



NATIONAL PARK SCHOOL

HOW DO WE DO THINGS AROUND HERE 2017-2021	ANNUAL GOALS 2022	WE ARE GOING TO: (filter these actions through target learners)	TARGET
<p>PARTNERSHIPS</p> <p>We will value, strengthen and promote educationally powerful connections with parents and whānau.</p> <p><i>Enhanced achievement and engagement, in particular those who have been underserved or at risk.</i></p>	<p>OPPORTUNITIES</p> <p>We will develop a strong place-based curriculum. This will involve development of new opportunities that enrich the curriculum and enhance engagement.</p> <p><i>Children are offered the most engaging teaching possible and will be excited about their learning.</i></p>	<p>Engage with our local history, societal, cultural and geological place.</p> <p>Draw on community resources, expertise and wisdom.</p> <p>Children participating actively in their community.</p> <p>Children understanding their personal and community heritage.</p> <p>Learning will take place outside of the school too.</p>	<p>On top of accelerated achievement for targeted groups/learning areas we will develop a wider view of learner success in Opportunities and ways of noticing, monitoring and evaluating these successes. (NELP)</p> <p>Domain 4 – Responsive curriculum, effective teaching and opportunity to learn.</p> <p>Teachers and leaders are responsive to Opportunities evaluations so that learners are excited about learning and teachers are excited about teaching.</p> <ul style="list-style-type: none"> • Wide views of success will be reflected on and celebrated by children, teachers, whānau and community. • This focus = sustained and improved progress (including acceleration) / outcomes for these learners.
<p>SYSTEMS</p> <p>We will develop and structure systems and resources to best support smooth operation and optimise teaching.</p> <p><i>Children's learning is prioritised in decision making.</i></p>	<p>QUALITY CLASSROOM EXPERIENCES</p> <p>We will create classroom environments that enable all learners to maximise their potential.</p> <p><i>All children can access and be engaged with the School Curriculum and NZC as evidenced by achievement in relation to it.</i></p>	<p>Develop shared expectations of quality teaching.</p> <p>Collaborative approaches to inquiry.</p> <p>Keeping up to date with teaching best practice.</p>	<p>Use practice analysis conversations and keep a whole school inquiry focus on evidence how we identify learners who are not making sufficient progress in Literacy, Mathematics, Opportunities and PB4L. They will document how we adjust learning programmes, teaching approaches and supports, including seeking additional specialist skills.</p> <p>Domain 6 Evaluation inquiry and knowledge building for improvement and innovation.</p> <p>Enable staff to learn all languages of our kura and place, with a focus on Te Reo Māori. By seeking advice from our Iwi, Hapū and wider community Mātauranga Māori and diversity will be at the heart of how we work (NELP).</p> <p>Our Professional Growth Cycle and Tier 1/2/3 Curriculum Achievement Planning evidence how we identify learners who are not making sufficient progress in Literacy, Mathematics, Opportunities and PB4L. They will document how we adjust learning programmes, teaching approaches and supports, including seeking additional specialist skills.</p> <ul style="list-style-type: none"> • This will enable us to sustain a rigorous focus on all children across school working at curriculum level but of concern AND those with learning support needs at risk. • This focus = sustained and improved progress (including acceleration) / outcomes for these learners. <p>Staff feel they have individualised opportunities to learn and practice without judgement (NELP).</p>
<p>SELF REVIEW</p> <p>We will establish procedures to guide self review practice that has a clear focus and supports curriculum improvement and learning outcomes.</p> <p><i>Children's access to learning is equitable. They are supported in reaching their potential.</i></p>	<p>TRANSITIONS</p> <p>We will design our curriculum so that children find transitions positive and have a clear sense of continuity and direction.</p> <p><i>Children's progress into, through and out of the school is smooth and provides a pathway for lifelong learning.</i></p>	<p>Children are encouraged to lead active lifestyles.</p> <p>Professional development to incorporate regular movement across all curriculum subjects.</p> <p>Learner profile in place that exemplifies confident, active, community of learners.</p> <p>Maintaining a fluid environment between classes across school.</p>	<p>Recognise the value of the HPE and Hauora curriculum and use this to create an environment that supports and promotes quality play, sport and physical activity. Include the 2021 Health Curriculum review and student voice captures to design and deliver this.</p> <p>Domain 4 – Responsive curriculum, effective teaching and opportunity to learn.</p> <p>Build system resilience around hybrid digital tier 1 practices so that school becomes about a group of learners working together regardless of where they are. Utilise the learner profile at the core of this mahi.</p> <p>Domain 4 – Responsive curriculum, effective teaching and opportunity to learn.</p> <p>Learner profile can be used alongside whānau to identify, understand and resolve barriers that may prevent learners from accessing, participating and remaining engaged in learning. (NELP)</p>
<p>WE ARE COMMITTED TO TE TIRITI O WAITANGI</p> <p>We strive to recognise and dignify Te Tiriti o Waitangi through our Strategic Plan, policies, school curriculum and school practices. As a Board we actively take steps to act in a manner that is consistent with the principles of Te Tiriti o Waitangi. This Strategic Plan has been developed in consultation with our Māori community. We respect and value the support and knowledge that our Māori whānau and community bring to our partnerships. Māori child achievement and equitable outcomes are a core part of our annual planning. Through Ngā Paerewa and Ngā Tikanga Matafika teachers demonstrate commitment to Tangata Whenuatanga and Te Tiriti o Waitangi. They live the Tātaiako competencies of Wānanga, Ako, Whanaungatanga, Manaakitanga and Tangata Whenuatanga. All staff encourage the use of Te Reo, Tikanga and Te Ao Māori. We welcome requests from whānau for us to provide full time Te Reo Māori instruction. These will be given careful consideration by the Board of Trustees with regard to personnel, with the prerequisite skills and qualifications, the overall financial position, and the availability of accommodation within the school.</p>	<p>CELEBRATIONS</p> <p>We will encourage inclusion and celebrate our own and others' successes, big and small.</p> <p><i>Children will develop a strong sense of self worth.</i></p>	<p>Equal kudos across the board.</p> <p>Explore the link between personal goal setting and resulting achievement.</p>	<p>Establish systems to grow, monitor and respond to children's wellbeing and diversity. (NELP)</p> <p>Use individual goals and whānau reporting cycles to build resiliency and learner engagement. PLD to support teachers to adapt curriculum design to incorporate goals routinely and authentically. Provide opportunities to support whānau with changes.</p> <p>Domain 3 – Educationally powerful connections and relationships.</p> <p>Staff, children and whānau will share a clear vision of what wellbeing means in our culture, values, thinking and attitudes at NPS. This is evidenced by ākonga talking about times when they have felt safe, accepted, respected and connected.</p> <p>4 target learners and their whānau in each class report how partnerships are equipping them to build and realise their aspirations. (NELP)</p>

WHO ARE WE?

We are a confident, active, community of learners.

WHAT DO WE VALUE?

Integrity
Respect
Whanaungatanga

The Ruapehu Kāhui Ako achievement challenge aligns to our mahi at NPS: ?????

OPPORTUNITIES

By 2021, whānau and Iwi have been directly involved in all aspects of the education of Māori learning as Māori and pld is well underway to provide a learning framework which is culturally significant to Māori. By 2021 we will have developed and begun to implement a learning framework that will incorporate stories from local Iwi, that will enable Māori to achieve as Māori.

QUALITY CLASSROOM EXPERIENCES

By 2021, the outcomes of pld inquiries have led to a common understanding of assessment practices.

TRANSITIONS

By 2021 lead teachers will have identified a commonality of criteria for transition. This might include achievement such as in literacy by the end of 2020; numeracy in 2021; science and technology in 2022. Across 2020 – 2022 lead teachers will have identified a commonality of criteria in wellbeing and cultural aspects to assist in transition. We will aim to improve hauora, achievement, engagement and motivation through well researched, planned and applied transition strategies, systems, policies processes and procedures.

WHAT GUIDES OUR DECISION MAKING?

**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.**

Children's identity and sense of self is recognised and affirmed.
"The rivers and mountains are us growing, they're who we are."

Children experience a broad education that opens up pathways to further learning.
"The koru unfurling is us growing on our learning pathway."

A genuine belief in all children which empowers them to learn and achieve personal excellence.
"The peak reminds us to reach for the top in our learning."

The curriculum has meaning for children and connects with their wider lives.
"The koru are us leaning on each other."



