

STRATEGIC PLAN 2026-2028



CHAPEL DOWNS
PRIMARY SCHOOL

OUR VISION - ACHIEVING TOGETHER

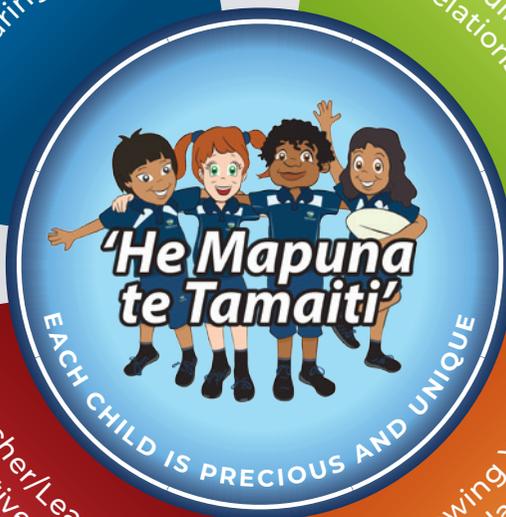
LEARNING VISION

At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance



COMMUNITY VISION

At Chapel Downs students achieve through strong engagement with our community



STRATEGIC PLAN 2026-2028



CHAPEL DOWNS
PRIMARY SCHOOL

HE MAPUNA TE TAMAITI - ACHIEVING TOGETHER

EACH CHILD IS PRECIOUS AND UNIQUE

OUR VISION

OUR CHAPEL DOWNS VISION

Chapel Downs' shared vision for our learners is to empower every child to thrive in the 21st century and into the future. Our six learner dispositions reflect the skills, attitudes, values, and knowledge our learning community considers essential for success.

We are committed to delivering a modern, future-focused curriculum that builds the capabilities students need, supported by effective teaching practices and research-informed learning theories. In the refreshed New Zealand Curriculum (NZC) 2025, these capabilities are woven through all eight learning areas. They are not taught as separate subjects; rather, they underpin how and why learning happens, enabling students to grow as lifelong learners who can actively participate and contribute in a changing world.

OUR SCHOOL REFLECTS AND CELEBRATES CULTURAL DIVERSITY BY:

- Respecting, valuing, and actively recognising all cultures within our multicultural community.
- Providing meaningful learning support for students from non-English speaking backgrounds.
- Working towards the key goals of the Action Plan for Pacific Education 2020–2030 (2023 refresh) to better support Pacific learners and their families.
- Integrating bicultural and multicultural perspectives throughout our curriculum.
- Acknowledging, engaging with, and drawing on the strengths of local people and community expertise in our teaching and learning programmes.

OUR DISPOSITIONS



STRATEGIC GOALS 2026-2028



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EACH CHILD IS PRECIOUS AND UNIQUE

OUR VISION

STRATEGIC GOALS

Wellbeing Hauora

Providing an environment where every learner/ākonga feels safe, valued, and included, embracing their identity, language, culture, and learning needs.

INITIATIVES

Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs.

Providing a strong welcoming environment where staff and the community all feel welcome and supported.

Accommodate and support an increasing student population while ensuring their wellbeing and success.

We care, nurture and then educate.

Partnership Kotahitanga

Working together with whānau, the community, and cultural groups to enrich learning, strengthen engagement, and ensure equitable, inclusive access for every learner/ākonga.

INITIATIVES

Including family and whanau as partners central to the learning and achievement of every learner/ākonga.

Ensuring financial and other barriers for learner/ākonga and their family/whanau do not prevent equitable access to teaching, learning and participation in school life.

Working together with our multicultural community, valuing and respecting all cultures.

Foster partnerships as our community grows

Student Learning and Achievement Ako

Enhancing pedagogical practices, curriculum alignment, and assessment systems to significantly improve student learning outcomes across all subject areas.

INITIATIVES

Curriculum & Pedagogy

Professional Learning & Practice

Assessment & Support Systems

STRATEGIC GOAL 1 2026-2028



CHAPEL DOWNS
PRIMARY SCHOOL

Wellbeing - Hauora

Providing an environment where every learner/ākonga feels safe, valued, and included, embracing their identity, language, culture, and learning needs.

INITIATIVES	2026 BUILDING STRONG FOUNDATIONS	2027 EXTENDING PRACTICE	2028 EMBEDDING AND SUSTAINING	OUTCOMES
<p>Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs</p>	<p>Strengthen opportunities for student voice, leadership, and shared decision-making within classroom and team environments.</p> <p>Continue to promote the school vision and dispositions consistently through learning programmes and daily routines.</p> <p>Deepen a common understanding of best practice using Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga as the foundation for relationships and behaviour expectations.</p>	<p>Extend student leadership, tuakana-teina relationships, and opportunities for students to contribute to learning decisions.</p> <p>Refresh and re-teach the school vision and dispositions to maintain consistency as the school grows.</p> <p>Evaluate the impact of the four tikanga principles on wellbeing and refine practice based on evidence and feedback.</p>	<p>Sustain a mature culture of student voice and leadership, ensuring all learners/ākonga feel heard, valued, and able to contribute.</p> <p>Embed the school vision and dispositions into long-term curriculum, wellbeing, and pastoral systems, aligning with Junior College development.</p> <p>Review and evolve best practice in the four tikanga principles to meet the needs of a larger school environment.</p>	<p>Learners/ākonga feel physically and emotionally safe, valued, and included, confidently expressing their identities, cultures, interests, and opinions.</p> <p>There is school-wide consistency in the use of the school's vision, dispositions, and shared tikanga principles.</p> <p>A strong relational culture of Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga is embedded across classrooms, playgrounds, and staff practice.</p>
<p>Providing a strong welcoming environment where staff and the community all feel welcome and supported</p>	<p>Embed a welcoming environment for new staff and whānau through refined induction and clearer communication systems.</p> <p>Host community events that promote connection, belonging, and cultural inclusion.</p>	<p>Strengthen staff wellbeing and induction processes in response to increasing staff numbers and changing roles.</p> <p>Increase community engagement through purposeful events, celebration of learning, and strengthened cultural partnerships.</p>	<p>Ensure staff wellbeing and induction processes are robust in response to increasing staff numbers and changing roles.</p> <p>Strengthen community partnerships, including the Chapel Downs learning community.</p>	<p>Staff and whānau feel welcomed, informed, connected, and supported, with strong induction and PLD systems for a growing workforce.</p>
<p>Accommodate and support an increasing student population while ensuring their wellbeing and success</p>	<p>Implement improvements to physical spaces as the building project progresses, ensuring accessibility and wellbeing remain central.</p>	<p>Work with the MoE and contractors to ensure smooth transitions into new learning spaces with minimal disruption to wellbeing routines.</p>	<p>Ensure long-term sustainability of wellbeing systems as roll growth continues and as new facilities become operational.</p>	<p>Physical learning environments are safe, accessible, culturally inclusive, and supportive of wellbeing, even through growth and change.</p> <p>Wellbeing and relational systems are sustainable, adaptable, and future-focused, supporting ongoing roll growth and the Junior College pathway.</p>
<p>We care, nurture and then educate</p>	<p>Uphold "We care, nurture and then educate" as the guiding approach across the school.</p>	<p>Continue embedding "We care, nurture and then educate" in all interactions, systems, and school processes.</p>	<p>Ensure "We care, nurture and then educate" is evident in every aspect of school culture and decision-making.</p>	<p>"We care, nurture and then educate" is the lived and recognised culture of Chapel Downs Primary School.</p>

STRATEGIC GOAL 2 2026-2028



CHAPEL DOWNS
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Partnership - Kotahitanga

Working together with whānau, the community, and cultural groups to enrich learning, strengthen engagement, and ensure equitable, inclusive access for every learner/ākonga.

INITIATIVES	2026 BUILDING STRONG FOUNDATIONS	2027 EXTENDING PRACTICE	2028 EMBEDDING AND SUSTAINING	OUTCOMES
<p>Including family and whānau as partners central to the learning and achievement of every learner/ākonga</p>	<p>Strengthen communication systems so whānau feel well-informed and connected to student learning and school events.</p> <p>Build strong partnerships to support regular attendance, with clear communication, early intervention, and whānau collaboration.</p> <p>Strengthen transitions:</p> <ul style="list-style-type: none"> • ECE → Primary: connect with local ECEs, share learning profiles, and ensure families feel welcomed. • Primary → Junior College: begin planning for consistent expectations and a coherent Year 7–10 pathway. 	<p>Deepen partnerships with whānau by increasing opportunities for learning conversations, celebrations of learning, and cultural connections.</p> <p>Strengthen attendance systems through proactive monitoring, strengthened whānau partnership plans, and targeted support for priority learners.</p> <p>Extend transition processes:</p> <ul style="list-style-type: none"> • Work closely with the Junior College pathway to align curriculum, dispositions, and wellbeing practices. 	<p>Sustain strong, reciprocal partnerships with whānau, where engagement in learning is regular, purposeful, and valued.</p> <p>Embed long-term strategies that support positive attendance patterns and reduce inequities.</p> <p>Establish seamless transition pathways:</p> <ul style="list-style-type: none"> • ECE → Primary → Junior College pathways are aligned, predictable, and supportive. 	<p>Whānau feel informed, welcomed, and central to their child's learning and progress.</p> <p>Attendance improves through strong, respectful partnerships and shared problem-solving with families.</p> <p>Transitions are smooth, predictable, and supportive, with clear pathways from ECE → Primary → Junior College.</p>
<p>Ensuring financial and other barriers for ākonga and their family/whānau do not prevent equitable access to teaching, learning and participation in school life</p>	<p>Continue participation in the MoE Donations Scheme to reduce financial pressure on families.</p> <p>Provide funding for the New Entrant stationery pack and identify any additional financial or practical barriers to school entry.</p>	<p>Continue providing financial support for equitable access, reviewing and reducing barriers to learning.</p>	<p>Ensure a sustainable model for removing barriers to participation, regularly reviewing financial support systems.</p>	<p>Financial and practical barriers are reduced, ensuring equitable access to all aspects of school life.</p>
<p>Working together with our multicultural community, valuing and respecting all cultures</p>	<p>Conduct the 2026 community survey to understand aspirations, needs, strengths, and areas for improvement.</p>	<p>Act on feedback from the 2026 community survey through targeted initiatives that reflect community voice.</p>	<p>Use long-term community feedback to shape ongoing improvements, strengthening trust and shared ownership.</p>	<p>The school has deep, trusting relationships with a diverse multicultural community, where cultures are valued, visible, and respected.</p> <p>A strong sense of belonging is evident, and families feel connected to—and represented within—the life of the school.</p>
<p>Foster partnerships as our community grows</p>	<p>Foster a sense of belonging by celebrating cultural diversity, hosting inclusive events, and strengthening connections with cultural leaders.</p>	<p>Foster partnerships with new families as the community grows, ensuring communication is accessible across languages and cultures.</p>	<p>Build enduring relationships with cultural groups, community organisations, and new families as the community continues to grow.</p>	<p>Partnerships are sustainable, reciprocal, and responsive to the needs of a growing and evolving community.</p>

STRATEGIC GOAL 3 2026-2028



CHAPEL DOWNS
PRIMARY SCHOOL

Student Learning & Achievement - Ako

Enhancing pedagogical practices, curriculum alignment, and assessment systems to significantly improve student learning outcomes across all subject areas.

INITIATIVES	2026 BUILDING STRONG FOUNDATIONS	2027 EXTENDING PRACTICE	2028 EMBEDDING AND SUSTAINING	OUTCOMES
Curriculum & Pedagogy	Become familiar with and begin teaching from the refreshed English and Mathematics & Statistics curriculum documents.	Become familiar with and implement the full refreshed curriculum for Science, Social Sciences, Technology, The Arts, Health and Physical Education, and Learning Languages, as released by the MoE.	Fully embed the refreshed NZ Curriculum across all learning areas with clear school-wide progressions and consistent expectations.	The refreshed NZ Curriculum is fully embedded across all learning areas, with coherent progressions from Year 0–6.
	Strengthen teaching of Structured Literacy, focusing on phonological awareness, phonics, fluency, vocabulary, and comprehension.	Strengthen integration of Structured Literacy across all classrooms, ensuring consistent progression and alignment.	Sustain high-quality practice in Structured Literacy and Structured Mathematics, ensuring both are deeply integrated in planning, delivery, and assessment.	Students demonstrate strong literacy and numeracy foundations, supported by consistent implementation of Structured Literacy and Structured Mathematics.
	Strengthen teaching of Structured Mathematics school-wide to develop foundational numeracy understanding through explicit, mastery-based instruction.	Refine implementation of Structured Mathematics, using assessment and moderation to improve precision teaching.		High-quality, evidence-based teaching is sustained across the school, supported by deep staff capability in the Science of Learning.
	Introduce Science of Learning principles such as retrieval practice, spaced learning, and interleaving.	Apply Science of Learning strategies more consistently across learning areas and year levels.	Ensure Science of Learning principles are an established part of classroom practice in every team.	
Professional Learning & Practice	Engage in dedicated PLD for Mathematics & Statistics to build staff capability in the refreshed curriculum.	Continue to deepen teacher capability through collaborative inquiries, internal PLD, coaching, and shared best practice.	Sustain a culture of continuous professional improvement, using collaborative inquiry, coaching, and strong induction for new staff.	The school maintains a cohesive, high-impact Ako culture focused on excellence, equity, and continual improvement.
	Embed Chapel Downs Learner Dispositions into daily teaching and learning routines.	Strengthen alignment of learning outcomes with Chapel Downs Learner Dispositions and curriculum expectations.	Fully align teaching practices, curriculum planning, and assessment with Chapel Downs Learner Dispositions.	Students consistently demonstrate Chapel Downs Learner Dispositions, supporting lifelong learning and personal growth.
Assessment & Support Systems	Begin familiarising staff with the new MoE assessment tools as they are released.	Trial/use the new MoE assessment tools, refining school systems for progress tracking, reporting, and moderation.	Embed the new MoE assessment systems, ensuring accurate, reliable progress monitoring and reporting.	MoE assessment tools are embedded, providing accurate, reliable data to inform teaching and reporting.
	Strengthen acceleration approaches to support priority learners showing risk in literacy or numeracy.	Use multi-year data to refine intervention models and improve responsiveness for priority learners.	Sustain a multi-tiered system of support (pastoral, learning support, ESOL, gifted education) that is responsive to a large and diverse school population.	Priority learners make accelerated progress, with reduced achievement gaps across literacy and numeracy.
	Review and enhance systems for pastoral care, learning support, and gifted education in a growing school roll.	Strengthen pastoral, learning support, ESOL, and gifted programmes as roll growth continues.	Use long-term school data to evaluate impact, shape improvement plans, and inform future strategic direction.	Support systems (learning support, pastoral, ESOL, gifted education) are responsive, effective, and scalable for a growing roll.