



DEVONPORT PRIMARY SCHOOL

STRATEGIC PLAN 2024-2025 & Annual Implementation Plan 2025

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	1st March 2025

Our vision

A highly-collaborative school community where all students reach their full potential and everyone feels valued

Our mission

Rich, engaging learning experiences that balance academic achievement with social and emotional wellbeing

Our values

Our collectively-developed values are taught explicitly within our curriculum and interwoven into the everyday life of the school. They are touchstones for the attitudes and approaches that we believe underpin a thriving school community.

Respect

- Acting appropriately in different situations
- Responding appropriately to others' boundaries, needs, and abilities
- Seeking iwi guidance on *kaitiakitanga* (land guardianship)

Belonging

- Feeling safe and comfortable where you are
- Knowing you are a valued part of our community, class, team, or group
- Being kind and inclusive of others

Excellence

- Being supported and encouraged to reach your full potential and build resilience
- Taking responsibility for your own learning
- Mastering personal interests
- Persevering through challenges

Our graduate profile

By the end of Year 6, our students are:

curious, compassionate, critical thinkers
who can navigate their futures with confidence

About our school

Devonport Primary School has an Equity Index number of 372 (previously Decile 10). Our school has a reputation for high achievement within a caring environment.

The school enjoys a prime position on the slopes of *Takarunga* (Mount Victoria) overlooking the Waitemata Harbour. Māori and Early European history abound on the maunga, the local beaches and within Devonport itself, lending rich local resources to learn about and form genuine connections with the past.

Established in 1870, the original school buildings were replaced with modern structures in the 1970s and 1990s, and in 2015 two new classrooms were added. An ongoing programme of refurbishment to meet modern learning needs is underway, most recently including refurbishment of some learning spaces to enhance light, ventilation and access to the outdoors. A new school website was developed in 2020.

Our students

In February 2024 the school had 203 domestic students. A trend of gradual roll growth prior to the covid outbreak, was followed by a gradual decline in numbers since 2022. This is related to the smaller cohorts of young children in the Devonport area.

Our students represent a number of cultures from around the world, with a majority NZ European.

Maori 1.39%

NZ European 72.69%

British/ Irish 2.31%

Australian 1.85%

Other European 4.17%

Korean 0.93%

Tongan 0.46%

Indian 1.85%

Chinese 0.93%

Other Asian 0.46%

Vietnamese 0.46%

Latin American/ Hispanic 1.39%

African/ African Origins 2.78%

Dutch 0.93%

Our school community

Whanau and families help out with children's learning and school events and information evenings are well attended.

A hard working "friends" group raises funds and organises social activities for students and families. These funds have helped the BOT to provide a high level of resourcing, for example the funding of an additional teacher to keep class sizes small.

As part of the Devonport-Takapuna Kahui Ako, we engage in professional learning and support groups.

The school fosters good relationships with the local community and increasingly draws upon local expertise to enhance opportunities for the students.

Inclusivity and cultural responsiveness

Our inclusive culture

Students of all ethnicities, genders, and abilities are valued, accepted, acknowledged, and celebrated at our school. Inclusive attitudes and behaviours are taught, discussed, promoted, and expected throughout our school community.

Our localised curriculum

Our curriculum is designed to reflect the specific diversity of our current student base and we consciously encourage and support all students to experience success. Additional learning opportunities are tailored to the needs and interests of each student and allow them to explore their unique identity and heritage.

How we give effect to Te Tiriti o Waitangi

The school has been part of the Māori Achievement Collaborative (MAC) since 2021. The principal attends regular hui to deepen her understanding. Annual self-review guides strategic planning. In recent years, all staff have participated in professional development to further their understanding of New Zealand history, *Te Tiriti o Waitangi* and to challenge our understanding of culture. The BOT has taken part in professional development concerning their responsibilities in upholding the principles of Te Tiriti. The school is supported in its kaitiaki role through a close relationship with the Restoring Takarunga/ Hauraki group.

School-wide termly concepts connect to *Te Ao Maori* (Māori worldview) and all staff are expected to incorporate *Tikanga Māori* (Māori culture and protocol) and *Te Reo Māori* (Māori language) into their classroom practices: greetings, commands, language related to everyday objects, days, months, number. Classes begin their day with karakia and waiata. School occasions observe Tikanga Māori and the *kaupapa* (Māori traditions) of the school and local community. All students take part in Kapa Haka, and our Senior Kapa Haka Group takes part in a number of performances throughout the year, including in the local community.

We continue to develop authentic connections with our whanau Māori through report evenings, parent workshops, newsletters, school events. Consultation has been undertaken through informal conversations, or individual interviews where relevant.

Student achievement, excellence, and equity 2023 informing strategic plan 2024/ 2025

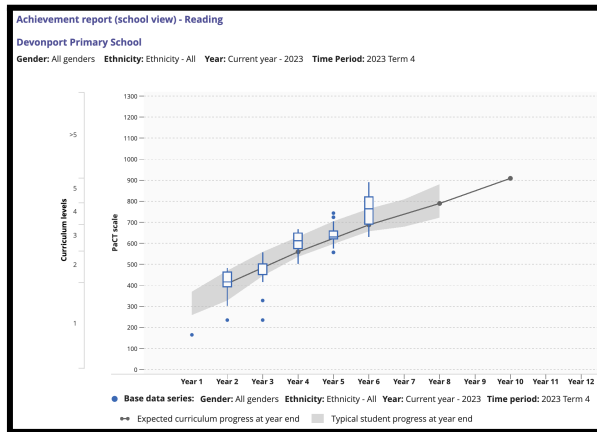
Attendance and punctuality

In 2023 our average attendance was T1 95%, T2 91.1%, T3 90.8%, T4 93.6%. A rise in sickness in Term 2, and family holidays taken at the end of T2/ start of T3 (European summer holidays) resulted in reduced attendance. Parents are alerted if absence reaches 5 days in any term. We will continue to develop ways to use attendance data through Every Day Matters.

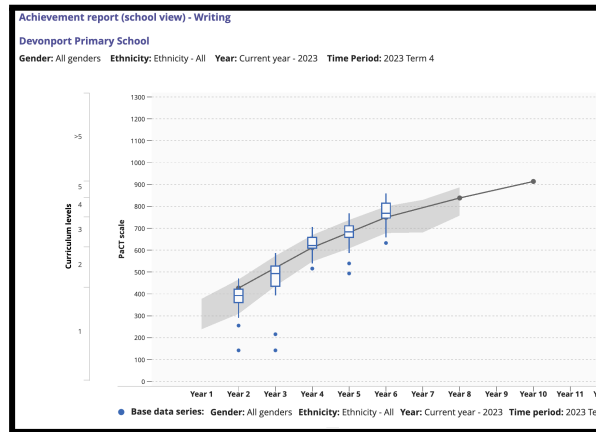
Achievement in reading, writing and maths

Achievement and progress are tracked using PaCT. 2023 end of year data shows that: *Most children achieve at or above the expected level for their year group. However, we note a tail of achievement at the lower end of "at" in writing, particularly in Y2 and Y3. (See whole school achievement graphs below)*

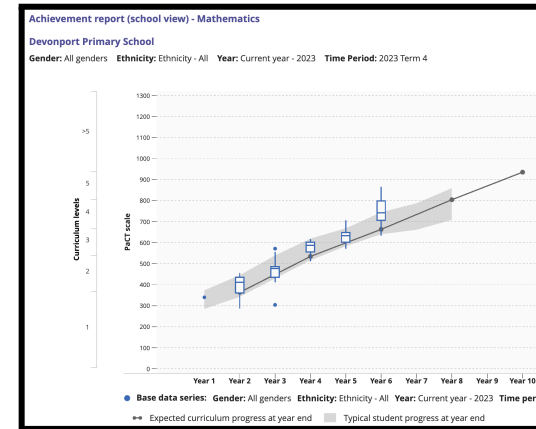
Reading



Writing



Maths



Additional learning areas

We offer a diverse range of activities within, and in addition to, the curriculum.

All students are encouraged and enabled to participate and follow their interests.

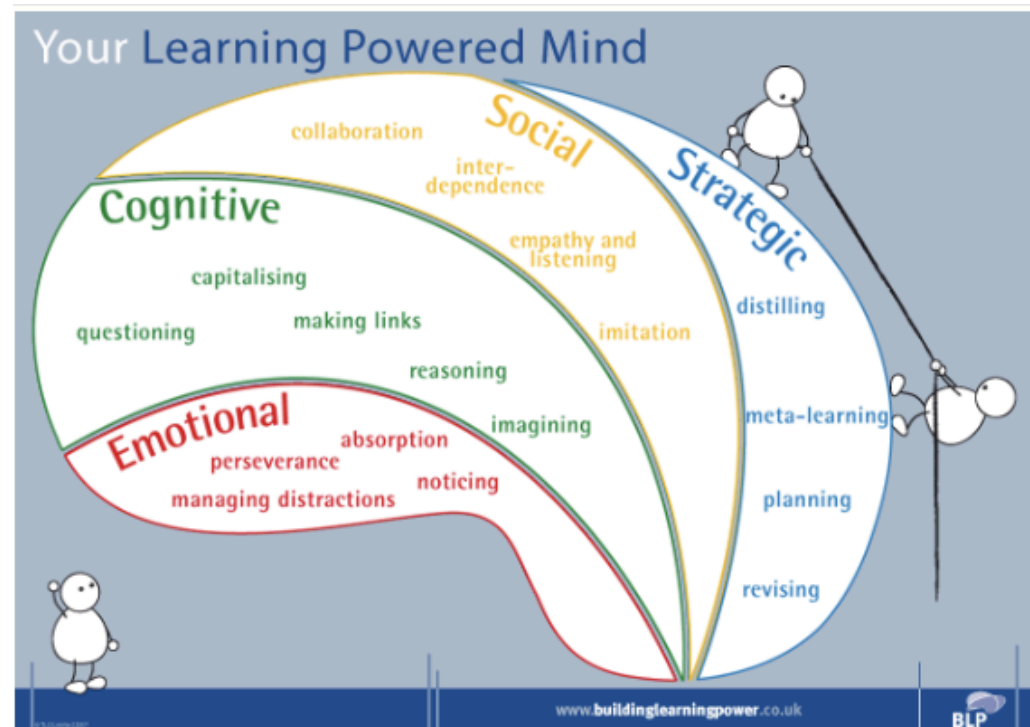
- The Arts
- STEM (including participation in EPro8 engineering competition)
- A wide variety of sporting opportunities
- Leadership opportunities
- Chess
- Kapa haka
- Choir
- Music lessons

Building Learning Power

DPS uses the four learning capacities described in “Building Learning Power” (Guy Claxton) to enable our teachers and students to reflect and talk about themselves as learners.

Key practices are mapped onto the learning capacities, creating a common framework and vocabulary for use across the school, encompassing three valued outcomes:

1. Learning by wondering (Cognitive)
2. Myself as a learner (Emotional/ Strategic)
3. Learning with others (Social)



New Strategic Plan consultation

In preparation for the new 2024- 2025 Strategic Plan, the Board of Trustees considered:

Student voice

Students are encouraged and enabled to share their knowledge, insight, and opinions through:

- Student Council (Y4-Y6)
- Student surveys (Y4-Y6)
- Building Learning Power
- Assessment for Learning/ Assessment capability pedagogies

Maori whanau voice

A focus on ensuring our environment is safe and comfortable for students to engage in learning and make up any gaps. Building confidence, resilience and friendship skills in the children. Making sure that there continues to be time for sports, fun, and cultural activities such as kapa haka.

Student wellbeing survey (2023)

Student voice as evidenced in the Wellbeing Survey

Reasons to celebrate

- Students see DPS as a caring and collaborative school, with strong home-school partnerships. There are clear expectations for behaviour, reinforced through effective teaching and modelling.
- The recent focus on the meaning and importance of the school value *belonging* has resulted in almost all students feeling like they belong at DPS, girls now tend to feel like it is ok to be different

Areas for consideration |

- While DPS has a low aggressive culture, a small number of students report teasing or unkind behaviour from their peers
 - Girls often do not know how to address this in an assertive way
 - Boys often do not feel able to ask teachers or peers for help
- Several students reported needing more support to manage their feelings and work through personal challenges
- Boys are more likely to ask that teachers make learning more interesting.
- Some boys feel that their voice is not heard.

Staff input

A staff survey in 2023 identified the following priorities:

- The school value, *Excellence*, is not well understood by students or parents and can appear to be elitist. This needs to be explored and renamed
- Integrated curriculum, including NZ histories
- Professional development and/or specialist teachers in Assessment for Learning, Te Reo, swimming, music,
- Opportunities to observe/ collaborate with other teachers through a tuakana teina approach to professional development.

Parent/ whanau voice

Parents were asked to name their top three priorities for DPS in 2024, via an online survey with 117 responses.

- Academic priorities were most important, with nearly half of parents mentioning Writing (n=47), Reading (n=42), or Maths (n=38) and around a third of parents wanted more structured literacy and numeracy. In addition to this, increased focus on cultivating learning mindsets including problem solving, critical thinking, curiosity, and joy in learning.
- Social development was the next priority area, with about one-fifth of parents wanting DPS to build a stronger sense of community, develop students' social skills, and address bullying.

- Curricular enrichment was the third most important aspect of school life, especially sport, art and music. Other specific mentions included EOTC and local history, learning about cultural diversity, te reo and te ao Maori, in-school clubs, garden to table, public speaking, and environmental concerns.
- Other areas for focus were improved communication with parents, wellbeing for both students and staff including students learning how to support each other, more teacher aides and SEN support, and reinvigorating the PTA and school events.

Summary

In line with our self review and analyses, and reflecting the wishes of our parents, our new strategic plan for 2024- 2025 will have a strong focus on student achievement, within a culture that promotes wellbeing and social cohesion. This aligns well with the needs identified through student voice. Our rich curriculum, which delivers the NZ curriculum in an integrated and engaging manner will also be a focus. We will work to improve communication and connection with our parent/ whanau community to enhance student engagement and help remove barriers to learning.

Our Strategic Plan for 2024/ 2025 and our implementation plan 2025



**DEVONPORT
PRIMARY SCHOOL**

2024

Our Strategic Plan

Learners at the centre

Within an emotionally and physically safe environment, all students are fully engaged, Build their Learning Power and manage themselves as learners

Quality teaching and leadership

All staff work in ways that ensure students realise their full potential in engagement, achievement and agency



- Learning (NELP 2, 3, 4)**
- “Excellence” value explored, understood and enacted throughout the school
 - *Assessment for Learning* identifies and meets individualised learning needs for all students
 - Targeted support in place for students with additional needs/gifted & talented
 - Meaningful learning achieved through relevant, integrated, localised curriculum
 - Reading, writing, maths each taught 1 hour/day
- Wellbeing (NELP 1)**
- *Mitey* and *PB4L* programmes support and enhance student mental health
- School environment**
- Indoor and outdoor learning spaces meet the needs of all learners

Partnership with our community

Strong home/school communication and collaboration reinforce student learning and wellbeing

- Leadership development (NELP 5, 6)**
- Leadership development supports *Assessment for Learning* practice and strategic use of data to raise student achievement and agency
- Shared understanding and collaboration**
- PD enhances teacher understanding and practice of structured literacy and *Assessment for Learning*
 - Collaborative Tuakana Teina/Growth Coaching model of staff development is embedded

- Home/school partnerships (NELP 2, 7)**
- Digital and face-to-face sharing of learning with parents
 - Shared language of learning and *Assessment for Learning*
- Whanau Māori (NELP 5)**
- Vision, values, and graduate profile in te reo and English
 - Learning frameworks explicitly link to Kaupapa Māori
 - School membership of Māori Achievement Collective

Student achievement, excellence, and equity updated for 2024

Attendance

Our **average attendance** remained relatively high throughout the year, with **Term 1 and Term 4 at 93%**, while **Term 2 dropped to 90% and Term 3 to 88%**. Regular attendance (attending school at least 90% of the time) showed a more significant decline in **Term 2 (61%) and Term 3 (50%)**, before improving again in **Term 4 (77%)**.

The **main reason for absence** was **illness**, accounting for between **56% and 72%** of all absences across the year. **Term 2** had the highest rate of illness-related absences (**72%**), likely due to winter illnesses, while other terms remained consistent at around **59%**.

The **second most common reason** for absence was **holidays taken during term time**, making up **21% to 39%** of all absences. This peaked in **Term 3 (39%)**, reflecting the Northern Hemisphere summer, when many families take extended trips to visit relatives overseas.

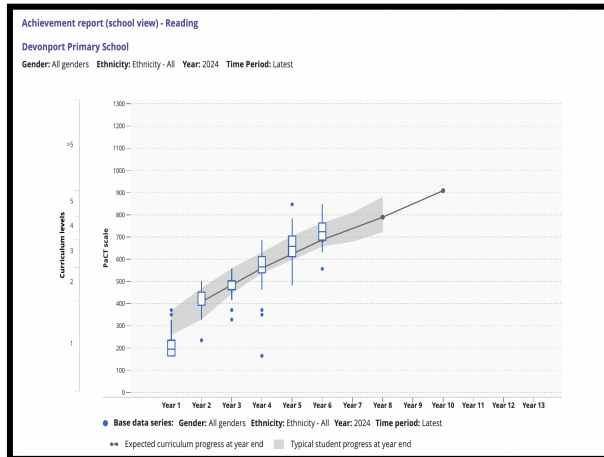
To address attendance concerns, parents are **alerted when absences reach five days per term**, with interventions such as **in-school meetings** or **attendance services involvement** where necessary. Moving forward, we will continue to enhance our use of **attendance data through Every Day Matters** and reinforce the **importance of regular attendance** via school newsletters.

Achievement in reading, writing and maths in 2024

In 2024, student achievement showed mixed results across subjects. Year 6 students performed well in both Reading and Writing, consistently exceeding the NZ standard. However, lower achievement in other year groups, particularly Years 3 and 5, was likely impacted by the arrival of 26 new students across Years 2–6, many below the expected level for their year group and including ESOL learners. In contrast, Maths results were strong, with most students meeting or exceeding expectations, and higher-achieving students in Years 3, 4, and 5 making accelerated progress as they advanced to the next year level. 2024 also shows some gender disparity in our data which will be investigated in 2025.

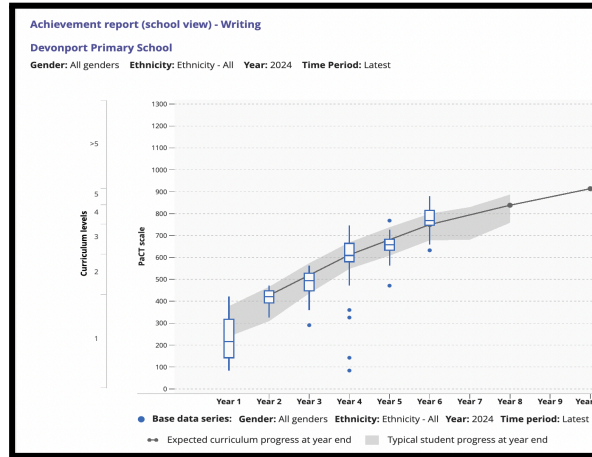
Improvements in Reading and Writing are anticipated with the implementation of a structured literacy approach and a robust focus on assessment of writing.

Reading



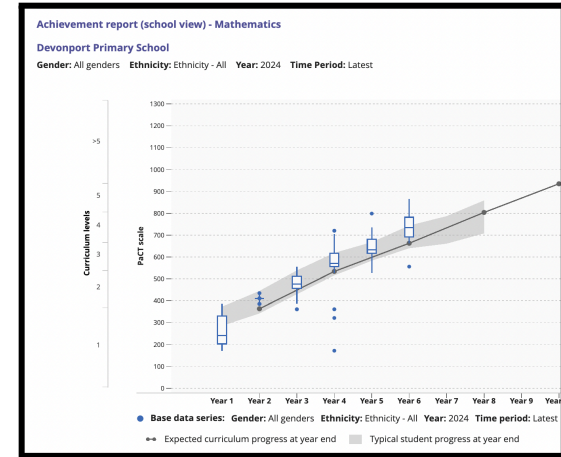
End of 2024 Reading data

Writing



End of 2024 Writing data

Maths



End of 2024 Maths data

Strategic Goals 2024 - 2025 and Implementation Plan 2025

<p>Strategic Goal 1 Learners at the centre Student Learning and Wellbeing <i>Within an emotionally and physically safe environment all students Build their Learning Power: they are fully engaged, achieve personal excellence and manage themselves as learners</i> BOT Primary Objective 127 1a, 1bi, 1bii, 1biii, 1c, 1di, 1dii, 1diii (Education and Training Act 2020)</p>		
<p>Pedagogy and curriculum - Student Achievement (Goal 1a) Individual student needs <i>By the end of 2025: Our Target and SARONA students make accelerated progress toward meeting their expected level through the identification of individual student needs and the provision of targeted support.</i></p>		
2025 goals and outcomes	What we will do to progress toward meeting our strategic goals	Measures of success
<p>NELP 2, 3, 4 Goal 1a <i>Targeted support for students with additional needs leads to accelerated progress</i> By the end of 2025</p>	<ul style="list-style-type: none"> • Our leadership team will identify students below expected level, SARONA, ESOL and G+T students through analysis of end of 2024 data, including iDeal assessments. Māori student data will be used to plan specific support, where necessary • Parents/ caregivers/ whanau of identified students will be informed and engaged in the process of supporting their child. • Teachers will be supported to plan for in class interventions, 	<ul style="list-style-type: none"> • Overviews of Target/ SARONA/ ESOL/ G+T students clearly identify the students and their needs • Class planning identifies how students will be supported • Support timetables (Teacher Aides) • Needs register documents needs and actions

<p>Accelerated progress for our Tier 2 Target students in reading, writing and maths</p> <p>80 % of students will have regular attendance across the year</p> <p>The gender disparity in achievement will reduce</p>	<p>with the support of their team leader and through PLD eg staff meetings</p> <ul style="list-style-type: none"> • Team leaders will work with their teams, using a Growth Coaching approach to monitor and ensure the achievement and progress of students. They will ensure that planning clearly identifies targeted actions and will discuss interventions with teachers. • Targeted additional support, where needed, is planned and resources allocated by senior leaders. This will involve other agencies where necessary eg RTLB. • Whole school inquiry into the disparity between boys’ and girls’ achievement. • Attendance will be closely monitored and followed up 	<ul style="list-style-type: none"> • Assessment Data (Termly) • PaCT summary reports for individuals and groups of children are analysed to identify progress and areas of need (Terms 2 & 4) • Student surveys
<p>Pedagogy and Curriculum - Assessment for Learning (Goal 1b)</p> <p>By the end of 2025 Assessment for learning, as a key pedagogy, is understood and used by teachers to closely align teaching and need, and to engender student involvement and agency</p>		
<p>2025 goals and outcomes</p>	<p>How we will progress toward our strategic goals</p>	<p>How we will measure success</p>
<p>Goal 1b Assessment for learning key practices, as described in the Assessment for Learning Capabilities matrix (Evaluation Associates) are understood and used by teachers and teacher aides to involve students more fully in their learning</p> <p>https://www.evaluate.co.nz/resources/assessment-for-learning-re-sources/assessment-for-learning-matrix</p>	<ul style="list-style-type: none"> • Professional development needs, identified through teacher surveys in 2024, will be planned for. • Dedicated time for a series of staff meetings will be allocated for focused, differentiated PD to support the development of AfL as a key pedagogical approach • Teachers will continue to monitor and evaluate their professional growth in AfL by using the Capabilities matrix and the The New Zealand Assessment Institute (NZAI) document “Assessment to improve learning - Principles, Practices and Proof” to support AfL practices and guide staff development in the 2025 focus areas. • Classroom walkthroughs, the teacher Professional Growth 	<p>The Teacher Capabilities Matrix and Student Capabilities Matrix will be used by staff to record progress in understanding and usage of AFL practices, and to guide next steps.</p> <p>Teacher discussions as part of PGC and Growth Coaching are documented and show</p> <p>AFL practices are evident in classrooms (observation)</p> <p>Planning and classroom observations show that:</p>

<p>By the end of 2025 Teachers are confident in the following aspects of the PPP</p> <ol style="list-style-type: none"> 1. Assessment guides improvement in learning and teaching 2. Assessment builds student agency 3. Students are empowered to talk about their learning 	<p>Cycle and the growth coaching model will enable staff to improve their practice.</p> <ul style="list-style-type: none"> ● As part of the teacher PGC, leaders will visit classrooms to inform professional discussions about practices. ● Teachers will use the Student Capabilities matrix to plan next steps and develop student agency. 	<p>Teachers clearly identify what students are to learn and share success criteria with students Students are able to describe what they are learning and how they will know they have been successful Students know what they are learning and can articulate measures of success (Class visits)</p> <p>Students can talk about themselves as learners (survey interview)</p>
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Pedagogy and curriculum - Teaching of Foundation subjects (Goal 1c)
Consistent pedagogies in Reading, Writing and Maths

By the end of 2025 consistent pedagogies in reading, writing and maths will be employed and documented, and reflect a deep understanding of progression and achievement within the New Zealand Curriculum. These foundation subjects will each be taught for an average of one hour per day.

<p style="text-align: center;">2025 goals and outcomes</p>	<p style="text-align: center;">What we will do to progress toward meeting our strategic goals</p>	<p style="text-align: center;">How we will measure success</p>
<p>NELP 4 <i>Ensure every learner/ akonga gains sound foundation skills, including language, literacy and numeracy</i></p> <p>Goal 1c By the end 2025 Whole school structured approaches to the teaching of reading, writing and maths are embedded, including a common</p>	<p>One Hour Per Day</p> <ul style="list-style-type: none"> ● Embedding 2024 Expectations & Procedures – Established structures and expectations will continue to be embedded to ensure consistency in reading, writing, and maths. <p>Structured Literacy</p> <ul style="list-style-type: none"> ● Continued professional development in the iDeal Structured Literacy Programme for teachers. 	<ul style="list-style-type: none"> ● Classroom planning and observations demonstrate one hour per day in action. ● Individual student writing sample books show progress over time, including improvements in handwriting. ● Professional development records reflect staff training. ● Staff survey results indicate an improved understanding of key teaching strategies. ● Assessment data analysis highlights

<p><i>understanding of structured literacy and mathematics</i></p>	<ul style="list-style-type: none"> ● Twice-yearly student spelling assessments will be conducted, analysed, and used to inform teaching and learning. ● The common approach to spelling and reading, developed in 2024, will be embedded through collaborative planning in team meetings to share best practices. ● A consistent handwriting approach will be developed and implemented, aligning with MoE requirements. <p>Structured Numeracy</p> <ul style="list-style-type: none"> ● A common approach to teaching maths, aligned with MoE requirements, will be finalised and implemented. ● Professional development in Numicon resources will support structured numeracy instruction. ● Collaborative planning will focus on effectively implementing the refreshed maths curriculum guidance. <p>Ongoing Leadership & Support</p> <ul style="list-style-type: none"> ● Team and middle leaders will work collaboratively with teachers, leading planning meetings to ensure agreed approaches in reading, writing, and maths are consistently applied. ● Leaders will conduct classroom observations of literacy and maths lessons, providing feedback as part of the Teacher Professional Growth Cycle/Growth Coaching model. 	<p>student progress.</p> <ul style="list-style-type: none"> ● Teacher planning and classroom observations confirm that agreed approaches to reading, writing, and maths are being implemented consistently.
<p>Pedagogy and curriculum - integrated curriculum (Goal 1d) <i>By the end of 2025 Students are engaged in meaningful learning through a relevant integrated localised curriculum that ensures the integrity of reading writing and maths</i></p>		
<p>2025 goals and outcomes</p>	<p>What we will do to progress toward meeting our strategic goals</p>	<p>How we will measure success</p>

<p>(NELP 7) Goal 1d <i>Consistent curriculum-mapping approach used to plan the integrated curriculum, ensuring integrity of reading, writing and maths.</i> By the end of 2025 Integrated, localised curriculum is in evidence. Student data shows increased student interest in learning.</p>	<ul style="list-style-type: none"> ● Integrated, Localised Curriculum <ul style="list-style-type: none"> ○ Continuing from 2024, we will embed our documented approach to curriculum planning. ○ Sufficient time each term will be dedicated to collaborative planning sessions to embed Curriculum Mapping, Te Mātaiaho (NZ Curriculum), and agreed approaches to Digital Technology, Maths, Reading, and Writing. ○ Use of U.K.D. is embedded in planning and teaching. ○ Our Kāhui Ako collaborative plan for Aotearoa/NZ Histories will be implemented. ○ Opportunities to integrate iDeal Structured Reading are identified. ● Digital Technology Curriculum <ul style="list-style-type: none"> ○ The DPS Digital Pathway (2023) will be reviewed. ● Science Curriculum Review <ul style="list-style-type: none"> ○ Findings from the Science Student Engagement Survey will guide focused teaching and learning in 2025. ○ Results will inform the refresh of STEM resources. ○ Clear expectations for science will be established throughout the school. 	<p>Integrated, localised curriculum Termly planning shows elements as agreed Meeting minutes evidence time devoted to our collaborative planning approach Classroom planning is supported by team leaders through collaborative team meetings Planning clearly shows evidence of UKD</p> <p>Digital Technology Curriculum The updated DPS Digital Pathway is in evidence across the school Planning shows DT Classroom observations Student work</p> <p>Science Curriculum Expectations are in place and are evidenced in classroom practice.</p>
<p>Pedagogy and Curriculum - Wellbeing (Goal 1e) By the end of 2025 A Values-Based approach to wellbeing is in place, incorporating Mitey and PB4L, which supports student mental health and develops resilience</p>		
<p>2025 goals and outcomes</p>	<p>What we will do to progress toward meeting our strategic goals</p>	<p>How we will measure success</p>
<p>(NELP 1) Goal 1e</p>	<p>Values based approach to wellbeing</p> <ul style="list-style-type: none"> ● We will continue to engage with experts/ PD providers: <ul style="list-style-type: none"> ○ Tier 2 PB4L 	<p>Support programmes are planned and documented Student reflection shows the benefit of the</p>

<p>Mental health approach to align our current initiatives By the end of 2025 A Values-Based approach to wellbeing is embedded across the school.</p>	<ul style="list-style-type: none"> ○ Mitey (Mental Health) (Year 2 of the implementation). Further staff PD and in team meeting support in planning by our Mitey facilitator). ● Self review, including student Wellbeing@school survey and our Mitey action Plan will guide our direction to ensure that we meet student needs. ● Regular team meeting reflection on student wellbeing <p>School environment</p> <ul style="list-style-type: none"> ● Use of the Wellbeing room will be monitored and analysed 	<p>sessions Wellbeing room usage is documented and analysed Team meeting minutes</p> <p>Wellbeing@school survey report shows increased wellbeing in the targeted areas.</p>
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Strategic Goal 2
Quality Teaching and Leadership
All staff work in ways that ensure students realise their full potential in engagement, achievement and agency.
BOT Primary Objective 127 1a, 1bi, 1c, 1di (Education and Training Act 2020)

Quality Teaching and Leadership - Leadership Development (Goal 2a)

By the end of 2025... Senior leaders will build and sustain collective leadership and professional community across the school, focused on collaborative problem solving related to student achievement

Middle leaders will engage in collaborative inquiry to enable them to evaluate practices in relation to outcomes, with a focus on student achievement and progress in Reading, Writing and Maths

<p style="text-align: center;">2025 goals and outcomes</p>	<p style="text-align: center;">What we will do to progress toward meeting our strategic goals</p>	<p style="text-align: center;">How we will measure success</p>
<p>NELP 6 Goal 2a Staff Development: Leadership development: Leadership Goal Focus:</p>	<ul style="list-style-type: none"> ● Leadership & Inquiry Development <ul style="list-style-type: none"> ○ Implement the new NLN Leadership PD model to shape our leadership inquiry (hybrid model: one meeting per term plus in-school meetings). ○ Develop a new leadership structure, reflecting the 	<ul style="list-style-type: none"> ● NLN agenda, notes and documented actions exemplify the development of the leadership team ● Reviews of assessment procedures are documented

Leadership development supports whole school inquiries that raise student achievement through assessment for learning and strategic use of data.

By the end of 2025, leaders ensure that useful, consistent and robust information is produced, analysed and used to impact student achievement.

- responsibilities of all layers of leadership and including leadership of our new **curriculum phases**.
- **Strategic Use of Data** *(including well-being data)*
 - Continue **Data Leadership Team**, share what has been learned with the wider leadership team.
 - Analyse the **2024 teacher survey on assessment** to inform future actions.
 - **Review assessment practices** to ensure alignment with **pedagogical approaches** and clarify the **purpose, methods, and impact** of assessments.
 - Develop a **Data Intention Statement** to document **what we know, what we need to know, and how we track progress**.
 - Lead the school in using the **40/20/40 approach** to **analyse assessment data** and determine meaningful actions.
- **Leadership Team Actions**
 - Clearly define **assessments to be used**, how they will be **implemented and analysed**.
 - Explore "**interval acceleration**" and seek agreement on **what acceleration looks like for target students**.
 - **Introduce HERO** and explore its **capabilities for tracking student achievement data**.
- **Teacher Professional Development & Inquiry**
 - Build **teacher data literacy** and **technical ability** through **PLD**.
 - Support **teacher inquiry into interventions** to improve student outcomes.
 - Ensure **moderation of assessment judgements** for consistency.
 - Implement **e-AsTTLe writing** school-wide and analyse reports for trends.
 - Use **iDeal reading assessments** for structured literacy tracking.

- Data intention statement and processes are documented
- PLD records.
- Analysis of data shows increased understanding
- Team meeting minutes document learning conversations
- DLT leaders plans and staff meeting notes document progress
- Highlighted "Evaluating practices in relation to outcomes" section of Educational Leadership Capability Framework (2018)
- Planning shows clear links to data driven actions
- Clear pathway from analysis to action to impact on student achievement is evident

	<ul style="list-style-type: none"> ○ Standardise assessment practices to ensure consistency and reliability. ○ Consider the cognitive skills students need to successfully complete assessments and develop strategies to support their skill acquisition. 	
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Quality Teaching and Leadership - Shared understanding through professional development (2b)

By the end of 2025...
Teachers and Learning Assistants have a shared understanding of our **quality practices** in Assessment for learning, Structured Literacy and maths

2025 goals and outcomes	What we will do to progress toward meeting our strategic goals	How we will measure success
<p>Quality practices Goal 2b <i>Professional development enhances teacher understanding of Structured Literacy/ maths/ Assessment for Learning.</i></p> <p><i>By the end of 2025 we will see consistent understanding and use of our quality practices in AfL, Literacy and Maths that leads to increased student agency</i></p>	<p>We will plan our staff meetings, teacher only days and external PD to ensure the following Focused PD on:</p> <ul style="list-style-type: none"> ● Structured literacy (iDeaL) ● Writing, including assessment via e-AsTTLe ● Maths curriculum and Numicon ● Leadership of assessment (see above) ● AfL pedagogy/ Assessment Capability (see above) ● Strategic use of data (see above) ● Use of the Mitey/ PB4L programme to enhance student wellbeing 	<p>Calendar and overviews show that PD has taken place as planned</p> <p>Classroom visits and observations show enhanced classroom practices in these areas</p> <p>Student assessment data shows improved reading, spelling and maths achievement in identified areas</p> <p>PGC records document staff learning Staff survey analysis shows improved understanding and confidence</p>

Quality Teaching and Leadership - Collaborative practice (2c)

By the end of 2025...
A collaborative **Growth Coaching** model of staff development is embedded to support AfL practices that lead to enhanced student achievement

2025 goals and	What we will do to progress toward meeting our	How we will measure success
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outcomes	strategic goals	
<p>Goal 2C <i>Through a Growth Coaching model, staff work together: they share ideas, take part in classroom visits and engage in collaborative problem solving.</i> By the end of 2025 Growth Coaching and collaborative practices will strengthen teacher knowledge and understanding in AfL</p>	<ul style="list-style-type: none"> ● Our Growth Coaching model of collaborative partnerships between staff will be embedded ● Guidelines for how classroom visits and feedback will be revisited and refined ● Timetabling, including use of CRT time will ensure that there is space for collaborative work to take place - provide extra staff on Wednesdays to facilitate collaborative practices ● Revisit and refine classroom checklist using the Capabilities Matrix ● Classroom visits will focus on how colleagues use teacher and student feedback to improve teacher understanding and student outcomes. 	<p>The guidelines are documented Term overview shows that time has been allocated Classroom visits take place Staff survey and classroom observations evidence effective use of AfL practices.</p>

Strategic Goal 3
Community partnerships
Strong home/school communication and collaboration reinforces student learning and wellbeing
BOT Primary Objective 127 1a, 1bi, 1bii, 1biii, 1c, 1di, 1dii, 1diii (Education and Training Act 2020)

Community Partnerships - (Goal 3a)
Enhanced communication between school and home promotes shared understanding, support for students and removal of barriers to learning

2025 goals and outcomes	What we will do to progress toward meeting our strategic goals	How we will measure success
<p>Home/ School partnerships (NELP 2 and 4) Goal 3a <i>Enhanced communication between school and home</i></p>	<ul style="list-style-type: none"> ● Enhancing Communication with Whānau <ul style="list-style-type: none"> ○ Establish a staff/parent/whānau group to review communications and written reports sent home. ○ Identify the information parents want and how current reporting and communication can be improved. 	<p>HERO is set up in ways that parents can access student learning information Website contains updated language of learning, including explanation of BLP and AfL Parent survey shows improvement in parent</p>

<p><i>promotes shared understanding, support for students and removal of barriers to learning</i></p> <p><i>Continue to develop strategies and practices for recognising and celebrating the cultural diversity in our school community (2024 and 2025)</i></p> <p><i>Active participation in the Devonport Takapuna Kahui Ako to lift engagement and achievement in Reading, Writing and Mathematics and to encourage student well-being (2024 and 2025)</i></p> <p><i>By the end of 2025 communications are refined to closer match parent need</i></p>	<ul style="list-style-type: none"> ○ Develop an updated reporting system that maintains our valued face-to-face interactions and personalised written reports. ● Keeping Parents & Whānau Informed <ul style="list-style-type: none"> ○ Replace eTAP with HERO to enable better information sharing with parents. ○ Continue to develop the DPS website as a trusted information source. ○ Expand the Language of Learning at DPS section on the website. ○ Include a learning-focused section in the Principal’s termly message, with content added to the website. ○ Provide parent information meetings and video presentations on the website. ○ Document DPS approaches to reading, writing, and maths in an accessible format for parents/caregivers (Curriculum Leaders/Leadership Team). ○ Improve the use of digital technologies in learning programmes and home learning. ● Digital Platforms & Home Learning <ul style="list-style-type: none"> ○ Implement HERO as a new digital platform to enhance connection, communication, and student work sharing. ○ Planned for 2025: <ul style="list-style-type: none"> ■ Support for parents in digital safety for their children. ■ Increased use of digital platforms to share student work. ● Cultural Identity & Community Involvement <ul style="list-style-type: none"> ○ Increase parent and whānau participation in celebrating the diverse cultures represented in our school. ● Active Participation in Kāhui Ako <ul style="list-style-type: none"> ○ Maintain Across-School Leader and Within-School 	<p>understanding of reporting</p> <p>Parent/ whanau group has been established and reports progress</p> <p>Student wellbeing survey - positive student response to seeing their culture represented in school</p> <p>Learnings from the Kahui Ako joint maths TOD reported</p>
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	<p>Leader roles.</p> <ul style="list-style-type: none"> ○ Principal continues to attend Kāhui Ako meetings. ○ All staff attend the Kāhui Ako Conference to enhance understanding of the new maths curriculum 	
<p>Community Partnerships - Whanau Māori (Goal 3b) <i>Our strategies for giving effect to te Tiriti o Waitangi</i></p> <p>Whanau Māori</p> <ul style="list-style-type: none"> ● Opportunities to involve whanau Māori in the development of learning and culture in the school are enhanced ● The school enhances its understanding of responsibilities regarding the principles of Te Tiriti Ō Waitangi ● The school engages with the wider Māori community through links with MAC and Restoring Takarunga/ Hauraki 		
<p>2025 goals and outcomes</p>	<p>What we will do to progress toward meeting our strategic goals</p>	<p>How we will measure success</p>
<p>Whānau Maori (NELP 5) Goal 3b <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our school</i></p> <p><i>Authentic engagement with Maori whanau</i></p> <p><i>School engagement in MAC (Maori Achievement Collaborative) initiative</i></p> <p><i>By the end of 2025 te reo Māori and tikanga Māori are consistently evident in the everyday life of our school</i></p>	<ul style="list-style-type: none"> ● Strengthening Relationships with Whānau Māori <ul style="list-style-type: none"> ○ Continue to encourage positive relationships, engaging with Whānau Māori kanohi ki te kanohi where possible to ensure their voices are gathered authentically. ○ Ensure key aspects of the strategic plan reflect te reo/te ao Māori, including the graduate profile and school values. ● Embedding Te Ao Māori Across the School <ul style="list-style-type: none"> ○ Utilise MAC expertise – The 2025 Action Plan acknowledges progress made and identifies next steps. ○ MAC facilitator-led staff and board meetings strengthen understanding of te ao Māori. ○ School MAC review repeated, with an updated action plan for 2025. ○ Continue updating murals to reflect te ao Māori. ● Te Reo and Tikanga Māori in Teaching and Learning 	<p>Māori whanau voice is gathered in authentic ways</p> <p>Classroom and assembly observations show that Te Reo and Tikanga Māori are embraced and embedded across the school.</p> <p>Te reo Māori use is evidenced in the everyday life of the school</p> <p>Traffic light MAC self review tool shows improvement in key areas</p> <p>Values reflect te ao Māori and are expressed in te Reo and English</p>

	<ul style="list-style-type: none"> ○ All teachers continue to develop their Te Reo and Tikanga Māori knowledge as part of certification requirements. ○ Additional classes to reach Level 4b in Māori language learning (at least 3 hours per week including kapa haka, instructions, and focused lessons). ○ Expectations for Level 4b made clear to staff and monitored via an overview sheet. ○ Te Reo continues to be integrated into everyday school life through commands, actions, and interactions. ● Cultural Identity and Inclusion <ul style="list-style-type: none"> ○ Document expectations for start-of-day protocols, including karakia, morning paepae, and waiata. ○ Further develop strategies and practices for recognising and celebrating the cultural diversity within our school community. 	
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<p style="text-align: center;">Other 2025 Key Improvement Strategies to Achieve Strategic Vision</p>	
<p>Property</p>	<p>Short Report</p>
<p>BOT decide priorities within the structure of the new 5YA (July) Resurface the swimming pool Additional outdoor learning spaces developed (Rooms 4, 5 and 6, and Friendship Seat area)</p>	
<p>Finance</p>	<p>Short Report</p>
<p>Refurbish staff room Investigate costings for the Resurface asphalt playground/ courts Analysis of financial position and ability to fund teachers above MoE entitlement</p>	

Personnel	Short Report
BOT to fund an additional teacher to ensure smaller class sizes across the school. Funding of additional learning assistants to support target/ SARONA/ ESOL students.	