

NATIONAL PARK SCHOOL ANNUAL PLAN

2024 - 2025

Vision

We are respectful, confident, active community of diverse learners.

Our Whakapapa:

Ko Hauhungatahi toku maunga.
Ko Waimarino toku awa.
Ko Te Korowai o Wainuiārua toku iwi.
Ko Waimarino toku rohe.
Ko National Park te kura.

Whakataukī

Whāia te iti kahurangi.
Ki te tūohu koe, me he maunga teitei.

Reach for the sky.
If you falter let it be to a lofty peak.

School Values:



Whanaungatanga
Relationships



Kia Pono
Integrity



Manaakitanga
Respect

Where are we currently at:

Over the last 3 years, the school has invested in implementing a structured literacy scope and sequence, and undertaken professional development to support the implementation. The school has also undertaken MOE PLD with the focus of using "Assessment For Learning strategies" (AFL), and PACT to improve writing outcomes.

In 2023, the school began with 2 new teaching staff who were beginning teachers, and the school had to begin again with the PLD kaiako had previously received.

In 2023, 31.6% of learners were identified as not working at curriculum expectations in reading. A higher proportion of Māori ākonga were identified as not working above curriculum expectations, with 40% identified as working below curriculum expectations. Writing presented a similar position with 31.6% of ākonga were below curriculum expectations, with a noticeable 41.7% of boys working below curriculum expectations. This is a similar trend for boys writing in 2022.

The school is currently in its 2nd year journey of implementing the IDEAL literacy approach. It is also working with Te Kete Hono to implement progression outcomes in math, reading and writing to develop assessment for learning strategies, and student agency. [Regulation 9\(1\)\(e\)](#)

Annual Implementation Plan:

Strategic Goal 1: whānaungatanga/Community - 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:

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)

What do we expect to see by the end of the year?

Ākonga who "regularly" attend school, and who engage in community opportunities in order to build confident, and resilient learners.
 whānau who feel they have opportunities to share their voice, and be part of the direction of the school. **Regulation 9(1)(d)**

Actions:
Regulation 9(1)(b)

Who is responsible:
Regulation 9(1)(c)

Resources Required:
Regulation 9(1)(c)

Timeframe:

How will we measure success?
Regulation 9(1)(d)

<ul style="list-style-type: none"> • Publish and share termly achievement rates with the school community. 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • School SMS • Newsletter 	<ul style="list-style-type: none"> • Termly 	<ul style="list-style-type: none"> • Increase in attendance across the term.
<ul style="list-style-type: none"> • Monitor "unjustified" absences amongst ākonga, and support whānau whose tamariki are identified as being "chronically" absent 	<ul style="list-style-type: none"> • School admin • Principal • Kaiako • Ruapehu whānau engagement 	<ul style="list-style-type: none"> • SMS 	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • Weekly and termly attendance rates improve via SMS.
<ul style="list-style-type: none"> • Celebrate and reward ākonga who are identified through school monitoring as achieving 90% termly attendance. 	<ul style="list-style-type: none"> • Principal and Kaiako 	<ul style="list-style-type: none"> • Certificates • Budget - Rewards 	<ul style="list-style-type: none"> • Termly 	<ul style="list-style-type: none"> • Increased attendance across the year.
<ul style="list-style-type: none"> • whānau and iwi are invited to a wide range of events. 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • 3 years 	<ul style="list-style-type: none"> • Increased opportunities for whanau to be involved.
<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. 	<ul style="list-style-type: none"> • Principal and Iwi 	<ul style="list-style-type: none"> • Time • Kapa haka tutors • Budget 	<ul style="list-style-type: none"> • 3 years 	<ul style="list-style-type: none"> • Improvement in opportunities for iwi to be involved in school. • Increased opportunities for whanau to be involved. • Whānau engagement in school surveys.

Annual Implementation Plan:

Strategic Goal 2: Hauora/ Health and Wellbeing	Develop a respectful school culture that builds physical, mental and social well being. (NELP 3) Regulation 9(1)(a)			
Annual Target:	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)			
What do we expect to see by the end of the year?	Consistency across classes of behaviour expectations, and management. Kaiako professional learning and development in strategies for Hauora continue. Regulation 9(1)(d)			
Actions: Regulation 9(1)(b)	Who is responsible:	Resources Required:	Timeframe:	How will we measure success?
<ul style="list-style-type: none"> Review currently PB4L systems and processes. 	<ul style="list-style-type: none"> Principal MOE PB4L team 	<ul style="list-style-type: none"> Existing PB4L documentation Time allocation for review and consultation Input from staff, ākonga, and whānau 	<ul style="list-style-type: none"> Initial review within one year. Ongoing adjustments as required 	<ul style="list-style-type: none"> Reduction in behavioral incidents TFI annual survey at 70% Evidence of alignment with PB4L goals and outcomes.
<ul style="list-style-type: none"> Unpack and implement Te Whare Tapa Whā model and approach with kaiako and ākonga. 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Te Whare Tapa Whā framework resources Facilitator Sport Whanganui Dedicated sessions for professional development and ākonga engagement 	<ul style="list-style-type: none"> Introduction in T2 and T3 Ongoing 	<ul style="list-style-type: none"> Integration of the model into classroom practices. Improved cultural responsiveness and understanding. Positive feedback from kaiako and ākonga.
<ul style="list-style-type: none"> Explore social, and emotional frameworks or programs. E.g mana potential or zones of regulation and pause,breathe, smile. 	<ul style="list-style-type: none"> Principal SENCO RTL 	<ul style="list-style-type: none"> Research and framework materials. 	<ul style="list-style-type: none"> One year 	<ul style="list-style-type: none"> Observable changes in ākonga emotional regulation and social skills Staff and student feedback on program effectiveness
<ul style="list-style-type: none"> Staff professional development in mental health and wellbeing. E.g Kathryn Burkett. 	<ul style="list-style-type: none"> Principal RTL Kaiako 	<ul style="list-style-type: none"> Scheduling dedicated PD time Time for investigating mental health programs. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Improved staff confidence in addressing mental health and wellbeing. Incorporation of strategies into

				teaching practice. • Increased awareness and support for student wellbeing.
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Annual Implementation Plan:

Strategic Goal 3: Kakama/ Active:	We will provide opportunities to be active and engaged in a learning environment beyond the classroom. (NELP 4) Regulation 9(1)(a)			
Annual Target:	To improve sporting and EOTC opportunities for National Park ākongā, and to develop a coherent School curriculum plan. Regulation 9(1)(a)			
What do we expect to see by the end of the year?	An increase in school wide Education Outside the Classroom opportunities with a clear progression plan. Improved physical education skills, and participation in sport across the school. Regulation 9(1)(d)			
Actions: <i>Regulation 9(1)(b)</i>	Who is responsible: <i>Regulation 9(1)(c)</i>	Resources Required: <i>Regulation 9(1)(c)</i>	Timeframe:	How will we measure success? <i>Regulation 9(1)(d)</i>
<ul style="list-style-type: none"> Develop a long-term plan, and progression of 'major' EOTC experiences at National Park School. 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Consultation with staff, ākongā, and whānau Budget allocation for EOTC experiences Collaboration with outdoor education providers Time for planning and review. 	<ul style="list-style-type: none"> Draft plan by the end of Term 2 Implement and review annually. 	<ul style="list-style-type: none"> Completion of a long-term plan. Positive feedback from students and whānau via surveys. Increased participation in EOTC activities.
<ul style="list-style-type: none"> Explore and create opportunities for Nga Tohu class to participate in outdoor education opportunities, 	<ul style="list-style-type: none"> Principal Kaiako 	<ul style="list-style-type: none"> Connections with local outdoor education providers Transportation and funding support. Customized programs to suit Nga Tohu class needs. 	<ul style="list-style-type: none"> Identify and plan opportunities in Term 1 Begin participation by Term 2. 	<ul style="list-style-type: none"> Increased participation and enjoyment reported by Nga Tohu students. Demonstrated growth in teamwork, confidence, and outdoor skills.
<ul style="list-style-type: none"> Improving PE programmes within the school. This includes a focus on skill development, and that increases student participation. 	<ul style="list-style-type: none"> Principal Kaiako Sport Whānagui 	<ul style="list-style-type: none"> Training or professional development for staff in PE delivery. Updated PE equipment. Time for curriculum planning and review. 	<ul style="list-style-type: none"> Review current programs in Term 1 Implement changes from Term 2 	<ul style="list-style-type: none"> Report to the Board of Trustees on the development and implementation of planning documentation. Increased student participation in PE activities

				<ul style="list-style-type: none"> • Observable improvement in skill levels. • Feedback from students and staff.
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Annual Implementation Plan:

Strategic Goal 4: Ako/Teach and Learn:	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)
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Annual Target:	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)
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What do we expect to see by the end of the year?	Regulation 9(1)(d)
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Actions: <i>Regulation 9(1)(b)</i>	Who is responsible: <i>Regulation 9(1)(c)</i>	Resources Required: <i>Regulation 9(1)(c)</i>	Timeframe:	How will we measure success? <i>Regulation 9(1)(d)</i>
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<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. 	<ul style="list-style-type: none"> • Te Kete Hono • Kahui Ako across school leads • Principal • Kaiako 	<ul style="list-style-type: none"> • Access to Te Kete Hono PLD resources • Time allocated for staff training and implementation • Ongoing support for kaiako in using progressions effectively. 	<ul style="list-style-type: none"> • End of the Year 	<ul style="list-style-type: none"> • Evidence of School Talk progressions being used to inform ākonga’s next steps. • Increased clarity and focus on learning pathways. • Positive feedback from kaiako on the utility of progressions.
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<ul style="list-style-type: none"> • Target children identified and monitored using the Learning Progress Register with a focus placed on progress made. 	<ul style="list-style-type: none"> • Senco • School Principal • Teachers 	<ul style="list-style-type: none"> • Learning stories maintained and updated on School SMS. • Time for regular review and updates. • Resources for interventions as needed. 	<ul style="list-style-type: none"> • Termly 	<ul style="list-style-type: none"> • Documented progress for target children in the register. • Evidence of improved achievement and engagement for ākonga • Regular reporting to stakeholders.
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<ul style="list-style-type: none"> ● Continue to embed and develop kaiako's knowledge of the IDEAL Literacy program. 	<ul style="list-style-type: none"> ● School Principal Kaiako 	<ul style="list-style-type: none"> ● Access to IDEAL Literacy training and materials. ● Collaboration time for staff to share best practices. ● Ongoing coaching or mentoring support. 	<ul style="list-style-type: none"> ● Ongoing throughout the year 	<ul style="list-style-type: none"> ● Observable improvements in literacy achievement and progress. ● Positive feedback from kaiako on the program's impact. ● Evidence of consistent application in classroom practices.
<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. 	<ul style="list-style-type: none"> ● School Principal ● Kaiako 	<ul style="list-style-type: none"> ● Access to curriculum documents and resources. ● Regular staff meetings or PLD sessions for updates. ● Opportunities for collaborative discussion and planning. 	<ul style="list-style-type: none"> ● Termly 	<ul style="list-style-type: none"> ● Staff confidence and preparedness in implementing new requirements. ● Alignment of teaching practices with refreshed NZC. ● Positive feedback during curriculum reviews.

Describe how our annual targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1)(g)

- Review and revise the curriculum to ensure it reflects Māori perspectives, histories, and contributions across all subject areas. Integrate Te Reo Māori and Tikanga Māori into lesson plans and classroom practices.
- Actively involve Māori whānau (families) in decision-making processes and school governance.
- Facilitate opportunities for iwi involvement, and consult with iwi in line with their own education priorities.
- Implement targeted interventions and support programs aimed at reducing the achievement gap between Māori and non-Māori students.
- Allocate resources and funding to support initiatives that promote equity and cultural integration within the school community. E.g kaiako support for kapa haka.
- Implement teaching practices that are responsive to the cultural backgrounds and learning styles of Māori students. This might involve incorporating kaupapa Māori (Māori principles) into teaching methodologies, providing culturally relevant resources, and fostering a supportive learning environment that honors Māori identity and perspectives.