

Adventure School

Annual Implementation Plan 2025



Our Goals for 2025

1.

Create fit for purpose learning environments

EMPOWER
LEARNERS
TO SEEK
THEIR OWN
PATH

Align our Literacy and Mathematics practices and expectations with the refreshed curriculum

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
- Grow an inspiring and well-resourced Library as a hub in the school

2

Align our Literacy and Mathematics practices and expectations with the refreshed curriculum



- Continue embedding Literacy Professional Development in all classrooms
- Begin to implement the refreshed Mathematics & Statistics curriculum
- Adopt assessment practices that align with the refreshed curriculum and inform teaching and learning

3

Deepen our connection with te ao Māori



- 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	Explore design concepts and funding to develop the Rimu grassed area.	Snr Leadership Team Turangawaewae Ldr Student Leaders	Term 3 - 4	Student Voice Playground Designer	<ul style="list-style-type: none"> A clear vision, design plan and costing for the area is established. Funding sources are identified. A development time-line is established.
	Upgrade basketball court	PTNi Sports / PE Team	Terms 3 - 4	PTNi Grant application	<ul style="list-style-type: none"> Increased space to match the level of interest in basketball. Increased interest and participation in basketball.
1ii. Create spaces that evoke a sense of pride and belonging	Design and create a mural as a visual welcome to Adventure.	Tumuaki Cultural Lead Teachers Turangawaewae Ldr	Terms 1 - 2	Student Artists Local Artist Beautification Budget	<ul style="list-style-type: none"> A vibrant and welcoming focal point. The school's values and spirit are reflected through design. Our tamariki are able to tell the story behind the mural.
	Create signage that reflects our many cultures. (Greetings)	Tumuaki Cultural Lead Teachers Turangawaewae Ldr	Term 3	Beautification Budget	<ul style="list-style-type: none"> Our multicultural Kura is visibly and meaningfully represented in the school environment.
	Create spaces that extend our ability to support and meet the needs of our ORS tamariki.	SENCOs ORS Specialist Teachers	Term 1- 4	Budget PLD	<ul style="list-style-type: none"> Increased engagement and self-direction in our ORS funded students. Spaces are designed to meet emotional, social, and developmental needs.
	Continue to improve learning spaces.	Tumuaki Team Leaders	Terms 1-4	Furniture budget Student Voice	<ul style="list-style-type: none"> Learning environments support and enhance student learning with fit for purpose furniture. Walls showcase learning, and tamariki can confidently discuss their work.
	Establish a "Green Team" to develop and maintain our school gardens.	Kaitiakitanga Leader Green Team Syndicates	Terms 1-4	Grant application Time	<ul style="list-style-type: none"> The school gardens are looking tidy and cared for. Our tamariki are- <ul style="list-style-type: none"> highly engaged and enthusiastic to show their gardens. self-directed in nurturing their gardens.
1iii. Grow an inspiring and well-resourced Library as a hub of the school	Grow student Library Leader's responsibility	DP Librarian Library Leaders	Term 1-4	Budget Student Voice	<ul style="list-style-type: none"> Library Leaders support the library to be open at lunchtime. The library is a tidy, vibrant, and well-organised space.
	Introduce special event days during the lunch break	DP Librarian Library Leaders	Term 2-4	Budget Student Voice	<ul style="list-style-type: none"> Library leaders organise regular special events, supported by the Librarian. The library is a popular and frequently visited space.

Strategic Goal 2

Align our Literacy & Mathematics practices and expectations with the refreshed curriculum.

Our teachers will continue to embed their strong literacy and mathematics practices and lift their expectations to align with the Refreshed Curriculum.

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures
2i. Continue embedding Literacy Professional Development in all classrooms	Align our Professional Growth Cycle with Literacy Professional Development	Team Leaders All Teachers DPs Literacy Leaders	Ongoing throughout the year	Massey University Literacy Team	<ul style="list-style-type: none">Teachers and Team Leaders achieve their goalsThere is more consistency in teaching practices across the school.Teachers are supported in developing their skills and growing their practice.Teachers stay current with best practices.
	Provide opportunities to build knowledge and skills with PLD facilitators, Team Leads and Curriculum Leads			Kahui Ako Network	
	Continue to strengthen our coaching model to grow effective practice			Mark Sweeney coaching sessions	
2ii. Begin to implement the refreshed Mathematics & Statistics curriculum	Teachers are supported to explore and use the new content	Team Leaders Maths Lead		Kahui Ako Network Maths PLD Provider Oxford Adviser	<ul style="list-style-type: none">The school is beginning to implement the refreshed curriculum at a pace that is manageable for teachers and allows for embedding practice.Teachers are feeling confident in using resources to effectively support teaching and learning.
	Explore resources that can support the delivery of an effective maths programme				
2ii. Adopt assessment practices that align with the refreshed curriculum and inform teaching and learning	Review assessment tools/ practices in line with the refreshed curriculum and ministry guidelines.	DPs Literacy Leaders Team Leaders		Kahui Ako Network Sarah Etchels (Lit. Advisor)	<ul style="list-style-type: none">Consistent assessment practices across the school.Teachers are<ul style="list-style-type: none">able to select, implement the most appropriate assessment tools.skilled at interpreting data to identify next steps for teaching and learning.
	Support teachers to implement assessment processes to enable valid judgements and inform learning programmes.		HERO (webinars/ training)		

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 me ona tikanga*

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures
3i. Strengthen engagement with whānau Māori	Meet with Whānau Māori termly.	Tumuaki Te ao Māori Leader	Terms 1-4	Whānau Māori	<ul style="list-style-type: none"> Increased numbers attending hui. Staff understand where ākonga Māori whakapapa to and whānau aspirations. Whānau Māori perspectives are actively sought and reflected in school decisions.
	Increase opportunities for ākonga to practice Mihi Whakatau.	Te ao Māori Leader	Term 2-3	Whānau Māori Kapa Haka Tutors	<ul style="list-style-type: none"> Our Mihi Whakatau reflect the confidence, enthusiasm and pride across the school. Increased connection to their heritage and community. Ākonga are able to explain the protocols around each aspect of a Mihi Whakatau.
	Strengthen Kapa Haka and performance opportunities across the school.	Leadership Team Te ao Māori Leader	Terms 1-4	Kapa Haka Tutors (Todd & Ihipera Parata) Kahui Ako	<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. Kaiako are participating alongside ākonga.
3ii. Increase understanding, knowledge and use of te reo me ona tikanga	Kaiako will integrate te reo Māori and tikanga as a natural and organic part of everyday learning and interactions.	Principal Kaiako Te ao Māori Leader	Terms 2-3	Te Reo Māori Progressions	<ul style="list-style-type: none"> Staff are actively using their knowledge of te reo in the classroom. Teachers are referring to the Te Reo Māori Progressions to integrate te reo in their class programmes. Te reo Māori and tikanga will be naturally embedded in all aspects of school life.
	All tamariki and Kaiako have a personal pepeha and can confidently say it in front of a group.	Te ao Māori Leader Kaiako	Terms 2- 4	Whānau knowledge	<ul style="list-style-type: none"> Kaiako and tamariki have their own pepeha that is personally meaningful. Kaiako and tamariki can say their pepeha and explain the meaning behind it.