

Strategic Direction

2020



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*

The Statement of National Education and Learning Priorities (NELP)

The Statement of National Education and Learning Priorities (NELLP) 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				
2				
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	3	5
		2	4	6
	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Maori into the everyday life of the place of learning	
	2 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	4 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	

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 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.

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 21 (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 community's 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 2020



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



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



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 2020

	2020	2021	2022
Well Being	<p>Resilience will need to be embedded further by involving parent education and continuing to link to our vision To work with staff around job conditions and ways to increase teacher efficiency. Start School Social Worker provision. Continue Sports Assistant Programme. To use Accord TOD's to provide ease to workload. Introduce Social and Emotional Learning.</p>	<p>To review whether our work around resilience has had enough of an impact to solve our original concerns. Monitor and review Social Work in Schools Provision. Embed Social and Emotional Learning as part of school climate.</p>	<p>To look at effective of well being focus and collect voice form parents and teachers and students.</p>
Engagement	<p>To implement changes to LTP and Events calendar To continue research into teacher strategies that help focus learners on their learning To continue to promote positive play opportunities to all age levels eg fitness circuit and cycle opportunities 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 This could be linked to Teacher Appraisal inquiries</p>	<p>To continue working on creation of programme that engage all learners. To increase staff capacity around complex learners and their needs.</p>
Achievement	<p>To be more effective in date driven decision making. Implement Digital Curriculum To be able to report easily with our evaluation framework To embed and continue staff research into best practice in raising achievement for Maths learners 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. Review spelling as part of Literacy Programme. Continue to grow our delivery of Digital Curriculum. How to grow parent partnership to increase student achievement opportunities.</p>	<p>Full review of Donovan Curriculum statements. To be even stronger in our analysing data to know the changing need of learners.</p>

ACTION PLAN FOR MANAGEMENT 2020

AREA	PRIORITY/PROCESS	WHO	WHEN	OUTCOME	MONITORING AND EVALUATING IMPACT
Well being	Social Worker Provision at School. Introduce Second Steps Programme	BOT and Management. All staff	Term 1 / 4	We have faster and effective help for complex children. We increase the emotional stamina of our learners.	
Engagement	To promote and strengthen positive play in all areas with all children. To engage complex learners in real learning opportunities. Train two Reading Recovery Teachers	All staff All staff Team Leaders	Term 1 / 4 Term 1 / 4	We have well balanced, healthy citizens for the future. We have a curriculum that meets the needs of diverse and complex learners. Greater skill base in our junior team of teachers.	
Achievement	Implement Digital Curriculum and engage learning in different ways. To raise achievement in focused target groups.	All staff All staff	Term 1 / 4 Term 1 / 4	We have children engaging in new learning and ready for digital learning in their future. We have increased the capacity of staff and the learners	

BIG GOALS FOR GOVERNANCE 2020



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 2020

	2020	2021	2022
Effective Governance	<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>	<p>Work with community pre-elections.</p> <p>Hold parent forums to promote interest and knowledge.</p> <p>BOT to review Gov Man and communication systems and storage to be ready for change over.</p> <p>To provide immediate induction of new BOT members and define protocols.</p> <p>To induct new members into evaluative practices.</p> <p>Include team building opportunities.</p>
Consultation	<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>BOT to survey students around culture of school.</p> <p>BOT to consult re:- Local Curriculum.</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>	<p>BOT to Consult re:- elections</p> <p>BOT to Consult re:- Community involvement in school</p> <p>BOT to Consult re:- the culture of communication systems.</p>

STRATEGIC PLAN FOR GOVERNANCE 2019

	2020	2021	2022
Evaluative Priorities	<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>	<p>Evaluative framework should be part of culture of BOT actions and discussions.</p> <p>Achievement reporting will inform future projects and directions.</p>
Environment	<p>Replace outdated landscaping</p> <p>Completion of Block C learning environment</p> <p>Follow external painting plan</p>	<p>Replace outdated landscaping.</p> <p>Completion Block C Learning Environment.</p> <p>Follow external painting plan.</p>	<p>Follow external painting plan.</p> <p>To replace ICT equipment across school.</p> <p>Refurb office area and staffroom.</p>

ACTION PLAN FOR GOVERNANCE 2019-2021

AREA	PRIORITY/PROCESS	WHO	WHEN	OUTCOME	MONITORING AND EVALUATING IMPACT
Effective Governance	<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>				
Consult	<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>BOT To Survey Students around culture of school.</p> <p>BOT TO Consult re:- Local Curriculum.</p>				
Evaluative Priorities	<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>				
Environment	<p>Replace outdated landscaping</p> <p>Completion of Block C learning environment</p> <p>Follow external painting plan</p>				

PRIORITY COHORT TRACKING

More Convenient

Year 2 Maths

Year 3 Boys Maths

Y2 Maths Students

In 2019 we're not doing as well as could have been predicted. 17 out of 69 (25%) were still at early Level 1. We would want to see more 'at' level 1. Of these 17 students, 64% of them were males..

We want to monitor the 2020 Y2 Maths learners to create faster progression through Level 1.

There is a higher percentage of boys represented in being 'slightly below' expected Curriculum level. We need to monitor the boys and check data termly for this group. Teachers need to be focussed on raising the boy's achievement and engagement around Curriculum Level 2 Maths.

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