



Dominion Road School  
He Maunga Teitei

# Strategic Plan 2024 - 2025



Board Endorsement: *Natalie Wright*



Principal's Endorsement: *Lesley Mitchell*



Submitted on: 1 March 2025



# Dominion Road School

*He Maunga Teitei*

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

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

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

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

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

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

The board uses the Statement of National Education and Learning Priorities (NELP) alongside the school priorities to deliver a rich school curriculum, to help every learner/ākonga to progress and achieve their aspirations.

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 Level

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

## School Level

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

## Teacher level

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

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

**Ko Puketāpapa te maunga**

**Ko Waitematā te moana**

**Ko Tāmaki Makaurau te whenua**

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

**Ko Ngāti Whātua te iwi**

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

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

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

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

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

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

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

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

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

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

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

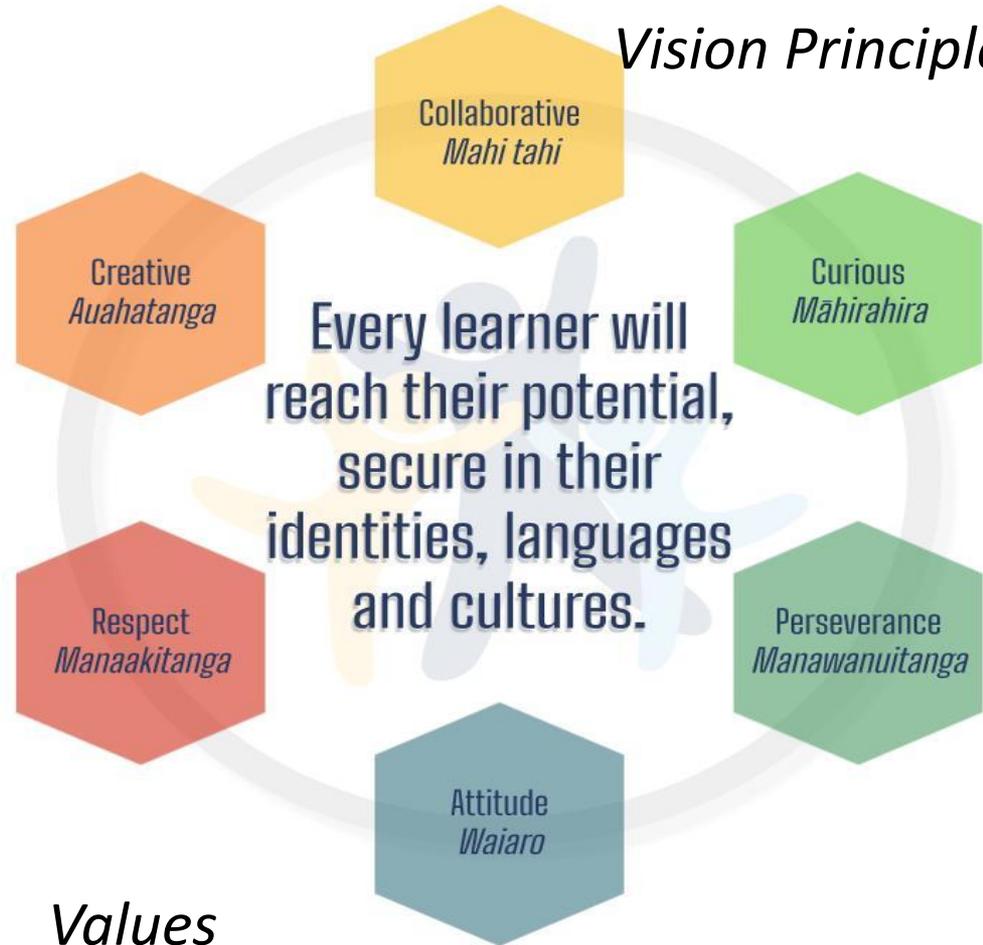
In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

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

# Dominion Road School

*He Maunga Teitei*

*Vision Principles*



*Values*

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

## Dominion Road School Graduate Profile

# Dominion Road School - He Maunga Teitei

## Strategic Plan 2024-2025

**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 (NELP 1, 2)

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

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

### Success Factors

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

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

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

### Our Initiatives

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

Develop assessment capable learners

Establish and start to work towards Green Gold Criteria as an Enviro School

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

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

Provide a welcoming school environment that reflects a safe, healthy and culturally rich community

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

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

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

### Our Values

**Respect  
Manaakitanga**

**Attitude  
Waiaro**

**Perseverance  
Manawanuitanga**

# 2025 Annual Implementation Plan

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

### Initiatives

1. Build teacher subject knowledge and capability to teach & assess the revised English and Mathematics curriculum

2. Be more deliberate in the analysis & use of student assessment information to address & reduce achievement disparities inc. use of formative assessment

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

Action	Responsibility	Resources	Due	Success Measure
Begin to implement the refreshed English and Maths Curriculum across the school	A.P Curriculum Principal WSL/ASL -English/Maths Curriculum Teams	Time MOE curriculum changes/Govt legislation PD	T1-4	Teachers will feel confident to teach the curriculum changes Changes in the curriculum will be evident in planning/teaching
Develop school wide overviews in line with the English & Maths curriculum	A.P Curriculum WSL/ASL -English/Maths Curriculum Teams	Time/Staff Meetings Writing samples	T1-4	Draft overviews in place by the end of the year
Continue to work with our Kāhui Ako on strategies to lift the attendance of students who are not regularly attending school (3)	AP/SENCO Principal All Kāhui Ako Project Group	2024 data - baseline MOE Attendance Data Kāhui Ako initiatives	T1-T4	80% of the students attending 90% of the time by 2030- Govt b/mark Comparison data shows that overall average is improving
Self-Assess against ERO's Self-Improvement Framework & put in place next steps alongside ERO partner(3)	Leadership Team ERO partner	Baseline data 2024 Evidence examples	T1-T4	Further goals to work on for next strategic planning round
Provide support/professional learning to implement the government's national priorities for assessment	SLT Team leaders	Timetabling Professional Learning Time PD	T1-4	Teachers are able to administer new assessments & analyse to address learning gaps Assessments are in line with legislation
Create a literacy support role to work with students who are not meeting expected curriculum levels in Reading (1,2,3)	Principal Literacy Support Teacher	Timetabling, Funding, identification of students	T1-3	Tracked students are making progress against curriculum & their own goals
Further embed structured literacy practice into classrooms, including the development of a spelling overview	BSLA facilitators New teachers in Y0-3 Yr 5/6 team	Time Release for testing	T3-4	All teachers trained in BSLA Spelling overview started

# 2025 Annual Implementation Plan

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

Initiatives	Term 1	Term 2	Term 3	Term 4
Build teacher subject knowledge and capability to teach the revised English and Mathematics curriculum	<p>Maths NO Problem PD</p> <p>Continue with focus on handwriting</p> <p>Start unpacking English Curriculum in the area of writing</p> <p>BSLA training for new junior school teachers &amp; support staff</p> <p>Kāhui Ako sentence structure PD</p>	<p>MOE funded TOD in new Maths Curriculum</p> <p>Start work on a school wide overview for English which includes Spelling</p> <p>Enrol for Y4-6 structured literacy</p> <p>Review and put in place any new Govt/MOE information</p>	<p>Unpack English Curriculum in the area of Oral Language</p> <p>Complete DRS Maths &amp; Literacy Frameworks</p>	
Be more deliberate in the analysis & use of student assessment information to inform next teaching steps	<p>Provide staff PD in the use of the E-Asttle writing rubric</p> <p>Analyse PAT Maths data as a formative assessment tool</p> <p>Follow up on all children who have not returned to school or not attending regularly</p> <p>IEPS for identified students - paraprofessionals with specific tasks</p> <p>EAsttle PD in Writing and BSLA refresher sessions held &amp; information used to refine assessment analysis</p>	<p>Mid Year OTJS for reporting to parents and board - with emphasis on groups who may be underserved</p> <p>Further refine writing matrix to align with E Asttle</p> <p>Writing Moderation - analyse mid year writing data and note gaps/improvements</p> <p>10 week testing/mid year BSLA testing to be completed &amp; analysed</p>	<p>Unpack outcomes of the 20 wk Phonics Checks &amp; next steps</p> <p>Term 3 IEPS completed</p>	<p>Writing/Maths Moderation</p> <p>Review impact of BSLA on literacy achievement</p> <p>Redo PAT Maths testing &amp; use results to measure progress with an emphasis on the Yr5 cohort</p> <p>30 wk BSLA assessments completed for junior students</p>
Embed a school-wide evaluation & support system that uses student data to address & reduce disparity	<p>Set up action plans in Reading, Writing, Maths and Attendance</p> <p>Review and put in place any new Govt/MOE expectations</p> <p>Reintroduce Accelerated Learning Plans (ALPs) into teams</p> <p>Examine 2024 attendance trends and create a specific action plan</p> <p>Termly data meetings to commence</p>	<p>Explicit check in with families of students with attendance below 80%</p> <p>Do a mid year stocktake of attendance and work with Kāhui Ako on attendance goals</p> <p>Report to the board/staff on mid year data</p> <p>Inquiries underway</p>	<p>Use mid year data to make further changes</p> <p>Review of school support programmes</p> <p>Review &amp; refine parent reporting in line with any gov't changes</p>	<p>Finalise assessment schedule for 2026 in line with any government/ministry requirements</p> <p>Support systems reviewed/appraisal meetings held</p>

# 2025 Annual Implementation Plan

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

### Initiatives

1. Develop assessment capable learners

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

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

Action	Responsibility	Resources	Due	Success Measure
Continue to embed Mitey Mental Health Education learning outcomes into the school curriculum	Integration Curriculum Team Mitey Lead	PD attendance Mitey resources Inclusive Practice Survey	T1-4	Students able to articulate their feelings Less PB4L issues in playground
Continue to develop formative assessment practices in line with summative testing to enable learners to be more active participants in their learning	SLT/Team leaders ASL	Time/Staff Meetings Student Voice/Surveys	T1-4	Students & parents are aware of learning goals & next steps
Develop a more integrated approach to the teaching of concept/other curriculum areas which also incorporate the hour a day of literacy and maths (2)	Integration Curriculum Team ASL (Darian)	Time to develop concept plans	T1 - T4	Successfully implemented integrated topics - evidence of literacy/maths elements
Hold Parent Workshops in the new Maths & English Curriculum (3)	A.P (Curriculum) ASL/WSL leads English/Maths team	Timetabling/Time	T2-4	Families will have a better understanding of the refreshed English and Maths Curriculum
Have individual meetings with NE parents to share their child's learning at baseline and after 10 weeks in structured literacy(3)	NE teachers/Christine Lesley	Timetabling, Time	T1-4	Families will have a better understanding of their child's needs
Provide more specific communication for parents on extra support that their child may be receiving eg: advice on support programmes (3)	AP/SENCO Principal Literacy support teacher	Time School communication Observation opportunities	T1-4	Better informed parents, better attendance
Work through ERO's <i>Poutama Reo</i> document to further strengthen inclusive, culturally responsive practice (3) and create a school wide progression for teaching te reo me tikanga	A.P(Curriculum)/Principal School Cultural Lead Integration Team	NZCER surveys Poutama Reo resource Staff Meeting time Te Reo PD	T2-4	Māori language progressions developed

# 2025 Annual Implementation Plan

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

Initiatives	Term 1	Term 2	Term 3	Term 4
Develop assessment capable learners	<p>Review English and Maths curriculum formative assessment strategies</p> <p>Continue to work with Kāhui Ako work on assessment for learning pedagogy</p> <p>Share PAT data with students</p> <p>Introduce student reflection summaries as part of Maths No Problem</p>	<p>Use testing situations to work with students on next steps</p> <p>Inclusive Practice Survey completed and information used to look at any changes needing to be made</p> <p>Introduce E-Asttle rubrics to students Y3 &amp; up</p>	<p>_____→</p>	<p>Gather student voice data on learner agency for Kāhui Ako - Yr 3-6</p>
Embed an integrated curriculum to ensure a rich coverage of content, skills & dispositions	<p>Assign an inquiry team to continue developing a rich integrated curriculum</p> <p>Check planning is ensuring coverage of curriculum areas, including alignment with the Maths &amp; English curriculums</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 &amp; 2 GTT programme</p>	<p>School Wide Production</p> <p>Ongoing integrated planning of units</p>	
Increase whānau involvement to understand & support their child's progress against learning goals	<p>Share children's learning at baseline and after 10 weeks in BSLA with parents</p> <p>Hold Talanoa and Meet the team sessions at the start of the year</p> <p>Complete a review &amp; update of the school website</p> <p>Start to track parent attendance at events to establish who we are not seeing at school</p> <p>Provide more tailored communication for parents on extra support that their child may be receiving,</p>	<p>Hold parent education workshops in Maths and English</p> <p>Introduce any reporting to parents changes in line with government priorities</p> <p>Mid Year Parent Teacher Meetings held to review/reset learning goals</p> <p>Embed more school wide events that families can come along to incl. Matariki breakfast</p> <p>Hold Hui and fono for our māori and pacific families</p>	<p>Whole School Production</p> <p>Strategic Plan review for 2026-2029 in line with board elections</p> <p>Board Elections</p>	<p>Grandparents Open Day</p> <p>Transition Meetings</p> <p>Hold preschool transition meeting for new entrant families starting school next year</p>

# 2025 Annual Implementation Plan

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

## Initiatives

1. Commence work towards Green Gold Enviro Status

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

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

Action	Responsibility	Resources	When	Success Measure
Set new sustainability goals for the school including the revitalisation of the school's eco trail	A.P (Pastoral Care) Enviro team	Time School projects	T1-4	Enviro quilt gaps are decreasing Clear plan/timeline in place for Green/Gold
Seek community views on the strategic direction for the school from 2026 onwards in line with Term 3 Board elections	Board Principal	Community voice Hui Inclusive Practice Survey	T2-3	Responses to community surveys used to inform 2026-2027 strategic plan
Celebrate the 10th anniversary of Garden to Table at DRS	A.P (Pastoral Care) GTT Team/Integration team	Planning time Activities for events	T1	More volunteers for the programme Community interest in our school Garden makeover
Further develop spaces around the school for play and recreation incl. the layout and use of the library	Sports Lead SLT/Board/Community organisations	Budget Allocation	T1-4	Students are using different areas of the school for play & recreation Library is better utilised
Commence with 5YA and board approved projects to further enhance the school environment	Principal/Board	Time Funding	T1-4	Identified Projects underway & completed
Continue to build on our school's capability to improve educational and cultural outcomes for our diverse school community	SLT Board	Staff meeting time Goals set with Māori Achievement Collaborative (MAC)	T2/3	Te Reo learning progressions developed More visibility & opportunities in school of all cultural groups
Build on our connections with the wider community to provide extra-curricular opportunities	Sport lead SLT	Connection opportunities	T1-4	Relationships developed & increased participation with wider community and other schools
Complete the NZCER Inclusive Practice Survey to ascertain areas for further development	Principal	Survey out to students, staff & community	T1/T2	Areas for future development identified to inform strategic planning

# 2025 Annual Implementation Plan

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

Initiatives

Term 1

Term 2

Term 3

Term 4

<p>Establish and start to work towards Green Gold Criteria as an Enviro School</p>	<p>Set tasks for the year ahead</p> <p>Appoint student leaders &amp; staff members for the Enviro team</p> <p>Revisit sustainability goals &amp; set new goals</p> <p>Review use of eco trail and plan for enhancement</p>	<p>Refurbishment of school gardens</p> <p>Eco trail planning and clearing</p>	<p>→</p>	
<p>Provide a welcoming school environment that reflects a safe, healthy and culturally rich community</p>	<p>Training of Student Leaders</p> <p>Fencing and automated gates installed</p> <p>Distribute new play equipment from Tu Manawa grant</p> <p>Celebrate 10 years of the Garden to Table programme at DRS</p> <p>Review 2024 Health Survey &amp; use results to inform planning</p>	<p>Set up wet day activity options for classes/lunchtime groups</p> <p>Inclusive Practice Survey</p> <p>5YA projects to commence around the school</p>	<p>→</p>	<p>GTT survey out to parents</p>
<p>Ensure inclusion, diversity and cultural responsiveness is evident in all programmes and decision making</p>	<p>Unpack <i>Poutama Reo</i> (ERO) at leadership level to further strengthen culturally responsive practice</p> <p>Continue to grow the role of the Pacific Young Leaders both within school and across the Kāhui</p> <p>Connect with new staff in CASS satellite units and establish shared activities/events to be part of</p> <p>Māori Achievement Collaborative Involvement &amp; PD</p> <p>Continue to develop staff proficiency in te reo Māori</p>	<p>Begin to create a Poutama document for Dominion Road School</p> <p>Further develop school's matariki celebrations &amp; language/culture weeks</p> <p>Hold fono and hui &amp; use parent voice to help inform next steps</p> <p>Introduce Filipino National Day in June</p> <p>Promote board elections</p>	<p>Te Reo Māori progressions developed &amp; tested</p> <p>Board Elections &amp; induction</p>	<p>→</p> <p>→</p>

## Achievement Targets 2025

<b>Reading</b>	Shift the number of students working at the expected NZC level to 75%
<b>Writing</b>	Shift the number of students working at the expected NZC level to 70%
<b>Maths</b>	Shift overall number of students achieving at the expected NZC level to 75%.
<b>Attendance</b>	80% of the students attending 90% of the time - Govt benchmark School Goal: Increase each term's attendance from the year before

# 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"> <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</li> <li>● Te Whare Tapa Whā</li> <li>● itey</li> <li>● Sport Auckland - Healthy Active Learning Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Dominion Road School performance management system</li> <li>● Review of all key events/initiatives</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 Assessment Schedule</li> <li>● DRS Curriculum Overview</li> <li>● DRS Internal Review Schedule</li> <li>● Accelerated Learning Plans</li> <li>● Mid Year/End of Year Data Analysis</li> <li>● Kāhui Ako Achievement Plan</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/Kāhui 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>