

Discovery School Strategic Plan 2024-2025

We engaged in community consultation (late 2022) which resulted in the creation of our strategic goals. We consulted again about our vision (2023). This consultation informed this plan, alongside what we know about our Ākonga (engagement, progress and achievement), the Education Act, National Learning Priorities and other official guidance for boards.

	<p style="text-align: center;">Our Vision: Whanake rā tātou kia pai ai te āpōpō We thrive and grow today for a better tomorrow</p> <p style="text-align: center;">Our values: Whakaute - Respect Ngākau Tapatahi - Integrity Hiranga - Excellence Kawenga - Responsibility</p>		
Strategic Goals	Grow our knowledge of Te Ao Māori	Learn through a refreshed, rich local curriculum	Create spaces that support learning
Whakatauki	<p style="text-align: center;">He aha te mea nui o te ao? He tangata, he tangata, he tangata <i>What is the most important thing in the world? The people, the people, the people</i> Whakamaua te pae tata kia tina <i>Take hold of your potential so it becomes your reality</i></p>		
Rationale	We acknowledge the unique place of mana whenua & our obligation to honour te Tiriti o Waitangi. It is important for us all to grow in our knowledge & use of te reo me ona tikanga Māori.	The NZ Curriculum is currently being refreshed so it is te Tiriti honouring, inclusive, clear about important learning & easy to use. This work is progressing between now and 2027.	The environment in which our children learn needs to be engaging and inviting. They should be able to connect to our environment and have input into spaces that support their learning.
2025 Initiatives (Targets)	1.1 Continue to strengthen partnership and connections with Ngāti Toa Rangatira 1.2 Increase understanding, knowledge & use of te reo me ona tikanga Māori	2.1 Begin to implement the refreshed curriculum 2.2 Refresh our local curriculum through the development of a conceptual curriculum 2.3 Refine our school wide assessment practices and deepen teacher understandings of data literacy	3.1 Support learning through use of outdoor spaces 3.2 Maximise the use of indoor spaces to support student learning
Measures	Increase in Te Reo funding level (July roll return) Engagement of whānau Māori in school activities Evidence of work partnering with Ngāti Toa Rangatira	Teacher confidence/ capability & Student Voice Surveys Evidence in planning Age appropriate focus for learning across the school	Number of student led projects / BOT projects Improved outdoor and indoor learning environments
High Level Success Outcomes	<ul style="list-style-type: none"> ● A stronger relationship with Ngāti Toa Rangatira, working in partnership to support our Ākonga ● Increased use of and understanding of te reo me ona tikanga Māori by staff and ākonga ● Our role in honouring te tiriti o Waitangi is clear 	<ul style="list-style-type: none"> ● Ākonga learning through relevant contexts that meet their needs and acknowledge our place ● Our staff understand the refreshed curriculum and are ready for implementation in 2026 	<ul style="list-style-type: none"> ● Outdoor spaces for learning are improved through the development of school and student led projects ● Bike track fully operating and integrated into learning programmes.
Legislation & National Priorities	Board primary objectives 1a, 1b (ii, iii) & 1d (ii, ii, iii)		Board primary objectives 1b (i), 1c & 2b (i, ii)

		Board primary objectives 1a, 1b (ii, iii), 1c, 1d (i, ii, iii), 2a & 2b (ii, ii, iii)			
	National Education & Learning Priorities : Ākonga at the centre, Barrier free access, Quality teaching & learning Ka Hikitia : Te Whānau (respond to Ākonga in the context of their whānau), Te Tangata (free from racism, stigma & discrimination), Te Kanorautanga (Māori as diverse Ākonga), Te Tuakiritanga (identity, culture & language), Te Rangatiratanga (authority & agency)				
Core Practices	Quality Teaching	Quality Leadership	Effective Partnerships	Progress & Achievement for All	Ākonga at the Centre

Giving effect to Te Tiriti o Waitangi

Our school is committed to giving effect to te Tiriti o Waitangi. The first strategic goal and its targets are wholly focused on this and it is evident as you read through. The second goal also links closely to this with a focus on learning about and implementing the curriculum, with elements of provision of an inclusive, rich curriculum that honors te Tiriti o Waitangi. This, along with mana whenua stories and work with Ūpane and whānau Māori will ensure we are giving effect to te Tiriti o Waitangi.

Annual Plan 2025

<p>Grow our knowledge of Te Ao Māori</p>	<p>Current Position: We have been working on growing our understanding and use of te reo me ona tikanga Māori. This has included increased learning of and use of te reo Māori by staff, with a number taking formal te reo Māori courses. We have also begun working alongside Ūpane (Ngāti Toa) and engaging with them around our strategic direction. The board now has a mana whenua rep co option, appointed by Ngāti Toa Rangatira. The school partners with the Māori Achievement Collaborative to strengthen our mahi in this area. We have an active whānau Māori group and have been working with ākongā Māori to grow their understandings of whakapapa.</p>					
Initiative (Target)	Key Actions		Responsibility	When	Resources	Expected Outcomes & Measures
<p>1.1 Continue to strengthen partnership and connections with Ngati Toa Rangatira</p>	<p>Continue to connect with Ūpane to support professional learning around kawa/tikanga in our place</p> <p>Teams plan using resources and learnings from Ūpane in 2024, ensuring this is reflected in classroom programmes</p> <p>Review our kawa with whānau Māori in a manner that reflects aspirations of mana whenua, then support everyone to understand it</p> <p>Finalise the names for our teaching teams, considering mana whenua stories and perspectives</p> <p>Begin to discuss how a refurbished entranceway could be created so that it is culturally appropriate</p> <p>Rōpū Whakapapa to look at the place they stand and learn through the use of Ngāti Toa resources</p>		<p>Principal</p> <p>Team Leaders & ngā kaiako</p> <p>WST, Leadership Team & Māori Team</p> <p>Leadership Team to lead</p> <p>Board & WST</p> <p>Rōpū Whakapapa Lead</p>	<p>T1 initially</p> <p>T1 for plan, then ongoing</p> <p>T1</p> <p>T1</p> <p>T2</p> <p>By end T3</p>	<p>Ūpane staff advisory hours</p> <p>Whānau Group & Ngāti Toa</p> <p>Ngāti Toa advice</p> <p>Whānau Group & Ngāti Toa to support planning</p>	<p>Kawa and tikanga for the school is in line with Ngāti Toa practices/expectations</p> <p>Classes are taught content that reflects the views/stories of Mana whenua</p> <p>Local curriculum planning is beginning to reflect mana whenua stories and aspirations</p> <p>The school has a growing, meaningful and reciprocal partnership with Ngāti Toa Rangatira</p> <p>The school kawa is reflective of mana whenua</p> <p>Teaching teams have appropriate names that are culturally responsive</p>
<p>1.2 Increase understanding, knowledge & use of te reo me ona tikanga Māori</p>	<p>Induction of new staff to ensure they are supported to implement existing te reo programmes and resources</p> <p>Staff professional development around growth of te reo, tikanga and knowledge of te ao Māori through sharing of practice and te reo tasters and staff meetings</p> <p>Work with whānau to increase our knowledge of ākongā Māori whakapapa & iwi/whānau aspirations</p>		<p>Team Leaders & WST</p> <p>All staff (arranged by Leadership Team/WST)</p> <p>WST, Leadership Team, Māori Team & ngā kaiako</p>	<p>T1</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Existing resources, AST</p> <p>Staff Strengths, Te Reo courses, MAC, AST</p> <p>Whānau Māori</p>	<p>Student progress continues to grow in the classrooms of new staff</p> <p>Increased staff understanding of effects of colonisation on te reo me ona tikanga Māori and our role in revitalisation & normalisation</p> <p>Staff understand where ākongā Māori whakapapa to and iwi/whānau aspirations</p> <p>The whakapapa of all of our families is</p>

	<p>Te mihi o te ata progression of growth developed and implemented across the school</p> <p>Develop mihi whakatau/pōwhiri practices that take place in classes as new Ākonga start during the year</p> <p>Practise mihi whakatau in classes by setting up opportunities for this (e.g buddy classes, Adventure School visit)</p> <p>Analysis of class time used teaching/learning te reo Māori with a plan to increase this</p> <p>Ngā kaiako identify goals in professional growth plans</p> <p>Plan and implement opportunities to kōrerō Māori, with leaders modelling this</p> <p>Staff are encouraged to attend te reo courses</p>		<p>WST, Leadership Team, Māori Team & ngā kaiako</p> <p>WST, Leadership Team, Māori Team & ngā kaiako</p> <p>Ngā kaiako, Māori Team</p> <p>Principal/WST</p> <p>Ngā kaiako</p> <p>WST & Leadership Team</p> <p>Staff (principal approve)</p>	<p>T1 draft, T2 consult, T3 use</p> <p>T1</p> <p>Buddy classes T2, host school T4 T2</p> <p>T1 plan</p> <p>T1 plan, then continue</p> <p>Ongoing</p>	<p>MAC, Whānau Māori</p> <p>MAC, whānau Māori, Mana Whenua Rep AST, Māori Team</p> <p>google survey</p> <p>PD providers</p>	<p>acknowledged and welcomed</p> <p>Classes are all immersed in te reo Māori for a short period of the day MOE July roll return increased (Taha Māori to 5 or 4b)</p> <p>We understand the needs of staff for professional development and in Term 4 staff can show growth in understanding</p> <p>Increased number of staff learning te reo</p> <p>Staff are using te reo more confidently and naturally in conversation and the classroom</p>
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Learn through a refreshed, rich local curriculum

Current Position: Our staff were engaged in MOE testing of draft curriculum refresh material prior to the change in government. We provided feedback on the new refreshed curriculum and have continued to explore the progressions within phases. Staff have participated in a number of Ūpane’s courses, learning about mana whenua stories, landmarks, traditions and models to support holistic learning. In 2024, we changed our structure to one that has less transitions for Ākonga and is more reflective of developmental phases of learning, in line with the refreshed curriculum. We have had a student-led review of our school vision and during our ERO visit, we collaborative identified the development of a conceptual curriculum as the next step in using our vision to drive learning across the school.

Initiative (Target)	Key Actions		Responsibility	When	Resources	Expected Outcomes & Measures
2.1 Begin to implement the refreshed curriculum	<p>Ngā kaiako are supported to explore and use the new content (staff and team meetings)</p> <p>Ngā kaiako are learning about and implementing BSLA</p> <p>Y7-8 teachers are learning about and implementing Ideal</p> <p>Develop a shared/clear overview of an effective maths programme at Discovery School</p> <p>Explore resources that can support the delivery of an effective maths programme (e.g.</p>		<p>WST & Syndicate Leaders</p> <p>BSLA Facilitators & Y0-6 kaiako Y7-8 kaiako</p> <p>WST & Maths Lead (supported by LT)</p> <p>WST & Maths Lead (supported by LT)</p>	<p>T1 and ongoing</p> <p>T1 Y0-3, T2 Y4-6</p> <p>T1</p> <p>T1 & 2</p> <p>T2/3</p>	<p>Team / Staff meetings</p> <p>BSLA Training</p> <p>Ideal (RTLb)</p> <p>Curriculum resources</p> <p>Curriculum resources</p>	<p>Ngā kaiako are sharing practice around how they are implementing the refreshed curriculum</p> <p>Ngā kaiako are confident in their use of structured literacy</p> <p>All kaiako understand what an effective maths programme looks like and classroom programmes reflect this</p> <p>Ngā kaiako are using workbooks and other resources effectively to support</p>

	workbooks, online resources) Begin to explore oral language resources that support learning		Literacy Team	T2	Curriculum resources	ākonga to progress The school is beginning to implement the new curriculum at a pace that is manageable for teachers and allows for embedding practice
2.2 Refresh our local curriculum through the development of a conceptual curriculum	Unpack our refreshed vision with our staff, Ākonga and whānau so that we have a shared understanding of what it looks like, sounds like, feels like in practice Develop resources to support the implementation of our vision Based on our shared understanding of our vision, begin to identify key concepts or big ideas to underpin curriculum delivery at Discovery School Work with an extension group of Ākonga to explore the big ideas and refine them, ready for consultation with our school community Develop a 'framework' for documenting our conceptual curriculum and processes for planning/back mapping curriculum coverage (including student, teacher and whānau voice) Collect information and plan for implementation of the conceptual curriculum in 2026, ensuring refreshed curriculum requirements are delivered within it Ensure curriculum content is relevant to ākonga, particularly emphasising the place of Māori as tangata whenua and celebrating pacific cultures		WST & Principal WST (supported by LT) WST WST (supported by LT) WST (supported by LT) WST & Leadership Team WST + Cultural WST	Begin T1, complete T2 T2 T3 T3 & 4 T4 T4 ongoing	Surveys & hui Graphic design, materials (\$) Examples from other schools, readings, etc Surveys & hui Examples from other schools surveys, NZC, local resources Pacific coordinator, whānau, Mana whenua advice	We have a collective understanding of what our vision is, why it is important and what we need to include in teaching programmes We have big ideas/concepts that will underpin our curriculum delivery and provide meaningful, local contexts for delivery of national expectations Our conceptual curriculum allows for celebration of important NZ events, language weeks, and cultural identity Processes are in place to guide planning each year and ensure national requirements are being met, while learning is meaningful and relevant to our local setting Student have a sense of identity and belonging that continues to be strengthened Ākonga learn at a level appropriate for their age group and relevant to them and/or our community A responsive local curriculum that reflects community aspirations and promotes high levels of engagement

<p>2.3 Refine our school wide assessment practices and deepen teacher understandings of data literacy</p>	<p>Review assessment systems and plan/implement professional development to enhance teachers' and leaders' understanding and use of student information</p> <p>Implementation of Hero for our new SMS, learning how to use aspects 'as needed':</p> <ul style="list-style-type: none"> - admin, attendance, pastoral notes, basic comms tools - assessment entries and reporting <p>Consider the use of Hero for reporting to parents, including a possible trial</p> <p>Provide PLD to support teachers to deepen data literacy skills and plan next steps for Ākonga</p> <p>Undertake an in-depth analysis of achievement information; respond to any disparity and plan to accelerate student progress</p>		<p>Leadership Team</p> <p>Ngā kaiako (supported by Leadership Team)</p> <p>Leadership Team & IT Lead</p> <p>Leadership Team</p> <p>Ngā kaiako</p>	<p>T1, then ongoing</p> <p>T1 T2</p> <p>T3</p> <p>T2 onwards</p> <p>Ongoing</p>	<p>NZCER, CRT time, team meetings</p> <p>HERO, webinars, time allocated to learn</p> <p>Trial classes HERO support</p> <p>PLD to support understanding</p>	<p>Staff confidently use HERO to support school operations and student progress</p> <p>Improved progress, achievement and equitable outcomes for all Ākonga</p> <p>An assessment system that is consistently understood and implemented</p> <p>Ngā kaiako confidently use effective data literacy skills to identify areas for improvement and steps to improve student outcomes</p> <p>Whānau, board, mana whenua and community are well informed of student progress and achievement</p>
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Create Spaces that support learning

Current Position: In 2023, classroom programmes included a focus on taking action to improve our school environment. We built a bike track and also increased shade and turf around our sandpit area. In 2024, we focused on increasing spaces for outdoor learning to occur. After significant building work, our front entrance is now ready for development so that our commitment to tangata whenua is evident as you come into the school.

Initiative (Target)	Key Actions		Responsibility	When	Resources	Expected Outcomes & Measures
<p>3.1 Support learning through use of outdoor spaces</p>	<p>Group established to look at a plan for the entrance of the school</p> <p>Teams to identify outdoor spaces that can be used to support learning and plan for this</p> <p>Identify projects that can be undertaken around the school where Ākonga 'take action' in their learning</p> <p>Green team to identify work around the school that can enhance the environment (e.g. class garden responsibilities, etc)</p> <p>Ensure bike track continues to be fully utilised within learning programmes and break times, & well maintained</p>		<p>Principal & WST</p> <p>Ngā kaiako</p> <p>Outdoor Learning Lead & Student Council DP</p> <p>Rōpū Kaitiaki & Outdoor learning lead</p> <p>Outdoor Learning Lead</p>	<p>T1 (plan then develop)</p> <p>T1</p> <p>T1 plan, ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ngāti Toa, Whānau Māori, \$</p> <p>Class time to support</p> <p>Maintenance support as required</p>	<p>Our entrance is welcoming and reflective of our school community</p> <p>Ākonga feel empowered to lead change and ownership of the environment</p> <p>Gardens are maintained and green team tasks are completed</p> <p>Ākonga are utilising the bike track to support learning across the curriculum</p> <p>Shade is increased</p> <p>Increase use of the outdoor school</p>

	<p>Continue to identify ways we can increase shade</p> <p>Develop a Maara Kai food garden guided by tikanga Māori and utilise matauranga Māori.</p>		<p>Board</p> <p>Rōpū Kaitiaki & Rōpū Whakapapa + Lead Teachers</p>	<p>T2</p> <p>T2</p>	<p>Funding</p> <p>Māori/Grounds budgets</p>	<p>environment for learning programmes</p> <p>Our students learn about Māori gardening traditions and processes.</p>
<p>3.2 Maximise the use of indoor spaces to support student learning</p>	<p>Explore the concept of a system that allows ākonga with independent learning skills to have some agency over where they learn</p> <p>Develop the above system to meet the needs of our Ākonga and show appropriate progression through the school</p> <p>Consider the best use and set up of available spaces in the school</p>		<p>Leadership Team</p> <p>Ngā kaiako</p> <p>Staff</p>	<p>T1</p> <p>T2</p> <p>T1</p>	<p>Examples from other schools</p> <p>Time</p> <p>Time on TOD to initially discuss</p>	<p>Age appropriate learner licence system in place</p> <p>Ākonga have aspirations to strive for in terms of having more agency over their learning</p> <p>Spaces are used effectively to support student learning and well being.</p>

Core Practices Supporting Strategy - Our Business as Usual

<i>Practices</i>	<i>Process</i>	<i>Description</i>
Quality Teaching with Ākonga at the Centre	Differentiated approaches so that learning programmes focus on student needs & interests	<ul style="list-style-type: none"> ● Priority ākonga identified with specific actions planned that are beyond BAU ● Ngā kaiako plan group activities, using a range of flexible grouping approaches ● Use of a range of strategies to cater for diverse Ākonga ● IEPs - planned and implemented ● Student needs taken into account by teachers with programme adaptations made ● Ākonga understand and can talk about their next learning steps ● Student goal setting ● Learning conversations ● Use of Learning Assistants to support Ākonga, through deliberate actions planned by teachers ● Student agency - choice for Ākonga and focus on developing their strengths talents and interests ● Provision of a variety of tasks (collaborative, independent, etc.) ● Programmes support the school values and the development of resilience in our Ākonga
	Rich learning opportunities	<ul style="list-style-type: none"> ● Continued celebration of Pacific and Māori language weeks and celebrations ● Use of our local community resources and areas to support learning ● Provision of camps and other EOTC activities to support learning ● Planning for authentic, real life, purposeful learning ● Engagement with whānau & community to support learning ● Use of outside agencies to support our learning programmes (e.g. visiting speakers)
	Knowing our Ākonga	<ul style="list-style-type: none"> ● Meeting with parents at the beginning year to share information about Ākonga ● Ngā kaiako spend time with children getting to know them (e.g. before school) ● Transition conversations and support between classes, syndicates and other education providers ● Turangawaewae unit at the beginning of the year ● Regular, ongoing communication through seesaw with parents ● Strong relationships between teachers and Ākonga
Quality Leadership	Well being	<ul style="list-style-type: none"> ● Regular 1-1 check ins with staff around change & pulse point surveys to gather staff feedback ● Strong, professional relationships ● Understanding each others' needs ● Team building activities & sharing practice within and across syndicates ● Staff appreciation, gratitude weeks and a strong social club ● Regular discussions at around staff needs and being responsive to these ● Pinch point planning ● Team norms developed and referred to regularly for all teams across the school ● Learning/playground surveys of student voice
	Leadership PD	<ul style="list-style-type: none"> ● Professional development with a focus on how can we be the best leadership team possible? ● Coaching for leaders around goals ● Understanding our people, their strengths and areas for development ● Attendance at courses and school visits to keep up to date
	Property	<ul style="list-style-type: none"> ● Ensure property contracts met by all parties ● Conduct emergency drills each term ● Monitor tree safety ● Implementation of 10YPP ● Maintenance of heating systems
Effective Partnerships	Pasifika Parent Group	<ul style="list-style-type: none"> ● Pacific coordinator in place to lead planning of language weeks and cultural events ● Termly meetings with the group, learning together ● Regular communication through a closed facebook group ● Co-opted board member with Pasifika perspective
	Whānau	<ul style="list-style-type: none"> ● Engagement with whānau to support cultural celebrations and use of te reo me ona tikanga Māori ● Termly meetings with the Whānau group, learning together and partnership meetings each term ● Regular communication through a closed facebook group ● Co-opted board member with Māori perspective
	General	<ul style="list-style-type: none"> ● Regular communication through newsletters and facebook ● Raising issues early and following up with parents promptly when issues are raised with us ● Strong professional relationships ● Face to face or phone contact wherever possible
Progress & Achievement for all	Achievement Targets	<ul style="list-style-type: none"> ● Developed collaboratively with staff based on data and shared knowledge ● Coaching for all teachers with regards to ensuring student progress ● Regular Syndicate discussions – who needs support / what strategies are successful and why? ● Termly monitoring – who are we trying to shift? How can we do this? What support is needed? ● School wide data analysis to identify trends and patterns

