

# Strategic Direction

2024/25

*Creating REAL Learners*

## **Our Vision**

**The Donovan way celebrates uniqueness where learning is encouraged through personal growth and engagement to create Resilient, Empathetic and Adaptable Lifelong learners.**

## The Statement of National Education and Learning Priorities (NELP)




The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

	Objective 1	Objective 2	Objective 3
OBJECTIVES	<p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>
PRIORITIES	<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>3</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
	<p>4</p> <p>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</p>	<p>5</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>

## How Donovan Meets the NELP

Objective 1	Objective 2	Objective 3
<p>At Donovan Primary we acknowledge Objective 1, Learners at the Centre. Learners with their whānau at the centre of Education.</p> <p>1. At Donovan Primary we believe in safe inclusive environments and practices. Our practice needs to reflect a true and multi cultural lens for all learners and whānau. As governors, we need to have policies/procedures that reflect how we value diversity across all our community and beyond.</p> <p>2. Our school believes that learning is a partnership based on relationships, personal growth, equality and respect. Our BOT and staff will value high expectations and will be continuingly enhancing their awareness of diverse learners and whānau.</p>	<p>At Donovan Primary we acknowledge Objective 2, Barrier Free Access. Great education opportunities and outcomes are within reach for every learner.</p> <p>3. At Donovan Primary we reduce barriers to education by including all learners, while working with families; communities and provide a safe environment.</p> <p>4. At Donovan Primary we ensure every learner gains sound foundation skills by: -reading/literacy/numeracy programmes -providing rich programmes and learning resources based on local curriculum.</p>	<p>At Donovan Primary we acknowledge Objective 3, Quality Teaching and Leadership. Quality teaching and leadership make the difference for learners and their whānau.</p> <p>5. Consultations with mana whenua and whānau. - Donovan Primary integrates tikanga Māori into our values by celebrating what is important to whānau, learners and staff. - Donovan Primary ensures PD is accessible for all employees and Governors in the areas of te reo and Tikanga Māori. We build on the strength of those who are more knowledgeable. -Providing opportunities to practise pronunciation and use of Te Reo Māori. In a natural way as it becomes a normal part of school culture. Help is easily available and non judgemental.</p> <p>6. Identifying staff strengths and capabilities. Providing opportunity to learn and further develop capabilities. At Donovan we have a natural pathway for staff to fulfil their potential and capabilities in our school and in the wider education setting. -At Donovan we identify and support all learners regardless of needs and capabilities. Provide pathways for staff to meet the identified needs and apply best practice strategies. -Resource teachers to adapt and provide quality teaching solutions when a challenge to the status quo is identified. Nimble and responsive to the unknown..</p>

# BIG GOALS MANAGEMENT 2024

 <b>WELL BEING</b>	 <b>ENGAGEMENT</b>	 <b>ACHIEVEMENT</b>
<p>Self respect.</p> <p>Valued.</p> <p>Healthy – physical/mental/spiritual.</p> <p>Know who they are and where they are from.</p> <p>Equitable chances and outcomes.</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p><b>Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated. (Article 2)</b></p>	<p>To have a culture in the playground that demonstrates sharing and participation full of physical activity and skills-based experiences.</p> <p>Children demonstrating the key competencies to a high level in managing self and participating and contributing.</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> <p><b>Māori diversity is recognised and valued and self determination is enacted. (Article 2)</b></p>	<p>Staff to be actively focused on priority learners.</p> <p>To have programmes and best teacher practice to raise achievement for all learners.</p> <p>To have equity and excellence in the forefront of our strategic planning and thinking.</p> <p>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.</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p> <p><b>Māori have agency, voice and choice, the power to act. Māori are achieving success as Māori. (Article 2)</b></p>

## **Supporting Pasifika and Other Cultures Achievement**

### ***Meeting Student's Needs -***

- Student achievement data is closely analysed to identify student's strengths and learning needs.
- Actions/Interventions to meet these needs are identified and put in place with sufficient scaffolding and support.
- Teachers and school leaders gather student voice to guide their practice and the decisions they make. They also gather information about English as a Second Language Learners and build up a profile of useful information about the learners.

### ***School Planning And School Environment***

- Practice is guided by Pasifika Education Plan (PEP). Commitment is embedded to achieve PEP Goals and Targets.
- The cultures, languages and heritages of Pasifika students are evident in the school and class environments.

### ***Effective Teaching***

- Teachers are challenged to recognise their own cultural framing and how this impacts on their relationships and expectations of the students.
- Teachers need to understand and practice culturally relevant pedagogy and teach in culturally responsive ways to benefit Pasifika learners.
- Teachers clearly communicate learning goals to ensure students achievement.
- Progress and achievement is recorded on Donovan Primary's student management system.

### ***Engagement Of Families And Community***

- The school works to foster and encourage community engagement in their children's learning and the wider life of the school.
- Close links are maintained with social agencies and support groups to support families.

### ***Transitions***

- Transitions are well managed to support Pasifika learners from early childhood to Donovan Primary and beyond

## **Māori Achievement**

### ***Our School***

- Acknowledge through curriculum implementation the unique position of Māori, the dual cultural heritage of New Zealand and New Zealand's cultural diversity
- Recognizes the memorandum between Ngai Tahu and the crown (Ministry of Education)
- Undertakes to identify and consult with the school Māori Community. (Children, local caregivers and extended whanau)
- Will consult with local Papatipu runaka (Ngai Tahu rununga)
- Will seek to identify iwi affiliation on enrolment of identified Māori students
- Will integrate Te Reo into school wide programmes for all learners
- Upon request, undertake to provide, using available resources, learning opportunities in Tikanga Māori and Te Reo Māori. Such request would be – referred to Resource Teacher of Māori for advice and assistance.
- Will ensure all students will have access to instruction in the New Zealand Curriculum in Māori as per the Education and Training Act 2020, the aim of ensuring that all reasonable steps are taken to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (the Māori language) for full-time students whose parent ask for it.

## STRATEGIC PLAN FOR MANAGEMENT

	2024	2025
<b>Well Being</b> <b>Hauora</b>	<ol style="list-style-type: none"> <li>1. SEL (Second Steps) Grow Children's resilience.</li> <li>2. Hopefully staff School Counselling service (1 day per week).</li> <li>3. Grow family connections.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review SEL Programme to assess whether it is meeting needs.</li> <li>2. Hopefully staff School Counselling service (1 day per week).</li> <li>3. Continue to work with diverse sectors of our community.</li> </ol>
<b>Engagement</b> <b>Whakauru</b>	<ol style="list-style-type: none"> <li>1. Sounds Alive/Words Alive focus to meet needs within Common Practice Model.</li> <li>2. Create an attendance culture across the school and community.</li> <li>3. Continue our Maths Inquiry to raise achievement and engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff to have sound understanding of Common Practice model and or New Government Focus's.</li> <li>2. Monitor and review whether we are making enough difference.</li> <li>3. Continue our Maths Inquiry to raise achievement and engagement.</li> </ol>
<b>Achievement</b> <b>Tukukitanga</b>	<ol style="list-style-type: none"> <li>1. Upskill Staff in Common Practice Model and reflect in teacher practice.</li> <li>2. Trial Y5/6 Maths Programme and track cohort to measure effectiveness and impact.</li> <li>3. To create a new thinking around assessment and reporting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflect Common Practice Model in classroom programme.</li> <li>2. Spread over all Yr5/6 classes.</li> <li>3. Implement new plans around assessment and reporting.</li> </ol>

# ANNUAL PLAN FOR MANAGEMENT 2024

		Who	When	Outcome	Monitoring and Evaluating Impact
<b>Well Being</b> Haurora	1. SEL (Second Steps) Grow Childrens resilience. 2. Hopefully staff School Counselling service (1 day per week). 3. Grow family connections	1. All Staff 2. BOT, Principal 3. All Staff	T1-4 T1 T1-4	1. The programme is run with rigour across the school. 2. To have service for the most in need. 3. To increase family involvement.	
<b>Engagement</b> Whakauru	1. Sounds Alive/Words Alive focus to meet needs within Common Practice Model. 2. Create an attendance culture across the school and community. 3. Continue our Maths Inquiry to raise achievement and engagement.	1. Leadership Team 2. BOT, Leadership Team 3. Leadership Team	T1-4 T1-4 T1-4	1. Our Phonic programmes are strong and have across school consistency. 2. To have all children attending at over 85%. 3. To have uplifted the profile of Maths across our learners and in their homes.	
<b>Achievement</b> Tukukitanga	1. Upskill Staff in Common Practice Model and reflect in teacher practice. 2. Trial Y5/6 Maths Programme and track cohort to measure effectiveness and impact. 3. To create a new thinking around assessment and reporting.	4. Principal 2. Yr5/6 Teachers Maths lead 3. Leadership Team	T1-2 T1-4 T2-4	1. Staff to have explicit knowledge. 2. To grow staff content knowledge in teaching of Maths. 3. To have designed collection points and how to report when curriculum levels disappear.	

## BIG GOALS FOR GOVERNANCE 2024-2025

### Te tiriti o Waitangi.

- Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.
- They are governed honourably-decisions are made with those who are impacted the most by them.
- A shared decision making process with whānau, hapū and iwi (partnership) is embedded.
- Communication is meaningful, ongoing, reciprocal and transparent. (Article 1)

 <b>CONSULTATION</b>	 <b>EVALUATIVE</b>	 <b>ENVIRONMENT</b>
<p>To actively seek input into school direction from community stakeholders through forums.</p> <p>Continue to communicate and report to the community through a variety of forums and ways.</p> <p>Consult with priority groups in the community around achievement.</p> <p>As trustees to actively involve staff in direction setting and strategic thinking and evaluative practices, ongoing development of BOT Members.</p> <p>In the interest of all, Māori have the same rights and opportunities as non-Māori (Article 3)</p> <p><b>Māori perspectives and opinions, and the voices of Māori are equitably represented (Article 3.)</b></p>	<p>Trustees to ensure there are systems in place to collect relevant and useful data to form how achievement looks at Donovan.</p> <p>Trustees to use the data to ask the right questions to guide decision making.</p> <p>Trustees to grow the culture of self-review and prioritizing in all operational practices especially our strategic thinking annually.</p> <p><b>Education content, and delivery reflects Aotearoa and our dual heritage (past, present, and future). Equitable representation of Mātauranga Māori, Reo tikanga etc. (Article 3)</b></p>	<p>Trustee's to grow the focus on the wellbeing of learners and staff.</p> <p>Trustees to provide a safe, physical and emotional environment by enacting rigorous Health and Safety procedures.</p> <p>Trustees to operate as good employers with the focus on equity and excellence for all staff.</p> <p>Manage school finances prudently and all allocations to assist increase in excellence and equity.</p> <p>Donovan trustees to maintain and develop our existing buildings and infrastructure through 10YP.</p> <p><b>Educational barriers and inequalities are removed to ensure equitable educational outcomes. (Article 3).</b></p>



# STRATEGIC PLAN FOR GOVERNANCE

	2024	2025
<b>Consultation</b> <b>Kōrero</b>	<ol style="list-style-type: none"> <li>1. BOT to consult with Māori whānau re achievement and engagement.</li> <li>2. BOT to consult with the wider community in preparation for succession of Board members.</li> <li>3. BOT to consult with staff on the wellbeing culture within the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. BOT to collect community voice, children voice and the voice of Māori community to inform Planning and Reporting for 2026-2028.</li> <li>2. BOT to consult with staff (teachers, support staff) re future needs and direction for allocation of resourcing.</li> </ol>
<b>Evaluative</b> <b>te aro mātai mahi</b>	<ol style="list-style-type: none"> <li>1. BOT to be part of External Review Cycle with ERO.</li> <li>2. BOT to continue to action changes of School Inquiry in new ERO model.</li> <li>3. BOT to continue to use achievement data to inform future directions.</li> </ol>	<ol style="list-style-type: none"> <li>1. BOT to be part of External Review Cycle with ERO.</li> <li>2. BOT to Review Donovan Evaluative Framework Model.</li> </ol>
<b>Environment</b> <b>Taiao</b>	<ol style="list-style-type: none"> <li>1. Follow external painting plan.</li> <li>2. BOT to implement all weather Turf options for Tennis Court.</li> <li>3. Refit/resurface hall and stage floors.</li> <li>4. Complete external walkway remodel</li> <li>5. Refit Hall foyer.</li> <li>6. Investigate and obtain quotes School Signs on Dury lane and Renfrew Corner.</li> <li>7. Plan pump track (Back field).</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow external painting plan.</li> <li>2. Refit AP office and create two work stations.</li> <li>3. Reroof learning annex.</li> <li>4. Add to adventure play equipment back field.</li> </ol>

## ANNUAL PLAN FOR GOVERNANCE 2024

		Who	When	Outcome	Monitoring and Evaluating Impact
Consultation	1. BOT to consult with Māori whānau re achievement and engagement.	1. Presiding member & Principal.	T1	1. To have meaningful consultation around engagement.	
	2. BOT to consult with the wider community in preparation for succession of Board members.	2. Presiding member & BOT.	T2	2. To have people visiting BOT meeting.	
	3. BOT to consult with staff on the wellbeing culture within the school.	3. Presiding Member.	T1	3. Staff have been consulted.	
Evaluative	1. BOT to be part of External Review Cycle with ERO.	1. Presiding member & Principal.	T1-4	1. To form meaningful connection with new Evaluation Officer.	
	2. BOT to continue to action changes of School Inquiry in new ERO model.	2. Principal.	T1-4	2. To have made changes to raise equity and achievement.	
	3. BOT to continue to use achievement data to inform future directions.	3. BOT.	T2-4	3. BOT understands the needs of our learners and programme	
Environment	1. Follow external painting plan.	1. Principal & Property BOT member.	T1-4	1. Plan will be up to date.	
	2. BOT to implement all weather Turf options for Tennis Court.	2. Presiding member & Principal.	T1	2. To have planned and priced.	
	3. Refit/resurface hall and stage floors.	3. Principal.	T2-3	3. Job will be completed.	
	4. Complete external walkway remodel.	4. Principal.	T2	4. Engineers have completed assessment and work is ready to progress.	
	5. Refit Hall foyer.	5. Principal.	T1	5. Job will be completed.	
	6. Investigate and obtain quotes School signs on Drury Lane and Renfrew Street corner.	6. Principal.	T2-3	6. New clear signs.	
	7. Plan pump track (Back field).	7. BOT & Principal.		7. A plan for pricing.	