

Adventure School

Annual Implementation Plan 2024



Our Goals for 2024

1.

Create fit for
purpose
learning
environments

EMPOWER
LEARNERS
TO SEEK
THEIR OWN
PATH

Have
consistency in
our approaches
to teaching
Literacy

2.

Deepen our
connection
with
te ao Māori

3.

OVERVIEW

1

Create fit for
purpose
learning
environments



- Improve our spaces to enhance outdoor learning opportunities
- Create spaces that evoke a sense of pride and belonging
- Develop an inspiring and well-resourced Library as a hub in the school

2

Have
consistency in
our approaches
to teaching
Literacy



- Work towards embedding recent Literacy Professional Development in all classrooms
- Strengthen Tier 2 practices for monitored children
- Further align classroom and Teacher Aide programmes

3

Deepen our
connection
with te ao
Māori



- Continue to connect and work in partnership with Ngāti Toa.
- Strengthen engagement with whānau Māori.
- Increase understanding, knowledge, and use of te reo me ona tikanga

Strategic Goal 1

Create fit for purpose learning environments

Considered design of indoor and outdoor spaces is crucial to fostering connections and growing active, engaged learners. Our spaces will reflect and enable our Adventure Way Traits.

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures
1i. Improve our spaces to enhance outdoor learning opportunities	Replace Senior Playground	Principal, PTNi	Term 1	Fundraiser/ Grants	<ul style="list-style-type: none"> High level of engagement during breaks Classes using the structure for fitness programmes Student Feedback reflects positive engagement
	Improve playground markings	Principal Staff	Term 1	Beautification budget	<ul style="list-style-type: none"> Hard surface areas being used during breaks The skate and scoot track being actively used during breaks
	Improve bush area to enhance self-directed creative play	Principal, Staff, Students	Terms 3 - 4	Beautification budget Student voice	<ul style="list-style-type: none"> High level of creativity and collaboration across all levels The bush area is being utilised throughout the day Student Feedback reflects positive engagement
1ii. Create spaces that evoke a sense of pride and belonging	Begin to create a more culturally reflective environment	Cultural Leaders Student Leaders Whānau Māori	Terms 1-4	Student Voice Cultural Calendar	<ul style="list-style-type: none"> Our multicultural kura is reflected in signage around the school Our children and staff greeting in many languages Increased awareness of our many cultures and their uniqueness
	Extend Chill Zone opportunities to enhance social connection, catering for a range of needs and interests.	Management Student Leader's Mentor Chill Zone Duty Teachers	Terms 1-4	Student Engagement / KiVa Survey	<ul style="list-style-type: none"> Improvement in Student Engagement Survey results KiVa Survey show less children feeling lonely A reduction in playground conflicts A high level of engagement from children across the school
	Set up shared spaces as thriving learning hubs.	Team Leaders	Terms 1-4	Furniture budget Student Voice	<ul style="list-style-type: none"> Spaces are used by students to engage in learning that incorporate the Adventure Way Traits The walls reflect the learning and students can readily talk to it
	Establish and maintain syndicate gardens throughout the school	Enviro Teams	Terms 2-4	Grant application Time	<ul style="list-style-type: none"> Students are highly engaged and enthusiastic to show their gardens Students are self-directed in nurturing their gardens in their own time There are less students running through the gardens The school gardens are looking cared for
1iii. Develop an inspiring and well-resourced Library as a hub of the school	Re-establish a fully functioning Library as a hub of the school	Management Librarian Jen Library Leaders CZ Duty Teacher	Term 1-2	Budget Student Voice Engagement Survey	<ul style="list-style-type: none"> Classes are consistently visiting the library The Student Engagement Survey shows an increase in reading engagement

Strategic Goal 2

Have consistency in our approaches to Literacy teaching

Consistency in literacy teaching is essential for building a strong foundation in literacy skills, as these skills are interdependent and build upon each other.

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures		
2i. Work towards embedding recent Literacy Professional Development in all classrooms	Establish Team goals	Team Leaders All Teachers DPs	Ongoing throughout the year	Christine Braid Helen Walls Mark Sweeney coaching sessions	<ul style="list-style-type: none"> A review of individual classrooms by Team Leaders shows all teachers have made progress towards implementing The Adventure Literacy Practices Teachers and Team Leaders achieve their goals Teacher self-review of Reading and Writing shows growth in confidence and knowledge Increases in consistency are reflected in positive shifts in data 		
	Provide opportunities to build knowledge and skills with PLD facilitators						
	Strengthen our coaching model to grow effective practice						
2ii. Strengthen Tier 2 practices for monitored children	Provide mentoring for implementation of Tier 2 strategies within the classroom	Literacy Leaders SENCO		Ongoing throughout the year		Christine Braid Kahui Ako release	<ul style="list-style-type: none"> An increase in Tier 2 strategies within classroom Programmes Our data shows a decrease in monitored students across the school
	Knowledge and skill building workshops with PLD facilitators for Literacy Leaders						
2iii. Further align classroom and Teacher Aide Programmes	Provide workshops to further upskill Teacher Aides in structured literacy approaches	SENCO				Ongoing throughout the year	

Strategic Goal 3

Deepen our connection with te ao Māori

*We acknowledge the unique place of mana whenua & our obligation to honour te tiriti o Waitangi.
It is important we all grow in our knowledge and use of te reo*

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures
3i. Continue to connect and work in partnership with Ngāti Toa	Staff learn about our local area and stories from Ngāti Toa and begin to link into classroom programmes.	All Teachers	Term 1- 4	Ngāti Toa bus tour (Ūpane)	<ul style="list-style-type: none"> Teachers become familiar with the local area and are using the stories as a context for planning and teaching Aotearoa Histories Curriculum
	Continued attendance at Ūpane Breakfasts	Principal - Board	Termly as offered	Ūpane	<ul style="list-style-type: none"> The school has a growing connection with Ngatitōa
3ii. Strengthen engagement with whānau Māori	Work with Whānau Māori to grow a stronger Whānau group	Principal WST Cultural Leader	Terms 1-4	Whānau Māori group	<ul style="list-style-type: none"> Regular termly whānau hui Increased numbers attending hui Whānau Māori begin to drive the group
	Review our Mihi Whakatau practises to ensure they are culturally appropriate to the occasion	WST Cultural Leader	Term 2-3	Whānau Māori group	<ul style="list-style-type: none"> The whakapapa of all our families is appropriately acknowledged and welcomed.
	Provide Kapa Haka opportunities for all levels of the school and grow our Performance group	Leadership Team Māori Leads WST Cultural Leader	Terms 1-4	WST Cultural Leader	<ul style="list-style-type: none"> There is an increase in participation in performance Kapa Haka Children across all syndicates are participating in regular Kapa Haka Teachers are participating alongside their ākonga
3iii. Increase understanding, knowledge and use of te reo me ona tikanga	All teachers grow their understanding, knowledge and use of te reo me ona tikanga.	Principal Teachers WST Cultural Lead	Terms 2-3	Kāuru Education-Takatini course	<ul style="list-style-type: none"> Staff actively engage in the 20-week Takatini course Staff are more confident and knowledgeable in using te reo throughout the day Teachers are integrating te reo in their class Programmes
	All teachers begin to build their pepeha	WST Cultural Leader	Terms 2-4	Whānau knowledge Takatini	<ul style="list-style-type: none"> Teachers have created a pepeha meaningful to themselves Teachers and can share the meaning of behind their pepeha as well as say it.