



Strategic Direction

2026

Our Vision

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

BIG GOALS MANAGEMENT 2026

WELLBEING	ENGAGEMENT/ ATTENDANCE	ACHIEVEMENT
<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>To increase regular attendance across the whole school.</p> <p>To increase culture around school is too important to miss.</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>Staff to be actively involved in Curriculum development and implementation in their teaching practice.</p> <p>Māori have agency, voice and choice, the power to act. Māori are achieving success as Māori. (Article 2)</p>

STRATEGIC PLAN FOR MANAGEMENT

	2026
<p>Well Being Hauora</p>	<p>To provide pastoral care and services that will increase greater engagement/ attendance and belonging.</p> <p>To continue our work on decreasing racism , bullying and inclusivity of diverse cultures.</p>
<p>Engagement/ Attendance Whakauru</p>	<p>To increase attendance from an average of 70.7% to 80%.</p> <p>To increase our community involvement in our STAR response.</p>
<p>Achievement Tukukitanga</p>	<p>To create achievement Rubrics to embed and understand newly implemented markers and descriptors.</p> <p>To move more learners to Proficient.</p> <p>To provide structured interventions for our learners in</p> <ul style="list-style-type: none"> • Oral • Reading • Maths

ANNUAL PLAN FOR MANAGEMENT 2026

		Who	When	Outcome	Monitoring and Evaluating Impact
Well Being Hauora	1. To provide pastoral care and services that will increase greater engagement/ attendance and belonging. 2. To continue our work on decreasing racism, bullying and inclusivity of diverse cultures.	Counselling Service. All Staff.	T1-4	To provide a healthy place to learn that is safe and inclusive.	
Engagement/Attendance Whakauru	1. To increase attendance from an average of 70.7% to 80%. 2. To increase our communities awareness in our Attendance Management Plan.	Office Attendance Staff, Principal, all Staff.	T1-4	Well informed parents who are striving as hard as the school in getting to school, ready to learn.	
1 Achievement 2 Tukukitanga	1. To create achievement rubrics to embed and understand newly implemented markers and descriptors 2. To move more learners to achieve at their year level. 3. To provide Structured Interventions for our learners in -Oral - Reading - Maths	Leadership Team Curriculum leads.	T1-4	Staff will have clear guidelines to plan and report and assess from. Achievement will have more children showing Proficiency at Years end. Interventions are used to increase achievement.	

BIG GOALS FOR GOVERNANCE 2026

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)

CONSULTATION	EVALUATIVE	ENVIRONMENT
<p>To consult with—</p> <ul style="list-style-type: none"> • Learners • Staff • Community • Maori Community <p>To keep community up to speed and informed of Curriculum changes and implementation.</p> <p>To consult with stakeholders to form Strategic Direction of 2027-2029</p> <p>As a Board, know how MOE requirements will look.</p> <p>Māori perspectives and opinions, and the voices of Māori are equitably represented (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 upskill on</p> <ul style="list-style-type: none"> • new descriptors • Markers • New nationalised testing Yr3-6 <p>Trustees to evaluate how achievement is looking mid and end of year.</p> <p>Trustees to evaluate termly attendance reports to see if our STAR Attendance Management Plan is having the required effect on our schoolwide attendance target.</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>Manage school finances prudently and all allocations to assist increase in excellence equity and achievement.</p> <p>Donovan Trustees to maintain and develop our existing buildings and infrastructure through 10 Year Property Plan.</p> <p>Trustee to grow the focus on wellbeing of learners and Staff.</p> <p>Educational barriers and inequalities are removed to ensure equitable educational outcomes. (Article 3).</p>

STRATEGIC PLAN FOR GOVERNANCE

	2026
Consultation Kōrero	<p>To collect feedback from community to form the 2027-2029 (Once guidelines are confirmed).</p> <p>Consult more with community around assessment and reporting.</p>
Evaluative te aro mātai mahi	<p>To look at our evaluative framework to see if it is fit for purpose.</p> <p>To review and update 2026 plan more frequently during the year.</p>
Environment Taiao	<p>To follow our cyclical plan.</p> <p>To engage in 5YP works</p> <ul style="list-style-type: none"> • Resource Room redevelopment • Hall exterior repairs • Replacement driveway concrete <p>To create ideas, plans for further playground opportunities for our community.</p>

ANNUAL PLAN FOR GOVERNANCE 2026

		Who	When	Outcome	Monitoring and Evaluating Impact
Kōrero Consultation	To collect feedback from community to form 27-29 plan.	BOT presiding member and Principal	T3	Have community voice and direction.	
	Consult more with community around assessment and reporting.	Bot presiding member and Principal	T1	Have community informed about changes and purpose.	
Te aro mātai mahi Evaluative	To look at our evaluative framework to see if it is fit for purpose.	Whole BOT	T1-4	To create systems so we can engage with data in a meaningful way.	
	To review and update 2026 plan more frequently during the year.	Presiding Member	T1-4	To be reflective more often.	
Taiao Environment	To follow our cyclical plan	BOT Property person.	T1	Have plan completed.	
	To engage in 5YP works <ul style="list-style-type: none"> • Resource Room • Hall exterior repairs • Replacement driveway concrete 		T1-2	To have jobs finished and ready for use.	
	To create ideas, plans for further playground opportunities for our community.	Whole BOT		To create more activities for our school and wider community to enjoy and learn with.	

Kiwisport Statement for Annual Report 2025

Kiwisport is a government funding initiative to support participation in organised sport. In 2024 Donovan Primary received \$6002.32. We were able to benefit all children from Year 0 to Year 6 by employing a sports facilitator. She took practices, organised teams, allocated uniforms and supported the players at some games.

These costs have benefited all students to help engage them in physical activity and/or team sports. We are seeing the benefits of this initiative as we have more students participating in sports. We have had over 240 children experiencing being involved in 16 different sporting codes.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We have met our obligations to provide a safe and a good environment to work in. We have a Health and Safety Group that consults with staff. We also have a wellbeing focus and a group that leads initiatives to promote wellbeing and inclusion.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Our programme is as per our Schooldocs Policy. We have followed the programme to the best of our ability.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We have made no permanent appointments during this period. Our selection panels are organised to have a range of people to provide balanced ideas and selection ideas.</i>
How are you recognising, The aims and aspirations of Maori, The employment requirements of Maori, and Greater involvement of Maori in the Education service?	<i>We haven't had the opportunity to employ Maori applicants, but we would be looking at how we could be inclusive to bring diversity and cultural skills onto our staff.</i>
How have you enhanced the abilities of individual employees?	<i>Through consultation around goals and aspirations and providing where applicable and reasonable professional learning opportunities.</i>
How are you recognising the employment requirements of women?	<i>This is not an issue for our school, we have a 66% of woman on our management and leadership team.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Where needed we would consult to remove barriers e.g work furniture, access to rooms, activities and mobility..</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?	Y	

Donovan Primary Statement of Variance 2025 - Management

AREA	PRIORITY/PROCESS	MONITORING AND EVALUATING IMPACT
Well being	<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. 	<ol style="list-style-type: none"> 1. We have continued our service and over 40 learners have been involved in service. 85% of these have reported back through data that they have grown and have stronger strategies to cope. 2. Wellbeing Group has continued to provide and plan. This year we have helped several families in our community. 3. Second Steps has had parts delivered through CRT Programme which is working.
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 	<ol style="list-style-type: none"> 1. This has been a challenge with several other changes. Staff are very familiar with the Phases and working towards reporting against the Markers and descriptors in 2026. 2. Surveys were conducted in Term One for Yr4-6. Results showed learners have strong connections to school and feel safe and secure at school. 3. This has not been completed in a way we would have liked especially with second Maths curriculum arriving and other learning areas arriving only in Term 4.
Achievement	<ol style="list-style-type: none"> 1. Develop new assessment plan. Create reporting protocols to match and supports leaners 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. 	<ol style="list-style-type: none"> 1. We have changed all reporting with the interim descriptors and created new reports. This work all has to be redone for 2026. 1. This is very much ongoing work, we are moving to Year 5/6 area in 2026. Then still working on aligned to final English Curriculum. 2. We have been matching this to English Curriculum and waiting for Structured Writing to come from MOE.

Donovan Primary Statement of Variance 2025 - Governance

AREA	PRIORITY/PROCESS	MONITORING AND EVALUATING IMPACT
Consultation	<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. 	<ol style="list-style-type: none"> 1. New Curriculum has been frequently on our agendas as we grapple with the changes and new curriculum based on Knowledge/Practice rather than understand know do. 2. This was completed in Term 1 3. We held parent information evening, had potential people at Board meetings. We went to Election and have a full board.
Evaluate	<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. 	<ol style="list-style-type: none"> 1. Board completed the new version of BAS in Term 1. this showed the Board were compliant. 2. Board have completed the improvement framework and been through an external review process with Education Review Office.
Environment	<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. 	<ol style="list-style-type: none"> 1. Annex has been reroofed. 2. External painting plan is up to date for blocks B/C and work has started on block A. 3. Hedge removed, drainage sorted and new fence erected. 4. Block B/C completed and block A is underway.