



Botany Downs School

Strategic Plan

2024-2025

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

Our school vision, Our Best Always, is underpinned by the four values of Kaitiakitanga (Responsibility), Whanaungatanga (Relationships), Manawanui (Resilience) and Manaakitanga (Respect) and reflects the voice and aspirations of our school community.

We offer diverse learning opportunities, empowering ākonga/learners to embrace lifelong learning through our capabilities of curiosity, communication, confidence, and connection.

We stand on the whenua of Ngāi Tai ki Tāmaki who are the local iwi. We honour Te Tiriti o Waitangi by incorporating it into all aspects of Botany Downs School including governance, structure and practices.

Our Vision

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

Our Values



Our Capabilities



Our Kahui Ako





Our Vision: Our Best Always

Our school vision, Our Best Always is underpinned by the four values of Kaitiakitanga (Responsibility), Whanaungatanga (Relationships), Manawanui (Resilience) and Manaakitanga (Respect) and reflects the voice and aspirations of our school community.

We offer diverse learning opportunities, empowering ākonga/learners to embrace lifelong learning through our capabilities of curiosity, communication, confidence, and connection.

We stand on the whenua of Ngāi Tai ki Tāmaki who are the local iwi. We honour Te Tiriti o Waitangi by incorporating it into all aspects of Botany Downs School including governance, structure and practices.

Our Goals		
Ako - Teaching and Learning	Learners - ākonga	Whanaungatanga - Relationships
Deliver effective teaching practices aligned with our relevant and engaging local curriculum, accelerating student outcomes	Strengthen a learning environment that fosters learner agency, empowering ākonga/learners to be active participants in their education	Nurture a sense of belonging enhanced through inclusive and collaborative partnerships
Our Initiatives		
To provide ākonga/learners with a refreshed local school curriculum which we have developed based on Te Mātaiaho Ensure equitable and excellent outcomes for all ākonga/learners	Support kaiako/teachers to be assessment capable Develop learner agency to impact positively on outcomes of all akonga/learners	Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and the school curriculum, including how it is delivered and by whom Undertake clear and authentic engagement with our school's whānau



2024 - 2025 Strategic Plan

Strategic Goal 1	Links to Education Requirements and Board Primary Objective	Anticipated Result What do you expect to see?	Evidence/Measures of Success How will we do this?
<p>Ako - Teaching and Learning</p> <p>Deliver effective teaching practices aligned with our relevant and engaging local curriculum, accelerating student outcomes</p>	<p>Link to Board Primary Objective</p> <p>These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Links to Education Requirements</p> <p>The Statement of National Education and Learning Priorities(NELP) and the Tertiary Education Strategy (TES) 1 2 3 4 5 6</p> <p>Ka Hikitia</p> <p>Tau Mai Te Reo</p> <p>Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti O Waitangi</p> <p>Howick Coast Kāhui Ako Achievement Plan</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in education</p>	<p>Our local school curriculum actively reflects Te Mātaiaho in Social Sciences, English and Mathematics</p> <p>Kaiako//teachers are clear and confident with a shared understanding of effective pedagogies for delivering best practice for accelerated student outcomes</p> <p>We have refreshed the systems and processes to measure and report on individual and school-wide student progress within our local school curriculum</p> <p>Staff are continuing to grow their understanding and practice of Mātauranga Māori, Te Reo and Tikanga</p> <p>Kaiako/teachers show a deeper understanding of diversity and how to cater for the needs of our diverse ākonga/learners</p> <p>A supportive environment that prioritises the holistic well-being of ākonga/learners</p>	<p>Refreshed practices from Te Mātaiaho are reflected in our local curriculum for best practice, planning and programmes</p> <p>Professional Growth Cycles embed growth coaching and collaboration to enhance reflective practice and growth</p> <p>Target groups within our Professional Learning Communities and our Priority ākonga/learners documents will show tracking and analysis of student progress and achievement looking towards acceleration and equity for all</p> <p>Our planning and programmes give effect to Te Tiriti o Waitangi valuing Mātauranga Māori, Te Reo and Tikanga</p> <p>Planning, assessment, ākonga/learners' learning experiences and classroom environment will show differentiation for our diverse ākonga/learners</p> <p>Implementation of the MITEY programme in our kura/school</p>



2024 - 2025 Strategic Plan

Strategic Goal 2	Links to Education Requirements and Board Primary Objective	Anticipated Result What do you expect to see?	Evidence/Measures of Success How will we do this?
Akōnga ākonga/learners Strengthen a learning environment that fosters learner agency, empowering ākonga/learners to be active participants in their education	<p>Link to Board Primary Objective</p> <p>These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Links to Education Requirements</p> <p>The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) 1 2 3 5</p> <p>Te Mātaiaho Common Practice Model</p> <p>Ka Hikitia – Ka Hāpaitia</p> <p>Action Plan for Pacific Education 2020–2030</p> <p>Tau Mai Te Reo</p> <p>Howick Coast Kāhui Ako Achievement Plan</p> <p>Poutama Reo - Education Review office</p>	<p>Strengthening the development of learner agency leading to high-quality and inclusive teaching and learning programmes</p> <p>Assessment capable kaiako/teachers to develop high-quality and inclusive teaching and learning programmes</p> <p>Growth of middle leadership to guide, support and grow effective assessment for learning practice within their team of kaiako supported by Deputy Principals</p> <p>Embedding learning conversations where ākonga/learners take an active role in discussing their progress, achievements, and areas for growth</p> <p>Akōnga/learners are challenged and engaged in their learning fostering their ability to understand and take ownership of their learning</p> <p>BDS Capabilities, Values and Learner Agency Profiles are embedded with a shared understanding and are used to inform teaching and learning</p>	<p>Rethink assessment methods to include opportunities for ākonga/learners to demonstrate their understanding in various ways</p> <p>Provide differentiated Professional Development in Assessment for Learning for our kaiako/teachers and use the Evaluation Associates Assessment for Learning Capabilities Matrix to show progress</p> <p>Gather student voice twice a year around our ākonga/learners understanding of learner agency</p> <p>Gather data from using the AsPT tool from the Kāhui Ako</p> <p>The Leadership team to continue monitoring learner agency profiles' integration is evident in planning, assessment, ākonga/learners work and classroom environments.</p> <p>Survey our community around learning conversations</p> <p>Education Review Office Summative Evaluation around Learner Agency</p>



2024 - 2025 Strategic Plan

Strategic Goal 3	Links to Education Requirements and to Board Primary Objective	Anticipated Result What do you expect to see?	Evidence/Measures of Success How will we do this?
<p>Whanaungatanga Partnerships</p> <p>Nurture a sense of belonging enhanced through inclusive and collaborative partnerships</p>	<p>Link to Board Primary Objective</p> <p>These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Links to Education Requirements</p> <p>The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) 1 2 3</p> <p>Te Mātaiaho</p> <p>Common Practice Model</p> <p>Ka Hikitia – Ka Hāpaitia</p> <p>Action Plan for Pacific Education 2020–2030</p> <p>Tau Mai Te Reo</p> <p>Attendance and Engagement Strategy</p>	<p>Strong partnerships with whānau and community to create a sense of belonging</p> <p>Diversity, identities and worldviews are embraced and celebrated</p> <p>Create ongoing opportunities for our whānau and the wider community to connect for celebrations of learning</p> <p>Build awareness and grow understanding of Te Mātaiaho with our school community</p> <p>Developing relationships with Ngāi tai Ki Tāmaki and our school community</p> <p>Shared understanding within our school community of our school values</p>	<p>We will create ongoing opportunities for our whānau and wider community to connect with the school, and for the school to connect with our local community.</p> <p>Biannual community survey gathering data for our strategic direction</p> <p>We will continue to celebrate the cultural diversity evident within our school and work to broaden our cultural capability</p> <p>We will increase understanding and integration of Mātauranga Māori, Te Reo and Tikanga within our community</p> <p>We will work to establish connections with local iwi to ensure that they have a voice in determining Mātauranga Māori, Te Reo Māori and Tikanga are included in our local curriculum.</p> <p>Bi-annual survey around well-being and belonging for our ākonga/learners and kaiako/teachers</p>



2025 Annual Plan

STRATEGIC GOAL 1: Ako - Teaching and Learning

Deliver effective teaching practices aligned with our relevant and engaging local curriculum, accelerating student outcomes

Initiative	Actions	Responsibility	Resourcing	Measure of Success
To develop knowledge and use of the English curriculum from Te Mātaiaho	<p>Align our Local Curriculum with the Te Mātaiaho-English content (Oral Language, Reading, Writing).</p> <p>Provide professional development (PD) for teachers in Te Mātaiaho-English (Oral Language, Reading, Writing).</p> <p>Establish baseline data for student proficiency in Oral Language, Reading, and Writing in preparation for the 2025 curriculum.</p>	WSL/ASL/SL T/TL	<p>TOD x2</p> <p>PD - Staff Meetings, LT Meetings, Team Meetings/PGC /PLC</p> <p>Terms 1-4</p>	<p>Te Mātaiaho English is reflected in the Local Curriculum.</p> <p>PD delivered during Terms 1-4.</p> <p>Teaching sequences effectively incorporated into planning and programming for English</p> <p>Improved student achievement in (Oral Language, Reading, and Writing) as evidenced by assessment data.</p>
To develop knowledge and use of the Mathematics and Statistics Curriculum from Te Mātaiaho	<p>Align Local Curriculum with Te Mātaiaho-Mathematics and Statistics.</p> <p>Provide professional development (PD) for teachers in Te Mātaiaho-Mathematics</p> <p>Provide PD for teachers on the Numicon and Oxford programmes for Phase 1 and 2.</p> <p>Collect baseline data on students' mathematical and statistical abilities to inform planning for 2025.</p>	<p>WSL/ASL/SL T/TL</p> <p>WSL/ASL/SL T/TL</p>	<p>TOD x2</p> <p>PD - Staff Meetings, LT Meetings, Team Meetings/PGC /PLC</p> <p>Terms 1-4</p>	<p>Te Mātaiaho Mathematics and Statistics represented in Local Curriculum.</p> <p>PD delivered and effectively used in teaching sequences.</p> <p>Teaching sequences effectively incorporated into planning and programming for Mathematics and Statistics</p> <p>Improved student achievement in (Oral Language, Reading, Writing/Mathematics) as evidenced by assessment data.</p>



2025 Annual Plan

Strategic Goal 2: Learners - ākonga

Strengthen a learning environment that fosters learner agency, empowering ākonga/learners to be active participants in their education

Initiative	Actions	Responsibility	Resourcing	Measure of Success
To develop knowledge and use of assessment within Te Mātaiaho	<p>Develop teacher capability to effectively utilise assessment tools and analyse data to reflect Te Mātaiaho</p> <p>Implement strategies for teachers and students to discuss and reflect on assessment results.</p>	<p>WSL/ASL/SLT /TL/Teachers</p> <p>WSL/ASL/SLT /TL/Teachers</p>	<p>PD - TOD, Jana, staff meetings, LT and Team Meetings, PLC</p> <p>Terms 1-4</p>	<p>Teachers are confident in using new assessment tools.</p> <p>Modifications in teaching plans based on assessment data.</p> <p>Students actively engage in and understand their learning through assessment.</p> <p>Students can articulate their own learning goals based on assessment feedback</p>
Embed learner agency practice to impact positively on outcomes of all ākonga/learners	<p>Teachers use Botany Best Practices to embed learner agency in the classroom.</p> <p>Monitor and measure progress by collecting baseline data on how students demonstrate agency and engagement in their learning.</p> <p>Use teaching sequences to help learners achieve progress outcomes and gather evidence of growth</p>	<p>WSL/ASL/SLT /TL/Teachers</p> <p>WSL/ASL/SLT /TL/Teachers</p>	<p>PD Staff Meetings/Team Meetings/PGC</p> <p>PD Staff Meetings/Team Meetings/PGC</p> <p>Terms 1-4</p>	<p>Teachers and students use Botany Best Practices effectively.</p> <p>Learner agency impacts teaching and outcomes, evidenced by teacher goals and progress data</p> <p>Student engagement and feedback demonstrate active involvement in their learning journey.</p>



2025 Annual Plan

STRATEGIC GOAL 3: Whanaungatanga - Relationships Nurture a sense of belonging enhanced through inclusive and collaborative partnerships

Initiative	Actions	Responsibility	Resourcing	Measure of Success
Develop our BDS whānau's understanding of Te Mātaiaho in English and Maths	<p>Provide opportunities for whānau to understand the Te Mātaiaho-English and Te Mātaiaho-Maths curricula.</p> <p>Organise Learning Conversations where whānau can explore their child's progress within Te Mātaiaho and gather baseline data on their understanding of student progress.</p> <p>Engage whānau in learning events throughout the year.</p>	<p>WSL/Principal/DP/TL</p> <p>WSL/DP/TL/Principal</p>	<p>Events at a variation of times suitable for community</p> <p>Terms 1-4</p>	<p>Information is provided in newsletters, Learning Conversations, and through classroom interactions.</p> <p>Whānau participation in conversations about student learning and progress.</p> <p>Positive engagement with school learning initiatives, with feedback gathered from whānau.</p>
Provide authentic engagement with our school community including whānau Māori, tangata whenua, iwi and hapū.	<p>Acknowledge and celebrate ākonga achievements using communication forums such as Facebook, Seesaw, and Assemblies.</p> <p>Organise events that promote te ao Māori and connect with iwi to strengthen cultural bonds.</p> <p>Monitor and analyse attendance data, identify patterns, and implement targeted interventions to improve attendance and reduce absenteeism.</p>	<p>Principal/DP/TL/Teachers/Librarian</p> <p>Principal/DP/TL/Teachers</p> <p>Principal/DP/WSL/TL</p> <p>LSC/SLT/TL/Teachers</p>	<p>Social media platforms staffed</p> <p>Events for community/iwi</p> <p>Attendance tracking, whānau/student support programmes</p>	<p>Regular celebration of ākonga learning through various media and events.</p> <p>Strong connections with local iwi through events and visits.</p> <p>Engagement levels of whānau in community and cultural activities increased, with feedback incorporated into future planning.</p> <p>Improved attendance rates, leading to greater engagement in learning.</p>