

2024 National Park School Statement of variance: progress against targets

Strategic Goal 1:

We will strengthen existing partnerships and build new relationships within the school and wider community. (NELP 3 and 4)
Regulation 9(1)(a)

Annual Target/Goal:

Increase opportunities for whānau, iwi and community to be engaged, visible and involved within the kura.

Increase the school's rate of "regular" attendance in line with Ministry of Education targets of 70% of konga attending regularly.

Regulation 9(1)(a)

Actions	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<ul style="list-style-type: none"> Publish and share termly achievement rates with the school community. 	<p>Overall Year attendance:</p> <p>64% (23/40) tamariki attended school regularly (>90%) over the year.</p>	<p>School newsletters</p>	<p>While the goal to share attendance data with the community was met, the overall regular attendance rate (64%) was below the desired level.</p>	<p>Increasing the attendance target ensures that 70% of tamariki attend regularly.</p>
<ul style="list-style-type: none"> Monitor "unjustified" absences amongst ākonga, and support whānau whose tamariki are identified as being "chronically" absent 	<p>3% (1/40) identified as chronic attendance.</p> <p>Regular attendance improved from Term 1 to Term 4.</p>	<p>Termly attendance data reports were shared and discussed at Board of Trustee meetings.</p> <p>Everyday matters, MOE reports.</p>	<p>Variability in attendance across terms (from 56% in Term 1 to 78% in Term 4) suggests that earlier interventions were not as effective as those implemented later in the year. Increased focus on monitoring, sharing/ engaging with whanau</p>	<p>Address Chronic Absenteeism - ensure that those identified as chronic to moderate absences are monitored and early intervention ensures attendance rates improve.</p> <p>Implement new MOE attendance codes.</p>

<ul style="list-style-type: none"> • Celebrate and reward ākonga who are identified through school monitoring as achieving 90% termly attendance. 	<p>In Term 4, the school met its target with 78% of tamariki attending school regularly.</p> <p>Termly attendance data rates based on roll December roll.</p> <table border="1" data-bbox="483 370 808 673"> <thead> <tr> <th>Term</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>>90%</td> <td>56</td> <td>68</td> <td>53</td> <td>78</td> </tr> <tr> <td>90-80</td> <td>26</td> <td>21</td> <td>26</td> <td>14</td> </tr> <tr> <td>80-70</td> <td>9</td> <td>14</td> <td>15</td> <td>6</td> </tr> <tr> <td><70</td> <td>9</td> <td>3</td> <td>6</td> <td>3</td> </tr> </tbody> </table> <p>Number of tamariki who were chronically absent dropped in Term 4 to only 3% (1 child)</p>	Term	1	2	3	4	>90%	56	68	53	78	90-80	26	21	26	14	80-70	9	14	15	6	<70	9	3	6	3	<p>School Management System - ETAP monitored by Principal.</p> <p>Yearly attendance report shared with whanau.</p>	<p>and rewards in later terms likely contributed to improvements.</p> <p>The significant improvement in chronic absence by Term 4 suggests that targeted interventions with whānau were effective but took time to yield results.</p> <p>Early identification and support for whānau were delayed, leading to a higher rate of absences in Terms 1 and 2. Strengthened communication and support processes in later terms likely accounted for the improvement.</p>	<p>Celebrate Success and those whose attendance has improved. Introduce termly incentives for students and whānau who achieve regular attendance, and for those whose attendance has improved.</p> <p>Report weekly attendance to MOE.</p> <p>Report at BOT meetings attendance rates.</p> <p>Attendance reports shared with whanau at mid year and end of the year.</p>
Term	1	2	3	4																									
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<ul style="list-style-type: none"> • whānau and iwi are invited to a wide range of events. 	<p>Successfully invited and whanau attended a range of events such as school community BBQ, prize giving, whanau goal setting evenings.</p> <p>Iwi attendance at school mihi whakatau.</p> <p>Worked with PTA to involve whanau engaging with school fundraising events.</p>	<p>Attendance at mihi whakatau, prize giving and cultural festival.</p> <p>PTA engaging with whanau at prize giving.</p>	<p>Although attendance at events has increased, there is still an opportunity to further enhance whānau engagement in supporting school initiatives, particularly in areas such as fundraising and supporting the school expertise when delivering the curriculum.</p>	<p>Set a goal of attendance at school events of 80%.</p> <p>Regularly review opportunities for events for whanau.</p>																									
<ul style="list-style-type: none"> • Regularly consult with whānau, and iwi about opportunities to be involved and to contribute to the direction of the school. 	<p>Termly meeting between principal and Iwi education representative.</p> <p>Iwi supported the school with developing kapa haka, and attendance at Ruapehu Cultural festival.</p>	<p>Minutes from hui with Iwi education representative</p> <p>Community surveys.</p>	<p>Some whānau may not have responded to surveys, leading to incomplete data on opinions and preferences.</p>	<p>Formalize partnerships with iwi by setting up joint initiatives for cultural programs and community-building activities.</p>																									

	<p>Whanau survey on school uniform, phones away in school, and school snow program.</p>		<p>Limited capacity to immediately act on all feedback due to resource or timing constraints.</p>	<p>Continue to meet regularly with Iwi to ensure that Iwi can be part of further school events, and local curriculum planning opportunities.</p> <p>Target whanau engagement at events, and using a range of media to ensure that all whanau contribute to school surveys.</p> <p>Target whanau who have not previously engaged in school consultation.</p> <p>Consult with whanau and community on school name change, in light of National Park Village name change.</p>
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Strategic Goal 2:

Develop a respectful school culture that builds physical, mental and social well being.

(NELP 3) Regulation 9(1)(a)

Annual Target/Goal:

Explore, revise and refresh programs and initiatives that encourage respectful interactions among students, staff, and stakeholders, fostering a culture of kindness, understanding, and inclusivity. Regulation 9(1)(a)

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<ul style="list-style-type: none"> • Review currently PB4L systems and processes. • Unpack and implement Te Whare Tapa Whā model and approach with kaiako and ākonga. • Explore social, and emotional frameworks or programs. E.g mana potential or zones of regulation and 	<p>Worked with MOE PB4L advisors to review current PB4L processes and practices.</p> <p>TFI - Tier 1 shows we are implementing at 56.7%. With increase in community engagement, definitions of behaviour.</p> <p>Area of development is explicit teaching of behaviour and reporting of behaviour data</p> <p>Staff and principal reviewed PB4I matrix, and behaviour</p>	<p>MOE TFI report</p>	<p>While progress was made in reviewing processes with MOE advisors, the implementation rate of 56.7% suggests there is room for improvement in community engagement and explicit teaching of behavior expectations. Not enough Data is available to make a comparison to see if behaviour is improving</p> <p>Full implementation of Te Whare Tapa Whā was not achieved due to time</p>	<p>MOE PB4L professional development for all staff on Teacher Only Day in January 2025.</p> <p>Design and share with the community PB4L matrix to embed expected behaviors across the school.</p> <p>Regular Scheduling of reporting of data with staff to guide values focus.</p>

<p>pause, breathe, smile.</p> <ul style="list-style-type: none"> Staff professional development in mental health and wellbeing. E.g Kathryn Burkett. 	<p>expectations discussed with children.</p> <p>Staff attended Kathryn Burkett workshop on building resilience.</p> <p>Social, Emotional frameworks we have not yet investigated, and Te Whare Tapa Whā model PLD scheduled for Term 3, 2025.</p>		<p>constraints, as professional learning and development (PLD) was scheduled for Term 3, 2025. This delays the impact and understanding of the model within the team.</p> <p>Frameworks such as "zones of regulation" were not fully investigated or implemented, possibly due to competing priorities and insufficient time for exploration. These were discussed with RTLB, but would be of cost to the school for professional development.</p>	<p>Use the big 5 report to report Behaviour Data to the Board of Trustees.</p> <p>Continue to implement PLD opportunities for staff in relation to understanding mental health wellbeing, and trauma informed practice.</p> <p>Explore an emotional regulation framework to implement within the school.</p>
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Strategic Goal 3:

We will provide opportunities to be active and engaged in a learning environment beyond the classroom. (NELP 4) Regulation 9(1)(a)

Annual Target/Goal:

To improve sporting and EOTC opportunities for National Park ākonga, and to develop a coherent School curriculum plan. Regulation 9(1)(a)

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<ul style="list-style-type: none">Develop a long-term plan, and progression of 'major' EOTC experiences at National Park School.	We implemented and discussed as a staff how we can create a progression of EOTC activities. This saw a wider range of EOTC opportunities implemented across the school.	BOT minutes	While discussions were held and more opportunities were introduced, the long-term structured progression plan was not yet fully developed or embedded. Developing a formal, long-term plan requires additional time, staff input, and possibly more	Create a structured and clear progression EOTC plan.

<ul style="list-style-type: none"> Explore and create opportunities for Nga Tohu class to participate in outdoor education opportunities, Improving PE programmes within the school. This includes a focus on skill development, and that increases student participation. 			resources to ensure sustainability.	
	<ul style="list-style-type: none"> Ngā Tohu class participated in at least one EOTC classroom program and engaged in four additional EOTC experiences, excluding whole-school events. 	EOTC documentation and School Permission Slips.	<p>Planning and creating opportunities for Nga Tohu class was in line with expectations.</p> <p>The improvements were focused on Ngā Tohu class rather than a whole-school PE programme.</p>	<p>Continue looking for opportunities to work with our community for continued whole school EOTC opportunities.</p> <p>Link EOTC opportunities to our key principles of our localized curriculum.</p>
	<ul style="list-style-type: none"> A casual teacher aide was employed to deliver a school swimming program, leading to improved swimming outcomes. Learners gained confidence in the water, resulting in stronger performances at local swimming competitions. Worked with Sport Whanganui was engaged to support the teaching of Physical Education in Ngā Tohu class and assist with athletics. Collaboration with Mountain Schools introduced striking, catching, and throwing sports. This led to a 		<p>Skill Development Not Explicitly Measured: While participation increased in specific sports, there is no mention of structured progress tracking for skill improvement across the school.</p> <p>No Mention of Ongoing Sustainability: Initiatives such as hiring a casual teacher aide and external partnerships are short-term solutions rather than embedded, long-term program changes. How are we developing teacher capability in teaching</p>	<p>Establish a long-term plan for continued PE support without relying on external providers.</p> <p>Continue to work with external providers to provide staff skill development and create opportunities to develop skills in new sports, such as ki-o-rahi.</p>

Mountain Schools
Striking and Throwing
Day, where ākonga
participated in scatter
ball, rounders, and
T-ball.

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physical education
skills and capability?

Strategic Goal 4:

We will build caring and inclusive learning communities where each person feels that their contribution is valued and is able to reach their full potential. (NELP 1, 2, 3 and 4) Regulation 9(1)(a)

Annual Target/Goal:

There is an improvement in progress and achievement outcomes for all ākonga/students, particularly in Reading, Writing, and Mathematics. Ensuring that at least 80% of ākonga make sufficient or accelerated progress. Regulation 9(1)(f), Regulation 9(1)(a)

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?																								
<ul style="list-style-type: none"> • PLD with Te Kete Hono to begin implementing “school talk progressions” in reading, writing and math to inform ākonga’s next learning steps. • Target children identified and monitored using the Learning Progress Register with a focus placed on progress made. • Continue to embed and develop kaiako’s knowledge of the IDEAL Literacy program. 	<table border="1" data-bbox="489 867 972 1401"> <thead> <tr> <th></th> <th>T4 Achievement</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78.9%</td> <td>92.1%</td> </tr> <tr> <td>Writing</td> <td>73.6%</td> <td>73.6%</td> </tr> <tr> <td>Math</td> <td>76.3%</td> <td>86.8%</td> </tr> <tr> <th colspan="3">Māori Achievement</th> </tr> <tr> <td>Reading</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>Math</td> <td>25%</td> <td>100%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Of The 7 math priority learners, 3 made accelerated progress with 1 		T4 Achievement	Progress	Reading	78.9%	92.1%	Writing	73.6%	73.6%	Math	76.3%	86.8%	Māori Achievement			Reading	75%	75%	Writing	75%	75%	Math	25%	100%	<p>School wide achievement data shared with the Board of Trustees</p> <p>Attendance at Structured literacy Course.</p> <p>Teacher Only Day</p>	<p>Exceeded Targets:</p> <p>Reading Progress: Achieved 92.1%, surpassing expectations due to effective implementation of structured literacy practices and teacher participation in PLD courses.</p> <p>Math Progress: Achieved 86.8%, significantly exceeding targets due to focused use of the priority learners and targeted interventions.</p> <p>Areas Not Yet Meeting Targets:</p> <p>Writing Achievement: Writing progress remains at 73.6%, indicating a need for further</p>	<p>Extend PLD sessions for structured literacy and math to consolidate teacher confidence and expand their toolkit for supporting diverse learners.</p> <p>Implement Numicon across the school.</p> <p>Continue using the Learning Progress Register to monitor individual student growth and adjust interventions as needed.</p>
	T4 Achievement	Progress																										
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<ul style="list-style-type: none"> Keep staff updated and informed of any new curriculum requirements as part of the implementation of the refreshed NZC. 	<p>now working at the expected curriculum level, and 1 just below.</p> <ul style="list-style-type: none"> Of the 10 writing priority learners, 6 made accelerated progress, with 5 of these learners now working at their expected curriculum level. Of the 11 reading priority learners, 8 made accelerated progress, with 4 now working at their expected curriculum level. Staff's knowledge of using the Ideal Structured Literacy program have continued to strengthen, and grow. With staff attending MOE PLD Structured Literacy courses. The introduction of School Talk progressions in reading, writing and math has strengthened curriculum knowledge in staff, and using progressions to support assessment practices. Teacher only day held to look at Pangaru/Mathematics curriculum and Literacy Curriculum refresh. 		<p>support and strategies to address gaps in learner outcomes.</p> <p>Māori Achievement in Math: While progress reached 100%, the baseline achievement (25%) highlights the need for sustained efforts to lift overall attainment levels.</p>	<p>Make use of MOE Math interventions for Year 7 -8 priority learners to accelerate learning, and ensure that all Year 7 -8 priority tamariki make accelerated progress.</p> <p>Implement Structured Literacy intervention (Tier 2) for tamariki who are not working within their expected stage.</p> <p>Monitor termly, priority learners, and progress.</p> <p>Apply alongside the Kahui Ako PLD to develop teacher capability in implementing new math curriculum.</p> <p>Investigate how to improve writing achievement, in particular raising boys writing achievement data.</p>
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Suggestions for 2025 Annual Plan

Ensure the percentage of tamariki attending regularly reaches 70%

1. **Strengthened Early Interventions:** Identify and support whānau of tamariki with attendance rates <80% within the first term.
2. **Improved Communication:** Regularly share attendance data with whānau through newsletters, meetings, and individual follow-ups.
3. **Incentives for Attendance:** Celebrate and reward tamariki and their whānau achieving ≥90% termly attendance, while acknowledging those who show significant improvement.
4. **Capacity Building:** Train staff to implement new Ministry of Education attendance codes effectively and engage whānau with tailored strategies to address chronic absenteeism.

Annual Goal 2:

"Increase the implementation of PB4L systems and processes to 70% by the end of 2025, embed the Te Whare Tapa Whā framework into daily practices by Term 3, and trial at least one social-emotional framework to support student regulation and resilience."

Strengthen PB4L Systems and Practices:

- Continue to work with MOE advisors to enhance the implementation of PB4L systems and processes, targeting an increase in community engagement and consistent use of behavior definitions.
- Regularly schedule behavior data reviews using the Big 5 Report to guide decision-making.

Implement the Te Whare Tapa Whā Framework:

- Provide professional learning and development (PLD) sessions throughout Term 1 and 2 to prepare for full implementation in Term 3, 2025.
- Integrate elements of the model into classroom practices to promote holistic well-being.

Explore and Embed Social and Emotional Frameworks:

- Select and trial a cost-effective emotional regulation framework (e.g., Zones of Regulation).
- Collaborate with RTLB or external agencies to support implementation without excessive financial burden.

Enhance Mental Health and Resilience Practices:

- Continue PLD sessions focused on trauma-informed practices and mental health, such as Kathryn Burkett workshops.
- Embed "Pause, Breathe, Smile" practices into the school culture through regular staff and student engagement.

Promote Data-Informed Practices:

- Design and share an updated PB4L matrix with the community to reinforce expected behaviors.
- Implement a consistent reporting and tracking system for behavior data to assess progress and areas for improvement.

PB4L implementation rate increases from 56.7% to at least 75%.

Te Whare Tapa Whā framework is fully implemented by Term 3, with feedback from kaiako and ākonga indicating increased engagement.

At least one emotional regulation framework is successfully trialed and adopted across classrooms.

Positive changes in behavior data trends, as evidenced by reports to the Board of Trustees.

Annual Goal 3:

"To establish a structured and sustainable approach to outdoor education and physical activity by embedding long-term EOTC and PE progression plans, ensuring equitable access for all ākonga, and fostering community partnerships to enhance learning beyond the classroom."

Key Focus Areas:

- ✓ **Develop and implement a formal EOTC progression plan** that ensures all year levels have equitable access to outdoor learning experiences.
- ✓ **Expand PE initiatives beyond individual classes** by embedding structured skill development programs across the school.
- ✓ **Strengthen community partnerships** to provide sustainable, ongoing opportunities for students to be active and engaged in outdoor learning.
- ✓ **Integrate cultural and localized curriculum elements** (e.g., incorporating activities such as ki-o-rahi) to support holistic development.

Would you like me to refine this further for strategic planning or documentation?

Annual Goal 4:

There is an improvement in progress and achievement outcomes for all ākonga/students in Writing and Math. Ensuring that at least 80% of ākonga make sufficient or accelerated progress by the end of Term 4, and Māori learners in math maintain accelerated progress. **Regulation 9(1)(f)**, Regulation 9(1)(a)