



DNI Board of Trustees (3731) Strategic Plan 2024–2025

Vision Statement: Refer Regulation 7 (a)

Intermediate years are a time of enormous social and academic growth. Children rapidly crave independence and experience both the opportunities and challenges that come with beginning the transition from childhood to adulthood.

We aim for our Year 8 students leave DNI as courageous and independent young people, who feel confident in their skin, who dream big, act with integrity and practice kotahitaka, manaakitaka, kaitiakitaka

Summary of the information used to develop this plan/How did you create this plan

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)

- Community Survey 2023 (was sent to contributing schools down to Year 5)
- Annual entry hui with every Year 6 student and their whanau (which includes the question “what are your aspirations and expectations for your child’s time at DNI”)
- Ongoing communication and feedback during the year (see file)
- Health Survey every two years
- Annual NZCER staff and student council adapted Me and My School survey

Note: The nature of intermediate schooling (2 years only) makes it impractical to gather feedback before people have experienced programmes/activities. At DNI gather whanau and student voice after participation in programmes/experiences. This feedback informs the following year and is more focussed on experience than guesswork or worry about a programme.

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers’ and leaders’</i></p>	<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p>	<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
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			<p><i>practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	
<p>• Examine assessment and the purpose in relation to improved teaching and learning (esp in relation to structured literacy)</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p>	<p>Objective #3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whanau</p> <p>Priority #6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Teaching programmes that extend and support learners appropriate to their entry level</p> <p>Specific and consistent teaching programmes for students who have not yet met with success in literacy and mathematics (such as structured literacy)</p>	<p>Repeated theme: I hope my child will be ready and prepared for high school/NCEA</p> <p>Liz Kane (Structured Literacy) will be working with us in 2024.</p> <p>Assessment folders will be revised to provide more hands on/tangible evaluation for students, that they feel connected to (the online environment has created a barrier)</p> <p>Review and introduce Year 8 Leaver Profile (includes review of reporting)</p>	<p>Start of year and End of Year data analysis</p> <p>Student and whanau feedback</p> <p>Student and whanau feedback</p>
<p>• Develop and implement the refreshed curriculum</p>	<p>The school gives effect to Te Tiriti o Waitangi, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>	<p>Objective #2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>Priority #4 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Programmes that target the specific needs of intermediate aged students (age and stage importance)</p> <p>Bilingual class development</p>	<p>Repeated themes: I hope my child will continue to love learning</p> <p>I hope my child will see themselves reflected in the education system</p> <p>We will continue our exploration of the refreshed curriculum. We have employed Greg MacLeod to assist us with professional development around the refresh. He will also be piloting some of the Arts Curriculum refresh</p> <p>Salote is to be released to assist Sherman in the development of full time Te Iti Kahuraki. This will be her main focus in 2024 and Greg will cover the curriculum for this time to ensure she has the time and focus.</p> <p>Continue to take up professional learning/inspiration opportunities that support the Wellbeing/Intermediate Age kaupapa</p>	<p>A coherent three year rotation is developed by the end of 2025 (Year 1 was developed in 2023)</p> <p>Te Iti Kahuraki has a parallel curriculum document based on the three year rotation, but developed to best meet the needs of the learners in TIK</p>

				For instance: Senior leaders will attend the AIMS conference in June to further develop our “Local Curriculum” that we began working on - this will result in three year rotation that best targets the needs of this age group	A coherent three year rotation is developed by the end of 2025 (Year 1 was developed in 2023), that is clearly targeting to the specific needs of the intermediate aged student.
<ul style="list-style-type: none"> Refine PB4L in relation to teaching and learning relationships. 	Is a physically and emotionally safe place for all students and staff;	<p>Objective # 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>Priority #2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Students who identify their own strengths and next steps</p> <p>Students who have found their tribe and as such have the comfort that comes from having close connections, that allow for learning (socially anxious students don’t learn)</p> <p>Staff that understand the specific needs of intermediate age students, and tailor learning and classroom environments accordingly</p>	<p>Repeated theme: I hope my child will be develop independence</p> <p>I hope my child will find their tribe and make some good friends</p> <p>I hope my child will understand more about themselves and gain confidence</p> <p>Term 1 unit revised to target how to set and work towards a goal, and <i>knowing thyself</i></p> <p>PB4L work to consider the colours system in relations to individualised goalsd and not generic goals (such as playing a full season of a sport)</p> <p>Work continues with staff around ensuring DNI is a physically and emotionally safe place for people</p>	<p>A coherent three year rotation is developed by the end of 2025 (Year 1 was developed in 2023), that is clearly targeting to the specific needs of the intermediate aged student.</p> <p>Revised colours system is drafted by the end of 2024</p> <p>Annual Me and My School Survey and subsequent analysis</p>

ANNUAL PLAN - What will we focus on in 2024

		What - Priorities for 2024	How?	By When
Examine assessment and the purpose in relation to improved	Maths	Review Assessment Requirements to reflect current best practice	Write new statement and share with staff	End of Term 1
	Maths	Encourage team-wide pedagogical best practice sharing especially for BTs and new staff	Make time in a staff meeting for staff to share one thing they think they are doing really well in their maths program. Teachers may want to observe this pedagogy/planning/assessment in action.	End of term 2
	English	Reading - Structured literacy: Roll out phase 1		*Main PD

teaching and learning (esp in relation to structured literacy)				focus for 2024
	English	Liz Kane structured literacy hardcopy and online resources	Purchased and ready for dissemination	Dec 2023
	English	Structured literacy (The Science of Reading) teacher professional development	At Teacher only days delivered by Science of Reading expert, Liz Kane	Week 8 T2, June 17, 18
	English	Intervention structured literacy (Teachers & TA's)	Structured literacy is delivered both in class and for students who are most at risk - withdrawn from class	End of term 3
	English	Gather end-of-year assessment data to measure progress	Data entered into Markbook and baseline compared with the end of the year to measure the effectiveness of structured literacy phase 1.	By the middle of T4
	General	Assessment Folders	Over the next 2 years, revise the assessment folders to ensure that students are more connected with their own learning and next steps and that staff are collecting an evidence trail that clearly outlines progress. By the end of 2025 we'll have a model folder	Ongoing over 2024
Develop and implement the refreshed curriculum	General	Begin work towards a coherent 3-year curriculum that meets the needs of the intermediate age student	To balance the opportunities and c challenges of teaching in the intermediate environment we need a 3-year rotational plan which both meets the needs of the intermediate learner, but does not require that we recreate the wheel each year. The revised curriculum requires us to develop a localised curriculum and	
	Maths	Attend, read and look for opportunities for Maths Lead Teacher engage with refreshed Maths Curriculum and CPM		Ongoing
	Science	Engage in professional development to upskill teacher competence in teaching science (Sir Paul Callaghan Science Academy)	Two teachers to attend	April School Holidays
	Science	Staff Meetings led by retired scientist to develop teacher competence of teaching chemistry scientific concepts through the lens of food chemistry.	Homeroom Teachers to attend three 90 min PD sessions in April/May	End of Term 1 and start of Term 2
	TIK	Te Iti Kahuraki has a parallel curriculum document based on the three-year rotation, but developed to best met the needs of the learners in TIK	Salote is to be released full time in 2024 to work directly with Sherman, whanau and TIK to pull this together and produce the first draft	By the end of 2024

			TRM have offered support MAC work to guide this	
	TIK	Learn Kai Tahu narratives, whakataukī, waiata, karakia, te reo/dialect	Developing resources to support Kai Tahu narratives, whakataukī, waiata, karakia, te reo/dialect Link in with contributing schools in our surrounding areas	Over 2024
Refine PB4L in relation to teaching and learning relationships.		Students who identify their own strengths and next steps	Term 1 unit revised to target how to set and work towards a goal, and <i>knowing thyself</i> A coherent three-year rotation is developed by the end of 2025 (Year 1 was developed in 2023), that is clearly targeting to the specific needs of the intermediate-aged student. (This is not for the PB4L team in isolation, but will be part of a bigger picture as above)	
		Students who have found their tribe and as such have the comfort that comes from having close connections, that allow for learning (socially anxious students don't learn)	PB4L work to consider the colours system in relation to individualised goals and not generic goals (such as playing a full season of a sport) Revised colours system is drafted by the end of 2024	By the end of 2024
		Staff that understand the specific needs of intermediate-age students, and tailor learning and classroom environments accordingly	Work continues with staff around ensuring DNI is a physically and emotionally safe place for people This will include looking at the work the leadership team is doing on "what does quality teaching and learning look like at DNI" (once decided) and Annual Me and My School Survey and subsequent analysis	