

DUNSANDEL SCHOOL

STRATEGIC PLAN 2026-2028

ANNUAL PLAN 2026



**Pride in Ourselves, our Learning
and our Community**

School Number 3331



DUNSANDEL SCHOOL 2026-2028

VISION

PRIDE in Ourselves, Our Learning and Our Community.

VALUES



STRATEGIC GOALS

Nurturing a Resilient and Thriving Community

To enhance well-being and belonging for all students, staff, and whānau by fostering a supportive and collaborative environment.

- Assess and review well-being and Hauora programmes for students and staff to build a culture of positive mental and emotional health
- Build staff capacity through targeted professional learning to address challenges like teacher burnout and increased bureaucratic demands.
- Develop and implement strategies to support the diverse readiness levels of incoming students.

Innovating Teaching and Learning

To advance our teaching and learning strategies by integrating new technologies and addressing curriculum changes to ensure all students are engaged and prepared for the future.

- Review, revise, and continue to develop the Dunsandel School Curriculum, including addressing the Curriculum Refresh.
- Integrate digital tools, including AI, in a purposeful way to improve engagement and innovation, while also implementing a plan to address threats related to screen time and digital well-being.
- Provide students with a wide range of opportunities in arts, sports, and cultural experiences to enrich their learning and well-being.

Strengthening Community and Cultural Connections

To deepen partnerships with our school community, grounded in our school values, to enhance understanding, support, and a sense of shared responsibility.

- Continue effective engagement with the Ngā Mātāpuna o te Waihora Collective partnership.
- Create regular opportunities to connect with the wider school community to strengthen existing relationships and build new connections.

STRATEGIC INITIATIVES

SUCCESS

A school-wide positive culture is evident through student and staff feedback, and there is a high level of engagement in well-being initiatives.

All teaching and learning is targeted and responsive to student, staff, and school needs, and there is evidence of effective use of technology in the classroom.

The school has strong, collaborative relationships with the community. All groups feel a sense of connectedness to the school and its values.



DUNSANDEL SCHOOL

Vision

PRIDE in Ourselves, Our Learning and Our Community.

Values



Nurturing a Resilient and Thriving Community

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Strategic Goals

We are country kids, we are the hub, we are here and now, with a proud history behind us. We all have a part to play, a job to do and we do it with PRIDE. We know that we can take these values with us when we leave our school and they will be with us forever, each of us helping make the world a kind and better place.

The Year 6 Children were asked to come up with the words that best describe Dunsandel School to them.



- *Teachers and leaders work effectively to strengthen teaching and learning programmes; this supports student engagement and progress in learning.*
- *Strong professional relationships and shared leadership positively reinforce the school's values and high expectations for teaching and learning.*
- *Teachers prioritise student wellbeing and holistic development by nurturing social and emotional skills for positive learning behaviours; this supports students' development of empathy, resilience and self-regulation.*
- *Learners are well known by all staff; those at risk of not making expected progress are closely monitored and specific actions are taken to address their learning needs.*
- *Teachers effectively use research, different teaching approaches and regular evaluation to identify and use the initiatives that have the greatest impact for students whose progress needs to be accelerated.*
- *The school reports usefully and accurately to parents and whānau about their child's learning, achievement and progress.*
- *Students express a strong sense of belonging in an inclusive and supportive school environment.*
- *Robust monitoring of and inquiry into student progress, achievement and wellbeing data informs teaching and learning.*
- *Most learners achieve at or above the expected curriculum level in reading, writing and mathematics.*

Further information on our school can be found at www.dunsandel.school.nz

Ngā Mātāpuna o te Waihora Te Waka Tipu Learning

Our Collective consists of: - Dunsandel School, Ellesmere College, Leeston Consolidated School, Southbridge School, Active Explorers Leeston, Children's First Preschool Leeston, Dunsandel Blue Goose, Dunsandel Playcentre, Leeston Playcentre and Southbridge Playcentre.



There is a history of co-operation between the four schools dating back to the establishment of Ellesmere College in 1981. The three primary schools contribute to Ellesmere College. The Christchurch Earthquakes saw the establishment of a Learning Cluster which included the six ECEs. With the disestablishment of the Kāhui Ako programme across New Zealand in 2025 we are looking at continuing as a Collective in 2026. The feedback from staff across the group was that they would like to see the continuation of the programmes and initiatives that were put in place by the Kāhui Ako. The group has agreed to become a Collective in 2026 and will review this at the end of the year.

Key Personnel – Dunsandel School

Dave Robinson – Lead Principal for Term 1 (on rotation structure), Leadership Group.

Lizzie Ewing – Ngā Mātāpuna o te Waihora Te Waka Tipu Teacher for Dunsandel School 2026.



A Confident, Connected, Caring Community



Strategic Goal A.

Students experience an engaging, relevant and localised curriculum within a culture of care.

Success

The Curriculum reflects the needs of our Student Community.

Strategic Goal B.

Students and staff are able to participate and have ownership in opportunities and experiences around wellbeing.

Success

All students and staff individual differences are embraced and all feel a sense of belonging.
Student wellbeing is monitored and recognised – programmes are implemented to reflect Wellbeing issues.

Strategic Goal C.

Strong community/whanau partnerships to help support and educate parents/whanau as partners in promote student wellbeing.

Success

Our Community is invested in and takes collective responsibility for students wellbeing.



For the planning of this Strategic Plan the Dunsandel Board offered consultation opportunities to staff, students, Parents/Caregivers and the Board itself (August-December 2025)

CONSULTATION ANALYSIS

Internal Strengths The school's biggest strengths are its **people and culture**. The analysis highlights a **supportive community, dedicated staff, and strong leadership**. The small size of the school is consistently mentioned as a **positive, fostering strong relationships and a sense of belonging** where students feel they aren't "just a number." Students leave the school with **confidence and a strong set of values**.

Internal Challenges The primary internal challenges are centered around **finances and external pressures**. Key issues include budget constraints, the high cost of Te Tiriti compliance, and a significant increase in government bureaucracy. The documents also point to **teacher burnout**, the **pressure on staff** to handle tasks outside their training, and challenges in **managing curriculum changes**.

External Factors The analysis identifies a mix of external opportunities and threats.

Opportunities: The school sees opportunities in **enriching the student experience** through a wide range of activities like camps and sports. There is also a push to **strengthen the connection between the school and the community**, improve digital well-being, and potentially use new technologies like **AI**.

Threats: The biggest threats are seen as coming from **external forces**, particularly the government's changing priorities and the Ministry of Education's bureaucracy and lack of support. Other threats include **ongoing budget and funding issues**, the **readiness of incoming students**, and the potential **negative effects of technology**, such as excessive screen time.

Student Voice Summary

Student feedback shows a **highly positive perception** of the school. Students understand and **embrace the school's PRIDE values**, and they consistently praise their **teachers' kindness** and the small school environment. They appreciate the **opportunities available**, like sports and school events. While students' suggestions for change are minor (more playtime, a bigger playground), their feedback overall reflects that they feel they are doing their best in class and are happy with the school.

Strategic Goal NURTURING A RESILIENT AND THRIVING COMMUNITY

To enhance well-being and belonging for all students, staff and whānau by fostering a supportive and collaborative environment.

Initiative One	Assess and review and Hauora programmes for students and staff to build a culture of positive mental and emotional health
Action	Komodo data analysis/review. Review survey questions each term (relevance) Komodo and DR review Bounce Back programme in classes; review each 5 weeks in staff meetings Te Whare Mauri Ora – class waka; Monday Assembly leading to Friday Student presented awards. Consider how we can make a difference to our students in 2026 eg Emotions themed assembly programme, PRIDE Days Parents and Caregivers – a more streamlined wellbeing message through our social media and newsletters, Dad's Breakfast, Mana Ake Service. Development of Resources; what's available, making information available, strengthen Komodo practice – in school and use of Komodo resources. Participate in any Wellbeing PD through our Schools Collective PD Programme. Participate in our Schools Collective Wellbeing survey programme. Review and Update the Wellbeing at School booklet. EOY Review of team - trends, impact, communication, resourcing, what is being used.
Owner	Principal
Personnel	AR LE Principal
Timeframe	T1/2 Resource ideas developed and shared; School initiated programmes – Bounce Back reviews, Komodo effectiveness. T3/4 Data collection, Effectiveness of programmes; resourcing, who is using, what is being used; School programmes – Bounce Back reviews, Komodo effectiveness
Measures	Ongoing monitoring of students – Komodo and Schools Collective survey Komodo data Schools' Collective data Mana Ake referrals, SENCO/LSC student and parent interactions. Programmes in place and any new ones implemented – what difference do they make.
Success	Our students and staff feel confident in themselves and positive about school



Strategic Goal NURTURING A RESILIENT AND THRIVING COMMUNITY

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Initiative Two	Build staff capacity through targeted professional learning to address challenges like teacher burnout and increased bureaucratic demands.
Actions	Consciously make decisions that allow staff to be effective practitioners while maintaining a positive work/life balance. Review 2025 Staff Wellbeing Programme Plan, develop and implement 2026 Staff Wellbeing Programme.
Owners	Principal Board
Personnel	Principal
Timeframe	T1 Review 2025 Staff Wellbeing Programme T1-4 Develop and use Staff Wellbeing programme relevant to our school.
Measures	Staff Survey – each term; respond as appropriate Check ins with staff through staff meetings, informal catch ups
Success	Our students and staff feel confident in themselves and positive about school



Strategic Goal NURTURING A RESILIENT AND THRIVING COMMUNITY

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Initiative Three	Develop and implement strategies to support the diverse readiness levels of incoming students.
Actions	Continue to partner with local ECE providers (and previous schools) to ensure transition smoothness (Transition to School programme developed 2025) Consider developing a low-stakes “assessment” to be used in the first three weeks of enrolment. This tool should identify "readiness" across three areas: Social-Emotional (can they self-regulate?), Physical/Motor (can they manage their belongings?), and Foundational Academic (literacy/numeracy). Continue to provide flexibility in the transition programme to suit each individual. Consider if creating a 10-week Settling-In Plan with the parents/whānau would work for those who aren't ready for the routine of school. Eg these plans could focus on manageable goals (e.g., "joining in a group game," "recognizing name in print," or "following a two-step instruction") to ensure that success is measured by individual progress rather than just age-related expectations.
Owners	Principal
Personnel	Principal Teaching Staff Support Staff
Timeframe	As per each Cohort entry for new entrants
Measures	Successful transition information shared between school, ECE and parents/whānau Success starts at school for students
Success	Our students and staff feel confident in themselves and positive about school



Strategic Goal INNOVATING TEACHING AND LEARNING

To advance our teaching and learning strategies by integrating new technologies and addressing curriculum changes to ensure all students are engaged and prepared for the future.

Initiative Four	Review, revise, and continue to develop the Dunsandel School Curriculum, including addressing the Curriculum Refresh.
Actions	Teacher Only Days 2026 – • 15 May – Schools Collective NZ Maths Curriculum • 21 August - Schools Collective NZ Maths Curriculum • 12 November – School Re-implementation of PR1ME Maths programme across the school. PD for Structured Literacy for any untrained teachers. Mentor Teacher with Beginning Teacher Attendance at any Schools Collective PD opportunities. Structured Staff Meetings plan each term. Review plan established – following the MOE Curriculum Refresh timeframe. Respond in a timely manner to any Government/MOE initiated and required programmes eg mandatory testing. Review written Reporting to Parents/Whānau to reflect government requirements.
Owners	Principal Teachers
Personnel	Principal Teaching Staff
Timeframe	T1-4 Implementation of the PR1ME Maths programme as the base for our Maths programme; use of the MOE Structured Literacy staffing in our school; Any MOE NZ Curriculum PLD and initiatives relevant to our school as per Government/MOE direction.
Measures	Continued development of Dunsandel School Curriculum. Staff Feedback on any PD undertaken during the year Schools Collective feedback on TOD/PLD Appraisal discussion on PD - PGC
Success	All teaching and learning will be targeted at and responsive to student, staff and school needs



Strategic Goal INNOVATING TEACHING AND LEARNING

To advance our teaching and learning strategies by integrating new technologies and addressing curriculum changes to ensure all students are engaged and prepared for the future.

Initiative Five	Integrate digital tools, including AI, in a purposeful way to improve engagement and innovation, while also implementing a plan to address threats related to screen time and digital well-being.
Actions	Review and update ICT contract for students – sharing an awareness of online etiquette, online monitoring, responsible use and cyber safety. Subscribe to Linewize online monitoring service for 2026 – review at years end to ascertain its effectiveness and usefulness Continue to engage with Fusion Provide each teacher/classroom with an AI budget to trial 1/2 AI programme that could be of benefit to their teaching and/or programmes. Have a dedicated time in staff meetings for teachers to share ICT and AI experiences. Purchase 5 Chromebooks – part of update programme. Staff will effectively use digital technology in their daily programmes.
Owners	Principal
Personnel	R3-6 Teachers
Timeframe	T1 ICT Contracts updated; Roll out personal Chromebooks to students in R3-6 for 2026; Planned Staff Meeting dedicated times for ICT/AI chat; Sign up Linewize. T1-4 Sharing of online resources in class at staff meetings; User of teacher's budget; Chromebook purchase Ongoing – teachers sharing ideas informally.
Measures	Observational evidence of the use of digital technologies in classrooms. Sharing of new and effective tools/programmes from the classroom Linewize data Use of AI programmes by staff – effectiveness
Success	All teaching and learning will be targeted at and responsive to student, staff and school needs



Strategic Goal INNOVATING TEACHING AND LEARNING

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Initiative Six	Provide students with a wide range of opportunities in arts, sports, and cultural experiences to enrich their learning and well-being.
Actions Major School events for 2026 T1 School Picnic, Life Education Truck, Leadership Assembly; Senior Swimming Sports; Ellesmere Zone Swimming Sports; Senior Duathlon; Ellesmere Zone Padder Tennis; Junior Swimming trip; Kapahaka (throughout the year), Music for classes (throughout the year), Individual Music Lessons (user pays), School Assembly Programme (throughout the year), Year 6 School Leader Programme, Student Council, PRIDE Day, Class Trips and Visitors, Olympic Ambassador Visit T2 ANZAC day, Rotary Quiz, School Cross Country; Ellesmere Zone Cross Country, PRIDE Day, Class Trips and Visitors T3 Country Day; Winter Sports, Ellesmere Zone Winter Tournament; Canterbury Duathlon; Strum Strike Blow preparation, Class Trips and Visitors T4 School Athletics (Senior and Junior); Ellesmere Zone Athletics; Year 6 Camp; Selwyn A and P Show, Strum Strike Blow performance, EOY Assembly See school calendar for all events – Dunsandel School website Important Dates; click here	
Owners	Principal
Personnel	Principal Teachers
Timeframe	As per the Dunsandel School calendar
Measures	Review after each event Student Voice
Success	All teaching and learning will be targeted at and responsive to student, staff and school needs



Strategic Goal STRENGTHENING COMMUNITY AND CULTURAL CONNECTIONS

To deepen partnerships with our school community, grounded in our school values, to enhance understanding, support, and a sense of shared responsibility.

Initiative Seven	Continue effective engagement with the Ngā Mātāpuna o te Waihora Collective partnership.
Actions	Ngā Mātāpuna o te Waihora Te Waka Tipu Collective Partnership Strategic Plan for 2026 • Remain a committed member of the Collective. • Continue with any PD work including TODs in June and August • Have a teacher responsible for our involvement. • Have Principal commit to one term of leading the Collective (T1 2026). Leadership sharing with Staff, Community and BOT Strategic Plan 2026 development – 12 February
Owners	Principal and Lead Teacher
Personnel	Principal Dunsandel School Lead teacher
Timeframe	T1-4 Implement programmes and plans for 2026 Strategic Plan for Kāhui Ako that are relevant to our school. T4 Review Schools Collective programme effectiveness for our school. Decision to be made for 2027 as a collective and our involvement.
Measures	Schools Collective Strategic Plan 2026 review and report. Attendance at any Schools Collective Leadership hui plus PLD A commitment to achieving shared goals and objectives – see meeting minutes
Success	Maintain and demonstrate consistent levels of active participation, collaboration, and contribution within our partnerships.



Strategic Goal STRENGTHENING COMMUNITY AND CULTURAL CONNECTIONS

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Initiative Eight	Create regular opportunities to connect with the wider school community to strengthen existing relationships and build new connections.
Actions	Involve the school in key community events (i.e. ANZAC day). Invite the community to school events (i.e. country day, athletic sports). Provide regular communication with the community about progress at the school. Continue to work on building strong connections with our families who have students with us who come from overseas. Strengthen the online presence of the Community Roar newsletter
Owners	Principal
Personnel	Board Principal Staff
Timeframe	Ensure key events are well advertised to our community and wider community; make sure everyone is well informed – on going. Continue to involve our wider community in appropriate school events – on going.
Measures	Review of the success of each event.
Success	Maintain and demonstrate consistent levels of active participation, collaboration, and contribution within our partnerships.



Strategic Goal NURTURING A RESILIENT AND THRIVING COMMUNITY

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SUCCESS

Our students and staff feel confident in themselves and positive about school

Strategic Goal INNOVATING TEACHING AND LEARNING

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SUCCESS

Maintain and demonstrate consistent levels of active participation, collaboration, and contribution within our partnerships.

Measures for Strategic Goal 1 Measures include: -

Ongoing monitoring of students – Komodo and Schools Collective survey; Komodo data; Schools' Collective data; Mana Ake referrals, SENCO/LSC student and parent interaction; Programmes in place and any new ones implemented – what difference do they make; Staff Survey – each term; respond as appropriate; Check ins with staff through staff meetings, informal catch ups; Successful transition information shared between school, ECE and parents/whānau.

Measures for Strategic Goal 2 Measures include:-

Continued development of Dunsandel School Curriculum; Staff Feedback on any PD undertaken during the year; Schools Collective feedback on TOD/PLD; Appraisal discussion on PD – PGC; Observational evidence of the use of digital technologies in classrooms; Sharing of new and effective tools/programmes from the classroom; Linewrite data; Use of AI programmes by staff – effectiveness.

Measures for Strategic Goal 3 Measures include: -

Schools Collective Strategic Plan 2026 review and report; Attendance at any Schools Collective Leadership hui plus PLD; A commitment to achieving shared goals and objectives – see meeting minutes.

KEY FINDINGS AND EXECUTIVE SUMMARY

a. Key Findings analysed and reported to relevant stakeholders in a timely fashion.

SUCCESS

Our students and staff feel confident in themselves and positive about school

b. Key Findings analysed and reported to relevant stakeholders in a timely fashion.

SUCCESS

All teaching and learning will be targeted and responsive to student, staff and school needs.

c. Key Findings analysed and reported to relevant stakeholders in a timely fashion.

SUCCESS

Maintain and demonstrate consistent levels of active participation, collaboration, and contribution within our partnerships.

PARTICIPATE RESPECT INITIATIVE DETERMINATION EMPATHY PARTICIPATE RESPECT INITIATIVE DETERMINATION EMPATHY

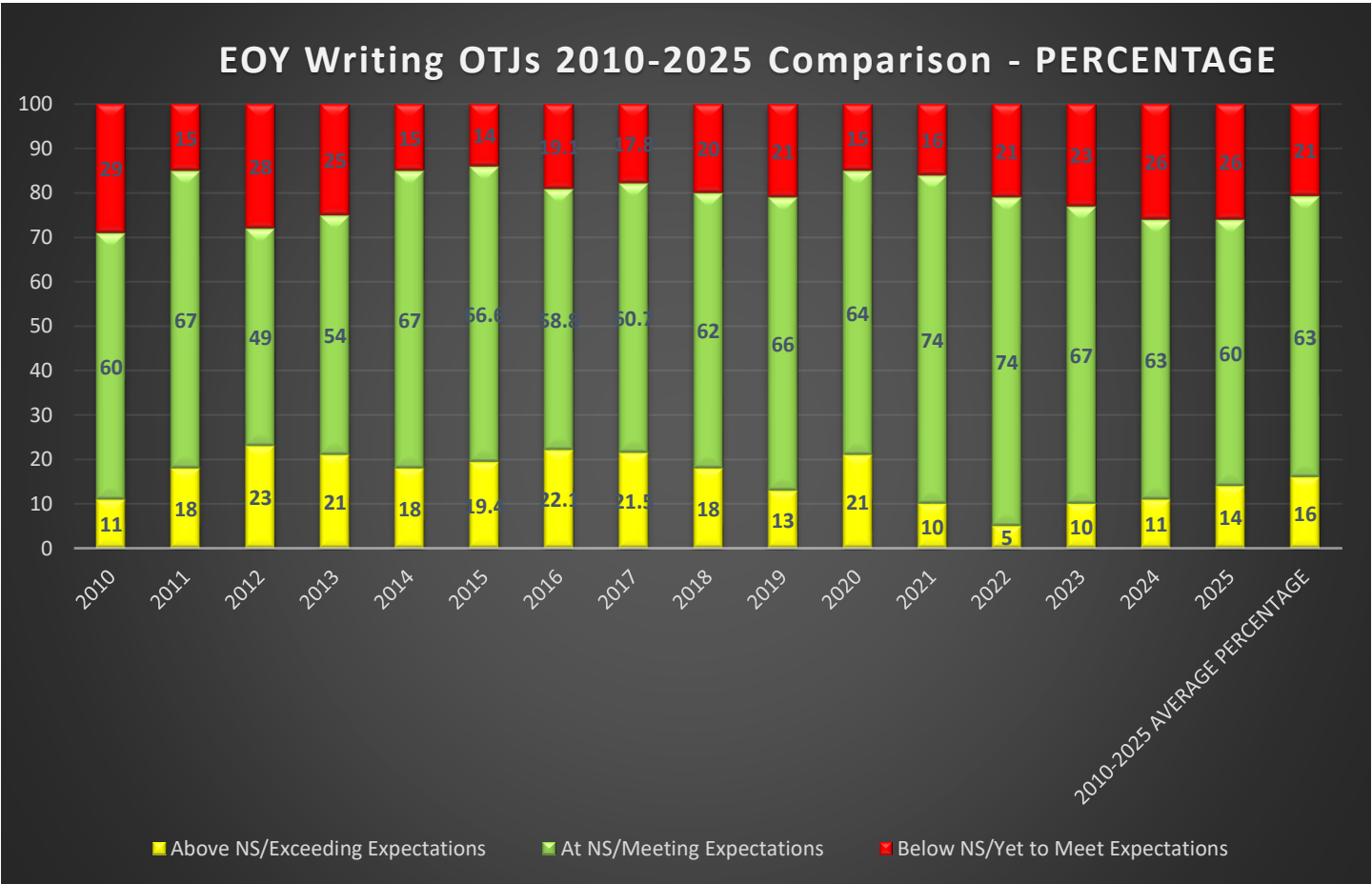
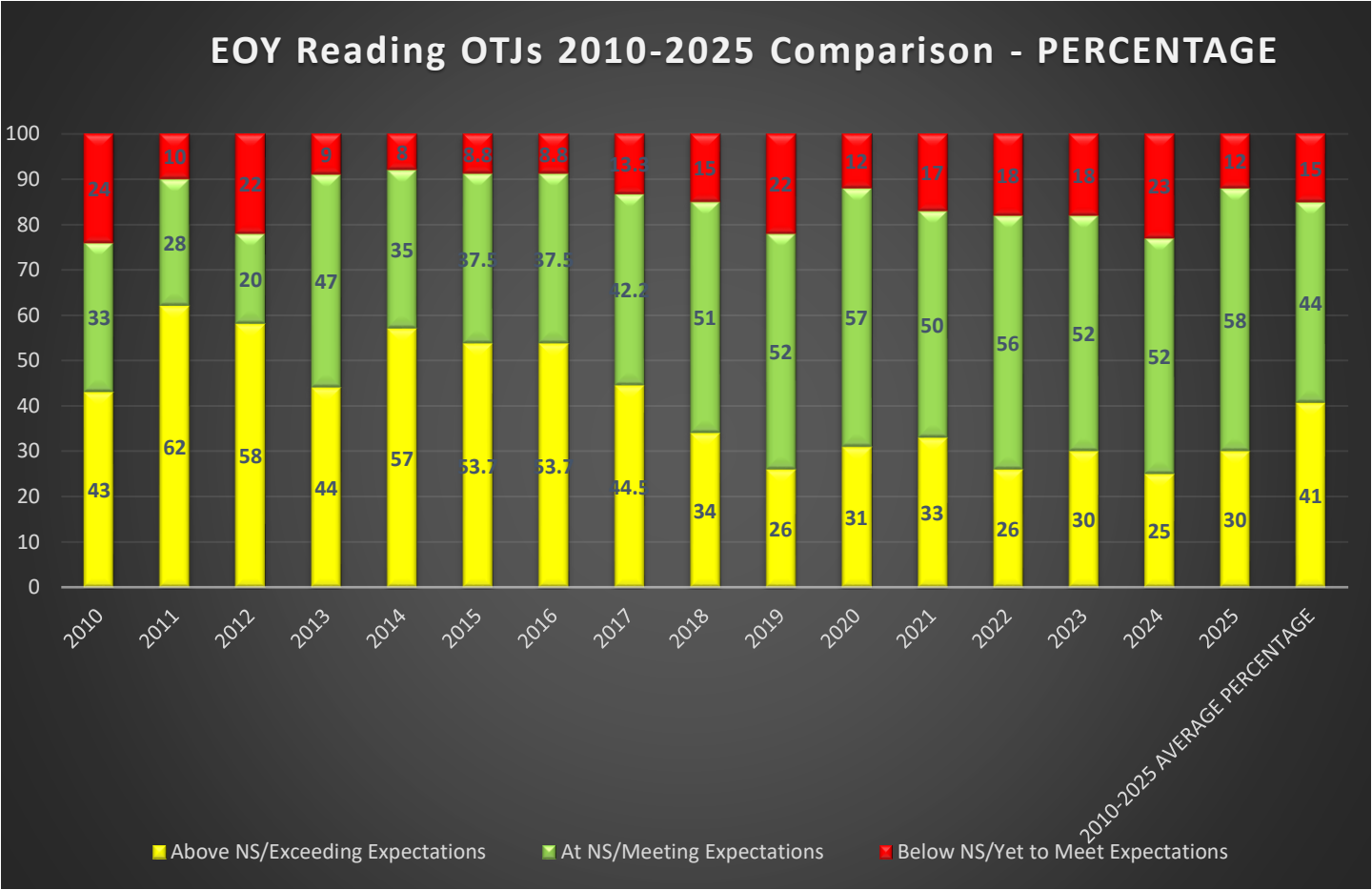


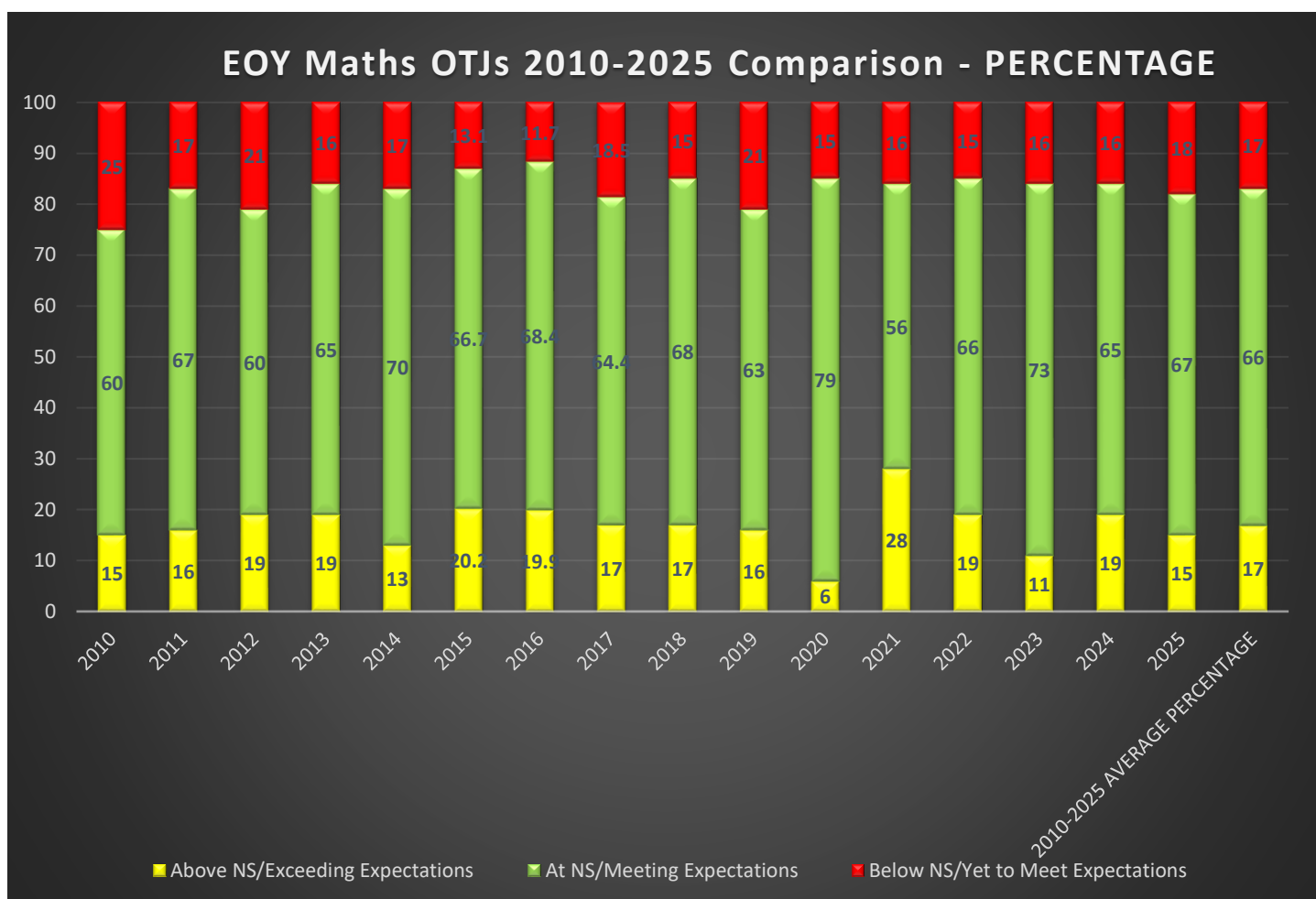
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Student Achievement Targets 2026

Each year Dunsandel School staff set Student Achievement Targets based on the previous year's (December) data. Historically our data shows our student achievement and engagement is high. The percentage of children meeting or exceeding curriculum level (or National Standards) is consistently above the reported national average.





Our teachers place key importance on ensuring all children are challenged in class while having success. Student engagement, attendance and parent involvement in their child's education is high. There is significant investment in employing teacher aides to support our programmes. There is a strong sense of collegiality and shared responsibility for supporting all children to make progress and have success. Our PRIDE values drive everything we do at Dunsandel School.

We want all our children to make progress, achieve as highly as they possibly can and to enjoy the learning experience.

The key actions, strategies and/or interventions that we implement for all targets are:-

- Classification of priority learners/target group to be reviewed
- Review assessment data with staff
- All classroom teachers will fully implement school-wide programmes as per guidelines in the Dunsandel School curriculum document. Staff will review this programme throughout the year.
- Consider anything specific to achieving this target that fall beyond established interventions and teaching.
- Parents/Caregivers will be kept up to date with the progress their children are making and advised of how they can support learning through two parent interview sessions and consultation (Reports and PTIs).
- Regular monitoring meetings/discussions of priority learners/target group
- Teachers to identify next steps for the priority learners/target group. Consult with SENCO if needed.
- Children not meeting curriculum expectations, this will include the priority learners/target group will be identified and tracked by the Class Teacher and Leadership Team
- Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes. Record info.
- Timetable priority given to literacy and numeracy in all classes (morning)
- Ensure we have sufficient relevant resources to support teaching and learning; budget implications.
- Consider the use of any outside agencies/expertise that could make a difference.
- Ensure priority learners/target group are considered priority for Special Needs programmes (as appropriate)
- Progress and Assessment data will be collected in term 4 and an analysis of variance will be used to measure the success of the target set. The analysis of variance will be reported in the school's annual report.
- Share improvement and achievement data with BOT and wider community.
- Analyse end of year data to inform progress and planning for 2027.

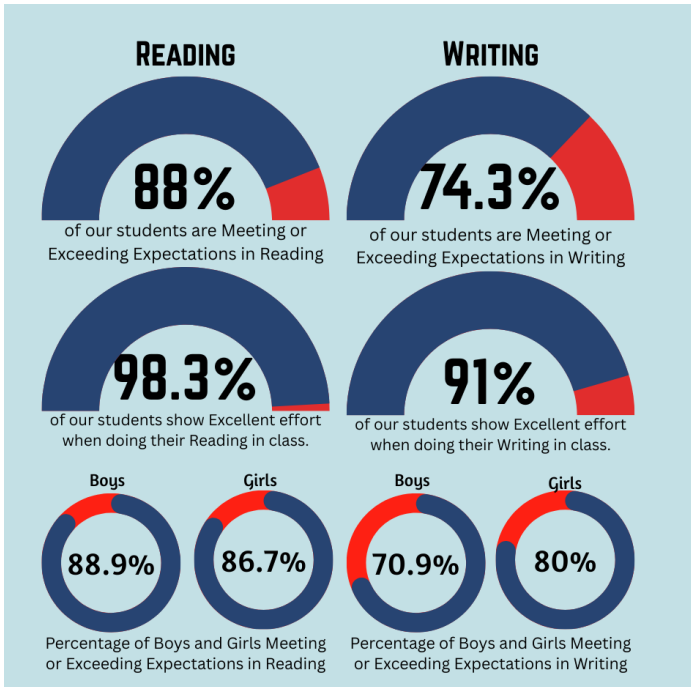
Any specific actions, strategies and/interventions relevant to a specific target will be added if required. There may be nothing to add.

We have three student achievement targets in 2026 focusing on the areas of Literacy and Mathematics. Our targets focus on bringing students who have been assessed as Yet to Meet Curriculum Expectations to Meeting Curriculum Expectations and maintaining student percentages at the Meeting Curriculum Expectations level. Achievement data has been collected and analysed from 2025, and after due consideration 5 targets for improvement in learning have been set.

Summary

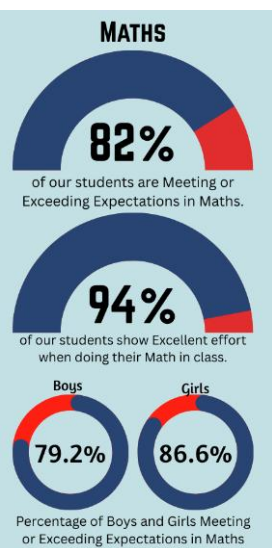
Curriculum Area	Annual Target
Literacy	Target 1A All children (3+4+4+1+1=13) in 2025 who were judged to yet to meet Curriculum Expectations in Reading Years 1-5 will make accelerated progress and will be meeting expectations at the end of the 2026 school year. Target 1B All children (7+5=12) in 2025 who were judged to yet to meet Curriculum Expectations in Writing Years 4-5 will make accelerated progress and will be meeting expectations at the end of the 2026 school year. Target 2 Our second target in Literacy is to maintain or improve the 88% (2025 data) of all students achieving above at the end of the 2026 school year in Reading. Target 3 Our third target in Literacy is to maintain or improve the 74% (2025 data) of all students achieving above at the end of the 2026 school year in Writing.
Maths	Target 4 All children (4+4+3=11) in 2025 who were judged to yet to meet Curriculum Expectations in Maths in Year 1-3 will make accelerated progress and will be meeting expectations at the end of the 2026 school year Target 5 Our second target in Maths is to maintain or improve the 82% (2025 data) of all students achieving above at the end of the 2026 school year.

Student Achievement Targets 2026

Vision	PRIDE in Ourselves, Our Learning and Our Community
Strategic Goal	<i>To have all students achieving at or above the Expected Curriculum level for their year's cohort in Reading and Writing.</i>
Objective	To increase the number of students Meeting or Exceeding Curriculum Expectations in Literacy (Reading and Writing)
Annual Target	Target 1A All children (3+4+4+1+1=13) in 2025 who were judged to yet to meet Curriculum Expectations in Reading Years 1-5 will make accelerated progress and will be meeting expectations at the end of the 2026 school year. Target 1B All children (7+5=12) in 2025 who were judged to yet to meet Curriculum Expectations in Writing Years 4-5 will make accelerated progress and will be meeting expectations at the end of the 2026 school year. Target 2 Our second target in Literacy is to maintain or improve the 88% (2025 data) of all students achieving above at the end of the 2026 school year in Reading. Target 3 Our third target in Literacy is to maintain or improve the 74% (2025 data) of all students achieving above at the end of the 2026 school year in Writing.
Baseline Data	Analysis of school wide writing data based on Curriculum Expectations in 2025 identified the following:-  Strengths 88% of children have been judged at meeting or exceeding curriculum expectations in Reading. 86.7% of girls have been judged at meeting or exceeding curriculum expectations in Reading. 88.9% of boys have been judged at meeting or exceeding curriculum expectations in Reading. 88.2% of students that identify as Māori have been judged to be meeting or exceeding curriculum expectations in Reading 81.5% of students that identify as Filipino have been judged to be meeting or exceeding curriculum expectations in Reading. 96% of the Year 5 group have been judged at meeting or exceeding curriculum expectations in Reading. 94% of the Year 6 group have been judged at meeting or exceeding curriculum expectations in Reading. 95% of the Year 4 group have been judged at meeting or exceeding curriculum expectations in Reading. 98.3% of children are showing Excellent Effort in their reading sessions with their teachers.

	74.3% of children have been judged at meeting or exceeding curriculum expectations in Writing. 80% of girls have been judged at meeting or exceeding curriculum expectations in Writing. 100% of the Year 6 group have been judged at meeting or exceeding curriculum expectations in Writing. 80% of the Year 2 group have been judged at meeting or exceeding curriculum expectations in Writing. 80% of the Year 1 group have been judged at meeting or exceeding curriculum expectations in Writing. 91% of children are showing Excellent Effort in their reading sessions with their teachers. Weaknesses 12% of children have been judged at yet to meet curriculum expectations in Reading. 11.1% of boys have been judged at yet to meet curriculum expectations in Reading. 13.3% of girls have been judged at yet to meet curriculum expectations in Reading. 25.7% of children have been judged at yet to meet curriculum expectations in Writing. 29.1% of boys have been judged at yet to meet curriculum expectations in Writing. 20% of girls have been judged at yet to meet curriculum expectations in Writing. 35.3% of students that identify as Māori have been judged at yet to meet curriculum expectations in Writing. Based on the analysis of the data for 2025 there are 13 students who have been judged to yet meet the curriculum expectations in Reading. All these students are also at risk in either Writing and Maths or both. The Writing target for 2025 specifically focusses on Year 5-6 students.		
	Specific Actions to Achieve Annual Target		
	Action	Who	Timeframe
	Analyse data to show progress and tracking review	Principal Teaching Staff	End of Term 2
	Teachers to provide daily reading and writing opportunities in class	Teaching staff	Ongoing throughout the year
	Increase sharing of ideas to improve writing outcomes for children	Staff	Ongoing throughout the year
	Use consistent ongoing moderation throughout the year to ensure that we continue to have rigorous methods / approaches to assess children's writing and to determine their ability.	Principal Deputy Principal Teaching Staff	On-going throughout the year
	Use of Structured Literacy programme across the school	Teaching Staff	On-going throughout the year
	PLD training in Structured Literacy for untrained teachers	KM	Term One
	Use of MOE staffing for Structured Literacy Teaching position (7/10 days per fortnight)	Teachers	On-going throughout the year
	Use of MOE and government required initiatives eg SMART testing and Structured Literacy testing.	Teaching Staff Principal	As per MOE timeframe
	Where possible and relevant digital and e-learning tools utilised	Teachers	Ongoing throughout the year
	Mid-Year Data and Analysis		
	Target Group and Full School Mid-Year report		
	End of Year Data and Analysis		
	Target Group and Full School End of Year report		



Vision	PRIDE in Ourselves, Our Learning and Our Community		
Strategic Goal	To have all students achieving at or above the Expected Curriculum level for their year’s cohort in Maths		
Objective	To increase the number of students Meeting or Exceeding Curriculum Expectations for Maths.		
Annual Target	Target 4 All children (4+4+3=11) in 2025 who were judged to yet to meet Curriculum Expectations in Maths in Year 1-3 will make accelerated progress and will be meeting expectations at the end of the 2026 school year Target 5 Our second target in Maths is to maintain or improve the 82% (2025 data) of all students achieving above at the end of the 2026 school year.		
Baseline Data	Analysis of school wide Maths data based on Curriculum Expectations in 2025 identified the following:-  MATHS 82% of our students are Meeting or Exceeding Expectations in Maths. 94% of our students show Excellent effort when doing their Math in class. Boys: 79.2% Girls: 86.6% Percentage of Boys and Girls Meeting or Exceeding Expectations in Maths Strengths 82% of children have been judged at meeting or exceeding curriculum expectations in Maths. 86.6% of girls have been judged at meeting or exceeding curriculum expectations in Maths. 88.2% of our students who identify as Māori have been judged at meeting or exceeding curriculum expectations in Maths. 94% of the Year 6 group have been judged at meeting or exceeding curriculum expectations in Maths. 86% of the Year 5 group have been judged at meeting or exceeding curriculum expectations in Maths. 80% of the Year 1 group have been judged at meeting or exceeding curriculum expectations in Maths. 80% of the Year 2 group have been judged at meeting or exceeding curriculum expectations in Maths. 94% of children are showing Excellent Effort in their Maths sessions with their teachers. Weaknesses 18% of children have been judged at yet to meet curriculum expectations in Maths. 20.8% of boys have been judged at yet to meet curriculum expectations in Maths. Based on the analysis of the data for 2025 there are 11 students who have been judged to yet meet the curriculum expectations in Maths in Year 1-3. This group will form an annual student achievement target for 2026.		
Specific Actions to Achieve Annual Target			
Action		Who	Timeframe
Analyse data to show progress and tracking review		Principal Teaching Staff	End of Term 2
Re-implementation of the PR1ME Maths resource across the school		Teaching Staff Principal	On-going throughout the year
PR1ME Maths PLD as provided		Teaching Staff Principal	As provided
NZC Maths refresh – through the School Collective		Teaching Staff Principal	Teacher Only Days 15.5.26 and 21.8.26
Use of MOE and government required initiatives eg SMART Testing and Year 2 testing.		Teaching Staff Principal	As per MOE timeframe
Mid-Year Data and Analysis			
Target Group and Full School Mid-Year report			
End of Year Data and Analysis			
Target Group and Full School End of Year report			



PRIDE



**PRIDE IN OURSELVES,
OUR LEARNING AND
OUR COMMUNITY.**

PARTICIPATE
RESPECT
INITIATIVE
DETERMINATION
EMPATHY

PARTICIPATE



For our school
Participate means
JOIN IN.

PARTICIPATE
RESPECT
INITIATIVE
DETERMINATION
EMPATHY

RESPECT



For our school
Respect means
**TREAT OTHERS
LIKE YOU WOULD
LIKE TO BE
TREATED.**

PARTICIPATE
RESPECT
INITIATIVE
DETERMINATION
EMPATHY

INITIATIVE



For our school
Initiative means
**THINK FOR
YOURSELF.**

PARTICIPATE
RESPECT
INITIATIVE
DETERMINATION
EMPATHY

DETERMINATION



For our school
Determination means
**TRY HARD
AND DON'T
GIVE UP.**

PARTICIPATE
RESPECT
INITIATIVE
DETERMINATION
EMPATHY

EMPATHY



For our school
Empathy means
**THINK OF
OTHERS.**

PARTICIPATE
RESPECT
INITIATIVE
DETERMINATION
EMPATHY

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