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<div>WHO ARE WE?</div> <p>We are a confident, active, community of learners.</p> <div>WHAT DO WE VALUE?</div> <p>Integrity Respect Whanaungatanga</p> <p>The Ruapehu Kāhui Ako achievement challenge aligns to our mahi at NPS:</p> <div>OPPORTUNITIES</div> <p>By 2023, 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 2023 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.</p> <div>QUALITY CLASSROOM EXPERIENCES</div> <p>By 2023, the outcomes of pld inquiries have led to a common understanding of assessment practices.</p> <div>TRANSITIONS</div> <p>By 2023, 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 2023; 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.</p>	<div>WHAT GUIDES OUR DECISION MAKING?</div> <div>Whāia te iti kahurangi. Ki te tūohu koe, me he maunga teitei.</div> <div>Reach for the sky. If you falter let it be to a lofty peak.</div> <p>Children's identity and sense of self is recognised and affirmed. "The rivers and mountains are us growing, they're who we are."</p> <p>Children experience a broad education that opens up pathways to further learning. "The koru unfurling is us growing on our learning pathway."</p> <p>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."</p> <p>The curriculum has meaning for children and connects with their wider lives. "The koru are us leaning on each other."</p> <div></div>	<div>PARTNERSHIPS</div> <p>We will value, strengthen and promote educationally powerful connections with parents and whānau.</p> <p>Enhanced achievement and engagement, in particular those who have been underserved or at risk.</p> <div></div>	<div>Equitable Opportunities</div> <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>Children are offered the most engaging teaching possible and will be excited about their learning.</p>	<p>We will consult with akonga, whanau, iwi and other community groups to build partnerships for equitable opportunities and outcomes for all akonga in the school.</p> <p>(NELP Objective 1 - Learners at the Centre)</p>	<ul style="list-style-type: none"><li>Consultation with akonga on their aspirations and experiences at NPS.</li><li>Consult with whanau on to develop a learner profile and priorities for their tamarking living in Waimarino.</li><li>Consult with Uenuku Iwi on how to create stronger relationships with mana whenua.</li><li>Consult local national park communities and outdoor providers within our rohe.</li></ul>	<p>By the end of 2023, we will create a strategic plan that will guide the board and school for 2024 - 2026.</p>
		<div>Transitions</div> <p>We will develop and structure systems and resources to best support smooth operation and optimise teaching.</p> <p>Children's learning is prioritised in decision making.</p> <div></div>	<div>QUALITY CLASSROOM EXPERIENCES</div> <p>We will create classroom environments that enable all learners to maximise their potential.</p> <p>All children can access and be engaged with the School Curriculum and NZC as evidenced by achievement in relation to it.</p>	<p>To provide Akonga with best practice and an inclusive and equitable learning environment for all children to be successful.</p> <p>(NELP Objective 2 - Barrier Free Access)</p>	<ul style="list-style-type: none"><li>Embed a strong PG cycle with all staff to upskill all staff and its implications for all akonga at NPS.</li><li>Deliver and create opportunities for staff to develop their understanding of structured literacy in order for this practice across the school.</li><li>Gain a stronger understanding of assessment and the use of assessment to improve learning for all akonga.</li></ul>	<p>Develop a culture of continuous improvement that centers on building on akonga success and achievement.</p>
		<div>SELF REVIEW</div> <p>We will establish procedures to guide self review practice that has a clear focus and supports curriculum improvement and learning outcomes.</p> <p>Children's access to learning is equitable. They are supported in reaching their potential.</p>	<div>Physical Activity and Connections</div> <p>We will give priority to regular, quality physical activity and connection to promote participation and excellence in a variety of sports.</p> <p>Children focus on movement and its contribution to the development of individuals and communities.</p>	<p>All akonga have opportunities to participate in physical activity that is appropriate for our local environment.</p> <p>(NELP 4 - Future of Learning and Work)</p> <p>(NELP Objective 2 - Barrier Free Access)</p>	<ul style="list-style-type: none"><li>Prioritise funding to allow for tamariki to access a range of physical activities both indoors and outdoors.</li><li>Continue to participate in Taumarunui Community Trust inter school opportunities.</li><li>Continuous connections with RAL and their receivers to enable equitable access to snow equipment and lessons.</li><li>Connections with BMAC and Hillary Outdoors to all all akonga experiences in physical activity.</li></ul>	<p>All akonga to have equitable physical activity experiences in local rohe.</p>
			<div>Transitions</div> <p>We will develop systems and practices that build the capability of our community to sustain an educational facility in National Park.</p>	<p>Build board and community capability in Governance and strategic direction.</p> <p>NELP 3 -( Quality Teaching and Leadership)</p>	<ul style="list-style-type: none"><li>Undertake NZSTA BOT training modules to upskill our current Board of Trustees in order to build sustainability and capability.</li><li>Strengthen our meetings.</li><li>Strengthen systems and practices.</li><li>Build community capability.</li></ul>	<p>National Park School has sustainable structures and systems in place to provide the best outcomes and opportunities for akonga to promote lifelong learners.</p>
<div>WE ARE COMMITTED TO TE TIRITI O WAITANGI</div> <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 Matatika 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</p>		<div>CELEBRATIONS</div> <p>We will encourage inclusion and celebrate our own and others' successes, big and small.</p> <p>Children will develop a strong sense of self worth.</p>	<p>Continue to develop a positive culture of learning for all akonga.</p> <p>(NELP Objective 1 - Learners at the Centre)</p>	<ul style="list-style-type: none"><li>Celebrate and recognising success for all akonga..</li><li>Opportunity to collect student voice on our school values to build a positive school culture.</li></ul>	<p>All akonga feel valued and progress and achievement are celebrated.</p>	

<p>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>					
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OUR OTHER KEY DOCUMENTS

Policy Framework    Budget    Board of Trustees Work Plan    Principal's Reports/Performance Management    Curriculum and Achievement Plans and Reviews    NPS Tier 1 Practice Guide (PB4L, Opportunities, Literacy/Mathematics)    The NPS Information Booklet    Staff PGCs 5 and 10 Year Property Plans    ERO Report 2018 & Work 2022