

# Strategic Direction

2019



*Creating REAL Learners*



*Resilient*

*Empathetic*

*Adaptable*

*Lifelong*

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.





# Donovan Values

as reflected in the Revised  
New Zealand Curriculum

Respect *Manaaki*

Personal Excellence *Rawe*

Independence *Manu Motuhake*

Responsibility *Kawenga*

Honesty *Pono*

# Donovan Primary National Education

## ***At Donovan Primary we meet the National Education Priorities by:-***

### ***Striving for success for all***

At Donovan Primary we have worked with the NZ Curriculum to provide the best learning outcomes for the children of our community. We review achievement data to inform us about the effectiveness of our teaching outcomes. Inclusion of all children is the basis in our striving for success. Each child is treated as an individual learner at Donovan Primary as we strive for Personal Excellence.

### ***A Safe Learning Environment***

An emotional and physically safe environment is maintained by monitoring, updating and regular reviews of school policies, procedures and practices by the Board of Trustees and Staff. At Donovan Primary we accept individual differences and encourage our children to do the same and treat each other with mutual respect. Bullying is always actioned and dealt with by staff. Parents are kept informed and are part of the process. Communication is the key to safe and effective relationships. Donovan Primary has a school wide Behaviour Management Plan which is redrafted and reviewed before each year starts. Our school provides programmes to help meet the current needs of our children whenever safety is a concern.

### ***Improving Literacy and Numeracy***

Emphasis on Literacy and Numeracy programmes occur by ensuring regular and effective review. Professional Development and budget allocations reflect our priorities to Numeracy and Literacy. The school culture will reflect sound assessment and reflective practice. At Donovan Primary we analyse and reflect on achievement data to make appropriate changes to teacher practice, programmes and priorities. The school provides Reading Recovery programmes and additional Teacher Aide support in Literacy for 'at risk' learners and we also provide Teacher Aide support for all new entrant children. The Board of Trustees support a Teacher Aide Librarian to provide a Library Service that enhances our children's attitudes to Literacy now and in the future. Our school runs a Literacy and Numeracy team that meet regularly to discuss achievement and how we can improve school wide practices and events.

### ***Better use of Student Achievement Information***

At Donovan Primary we have formed statements on what assessment is and when and how data will be collected. We review this area frequently to ensure the data we are collecting is useful, valid and leads to improving learning for our children. Donovan Primary makes good use of data to target children at risk and form action plans to raise achievement in line with the New Zealand Curriculum. Our IEP process shows explicit data collection to cater for our special needs children.

### ***Improving Outcomes for Students at Risk***

Donovan Primary is committed to improving outcome for the wide range of 'at risk' learners. We keep a special needs register to track high and moderate needs, as well as gifted and talented. These are reviewed regularly to see that needs are being recognised and catered for. Pastoral care for emotionally 'at risk' or behavioural 'at risk' learners is a daily part of how school operates.

### ***Improving Maori /Pasifika Outcomes***

On entry to school, whanau/parents are asked if they identify with a certain ethnicity. Students academic needs will be sensitively and accurately recorded to ensure needs are met and reported information. At Donovan Primary our teachers know which children are identified as Maori /Pasifika. All data that is analysed and reported to the Board of Trustees shows progress for these groups.

### ***Reporting***

Our learners receive a portfolio of data each year that supports their learning journey. This reporting to parents shows the overall teacher judgments against the Curriculum Levels. Reporting against Curriculum Levels happens two times a year for all children including those with special education needs.

Reporting will be to:

- Board of Trustees
- Parents
- Our Community & Maori/Pasifika Communities



## School Statement

### Maori Achievement

#### *Our School*

- Acknowledge through curriculum implementation the unique position of Maori, 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 Maori 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 Maori students
- Will integrate Te Reo into school wide programmes for all learners
- Upon request, undertake to provide, using available resources, learning opportunities in Tikanga Maori and Te Reo Maori. Such request would be – referred to Resource Teacher of Maori for advice and assistance.
- Will ensure all students will have access to instruction in the New Zealand Curriculum in Maori as per the Education Act 1989 Section 6t 3 (a) (ii) the aim of ensuring that all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) for full-time students whose parent ask for it.

### Supporting Pasifika and Other Cultures Achievement

#### *“ Meeting Student’s Needs*

Student achievement data is closely analysed to identify students 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.

## COMMUNITY DESCRIPTION OF OUR DONOVAN COMMUNITY

Donovan Primary is situated on the North West corner of Invercargill. Our decile 6 school is based on a 5 hectare property bordering rural Southland. We are surrounded by the suburbs of Grasmere, Waikiwi and West Plains. These suburbs have numerous small businesses and retail outlets. We have excellent recreation clubs and grounds in our local area. Our community has two kindergartens and multiple private providers that feed into Donovan Primary. Donovan Primary's buildings were originally built in 1976 and has had many upgrades and additional facilities added to benefit the community. We have 20 (plus one BOT owned), well-resourced classrooms, several purpose built playgrounds, tennis courts, basketball courts, extensively stocked library, large community hall and an eco-friendly heating system. We also have a Ruru Satellite class based at our school and a strong working relationship with Ruru School.

Donovan Primary has been on this site following the Invercargill Network Review in 2004. Donovan Primary was formed from the amalgamation of West Plains, Waikiwi and Grasmere schools and has successfully brought together the three communities. We are expecting 450-480 children on our roll. Donovan Primary is known across the education community of Invercargill as a high achieving school. It is seen as a highly inclusive school with strong values and standards. Our communities values are visible across the school and are embedded into the school's culture.

Donovan Primary has a stable, highly skilled and professional staff which is governed and supported by a proactive Board of Trustees and PTA.

Our community consists of a wide range of people and occupations. Generally our families are hardworking and value education and support the school. Our school has approximately 26% Maori students and our school boasts a strong Kapa Haka Group. Donovan has approximately 4% Pasifika and also provide a Pasifika performance group. Donovan Primary welcomes children with special needs and is equipped to cater for children who are differently abled. We are known for our highly inclusive practices.

Donovan Primary has an enrolment zone and scheme.



# BIG GOALS FOR MANAGEMENT 2019



## WELL BEING

Kids to be safe –  
digitally/socially/emotionally

Self respect

Valued

Healthy – physical/mental/spiritual

Know who they are and where they  
are from

Equitable chances and outcomes

Ready to go



## ENGAGEMENT

To have learners actively showing  
positive engagement and attitudes to  
learning

To have a culture in the playground  
that demonstrates sharing and  
participation full of physical activity  
and skills-based experiences

Children demonstrating the key  
competencies to a high level in  
managing self and participating and  
contributing



## ACHIEVEMENT

Staff to be actively focused on priority  
learners

Staff to be actively engaged with data  
analysis and evaluative action

To have programmes and best teacher  
practice to raise achievement for all  
learners

Staff to be promoting and provided  
learning opportunities to teach and  
practice resilience strategies

To have equity and excellence in the  
forefront of our strategic planning and  
thinking

# STRATEGIC PLAN FOR MANAGEMENT 2019

	2019	2020	2021
<b>Well Being</b>	<p>School focus on resilience and ways to upskill learners</p> <p>To be mindful of staff wellbeing so we can have an energized positive and focused teaching team</p>	<p>Resilience will need to be embedded further by involving parent education and continuing to link to our vision</p> <p>To work with staff around job conditions and ways to increase teacher efficiency</p>	<p>To review whether our work around resilience has had enough of an impact to solve our original concerns</p>
<b>Engagement</b>	<p>To have programmes, events and activities that promote learners into being fully involved in their learning</p> <p>To engage 'difficult to focus' children in classroom routines and learning</p> <p>To provide place/time equipment to engage children in robust and imaginative play in school grounds</p>	<p>To implement changes to LTP and Events calendar</p> <p>To continue research into teacher strategies that help focus learners on their learning</p> <p>To continue to promote positive play opportunities to all age levels eg fitness circuit and cycle opportunities</p> <p>Investigate house structures to promote activity</p>	<p>To create student voice data to gauge how we could further increase how our children engage with curriculum and each other</p> <p>This could be linked to Teacher Appraisal inquiries</p>
<b>Achievement</b>	<p>To move closer to everything on edge</p> <p>Whole school inquiry into raising Maths achievement</p> <p>To increase teacher ability to meet the needs of learners in Mathematics</p> <p>To be more informative and evaluative in our reporting to BOT</p>	<p>To be more effective in date driven decision making</p> <p>To be able to report easily with our evaluation framework</p> <p>To embed and continue staff research into best practice in raising achievement for Maths learners</p> <p>To report to the BOT so they are fully informed around achievement</p>	<p>It will be needed to investigate best practice in Writing and Literacy programmes to refresh and maintain staff focus on literacy achievement</p>



# ACTION PLAN FOR MANAGEMENT 2019-2021

AREA	PRIORITY/PROCESS	WHO	WHEN	OUTCOME	MONITORING AND EVALUATING IMPACT
Well being	To form definition of what resilience is and how we can focus on this in Term 1 and 2 with a review to gauge progress at this point To collect student voice around what conditions encourage more resilient behaviours	All staff	Term 1 / 2	Donovan will know what resilience looks like in a learner and how we can actively teach resilience skills and strengthen children into can do learners who don't give up	
Engagement	To look at our playground environment and include more activities for children To look at Maths Programmes to create urgency and engagement with a special interest in girl learners	All staff All staff Team Leaders	Term 1 / 3 Term 1 / 3	To have imagination building activities, fitness focus areas and wheels areas To have programmes that fully reflect the importance of Maths and the enjoyment that Maths skills can bring	
Achievement	Teacher inquiries for whole school	All staff	Term 1 / 4	Staff will be focusing on their in-class practice	
	ALL teachers in ALiM process	All staff	Term 1 / 4	Staff will be focused on their priority learners in Maths	

# BIG GOALS FOR GOVERNANCE 2019



## PD EFFECTIVE GOVERNANCE

Trustees will provide leadership and governance and comply with all current legislative obligations

Provide/encourage involvement in PD opportunities for all Trustees

Actively promoting trusteeship to the community and implementing this process with use of resources from school Trustee Association

Induction of new BOT member with special emphasis on strategic thinking and evaluative process

BOT will actively promote good performance management systems

BOT will have rigorous policies to inform/guide/shape their work

BOT members will be visible at school related activities

The BOT will have reliable systems to communicate all relevant information

Trustees will be fully aware of student achievement and how this impacts on equity and excellence for all learners

Trustees will promote and use the new school vision to form their decisions



## CONSULTATION

To actively seek input into school direction from community stakeholders

Continue to communicate and report to the community through a variety of forums and ways

Consult with priority groups in the community around achievement

As trustees to actively involve staff in direction setting and strategic thinking and evaluative practices



## EVALUATIVE

Trustees to ensure there are systems in place to collect relevant and useful data to form how achievement looks at Donovan

Trustees to use the data to ask the right questions to guide decision making

Trustees to grow the culture of self-review and prioritizing in all operational practices especially our strategic thinking



## ENVIRONMENT

Trustee to grow the focus on the wellbeing of learners and staff

Trustees to provide a safe, physical and emotional environment by enacting rigorous Health and Safety procedures

Trustees to operate as good employers with the focus on equity and excellence for all staff

Manage school finances prudently and all allocations to assist increase in excellence and equity

Donovan trustees to maintain and develop our existing buildings and infrastructure



# STRATEGIC PLAN FOR GOVERNANCE 2019

	2019	2020	2021
<b>Effective Governance</b>	<p>Work with community pre-elections</p> <p>Hold parent info evening to promote interest and knowledge</p> <p>BOT to review Governance Manual and Communications Systems and storage to be ready for change over</p> <p>BOT to complete and return new style strategic plan</p> <p>To provide immediate induction for new BOT members and define roles</p> <p>To induct new members into evaluative practices</p> <p>Include team building opportunities</p>	<p>To involve BOT in forming 2020 strategic plan.</p> <p>Look at STA Conference for all BOT members as a bonding experience</p> <p>BOT to continue work in refining their roles and using their experience</p> <p>Induction of Deputy Chairperson</p> <p>Continue training for BOT in finance and property</p>	<p>BOT to be prepared for External Review cycle</p> <p>Possible change over of BOT chair as part of succession planning</p> <p>BOT to keep abreast of Government review</p>
<b>Consultation</b>	<p>BOT to launch school vision</p> <p>BOT to consult re elections</p> <p>BOT to work with staff re sports/cultural coordinator</p> <p>BOT to be involved in Community Consult Focus Group</p> <p>BOT to consult re health curriculum</p> <p>BOT to incorporate student voice</p>	<p>BOT to review effectiveness of sport coordinator role and job specifications</p> <p>BOT to work with community re our charter goals</p> <p>BOT to involve community in strategic direction</p> <p>BOT to implement initiatives around staff well being</p>	<p>Review BOT Communication with all community to check effectiveness</p> <p>BOT to work with community re 'our strategic thinking'</p> <p>BOT to consult re health programme</p>

# STRATEGIC PLAN FOR GOVERNANCE 2019

	2019	2020	2021
<b>Evaluative Priorities</b>	<p>BOT to receive reports that have evaluative work attached</p> <p>BOT to be more evaluative and active with strategic goals as part of all meetings</p> <p>Systems for reporting to be more cyclical and focused on forward thinking</p>	<p>Evaluative framework should be part of culture of BOT actions</p> <p>Systems of checking progress on goals should be soundly in place</p> <p>Systems and routines for reporting achievement to BOT should be soundly in place</p>	<p>Evaluative framework should be part of culture of BOT actions</p> <p>Systems of checking progress on goals should be soundly in place</p> <p>Systems and routines for reporting achievement to BOT should be soundly in place</p>
<b>Environment</b>	<p>To implement sports coordinator role</p> <p>To refurb rooms 8 and 9</p> <p>To implement community fitness track</p> <p>Investigate well being initiatives for staff and students</p> <p>Follow external painting plan</p> <p>Induction of new Caretaker/Grounds Manager</p> <p>Investigate kitchen replacement</p> <p>Implement auditor recommendation so finances are managed successfully</p> <p>Survey staff and students well being</p>	<p>Reroof walkway</p> <p>Reroof Block E and F flat roofs</p> <p>Implement Block C cloak bay</p> <p>Carpet junior block</p> <p>Follow external painting plan</p> <p>Look at training needs of new Caretaker</p> <p>New roadside signage</p>	<p>Replace outdated landscaping</p> <p>Completion of Block C learning environment</p> <p>Follow external painting plan</p>



# ACTION PLAN FOR GOVERNANCE 2019-2021

AREA	PRIORITY/PROCESS	WHO	WHEN	OUTCOME	MONITORING AND EVALUATING IMPACT
<b>Effective Governance</b>	Provide immediate induction for new BOT members and define roles	Current BOT STA MOE	Term 2,3,4	A BOT comfortable with processes and begin specialising in defined roles	
	To induct new members in evaluative practices	Principal, BOT Chair	Term 2,3,4	BOT members start to become evaluative in their thinking about achievement	
	Work with community pre-elections by promoting interest and holding parent elections	Current BOT	Term 1	People informed and comfortable to stand in elections	
<b>Consult</b>	BOT to be involved on community consult focus group	All BOT	Twice a term	Community voice in strategic planning and getting feedback on directions	
	Health curriculum consultation	Health curriculum team	Term 2	Community informed about currently teaching and input into any changes needed	
	BOT work with staff re sports/cultural coordinator	Sub-committee Chair Principal Staff Rep	Term 1	Person employed to reduce workload	
<b>Evaluative Priorities</b>	Systems to reporting to be cyclical – focused on forward thinking	BOT through Chair Principal	Term 1-4	Long term plan for reporting that links to BOT workplan	
	BOT to receive reports that have evaluative comments attached	Principal	Term 1-4	All reports to Board will have been through a robust evaluative process	
<b>Environment</b>	Refurbish rooms 8 and 9	Barry Stewart Builders	Term 1	Attractive environments created for learners	
	Implement community fitness tract	BOT PTA	Term 1-3	Focus on fitness and wellbeing for community and facilities to use	
	Investigate wellbeing initiatives (surveys)	All BOT	Term 1-4	Staff and students will have been surveyed and well being is seen by staff as priority BOT more informed as needs of school in terms of well being	

# PRIORITY COHORT TRACKING

More Convenient

## Maths Year 3 Cohort

Our aim is to track and monitor the Year 3 Cohort.

There is a cohort size of 83 learners. This show us with the end of year data that 16 learners are below and 1 well below. Of this group 12 are female and 3 are Maori learners.

Our process will be to involve all in ALiM and investigate basic facts and place value intervention.

We aim to accelerate all of the 16 learners. The 1 well below is an ORR's child.

## Maths Year 4 Cohort

Our aim is to track and monitor the Year 4 Cohort in Maths.

Our data at the end of the year shows us 15 learners are below and 2 well below. Once again we have atrand of an over representation of female learners (6 female) and Maori learners (5 Maori).

Our process will be to involve all in ALiM and investigate top ups (interventions) especially with respect to place value.

Place value knowledge is low and not appearing in their work.



# Strategic Direction

2019



*Creating R E A L Learners*