



Dominion Road School  
*He Maunga Teitei*

# Charter & Strategic Plan 2022-2024



Board Endorsement: *Cyrus Facciano*

Principal's Endorsement: *Lesley Mitchell*

Submitted on: 1 March 2022



# Dominion Road School

*He Maunga Teitei*

09 621 0155

[www.dominionrd.school.nz](http://www.dominionrd.school.nz)



Tēnā koutou katoa,

It is my great pleasure to present the Dominion Road School Charter, Strategic and Annual Plan for 2022-2024. 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. Due to covid disruptions and uncertainty for many of our families during 2020/2021 we have incorporated a more explicit focus in this year's Annual Plan on the wellbeing, resilience and engagement of our tamariki and our school community as a whole.

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 2022-2024 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 is starting to use 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. From 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework which will have a clear link to the NELP.

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. This has never been more important than during these Covid affected times which have made us rethink how we can be most effective with our curriculum delivery. 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 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 works hard to ensure 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**

# Dominion Road School - He Maunga Teitei

## Strategic Plan 2022-2024

**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

Our curriculum will be responsive to the needs of our learners

Our school community will be inclusive, welcoming & environmentally sustainable

### 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

Operate by a shared set of values and integrate these into teaching and learning programmes

### 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

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

## 2022

Continue to Increase amount of student voice to lead curiosity projects and other initiatives

Introduce PAT testing in Maths and use beginning of year testing as a formative tool

Implement Learning through Play pedagogies in the New Entrant classrooms

Increase student capability to state what they are learning and their next steps to their teachers, each other & whānau

Students able to independently refer to writing progressions to identify next learning steps

Continue to build skills & support required for working remotely for both adults and children in DRS community

Review process for sharing learner progress & achievement with whānau

Build on teacher use of Assessment for Learning strategies to continue developing learner agency

Complete DRS Graduate Profile

*Metrics: : Creation of Graduate Profile, Students able to talk about their learning, Use of shared language across the school, Student Voice, evidence of AfL in classrooms, observation*

## 2023

Further develop staff capacity in formative assessment practice

Review learning progressions & assessment in Maths

Work closely with the highschool to ensure we are teaching our students what they need for NCEA entry exams

Review our processes for sharing student learning with parents

Use formative assessment as a major measure of student progress & achievement

Use curriculum rubrics to actively support students to think critically and talk about their learning

Review oral language competence in being able to articulate next steps to others

Continue to develop teachers' understanding & use of AfL strategies

*Metrics: Creation of learner capability matrix that works towards Graduate Profile, Student Voice, Review of maths assessment tools, student voice, Use of AfL strategies in the classroom, High school collaboration*

## 2024

Review impact of increased student ownership of learning on achievement outcomes

Produce and use student learning progressions in reading and maths

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,*

# 2022 Annual Plan - Our students will have ownership over their learning

**Empower our students to take more responsibility for their learning**

Continue to Increase amount of student voice to lead curiosity projects & other initiatives

Increase student capability to state what they are learning & their next steps

Review processes for sharing student learning with whānau

**Embed formative assessment practices throughout the school**

Build on teacher use of Assessment for Learning strategies

Continue to build skills & support required for working remotely for both adults and children in the DRS community using a hybrid model of learning

Increase opportunities to support students to peer & self assess & teach the strategies to do this

Introduce PAT testing in Maths and use as both a formative & summative assessment tool to measure progress

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

Implement Learning through Play & Structure Literacy pedagogies in the NE/Y1 classrooms

Complete DRS Graduate Profile

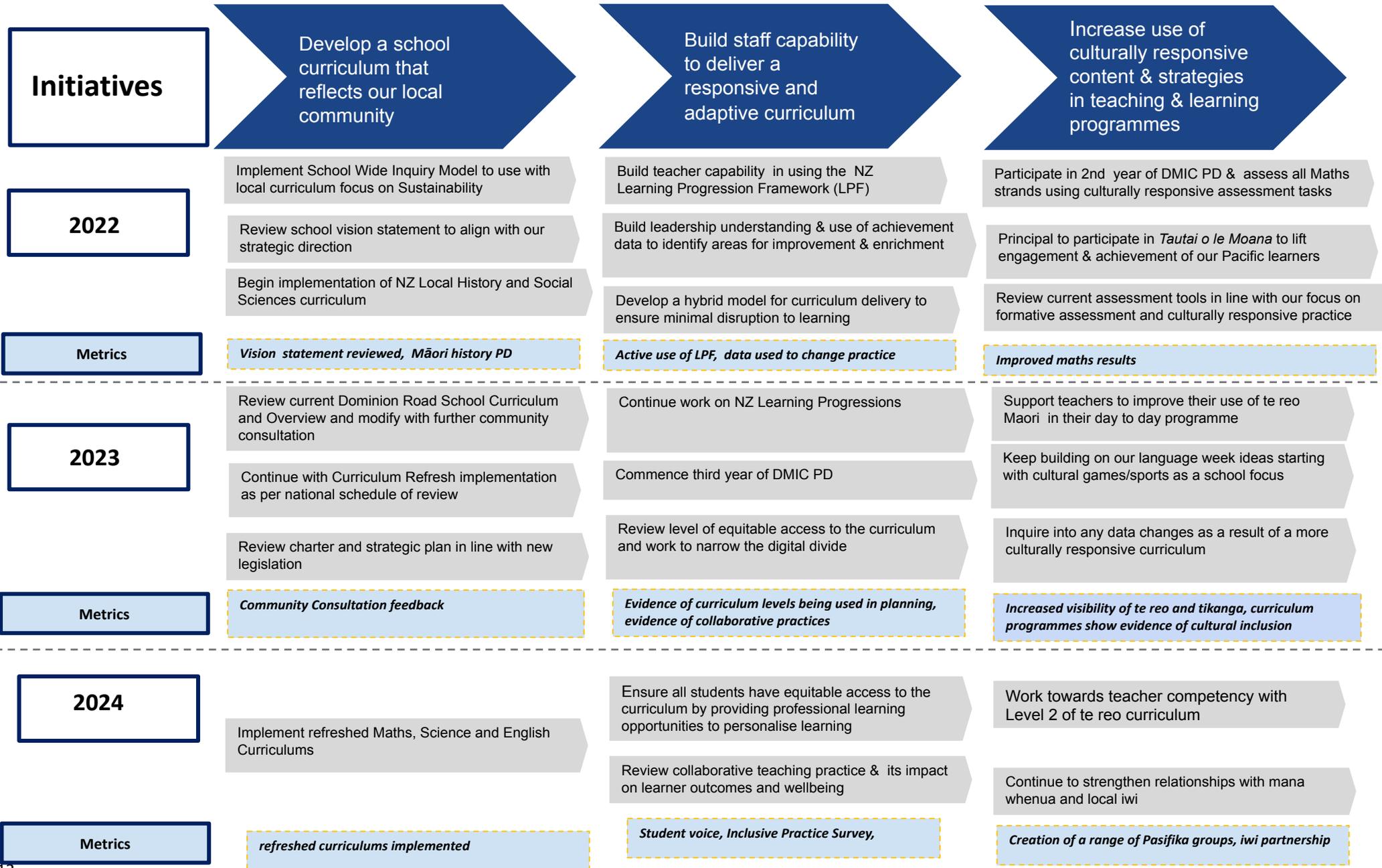
Action	Responsibility	Resources	Due	Success Measure
Continue to Increase amount of student voice to lead areas of positive change including Curiosity Projects and other initiatives	WSL (Farzana)	Timetabling for curiosity and other student led projects	T2-3	Curiosity projects embedded Student led events observed
Increase student capability to state what they are learning and their next steps to a wider audience	AP (Curriculum) WSL (learner agency)	Time Baseline data - Term 1	T2-4	Students able to talk about their next steps to whānau
Review processes for sharing student learning and progress with whānau	SLT/Team leaders	Student/Parent Voice	T2 & 4	Observations, student & parent voice
Build on teacher use of Assessment for Learning strategies to build learner agency	WSL(Learner Agency) Principal	Time/Staff Meetings	T1-4	Observation of AFL strategies in classes
Increase opportunities to support students to peer & self assess & teach the strategies to do this	AP (Curriculum) WSL (learner agency)	Time Baseline data - Term 1	T1-4	Students able to talk about their next step
Introduce PAT testing in Maths & use as both a formative & summative assessment tool to measure progress, alongside other formative tasks	AP (Curriculum)	Time Baseline data - Term 1	T1 & T4	Progress seen on the testing
Continue to build skills & support required for working remotely for both adults and children in the DRS community using a hybrid model of learning	AP (Curriculum) Leadership Team	Seesaw Online material, devices	T1-4	Students able to talk about their next steps in writing
Implement Learning through Play & Better Start Literacy NE/Yr 1 classrooms	NE/Yr 1 teachers	Classroom resources Canterbury University PD	T1-4	Learning through play & Structured Literacy operating in class
Complete DRS Graduate Profile ready to share with community	A.P (Curriculum) WSL (Learner Agency)	Time Staff meeting/TOD	End T4	DRS Grad Profile finished in draft form

# 2022 Annual Plan

## 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>Work with WSL leaders to create an action plan to increase learner agency across the school</p> <p>Seek student reflection on DMIC</p> <p>Prioritise AFL gaps to work on</p>	<p>Embed peer and self assessment as part of lessons</p> <p>Staff PD on AfL lead by A.P (Curriculum) &amp; WSL (agency)</p>	Gather student voice data on learner agency	Check for evidence of agency and use of student voice in all classrooms
Embed formative assessment practices throughout the school	<p>NE/Y1 teachers commence Better Start Literacy PD &amp; Learning through Play ideas incl. in DMIC</p> <p>Use DMIC Assessment tasks</p> <p>Use PAT Maths results to show learning gaps and to inform teaching - upskill Leadership Team in analysis</p>	<p>Writing &amp; Maths Moderation</p> <p>Embed reflection into PE lessons</p> <p>Prepare learners to use writing rubrics at Learner Led Conferences</p>	Review impact of BSLA on literacy achievement	<p>Writing/Maths Moderation</p> <p>Redo PAT Maths test</p> <p>Use PAT Maths results to measure progress</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>Review 2021 remote learning &amp; continue to empower students/families to be able to learn at school &amp; at home</p> <p>Start to build a hybrid learning and teaching model that suits our community</p> <p>Start work on Graduate Profile</p>	Review how our vision principles fit into the Grad Profile and AfL pedagogy	Draft Graduate Profile reviewed - staff/hui & fono	<p>DRS Graduate Draft Profile ready for community feedback</p> <p>Review feedback from community for Grad Profile</p>

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



# 2022 Annual Plan - Our curriculum will be responsive to the needs of our learners

**Develop a school curriculum that reflects our community**

Implement school wide *Inquiry Model* to use with our local curriculum focus on Sustainability

Begin implementation of Local Histories and Social Sciences curriculum

Review school vision statement & vision principles (3Cs) to align with our strategic direction

**Grow staff capability to provide a responsive, adaptive curriculum**

Develop the DRS hybrid model for delivering curriculum content offsite and onsite

Build leadership understanding & use of achievement data to better identify areas for improvement & enrichment

Build teacher capability in using the NZ Learning Progression Framework to ensure all students are working to their potential

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

Participate in second year of DMIC Maths PD & complete and assess all Maths strands using culturally responsive assessment tasks

Principal to participate in *Tautai o le Moana* to lift engagement & achievement of our Pacific learners

Review current assessment tools in line with our focus on formative assessment and culturally responsive practice

Action	Responsibility	Resources	Due	Success Measure
Implement School Wide Inquiry Model to use with our local curriculum focus on Sustainability	A.Ps Lead Local Curriculum	Templates of heading/ More PD on the model?	T1-4	Inquiry model being used to lead classroom & student-driven inquiries
Review school vision statement & principles to align with DRS strategic direction	Principal	STD facilitator/TOD	T1	Vision will be reviewed and revised
Begin implementation of local histories & social sciences curriculum	A.P(Curriculum)/Kāhui Ako, PLD facilitator?	MOE? Secondary History Dept	T3-4	Local histories curriculum is ready to be implemented in 2023
Review current assessment tools in line with our school wide focus on formative assessment and culturally responsive practice	A.P (Curriculum) Leadership Team	Time /Authentic assessment tasks	T2-3	DRS Assessment Overview updated and being used to inform decisions on achievement
Build leadership understanding & use of achievement data to better identify areas for improvement & enrichment	Principal, Team leaders A.P (Curriculum)	Release/Relievers Time allocated	T1-4	Team leaders are confident to use data to drive progress for learners in their teams
Build teacher capability in using the NZC Learning Progression Framework (LPF) to ensure all students are working to their potential	A.P. (Curriculum) External Facilitator	PLD Funding TOD/Staff Meeting	T1-4	Teachers will be aware of curriculum levels above and below the level they are teaching
Participate in 2nd year of MOE funded Maths PD (DMIC) & assess all Maths strands using culturally responsive assessment tasks	A.P(Curriculum) DMIC Facilitators	TOD allocation Timetabling/release	T1-4	All teachers implementing culturally responsive pedagogy in Maths and assessing appropriately
Principal to participate in <i>Tautai o le Moana</i> to help lift engagement & achievement of our Pacific learners	Principal	Time Pacific Education Plan	T1-3	Improved engagement and achievement in our Pacific cohort
Develop a hybrid model for curriculum delivery to ensure minimal disruption to learning	A.P (Curriculum) Leadership Team	Staff Meeting Allocation	T1-4	Learning able to be delivered both onsite & offsite , all students able to access learning

# 2022 Annual Plan

## 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>Begin to use <i>Inquiry Process</i> Headings for school inquiry in sustainability</p> <p>Review School Vision Statement and unpack priorities</p> <p>Begin work on hybrid model for offsite and onsite learning</p>	<p>Finalise Curriculum Overview for DRS Curriculum after receiving all community input</p> <p>Whole school to attend Zero Waste trip as a motivator to improve sustainability practices school wide</p> <p>Commence sustainability projects</p>	<p>Review school vision principles</p> <p>Refine DRS hybrid model for learning</p>	<p>Review implementation of inquiry model headings for student inquiry</p>
Grow staff capability to provide a responsive, adaptive curriculum	<p>Learning Progressions PD with external facilitator</p> <p>Better Start PD to commence for NE/Y1 staff</p> <p>Implement Learning through Play pedagogy in NE classrooms</p>	<p>Leadership team to meet to unpack Term 1 data</p>	<p>Leadership team to meet to unpack mid year data</p> <p>Unpack NZ Histories &amp; Social Sciences Curriculum ready for 2022 implementation</p>	
Increase use of culturally responsive content & practice to improve learner outcomes for our Māori & Pasifika students	<p>DMIC PD to continue - student data gathered</p> <p>Principal to begin L/Ship inquiry - Tautai o le moana</p> <p>Student Maths Survey (DMIC)</p>	<p>Principal Feedback to Staff on Inquiry</p> <p>Begin work on local histories curriculum</p>	<p>Review and build on Improvement plans after parent hui/fono</p>	<p>Review impact of DMIC Maths on learner outcomes - survey</p> <p>Staff sharing of collaborative inquiries</p>

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

## Initiatives

Embed school wide practices which promote and support hauora/well-being for all

Operate by a shared set of values and integrate these into teaching and learning programmes

Create a physical school environment that reflects a sustainable & culturally rich school community

2022

Share a collective responsibility for the full return of all DRS students to school post covid

Ensure effective pastoral support systems are in place to identify & support our community

Complete final year of Sport Auckland's *Healthy Active Learning* Pilot programme

Continue to explicitly teach and model desired behaviours associated with our school values

Apply our school values to the DRS Hybrid Learning Model

Continue to explicitly teach socially positive relationship skills that align with our school values

Revamp the school's Asian Garden under the direction of student leaders

Continue to add artwork around our school that enhances our school environment

Build on sustainable practice school wide

*Metrics: NZCER Teacher Practice Survey, Improved behaviour data, increased positive relationships, Use of Pause, Breathe, Smile in classrooms & Te Whare Tapa Whā, improved attendance, post covid visual artwork and artefacts*

2023

Expand our use of Te Whare Tapa Whā as a model for hauora and wellbeing

Further upskill staff on working in partnership with families to support children with additional needs

Evaluate all school systems to check for consistency, use & visibility of school values

Explicitly apply our school values to how we model sustainability in our school environment

Continue to build on good models of sustainable practice in our school

Achieve Bronze Enviro School Status

Check alignment of GTT with Enviro schools kaupapa

*Metrics: Te Whare Tapu Whā being used, Bronze Enviro Schools Status*

2024

Review impact of restorative practice and wellbeing supports in the school

Review the extent of inclusiveness and belonging that families feel in the school

Promote DRS as a community hub for learning & hauora

Review school wide practices and sense of wellbeing in promoting positive behaviour

Adopt and lead our community in sustainable practice

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

*Metrics: Staff and student voice on restorative practice and wellbeing supports, School seen as leaders and models of sustainability, Enviro schools status?*

# 2022 Annual Plan - Our community will be inclusive, welcoming & environmentally sustainable

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

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

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

Share a collective responsibility for the full return of all DRS students to school post-covid

Continue to explicitly teach socially positive relationship skills to align with RAP

Participate in final year of Sport Auckland's *Healthy Active Learning* Pilot programme

Apply our school values to peer as a reflection tool for self & peer assessment in our teaching & learning programmes

Apply our school values to the DRS Hybrid Learning Model

Build on sustainable practice starting with staff and then teams

Lift house team profile

Continue to add artwork and signage around our school that enhances our school environment

Revamp the school's Asian Garden under the direction of student leaders

Action	Responsibility	Resources	Due	Measure of Success
Share a collective responsibility for the full return of all DRS students to school post-covid	Principal A.P (Pastoral Care)	Attendance Tracking ACES Officer	T1-2	All students back at school on a regular basis
Continue to explicitly teach socially positive relationship skills that align with our school values (RAP)	All	PBS prog/Life Ed	T1-4	Reduced incidents reported of undesirable behaviours
Participate in final year of Sport Auckland's <i>Healthy Active Learning</i> Pilot programme - Complete a playground audit, participate in AUT Play Research Project, Continue to incorporate cultural games into language weeks	Principal A.P (Curriculum) Sport Lead	Time /research Student Voice Community input	T2-4	Cultural games are being taught in the PE curriculum Changes to playground environment to enable more creative and active play
Apply our school values to the DRS Hybrid Learning Model	WSL Leads A.P (Curriculum)	Timetabling at end of lessons	T1-4	Evidence of values being referred to when working independently and with others
Lift house team & house captains' profile through a range of school tuakana-teina events with CASS classes included wherever possible	A.P (Curriculum) All	Timetabling - events Prizes	T1-4	Sense of belonging, more senior/junior school opportunities to be together
Build on school wide sustainability practices starting with staff, then within teams	A.P (Pastoral Care) DRS Green Team	Time	T1-4	Observable sustainable practice observed
Continue to add artwork and signage that reflects the school values, PB4L expectations and our rich cultural heritage	Principal/Hannie SENCO	Materials & Paint	T1-4	Visible artefacts and artwork around the school
Revamp the school's Asian Garden under the direction of student leaders	Collaborative Council A.P Curriculum	Community funding	T1-2	Garden completed and used by students as a quiet place to rest/play

# 2022 Annual Plan

## 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 overview with Tūi team</p> <p>Playground Audit Completed</p> <p>Loose Parts Play Taster held</p> <p>Create 'Back to School' Plan to re-engage learners with school</p> <p>Complete junior playground obstacle course ideas</p>	<p>Set up authentic sustainability tasks around the school as part of class inquiries</p> <p>School wide trip to Zero Waste Zone and Green Team established</p> <p>Create opportunities for more house team/ tuakana teina activities throughout the school</p> <p>Commence AUT Play Project</p>	<p>School Camp Y5/6</p> <p>Marae overnight Y3/4</p>	<p>Review impact of HPE pilot and next steps for Health &amp; PE school wide</p>
Operate by a shared set of values and integrate these throughout the school	<p>Hybrid Delivery model started with reference to RAP</p> <p>Begin to work with staff on what sustainability looks like at DRS - individual pledges</p> <p>House team display created in corridor gallery</p>	<p>Raise profile of house teams and house captains through different events</p>		<p>Evaluate all school systems for evidence of our school values &amp; vision principles in everything we do</p>
Create a physical school environment that reflects our culturally rich and diverse community	<p>Install art tile project</p> <p>Finish Asian Garden redesign</p> <p>Complete turf/ asphalt project</p> <p>Plan further art projects</p>	<p>Introduce cultural games into language weeks</p> <p>Commence sustainability projects in the school grounds</p>	<p>Swimming pool shed mural commenced</p>	<p>Art work projects completed</p>

# Dominion Road School - He Maunga Teitei

## Business As Usual 2022

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

### Curriculum NAG 1

Achieve high standards of success in all curriculum areas

School programmes will be inclusive for all students incl. those in our CASS units

Support programmes will complement the class programme

Daily physical activity will be part of the class programme each day

Report in writing to parents twice a year incl. adaptation of a SN report

### Self-Review & Community NAG 2

Actively promote regular opportunities for our community to come together

Complete policy & self-review as per review schedule

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

### Human Resources NAG 3

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

### Health & Safety Nag 5

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

### Legislation Nag 6

Attendance and lateness is monitored and followed up

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

### Charter Nag 7 & 8

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

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

### Finance & Property Nag 4

Resourcing will be prioritised and allocated to annual goals

SIPS projects - completed

Swimming pool painting completed

School exterior painted

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