



Dominion Road School
He Maunga Teitei

Strategic Plan 2024 - 2025



Board Endorsement: *Natalie Wright*



Principal's Endorsement: *Lesley Mitchell*



Submitted on: 1 March 2024

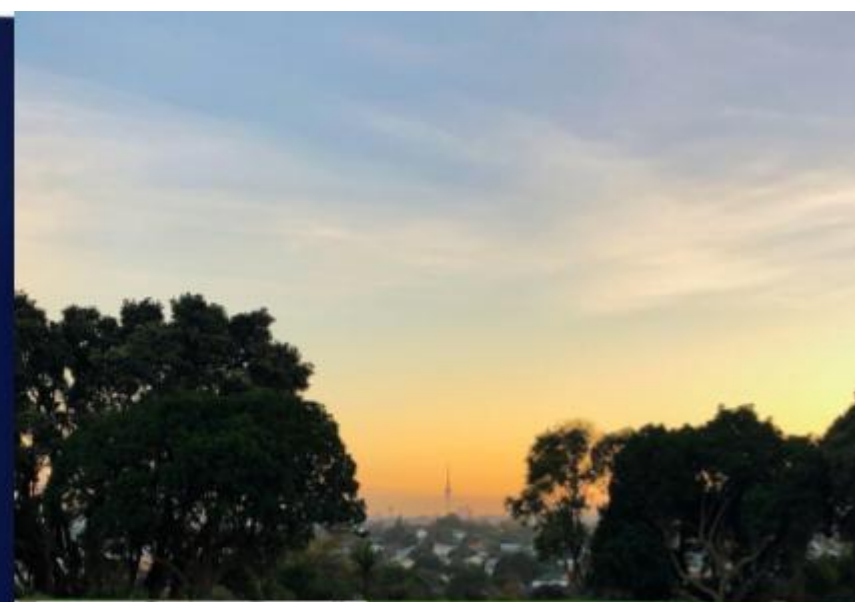


Dominion Road School

He Maunga Teitei

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Dominion Road School (He Maunga Teitei) is a collaborative and forward thinking, contributing primary school which borders the Mt Eden / Three Kings / Mt Roskill communities. We have three maunga surrounding us and our school sits up high looking over the Auckland isthmus, hence our Māori name, He Maunga Teitei (lofty mountain). Mt Roskill is a rich and diverse community and this is reflected in the makeup of our learners. We are proud to have over 35 different ethnicities representing our school community. We belong to and collaborate closely with the Puketāpapa Kāhui Ako with five other schools in our cluster - Mt Roskill Primary, Mt Roskill Intermediate, Mt Roskill Grammar, Hillsborough Primary School and Three Kings Primary School. We also have a close relationship with our local preschools and intermediates, Mt Roskill and Wesley.

He Maunga Teitei is an inclusive, family-centred school, focused on celebrating children as unique individuals, and progressing their achievement through a strength-based & responsive approach to learning. We work in partnership with whānau to provide an engaging learning environment where children feel safe, happy and nurtured. We host three satellite classes from Central Auckland Specialist Schools (CASS) on our site and we work together to provide lots of opportunities for integration & inclusion in the school programme.

The Board is committed to an ongoing programme of reporting, self-review and community consultation. The strategic goals for the period of 2024-2025 reflect ongoing self-review and priorities that have arisen (both at a local and national level), with importance placed on equity, excellence and development of the skills and competencies needed for developing confident, creative and collaborative citizens of the future. As per legislation changes in the Education and Training Act in 2020 there are four objectives for the board to keep at the forefront in its planning and reporting. These are:

- (a) every student at the school is able to attain their highest possible standard in educational achievement; and
- (b) the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- (c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to Te Tiriti o Waitangi, including by—

- (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- (iii) achieving equitable outcomes for Māori students.

The board uses the Statement of National Education and Learning Priorities (NELP) alongside the school priorities to deliver a rich school curriculum, to help every learner/ākonga to progress and achieve their aspirations. These have now replaced the National Education Goals (NEGs) and National Administration Guidelines (NAGs) and in 2024, current charters will be replaced by a new strategic planning and reporting framework which will be rolled out this year by the Ministry of Education.

Our school vision statement 'Ma pango, mā whero, ka oti te mahi' reflects our commitment to growing successful and independent learners, with its emphasis on collaboration and working together to ensure success for all. We believe that all learners should be given many opportunities and equitable access to a rich, diverse and engaging curriculum. Our school continues to place priority on consultation with its Māori and Pacific community to achieve equitable and excellent outcomes for students.





Giving Effect to Te Tiriti o Waitangi at Dominion Road School

Board Level

- Understand the school's position as crown agents & affirm Māori as tangata whenua
- Ensure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, & te Ao Māori.
- Ensure consultation occurs with local iwi and whānau
- Support the growth of te reo and tikanga capability of employees
- Achieve equitable outcomes for Māori akonga
- Seek Māori representation on the board & engage in a shared decision making process
- Ensure Māori ākonga have the same rights & opportunities as non-māori

School Level

- Ensure the school curriculum reflects local tikanga Māori, te Ao Māori & mātauranga Māori
- Identify and remove educational barriers for Māori learners
- Ensure that all ākonga (Māori and non-Māori) achieve the same level of success in their learning.
- Take all reasonable steps to use te reo Māori daily & write kupu Māori correctly
- Know all iwi groups in our school
- Ensure Māori have the same rights & opportunities as non-māori
- Respect & enforce correct tikanga in all aspects of school
- Ensure teachers are upskilling in te reo, te Ao & tikanga Māori

Teacher level

- Have a comprehensive knowledge of te Tiriti o Waitangi & make it part of one's teaching practice, teaching the Aotearoa NZ histories curriculum correctly and often
- Use and pronounce te reo Māori & children's names accurately every day
- Affirm Māori learners as tangata whenua and support their educational aspirations
- Ensure Māori have the same rights & opportunities as non-māori
- Protect the tikanga, language, identity & culture of all Māori students

**Our School Pepeha
(in consultation with Ngāti Whātua Orākei)**

Ko Puketāpapa te maunga

Ko Waitematā te moana

Ko Tāmaki Makaurau te whenua

Ko Ngā Oho, ko Te Taoū te hapū, ko Te Uringutu ngā hapū

Ko Ngāti Whātua te iwi

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p>1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
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PRIORITIES	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>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>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

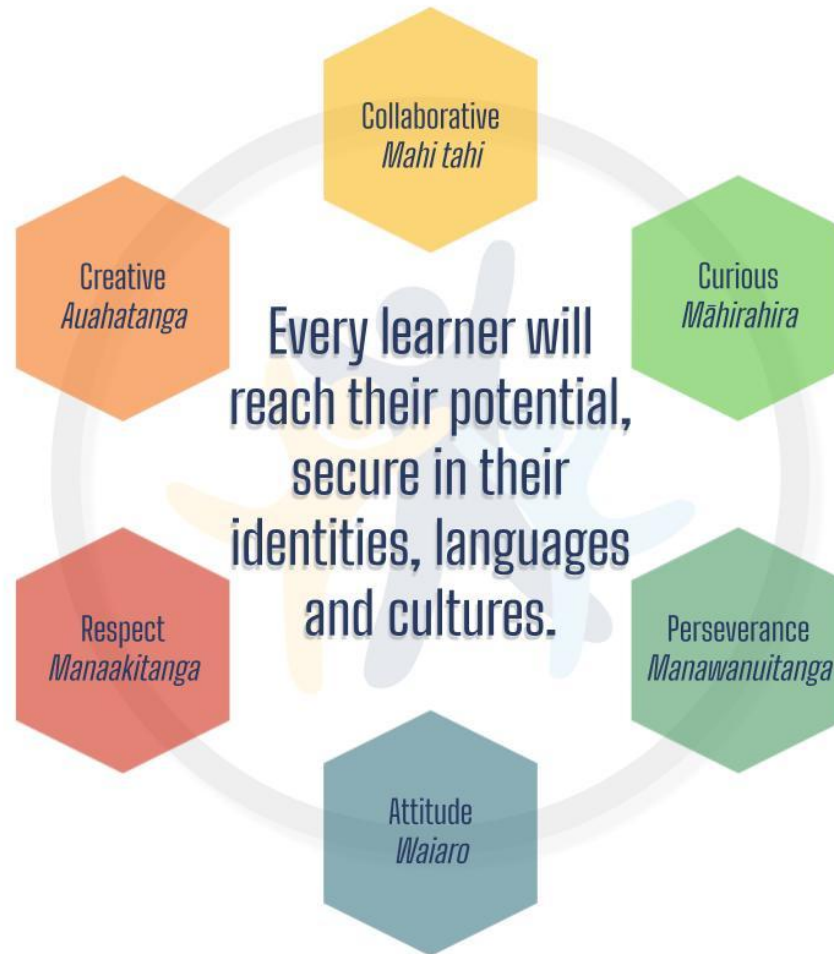
The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Dominion Road School

He Maunga Teitei



Mā pango, mā whero, ka oti te mahi
Through collaboration we achieve

Dominion Road School Graduate Profile

Dominion Road School - He Maunga Teitei

Strategic Plan 2024-2025

Vision: Mā pango, mā whero, ka oti te mahi - Through collaboration we will achieve

Vision Principles: Curiosity, Creativity, Collaboration

STRATEGIC GOALS

Strive for equitable outcomes that raise the achievement of all learners (NELP 1, 2)

Provide learning conditions that enable all tamariki to be successful, self-managing learners (NELP 1, 2, 3, 4)

Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice (NELP 1, 2,3,4)

Success Factors

Children will be making progress against their personal & national learning goals

Year 6 students will leave our school as empowered, successful learners

Our school community will feel a sense of belonging and be proactive kaitiaki of the environment

Our Initiatives

Build teacher subject knowledge and capability to teach the revised English and Mathematics curriculum

Develop assessment capable learners

Work towards achieving Silver Enviro School status

Be more deliberate in the analysis and use of student assessment information to inform next teaching steps

Embed an integrated curriculum to ensure a rich coverage of content, skills & dispositions

Create a physical school environment that reflects a safe, healthy and culturally rich community

Embed a school-wide evaluation system that effectively uses student data to address and reduce achievement disparities

Increase the involvement of whānau to support and understand their child's progress against their learning goals

Ensure inclusion, diversity and culturally responsive pedagogy is evident in all programmes and decision making

Our Values

**Respect
Manaakitanga**

**Attitude
Waiaro**

**Perseverance
Manawanuitanga**

2024 Annual Implementation Plan

STRATEGIC GOAL 1: Strive towards equitable outcomes that raise the achievement of all learners

Initiatives

Build teacher subject knowledge and capability to teach the revised English and Mathematics curriculum

Be more deliberate in the analysis & use of student assessment information to inform next teaching steps

Embed a school-wide evaluation system that uses student data to address and reduce achievement disparities

Action	Responsibility	Resources	Due	Success Measure
Provide professional development for teachers in the revised Reading, Writing and Maths curriculum (1)	A.P Curriculum Principal WSL/ASL -English/Maths	Time MOE curriculum changes/Govt legislation	T1-4	Teachers will feel confident to teach the curriculum changes Changes in the curriculum will be evident in planning/teaching
Have an explicit focus on the teaching of writing school wide, including handwriting and spelling (1)	A.P Curriculum WSL (English)	Time/Staff Meetings Writing samples Timetabling checks	T1-4	70% of students writing at curriculum level An increase in correct letter formation at each year level
Continue to work with Kāhui Ako on strategies to lift the attendance of students who are not regularly attending school (3)	AP/SENCO Principal All Kāhui Ako	Baseline data - 2023 Comparison of attendance with achievement data MOE Attendance Data Kāhui Ako promotions	T1- T4	70% of the students attending 85% of the time - Govt benchmark Students with prior history of poor attendance have improved attendance rates
Self-Assess against ERO's Self-Improvement Framework & put in place next steps (3)	Leadership Team	Baseline data beg 2023	T1, T4	Further goals to work on for next strategic planning round
Provide support/professional learning to further strengthen assessment literacy incl. regular professional meetings to discuss data and next steps (2.3)	SLT All	Timetabling Professional Learning	T1-4	Data able to be used effectively to measure learning outcomes & provide next steps for learners
Review and embed a school wide assessment/evaluation system in line with the refreshed curriculum, including more visible use of formative assessment strategies in classrooms (1,2,3)	SLT Leadership Team ASL/WSL	Timetabling, Time Observations Govt initiatives	T1-3	Noticeable use of formative assessment occurring Assessments in line with legislation
All junior and middle school teachers to receive training in BSLA structured literacy, as well as two teacher aides (University of Canterbury) (1,2)	AP/SENCO + Principal Takahe & Tui teachers	Time Release for testing	T1-2	Trained BSLA educators (micro-credential)

2024 Annual Implementation Plan

Goal 1: Strive towards equitable outcomes that raise the achievement of all learners

Initiatives	Term 1	Term 2	Term 3	Term 4
Build teacher subject knowledge and capability to teach the revised English and Mathematics curriculum	<p>Leadership Professional development with Helen Walls on Writing & Handwriting - feedback to staff</p> <p>Put in place an explicit focus on the teaching of writing school wide, including handwriting</p> <p>BSLA training for junior/middle school teachers & support staff</p> <p>Review Govt/MOE material that has been sent out to support the teaching of Literacy and Maths</p>	<p>Continued PD in revised curriculum refresh in literacy and Maths once released by govt</p> <p>Teacher Aide Professional Development in Maths Support</p>		
Be more deliberate in the analysis & use of student assessment information to inform next teaching steps	<p>Y3-6 students to complete PAT Maths testing - teachers to analyse & use info to inform teaching/learning steps</p> <p>Follow up on all children who have not returned to school or are not attending regularly</p> <p>Examine current attendance trends and their correlation to achievement.</p> <p>Complete baseline testing for new students & all students on BSLA</p> <p>IEPS for identified students - paraprofessionals with specific tasks</p>	<p>Mid Year OTJS for reporting to parents and board - with emphasis on groups who may be underserved</p> <p>Further refine writing matrix if necessary depending on MOE updates</p> <p>Writing Moderation - analyse mid year writing data and note gaps/improvements</p> <p>10 week testing/mid year BSLA data to be completed and reported back on</p>	<p>Work on any new govt legislation for testing</p>	<p>Writing/Maths Moderation</p> <p>Review impact of BSLA on literacy achievement</p> <p>Redo PAT Maths test & use results to measure progress with an emphasis on the Yr5 cohort</p> <p>30 wk BSLA assessments completed</p>
Embed a school-wide evaluation system that uses student data to address & reduce disparity	<p>Leadership team to read Russell Bishop's book 'Leading to the North-East' & use to support data evaluation</p> <p>Commence targeted data meetings & identify students at risk</p> <p>Allocate meeting times for evaluating student data/information</p>	<p>Explicit check in with families of students with attendance below 80%</p> <p>Do a mid year stocktake of attendance and work with Kahui Ako on attendance goals</p>	<p>Use mid year data to make further changes</p>	

2024 Annual Implementation Plan

GOAL 2: Provide learning conditions that enable all tamariki to be successful, self-managing learners

Initiatives

Develop assessment capable learners

Embed an integrated curriculum to ensure a rich coverage of content, skills & dispositions

Increase whānau involvement to understand & support their child's progress against learning goals

Action	Responsibility	Resources	Due	Success Measure
Review school wide use of Assessment for Learning language and create consistency across the school	ASL (Farzana) All	Time to revisit and check Student Voice	T1-4	Teachers will be using the same AFL Language evidenced in student voice information
Teachers to explicitly set learning goals with students and their families and give specific feedback and next steps incl. use of fast feedback conferencing	SLT/Team leaders	Time/Staff Meetings Student Voice/Surveys	T1-4	Students & parents are aware of learning goals & next steps
Develop a more integrated approach to the teaching of concept/other curriculum areas which also incorporate the hour a day of literacy and maths (as per govt guidelines)	A.P (Curriculum) Principal ASL (Darian)	Time to develop concept plans	T1 - T4	Successfully implemented integrated topics - evidence of literacy/maths elements
Host more events that invite family involvement eg: Matariki breakfast, school fun days, Fathers Day breakfast	Teams Leadership Team/Sports Lead	Calendar time Financial cost	T1-4	Families attending events
Hold Parent Education Sessions in the new Maths & English Curriculum	A.P (Curriculum) ASL/WSL leads	Timetabling/Time	T2-4	Families will have a better understanding of the refreshed English and Maths Curriculum
Have individual meetings with NE parents to share their child's learning at baseline and after 10 weeks	Konnie/Christine Lesley	Timetabling, Time	T1 & 2	Families will have a better understanding of reading & maths goals
Provide more specific communication for parents on extra support that their child may be receiving eg: advice on support programmes	AP/SENCO Principal RR teacher	Time School communication Observation opportunities	T1-4	Better informed parents, better attendance

2024 Annual Implementation Plan

Goal 2: Provide learning conditions that enable all tamariki to be successful, self-managing learners

Initiatives	Term 1	Term 2	Term 3	Term 4
Develop assessment capable learners	<p>Revisit Kahui Ako work on assessment capable learners</p> <p>Gather student voice data on learner agency for Kāhui Ako data base - Yr 3-6</p> <p>Begin to implement Fast Feedback Conferencing</p>	<p>Use information from student voice to improve practice - observations & feedback to take place</p>	<p>Review fast forward conferencing</p>	<p>Gather student voice data on learner agency for Kāhui Ako data base - Yr 3-6</p>
Embed an integrated curriculum to ensure a rich coverage of content, skills & dispositions	<p>Develop a more integrated approach to the teaching of concept/inquiry topics which also incorporate the hour a day of literacy and maths (as per govt guidelines)</p> <p>Better promote and include the use of Garden to Table Resources in other curriculum areas</p> <p>Check timetabling for integration & 1hr a day for core subjects</p>	<p>Commence Curiosity Projects</p> <p>Continue to build on Matariki as a rich integrated unit across the school</p> <p>Year 1 & 2 classes to take part in GTT programme</p>	<p>Camp/EOTC week</p> <p>Ongoing integrate planning of units</p>	
Increase whānau involvement to understand & support their child's progress against learning goals	<p>Invite NE parents in to share child's learning at baseline and after 10 weeks</p> <p>Aim for 75% attendance in all classes for parents attending parent meetings throughout the year</p> <p>Provide more specific communication for parents on extra support that their child may be receiving, including IEPS & support programmes</p>	<p>Hold parent education meetings in Maths and Literacy</p> <p>Hold a parent meeting in BSLA</p> <p>Mid Year Parent Teacher Meetings to review & reset goals</p> <p>Embed more school wide events that families can come along to incl. Matariki breakfast</p>	<p>Fathers Day Breakfast</p>	<p>Grandparents Day?</p>

2024 Annual Implementation Plan

Goal 3: Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice

Initiatives

Move towards Silver Enviro School Status

Continue to create a physical school environment that reflects a safe, healthy and culturally rich community

Ensure inclusion, diversity and cultural responsiveness is evident in all programmes and decision making

Action	Responsibility	Resources	When	Success Measure
Collect evidence throughout the year of actions that will help to achieve Silver Enviro Status	A.P/SENCO Enviro Team	Time	T1-4	Silver Enviro Status achieved
Design and implement a rongoa garden	RR teacher AP/SENCO GTT Garden Specialist	Location Finance Expertise	T2-4	Rongoa garden development
Create further art projects around the school, including the installation of art panels on Mt Albert & Dominion Road	Sohini & Creative Arts Expert AP (Curriculum) Board Rep	Finances Allocation of Space	T2-3	Art work projects completed in junior school Mt Albert & Dominion Rd fencelines will showcase our school
Continue with third year initiatives as part of the Healthy Active Learning Initiative with Sport Auckland incl. review of play and development of PAL leadership positions (Physical Activity Leaders)	A.P (Curriculum) Sport/Health Lead	Staff Meeting & Team meeting time Student Voice	T1-4	Increased student leadership across the school
Continue with second year of Mitey to further develop student wellbeing & resilience	A.P (Curriculum)	Time/Staff Meetings	T1-4	Reduced relationship issues among students Improved outcomes based on the belief that wellbeing & achievement are inter- related
Continue to work with our three satellite classes to further integrate into mainstream events & programmes	Principal A.P (Curriculum) Sports Lead	Time Resources, adaptive play equipment	T1-4	Further involvement & integration Presence on school website, new name for CASS team
Work through ERO's <i>Poutama Reo</i> document to further strengthen inclusive, culturally responsive practice	SLT	Staff meeting time	T2	Te Reo learning progressions developed
Strengthen our relationship with tangata whenua through Staff Only Day visit to Orakei Marae at end of Term 1	A.P Curriculum Principal/Board	Timetabling, Time	T1-4	Beginning of a reciprocal relationship with Ngati Whatua Orakei

2024 Annual Implementation Plan

Goal 3: Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice

Initiatives	Term 1	Term 2	Term 3	Term 4
<p>Move towards achieving Silver Enviro School status</p>	<p>Set actions in place that will help to achieve Silver Status</p> <p>Remove external rubbish bins and monitor rubbish around the school</p>	<p>Sustainability projects commenced</p>		<p>Progress Update & Enviro Schools review on our journey towards Silver Status with EnviroSchools Faciliator</p>
<p>Continue to create a physical school environment that reflects a safe, healthy and culturally rich community</p>	<p>Plan Art Screens on school fence lines to promote our school</p> <p>Review and set new goals for the loose parts play area</p> <p>Commence Year 2 of Mitey</p> <p>Commence Year 3 of the Healthy Active Learning</p> <p>Training of Physical Activity Leaders</p>	<p>Install Art Screens</p> <p>Commencement of Art Murals in the junior school</p> <p>Rongoa garden design phase</p> <p>Continue to further embed student led Language Cultural Weeks</p>	<p>Rongoa garden implementation phase</p>	
<p>Ensure inclusion, diversity and cultural responsiveness is evident in all programmes and decision making</p>	<p>Staff Orakei Marae & Educational Visit at end of Term 1</p> <p>Install new shed with a range of play equipment to enable more accessible play opportunities for junior school & CASS classes</p> <p>Work with satellite classes to further integrate into mainstream events & programmes</p>	<p>Unpack <i>Poutama Reo</i> (ERO) further strengthen culturally responsive practice</p> <p>Create a team name for CASS classes and ensure there is inclusion on our school web page</p>	<p>Health & PE Community Consultation</p> <p>Maori progressions developed</p> <p>Review impact of Te Ahu o te Reo Maori on teaching practice</p>	

Achievement Targets 2024

Reading	Shift the number of students working at the expected NZC level to 75%
Writing	Shift the number of students working at the expected NZC level to 70%
Maths	Shift overall number of students achieving in Number and Fractions to over 75%.
Attendance	70% of the students attending 85% of the time - Govt benchmark

Dominion Road School - He Maunga Teitei

Business As Usual 2024

Vision: Mā pango, mā whero, ka oti te mahi - Through collaboration the work will be done

NELP 1

Learners at the Centre

Processes in place to promptly resolve complaints/concerns

Create a safe environment for all, free from Racism and discrimination

Attendance and lateness is monitored and followed up

Annual targets are set and target groups identified based on data from the year before

NELP 2

Barrier Free Access

Resourcing will be prioritised and allocated to annual goals

Actively promote regular opportunities for our community to come together

NELP 3

Quality Teaching & Learning

All staff to participate in high quality professional growth cycle for appraisal

All teachers to take part in a collaborative inquiry

All new staff and students will be welcomed and inducted into our school

All staff will receive professional development opportunities linked to strategic & identified goals

NELP 4

Future of Learning & Work

Effectively communicate and consult with our school & local community incl. hui, fono, preschool visits, curriculum workshops

Invite in stakeholders and role models from the community to inspire our students eg: rocket lab, Pacific Young Leaders guest speakers etc

Legislation

School adheres to any change in govt policy/legislation with consultation as required

School belongs to Govt Donation Scheme

School will be open required number of half days for the year

New changes in Education & Training Act 2020 will be implemented

Strategic & Annual Implementation Plan submitted to MOE by 1 March

Annual Report and AOV will be submitted to Auditors by 31 May

Complete policy & self-review as per review schedule

Health & Safety

Student and staff wellbeing is a priority

All staff will be responsible for adding any areas of concern to H&S register

Regular H&S Meetings will take place

Restraint Modules completed

A positive school culture which is safe and inclusive

Dominion Road School - He Maunga Teitei

Supporting Documents

Fostering of Learning and Wellbeing	Fostering of Excellence in School Systems	Fostering of positive community partnerships
<ul style="list-style-type: none"> ● Dominion Road School Curriculum ● E-Tap - Student Management System ● Dominion Road School Guide for Staff ● Dominion Road School Quality Practice Template (QPT) ● DRS Parent Handbook ● DRS Behaviour Plan ● DRS Wellbeing Strategy ● DRS School Website, Facebook & Instagram posts ● Pause, Breathe, Smile Programme ● Te Whare Tapa Whā/Mitey ● Sport Auckland - Healthy Active Learning Initiative 	<ul style="list-style-type: none"> ● Dominion Road School performance management system ● Self review ● Various surveys/feedback ● Annual budget & Annual Report ● Financial management procedures ● 10 year cyclical maintenance plan ● 5 year property plan ● School Docs Policies/Procedures ● Dominion Road School Guide for Staff ● DRS Assessment Schedule ● DRS Curriculum Overview ● DRS Internal Review Schedule ● Accelerated Learning Plans 	<ul style="list-style-type: none"> ● Weekly newsletters ● School Assemblies & Pōwhiri ● Regular parental contact through telephone calls, email, letters and meetings ● Positive R.A.P postcards sent home to families + DRS cards ● Parent Group - FDRS (Friends of Dominion Road School) ● School Website, Facebook & Instagram posts ● Regular school/family events ● Relationship with local preschools ● School community events ● Visibility in the school & local community ● School gardens, community composting ● School visitors to observe Garden to Table and other programmes ● Inclusion of Specialist School Classes into DRS facilities & events