



Dominion Road School
He Maunga Teitei

Strategic Plan 2026



Board Endorsement: *Alitia Walker*



Principal's Endorsement: *Lesley Mitchell*



Submitted on: 1 March 2026

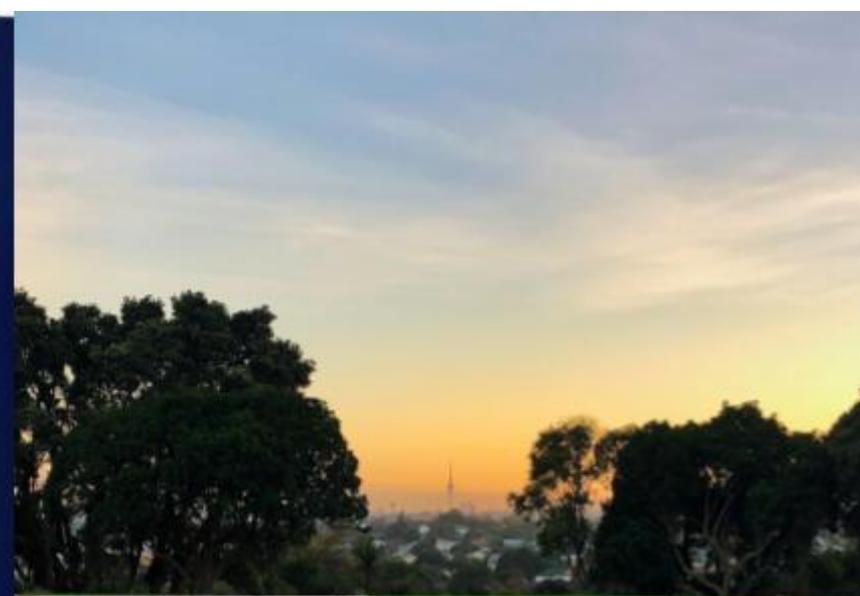


Dominion Road School

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 and their families. We are proud to have over 35 different ethnicities represented on our school roll.

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 our school programme.

The Board is committed to an ongoing programme of reporting, self-review and community consultation. The strategic goals for the period of 2026 build on our work of 2025 and 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 growing confident, creative and collaborative citizens of the future.

Our school vision statement/whakatauki - *‘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

- 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

- 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

Staff

- 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

Section 127, Education & Training Act, 2020

**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

Dominion Road School - He Maunga Teitei

Strategic Plan 2026

Whakatauki: 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

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

Provide a school environment that supports regular attendance and inclusion at school

Success Factors

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

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

There will be an increase in the number of students regularly attending school

Our Initiatives

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

Develop assessment capable learners and teachers

Embed robust school wide attendance systems to increase regular attendance

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

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

Increase whānau awareness of the importance of attendance for their tamariki

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

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

Continue to provide opportunities that support inclusion & sense of belonging for our students & their parents

Our Values

**Respect
Manaakitanga**

**Attitude
Waiaro**

**Perseverance
Manawanuitanga**

2026 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 & assess the revised English and Mathematics curriculum

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

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

Action	Responsibility	Resources	When	Success Measure
Embed the 2026 English and Maths Curriculum across the school & update the school's curriculum documents in line with this	A.P Curriculum Principal All teachers	Time MOE curriculum changes/Govt legislation PD	T1-4	Teachers will feel confident to teach the curriculum changes for their year level Curriculum changes will be evident in planning/teaching
Strengthen the use of our data systems to analyse and track student progress, with a particular focus on priority groups, disparity and writing	A.P Curriculum Teachers	Time/Staff Meetings Data information Funding	T1-4	Redesigned Acceleration Plans & data tracking docs will be effectively used to track students and provide additional support
Begin to implement mandated assessment tools and refine our school assessment & reporting requirements to report on progress and achievement in Reading, Writing and Maths	Leadership Team	Assessments Training/PD Time for testing TOD end of term 1	T1-T4	Assessments will give good quality standardised information to support teaching and address any gaps in learning
Prioritise teacher professional learning to implement the national priorities and requirements for assessment and reporting	SLT Team leaders	Timetabling Professional Learning Time PD	T1-4	Required assessments are being implemented Teachers are able to administer & analyse new assessments
Continue to refine and evaluate our Tier 2 & 3 support systems	Principal Literacy Support Teacher LSC/SENCO	Timetabling, Funding for literacy & Maths identification of students	T1-4	Tracked students are making progress against curriculum & their own goals
Monitor the teaching and assessing of structured literacy and maths across the school to ensure there is a consistency & common practice across all teaching & learning programmes	SLT LSC	Time Release for testing	T3-4	All teachers are planning & teaching a structured approach to Reading & Maths
Create a part-time Learning Support Coordinator role to assist with specific support for identified students and the 7 paraprofessionals who are working with them	LSC/SENCO	Time for IEPs, meetings, paraprofessional support, family liaison (.45 funding)	T1-4	IEPs are held and learning goals set Actions for Tier 2 & 3 students are being implemented and evaluated

2026 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

<p>Build teacher subject knowledge and capability to teach and assess the 2026 English and Mathematics curriculum</p>	<p>Hold the last two Maths Curriculum Professional Learning Days with MOE facilitators</p> <p>Unpack & start to use the new Scope and Sequence for Maths No Problem</p> <p>New staff & part time teachers to start BSLA structured literacy training</p> <p>Teachers supported with year level expectations for their class</p>	<p>Finish the Maths & English sections of the DRS Teaching and Learning Guide ready for review</p> <p>Review and put in place any new Govt/MOE information on progress & achievement</p> <p>Unpack the Reading segment of the English curriculum</p> <p>Complete Maths observations</p>	<p>Reading Observations</p>	<p>Start to look at final versions of Social Sciences, Science, Art, Health & PE curriculums when they come out in their final form for implementation in 2027</p>
<p>Be more deliberate in the analysis & use of student assessment information to address & reduce achievement disparities inc. use of formative assessment</p>	<p>Term 1 Staff Only Day on the new Assessment and Reporting requirements</p> <p>Data meetings to commence</p> <p>Complete PAT Reading and Maths testing and use results to identify learning gaps and next steps</p> <p>Start work on new reporting format ready for mid year</p> <p>Data collected for intervention programmes & new students</p>	<p>New Reporting format ready to go home with mid year reports</p> <p>Writing/Maths Moderation protocols established</p> <p>Analyse mid year writing data and note gaps/improvements</p> <p>20 Week Phonics testing towards end of term</p> <p>Trial the SMART tool</p> <p>Data meetings held</p>	<p>Unpack outcomes of the 20 week <i>Phonics Checks</i> & next steps</p> <p>Complete PAT Reading and Maths testing and analyse</p> <p>PAT data will be used to help identify gaps and learning support</p> <p>BSLA assessments completed after time benchmarks e.g. 10 & 30 wks</p> <p>Data meetings held</p>	<p>Review impact of structured literacy teaching across the school on literacy achievement</p>
<p>Embed a school-wide evaluation & support system that uses student data to address & reduce disparity</p>	<p>Streamline the school's internal Accelerated Learning Plans & identify Tier 2 & 3 students using a colour coding system</p> <p>Review and put in place any new Govt/MOE expectations for evaluation systems and reporting</p> <p>Review and adapt our assessment schedule</p>	<p>Mid Year reporting to the board/staff using new progress descriptors including junior BSLA data</p> <p>Required mid year data information sent to MOE</p> <p>Review LSC role and make any adjustments to the role, as required</p> <p>Review Tier 2 and 3 support</p>	<p>Use mid year data to make further changes</p> <p>Review of school support programmes to date</p> <p>Review & refine parent reporting in line with any govt changes</p> <p>Term 3 IEPS completed & new goals set</p>	<p>Finalised assessment schedule for 2027 in line with any government/ ministry requirements</p> <p>New parent reporting system and reports in place</p> <p>Support programmes have been evaluated</p>

2026 Annual Implementation Plan

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

Initiatives

Develop assessment capable learners & teachers

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	When	Success Measure
Continue to develop formative assessment practices in line with standardised testing to support judgements and to enable learners to be more active participants in their learning	SLT/Team leaders Teachers	Time/Staff Meetings Student Voice/Surveys	T1-4	Students are able to articulate their learning goals & next steps Common assessment & curriculum language will be used
Continue to develop an integrated local curriculum which authentically incorporates reading, writing and maths progress markers while ensuring adequate coverage of all curriculum subjects	Integration Curriculum Team Darian	Time to develop concept plans Staff/External providers	T1 - T4	Successfully implemented integrated topics - evidence of literacy/maths elements
Stay focused on our vision principles of collaboration, curiosity and creativity to create engaging opportunities for our students using internal and external expertise	Integration Team Teachers	GTT, EOTC Special Interest grps, Art projects, Camp	T1-4	More student engagement at school, positive student & parent feedback
Build on our te reo māori me ona tikanga and te ao māori practices based on our preliminary work on <i>Poutama Reo</i> in 2025	A.P(Curriculum)/Principal School Cultural Lead	Poutama Reo outcomes/next steps	T2-4	Māori language progressions developed/next steps achieved
Provide multiple opportunities for parents to be involved as shared partners in supporting their child's learning & engagement at school	SLT All	Calendar space/sharing of info Event organisation Spellathon resources	T1-4	More visible parent presence at meetings and school events
Use good quality assessment information to report on progress and achievement	A.P (Curriculum) Teachers	Staff Meeting & Staff Only Day allocations MOE information	T1-4	Teachers will be using standardised & diagnostic testing as well as class observations to support decisions on progress achievement
Continue to prioritise culturally responsive & evidence based practice to further strengthen children's socio-emotional wellbeing and academic success	Integration Curriculum Team Teachers	Mitey & Mindfulness resources	T1-4	Positive student attitudes and wellbeing Fewer entries recorded for behaviour

2026 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

<p>Develop assessment capable learners</p>	<p>Share PAT data with students</p> <p>Unpack PAT data with teachers to inform learning gaps in students</p> <p>Continue to share success criteria with students & encourage peer & self-assessment again curriculum progress markers</p>	<p>Use testing situations eg: new SMART tool to work with students on their next steps</p> <p>Students to help develop & lead cultural quizzes for our local group of schools</p>	<p>→</p> <p>→</p> <p>→</p>	<p>Gather end of year student voice data on learner agency</p>
<p>Embed an integrated curriculum to ensure a rich coverage of content, skills & dispositions</p>	<p>Assign an inquiry team to continue developing a rich integrated curriculum</p> <p>Check planning continues to have the correct coverage of all curriculum areas, including integration with the Maths & English curriculums</p> <p>Special Interest & Leadership Groups set up</p> <p>Māra Art Project commenced</p>	<p>Commence Curiosity Projects/Special Interest groups</p> <p>Continue to build on Matariki as a rich integrated unit across the school</p> <p>Further develop the Year 1 & 2 GTT programme</p> <p>Language Weeks & Matariki celebrated</p> <p>Poutama Reo goals starting to be implemented</p>	<p>EOTC Week /Camp</p> <p>Commonwealth Games</p>	<p>Review final versions of the Science, Social Sciences, The Arts, Health & PE ready for implementation in 2027</p>
<p>Increase whānau involvement to understand & support their child's progress against learning goals</p>	<p>Talanoa meeting at the start of the year. Track attendance and follow up with families that did not attend</p> <p>School Picnic and Meet the Teams</p> <p>Junior māra project completed and shared with community</p> <p>IEPs commenced & learning support programme communicated</p> <p>Share baseline assessment data with New Entrant Parents</p> <p>Consider the development of a different reporting phase for our New Entrant students</p>	<p>Whole School Spellathon</p> <p>Mid Year Parent Teacher Meetings held to review/reset learning goals</p> <p>School Spellathon</p> <p>Continue to communicate new reporting information to parents through notices and parent meetings</p> <p>Hui/Fono</p>	<p>Strategic Plan review for 2027-2030</p> <p>Term 3 IEPs held</p>	<p>Transition Meetings with intermediate, parents and between classes held</p> <p>Hold preschool transition meeting for new entrant families starting school next year</p>

2026 Annual Implementation Plan

STRATEGIC GOAL 3: Provide a school environment that supports regular attendance and inclusion at school

Initiatives

Embed robust school wide attendance systems to increase regular attendance

Increase whānau awareness of the importance of attendance for their tamariki

Continue to provide opportunities that support inclusion & sense of belonging for our students & their parents

Target: Have an explicit school wide focus to lift attendance of students who are not regularly attending school

Action	Responsibility	Resources	When	Success Measure
Implement the school's Attendance Management Plan and Stepped Attendance processes to support improved attendance across the school. Review and revise throughout the year	Office Staff SLT	Time MOE support	T1-4	School Action Plan processes will be helping to move towards the 2030 goal of 80% of students attending school at least 90% of the time There will be an increase in each term's attendance from the previous year
Communicate with all parents on their child's attendance each term and follow up in a timely fashion, with those whose attendance is becoming of concern	Office Principal	Time Transference of data information from SMS	T1&3 letter T2&4 report	Parents will be notified of their child's attendance and punctuality each term
Use a variety of incentives and positive approaches to improve each term's attendance in each attendance category from the same term of the previous years	Office SLT	Digital resources Newsletter, prizes, assembly slides	All year	Attendance percentages in each category will improve each term from the year before
Reduce the amount of unexplained/truant entries into Etap each term	Office Teachers SLT	Time A variety of methods to obtain reasons for absence	T1-4	There will be fewer entries marked as truant each term
Continue to build strong culturally responsive & inclusive relationships to enable our children and their families to feel welcome at school	SLT All staff	Budget Events timetabled in	T1-4	Regular attendance will improve each term There will be a growing number of families attending events
Work closely with Attendance Service & Ministry of Education to reduce the number of students sitting in the Attendance Chronic Category	SLT Office	Attendance plans Referrals/MOE	T1-4	A productive relationship with support agencies to help with attendance
Continue to build on our connections with the wider community to provide extra-curricular opportunities	SLT Sport & Cultural leads	Time Funding	T1-4	An increase in extra-curricular activities on the school calendar

2026 Annual Implementation Plan

Goal 3: Provide a school environment that supports regular attendance and inclusion at school

Initiatives

Term 1

Term 2

Term 3

Term 4

Embed robust school wide attendance systems to increase regular attendance	<p>Train up office staff on attendance procedures</p> <p>Customise ETAP to get the correct alerts for continuous absence</p> <p>Start the process of eliminating the amount of truant codes</p> <p>Make contact with our local Attendance Service to establish a strong connection</p> <p>Attend any MOE meetings on attendance</p> <p>Key personnel to receive training on new attendance referral system (CMS)</p>	<p>Explicit check in with families of students with attendance below 80% without a valid reason</p> <p>Do a mid year stocktake of attendance and review systems in place & ensure referrals have been made for those students with unjustified, chronic attendance patterns</p>	<p>Continue to add new ideas to try for attendance improvement</p>	
				→
Increase whānau awareness of the importance of attendance for their tamariki	<p>Letter home at the end of Term 1 to share each child's attendance with their parents/caregivers</p> <p>Continue with weekly newsletter and assembly segments to share with families</p> <p>Talk to parents about attendance expectations at enrolment meetings</p>	<p>Continue to include attendance figures in mid year reporting - check adjusting to MOE requirements</p> <p>Review best ways to communicate attendance with families</p>	<p>Letter home at the end of Term 3 to share each child's attendance with their parents/caregivers</p> <p>Follow up on all students who are not making progress with their attendance percentage</p>	
				→
Continue to provide opportunities that support inclusion & sense of belonging for our students & their parents	<p>Communicate well ahead of time any events for parents to attend</p> <p>Start a range of incentives to see if this supports increased whānau attendance at meetings etc</p> <p>Continue to build connections with wider community for sporting and other special events</p> <p>Begin lunchtime sporting events with St Therese</p> <p>Create a calendar for the school website with all events listed for the</p>	<p>Be explicit about inviting families to events such as cultural quizzes, lunchtime sport events</p>		Student voice collected
				→

Achievement Targets 2026

Reading	Shift the number of students working at the expected curriculum level to at least 75% End of 2025 - 73% Mid Year - End of Year 2026 -
Writing	Shift the number of students working at the expected curriculum level to at least 70% End of 2025- 65% Mid Year - End of Year 2026 -
Maths	Shift overall number of students achieving at the expected curriculum level to at least 72%. End of 2025 - 66% Mid Year - End of Year 2026
Attendance	80% of the students attending 90% of the time by 2030 - Govt benchmark School Goal: Increase each term's regular attendance percentage and reduce the chronic attendance percentage from the previous year

Dominion Road School - He Maunga Teitei

Business As Usual 2025

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

Strategic & Annual Implementation Plan submitted to MOE by 1 March

Annual Report and Statement of Variance submitted 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 Professional Growth Cycle ● DRS Parent Information Handbook ● DRS Behaviour Plan ● DRS Wellbeing Strategy ● DRS School Website, Facebook & Instagram posts ● Pause, Breathe, Smile ● Te Whare Tapa Whā ● Mitey Approach ● Sport Auckland Initiatives 	<ul style="list-style-type: none"> ● Dominion Road School performance management system - appraisal system ● Review of all key events/initiatives ● 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 ● Mid Year/End of Year Data Analysis 	<ul style="list-style-type: none"> ● Weekly newsletters ● School Assemblies & Pōwhiri ● Regular parental contact through telephone calls, email, letters, connections in the playground 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, connection with community groups ● School visitors to observe Garden to Table and other programmes ● Inclusion of Specialist School Classes into DRS facilities & events