

DON BUCK SCHOOL

KŌKIRI NGĀTAHI
exceptional together



STRATEGIC PLAN

2026 - 2028

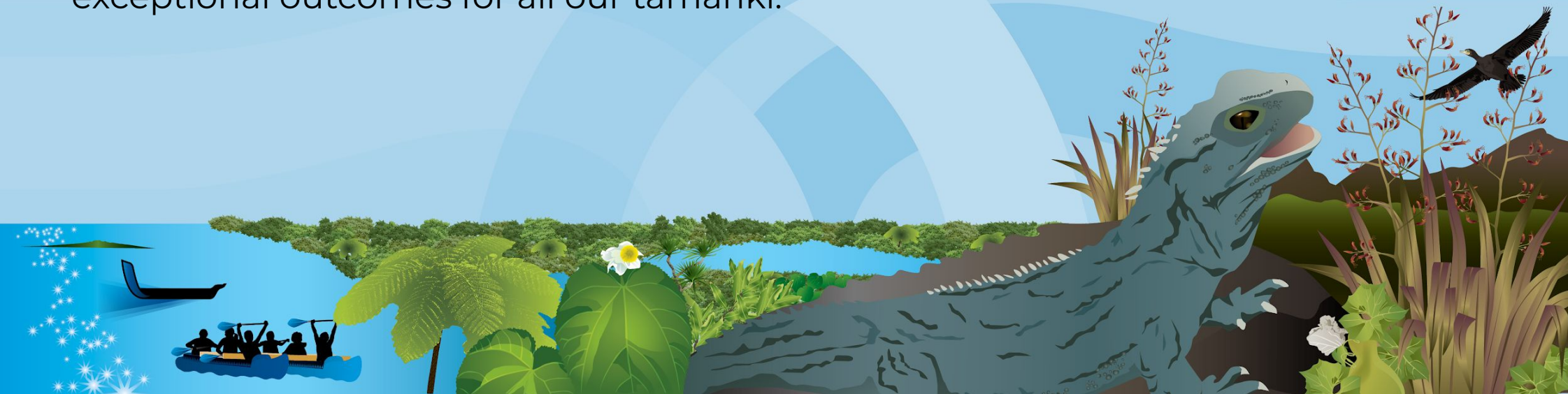


INTRODUCTION

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.



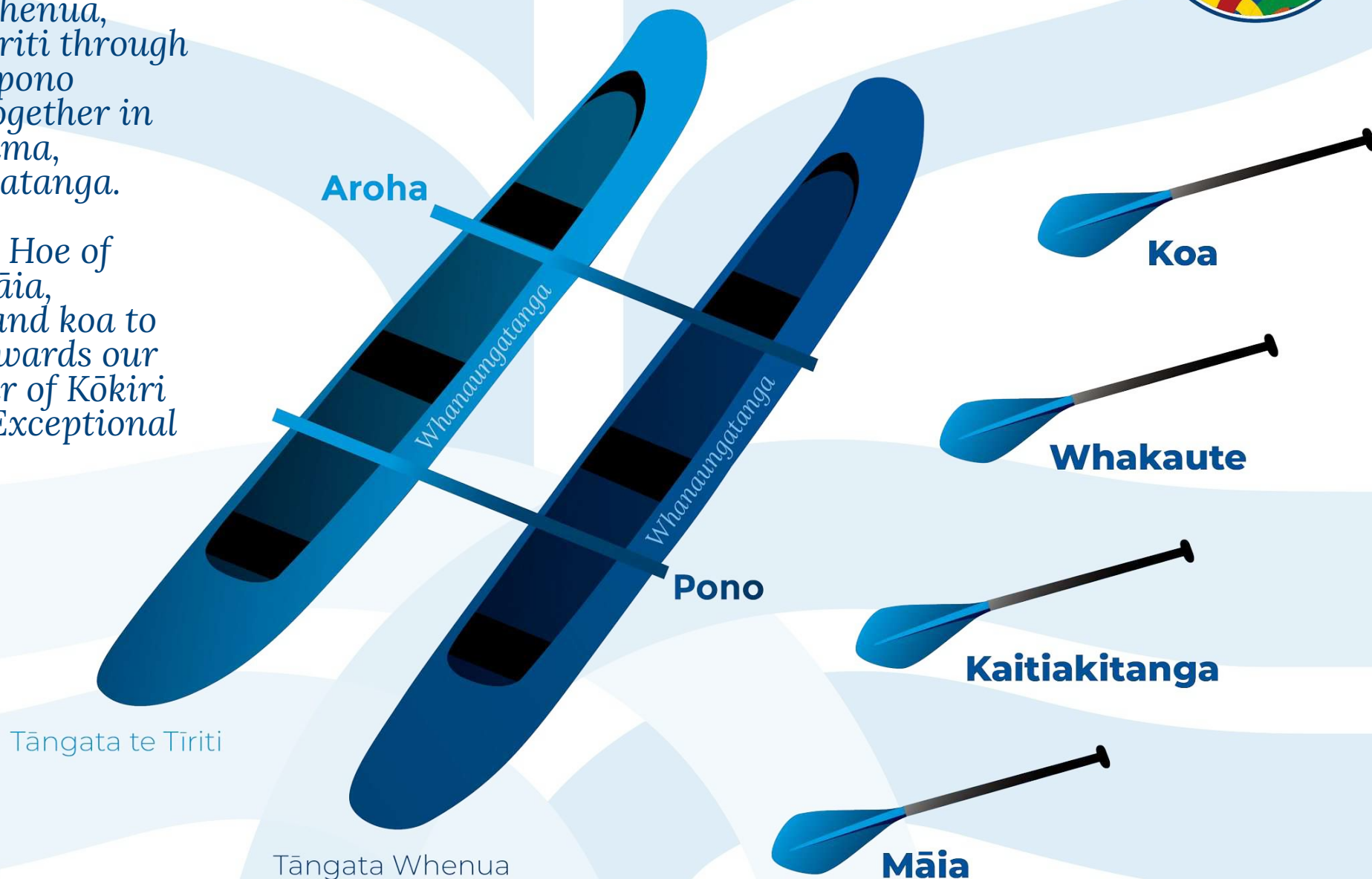
OUR WAKA OUR VALUES

DON BUCK SCHOOL
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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)

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

- 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)

- 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.
- 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.



- 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)

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



- 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)

- 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.
- 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.
- 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.

