

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

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 continually 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 2025

 <p>WELL BEING</p>	 <p>ENGAGEMENT</p>	 <p>ACHIEVEMENT</p>
<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>Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated. (Article 2)</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>Māori diversity is recognised and valued and self determination is enacted. (Article 2)</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>Māori have agency, voice and choice, the power to act. Māori are achieving success as Māori. (Article 2)</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
Well Being Hauora	<ol style="list-style-type: none"> 1. SEL (Second Steps) Grow Children's resilience. 2. Hopefully staff School Counselling service (1 day per week). 3. Grow family connections. 	<ol style="list-style-type: none"> 1. Continue school counselling service. 2. Keep up the momentum of Wellbeing focus group. 3. Incorporate more regular delivery of Second Steps across school.
Engagement Whakauru	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Staff to have sound understanding of Phase 1 and 2 English/Maths curriculum. 2. Engagement / Wellbeing survey for learners 3. Survey community on curriculum initiatives and/or parent evening.
Achievement Tukukitanga	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Develop new assessment plan. Create reporting protocols to match and supports learners and their whanau. 2. Implement Prime maths across year levels. Continue to maintain in Y5/6. Develop buddy relationships to support teachers in implementing new maths programme. 3. Implement and monitor structured literacy approaches across the Y0-3 area. 4. Refresh Words Alive with all teachers.




ANNUAL PLAN FOR MANAGEMENT 2025

		Who	When	Outcome	Monitoring and Evaluating Impact
Well Being Haora	1. Continue school counselling service.	1. Principal	T1-4	1. Service still active.	
	2. Keep up the momentum of the Wellbeing focus group.	2. Principal & Wellbeing Committee	T1-4	2. Group responding to needs in an effective/ timely manner.	
	3. Incorporate more regular delivery of Second Steps across school.	3. Principal & Team Leaders	T1-4	3. SEL is strong for our learners.	
Engagement Whakauru	1. Staff to have sound understanding of Phase 1 and 2 English/Maths curriculum.	1. Principal & Curriculum Leads	T1-4	1. Staff can plan to deliver the new documents.	
	2. Engagement / Wellbeing survey for learners.	2. Principal	T1-2	2. To have completed and analysed.	
	3. Survey community on curriculum initiatives and/or parent evening.	3. Principal & BOT	T1-2	3. To know parents are understanding the new focuses.	
1 Achievement 2 Tukukitanga	1. Develop new assessment plan. Create reporting protocols to match and supports learners and their whanau.	1. Leadership Team	T1-2	1. To have useful plan and reporting system for teachers and parents.	
	2. Implement Prime maths across year levels. Continue to maintain in Y5/6. Develop buddy relationships to support teachers in implementing new maths programme.	2. All Staff & Curriculum Leads	All Year	2. Prime maths and its language is starting to embed.	
	3. Implement and monitor structured literacy approaches across the YO-3 area.	3. All Staff & Curriculum Leads	All Year	3. Structured approaches are visible and evident.	
	4. Refresh Words Alive with all teachers.	4. English Lead & Team Leaders	All Year	4. Words Alive is being delivered well.	

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)

 <p>CONSULTATION</p>	 <p>EVALUATIVE</p>	 <p>ENVIRONMENT</p>
<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>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>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>Māori perspectives and opinions, and the voices of Māori are equitably represented (Article 3.)</p>	<p>Education content, and delivery reflects Aotearoa and our dual heritage (past, present, and future). Equitable representation of Mātauranga Māori, Reo tikanga etc. (Article 3)</p>	<p>Educational barriers and inequalities are removed to ensure equitable educational outcomes. (Article 3).</p>

STRATEGIC PLAN FOR GOVERNANCE

	2024	2025
Consultation Kōrero	<ol style="list-style-type: none"> 1. BOT to consult with Māori whānau re achievement and engagement. 2. BOT to consult with the wider community in preparation for succession of Board members. 3. BOT to consult with staff on the wellbeing culture within the school. 	<ol style="list-style-type: none"> 1. BOT to consult with staff about curriculum changes and what support may be needed. 2. BOT to consult with the community on the delivery of the health curriculum. 3. Drive election process and keep community engaged in process.
Evaluative te aro mātai mahi	<ol style="list-style-type: none"> 1. BOT to be part of External Review Cycle with ERO. 2. BOT to continue to action changes of School Inquiry in new ERO model. 3. BOT to continue to use achievement data to inform future directions. 	<ol style="list-style-type: none"> 1. BOT to complete new format of "Board Assurance Audit". 2. BOT to be engaged in School Improvement framework.
Environment Taiao	<ol style="list-style-type: none"> 1. Follow external painting plan. 2. BOT to implement all weather Turf options for Tennis Court. 3. Refit/resurface hall and stage floors. 4. Complete external walkway remodel 5. Refit Hall foyer. 6. Investigate and obtain quotes School Signs on Dury lane and Renfrew Corner. 7. Plan pump track (Back field). 	<ol style="list-style-type: none"> 1. Reroof BOT owned "Learning Annex". 2. Follow external Painting Plan. 3. Install drainage prior to Tennis Court development commencement. 4. Paint Block A,B,C external.

ANNUAL PLAN FOR GOVERNANCE 2025

		Who	When	Outcome	Monitoring and Evaluating Impact
Consultation	1. BOT to consult with staff about curriculum changes and what support may be needed.	1. Presiding member & delegated.	T1	1. To have direction on how to support staff with implementation.	
	2. BOT to consult with the community on the delivery of the health curriculum.	2. Presiding member & BOT.	T1	2. BOT to have consulted and considered future direction.	
	3. Drive election process and keep community engaged in process.	3. BOT	T1-3	3. We will have a full Board.	
Evaluative	1. BOT to complete new format of "Board Assurance Audit".	1. BOT.	T1-2	1. BOT to have completed BAS and adjusted BOT workplan as needed.	
	2. BOT to be engaged in School Improvement framework.	2. BOT.	T1-4	2. BOT to have been involved in rigorous self reviews.	
Environment	1. Reroof BOT owned "Learning Annex".	1. BOT & Principal.	T1-4	1. BOT to have investigated and tendered.	
	2. Follow external Painting Plan.	2. BOT & Principal.	T1-4	2. BOT to be monitoring 10YP.	
	3. Install drainage prior to Tennis Court development commencement.	3. BOT (Scott).	T1	3. Drainage to be completed.	
	4. Paint Block A,B,C external.	4. BOT & Principal.	T1	4. Painting to be completed.	

Priority Cohort Tracking

2023 Year 3-5 Place Value

Using End of Year PAT testing data results and analyzing the 7 number knowledge focus questions.

Year 3:

Overall fraction knowledge, understanding of 'less than', 'greater than', and selecting a picture that does not match the number beside it, is below the national average.

There is a good understanding of the place value of numbers.

When broken down the trend was the same for boys and girls and Māori girls. Māori boys had slightly higher results.

Year 4:

Year 4 were below the national average for calculating how many \$10 notes in \$240 and picture representation for 5x4. Year 4 girls had higher results than the Year 4 boys. Year 4 boys are below in all PV questions except, recognizing a representation of a third.

Year 4 Māori students were 'at' or 'above' the national average. Boys were below in picture representing 5x4 with the girls being below in recognizing half of a set of objects.

Year 5:

Overall, our Year 5 students were 'at' or 'above' the national average. Except for recognizing $\frac{1}{2} + \frac{1}{2}$

Māori girls had better results than Māori boys.

2023 Basic Facts

Basic Facts results were recorded at the end of the year. The Basic Facts knowledge assessment has been developed by Donovan Primary and is in line with the instant recall of basic facts knowledge required at each Numeracy Strategy Stage. Each strategy stage is broken into a column of 20 questions. There are 100 questions in total. The students have 5 minutes to complete the assessment. Results are:

Year 2: 56 students

11: Below (20%) 20: At (36%) 24: Above (43%)
1 child with no result

Year 3: 58 students

4: Well below (7%) 31: Below (53%) 18: At (32%)
5: Above (8%)

Year 4: 68 students

4: Well below (6%) 15: Below (22%) 35: At (51%)
13: Above (19%)
1 child no result

Year 5: 66 students

9: Well below (14%) 27: Below (41%) 25: At (38%)
4: Above (6%)
1 child with no result

Year 6: 82 students

7: Well Below (8%) 23: Below (28%) 31: At (38%)
21: Above (26 %)

We are disappointed in our 2023 results. There has been a push with learning basic facts in the classrooms, as we know how lack of basic fact knowledge can slow and impede learning. As a school we will need to look at how we teach and encourage the learning of basic facts within our classrooms.