

DON BUCK SCHOOL

**KŌKIRI NGĀTAHI**  
*exceptional together*



# STRATEGIC PLAN

## 2026 - 2028

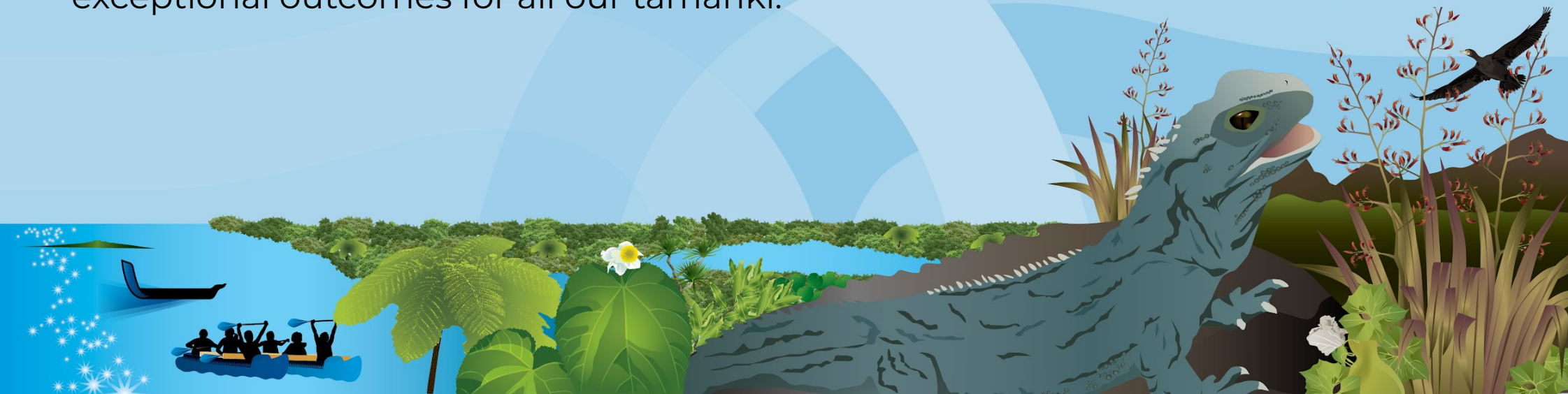


# INTRODUCTION

This strategic plan reflects the aspirations we hold for our tamariki and the direction we as a school are collectively taking. It outlines the key goals, targets, and actions that will guide our mahi as we work to uplift the learning, wellbeing, and success of every child in our kura.

Our plan has been shaped through consultation with our whānau, tamariki, staff, and wider community, ensuring it genuinely represents who we are and what we value at Don Buck School. It is intended to align and focus our efforts so that we move forward together with clarity and purpose.

Clear, measurable targets and defined responsibilities support the implementation of this plan. It is designed to be a living, working document that we actively use, reflect on, and adapt throughout the year as we strive for exceptional outcomes for all our tamariki.



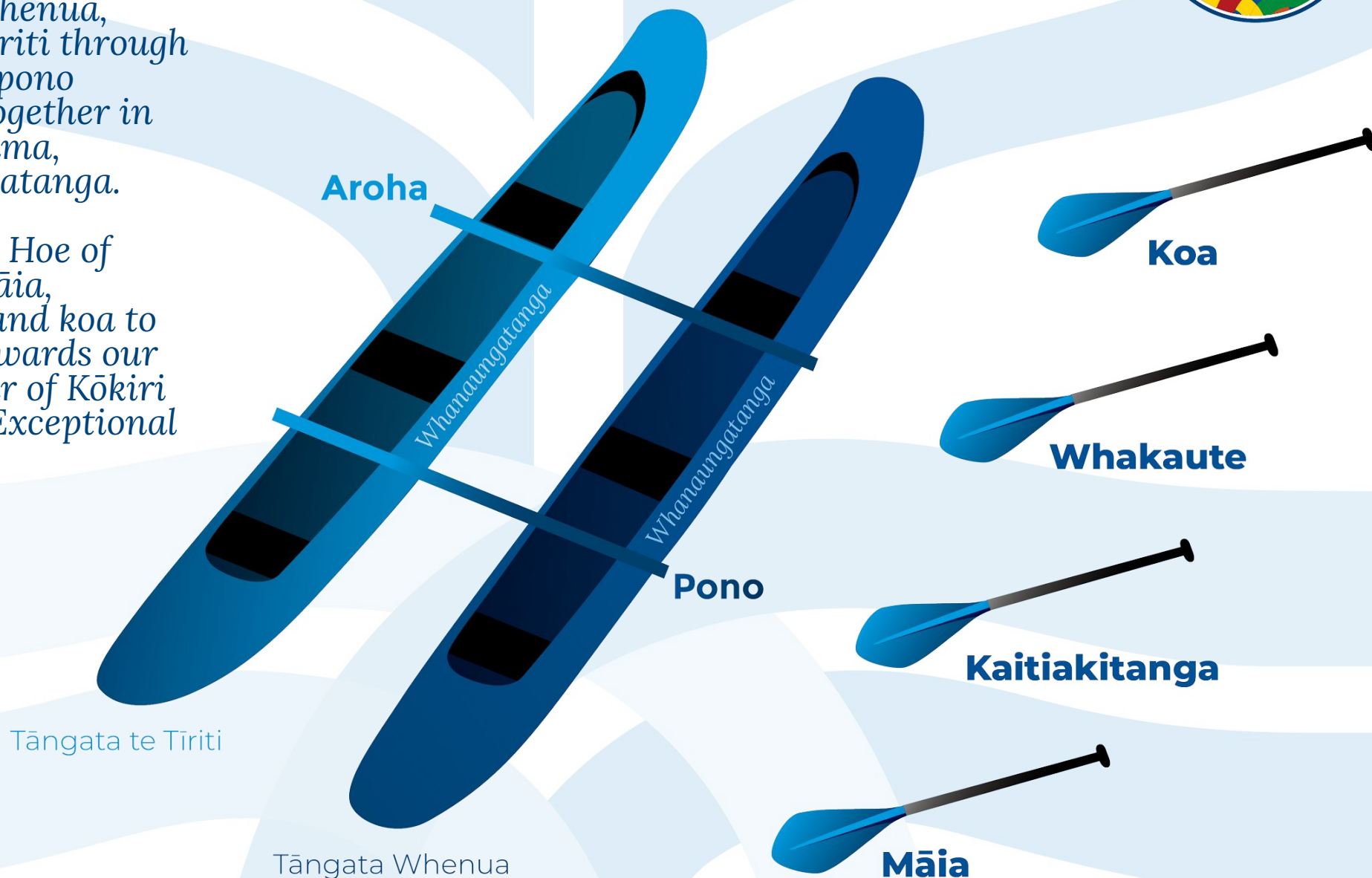
# OUR WAKA OUR VALUES

DON BUCK SCHOOL  
KŌKIRI NGĀTAHI  
exceptional together



Tangata Whenua,  
Tangata Tiriti through  
aroha and pono  
voyaging together in  
our waka ama,  
Whanaungatanga.

We use our Hoe of  
kaitiaki, māia,  
whakaute and koa to  
move us towards our  
guiding star of Kōkiri  
Ngātahi - Exceptional  
Together.







KŌKIRI NGĀTAHI

*exceptional together*

**OUR VISION,**  
our guiding star, our aspiration, our call to  
action, **OUR WHY.**

*At Don Buck School we believe that we all  
have the potential to be **EXCEPTIONAL.***

**EXCEPTIONAL** through our skills, talents,  
passions, and abilities.



**OUR MISSION,**

our purpose, our direction, what we are here  
to be - everyday.

HE WHĀNAU TAUMATA RAU

*A family striving for the best*



# STRATEGIC DIRECTION 1

*Our commitment to Te  
Tiriti o Waitangi  
guides our school  
culture.*



## KEY PERFORMANCE TASKS (KPTs)

### 2026

- Develop teacher capability, in partnership with mana whenua, to teach local pūrākau and the histories of Aotearoa.
- Develop a Te Reo Māori name for our kura in partnership with Te Kawerau A Maki and our community.
- Embed kura tikanga consistently and with fidelity across the kura.

### 2027

- Engage staff in te reo Māori learning pathways.
- Build staff capability in mātauranga Māori and Te Tiriti partnership principles.

## 2028

- Collect and act on wellbeing data through surveys and student voice, focusing on Māori learner experiences.
- Complete a schoolwide Te Tiriti o Waitangi progress review with measurable findings.





# STRATEGIC DIRECTION

## 2

*We are driven by building a culture of collaboration and continuous improvement.*

### KEY PERFORMANCE TASKS (KPTs)

#### 2026

- Embed evidence-based decision-making by strengthening formative assessment, and evaluation capability for all kaiako.
- Grow teacher capability to integrate learner identity, language, and culture to accelerate learning for Māori, Pasifika, and other marginalised tamariki.

#### 2027

- Develop teachers' dialogic interaction skills to deepen learning for tamariki and through collaboration with colleagues.
- Grow teacher capability to use student voice to shape learning and goals.



## 2028

- Measure progress in learner independence and agency.
- Undertake a systematic evaluation of how student voice is gathered, interpreted, and embedded into learning design.





# STRATEGIC DIRECTION

## 3

*Our deep partnerships  
with parents, whānau,  
and our community  
enhances learner  
progress.*

### KEY PERFORMANCE TASKS (KPTs)

#### 2026

- Strengthen kura / whānau communication to ensure shared understanding of tamariki learning progress.
- Host regular hui and whānau engagement events for curriculum design, evaluation, and feedback.

#### 2027

- Embed consistent kura / whānau learning communication systems.
- Strengthen whānau voice in curriculum co-design



## 2028

- Establish whānau-led curriculum and cultural enrichment initiatives.
- Deepen reciprocal community partnerships for learner progress formalising partnerships with local businesses, cultural groups, and service organisations.



# STRATEGIC DIRECTION

## 4

### Te Manu (BoT)

*We continually  
develop and embed  
systematic governance  
and evaluation.*



## KEY PERFORMANCE TASKS (KPTs)

### 2026

- Ensure that all Board practices, policies, and curriculum oversight authentically give effect to Te Tiriti o Waitangi.
- Strengthen systems to hold school leadership accountable for educational performance, wellbeing, and equity outcomes.
- Develop a systematic, evidence-based approach to school evaluation and improvement planning.

### 2027

- Develop the Board's evaluative and governance capability to ensure effective stewardship and sustained improvement.



- Embed robust use of learner data and evaluative information to guide strategic priorities, resourcing, and improvement planning.
- Ensure the school environment further promotes safety, belonging, and inclusion for all learners.

## 2028

- Align organisational systems, policies, and resources to drive strategic improvement and equitable learner outcomes.
- Build authentic, inclusive partnerships with the school community and mana whenua to co-design the school's strategic direction.





# ***Our Strategic alignment to Ka Hikitia and the Action Plan for Pacific Education***

**Don Buck School's Strategic Plan 2026–2028 is deliberately aligned with Ka Hikitia – Ka Hāpaitia (Māori Education Strategy) and the Action Plan for Pacific Education (APPE).**

**Our strategic priorities give practical effect to these national strategies through culturally sustaining partnerships, practice, strong focus, and deliberate equity systems. robust evaluation**



## **Alignment with Ka Hikitia – Ka Hāpaitia**

Te Tiriti Partnership and Māori Success as Māori  
Our commitment to Te Tiriti o Waitangi underpins our school culture and strategic direction. We are building authentic partnerships with mana whenua (Te Kawerau ā Maki), embedding local pūrākau and Aotearoa histories into our curriculum, strengthening staff capability in te reo Māori and mātauranga Māori, and undertaking a measurable Te Tiriti progress review.

Through these actions, we ensure Māori learners experience belonging, identity affirmation, and success as Māori.

## **Culturally Responsive and Evidence-Based Teaching**

We are strengthening teacher capability to integrate identity, language, and culture into learning design, with a deliberate focus on accelerating achievement for Māori learners.

Formative assessment, dialogic teaching practices, and systematic use of learner voice support high-quality teaching and equitable outcomes. Our evaluative approach ensures we continuously monitor, reflect on, and improve outcomes for Māori learners.

## **Strong Whānau Partnerships**

We prioritise meaningful whānau engagement through regular hui, strengthened communication systems, and curriculum co-design opportunities.

By embedding whānau voice and partnership into our curriculum and decision-making, we uphold shared responsibility for Māori learner success.

## **Governance for Equity and Excellence**

Our Board ensures that policies, resourcing decisions, and oversight authentically give effect to Te Tiriti o Waitangi.

Through robust use of learner data and systematic evaluation, governance processes are designed to improve equity, wellbeing, and sustained achievement outcomes for Māori learners.



# Alignment with the Action Plan for Pacific Education

## Pacific Learner Identity, Language, and Belonging

We are committed to creating a culturally safe and inclusive school environment where Pacific learners' identities, languages, and cultures are valued and visible.

Teacher capability development prioritises culturally sustaining practice, and wellbeing data and student voice inform actions that strengthen belonging and engagement for Pacific learners.

## High-Quality Teaching and Accelerated Learning

Our strategic focus on evidence-based decision making and strengthened formative assessment supports accelerated progress for Pacific learners.

Teachers are developing the skills to integrate learner identity and culture into high-quality learning experiences, ensuring Pacific learners are supported to achieve excellence.

## Strong Pacific Aiga Partnerships

We strengthen partnerships with Pacific families through clear communication about learning progress, engagement events, and opportunities for co-design of curriculum and cultural initiatives.

Our approach recognises the central role of family and community in Pacific learner success.

## Systematic Evaluation and Accountability

Governance and leadership systems prioritise equity and wellbeing for Pacific learners through clear targets, data-informed resourcing, and continuous improvement processes.

We use evidence to guide strategic priorities and ensure our actions result in measurable improvements for Pacific learners.

## Commitment to Equity and Excellence

Across all strategic directions, Don Buck School demonstrates a clear commitment to equity, cultural responsiveness, and partnership.

Our Strategic Plan operationalises the aspirations of Ka Hikitia and the Action Plan for Pacific Education by:

- Embedding Te Tiriti o Waitangi in culture, curriculum, and governance
- Strengthening culturally sustaining pedagogy
- Accelerating achievement for Māori and Pacific learners
- Partnering authentically with whānau and community
- Using robust evaluation and data to drive continuous improvement.

Through this aligned approach, we enact our vision of Kōkiri Ngātahi – Exceptional Together, ensuring every learner thrives as who they are.

