

## Annual Implementation Plan 2026

This document is to be read in conjunction with: [The BHS Strategic Plan 2026-2028](#), [Māori and Bi-Cultural Strategy 2023-2026](#), [Pasifika Strategy 2026-2028](#).

### Student Achievement Target

Year 9 Māori and Pasifika students are supported to make **equitable progress** in literacy and numeracy.

- Students who are at expected curriculum level are supported to make at least expected levels of progress
- Students who are below expected curriculum level are supported to make accelerated levels of progress

Cohort is focussed on in order that all Māori and Pasifika students achieve literacy and numeracy by the end of Year 11.

STRATEGIC PRIORITY						
Learning Experiences	<b>1.1 Curriculum and NCEA qualification refresh.</b> Students will experience a rich, future-focused curriculum and assessment framework that reflects the refreshed New Zealand Curriculum and NCEA changes, fostering deep learning, critical thinking, and equitable pathways to success.					
STRATEGIC KPI						
<b>NCEA Level 1: Complete the design and implementation of a replacement programme for NCEA Level 1, including curriculum development and assessment frameworks, ensuring it aligns with the refreshed NZ Curriculum and provides equitable pathways for students. (TBC, depending on the timeline for finalisation of the NZC for implementation in 2027)</b>						
ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
1.1.1. Design a coherent Year 11 framework that replaces traditional NCEA Level 1, incorporating a range of learning opportunities, embeds the Te Mātaiaho and BHS Growth/Graduate Profile capabilities that build the foundation students need for success in Years 12 and 13.	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Curriculum Leadership Team</li> </ul>	A framework is developed and a plan for implementation across 2027 and 2028 is produced  Decision around continuity of NCEA Level 1 for 2027.	End of 2026	Plan for new Year 11 develop from 2026, dependent on information and finalised 2027.		
1.1.2. Plan for the phased implementation of the refreshed Years 9 and 10 curriculum across all learning areas, ensuring alignment with Te Mātaiaho, coherent progression of learning, and consistency of student experience.	<ul style="list-style-type: none"> <li>• Curriculum Leadership Team</li> <li>• Faculty</li> </ul>	Faculties are ready for implementation of new curriculum beginning of 2027.	End of 2026			
STRATEGIC KPI						
<b>NCEA Levels 2 and 3: Develop curriculum and assessment frameworks and begin phased implementation planning for the NCEA changes at Levels 2 and 3, ensuring a broad, future-focused programme that supports deep learning, critical thinking, and multiple pathways to success.</b>						
ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
1.1.4. Develop and implement a phased 2026–2028 transition plan for the rollout of new national qualifications (2028–2030), ensuring clear	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> </ul>	An implementation plan by the end of 2026.	<b>2026:</b> Develop overarching curriculum	<b>2027:</b> Faculty-level design, alignment, and professional learning.		

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progression from Te Mātaiaho through the redesigned Year 11 programme and into Level 2–3 pathways.	<ul style="list-style-type: none"> <li>● Senior Leadership Team</li> <li>● Curriculum Leadership Team</li> </ul>	<p>Faculties have aligned curriculum, assessment, and pedagogy to the new qualification requirements by the end of 2027.</p> <p>Staff are prepared and confident to deliver and assess the new qualifications from 2028.</p>	framework and progression model.	<p><b>2028:</b> Implement Year 11 Foundational Skills Qualification.</p> <p><b>2029:</b> Implement new Year 12 qualification.</p> <p><b>2030:</b> Implement new Year 13 qualification.</p>		
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### STRATEGIC PRIORITY

<b>Learning Experiences</b>	<p><b>1.2. Pathway offerings</b></p> <p>We will expand the range of Cambridge subjects available, alongside NCEA, to provide a broader set of academic opportunities. Ensure offerings cater to diverse learner needs, support international recognition, and enhance university and career opportunities.</p>
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### STRATEGIC KPI

**By 2027 increase the number and diversity of Cambridge subjects offered across Years 9–13, ensuring a balanced mix of academic, vocational, cultural, and creative pathways that reflect student interests, align with Cambridge standards, and prepare students for both domestic and international opportunities.**

ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
1.2.1. Investigate and develop a two year (to align with end of strategic plan) Cambridge Pathway Plan that outlines a staged expansion of Cambridge offerings. Implementation plans from HOF for Cambridge with AS and A2 as minimum requirements. Explore what possibilities could be for iGCSE. Focus on English and Science possibilities.	<ul style="list-style-type: none"> <li>● Senior Leadership Team</li> <li>● Curriculum Committee</li> <li>● Curriculum Leadership Team</li> </ul>	Curriculum Leadership Team and Curriculum committee to produce a plan progressing Cambridge pathways identifying which courses and when.	End of Term 2 plan developed.			

### STRATEGIC PRIORITY

<b>Learning Experiences</b>	<p><b>1.3. Academic excellence and future readiness</b></p> <p>We will empower students to attain their highest possible standard in educational achievement while developing the competencies and personal attributes needed to thrive in their future pathways. This includes embedding future-focused capabilities within learning experiences.</p>
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### STRATEGIC KPI

**Increase the proportion of students experiencing meaningful academic growth and developing readiness for future pathways. Success will be measured through attendance, fortnightly progress reports, academic results and engagement in extracurricular opportunities.**

ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	OUTCOMES	
					MID YEAR	FINAL
1.3.1. Faculties will embed capabilities and competencies of the <a href="#">Growth/Graduate</a> profile alongside the capabilities of Te Mātaiaho as they develop their new curriculum plans.	<ul style="list-style-type: none"> <li>● Heads of Faculty</li> <li>● Associate Principal</li> <li>● Deputy Principal - Teaching and Learning</li> <li>● Deputy Principal - Line Managers of Faculties</li> </ul>	Evidence is seen in curriculum documentation and in Faculty. Review classroom observations.	Completed during Faculty reviews and line manager conversations documenting growth/graduate profile indicators in curriculum documentation.	Faculty review schedule includes growth/graduate profile documentation.		

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1.3.2. Develop a school wide approach to gather data about the development of these capabilities to inform future practice. Investigate data sources to support this.	<ul style="list-style-type: none"> <li>Deputy Principal - Achievement</li> <li>Deputy Principal - Engagement</li> </ul>	Completed data set to inform student progress demonstrating capabilities.	End 2026	Refined data to inform practice.		
1.3.3. Further develop high-quality teaching practices by strengthening the use of effective pedagogy across faculties, and ensuring teachers regularly use assessment, feedback, and student evidence to adapt their practice.	<ul style="list-style-type: none"> <li>Deputy Principal - Teaching and Learning</li> <li>Specialist Classroom Teacher</li> <li>Head of Faculties</li> </ul>	<p>Professional learning plan incorporates PLD on high-quality teaching practices.</p> <p>Class Teacher Meetings focus on effective pedagogy.</p> <p>Evidence of high-quality teaching practices are seen in Faculty Review classroom observations.</p>	Professional Learning plan developed beginning of 2026 Implemented through 2026.	Reflect on effective practices noting where future years focus will need to be.		
1.3.4. Implement Year 2 of the <a href="#">BHS Literacy and Numeracy Strategy</a> to focus on ensuring literacy and numeracy skills are explicitly addressed in all learning areas, review interventions and supports for students below expected curriculum levels, continue professional learning focused on effective approaches to improving literacy and numeracy levels.	<ul style="list-style-type: none"> <li>Deputy Principal - Teaching and Learning</li> <li>Literacy Lead</li> <li>Numeracy Lead</li> <li>Head of Department Learning Support</li> </ul>	<p>Literacy and numeracy skills are evident in classroom observations.</p> <p>Professional learning continues Literacy and numeracy achievement is raised.</p>	Observations conducted throughout the year in Faculty Reviews.	In 2027 Year 3 of the implementation plan is put in place.		
1.3.5. Continue to implement the <a href="#">Attendance Management Plan</a> to engage whanau and improve opportunities for academic growth.	<ul style="list-style-type: none"> <li>Deputy Principal - Attendance</li> <li>Deputy Principal - Achievement</li> <li>Deputy Principal - Engagement (Māori/Pasifika)</li> </ul>	<p>Attendance for priority groups improves to meet goals.</p> <p>Engagement with whānau is clear and timely.</p>	Improvement is seen by the end of 2026.			
1.3.6. Strengthen consistent and coherent communication across all divisions by establishing a shared term-by-term theme aligned to the school values and Growth/Graduate Profile capabilities. Ensure all key messages reinforce the agreed themes to create clarity and cohesion for students.  <a href="#">Overview of key themes</a> for the year.	<ul style="list-style-type: none"> <li>Senior Leadership Team</li> <li>Values Team</li> <li>Pastoral Teams</li> </ul>	Divisional Principals/Values team develop explicit ideas on termly basis.	Ongoing during 2026.			

### STRATEGIC KPI

Over the course of this 3 year Strategic Plan, demonstrate measurable progress in achieving equitable outcomes for Māori students by narrowing disparities in academic achievement relative to other student groups. Progress will be monitored through achievement data, evidence of academic growth.

ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	OUTCOMES	
					MID YEAR	FINAL
1.3.7. Strengthen Culturally Responsive Practice - Provide targeted, sustained professional learning that strengthens culturally responsive and relational pedagogy, supports effective use of progress data, and builds	<ul style="list-style-type: none"> <li>Deputy Principal - Teaching and Learning</li> </ul>	<p>This is observed in classroom observations and through student voice.</p> <p>Faculty Review processes and reports.</p>	Ongoing during 2026.			

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<p>teachers' capability to accelerate progress for Māori students. (ETP/Teaching to the North East).</p>	<ul style="list-style-type: none"> <li>● Deputy Principal - Engagement</li> <li>● Deputy Principal - Achievement</li> </ul>	<p>Identify 2 schools whose Māori/Pasifika data is good and visit to look at programmes.</p>				
<p>1.3.8. Deepen Whānau and Community Partnerships - deepen partnerships with whānau and iwi by establishing a regular He Māhuri presence in school communications, ensuring all Year 9 students and new staff learn our mōteatea, karakia and waiata, and enhancing visible expressions of Te Ao Māori across the school environment to strengthen belonging and support improved learning outcomes for Māori students.</p>	<ul style="list-style-type: none"> <li>● Deputy Principal - Engagement</li> <li>● He Māhuri Leads</li> <li>● Culturally Responsive Pedagogy Lead</li> <li>● Kaitiaki Te Reo Māori</li> <li>● Deputy Principal - Achievement</li> </ul>	<p>Attendance data.</p> <p>Student voice.</p> <p>Whānau engagement.</p>	<p>Ongoing during 2026.</p>			
<p>1.3.9. Provide Targeted Academic and Cultural Mentoring - implement a coordinated, data-informed mentoring and tuakana programme for Māori students that integrates academic tracking, cultural leadership opportunities, and preparation for the 2027 Regionals to directly support improved engagement, progress, and achievement.</p>	<ul style="list-style-type: none"> <li>● Deputy Principal - Engagement</li> <li>● He Māhuri Leads</li> <li>● Culturally Responsive Pedagogy Lead</li> <li>● Deputy Principal - Achievement</li> </ul>	<p>Academic tracking data.</p> <p>Progress towards student goals.</p> <p>This is observed in classroom observations and through student voice.</p> <p>Reports back from Heads of Faculty identifying academic achievement for Māori and Pasifika.</p>	<p>Ongoing during 2026.</p>			

## Annual Implementation Plan 2026

STRATEGIC PRIORITY						
Belonging & Wellbeing	<b>2.1. Students feel safe, seen, and valued</b> We will create an inclusive school environment where cultural identity, neurodiversity, and individual differences are recognised, respected, and celebrated in everyday practice. Partnerships with students, whānau, mana whenua and communities strengthen belonging, equity, and participation for all students.					
STRATEGIC KPI						
During the period of this strategic plan, increase the proportion of students who report feeling safe, respected, and valued at school, with evidence that cultural identity, neurodiversity, and individual differences are authentically reflected in school practices, curriculum, and environment.						
ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
2.1.1. Strengthen culturally responsive practice by supporting teachers to actively learn about, acknowledge, and reflect students' cultural identities in everyday interactions and classroom routines. Provide targeted professional learning and practical tools to build staff confidence.	<ul style="list-style-type: none"> <li>Deputy Principal - Teaching and Learning</li> </ul>	Obtain student voice as a measure of their view on how their culture is recognised in the school.	Meet with selected focus groups during Term 4 2026.	Further develop CRP professional learning and review with different focus groups.		
2.1.2. Develop an Ethnic Communities Engagement Plan that strengthens relationships with culturally diverse students, their families, and community groups. This plan will outline strategies for improving communication, celebrating cultural identities, and increasing participation in school activities and learning pathways.	<ul style="list-style-type: none"> <li>Deputy Principal - Wellbeing</li> </ul>	Liaise with the MoE and community support groups. Plan developed, and actioned.	Plan developed by the end of 2026.	Plan actioned and reviewed in 2027.		
STRATEGIC PRIORITY						
Belonging & Wellbeing	<b>2.2. Support all students to thrive</b> We are responsive to the academic, emotional, behavioural, and social needs of every student, ensuring equitable opportunities for success and personal growth.					
STRATEGIC KPI						
Continuously monitor, review, and improve wellbeing and learning support systems to ensure they are effectively meeting the diverse needs of all students, as evidenced by improvements in wellbeing, engagement, attendance and achievement indicators.						
ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
2.2.1. Review existing learning support processes and develop strengthened, streamlined systems that ensure timely identification, monitoring, and support for students with diverse learning needs. Clarify roles, referral pathways, and communication expectations between teachers, Deans, Learning Support, and whānau to improve consistency and responsiveness.	<ul style="list-style-type: none"> <li>Deputy Principal - Wellbeing</li> <li>Head of Faculty Student Support</li> <li>Head of Department Learning Centre</li> </ul>	Student Support Faculty review.  Student voice.	End of 2026.	Ongoing.		
2.2.2. Enhance the school's pastoral system by strengthening proactive wellbeing measures including identification of at-risk students. Build clear intervention pathways by improving collaboration between Deans, Counsellors, teachers, and whānau to respond effectively to emerging concerns. Increase student/staff understanding of support pathways.	<ul style="list-style-type: none"> <li>Deputy Principal - Wellbeing</li> <li>Head of Faculty Student Support</li> </ul>	Student Wellbeing Survey identifies a decrease in identified concerns.	End of 2026.	Ongoing.		
STRATEGIC PRIORITY						
Belonging & Wellbeing	<b>2.3. High-performing, motivated and future-ready staff</b>					

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We will cultivate a high-performing culture, we prioritise collaboration, wellbeing, and continuous improvement.						
<b>STRATEGIC KPI</b>						
<b>By December 2026, ensure all staff have access to meaningful opportunities for professional growth and excellence, and increase the proportion who report feeling valued, supported, and connected, as measured through the annual staff engagement and wellbeing survey.</b>						
ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
2.3.1. Implement a coherent professional learning framework that provides teaching staff with regular, relevant, and high-quality development opportunities aligned with national and school priorities.	<ul style="list-style-type: none"> <li>Deputy Principal - Teaching and Learning</li> </ul>	<p>A professional learning programme is developed and implemented.</p> <p>Staff have a range of opportunities to engage in professional learning.</p> <p>Practice has developed and is observed through classroom observations.</p>	Ongoing through to December 2026.	Ongoing.		
2.3.2. Strengthen collaborative professional learning structures, through the Class Teacher Meetings, to build a culture where staff feel connected, supported, and confident in their practice.	<ul style="list-style-type: none"> <li>Deputy Principal - Teaching and Learning</li> </ul>	<p>CTMs are held and staff engage.</p>	End of year.	Ongoing.		
2.3.3. Provide opportunities for support staff professional learning which is relevant and aligned with school priorities.	<ul style="list-style-type: none"> <li>Deputy Principal - Teaching and Learning</li> <li>Business manager</li> </ul>	<p>Opportunities have been offered and support staff have engaged in professional learning.</p>	End of year.	Ongoing.		
2.3.4. Build on current practice to further develop a programme to promote staff wellbeing by building a culture of self-reflection, resilience, and professional inquiry. Provide tools and structures that empower staff to understand their own wellbeing needs and respond proactively.	<ul style="list-style-type: none"> <li>Deputy Principal - Wellbeing</li> </ul>	<p>Faculties have embedded wellbeing practices.</p> <p>Staff wellbeing survey over the next two years shows an increase in understanding of how to develop wellbeing strategies.</p>	End of year.	Ongoing.		

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STRATEGIC PRIORITY						
Stewardship	<b>3.1. Financial Strategy and Funding Diversification</b> We will develop a comprehensive, forward-focused financial strategy and funding plan is developed and implemented to ensure long-term sustainability that enables growth. This includes a diversified funding model.					
STRATEGIC KPI						
Strengthen financial sustainability through diversified revenue sources and improved performance of existing income streams.						
ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
3.1.1. Review of Aurora Centre Operations.	<ul style="list-style-type: none"> <li>Associate Principal</li> </ul>	Report Complete.  Decisions made about next steps.  Aurora Centre 2026 Pricing.	Decisions made following report.			
3.1.2. Develop and agree an International programme strategy. <ul style="list-style-type: none"> <li>Diversification of programme</li> <li>Grow the EFT Count</li> <li>Review of International tuition fee, homestay fee and other fees.</li> </ul>	<ul style="list-style-type: none"> <li>International Director</li> <li>Principal</li> <li>Business Manager</li> </ul>	Draft strategy developed.	By end of Term 1, 2026.	Pending International Department external review.		
3.1.3. External review of International Department.	<ul style="list-style-type: none"> <li>Principal</li> <li>External organisation</li> </ul>	Review Report complete. Decisions made about next steps.	By end of Term 3, 2026.			
3.1.4. Implementation of Kindo application.	<ul style="list-style-type: none"> <li>Business Manager</li> </ul>	Kindo integration complete.  Growing our yield from locally raised funds/donations (linked to Kindo).	By start of Term 1, 2026.			
STRATEGIC PRIORITY						
Stewardship	<b>3.2. Campus and Property Development</b> We will agree on a long-term school property plan with the Ministry of Education, which guides strategic development, investment priorities, future growth, repair and maintenance across the school facilities.					
STRATEGIC KPI						
The school actively works with the Ministry of Education to develop and implement a long-term (assets/facilities) management plan, achieving agreed milestones and timelines.						
ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
3.2.1. Condition Assessment on campus facilities.	<ul style="list-style-type: none"> <li>Strategic Property Advisor</li> <li>Property and Facilities Manager</li> </ul>	An accurate assessment of the condition of every classroom and building on campus.	End of Term 2, 2026.			
3.2.2. Standard Planning Process which sits within the Long Term Property Strategy (which replaces the Masterplan) will be developed, inclusive of the reintroduction of 5YA in July 2027.	<ul style="list-style-type: none"> <li>Board Property Committee</li> </ul>	Standard plan for Burnside High School produced, including Identifying priorities for growth and development.	End of Term 4, 2026.	Review.		

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	<ul style="list-style-type: none"> <li>Principal</li> <li>Ministry of Education - Autonomous School Led Property Pilot Group</li> </ul>				
3.2.3. Participating in autonomous school-led project for Nelson Block remediation.	<ul style="list-style-type: none"> <li>Board Property Chair</li> <li>Principal</li> <li>Business Manager</li> <li>Strategic Property Advisor</li> <li>Ministry of Education - Autonomous School Led Property Pilot Group</li> </ul>	Receive agreed Memorandum of Understanding (Board approved).	End of Term 1, 2026.		
3.2.4. Gymnasium Remediation planning.	<ul style="list-style-type: none"> <li>Board Property Committee</li> <li>Principal</li> <li>Business Manager</li> <li>Strategic Property Advisor</li> <li>Ministry of Education - Autonomous School Led Property Pilot Group</li> </ul>	School has been identified as part of the Big Pool Funding from National Property Development for 2027. Contingent of prioritisation by Ministry for distribution and allocation of funds.	July 2027.		

**STRATEGIC PRIORITY**

<b>Stewardship</b>	<b>3.3 Business Operations and Systems Optimisation</b> We will develop an organisation-wide approach to key business operations that strengthens systems, enhances service delivery, and improves efficiency across non-teaching functions.
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**STRATEGIC KPI**

**Implement a key business operations framework that delivers measurable process improvements, demonstrated through increased efficiency, reduced administrative duplication, and enhanced service delivery across non-teaching functions.**

ACTIONS	RESPONSIBILITY	MEASURES	TIMEFRAME	FUTURE YEARS	PROGRESS	
					MID YEAR	FINAL
3.3.1. Streamline financial management processes.	<ul style="list-style-type: none"> <li>Business Manager</li> </ul>	Implement agreed recommendations from Solutions and Services Finance Review undertaken in 2025.	Priority actions are implemented for Term 1 2026.  Remaining actions implemented throughout 2026.			

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3.3.2. Human Resources/Staffing.	<ul style="list-style-type: none"> <li>● Executive Assistant</li> <li>● Business Manager</li> <li>● Associate Principal</li> </ul>	Phoenix HRIS Implemented. Digitisation of Staff Personnel Files.	By end of 2026.			
3.3.4. Review of Strategic IT.	<ul style="list-style-type: none"> <li>● Associate Principal</li> <li>● New Era IT</li> </ul>	Report to Board. Decisions made.	Early 2026.			
3.3.5. Reviewing communications and systems	<ul style="list-style-type: none"> <li>● Senior Leadership team</li> <li>● Business Manager</li> <li>● Principal</li> <li>● Communications</li> </ul>	Communications and review how our school systems integrate with each other.  Implementing agreed actions from 2025 staff survey about communications.				