



Botany Downs School

Strategic Plan

2026-2028

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



Botany Downs School

Botany Downs School provides a high-quality, co-educational learning environment for approximately 600 students in Years 0–6, serving a diverse community and reflecting local Māori, Pacific, and other cultures. The school fosters student success through a structured approach to literacy, mathematics and statistics, supported by specialist teaching in STEAM, ESOL, physical education, and environmental science, alongside targeted extension and intervention programmes that ensure equitable outcomes. Botany Downs School strengthens whānau and community partnerships through clear, inclusive communication, curriculum engagement, and culturally rich events, ensuring students are valued, supported, and empowered to achieve academically, socially, and personally.

Strategic Goals Overview 2026-2028

Strategic Goals	Strategic Outcomes
<p style="text-align: center;">STRATEGIC GOAL 1: Ako - Professional Capability</p> <p>Teachers will deliver high-quality teaching aligned with a relevant and engaging curriculum, ensuring equitable progress and accelerated achievement for all students.</p>	<p>Develop staff knowledge and effective use of the English and Mathematics curriculum to ensure all ākonga make measurable progress and achieve equitable learning outcomes.</p>
<p style="text-align: center;">Strategic Goal 2: Learners - ākonga</p> <p>Teachers will deliver high-quality teaching aligned with a relevant and engaging curriculum, ensuring equitable progress and accelerated achievement for all students.</p>	<p>Increased learner agency across the school, with ākonga actively setting goals, reflecting on their progress, demonstrating ownership of their learning, and showing improved engagement and achievement outcomes.</p>
<p style="text-align: center;">STRATEGIC GOAL 3: Whanaungatanga - Relationships</p> <p>Build a strong sense of belonging by fostering culturally responsive practices and collaborative partnerships with whānau and parents, involving them in their child's learning, progress, and wellbeing journey ensuring every ākonga feels valued, supported, and connected.</p>	<p>Increased student sense of belonging and wellbeing, with culturally responsive practices embedded across the school and strengthened partnerships with whānau contributing to improved engagement, participation, and equitable student outcomes.</p>

2026 Annual Plan

STRATEGIC GOAL 1: Ako - Professional Capability

Teachers will deliver high-quality teaching aligned with a relevant and engaging curriculum, ensuring equitable progress and accelerated achievement for all students.

Initiative	Actions	Responsibility	Resourcing	Measure of Success
To develop knowledge and use of the English curriculum to ensure all ākonga achieve progress	Provide PD and embed Structured Literacy in Years 0–3	SLT/TL	TOD x2	PD delivered during Terms 1-4.
	Provide PD for and implement a Structured Literacy approach across Years 4–6	SLT/TL/T	PD - Staff Meetings, LT Meetings, Team Meetings/PGC/ PLC	Improved student achievement in Reading, and Writing as evidenced by assessment data. Teachers are confident in using new assessment tools.
	Provide PD for new English assessment tool	DP/TL/T	Terms 1-4	Accelerated achievement for priority learners in Reading and Writing Teachers planning using a Structured Literacy approach.
	Provide opportunities to understand and utilise the new English curriculum including the Teaching Sequence statements	T/ESOL T's	Terms 1-4	Teacher planning using scaffolded lessons to support ELLS ELL progress data (e.g., ELLP stages) shows shifted achievement levels for 90% of targeted students."
To develop knowledge and use of the Mathematics and Statistics Curriculum	Provide professional development (PD) for teachers in Te Mātaiaho-Mathematics	SLT/TL	TOD x2	PD delivered during Terms 1-4.
	Provide PD for and implement an Oxford programme in Years 1–3	SLT/TL	PD - Staff Meetings, LT Meetings, Team Meetings/PGC/ PLC	Improved student achievement in Mathematics as evidenced by assessment data. Accelerated achievement for priority learners in Mathematics
	Embed Oxford programme in Years 4-6	DP/TL/T	Terms 1-4	Teachers planning using the Oxford programme. Teachers are confident in using new assessment tools.
	Provide PD for new Mathematics assessment tools to inform teaching and learning.			
	Provide opportunities to understand and utilise the new Mathematics curriculum including the Teaching Sequence statements.			

STRATEGIC GOAL 2: Learners – Ākonga

Foster a responsive and inclusive learning environment that strengthens learner agency, empowering ākonga to actively participate in their learning and achieve success as confident, capable learners.

Initiative	Actions	Responsibility	Resourcing	Measure of Success
<p>Embed assessment for learning pedagogy to enhance learner agency</p>	<p>Develop teacher capability to effectively utilise assessment tools</p> <p>Use assessment data to inform teaching and learning</p> <p>Implement strategies for teachers and students to discuss and reflect on assessment results.</p> <p>New Report Format created and focuses on progress against the New Zealand Curriculum levels/phases.</p>	<p>SLT/TL/ Teachers</p> <p>SLT/TL/ Teachers</p> <p>SLT/TL/ Teachers</p> <p>SLT/TL/ Teachers/ETAP</p>	<p>PD - MoE resources, TOD, staff meetings, LT and Team Meetings, PLC</p> <p>Terms 1-4</p> <p>PD Terms 2-4</p>	<p>Assessment informs teaching and learning including new MoE assessments</p> <p>Teachers give specific, actionable feedback that helps ākonga understand their next steps and to improve their learning.</p> <p>Students can reflect on their work, assessments, and feedback, to identify next steps for their learning.</p> <p>Using our new report format with clarity and understanding.</p>
<p>Embed our Botany Best Practice</p>	<p>Teachers use Botany Best Practices to embed learner agency in the classroom</p> <p>Embed monitoring of learner agency practices by collecting data through conversation rounds on how students demonstrate agency and engagement in their learning.</p> <p>Use new curriculum teaching sequences to guide learners progress and gather evidence of growth.</p> <p>Ensure your "Botany Best Practice" defines agency as students knowing their <i>next steps</i> and <i>goals</i>.</p>	<p>SLT/TL/ Teachers</p> <p>SLT/TL/ Teachers</p>	<p>PD Staff Meetings/ Team Meetings/PGC</p> <p>PD Staff Meetings/ Team Meetings/PGC Terms 1-4</p>	<p>Teachers and students use Botany Best Practices effectively.</p> <p>Conversation Round data shows improvement in student assessment capabilities.</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>

STRATEGIC GOAL 3: Whanaungatanga – Relationships

Build a strong sense of belonging by fostering culturally responsive practices and collaborative partnerships with whānau and parents, involving them in their child’s learning, progress, and wellbeing journey ensuring every ākonga feels valued, supported, and connected.

Initiative	Actions	Responsibility	Resourcing	Measure of Success
Develop our BDS whānau understanding of the new English and Mathematics curriculum.	<p>Provide opportunities for whānau to develop their knowledge of the English and Maths curriculum.</p> <p>Organise Learning Conversations where whānau can explore their child’s progress within the new English and Maths curriculums.</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>Whānau use curriculum knowledge to engage in and support learning with their child/ren</p> <p>Whānau participation in learning conversations about student learning and progress, including setting further learning goals alongside their child/ren</p>
Provide authentic engagement with our school community.	<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 whānau and iwi to strengthen cultural bonds.</p> <p>Provide staff with relevant PD to enhance their practice on inclusivity and through a te ao Māori lens.</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>PD</p> <p>Terms 1-4</p>	<p>Regular celebration of ākonga learning through various events and media.</p> <p>Connections built with whānau and 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>Staff cultural capability evident in practice.</p>

<p>Strengthen our STAR attendance procedures to raise attendance levels.</p>	<p>Monitor and analyse attendance data and identify patterns.</p> <p>Implement targeted interventions to improve attendance.</p> <p>Follow STAR procedures for attendance.</p> <p>Achieve a 5% increase in 'Regular Attendance' (students attending >90%) compared to 2025 baseline data."</p>	<p>LSC/SLT/TL/ Teachers</p>	<p>Attendance tracking, whānau/student support programmes</p>	<p>Improved attendance rates, leading to greater engagement in learning.</p> <p>STAR Procedures implemented</p> <p>Tiered intervention approach" for chronic absence (0-70%).</p>
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