



BOTANY DOWNS
Secondary College®

Knowledge
with
Character

STRATEGIC PLAN 2025-2026



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

2025 Annual Plan

Strategic Intent 1: 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 1.1: Developing a productive pedagogy - Quality Learning and Teaching Practice

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**.

2025 Annual Measures: *How do we know we have got there?*

- Establish a think tank to identify best teaching practices.
- Develop a BDSC pedagogical manual of best teaching practice that will be subject to review and updated each year.
- Support teaching staff to further develop and use differentiated teaching and learning programmes for diverse groups of students.
- Develop and trial observation templates that reflect best practice as identified in the BDSC pedagogical manual.
- Develop a student satisfaction survey focused on teaching and learning practices.
- Implement and track ongoing annual student satisfaction surveys.

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:

2025: Updated national curricula for English and Mathematics will be available for use in preparation for full implementation in 2026.

Term 1 2026: New English and Mathematics curriculum 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.

2026: Level 2 NCEA pilot programme applications and curriculum preparation for NCEA Level 2 implementation.

2027: Revised Level 2 NCEA assessment fully implemented.

2027: Level 3 NCEA pilot programme applications and curriculum preparation for NCEA Level 3 implementation.

2028: Revised Level 3 NCEA assessment 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.

2025 Annual Measures: How do we know we have got there?

- New literacy and numeracy support programmes are investigated taking into account the development of structured literacy and numeracy.
- Appropriate literacy and numeracy support programmes and resources are developed and implemented.
- BDSC literacy and numeracy data is collected annually and will show both individual and cohort improvement per year (year level, Māori, Pasifika, target groups).
- Unit plans and teaching resources are updated and align with the phased implementation of the new curricula and meet the school non-negotiables.
- Review the BDSC unit plan non-negotiables for the new curricula against which future reviews (2026 and beyond) will take place.

Annual Goal 1.3: Data 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.

2025 Annual Measures: How do we know we have got there?

Data collection and integration of staff:

- Identify how best to integrate KAMAR, PAROT data and make it accessible to staff.
- Investigate what data should be included in summary spreadsheets for use by staff.
- Provide targeted professional training for different groups of staff required to regularly work with this data.
- Automated tracking systems fully in place by start of 2026 with high levels of staff usage (>80%).
- Review and enhance the college reporting system to utilise the insights generated by PAROT/KAMAR.
- Increased staff awareness of how to analyse and use data created by our automated tracking systems to improve student outcomes.
- **Interventions – students:**
- Early identification of students who are not meeting expectations or are at-risk.
- Develop intervention plans to provide wrap around support for these students.
- Improved attendance rates for all student cohorts (insert targets).
- Develop a workable measure of student engagement.
- Ongoing improvement in student engagement measures.

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.
- 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 NZCER/TSP surveys, 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
- **Achievement & Well-being:** Increase student achievement and well-being, focusing on our target groups (annual targets).

2025 Annual Measures: How do we know we have got there?

- A matrix for the principles and values of TToW and MM for y9-11 will be developed.
- The Niho Taniwha framework and PLG’s are embedded into our pedagogy and practice.
- Explicit culturally responsive strategies in teacher practice identified.
- A process for gathering stakeholder feedback on the integration of Māori perspectives, language, and concepts is developed.

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

PLD themes:

- Science of learning.
- New technologies to underpin learning programmes e.g., MIEE, individual staff choice based on need (basic, competent, advanced).
- Structured literacy and structured numeracy.
- Targeted support for teachers new to NZ with focus on NZC, NCEA, mātauranga Māori, new technologies, BDSC pedagogy.
- Enhanced induction and mentoring for PCT and staff new to the college on BDSC pedagogy and new technologies.
 - **Mentorship and coaching:**
- Establish a robust mentorship and coaching system where experienced educators support and guide newer teachers, fostering a culture of continuous improvement.
- Set up coaching processes to ensure quality teaching and learning opportunities are in place.
- Appoint, train, remunerate teacher coaches who will foster a culture of continuous improvement (who? resourcing?).
- Build this into BDSC PL system and link it to the Growth Portfolio cycle.

Annual Goal 2.2: Staff Retention and Recruitment

Strategic Measures:

Retention:

- Staff Satisfaction: Improve and measure staff satisfaction through wellbeing and exit surveys.
- 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.
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- Leadership course: Track the number of staff engaging/completing the BDSC Leadership course and the number of staff appointed to leadership positions, i.e. career advancement (internally/externally).

Staff Retention and Recruitment

Retention:

- Staff Satisfaction: initial baseline wellbeing surveys and exit surveys are constructed to understand current staff satisfaction levels.
- Wellbeing committee is established, and an action plan developed.
- The BDSC Leadership Programme is designed based on best practice.]\

Recruitment:

- A strategy for the recruitment of quality overseas teachers is established.
- Staff recruitment and marketing resources are reviewed and updated to align with our brand.
- Opportunities to maximise our exposure with Tertiary /ITE providers has been explored to develop an action plan.

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.

AI Usage:

- Integrity in AI Usage: a reduction in the number of assessment misconduct cases.

2025 Annual Measures: How do we know we have got there?

AI Understanding:

- Baseline Survey: Conduct a survey to measure the current level of community understanding and engagement with AI in education.
- Workshops and Seminars: Host at least 3 workshops or seminars on AI in education.

Integrity in AI Usage:

- Baseline Data: Collect data on the current number of assessment misconduct cases (for the past two years).
- Awareness Campaign: Launch an awareness campaign on the ethical use of AI in assessments.

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.

2025 Annual Measures: *How do we know we have got there?*

Develop reporting framework:

- Create a standardized reporting template that includes academic performance, attendance, and behavioural insights.
- Train teachers in effective communication strategies and the use of the new reporting system.

Pilot communication channels:

- Promote multiple communication channels (e.g., email, SMS, school app - e.g. School Bridge) for regular updates.
- Conduct initial parent and student surveys to gather baseline data on current engagement levels.

Engage whānau:

- Organise introductory workshops for parents to explain the new reporting system and its benefits.
- Establish a Whānau Engagement Committee to gather feedback and suggest improvements.

Annual Goal 3.2: Iwi Engagement *Links to educational requirements:*

- NELP -

Strategic Measures:

- Ensure Māori representation is integrated throughout the school by incorporating visual elements, promoting the use of te reo Māori, implementing Culturally Responsive and Relational Pedagogy (CRRP), embedding Mātauranga Māori, Māori leadership roles, enhancing their presence within the school, and cultivating a sense of Whanaungatanga (belonging).

2025 Annual Measures: How do we know we have got there?

- Reciprocal relationship with local iwi and whānau is developed
- Junior programmes include TToW and Mātauranga
- Māori students express a feeling of Whanaungatanga (sense of belonging, family connection).
- Students participate in a range of cultural opportunities to explore and connect with their heritage.
- 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.

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 support¹](#).
- **Participation Rates:** Track the attendance and participation rates in school events, parent-teacher meetings, and community activities. [An increase in participation indicates stronger involvement²](#).

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 readiness³](#).

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.

2025 Annual Measures: How do we know we have got there?

Laying the foundation:

Stronger community and whānau involvement:

Engagement programs: Launch programs to engage whānau in school activities, such as cultural events and parent-teacher meetings.

Feedback mechanisms: Develop and implement surveys and focus groups to gather initial feedback from students, whānau, and community members.

Improved career readiness:

Career Workshops: Introduce career workshops and information sessions for students and their families.

Aspirational Career/Education Pathways:

Awareness Campaigns: Conduct campaigns to inform students about subject choices and NCEA qualifications.

Individual Plans: Begin creating tailored educational plans for students, starting from Year 9.

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).