with students' fortnightly grade reports. These are well-received by students, staff and whānau. As at Friday 25 June, 1500+ shout outs had been issued to Year 11 students, by 135 staff.
- Students are also acknowledged and congratulated for their achievements and successes at weekly assemblies; Fortnightly draws, based on number of shout outs received, are held in assemblies for Canteen vouchers; Mall vouchers are also given out as prizes once a term.
- Praise postcards are awarded by the Principal, DP's, Deans and Counsellors to any student who has done something special at any stage through the year, especially related to displaying the qualities of the BHS Values.
- The Principal regularly meets with high achieving students to congratulate them on their notable successes and the Board of Trustees recognises students gaining National honours/representation.

COMMENTS – End of Year

2.1 **Monitor Progress of Targeted Students** – the divisional head deans and form teachers, continued to monitor attendance/lateness data and fortnightly grades for Year 11 students on a regular basis.

- **Attendance Summary**
 - **Term 3** – showed Year 11's median attendance rate of **91%** with 63% of Year 11 students in the 90-100% attendance range and 19% in the 80-90% range
 - **Term 4** – showed Year 11's median attendance rate of **91%** with 52% of Year 11 students in the 90-100% attendance range and 21% in the 80-90% range
 - **Over the full year, the median attendance rate was 93.0%** with 66.5% of Year 11 students in the 90-100% attendance range and 20% in the 80-90% range – **ACHIEVED**
- **Year 11 Average Fortnightly Reports Summary (for year)** – there are 483 students in the current Year 11 data set:
 - The median average fortnightly grade for Year 11 was **4.3**. This is an average taken across all subjects for all students
 - **125** Year 11 students (26%) had an average fortnightly grade of 4.5 to 5
 - Overall, 475 (**98%**) of Year 11 students had an average of 3 or above – a noticeable improvement from the same group in 2020- **ACHIEVED**
- **Engagement in Learning Survey – Term 4**

The response rate was 261 students, similar to the 2020 respondent data, however in Term 4 2019, 376 responded so this may impact the quality of the results.

Observable similarities and differences between the 2019, 2020 and 2021 data for engagement are:

Students are **most engaged** when:

- In 2021, the results show that they have a good relationship with and support from their teacher (18%), the class is fun and enjoyable (17.6%) and there are opportunities to work with their friends/peers (16.8%).
- The biggest difference between 2019 and 2021 is the *teacher relationship and support is far more significant* in Year 11 compared to the junior years. Having fun and working with friends still features highly, whereas listening to music has dropped down in importance.
- Students in 2021 stated that they need to understand the work in order to be engaged (12.6%), and the topic and context needs to be interesting (16%). Neither of those factors were significant in the 2019 or 2020 survey.
- Teacher efficacy comments increased from 10% in 2019 to 19% in 2020 and remained similar at 18% in 2021 – students noted that passion, enthusiasm and approachability exhibited by their teachers was a significant part of their learning journey being engaging.
- Students' perception of what helps them to engage, changes from Year 9 to Year 11. In Year 9, 7%, and then 12% for Year 10 say that music helps them engage whereas this dropped to only 5% of respondents noting this in Year 11. 11% of students in Year 10 and 11 notes that they are most engaged when they are alone or the environment is free of distraction.

Students are **least engaged** when:

- The biggest changes seen here is the teacher relational factors feature highly now, with most students stating that when the teacher doesn't explain the work clearly (16%), when the class is boring (13.8%) or when the teacher doesn't show passion and enthusiasm (15%) they become disengaged in the learning. This supports the findings in 2019 where teacher relationships were seen as the biggest factor in ensuring students were engaged in their learning.
- From Year 9 to 11 there is decreasing emphasis on loud environments; 28% in 2019, 18% in 2020 and 12.6% in 2021.
- Students who were bored and not motivated numbered 15% in 2019, to 17% in 2020 and then dropped to 14% in 2021. This data shows the same pattern as the Me and My Schools data.
- When topics are not interesting/irrelevant context increased from 11% to 13.5% in 2020, which decreases to 9% by Year 11.
- External factors negatively impacting engagement were mentioned often with students noting their mental state, extra-curricular commitments, being tired, stressed and their mood.

- More so than in 2019, the students identified the teacher playing an important role in whether or not they were engaged. Learners mentioned they shut off when the teacher talks too much (supports the data collected from student voice during focus groups) or is not passionate and supportive of them as individuals.

3.1 Develop and Provide Support Programmes for identified Students

- **Learning Centre** – an increased number of students were referred by divisional deans to the Learning Centre for support during the second half year. Concerns with anxiety, stress and workload were main issues.

Learning Centre staff therefore focused on learning for identified ‘priority subjects’ rather than just on literacy and numeracy.

- **Māori Students**

- **Mentoring**

- In 2021, we consistently supported 17 Year 11 students. Mr Nathan Sandes and Mrs Amanda Keith visited students independently for ‘check ins’ and one-on-one catch ups. Mentoring concentrated on fortnightly grades and attendance, and these aspects improved for most students. Many students used this opportunity to discuss the increased workload pressures of Year 11 compared to the junior school and were receptive to guidance and goal setting. Attendance for some students remains the primary barrier to success at school and represents a constant challenge. The mentors have noticed a positive change to learning attitudes since the mentoring programme began in Year 9. We will be continuing our Year 11 efforts in 2022, with each mentoring teacher assigned to specific students to provide one-on-one support.
- There is a need for Year 12 mentoring, but resourcing means our main focus will be on Year 9 and 10 group work, followed by Year 11 on an individual basis. Te Ora Hou mentors will endeavour to provide more opportunities for mentoring Year 12 students in 2022.

- **Year 11 Pūhoro Science Programme**

- At the end of 2021, Pūhoro was firmly established as a valuable curriculum resource for our Year 11 Māori Science students. Their mix of academic and well-being guidance (kaihautū) proved very popular with students. We had 15 constant attendees, and Pūhoro will continue to work with these students in Year 12 and beyond. Students also attended wānagna at Ara, which provided valuable insight into the progressions in Science education and the support available from Year 11 through to Tertiary, which enabled a new Year 11 group to be selected for 2022.

- **Te Ora Hou**
 - Te Ora Hou Mr Danny Siliveilo has continued working with our Māori and Pasifika students in a mentoring capacity during the second half year. During the lockdown, Danny maintained contact with students to understand their needs and provide check-ins. Te Ora Hou ran a leadership programme- Rangatahi tu Rangatira – for Year 11 Māori students. Students were engaged and enjoyed these sessions learning about leadership through a Māori and Pasifika lens. This provided students with the opportunity to gain greater awareness of their own and others cultures.

- **Pasifika Students**

- The Pasifika students continued to engage with Fanau sessions each Friday throughout the year. The number of Year 11 students in this group increased to twelve during the second half year. These sessions, led by Mr Greg Galovale, our Pasifika student support, Mr Darryn Findlay and Mrs Julie Klienpaste, focused on cultural awareness, wellbeing, and academic success. Outside agencies, University tutors, and guest speakers featured. This programme also strengthened the student's connection to community and community resources.

- **Individual Support Across all Subject Areas**

- Period 1 on Wednesdays continued to be used by departments as a time for individual students to catch up on missed lessons, assessments/practicals and individual projects and/or one-on-one learning conversations. These 'tutorials' are seen as a valuable way of supporting students in their learning and achievement. Regular attendance and a commitment by students to the early start time is essential.
- Class teachers continued to hold lunchtime/after school sessions for tutorials, catch ups and project work on a regular basis. All were well attended appreciated by students, especially after the August Lockdown.

5.1 Further Develop Teachers' Practices through the Staff Professional Learning Programme – refer analysis of Variance of Annual Plan 2021 for details.

6.1 Celebrate Student Successes/Academic Progress

- At the Year 11 Course Selection Assembly on Tuesday 3 August, a presentation was included on the 2021 goals for student attendance, fortnightly grades averages and NCEA progress. At that stage the vast majority of the students in this Year 11 cohort were on target to achieve all three goals that have been set.

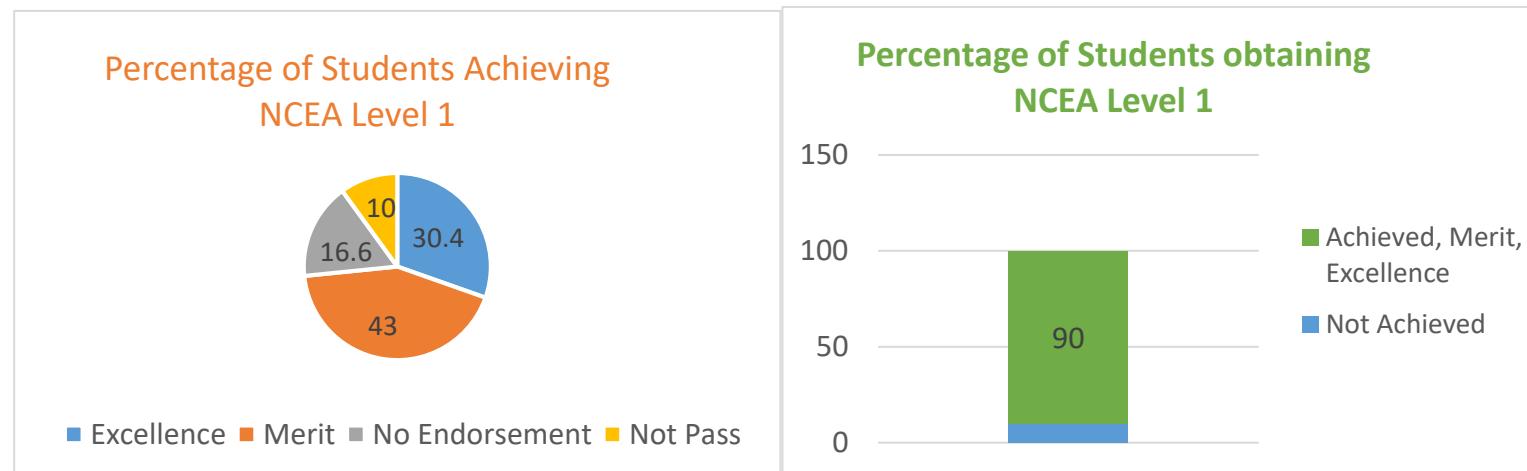
- During Term 4, the BHS values team arranged for Year 11 students to receive a digital **Endeavour Certificates** based on their average fortnightly grade for the year:

Year 11 Average Fortnightly Grades Summary – 2021 (482 students)

Endeavour Award	Criteria (average grade)	Frequency	Percentage (%)
Gold	4.5 – 5.0	125	26
Silver	4.0 – 4.49	253	52
Bronze	3.5 – 3.9	76	16
Did not receive Award	Less than 3.5	28	6

- NCEA Achievement 2021 – Results**

90.0% of Year 11 students obtained NCEA Level 1 in 2021 – ACHIEVED.



BURNSIDE HIGH SCHOOL REPORTING SCHEDULE 2022

TERM ONE	2022 Charter to be confirmed by the Board and sent to the Ministry of Education (by 1 March)
TERM TWO	Annual report with Analysis of Variance for Annual Plan, outcomes of Student Achievement Target(s) and annual audited accounts for 2021 presented to Board and Ministry of Education by 31 May. HOF annual reports (summaries) presented to Board at monthly meetings
TERM FOUR	Complete the 2022 Annual Plan and Achievement Target(s) Review and update the Strategic Plan in consultation with staff, students and whānau as appropriate Begin development of the Annual Plan and Achievement Target(s) for 2023

SUPPORTING DOCUMENTATION FOR THE STRATEGIC PLANS

The following documentation supports us in providing Quality Learning:

- School policies
- Five Year Property Plan (currently on hold by the MOE)
- Health and Safety policy and procedures
- Annual Budget
- Performance Management Systems
- Accreditation documentation and Quality Management System
- BHS Guiding Principles for Staff booklet
- Māori and Bicultural Strategy 2020-2022
- Pasifika Strategy 2020-2022
- International Student Strategy 2020-2022
- Digital Strategy 2020-2022
- Waimairi-iri Kāhui Ako Learning Plan

PROCEDURAL INFORMATION

- Burnside High School will lodge a copy of its annually updated Charter, including Annual Plan and Achievement Target(s) to the Ministry of Education by the 1st March each year
- As part of its three-year cycle of review for the Strategic Plan, Burnside High School consults and seeks feedback from its community through surveys, via whānau hui, fono, PTA, and targeted group meetings
- Student Achievement Target(s) will be identified by Senior Leadership Team, presented to the Board for approval, submitted to the Ministry of Education, and circulated to staff
- At whānau hui the school's Māori community is consulted to develop ways in which the school aims to reflect Aotearoa/New Zealand's responsibilities under Te Tiriti o Waitangi and the unique position of Māori as expressed in the school's Charter
- A copy of the BHS Charter is available on the school's website

CHARTER UNDERTAKING

As prescribed in Section 7, Education and Training Act 2020, in accordance with Section 64 of the Education Act 1989, the Burnside High School Board undertakes to take all reasonable steps to achieve the purpose, aims and objectives of this Charter which have been approved by the Board following consultation in terms of Sections 61 and 63 of the Education Act 1989, and to take full responsibility for the National Educational Guidelines and all statutory obligations.

The Board of Burnside High School accept this Charter as its undertaking to the Minister of Education and submits it for approval.

Date school will lodge updated Charter

1 March 2022

Date school will lodge Annual Report with MOE

31 May 2022

A handwritten signature in black ink, appearing to read "C Breurkes".

Charles Breurkes - Chairperson Board of Trustees

Signed: 1 March 2022



Tī Kōuka, 2015 digital print on linen

The drawing is the result of collaboration between artist Fiona Jack (Senior Lecturer Auckland University) with the Burnside High School Art Department.

The school motto and emblem refers to the history of this particular stand of Tī Kōuka being as important to Māori and early European settlers as a landmark, a resting place, and a place of ritual.

The drawing is a response to the history and significance of this site.

Students involved: Henry Turner, Ali Pickering, Lauren Wood, Brie Rate, Hannah Colenbrander, Amos Dalkie, Emma Richardson, Emma Withers



 Burnside High School
Te Kura o Waimairi-iri

'PERSONAL EXCELLENCE AND CARE FOR OTHERS'