



Blue Mountain College – Annual implementation Plan 2025

Where are we currently

We have worked hard to put in place pastoral and wellbeing supports for our students. We are setting our leavers up to be contributing members of the wider society with the necessary skillset to be successful in their chosen path.

Giving effect to Te Tiriti o Waitangi

Our PB4L values, of which there are three, are whakaute (respect), kawenga (responsibility) and whakaurunga (inclusivity). We have a dedicated slot of 25 minutes weekly that is “tikanga time” where small groups of students and staff come together to work on their tikanga/te Reo journey together. We provide Te Reo classes provided for Year 7 and Year 8 and are part of the curriculum that is covered all year round and for students not in Year 7 or 8 we also provide the opportunity to access Te Reo study through Te Kura. We have two tutors that can support these students with their mahi.

We have a thriving kapahaka group consisting of staff and students with two very passionate leaders – this group regularly performs in regional kapahaka competitions and supports community initiatives.

Achievement, attendance and engagement of our Māori students is closely monitored and reported on and we triennially reporting to our Māori community on issues that directly relate to Māori akonga and their whānau.

Teaching and learning strategies

With the development and implementation of new curricula, the increased need for literate and numerate leavers our teachers are being creative about their teaching and learning. Teacher only days are planned for 2025 with the first being held at the end of term 1 in conjunction with our feeder primary schools who are in our Kāhui Ako.

We are providing extra support in areas of literacy and numeracy to prepare our students for sitting the co-requisites as best we can.

Strategic Goal ONE				
Engaging our community				
Annual Target or Goal				
To improve the engagement of our community with regards to attendance at functions, feedback on consultation and contribute to our Kāhui Ako				
Where do we want to be by the end of the year				
Focus Area	Actions	Who is responsible / Resources required	Timeframe	What does success look like
Enhance the public celebration of success	<ul style="list-style-type: none"> Continued liaison with local newspapers as well as BMExpress Embedding of Facebook as a Year 13 delegation Continue to build on success of fortnightly newsletter Produce a high-quality school magazine Look at the potential to livestream assemblies and other school ceremonies 	Principal Karen (BM Express and magazine) Marne (Newsletter) All staff (responsible for passing on information)	Ongoing	Continued liaison Assemblies are live streamed
To actively promote two-way communication with our community	<ul style="list-style-type: none"> Engage with personal from Hokonui Runanga to better understand out obligations under Te Tiriti o Waitangi as Board level Develop questionnaire for data gathering and community consultation and Whanau Hui Extend curriculum-based interfaces with local businesses as part of the local curriculum – wider West Otago / Southland areas Maintain and potentially grow BMC exclusive scholarships and awards for graduates Update photos on the website 	Board and Principal Board, Principal, SLT All staff Principal and Board Office staff Principal and Board	T2 End of T2	Data gained from Community consultation and whanau hui Updated and current website

	<ul style="list-style-type: none"> Investigate potential growth of exclusive BMC scholarships 			
To actively contribute to the Poūmahaka Kāhui Ako	<ul style="list-style-type: none"> Gain permission for a variation to Lead Principal arrangement Refine systems to enhance Board understanding 	Principal Principal and Board	End T1	Variation granted, continued strong support for Kāhui Ako

Strategic Goal TWO Empowering our Students and Staff				
Annual Target or Goal To enhance our results for Māori learners and to facilitate effective transitions into and out of BMC.				
Where do we want to be by the end of the year Each of our Senior students has an individualised learning plan with all the supports they need in order to have success at BMC or in the workforce if that it their pathway.				
Focus Area	Actions	Who is responsible / Resources required	Timeframe	What does success look like
To enhance and maintain strong NCEA results	<ul style="list-style-type: none"> Personalised learning pathway for each student in senior school 	11-13 Dean, SENCO, LSC, SLT	End T1	Each of our Senior students has an individualised learning plan with all the supports they need in order to have success at BMC or in the workforce if that it their pathway.
	<ul style="list-style-type: none"> Prioritise PLD for NCEA Level One and Numeracy and Literacy Co-requisites 	Principal, PLD coordinator	Ongoing	
	<ul style="list-style-type: none"> Provide extra support from staffing for students for literacy and numeracy 	Principal	Ongoing	
	<ul style="list-style-type: none"> Work with agencies to get as much support as possible, including students for whom English is a second language 	SENCO, LSC, ESOL coordinator	Ongoing	
	<ul style="list-style-type: none"> Prioritise utilising the strengths of the Learning Support Co-ordinator (Kahui Ako) 	Principal, ASL	Ongoing	
	<ul style="list-style-type: none"> Prioritise SAC applications for NCEA assessments 	SENCO, LSC, class room teachers		
	<ul style="list-style-type: none"> Maximise Vocational opportunities through STAR, Gateway and Trades Academy 	Careers, Gateway		
	<ul style="list-style-type: none"> Middle school taskforce evaluation project at Year 9 and 10 with support from ERO 	All staff		

To enable students to make effective transitions to and from BMC	<ul style="list-style-type: none"> • Orientation programme including onsite visits and parents/caregivers evening and personal visits to main contributing schools • Targeted Form Time programme • Extensive leadership opportunities for Year 13 students including camp and Fiordland tramp • Networking in employment space, maximum use of external resources, practice interviews • Deliberate affirmation for wide-ranging pathways including celebrating successes in gaining apprenticeships and acknowledging Year 12 students who are moving on to new pathways at Prizegiving 	<p>Y7-8 Dean, Principal, Y7-8 teachers</p> <p>Form teachers Y13 dean and Y13 form teacher Careers and Gateway</p> <p>All staff</p>		Students transitioning either into BMC or out of BMC to the workforce are well supported with all the necessary skills they need in order to be successful
To honour our obligations under te Tiriti o Waitangi and promote success for our Māori learners	<ul style="list-style-type: none"> • Maintain impressive achievement results with NCEA for our Māori students • Employ person / people with specialist knowledge and passion in Te Reo to tutor students Year 9 to 13 • Offer Te Ao Haka qualifications • Actively seek feedback from whanau (and where appropriate Pasifika families) regarding serving their specific needs (Whānau Hui) • Begin the year with Mihi Whakatau, embed karakia at Board, staffroom, assembly and classroom levels • Kapahaka – employ person / people with specialist knowledge and passion in Tikanga • Maximise participation in community opportunities – Polyfest, Mauri Ora Matariki, Māruawai Matariki • Board representation 	<p>All staff</p> <p>Principal</p> <p>TIC Māori Principal and Board</p> <p>All staff</p> <p>Principal</p> <p>All staff</p> <p>Board</p>	<p>All year End T1</p> <p>All year End T3</p> <p>T1</p> <p>End T1</p> <p>All year</p>	<p>Opportunities are present for Māori learners to have success, to develop their understanding of te Ao Māori and Tikanga</p> <p>To provide opportunities for tangata tiriti to engage with te Ao Māori</p>

	<ul style="list-style-type: none">• Staff PLD provided• Continue to grow Tikanga Time	PLD coordinator		
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Strategic Goal THREE Enhancing our Learning				
Annual Target or Goal To grow and maintain positive staff – student relationships in an environment that is aesthetically pleasing and fit for purpose.				
Where do we want to be by the end of the year Our staff and students working in mutually respectful, trusting relationships to best prepare and support our students to experience success – done in an environment that promotes learning.				
Focus Area	Actions	Who is responsible / Resources required	Timeframe	What does success look like
To grow and maintain positive learning relationships	<ul style="list-style-type: none"> Compliment PB4L and class acknowledgement systems with new ideas identified by the students and staff Robust induction programme Staff wellness initiatives reviewed and refined including feedback loop Regular Principal walk-throughs to affirm staff in their work Grow profile of staff successes and the way they are acknowledged Budgeted Guidance Counsellor Continue to grow Year 13's as leaders including with the Peer Support Programme Promotion of participation in Agri Kids, Teen Ag, William Pike Programme and Duke of Edinburgh 	PB4L coordinator, all staff SCT and SLT Principal All staff Principal, Board, Guidance Counsellor Y13 Form teacher, senior Dean All staff	Ongoing	Students and staff work together in a mutually respectful manner to best prepare the student and to experience success
To enhance our physical teaching and learning spaces	<ul style="list-style-type: none"> Prioritise aesthetic refurbishment of the remainder of A Block when required roofing project is completed Complete refurbishment of Workshop 	Board, property committee, principal	Ongoing	BMC is well resourced and presented.

	<ul style="list-style-type: none">• Fit for purpose furniture maintained• Ongoing maintenance work including painting• Implement the continue to refine 5YA and 10YPP			
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