

Botany Downs School

Strategic Annual Plan 2021-2023



Our Vision Our Best Always "*Whakapau kaha kia teitei te taumata ia wā*"

Our Values Respect - Manaakitanga, Relationships - Whanaungatanga, Resilience - Manawanui,
Responsibility - Kaitiakitanga

Our Strategic Goals

Enhance high-quality Future Focused Teaching & Learning. NELP's 1, 2, 3, 4, 5, 6, 7

Practices are inclusive, respectful and culturally centred. NELP's 1, 2, 3, 5

Foster Inclusive and collaborative partnerships with our diverse community
NELP's 1, 2, 3

Initiative 1

Continue to develop and design an effective and engaging local curriculum

Initiative 2

Embed Learner Agency

Initiative 3

Grow staff professional capability for continuous improvement for student achievement

Initiative 1

Embrace our bicultural heritage and be identifiable as a school of Aotearoa

Initiative 2

Develop a strong sense of belonging and strengthen our sense of identity.

Initiative 1

Continue to expand community engagement with whānau.

Initiative 1

Actively include and value whānau contributions to the development of our local curriculum.

Our Capabilities

I am Curious, I am a Communicator, I am Confident, I am Connected.

OBJECTIVES

OBJECTIVE
1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE
2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE
3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE
4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE
5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

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

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

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

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

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

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

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

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

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.