



Adventure School

# ADVENTURE SCHOOL STRATEGIC PLAN 2024-2025

At Adventure School our Board recognises the value of consulting with our community and gaining feedback to help us prioritise our strategic goals for 2024-2025.	At Adventure we will weave in the NELPS (National Education and Learning Priorities) across our Teaching and Learning practices.	At Adventure School, we honour the article of te tiriti and tikanga and link these throughout our teaching and learning.
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<b>OUR VISION</b>	<b>EMPOWER LEARNERS TO SEEK THEIR OWN PATH</b>		
<b>OUR LEARNER TRAITS</b>	<b>The Adventure Way</b> Curious   Creative   Collaborative   Self - aware   Self - directed		
<b>OUR WHAKATAUKI</b>	Whāia te ara tika   Seek your own path		
<b>CORE PRACTICES</b>	Effective Leadership	- Responsive Teachers	- Effective Partnerships
<b>OUR STRATEGIC GOALS</b>	<b>Create fit for purpose learning environments</b>	<b>Have consistency in our approaches to Literacy teaching</b>	<b>Deepen our connection with te ao Māori</b>
<b>OUR RATIONALE</b>	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.	Consistency in literacy teaching is essential for building a strong foundation in literacy skills, as these skills are interdependent and build upon each other.	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
<b>OUR INITIATIVES</b>	<ol style="list-style-type: none"> <li>1i. Improve our spaces to enhance outdoor learning opportunities</li> <li>1ii. Create spaces that evoke a sense of pride and belonging</li> <li>1iii. Develop an inspiring and well-resourced Library as a hub in the school</li> </ol>	<ol style="list-style-type: none"> <li>2i. Work towards embedding recent Literacy Professional Development in all classrooms</li> <li>2ii. Strengthen Tier 2 practices for monitored children</li> <li>2iii. Further align classroom and Teacher Aide programmes</li> </ol>	<ol style="list-style-type: none"> <li>3i. Continue to connect and work in partnership with Ngāti Toa.</li> <li>3ii. Strengthen engagement with whānau Māori.</li> <li>3iii. Increase understanding, knowledge and use of te reo me ona tikanga.</li> </ol>
<b>OUR SUCCESS OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Our learners are actively using the outdoor areas throughout the day.</li> <li>• All learners are engaged in activities that are meaningful to them during breaks.</li> <li>• The Library becomes a well-used hub.</li> <li>• The Adventure Way is visible throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• We have a lift in reading and writing achievement across all year levels.</li> <li>• Our learners are actively engaged in relevant and authentic learning and feel confident, valued and successful as readers and writers.</li> <li>• All staff are skilled in implementing core Adventure School Literacy practices.</li> </ul>	<ul style="list-style-type: none"> <li>• We are connecting regularly with Ngāti Toa and our whānau Māori, and we are using their knowledge to guide our school kawa.</li> <li>• Increased understanding and use of te reo me ona tikanga Māori by all staff and ākonga.</li> </ul>

# 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	1i	Replace Senior Playground Improve Playground markings	Improve bush area to enhance self-directed creative play		Look at concepts and funding to develop the area in front of Rooms 20 and 21				
	1ii	Establish and maintain syndicate gardens				Continue to create an environment that is reflective of Aotearoa and our many cultures			
		Begin to create a more culturally reflective environment				Encourage and support student led projects that invite social connection.			
		Extend Chill Zone opportunities to enhance social connection, catering for a range of needs and interests. Set up shared spaces as thriving learning hubs				Continue to improve furniture in learning spaces			
	1iii	Re-establish a fully functioning well-resourced Library as a hub				Continue to richly resource the Library space			
Consistency in our approaches to Literacy teaching	2i	Establish Team goals				Support teachers to align literacy practices with MOE initiatives as they evolve			
		Provide opportunities to build knowledge and skills with PLD facilitators				Embed knowledge and skills with relevant support from PLD facilitators			
		Strengthen our coaching model to grow effective practice				Continue to strengthen coaching to further grow practice			
	2ii	Provide mentoring for implementation of Tier 2 strategies within the classroom				Continue to provide mentoring for implementation of Tier 2 strategies within the classroom			
		Knowledge and skill building workshops with PLD facilitators for Literacy Leaders				Continue to offer Literacy Leaders knowledge and skill building workshops with PLD facilitators			
	2iii	Workshops to further upskill Teacher Aides in structured literacy approaches				Continue to provide opportunities to further upskill Teacher Aides in structured literacy approaches			
Deepen our connection with te ao Māori	3i	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.			
		Continued attendance at Ūpane Breakfasts							
	3ii	Work with Whānau Māori to grow a stronger Whānau group				Continued focus to ensure our local curriculum is reflective of whānau aspirations for their tamariki.			
		Review our Mihi Whakatau practices to ensure they are culturally appropriate to the occasion				Mihi Whakatau practices strengthen and become a natural way of being			
		Provide Kapa Haka opportunities for all levels of the school and grow our Performance group				Continue to build Kapa Haka across the school and opportunities to perform			
	3iii			All teachers grow their te reo me ona tikanga Māori		All teachers actively growing and using their te reo me ona tikanga Māori in the school setting			
		All teachers begin to build their pepeha		All Children and teachers are able to say their pepeha					

## Core Practices - Our Business as Usual

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