



Dyer Street School
Te kura o Dyer Street

Strategic Plan Overview 2024/25

Our Vision: Enhancing the mana of all learners

Our Pou

Our Initiatives

Our Success

Ahurea Culture

We value the diversity and culture of our school community. Te Reo Māori and Mātauranga Māori is embedded in our teaching and learning programmes.

All ākonga can see their culture in our kura and have a sense of belonging to our community.

Maatauranga Knowledge

Staff feel fully equipped with the professional knowledge to deliver quality education to improve student outcomes and wellbeing.

Our Dyer Street School Curriculum reflects our ākonga's diverse needs. Staff use culturally responsive practices to enhance learning and wellbeing.

Taiao Environment

Our learning environments (inside and outside) are modern and inclusive, with barrier-free access for all learners.

Learning barriers for all ākonga are reduced to create physical environments that reflect our people, culture, and whenua.

Tuakiri Identity

Our community can see themselves reflected in the school and are actively engaged.

Our school vision, and values reflect our people and environment. Whānau and the wider community are actively engaged and connected to our kura.

Our MANA Values

Manākitanga


Aumangea

Ngākaunui

Ako

Strategic Plan Overview 2024/25

Vision – "Enhancing the mana of all learners" Whakapiki i te mana o ngā ākonga kātoa

OUR VALUES	 <p>Manaakitanga</p> <p>"hospitality, kindness, generosity, support – the process of showing respect, generosity and care for others." Te Aka Māori Dictionary</p> <ul style="list-style-type: none"> • Welcoming all to our kura • Respecting people, spaces and resources • Valuing people's opinions and differences <p>Manaakitanga ▲ Ako ▲ Ngākaunui ▲ Aumangea</p>	 <p>Ako</p> <p>"to learn, study, instruct, teach, advise." Te Aka Māori Dictionary</p> <ul style="list-style-type: none"> • Awareness of ourselves as learners • Being proud of our work and what you can do • Tukana – teina • Being ready to learn <p>Manaakitanga ▲ Ako ▲ Ngākaunui ▲ Aumangea</p>	 <p>Ngākaunui</p> <p>"to be eager, zealous, keen, kindly disposed towards, enthusiastic." Te Aka Māori Dictionary</p> <ul style="list-style-type: none"> • Kindness • Understanding other people • Inclusivity • Fun <p>Manaakitanga ▲ Ako ▲ Ngākaunui ▲ Aumangea</p>	 <p>Aumangea</p> <p>"be strong, brave, persistent, determined, forceful, plucky, resilient, resolute, steadfast, tenacious." Te Aka Māori Dictionary</p> <ul style="list-style-type: none"> • Self-regulation • Strategies & feedback when stuck • Growth mindset • Pushing yourself • Not giving up • Goal setting <p>Manaakitanga ▲ Ako ▲ Ngākaunui ▲ Aumangea</p>
OUR POU	Ahurea Culture	Mātauranga Knowledge	Taiao Environment	Tuakiri Identity
INITIATIVES	<p>1.1: Our commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership is evident in our school environment.</p> <p>1.2: Value and embrace the diversity and culture of our Dyer Street School community.</p>	<p>2.1 Enhance quality teaching and learning programmes to support personalised learning for all.</p> <p>2.2. Implement Professional Learning for staff which is relevant and purposeful in improving student outcomes & well-being</p>	<p>3.1 Develop modern and inclusive learning environments with barrier-free access for all learners.</p> <p>3.2 Improve the physical environment of our kura including outdoor learning spaces.</p>	<p>4.1 Create a shared vision and identity that reflects our people and environment.</p> <p>4.2 Create community engagement opportunities that enhance the profile of our kura.</p>
SUCCESS	<p>1.1 Value and prioritise Te Reo Māori and Mātauranga Māori in our teaching and learning programmes</p> <p>1.2 Our kura has created conditions for Te Reo Māori and Mātauranga Māori to flourish through progress in the Māori Immersion levels.</p>	<p>2.1 Develop a Dyer Street School curriculum that is responsive to ākonga's diverse needs allowing for student voice and choice.</p> <p>Our staff are highly skilled educators who use culturally responsive practices to accelerate ākonga's progress and foster well-being.</p>	<p>3.1 Reduce barriers to education for all ākonga and those with learning support needs through appropriate resourcing and curriculum design.</p> <p>3.2 An enhanced physical environment that showcases our people, culture and whenua.</p>	<p>4.1 All ākonga can see their culture in our kura and have a sense of belonging to our community.</p> <p>4.2 Whānau and the wider community are engaged and connected as essential to helping our people and kura grow.</p>

Annual Implementation Plan 2025 – Strategic Goal 1 – Culture- Ahurea

2025 Initiatives	2025 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2025</i>	Responsibility	Progress and Review
<p><i>Initiative: 1.1 Our commitment to Tangata whenuatanga and Te Tiriti o Waitangi partnership is evident in our school environment</i></p> <p>Lead Responsibility for this initiative Cultural lead Whaea Col</p>	<p>Teacher Capability/Accountability All kaiako show evidence of Te Reo Māori Learning and progression as part of their PGC process</p> <p>Te Reo Consistent Te Reo Māori being taught across the school through the Te Puna Reo Māori Programme with a minimum of 3 hours per week (Māori immersion level 4b).- Te Reo Learning time school-wide</p> <ul style="list-style-type: none"> - Use and develop daily tikanga time at hui time. - Need to check the connection to the Te Puna Reo website - Check-in admin for regular updates on staff usage- Teams to have a non-negotiable time. - Regular Paepae time - Use the time for Te Puna Reo content <p>Whānau Rōpu Maintain and Develop whānau Hui Roopu to become key stakeholders in our community</p> <p>Pōwhiri Embed new Pōwhiri procedures</p> <p>Haka/ karakia - Develop Karakia whakamutunga and school haka</p>	<p>Evidence in the PGC process of teacher capability. Use NZCER tool</p> <p>Daily Tikanga Checklist Weekly planning</p> <p>Regular whānau hui - once per term</p> <p>Pōwhiri procedures Embedded</p> <p>School Haka and Karakia developed</p>	<p>Tumuaki/Teachers</p> <p>Teachers/ Team Leaders</p> <p>Cultural lead</p> <p>Cultural lead</p> <p>Cultural lead</p>	
<p><i>1.2: Value and embrace the diversity and culture of our Dyer Street School community.</i></p> <p>Responsibility for this initiative Within School Lead Penny Clout</p>	<p>Cultural Council WSL to capture student voice from various cultures to form a cultural council that supports teaching and learning opportunities/ environmental changes to reflect diversity in our kura- More artworks around the kura reflect the diversity of our many tauwi communities.</p> <p>Cultural weeks and events Recognise and follow the processes and timetables for culture weeks and events like Diwali, Matariki and relevant language weeks to ensure we acknowledge and celebrate these events.</p> <p>Student leadership Various leadership groups with a lead adult</p> <ul style="list-style-type: none"> • Cultural • Maori • Pacifika • Year 6 leader group <p>Senior and junior representatives in leadership groups Timetabling to allow for group leaders to spend time with their leadership groups.</p>	<p>Student voice collected and acted upon- Artworks, and signage are visible</p> <p>Regular Cultural weeks held</p> <p>Student leadership develops rangatiratanga for our tamariki. Student leadership will be visible in our school</p>	<p>WSL- Teachers</p> <p>WSL- Teachers</p> <p>WSL - Team Leaders</p>	

Success looks like....

- 1.1 Our kura has created conditions for Te Reo Māori and Mātauranga Māori to flourish through progress in the Māori Immersion levels.
1.2 All ākonga can see their culture in our kura and have a sense of belonging to our community.

Annual Implementation Plan 2025 - Strategic Goal 2.1- Mātauranga <i>NELPS- Learners at the Centre, Quality Teaching and Learning</i> <i>BOT Primary Objectives: Education Act 271 (A, C)</i>				
2025 Goals	2025 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2025</i>	Responsibility	Progress and Review
<i>Initiative: 2.1 Enhance quality teaching and learning programmes to support personalised learning for all.</i>	Assessment and acceleration - Review assessment practice and moderation processes and develop school-wide consistency to support planning for accelerated learning. - Setting syndicate goals based on data to inform the next teaching steps - Priority learners identified and tracked on HERO. Termly updates on progress - report progress and achievement for all groups of learners Moderation -Create procedures for what moderation looks like at our school. Ako iti - Ako nui OR whole school moderation? OR Ako iti/Ako nui and then the whole school shares together. - Consistent moderation of best-fit samples for Core subjects using curriculum expectations to support judgements and create alignment across the school - Termly moderation of Best fit in Reading, Writing and, Maths Staff to align with curriculum expectations Curriculum Construct and develop our way of teaching and learning at Dyer Street formalised - our philosophy, our beliefs, our values, our local curriculum - compiling these expectations into one space- included in the Teacher job description. Develop explicit expectations using evidenced-based approaches for teaching and learning so all staff know the expectations for delivery across the school -alignment Student Voice Akongā have choice and voice in their classroom programmes- a chance to explore their own interests and passions A consistent and clear framework for teachers to ask for regular student voice to help inform teaching and learning programmes.	Feedback from staff and principal/DP on ease/consistency of process Improvement in Priority/ target group data across the year Kaimahi using the expectations for moderation Use of HERO to align with other tools like E-Asttle. A formalised document to represent our beliefs, values, and teaching and learning plan Clear expectations shared and implemented with staff A clear and predictable student voice template that informs teaching and learning programmes	Mātauranga Leads- Literacy/Math DP Tumuaki Team Leaders/ Mātauranga leads Nga Kaihautū Kaiako/ unit holders	
<i>Initiative: 2.2. Implement Professional Learning for staff which is relevant and purposeful in improving student outcomes & well-being</i>	Literacy and Maths Curriculum- implementing Te Mataiaho - Staff will continue to engage in Literacy and Maths curriculum, PRIME Maths - Implement BSLA rollout in Years 4-6 - Understanding the phases and requirements for teaching and learning of NZC scope and sequence for Literacy and Maths. Universal Design for Learning Kaiako to engage in professional learning around catering for diverse needs - Use Universal Design for Learning as evidence-based pedagogy to reduce barriers for ākonga Mana Enhancement - Kaimahi to develop their pedagogy around trauma-informed practice to support their own and akonga emotional regulation. -Embedding trauma-informed practice into our DSS teaching and learning programme Social and emotional education- -Kaimahi to develop mana-enhancing pedagogy through the Te Ara Whakamana programme	Staff implementing the Literacy and Maths Curriculum. Classroom environments and teacher practice that reflect universal design for learning concepts Trauma-informed practice implemented through Te Ara Whakamana and our behaviour expectations	Mātauranga Leads - Literacy and Maths Tumuaki Matauranga - Mana enhancement lead	

-Upskill staff who have not been trained in 2025

Success looks like...

- 2.1 Develop a Dyer Street School curriculum that is responsive to ākonga's diverse needs allowing for student voice and choice.
2.2 Our staff are highly skilled educators who use culturally responsive practices to accelerate ākonga's progress and foster well-being.

Annual Implementation Plan 2024 - Strategic Goal 3.1 Environment

Initiative: 3.1 Develop a flexible and inclusive learning environment with barrier-free access to all learners

NELPS- Barrier Free Access BOT Primary Objectives: Education Act 27 1 (A, B, C)

2025 Goals	2025 Actions: What will we do to achieve this initiative?	Measures of success <i>Define what you expect to see by the end of 2025</i> Status	Responsibility	Progress and Review
<i>Initiative: 3.1 Develop a flexible and inclusive learning environment with barrier-free access to all learners</i>	<p>Teachers to review their class environment and identify barriers and support for tamariki to design inclusive learning environments for ākonga.</p> <ul style="list-style-type: none"> - Recreate the Universal Design for Learning Prompts to rebrand as the DSS model. - Teachers to apply changes to the class environment from this framework - Refer to the framework and revisit the impact <p>Learning support materials are created or purchased to reduce barriers for all tamariki</p> <p>Audit of furniture and technology</p>	<p>Teachers actively reflect on their learning spaces and are using the Learning Prompts framework in their design.</p> <p>New furniture and technology purchased according to need</p>	<p>Bronwyn/ Lee Kaiako</p> <p>Lee/Meg</p> <p>Lee</p>	
<i>Initiative: 3.2 Improve the physical environment of our kura including outdoor learning spaces</i>	<p>Create and implement an outdoor learning space plan and prioritise needs accordingly.</p> <p>Playground markings based on student's voice</p> <p>Complete Sandpit, sunshade sail and mud kitchen</p> <p>Create a vegetation plan for the kura</p> <p>Create a Sensory Garden/ Music Wall</p> <p>Turf outside Ako nui</p> <p>Start planning for bike pump track grant applications</p>	<p>Outdoor spaces plan monitored and</p> <p>New playground markings- possible Link Up Hui funding</p> <p>Sand Pit completed</p> <p>Quotes for bike pump track collected</p>	<p>Environment lead</p> <p>Environment lead</p> <p>Link Up Team- Environment lead</p> <p>Bronwyn</p> <p>Lee</p> <p>Lee</p>	

Success looks like...

- 3.1 Reduce barriers to education for all ākonga and those with learning support needs through appropriate resourcing and curriculum design.
3.2 An enhanced physical environment that showcases our people, culture and whenua

Annual Implementation Plan 2025 – Strategic Goal 4.1 Identity

NELPS Learners at the centre BOT Primary Objectives: Education Act 271 (B, C, D)

2025 Goals	2025 Actions: What will we do to achieve this initiative?	Measures of success	Responsibility/ when	Progress and Review
<i>Initiative: 4.1 Create a shared vision and identity that reflects our people and environment.</i>	School Values Embed the MANA values <i>Values are to be unpacked with criteria that define each one and a matching symbol that reflects this.</i> How do we acknowledge children who are the values Feathers Tokens What symbolises the mana values?	New school values are part of the way we do things at kura- kids, whānau and staff can explain them. They are visible and lived	All staff	
	House Groups Develop our house groups (Whānau Groups) system and the purpose at the kura <i>Kapa Haka, student leadership, Lunchtime sports, Assembly</i> What symbolises the house groups? Using the logo for new house groups Pohutukawa, Te Awakairangi, Motutawa, Raumanuka	New house groups with branding, tee shirts, and a structure for events	Penny C/Anand	
	Rebranding Finish off all website development and content, rebranding of school signage,	All signage is updated, website has relevant content	Lee	
<i>Initiative: 4.2 Create community engagement opportunities that enhance the profile of our kura.</i>	Communication and engagement -Strengthen communication channels with whānau and community and a clear one-page document outlining these channels - Training staff in using the HERO system - Educating whanau in how we communicate class and school-wide through HERO	Whānau Feedback- survey whānau mid-year on HERO	Meg/ Lee	
	Whānau Engagement Whānau Fun Fridays- connecting with whānau Raumanuka Cafe- connecting with the community. Creating further opportunities for whānau to engage with the school- education hui for BSLA, Maths curriculum.	Attendance at Whānau Fun Fridays and education hui Raumanuka Cafe covering costs	All Staff-	

Success looks like...

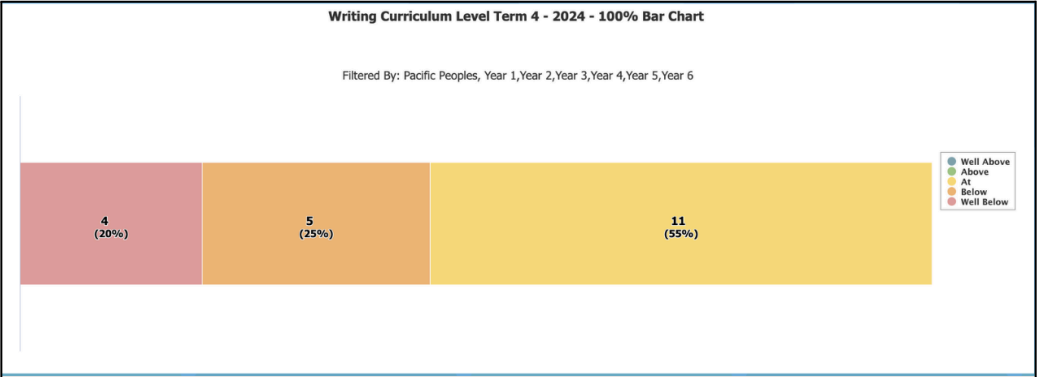
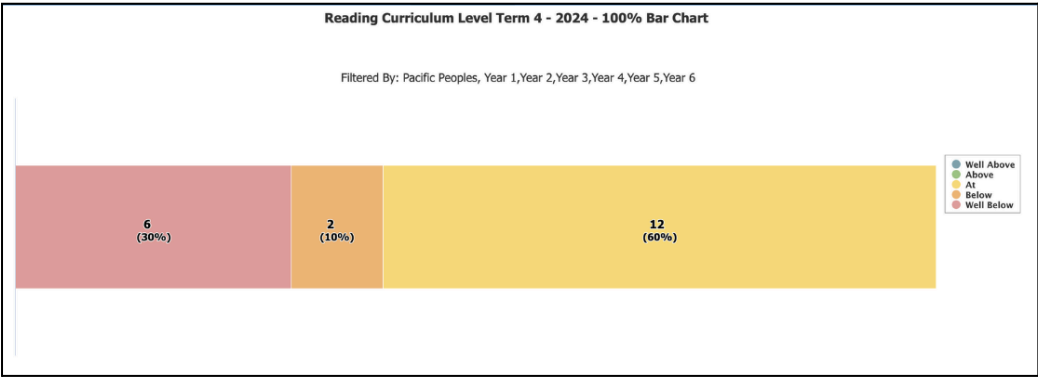
4.1 Updated vision, values and logo visible across the kura grounds, in any communications (online, written notices etc...)

4.2 Whānau and the wider community are engaged and connected as an essential part of helping our people and kura grow.

Dyer Street School Annual Targets 2025

End of Year Data for 2024 was collected for Reading, Writing and Maths with all kaiako providing the best fits (overall teacher judgements for their ākonga). From analysing this data with staff, three annual target areas have been identified as a focus for 2025. These areas align with Professional Learning in Structured Literacy, DMiC, Writing and the Curriculum Priorities set by the MOE

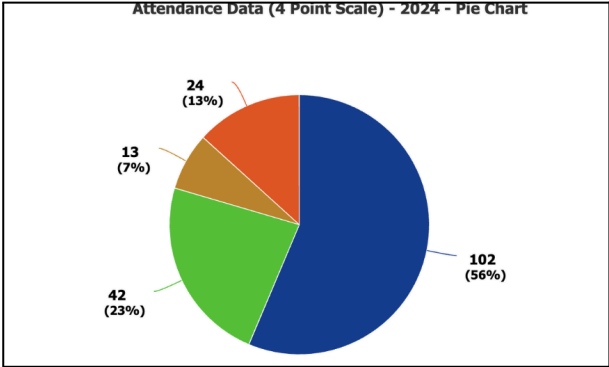
Annual Target 1. To increase the number of Pasifika ākonga achieving at or above in Literacy (Reading and Writing)



Baseline Data	Identified actions towards achieving the target- Mid -Year	Progress against Targets (mid-year) Key statements	Identified actions for Term 3 & 4 2025
<p>Reading 8/20 (40%) of Pasifika students reading below expectation at the end of 2024</p> <p>Writing 9/20 (45%) of Pasifika students writing below expectation at the end of 2024.</p>	<ul style="list-style-type: none">• Cross-reference of needs checked- ELL. attendance, learning support• Celebrating events with a literacy focus• Visuals and Vocabulary present and visible in class• Culturally relevant resources• More varied options are used in class- high-interest books- mid-range books• Pasifika students can see themselves in the literature• Appropriate assessment - TRM or AM• Pasifika hui to gather whānau voice• Collaborative learning opportunities so that Pasifika students can learn from each other.		
Analysis of variance - End of 2025			
Goal	Outcomes	Reason for Variance	Next steps

Dyer Street School Annual Targets 2025

End of Year Data for 2024 was collected for Reading, Writing and Maths with all kaiako providing the best fits (overall teacher judgements for their ākonga). From analysing this data with staff, three annual target areas have been identified as a focus for 2025. These areas align with Professional Learning in Structured Literacy, DMiC, Writing and the Curriculum Priorities set by the MOE



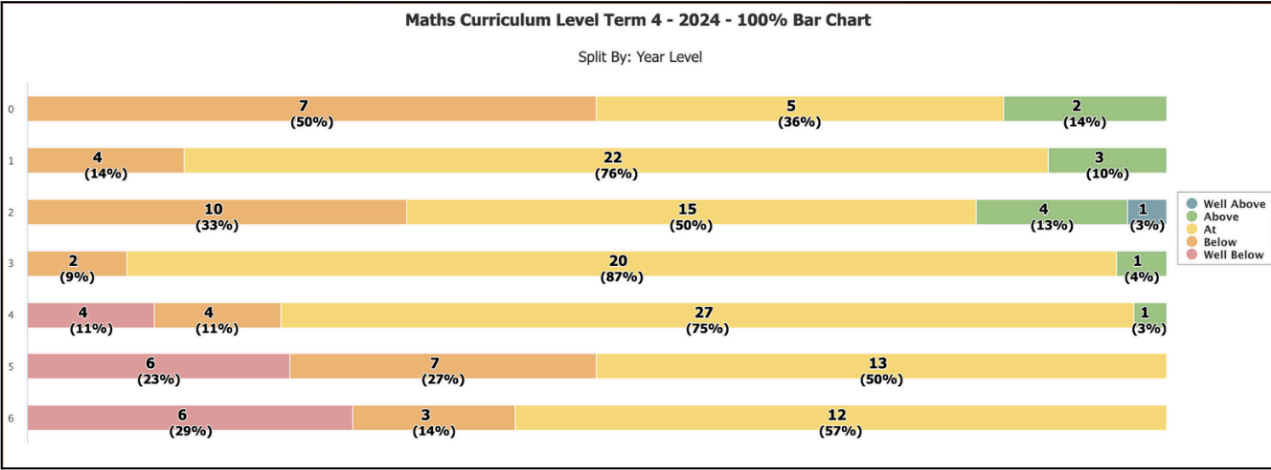
Annual Target 2: To increase regular attendance above 73% for ākonga at Dyer Street School

Baseline Data	Identified actions towards achieving the target (highlighted mid-year progress	Progress against Targets (mid-year)	Identified actions for Term ¾ 2024
Term 4 Data 2024 is at 63% overall for regular attendance	<ul style="list-style-type: none">Using HERO attendance Interventions function to track and monitor students attendance.Creating high-interest learning opportunities like Hutt Fest, Production and swimming.School vanFind out the barriers for whānau and ākonga and identify ways to support them.Regular communication and updates on the current attendance rates at DSS- shared in newsletters, HERO, and at board levelIncentivise parentsClear processes are communicated around how the school is monitoring progress and what happens at each level.Also, identify late students on the roll and provide interventions for them too.What can be done to encourage tamariki to get them to school e.g before school activities, art week, more whānau engagementThe teacher makes contact with whānau when the student is absent (over a period of time)		
Analysis of variance - End of 2025			
Goal	Outcomes	Reason for Variance	Next steps

Dyer Street School Annual Targets 2025

End of Year Data for 2024 was collected for Reading, Writing and Maths with all kaiako providing the best fits (overall teacher judgements for their ākonga). From analysing this data with staff, three annual target areas have been identified as a focus for 2025. These areas align with Professional Learning in Structured Literacy, DMiC, Writing and the Curriculum Priorities set by the MOE

Annual Target 3 To increase the number of Year 5 and 6 ākonga achieving at or above for Maths



Baseline Data	Identified actions towards achieving the target (highlighted mid-year progress	Progress against Targets (mid-year)	Identified actions for Term ¾ 2025
2025 Year 5 8/36 - 22% below expectation for Maths 2025 Year 6 13/26 - 50% below expectation for Maths	<ul style="list-style-type: none">Interactive activitiesMore robust moderation with Maths and linking to the new phases.Whānau engagement- Math Hub games,Books that match the appropriate levelPurposeful warm-ups on hot spots- not just gamesEmbed PRIME - visit other schools to see the developmentBuddy supportMaking sure we are teaching basic facts.		
Analysis of variance - End of 2025			
Goal	Outcomes	Reason for Variance	Next steps