



**BOTANY DOWNS**  
Secondary College®

# Knowledge *with* Character

STRATEGIC PLAN 2026

## **Excellence**

**KAIRANGI**

Diverse needs, a unified teaching approach.

## **Growth**

**WHAKATIPUTIPU**

Resourcing for the future.

## **Partnerships**

**KOTAHITANGA**

Building a strong community.

Give effect to Te Tiriti O Waitangi and honour our bicultural partnership along with the culture and diversity of all students

**Respect | Integrity | Excellence | Empathy**



# 2026 Annual Plan

## Strategic Intent: EXCELLENCE / KAIRANGI

*Diverse needs, unified teaching approach*

- NELP 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.
- NELP 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

### Annual Goal 1: Building a Productive Pedagogy

**Strategic Measures:** *How do we know we have got there?*

**Building a productive pedagogy:**

**Enhance teaching quality** by implementing a cohesive and consistent pedagogical approach across all learning areas that meets the diverse needs of students and promotes quality learning.

Ongoing **identification and implementation of best teaching practice** to ensure that teaching pedagogy across all learning areas is of consistent high quality.

**Observation and review of BDSC teaching** against identified best practice. Staff consistently applying evidence based on best teaching practices.

**Monitoring and tracking student achievement** and progress outcomes.

Meeting **academic targets** for Māori, Pasifika, and EAL students.

Measuring **student feedback on teaching quality**.

**2026 Annual Measures:** *How do we know we have got there?*

- Introduce the BDSC pedagogical manual of best teaching practice to staff through professional learning and PLG focus groups
- Learning Areas develop and use differentiated teaching and learning programmes for diverse student needs.
- Utilise observation templates that capture best practice as identified in the BDSC pedagogical manual.
- Utilize data from the student satisfaction survey to further refine teaching and learning practices and inform staff professional development.

## Annual Goal 1.2: Delivering Quality Learning Programmes

### Quality learning programmes:

Using cutting edge technology to create innovative learning programmes that integrate the new curriculum, NCEA changes, literacy, and numeracy co-requisites, mātauranga and mana ōrite.

Revitalise learning programmes to address cultural responsiveness, literacy, and numeracy requirements.

Programmes of learning that have met the NZC/NCEA requirements have been developed in accordance with the national timelines (as currently set).

### Curriculum change:

**Term 1 2026:** New English and Mathematics curricula Y9-13 must be implemented.

**2026:** Updated national curricula for all other learning areas will be available for use in preparation for full implementation in 2027.

**Term 1 2027:** New national curricula for all other learning areas Y9-13 must be implemented.

**2027:** All Year 9-10 Learning Areas will be teaching to the new curriculum

**2028:** New Level 2 standards fully implemented.

**2029:** New Level 3 standards fully implemented.

### Literacy and numeracy:

Current timelines state that learners until the end of 2026 can gain literacy and numeracy through the co-requisites or through the approved Level 1 literacy and numeracy standards but not through mixed methods.

### 2026 Annual Measures: How do we know we have got there?

- Implement a four-year curriculum review cycle
- Review the BDSC unit plan non-negotiables for the new curricula with HOLA at the beginning of the school year
- Learning area programmes and teaching resources are updated and align with the phased implementation of the new curricula and meet the BDSC non-negotiables and identified values/principles/concepts associated with Mātauranga Māori.
  - Internal school review of the Years 9-10 English and Mathematics learning programmes against the requirements of the new curricula.
- Continued evaluation of CAA outcomes in 2026 and modification of support programmes to meet identified needs.

## Annual Goal 1.3: Evidence Informed Practice

### Further develop sophisticated data tracking and analytics systems:

To provide rich, real-time insights into student attendance, engagement, and achievement.

Identify the best way to **access, analyse, and use the multiple layers of data** being generated by staff.

Development of **strategies, lines of responsibility and how intervention plans** should be implemented.

Create scheduled processes to gain **feedback from staff, students, whānau** and community.

Create **personalised support** and timely intervention plans for students identified at-risk based on data insights.

**Evaluate feedback data from students, staff and the community/whānau** and respond to any issues that have been identified.

### *2026 Annual Measures: How do we know we have got there?*

- Professional Learning programme in the use of data generated by SMART, PAROT, and data analysis
- Develop a manual of pastoral strategies to support student engagement, achievement, and attendance
  - Develop a matrix of standardised processes for staff to address concerns relating to attendance, engagement and achievement from data generated in PAROT and KAMAR
  - Develop a case management process for our students most in need
- Create a longitudinal plan of all surveys and feedback processes for the next four years to be included in the school review cycle

## Strategic Intent 2: GROWTH / WHAKATIPUTIPU “Resourcing for the future”

### *Links to educational requirements:*

- NELP 1: Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.
  - NELP 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.
  - NELP 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
  - NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
  - NELP6: Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.
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- Te Mataiaho, refreshed NZC
  - Ka Hikitia – Ka Hāpaitia
  - NZCER Teaching and School Practices Survey
  - Kahui Ako Achievement Challenges
  - Āheitanga - Socially Responsive pedagogy

## Annual Goal 2.1: Build staff capacity by strengthening and developing identified key areas.

### **Strategic Measures:**

**Teaching Practices & Engagement:** Improve and measure teaching practices and student engagement through teacher-generated feedback surveys, and monitoring of achievement data aligned with annual targets.

**Learning Area Internal Evaluation:** Review of learning area programmes, using BDSC non-negotiables and identified values/principles/concepts associated with Mātauranga Māori. (refer to Annual goal 1).

**Achievement & Wellbeing:** Increase students' achievement and wellbeing, focusing on our target groups (annual targets).

**Safety & Support:** Measure students' sense of safety and support through wellbeing surveys, pastoral incidents, and student voice, with a focus on Māori and Pasifika learners.

### **2026 Annual Measures: How do we know we have got there?**

#### **Teaching Practices & Engagement:**

- Teachers analysis student engagement feedback at the end of terms 1, 2 and 3. Pedagogical practices (Domains) show an increase of improvement over time (positive shift in indicators)

**Achievement & Wellbeing:** achievement, academic engagement, attendance

- Improved scores for target groups identified in 2026 annual targets

#### **Safety & Support**

- Baseline data is established and tracked over first year showing increased sense of belonging and safety at school

## Annual Goal 2.2: Staff Retention and Recruitment

### **Strategic Measures:**

#### **Retention:**

- Staff Satisfaction: Improve and measure staff satisfaction through wellbeing and exit surveys. [Exit Survey - Teaching Staff.docx](#)
- Internal Growth: Track the uptake of internal opportunities by staff.
- Succession Planning: Ensure a pool of quality internal applicants for leadership opportunities.

#### **Recruitment:**

- Diversity: Double the representation of Māori and Pasifika teachers within three years.
- Quality Staffing: Ensure all school areas are staffed by highly qualified and effective teachers.
- Attracting Graduates: Increased employment of graduating students. Make BDSC the preferred choice for new graduates.

### **2026 Staff Retention**

Staff satisfaction: continue to build a positive staff culture through initiatives that bring our staff together to celebrate milestones and support whanaungatanga

Implement initiatives based on results of 2025 Wellbeing survey feedback

Our ELEVATE Leadership Programme is promoted and delivered to aspiring leaders. End of year review to inform second year of programme.

### **Staff Recruitment:**

Implementation of recruitment programme for onshore and overseas teachers.

## Annual Goal 2.3: Future Readiness: Benefits and Challenges AI

### **Strategic Measures:**

#### **Community Engagement:**

- **AI Understanding:** Achieve a significant increase in community understanding and engagement about the benefits and challenges of AI in education.
- **Integrity in AI Usage:** Integrity in AI Usage: a reduction in the number of assessment misconduct cases.

### **2026 Annual Measures: How do we know we have got there?**

Increase participation of staff attendance at AI-related events

Conduct a survey: survey staff and students to measure changes in understanding and engagement in AI tools.

Training programmes: Implement training programs for students and staff on AI ethics and integrity.

Reduction in misconduct: Aim for a 10% reduction in assessment misconduct cases compared to 2025

## Strategic Intent 3: Partnerships – Kotahitanga-

*Building a strong community through highly valued relationships – Whānaungatanga.*

*NELP - Priority 1 and Priority 2*

### Annual Goal 3.1: Whānau Engagement

#### **Strategic Measures:** *How do we know we have got there?*

- Improved academic performance and increased engagement which should lead to increased attendance.
- **Student/Parent Survey** - conduct a focus group session with several groups/families. We may see higher attendance at parent meetings/hui/fono.
- Improved achievement rates and increased attendance. Parent/student survey (survey response rates increase)
- Student reflections are relevant and useful in supporting students on their learning journey.
- Track changes in grades. Survey students and parents about the use of report reflections.

#### **2026 Annual Measures:** *How do we know we have got there?*

- Reporting template that includes academic performance, attendance, and behavioral insights.
- Promote multiple communication channels (e.g., email, SMS, school website for regular updates).
- Conduct initial parent and student surveys to gather baseline data on current engagement levels.
- Student reflections are relevant and useful in supporting students on their learning journey

## Annual Goal 3.2: Iwi Engagement

### **Strategic Measures:**

- Collaborate with local iwi to co-design educational programs and initiatives.
- Educational success: To collaborate with iwi to support the educational success of Māori students by integrating their cultural heritage into the curriculum.
- Community engagement: To build strong relationships with iwi to strengthen community ties and encourage greater involvement from whānau and the wider community.
- Māori see themselves represented throughout school through signage, use of te reo Māori, CRRP, Mātauranga, Kapa Haka costumes/Polyfest, in leadership roles, presence in school, feeling of Turangawaewae (sense of belonging).
- Marae noho for Māori students at start of year – aspirations, leadership.
- Wānanga/workshops via iwi – delivered onsite or on marae.
- Developing authentic relationships with local iwi.
- Regular ongoing events with local iwi to develop cultural heritage into our school curriculum.
- Develop community engagement between our staff and students and our local iwi.

### **2026 Annual Measures: How do we know we have got there?**

#### **Iwi Engagement: (2026)**

- Enhance relationships with local iwi:
- Our school curriculum has incorporated cultural heritage.
- Events in our school calendar that involve local iwi and our whānau families.

Engage whānau and community through:

- Whānau Ora Hui
- Manutaki Council
- Celebrating Matariki
- Te Wiki o te Reo Māori (Māori Language week)
- Pō Whakanui
- Pūhoro (STEM student support)
- Pounamu and Bone Carving
- Polyfest

## Annual Goal 3.3: Future Pathways (Whānau/students)

### Links to educational requirements:

- *NELP – Priority 7* – “Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.”

### Strategic Measures:

#### Stronger Community and Whānau Involvement

- **Surveys and Feedback:** Regularly collect feedback from students, whānau, and community members through surveys and focus groups. [Look for positive trends in their perceptions of engagement and support<sup>1</sup>.](#)
- **Participation Rates:** Track the attendance and participation rates in school events, parent-teacher meetings, and community activities. [An increase in participation indicates stronger involvement<sup>2</sup>.](#)

#### Improved Career Readiness

- **Career Pathway Completion:** Track the number of students completing career-related courses, internships, and other pathway programs. [Higher completion rates suggest improved readiness<sup>3</sup>.](#)

#### Aspirational Career/Education Pathways

- Students being aware of and able to make informed subject choices from Year 9.
- Students aware of the NCEA qualification (including Literacy and Numeracy requirements) and have a tailored plan to achieve these.

### 2026 Annual Measures:

- Careers Department weekly communication to all year Y11-13 parents and caregivers.
- Enhanced careers education Y9-11: Expand the range of career-related courses and internships available Y12-13.
- Career counselling: Provide personalised career counselling to help students navigate their pathways.
- Track students' progress on their tailored educational plans and adjust as needed. Alumni brought in the talk to current students

## National Education and Learning Priorities

### **Objective 1: Learners at the centre**

Priority 1: Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.

### **Objective 2: Barrier-free access**

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy.

### **Objective 3: Quality teaching and leadership**

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Priority 6: Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.

### **Objective 4: Future of learning and work**

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.

### **Objective 5: World-class inclusive public education**

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only).