

ADVENTURE SCHOOL STRATEGIC PLAN 2024-2025

OUR VISION	EMPOWER LEARNERS TO SEEK THEIR OWN PATH		
OUR LEARNER TRAITS	The Adventure Way Curious Creative Collaborative Self - aware Self - directed		
OUR WHAKATAUKI	Whāia te ara tika Seek your own path		
OUR STRATEGIC GOALS	Create fit for purpose learning environments	Lift engagement in literacy	Deepen our connection with te ao Māori
OUR RATIONALE	Considered design of indoor and outdoor spaces is crucial to fostering connections and growing active, engaged learners.	We need to grow our teaching practices to create inspiring contexts for literacy, ensuring that all students have the essential knowledge and skills.	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 and tikanga Māori.
OUR INITIATIVES	Create spaces that: 1.a enhance outdoor learning 1.b evoke a sense of pride and belonging 1.c reflect and enable our Adventure Way Traits.	2.a Embed recent shifts in the teaching of Literacy. 2.b Connect literacy learning with authentic and relevant contexts that enables self-directed learning. 2.c Develop an inspiring and well-resourced Library as a hub of the school	3.a Continue to connect and work in partnership with Ngāti Toa. 3.b Strengthen engagement with whānau Māori . 3.c Increase understanding, knowledge and use of te reo me ona tikanga.
OUR SUCCESS OUTCOMES	<ul style="list-style-type: none"> Our learners are actively using the outdoor areas throughout the day. All learners are engaged in activities that are meaningful to them during breaks. The Adventure Way is visible throughout spaces in the school. 	<ul style="list-style-type: none"> Our learners are actively engaged in relevant and authentic learning and feel confident, valued and successful at school. Our staff are equipped with the pedagogy and skills to develop agentic and inquiring learners. The Library is a well-used hub. 	<ul style="list-style-type: none"> Connecting regularly with Ngāti Toa and our whānau māori and using their knowledge to guide our school kawa. Increased understanding and use of te reo me ona tikanga Māori by all staff and ākonga.
CORE PRACTICES	Effective Leadership - Responsive Teachers - Effective Partnerships		

STRATEGIC ROADMAPPING

Strategic Initiatives		2024				2025			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Create fit for purpose learning environments	1.a	Replace Senior Playground Improve Playground markings		Improve bush play area		Look at concepts and funding to develop the area in front of Rooms 20 and 21			
	1.b		Establish and maintain syndicate gardens						
		Begin to create a more culturally reflective environment				Continue to create an environment that is reflective of Aotearoa and our many cultures			
		Further develop areas that enhance social connection				Encourage and support student led projects that invite social connection.			
	1.c	Support Team Leaders to lead The Adventure Way							
		Set up shared spaces as thriving learning hubs				Continue to improve furniture in learning spaces			
Lift engagement in literacy	2.a	Embed Literacy Practices across the School				Support teachers to align literacy practices with MOE initiatives as they evolve			
		(Support Team Leaders to embed good literacy practices across their teams)							
	2.b	Team Sharing - “Spotlight” and “Inspiration” opportunities at staff meetings to further grow our understanding of approaches across the school.							
		Ongoing purchasing of relevant texts for learning across the curriculum							
2.c	Re-establish a fully functioning well-resourced Library				Continue to richly resource the Library space				
Deepen our connection with te ao Māori	3.a	Staff learn about our local area and stories from Ngāti Toa and begin to link into classroom programmes.				Continue to engage in professional development opportunities offered by Ngāti Toa iwi.			
	3.b	Focus on strengthening our connection and engagement with whānau				Continued focus to ensure our local curriculum is reflective of whānau aspirations for their tamariki.			
	3.c	All teachers grow their te reo me ona tikanga Māori to support continued endorsement of teacher registration.							

Core Practices - Our Business as Usual

CORE PRACTICES	STRATEGIES	DETAILS
Effective Leadership	Well-being	<ul style="list-style-type: none"> • Checking in on staff - being responsive • Developing and maintaining strong professional relationships • Understanding each other's strengths, needs and areas for development • Acknowledging and celebrating our staff (care packages - social club - birthdays)
	Professional Development	<ul style="list-style-type: none"> • Growing our people through mentoring and coaching • Attending workshops / conferences • Meeting regularly to reflect and share
	Health and Safety	<ul style="list-style-type: none"> • Conducting regular health and safety checks • Conducting termly emergency evacuation drills • Overseeing the implementation of 10YPP and property projects
Responsive Teachers	Knowing our learners	<ul style="list-style-type: none"> • Meeting with parents to share information • Being available to students for informal chats • Actively building relationships and knowledge of students • Noticing and responding to students throughout the day • Gather assessment information from several sources to support student learning • Tracking the development of key learner attributes (The Adventure Way) • Transition meetings to pass on key information about children with specific needs
	Progress and Achievement for all	<ul style="list-style-type: none"> • Identifying students making slower or faster than expected progress and responding to their needs • Coaching and mentoring our teachers to improve student outcomes • Discussing priority learners on a regular basis • Analysing school wide data to identify trends, patterns and resourcing needs • Monitoring and sharing of Learner Progressions (Key Aspects of Learning)
	Differentiated approaches	<ul style="list-style-type: none"> • Planning teaching and learning around knowledge of each student • Identifying students making slower or faster than expected progress and designing teaching and learning at a pace appropriate to each child • Providing repetition of core learning for children who need it, either in class or with a Teacher Aide • Working collaboratively with parents to create IEPs for children who need significant adaptation to the classroom programme • Ongoing professional development and support for our staff around neurodiversity • Utilising a range of strategies used to cater for diverse learners • Designing and implementing Intervention Programmes
	Rich Learning opportunities	<ul style="list-style-type: none"> • Choosing authentic contexts that are meaningful, relevant and engaging • Ensuring our coverage of the curriculum is balanced • Planning for, and explicitly teaching The Adventure Way traits across the curriculum • Provide opportunities to grow and develop learner dispositions • Planning for learning opportunities outside the classroom (EOTC - camps etc) • Connecting with outside organisations (coaches, entertainers, technology etc) • Offering opportunities to participate in additional sporting events • Planning for opportunities for self directed learning in a range of contexts • Recognising and nurturing leadership skills, sports and cultural groups • Growing and supporting learners across the school through a Tuakana Teina model
Effective Partnerships	Whānau Māori	<ul style="list-style-type: none"> • Engagement with whānau to support cultural connections • Termly meetings to grow connection, knowledge and understanding • Opportunities for consultation • Continuing to build connections with Whānau Māori through our Kahui Ako network
	All Families	<ul style="list-style-type: none"> • Regular communication • Whole school and syndicate newsletters • Proactive approach to concerns/ celebrations • A team approach to navigating issues and supporting children • Opportunities for whānau gatherings (parent information evenings - guest speakers) • Performance groups - Learning Conversations - picnics - etc) • Opportunities for parent voice through surveys