



# Annual Plan

**Browns Bay School**

EFFORT BRINGS REWARD

# Browns Bay School Strategic Plan 2026 - 2028

Primary Focus - Consistency, Clarity and Impact

Our plan outlines key strategic priorities underpinned by a commitment to Te Tiriti o Waitangi. It is designed to strengthen our teaching practices, align leadership practices, embed core school values, and enhance community partnership over a three-year cycle.



# 2026 - Foundation Building, Evaluation and System Rollout

## **New Curriculums and Systems**

Begin full curriculum coverage for the English and Maths new curriculums, ensuring alignment with the Explicit Teaching Criteria Matrix. Implement new Ministry of Education testing requirements. Finalise new curriculum-aligned reports and conduct training on report completion.

Draft a Browns Bay local curriculum guided by a commitment to Te Tiriti o Waitangi, the refreshed curriculum and our responsibilities and policies on being an effective Treaty partner.

## **ELL Foundation & Evaluation**

Develop an Evaluative Framework for effective ELL teaching principles, conduct a comprehensive evaluation of current practice and use the data to create a Formal Action Plan for ELL Development (2027–2028).

## **English & Maths Review**

Conduct comprehensive evaluation of current teaching practice.

Implement Maths PLD using an MoE accredited provider to ensure high quality practice aligned with the revised curriculum. Measure the impact of Maths PLD on teaching and student achievement.

## **Leadership & Culture**

Review and update leadership job descriptions, deliver targeted PLD for all leaders.

Undertake PLD and develop the safe, ethical use of AI tools by teachers to improve teaching practice.

## **Values & Communication**

Rollout the new SMS for behaviour management (Awhi) and introduce new consistency tools for the Awhi program.

Develop a comprehensive internal and external communication plan including our school vision, newsletters, the website and all communication channels.

# Maths and English Implementation



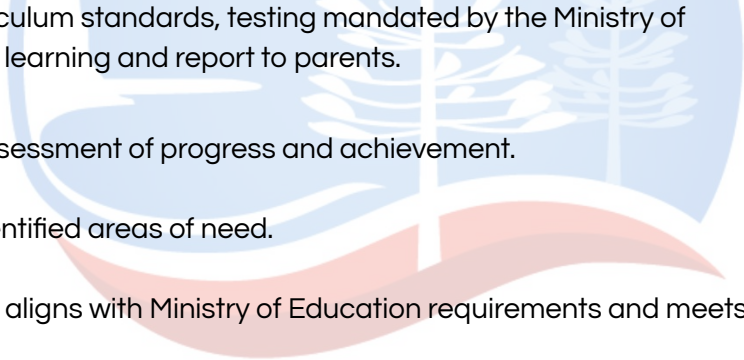
T1-4	<b>Instructional Support</b>	Continue to develop the school's coaching model to provide targeted support to teachers for embedding the new curriculum expectations in English and Maths	Documentation of coaching cycles and PLD linked to curriculum implementation.	SLT
T1-2	<b>Curriculum Implementation &amp; Alignment</b>	Work with curriculum team to ensure full curriculum coverage and alignment with the Explicit Teaching Criteria Matrix for maths.	Documented curriculum coverage plan and evidence of alignment in planning.	Jo / Curriculum Team
T3-4	<b>Curriculum Implementation &amp; Alignment</b>	Work with curriculum team to review curriculum coverage and alignment with the Explicit Teaching Criteria Matrix for English	Documented curriculum coverage plan and evidence of alignment in planning.	Tanya / Curriculum Team

# Assessment and Reporting



<b>T1</b>	<b>Assessment &amp; Testing</b>	Implement new Ministry of Education testing requirements and review/adapt existing internal assessments to effectively track student progress and achievement.	Comprehensive, compliant, and aligned assessment schedule for the new curriculum	SLT / Team Leaders / Curriculum Team
<b>T1-2</b>	<b>Reporting Design</b>	Design new student reports that align with the refreshed curriculum content and new testing requirements.	New report template finalised and approved.	SLT / Team Leaders / Curriculum Team
<b>T2-4</b>	<b>Reporting Training</b>	Provide comprehensive support and training to all teachers on how to accurately and effectively complete the new student reports.	Evidence of staff training completion and standardised report completion quality.	SLT / Team Leaders / Curriculum Team

# Curriculum, Assessment and Reporting - Outcomes



<b>Consistency</b>	Moderated assessments in place including the new curriculum standards, testing mandated by the Ministry of Education being used to monitor and accelerate student learning and report to parents.
<b>Clarity</b>	Reporting to parents provides a clear and meaningful assessment of progress and achievement.
<b>Impact</b>	Measurable lift in student achievement, particularly in identified areas of need.
<b>Sustainability</b>	Parents have a record of achievement and progress that aligns with Ministry of Education requirements and meets the needs of a diverse community.

# School Values and Behaviour Management Alignment

T1

## **System Implementation & Consistency**

Launch the new system for comprehensive behaviour record-keeping and communication.

Behaviour  
Module fully operational and utilised by all staff.

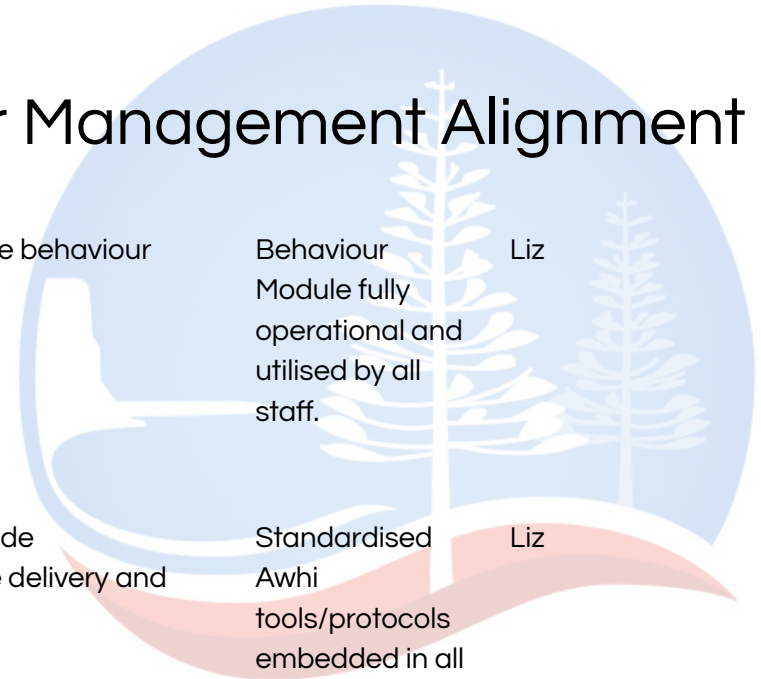
Liz

## **Values Program Alignment (Awhi)**

Introduce and train staff on new school-wide tools/protocols to bring consistency to the delivery and expectations of the Awhi program.

Standardised  
Awhi  
tools/protocols embedded in all classrooms.

Liz



# School Values and Behaviour Management Alignment



T2-4

**SLT/Staff  
Expectation  
Clarity**

Review and clarify the expectations and procedures of the SLT regarding behaviour management, ensuring a consistent approach across all teams and teachers.

Refined,  
documented  
Behaviour  
Management  
Ladder/Flowchar  
t/Referral  
Process.

Liz

T2-4

**Student  
Empowerment**

Develop transparent communication methods (using the new systems/tools) so students clearly understand consequences, recognition, and are encouraged toward self-management.

Student-facing  
communication  
guides/charts for  
Awhi outcomes  
and  
expectations.

Liz

# English Language Learners



<b>T1</b>	<b>Framework Development</b>	Principal and ESOL Lead Teacher develop an evaluative framework and criteria matrix for effective ELL principles, grounded in Kāhui Ako research.	ELL Evaluative Framework Document.	Karen Cebalo / Teresa
<b>T2</b>	<b>Evaluation &amp; Analysis</b>	Collect comprehensive data, seeking feedback from all staff and students. Analysis will cover planning documents, teaching observations in classrooms, and the effectiveness of withdrawal classes.	Consolidated Data & Feedback Report on current ELL practice (strengths/areas for growth).	ESOL Lead, SLT, Curriculum Team
<b>T3-4</b>	<b>Strategic Planning (2027–2028)</b>	ESOL Lead and SLT use the data to plan for 2027–2028 actions, including: Ongoing PLD; a strong induction program for new and experienced teachers; a review of resourcing; and aligning assessment/reporting processes.	Formal Action Plan for ELL Development (2027–2028).	ESOL Lead, SLT

# Leadership Development and Alignment



T1-4

## Strategic Restructuring & Consistency

Review and update job descriptions for all school leaders (SLT, Team Leaders) to reflect new NZC priorities and the disestablishment of the Kāhui Ako structure.

Updated Job Descriptions and Leadership Roles Matrix.

Principal, Leadership Team

## Capability & Capacity Building

Targeted PLD for all leaders focused on coaching, performance management, and building individual capacity to drive curriculum alignment and consistency across all teams.

Documented PLD plan and evidence of improved leadership capability

Principal, Leadership Team

## Collaborative Practice

Continue to develop and embed collaborative practices across the school to support alignment and improvement, ensuring teachers experience **consistency**, regardless of their team.

Team minutes demonstrating focus on curriculum consistency and shared best practice.

SLT, Team Leaders

# Leadership Development and Alignment

T1-4

## Technology & AI Integration

Establish a specific work stream dedicated to researching and piloting the safe and ethical use of Artificial Intelligence (AI) tools to support teachers in improving efficiency and teaching practice (e.g., planning, resource generation).

AI Implementation Framework and Pilot Report for Teacher use.

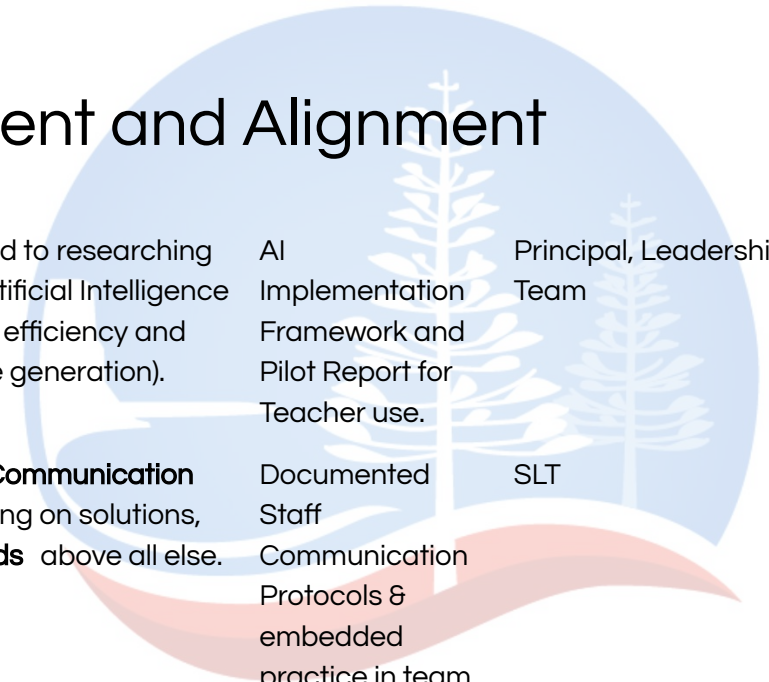
Principal, Leadership Team

## Professional Dialogue Strengthening

Establish and embed clear, professional **Communication Expectations** for staff interactions, focusing on solutions, collaboration, and prioritizing **learner needs** above all else.

Documented Staff Communication Protocols & embedded practice in team meetings.

SLT



# New Curriculum



<b>T1</b>	<b>Understand and plan for coverage of new curricula</b>	As new curriculum areas are released review the implications for coverage and the approach that BBS will taking in implementation considering the context of the school.	Present to the SLT approaches that could be taken	SLT, Charlotte Marychurch
<b>T2</b>	<b>Agreement on planned coverage and integration</b>	Work with the wider leadership team on coverage and integration.	Agreed principles for a BBS curriculum	Leadership Team, Charlotte Marychurch
<b>T2-4</b>	<b>Establish a BBS Curriculum, resource and plan for integration</b>	Produce a BBS Curriculum that aligns with agreed principles.  Plan for staff PLD and support for 2027	BBS curriculum in place	Charlotte Marychurch

# Communication and Community Engagement

T1	<b>External Communication Planning</b>	Principal and Leadership Team Leaders develop a Communication Plan to ensure all parent communication (leveraging the new SMS rollout) is consistent, accurate, and high-quality.	Formal External Communication Plan (including SMS protocols) & standardized templates.	Principal, Leadership Team
	<b>Stakeholder Engagement Review</b>	Actively engage with all stakeholders (parents, whānau, community members) to gather feedback on desired communication content and preferred delivery methods.	Stakeholder Communication Needs Report (identifying preferred channels and content).	Principal, Leadership Team
	<b>Community Partnership</b>	Design and implement targeted initiatives (informed by the 2026 review) to increase parent attendance at school events and boost volunteer engagement and support for the school.	Measurable increase in community event attendance and volunteer hours.	SLT

# Attendance

T1

**Publish Stepped Attendance Plan**

Review any legislative changes and adjust as needed

Plan published on the school website

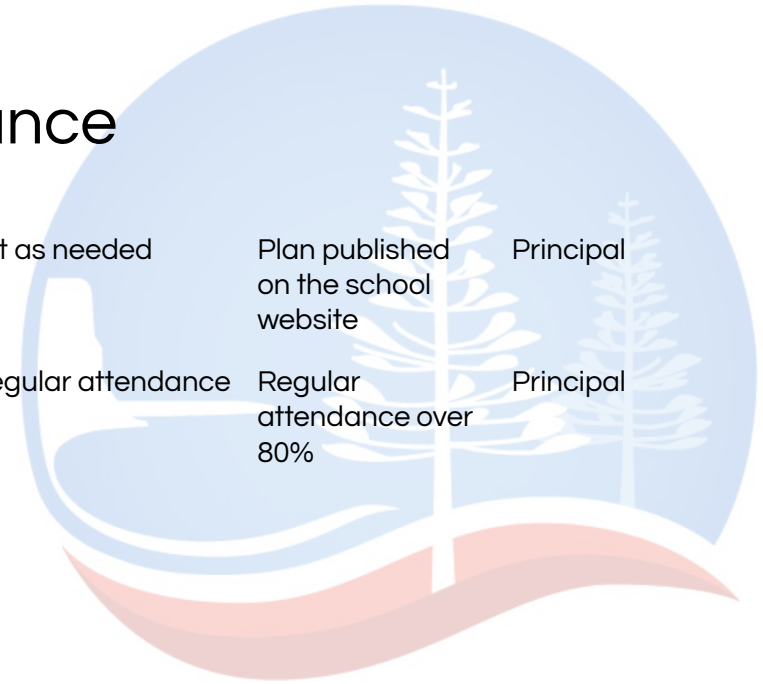
Principal

**Implement Stepped Plan to raise attendance**

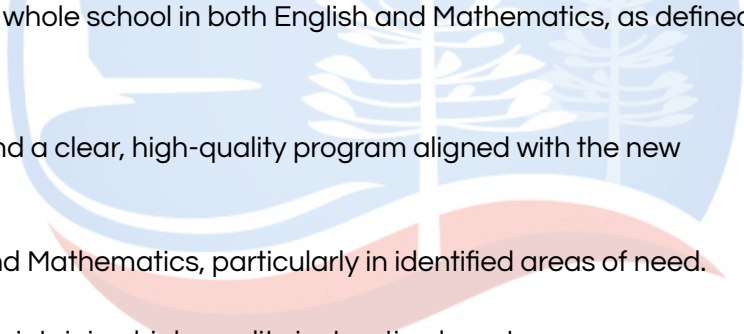
Using new SMS implement plan to raise regular attendance over 80%

Regular attendance over 80%

Principal



# Outcomes

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- Consistency** Highly aligned and explicit teaching practices across the whole school in both English and Mathematics, as defined by the Explicit Teaching Criteria Matrix.
  - Clarity** Seamless integration of specialist programs and tools, and a clear, high-quality program aligned with the new curriculum
  - Impact** Measurable lift in student achievement in both English and Mathematics, particularly in identified areas of need.
  - Sustainability** A knowledgeable and skilled teaching staff capable of maintaining high-quality instruction long-term.