

Motuhake Tahi Exceptional Together



OUR 2023 ANNUAL PLAN.

OUR GOALS

Develop our DBS
culture of teaching
& learning

Grow Exceptional
Teaching

Build Don Buck as
a Community Hub

OUR INITIATIVES

Notice the learning,
recognise the
curriculum and respond
in our teaching

Grow engaged
learners.

Be a responsive
community service
provider.

LEADERSHIP

Curriculum Team

Angie and Heydon

Marie and Sandy



GOAL KEY INITIATIVE

Develop our DBS culture of teaching & learning

Notice the learning, recognise the curriculum and respond in our teaching

ACTIONS	TIMEFRAME & LEAD
Implement observational tools to identify strengths / urges / Schema within students\ Stages of development and social skills.	Term 1 Weeks 3 - 8 Curriculum Team
Continue to support the teaching team to up-skill their ability to notice and recognise the strengths and learning styles of each akonga, in particular, during term 1.	All year Curriculum Team
Support and implement best practice strategies for teachers to effectively respond to children's urges, passions and interests, developmental stages and social skills.	All year Curriculum Team
Undertake joint Inquiry on "culturally responsive practices in a play based /project based learning environment that have the greatest effect /impact on learning."	Term 2 and 3 Curriculum Team + Kahui Ako WSL

**GOAL****KEY INITIATIVE****Grow Exceptional Teaching****Grow engaged learners****ACTIONS****TIMEFRAME & LEAD**

Support staff to review the learning and teaching environment, (the 3rd teacher) both inside and outside the classrooms, being provided to enable akonga to engage and demonstrate their urges, passions and interests, developmental stages and social skills.

All year
Angie and Heydon

Develop Ruma Waru and the Brayshaw into creative / discovery spaces to develop engaged, independent creative learners, prompting a "Give It a Go" attitude.

All year
Heydon

Undertake Inquiry "How can a tuakana teina approach to teaching and learning increase engagement with a defined group of tamariki?"

Term 2 and Term 3
Angie

Undertake Inquiry "How can we utilise culturally centred practice to increase engagement with a defined group of Māori boys and /or girls?"

Term 2 and Term 3
Heydon



GOAL
KEY INITIATIVE

Build Don Buck as a Community Hub
Be a responsive community service provider.

ACTIONS

TIMEFRAME & LEAD

Undertake a current state analysis of services that our school currently accesses in response to community needs.

Term 1 Week 1 - 3
Sandy and Marie

Undertake an inquiry to find out “what are our current community service gaps?” gaining information from all key stakeholders.

Term 1 Week 4 - 8
Sandy and Marie

Connect and form working relationships with key community service providers identified from inquiry

Term 2 onwards
Sandy and Marie

Undertake regular community korero with a range of school community groups to continue to gain further information as to what services should be provided at school.

All year
SLT

Develop a grant schedule for the 2023 school year.

Term 1
Cassandra



LINKS TO THE NELP'S FROM OUR 2023 ANNUAL PLAN

Develop our DBS culture of teaching & learning

LEARNERS AT THE CENTRE

Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau.

Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations.

QUALITY TEACHING AND LEADERSHIP

Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.

Grow Exceptional Teaching

QUALITY TEACHING AND LEADERSHIP

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.

Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.

FUTURE OF LEARNING AND WORK

Support learners/ākonga to see the connection between what they're learning and the world of work.

QUALITY TEACHING AND LEADERSHIP

Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.

Build Don Buck as a Community Hub

BARRIER FREE ACCESS

Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.

LEARNERS AT THE CENTRE

Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.

Measurement Planning Overview - Change Area 1



Develop our DBS culture of teaching & learning

Initiatives	Key outcome measures	Baseline measures	Midpoint Measures	Endpoint measures	Success Statement
1. Implement observational tools to identify strengths / urges / Schema within students\ Stages of development and social skills.					
2. Continue to support the teaching team to up-skill their ability to notice and recognise the strengths and learning styles of each akonga, in particular, during term 1.					
3. Support and implement best practice strategies for teachers to effectively respond to children's urges, passions and interests, developmental stages and social skills.					

Measurement Planning Overview - Change Area 2



Grow Exceptional Teaching

Initiatives	Key outcome measures	Baseline measures	Midpoint Measures	Endpoint measures	Success Statement
1. Support staff to review the learning and teaching environment, (the 3rd teacher) both inside and outside the classrooms, being provided to enable akonga to engage and demonstrate their urges, passions and interests, developmental stages and social skills.					
2. Develop Ruma Waru and the Brayshaw into creative / discovery spaces to develop engaged, independent creative learners, prompting a "Give It a Go" attitude.					
3. Undertake Inquiry "How can a tuakana teina approach to teaching and learning increase engagement with a defined group of tamariki?"					
4. Undertake Inquiry "How can we utilise culturally centred practice to increase engagement with a defined group of Māori boys and /or girls?"					

Measurement Planning Overview - Change Area 3



Grow Exceptional Teaching

Initiatives	Key outcome measures	Baseline measures	Midpoint Measures	Endpoint measures	Success Statement
1. Undertake a current state analysis of services that our school currently accesses in response to community needs.					
2. Undertake an inquiry to find out "what are our current community service gaps?" gaining information from all key stakeholders.					
3. Connect and form working relationships with key community service providers identified from inquiry					
4. Undertake regular community korero with a range of school community groups to continue to gain further information as to what services should be provided at school.		Current community korero is undertaken when need arises with no regularity.			
Develop a grant schedule for the 2023 school year.		No grant schedule currently exists.			

Identify the quantity of resources required

Goal	Develop our DBS culture of teaching & learning			
Initiatives	Money	Your Time	Staff Time	Stakeholder time
1. Implement observational tools to identify strengths / urges / Schema within students\ Stages of development and social skills.				
2. Continue to support the teaching team to up-skill their ability to notice and recognise the strengths and learning styles of each akonga, in particular, during term 1.				
3. Support and implement best practice strategies for teachers to effectively respond to children's urges, passions and interests, developmental stages and social skills.				

What is the best investment of your limited resources? Where will you have the most impact?

Identify the quantity of resources required

Goal	Grow Exceptional Teaching			
Initiatives	Money	Your Time	Staff Time	Stakeholder time
1. Implement observational tools to identify strengths / urges / Schema within students\ Stages of development and social skills.				
2. Continue to support the teaching team to up-skill their ability to notice and recognise the strengths and learning styles of each akonga, in particular, during term 1.				
3. Support and implement best practice strategies for teachers to effectively respond to children's urges, passions and interests, developmental stages and social skills.				

What is the best investment of your limited resources? Where will you have the most impact?

Identify the quantity of resources required

Goal

Grow Exceptional Teaching

Initiatives

Money

Your Time

Staff Time

Stakeholder time

1. Implement observational tools to identify strengths / urges / Schema within students\ Stages of development and social skills.

2. Continue to support the teaching team to up-skill their ability to notice and recognise the strengths and learning styles of each akonga, in particular, during term 1.

3. Support and implement best practice strategies for teachers to effectively respond to children's urges, passions and interests, developmental stages and social skills.

What is the best investment of your limited resources? Where will you have the most impact?