



Dominion Road School
He Maunga Teitei

Charter & Strategic Plan 2023-2024



Board Endorsement: *Natalie Wright*

Principal's Endorsement: *Lesley Mitchell*

Submitted on: 1 March 2023

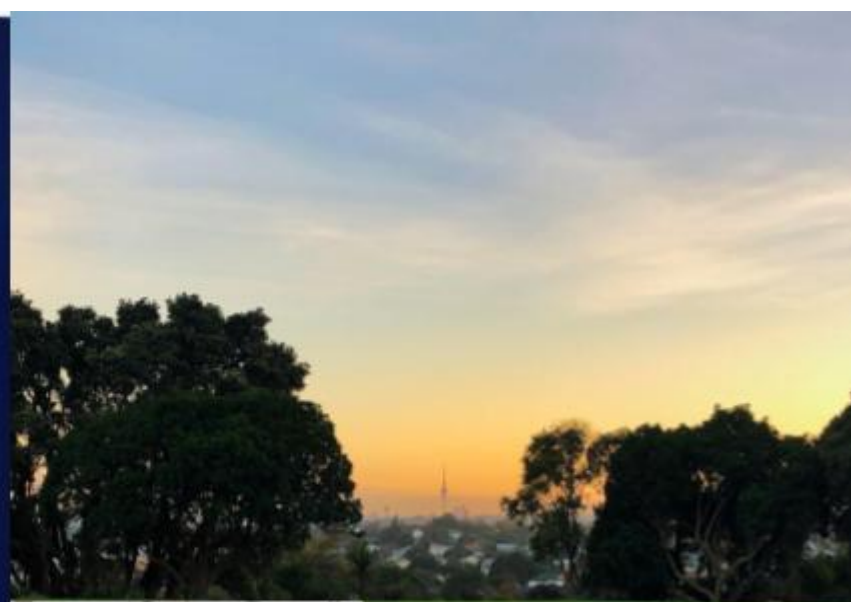


Dominion Road
School

He Maunga Teitei

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Tēnā koutou katoa,

It is my great pleasure to present the Dominion Road School Charter, Strategic and Annual Plan for 2023-2024. This is the Dominion Road School Board's guiding document in which we set our vision, goals and aspirations for our students and learning community.

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 2023-2024 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.



MĀORI DIMENSION AND CULTURAL DIVERSITY

Dominion Road School (He Maunga Teitei) recognises and acknowledges the significance of Te Tiriti o Waitangi, and is committed to ensuring all staff and students are valued within our school community.

New Zealand's Cultural Diversity

All cultures within our school are valued and celebrated through mutually respectful relationships free from prejudice or judgement. Staff members will actively work towards maximising the potential of each student and key to this will be working in partnership with the family to truly know the learner. All staff members are expected to be active learners in developing their personal knowledge and use of Te reo Māori me ona Tikanga Māori in their classroom programmes.

The unique position of Māori Culture

Dominion Road School (He Maunga Teitei) is committed to giving effect to Tiriti o Waitangi by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, te reo and te ao Māori

What steps will Dominion Road School take to incorporate Tikanga Māori into the school's curriculum?

Classrooms and school celebrations endeavour to reflect Māori Culture through signage, karakia, waiata, pōwhiri, pepeha and daily conversations and instructions. Inquiry topics include reference to Te Ao Māori. The school continues to build a strong and proud Kapa haka group and connects on a regular basis with local iwi and whānau.

What will Dominion Road School do to provide instruction in Te Reo Māori for full time students whose parents ask for it?

The school recognises the need to integrate te reo me ona tikanga Māori into teaching and learning programmes, making use of staff and community expertise. A kaiako is employed one day per week to teach Te Reo Māori and waiata in classes as well as developing a strong and passionate kapa haka group. Teachers will follow up on these lessons, reinforcing new vocabulary, waiata and language structures with akonga. Where parents request more intensive instruction in tikanga Māori and te reo Māori for full-time students, the parents will be given the names of all local schools that provide such instruction. Where parents express an interest in attending a school or Kura within our local cluster our principal will advise and support these parents as to local bilingual, full immersion and Kura Kaupapa Schools.

What steps will be taken to consult with the school's Māori community?

Dominion Road School seeks to place priority on Māori achieving success as Māori, as outlined in *Ka Hikitia - Ka Hāpaitia*. The board and staff will continue to engage in with our Māori community and encourage parents and whānau to be active in supporting the school to achieve the objective of improving learning outcomes for 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.



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.

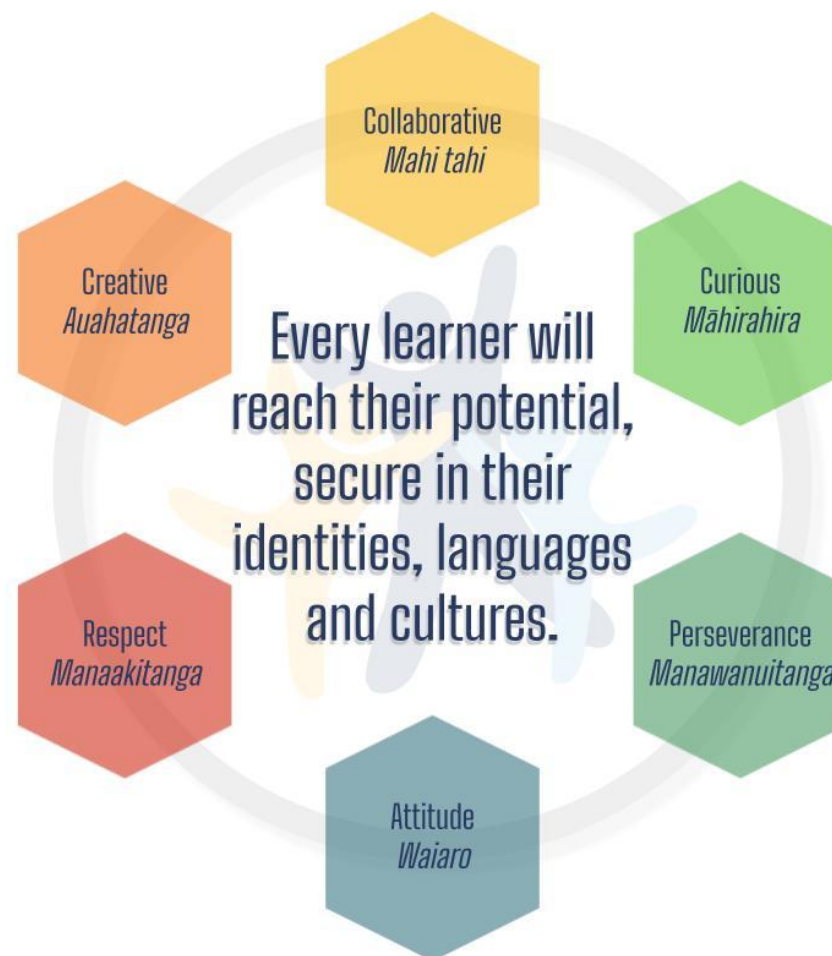
In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

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 Graduate Profile

Dominion Road School

He Maunga Teitei



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

Dominion Road School - He Maunga Teitei

Strategic Plan 2023-2024

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

Vision Principles: Curiosity, Creativity, Collaboration

STRATEGIC GOALS

Our students will have ownership over their learning (NELP 1, 2)

Our curriculum will be responsive to the needs of our learners (NELP 1, 2, 3, 4)

Our school community will be inclusive, welcoming & environmentally sustainable (NELP 1, 2,3,4)

Success Factors

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

Our akonga will access engaging and authentic learning experiences which will inspire them to achieve

Staff, students and their families will feel a sense of belonging and be proactive kaitiaki of the environment

Our Initiatives

Empower our students to take more responsibility for their learning

Build staff capability to deliver a responsive and adaptive curriculum

Embed school wide practices that improve and support the hauora & wellbeing for all

Increase the use of formative assessment practice throughout the school

Develop a school curriculum that reflects our community's needs and aspirations

Create a physical school environment that reflects a culturally rich, inclusive and sustainable community

Provide learning environments that enable students to develop the skills & attitudes to be independent, curious and active learners

Increase use of culturally responsive content & strategies

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

Our Values

**Respect
Manaakitanga**

**Attitude
Waiaro**

**Perseverance
Manawanuitanga**



Three Year Roadmap: Dominion Road School - He Maunga Teitei

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

2022

2023

2024

GOAL 1:

Our students will have ownership over their learning

Empower our students to take more responsibility for their learning

Increase use of formative assessment practice throughout the school

Provide learning environments that enable students to develop the skills and attitudes to be active learners

Creation of DRS Learner Profile

Review the amount of student voice and choice that is present in our school curriculum, at learner led conferences and in assessment

Metrics: : Students able to demonstrate the skills & attributes to learn anywhere/ anyplace, Use of shared AfL language across the school, Creation of DRS Learner Profile, Students able to articulate their next learning steps

GOAL 2:

Our curriculum will be responsive to the needs of our learners

Grow staff capability to provide a responsive, adaptive curriculum

Increase use of culturally-responsive content and practice to improve outcomes for our Māori and Pasifika learners

Develop a school curriculum that reflects our school community

Provide time and space to unpack refreshed curriculum documents as they occur

Review impact of culturally responsive strategies on Māori & Pacific student outcomes

Metrics: NZCER TSP Survey, Rewritten local curriculum and assessment procedures, Evidence in planning & teaching of culturally responsive practice, Improved achievement data for Māori & Pacific students, improved attendance

GOAL 3:

Our school community will be inclusive, welcoming & environmentally sustainable

Embed school wide practices that improve and support hauora and wellbeing for all

Operate by a shared set of values and integrate these throughout our school

Inclusion, diversity and cultural responsiveness will permeate programmes and decision making

Create a physical school environment that reflects an inclusive, culturally rich and sustainable community

Have a clear and consistent approach to hauora and wellbeing across the school using school values as a driver

Metrics: Sense of positive well being & sense of belonging in the school, Evidence of school values in all aspects of school life, Improved Sustainability practice, artwork and signage visibility

Goal 1: Our Students will have ownership over their learning

Initiatives

Empower our students to take more responsibility for their learning

Increase the use of formative assessment practice into teaching & learning programmes

Provide learning environments that enable development of the skills & attitudes to be active learners

2023

Provide opportunities for student leadership within the school

Further develop curiosity projects and other special interest groups as options for students to develop leadership, learn new skills and follow interests and passions

Increase student capability to state what they are learning, why they are learning it and their next steps to a wider audience

Increase teacher capability in the use of Assessment for Learning strategies to build learner agency using PE as a context

Share a collective responsibility to raise overall school attendance

Review reporting system for students under BSLA

Continue to embed effective play based learning both inside and outside the classroom

Metrics: Student Voice, Oral language improvement student voice, Use of AFL strategies in the classroom, High school collaboration

2024

Review impact of increased student ownership of learning on achievement outcomes

Utilise outside expertise to further enhance of curiosity, collaboration and creativity

Review amount of student voice and choice present in the DRS curriculum

Metrics: Student Voice, Reading & Maths Progressions,

2023 Annual Plan - Our students will have ownership over their learning (NELP 1, 2)

Empower our students to take more responsibility for their learning

Continue to embed effective play based learning both inside and outside the classroom

Provide further opportunities for student leadership within the school

Build on teacher use of Assessment for Learning strategies

Review reporting system for students under BSLA

Embed formative assessment practices throughout the school

Increase student capability to state what they are learning, why they are learning it and their next steps to a wider audience

Provide learning environments that enable all students to develop skills & attitudes to be active learners

Further develop curiosity projects & other special interest groups as options for students to learn new skills and follow passions

Share a collective responsibility to raise overall school attendance

Action	Responsibility	Resources	Due	Success Measure
Increase student capability to state what they are learning, why they are learning it and their next steps to a wider audience eg: whānau	ASL (learner agency) All	Time Baseline data - Term 4,2022	T1-4	Students able to talk about their learning/Student interviews
Build on teacher use of Assessment for Learning strategies using the area of PE as a context	ASL(learner agency) WSL(Hauora)	Time/Staff Meetings	T1-4	Observation of AFL strategies in classes & student voice
Share a collective responsibility to raise overall school attendance	AP(SENCO) All + Kāhui Ako	Baseline data - Term 1 Attendance Data MOE	T1 - T4	70% of the students attending 85% of the time - Govt benchmark
Review reporting system for students under BSLA	AP (SENCO) / Principal Junior Teachers	Etap/UoC Assessment site	T1-4	Data able to be used effectively to measure learning outcomes & next steps
Further develop curiosity projects & other special interest groups as options for students to learn new skills and follow passions	ASL (Farzana) All	Timetabling for curiosity and other student led projects	T2-3	Curiosity projects embedded Student led events observed
Provide further opportunities for student leadership within the school with an explicit focus on developing House leaders' profile	Darian/Jaden SLT	Timetabling, Time	T1-4	Increased student leadership across the school
Continue to embed effective play based learning both inside and outside the classroom	WSL (Hauora) NE teachers	Time Materials, Loose Parts Play	T1-4	Evidence of unstructured, free play around the school

2023 Annual Plan (NELP 1, 2)

Goal 1: Student ownership of learning

Initiatives	Term 1	Term 2	Term 3	Term 4
Empower our students to take more responsibility for their learning	<p>Appoint house leaders and other positions of responsibility</p> <p>Darian and house leaders to attend GRIP conference and start leadership development</p> <p>Gather student voice on how well they can articulate what they are learning in PE</p> <p>Follow up on all children who have not returned to school</p>	<p>Check for evidence of agency and use of student voice in mid year conferences</p> <p>Explicit check in with families of students with attendance below 80%</p> <p>Have students leading language weeks and other special events</p> <p>Do a mid year stocktake of attendance and work with Kahui Ako on attendance goals</p>	<p>Gather student voice data on learner agency for Kāhui Ako data base - Yr 3-6</p> <p>SLT + ASL to attend Dylan Wiliam PD and feedback new learning to staff</p> <p>Provide opportunities for a variety of roles in a whole school production</p>	<p>Check for evidence of agency and use of student voice in all classrooms</p>
Embed formative assessment practices throughout the school	<p>PAT Maths test for Y3-6 analysed for teaching gaps with specific attention to the Yr 5 cohort - explicit teaching of gaps</p> <p>DMIC PD on use of assessment to plan next steps</p> <p>Ongoing formative assessment of maths understanding in the classroom</p> <p>Begin BSLA training (Junior school) and baseline testing</p>	<p>Mid Year OTJS for reporting to parents and board</p> <p>Writing Moderation</p>	<p>Continue to develop assessment literacy in PATs and BSLA</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>Review use of Maths Assessment tools</p>
Provide learning environments that enable students to develop skills and attitudes to be active learners	<p>Special interest groups commence</p> <p>NE classes to set up play based learning in their classrooms using MOE input into oral language development</p>	<p>Curiosity projects commence</p> <p>Loose parts play set up in playground</p>	<p>Whole School Production</p>	

Goal 2: Our Curriculum will be responsive to the needs of our learners

Initiatives

Develop a school curriculum that reflects our local community

Build staff capability to deliver a responsive and adaptive curriculum

Increase use of culturally responsive content & strategies in teaching & learning programmes

2023

Have a school wide & Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity in this area to teach it at all levels

Participate in MOE OLI programme to build oral language capacity of our youngest learners

Review te reo knowledge of our tamariki and use this information to develop our te reo progressions for teaching

Review & Revise Planning & Reporting in line with legislation due to come into effect in 2024

Continue to build leadership capacity to use assessment information to identify areas for improvement & enrichment

Participate in 3rd year of MOE funded Maths PD (DMIC) with a focus on assessment

Review this year's Curriculum Refresh documents with a view to implementing in 2024

Train all junior school teachers & A.P in Better Start Literacy Approach

Metrics

Community Consultation feedback, Aotearoa Histories being taught using local context

BSLA training completed and progress seen in junior reading and writing programmes , TSP survey

Increased visibility of te reo and tikanga, curriculum programmes show evidence of cultural inclusion

2024

Implement refreshed Maths, Science, Technology and English Curriculums

Ensure all students have equitable access to the curriculum by providing professional learning opportunities to personalise learning & IEPs

Work towards teacher competency with Level 2 of te reo curriculum

Review collaborative teaching practice & its impact on learner outcomes and wellbeing

Continue to strengthen relationships with mana whenua and local iwi

Metrics

refreshed curriculums implemented

Student voice, Inclusive Practice Survey

Creation of a range of Pasifika groups, iwi partnership

2023 Annual Plan - Our curriculum will be responsive to the needs of our learners

Develop a school curriculum that reflects our community

Have a school wide & Kahui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity in this area to teach it at all levels

Review Literacy & maths curriculum refresh documents with a view to implementing in 2024

Grow staff capability to provide a responsive, adaptive curriculum

Participate in MOE OLI programme to build oral language capacity of our youngest learners

Continue to build leadership use of achievement data to better identify areas for improvement & enrichment in classroom programmes

Train all junior school teachers & A.P in Better Start Literacy Approach

Increase use of culturally responsive content & practice to improve learner outcomes for our Māori & Pasifika students

Participate in 3rd year of MOE funded Maths PD (DMIC) with a focus on formative assessment

Review te reo knowledge of our tamariki and use this information to develop our te reo progressions for teaching

Review Planning & Reporting in line with legislation due to come into effect in 2024

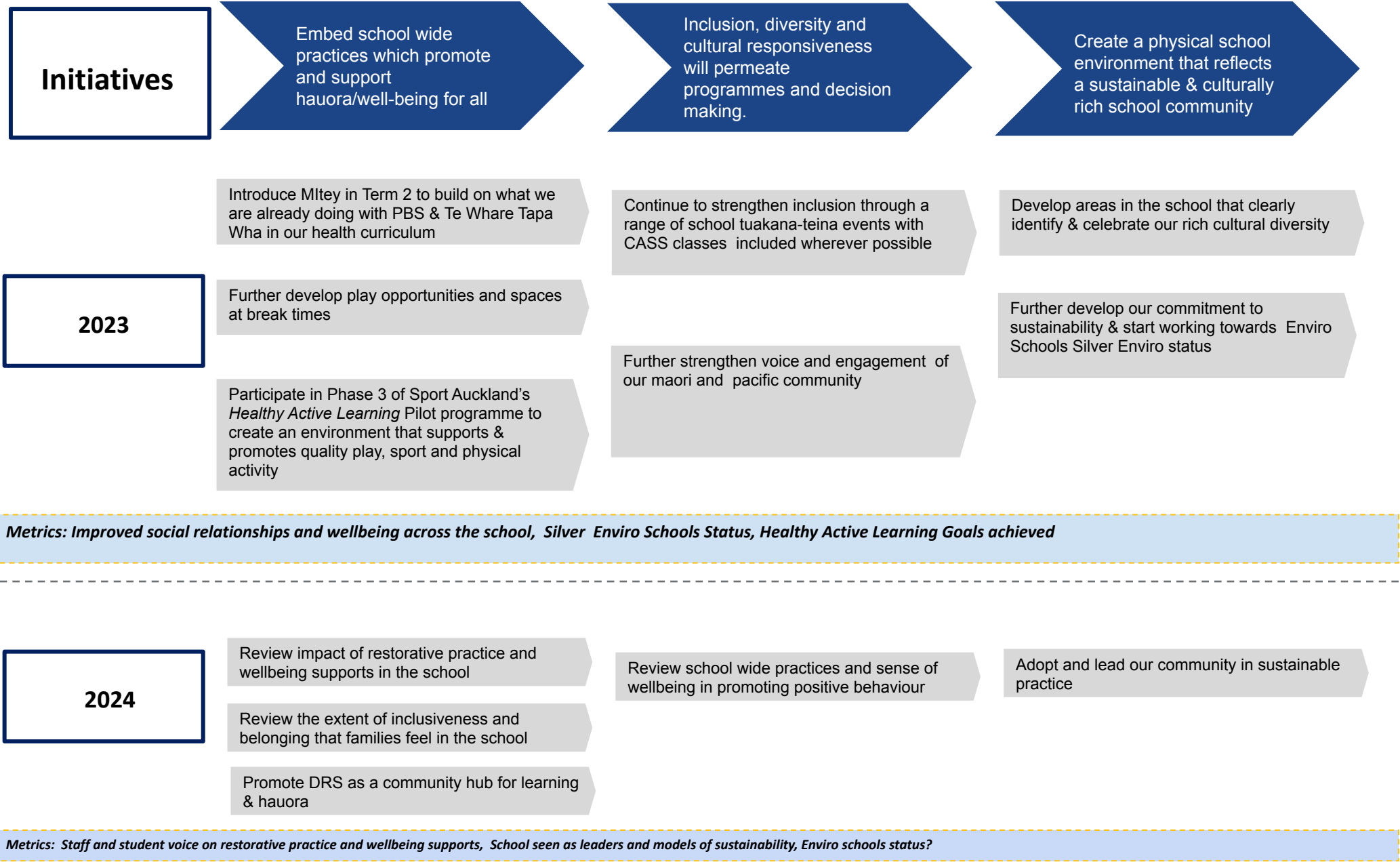
Action	Responsibility	Resources	Due	Success Measure
Have a school wide & Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity to teach the new content	A.P (Curriculum) WSL Aotearoa Histories	Histories Curriculum Staff Meeting/TOD	T1-4	Te Tiriti progressions created and used Aotearoa histories has started being taught
Review this year's Curriculum Refresh documents with a view to implementing in 2024	A.P (Curriculum) Principal	Staff meeting time	T2-3	Literacy and Maths ready to be implemented for 2024. MOE TODs used for Histories PD
Review & Revise Planning & Reporting in line with legislation due to come into effect in 2024	Board SLT with community	Community consultation	T3-4	Draft planning & reporting documentation created
Participate in MOE Oral Language Programme to build oral language capacity of our youngest learners	NE teachers MOE lead	Time MOE personnel	T2-3	Improved oral language discourse in the majority of our 5 year olds
Continue to build leadership capacity to use assessment information to identify areas for improvement & enrichment	Principal, Team leaders A.P (Curriculum)	Time allocated NZCER support	T1-4	Team leaders are confident to use data to drive progress for learners in their teams and report on these to the board
Train all junior school teachers & A.P in Better Start Literacy Approach	A.P. (Pastoral) Junior teachers	Classroom resources Release/Time	T1-4	All junior teachers trained in BSLA and student progress made using this approach
Participate in 3rd year of MOE funded Maths PD (DMIC) with a focus on assessment	A.P(Curriculum) DMIC Facilitators	TOD allocation Timetabling/release	T1-4	Evidence of teachers using formative assessment to measure progress
Review our tamariki's knowledge and perceptions of the use of te reo Māori & tikanga in the school and use this information to develop our te reo progressions for teaching	Principal	NZCER	T1-4	More teaching evident beyond Level 1 More teachers accessing PD for te reo

2023 Annual Plan (NELP 1, 2, 3, 4)

Goal 2: Our Curriculum will be responsive to the needs of our learners

Initiatives	Term 1	Term 2	Term 3	Term 4
Develop a school curriculum that reflects our community	<p>Teach Te Tiriti using school developed progressions and feedback to Kāhui Ako for further development</p> <p>Sport Auckland Healthy Active Learning surveys completed by staff/students & community to assess impact of the initiative so far</p>	<p>Trial Matariki unit written by Garden to Table team</p> <p>Commence work on sustainability projects</p> <p>Social Sciences Unit introduced - Connecting to Aotearoa</p>	<p>Performing Arts focus leading into Production</p> <hr/> <p>Ongoing development of Aotearoa Histories curriculum within a local context</p>	→
Grow staff capability to provide a responsive, adaptive curriculum	<p>Better Start PD to commence for Tūi team</p> <p>OLI implementation to commence in NE classes</p> <p>Tier 2 Teacher Aide training</p> <p>DMIC 3rd Year PD to commence with classroom observations</p>	<p>Leadership team to meet to unpack Term 1 data</p> <p>Tier 2 literacy groups in place with TA</p>	<p>Leadership team to meet to unpack mid year data</p> <p>TOD at Ngati Whatua Orakei Marae TBC</p> <p>Unpack Literacy & Maths curriculum refresh docs</p>	→
Increase use of culturally responsive content & practice to improve learner outcomes for our Māori & Pasifika students	<p>Implement Aotearoa histories curriculum across the school</p> <p>Collaborative Inquiries to commence</p>	<p>Use information from the Te Reo Survey and assessment to embed more te reo support in the school</p>	<p>Continue to embed cultural games & other events into our language weeks</p>	<p>Review impact of DMIC Maths on learner outcomes & attitudes - survey</p> <p>Staff sharing of collaborative inquiries</p>

Goal 3: Our Community will be inclusive, welcoming & environmentally sustainable



2023 Annual Plan - Our community will be inclusive, welcoming & environmentally sustainable

Embed school wide practices that improve and support hauora & wellbeing for all

Introduce Mitey in Term 2 to build on what we are already doing with PBS & Te Whare Tapa Wha

Further develop play opportunities and spaces at break times

Inclusion, diversity and cultural responsiveness will permeate programmes and decision making.

Further strengthen voice & engagement of our maori and pacific community

Continue to strengthen inclusion through a range of school tuakana-teina events with CASS classes included wherever possible

Create a physical school environment that reflects our culturally rich and sustainable community

Develop areas in the school that clearly identify & celebrate our rich cultural diversity

Further develop our commitment to sustainability & start working towards Enviro Schools Silver Enviro status

Action	Responsibility	Resources	Due	Measure of Success
Introduce Mitey in Term 2 to build on what we are already doing with PBS & Te Whare Tapa Whā in our health curriculum	WSL (Hauora) A.P (Curriculum)	Mitey	T2-4	Improved wellbeing & social relationships All 3 initiatives being used in classes
Continue to develop play opportunities and spaces at break times	Sport & Hauora Lead (Jaden) Team PE leads	Play equipment & storage	T1-4	Reduced behaviour incidents or students with nothing to do Changes to playground environment to enable more creative and active play
Continue to strengthen inclusion through a range of school tuakana-teina events with CASS classes included wherever possible	Principal Sport Lead Darian	Timetabling - events Prizes	T1-4	Sense of belonging, more senior/junior/CASS school opportunities to be together
Build on our commitment to sustainability & start working towards Enviro Schools Silver Enviro status	A.P (Pastoral Care) DRS Enviro Team/GTT	Time	T1-4	Observable sustainable practice Silver Status progression developed
Develop areas in the school that clearly identify & celebrate our rich cultural diversity	Unit Holder - Art Collaborative Council & AIP (Curriculum)	Materials & Paint Money/Grant?	T1-4	Visible artefacts, areas and artwork around the school
Further strengthen voice and engagement of our maori and pacific community	Board/SLT	Time		Attendance at events, amount of voice received, more connection with Ngāti Whātua

2023 Annual Plan (NELP 1, 2,3,4)

Goal 3: Our community will be inclusive, welcoming and environmentally sustainable

Initiatives	Term 1	Term 2	Term 3	Term 4
Embed school wide practices that improve and support hauora and wellbeing for all	<p>Complete PE/Fitness overviews for each team</p> <p>Introduce Loose Parts Play into the playground</p> <p>Identify lead teachers to drive play/hauora, fitness & PE across the school</p> <p>Enviro Team to determine further sustainability actions eg: hot composting, power</p>	<p>Create opportunities for more house team/ tuakana teina activities throughout the school</p> <p>Commence Mitey Wellbeing programme with John Kirwan Foundation</p>	<p>Mitey Programme - coaching and modelling in classes</p>	<p>Review impact of HPE action plan and next steps for Health & PE school wide</p>
Inclusion, diversity and cultural responsiveness will permeate programmes and decision making	<p>Create opportunities for more house team/ tuakana teina activities in the school</p> <p>Meet with CASS team each term to look at ways to further integrate our special needs classes</p>	<p>Language Weeks + Eid</p> <p>Whānau Hui</p> <p>Review & feedback on inclusion in HAL initiative</p>	<p>Fono</p> <p>Community Consultation for new planning & reporting</p>	<p>Albert-Eden Cultural Day</p> <p>Whole School Cultural Day</p>
Create a physical school environment that reflects our culturally rich and diverse community	<p>Plan art projects</p> <p>Asian Garden completed</p> <p>Update Language board</p>	<p>Introduce cultural games into language weeks</p> <p>Rongoa garden developed</p> <p>Sustainability projects commenced</p>	<p>Swimming pool shed mural commenced</p> <p>Collaborate with our Pacific community on installing a fale in the school</p>	<p>Art work projects completed</p> <p>Progress Update on our journey towards Silver Status</p>

Dominion Road School - He Maunga Teitei

Business As Usual 2023

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

Legislation

School adheres to any change in govt policy/legislation

School will opt into 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

School Charter and Strategic Plan will be 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 Health & Safety Meetings will take place

A positive school culture which is safe, inclusive and free from racism, exclusion or bullying

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) & Professional Growth Cycle • DRS Parent Handbook • DRS Behaviour Plan • DRS Wellbeing Strategy • DRS School Website, Facebook & Instagram posts • Pause, Breathe, Smile Programme • Te Whare Tapa Whā • Mitey 	<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 Handbook • DRS Assessment Schedule • DRS Curriculum Overview • DRS Internal Review Schedule • Accelerated Learning Plans • 2021 ERO review 	<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