

NATIONAL PARK SCHOOL ANNUAL PLAN

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.

Whakatauki

Whāia te iti kahurangi.
Kī 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 past four years, the school has prioritized the implementation of a structured literacy scope and sequence, supported by ongoing professional development. In 2024, our kaiako engaged in Ministry of Education-funded PLD in structured literacy and worked with Te Kete Hono to implement progression outcomes in mathematics, reading, and writing. This initiative aims to enhance assessment for learning strategies and promote student agency.

In 2024, 78.9% of learners were achieving at or above curriculum expectations in reading, with 92.1% making either accelerated progress or progress in line with curriculum expectations. Among Māori ākonga, 75% were working at curriculum expectations, while 25% (one student) was identified as working below expectations. Mathematics outcomes were similar, with 76.3% of students achieving at or above curriculum expectations, and 86.8% making accelerated or expected progress. In writing, 73.6% of students were working at or above curriculum expectations. While boys' writing has shown improvement, it remains below that of girls, with 62.5% of boys achieving at or above curriculum expectations. Overall, 66.6% of students made accelerated or expected progress in writing, continuing a trend observed in previous years.

In 2025, kaiako will implement the Te Māitaho curriculum refresh in literacy (Years 0–6) and mathematics. The school will continue its engagement in MOE-funded structured literacy PLD and participate in MOE-funded mathematics PLD alongside other Ruapehu schools. The school has also been successful in applying for extra funding for Tier 2 intervention in Structured Literacy, and targeted MOE intervention for Year 7 -8 akonga who are working below curriculum expectations. Additionally, the school will enter its second year of working with SchoolTalk to embed progression outcomes in mathematics, reading, and writing, further strengthening 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.

To raise our attendance rates higher than the same periods in 2024.

[Regulation 9\(1\)\(a\)](#)

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

[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"> ● Strengthened Early Interventions: Identify and support whānau of tamariki with attendance rates <80% within the first term, and monitor attendance rates of those akonga identified as not attending more than 80% attendance. 	<ul style="list-style-type: none"> ● Admin officer ● Kaiako ● Principal ● Ruaephu Kahui Ako attendance officer. 	<ul style="list-style-type: none"> ● School SMS - ETAP 	<ul style="list-style-type: none"> ● Termly 	<ul style="list-style-type: none"> ● Termly increases in attendance from 2024. ● Improved attendance for those tamariki who have been identified as having critical (<60%) or moderate attendance (80%>70%) ● Increase in phone calls, parent visits and contact with whanau around attendance. ● Increase of referrals made to attendance services.
<ul style="list-style-type: none"> ● Promote and raise awareness within the school community about the importance of maintaining regular attendance (90% or higher). 	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● Newsletter 	<ul style="list-style-type: none"> ● At least twice a Term 	
<ul style="list-style-type: none"> ● Build Staff and Board of Trustees capacity in implementing new attendance reporting requirements, and attendance codes. 	<ul style="list-style-type: none"> ● School Admin ● Principal ● Board of Trustees 	<ul style="list-style-type: none"> ● Attendance codes ● MOE guidelines on attendance expectations and STAR Plan ● Attendance Matters reports 	<ul style="list-style-type: none"> ● Twice a term at BOT hui 	
<ul style="list-style-type: none"> ● Host termly whānau hui, inviting iwi and community members to contribute to decision-making and share aspirations for ākonga. Organise community events such as Matariki celebrations, centenary celebrations, and open days. 	<ul style="list-style-type: none"> ● Board of Trustees ● Principal 	<ul style="list-style-type: none"> ● Community surveys ● Communication channels (newsletters, social media, invitations) 	<ul style="list-style-type: none"> ● Ongoing - throughout the year. 	<ul style="list-style-type: none"> ● Community feedback and engagement in school decision-making/ ● More whānau involvement in school events and activities
<ul style="list-style-type: none"> ● Partner with local iwi to incorporate te ao Māori perspectives into the curriculum, inviting kaumātua and local experts to share stories, tikanga, and knowledge. 	<ul style="list-style-type: none"> ● Board of Trustees ● Iwi representatives ● Principal ● Teacher 	<ul style="list-style-type: none"> ● School events - powhiri, kapa haka festival ● Localised Curriculum document 	<ul style="list-style-type: none"> ● Ongoing - throughout the year 	<ul style="list-style-type: none"> ● More cultural integration in the curriculum

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:	Increase the implementation of PB4L systems and processes to 70% by the end of 2025, and trial at least one social-emotional framework to support student regulation and resilience." Regulation 9(1)(a)			
What do we expect to see by the end of the year?	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"> • Provide professional development on PB4L strategies and social-emotional frameworks. 	<ul style="list-style-type: none"> • Principal • Ministry of Education PB4I team. 	<ul style="list-style-type: none"> • PD Sessions - training 	<ul style="list-style-type: none"> • Ongoing - Throughout the year 	<ul style="list-style-type: none"> • Percentage of staff attending and engaging in training sessions. • Staff feedback surveys indicating increased confidence in PB4L strategies. • Evidence of strategies being implemented in classrooms.
<ul style="list-style-type: none"> • Review and revise the current PB4L framework. 	<ul style="list-style-type: none"> • Principal • Ministry of Education PB4I team. • Kaiako 	<ul style="list-style-type: none"> • PD sessions - training • PB4L manual 	<ul style="list-style-type: none"> • Ongoing - Throughout the year 	<ul style="list-style-type: none"> • Completion of an updated PB4L framework document. • increased alignment of school-wide practices with PB4L guidelines.

<ul style="list-style-type: none"> ● Implement targeted PB4L strategies to improve consistency and behaviour across the school. 	<ul style="list-style-type: none"> ● Principal ● Kaiako 	<ul style="list-style-type: none"> ● Student surveys ● Community survey 	<ul style="list-style-type: none"> ● Ongoing - Throughout the year 	<ul style="list-style-type: none"> ● Improved student behavior trends based on surveys and data tracking. ● Positive feedback from students, parents, and staff in community surveys. ● Reduction in behavioral incidents or referrals.
<ul style="list-style-type: none"> ● Regularly report on behaviour. 	<ul style="list-style-type: none"> ● Principal ● Kaiako 	<ul style="list-style-type: none"> ● ETAP ● Huis - Regularly share behaviour 	<ul style="list-style-type: none"> ● Termly 	<ul style="list-style-type: none"> ● Termly behaviour reports shared with staff and BOT ● Data showing consistent tracking and follow-up on student behavior. ● Evidence of behavior trends informing decision-making; using this evidence to inform values focus.
<ul style="list-style-type: none"> ● Investigate a social/emotional framework such as Pause, Breathe, Smile. 	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● PD Sessions - training ● Student Survey 	<ul style="list-style-type: none"> ● Ongoing throughout the year. 	<ul style="list-style-type: none"> ● Completion of framework trial (e.g., Pause, Breathe, Smile). ● Staff and student feedback on effectiveness. ● Decision made on whether to integrate the framework into school practices.

Annual Implementation Plan:

<p>Strategic Goal 3: Kakama/ Active:</p>	<p>We will provide opportunities to be active and engaged in a learning environment beyond the classroom. (NELP 4) Regulation 9(1)(a)</p>			
<p>Annual Target:</p>	<p>To establish a structured and sustainable approach to outdoor, environmental 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. Regulation 9(1)(a)</p>			
<p>What do we expect to see by the end of the year?</p>	<p>. Regulation 9(1)(d)</p>			
<p>Actions: <i>Regulation 9(1)(b)</i></p>	<p>Who is responsible: <i>Regulation 9(1)(c)</i></p>	<p>Resources Required: <i>Regulation 9(1)(c)</i></p>	<p>Timeframe:</p>	<p>How will we measure success? <i>Regulation 9(1)(d)</i></p>
<ul style="list-style-type: none"> ● Integrate sustainability projects across subjects. 	<ul style="list-style-type: none"> ● Principal ● Teachers ● Environmental Education group - Project Tongariro and Enviroschools 	<ul style="list-style-type: none"> ● PD sessions - planning time 	<ul style="list-style-type: none"> ● Ongoing - Throughout the year ● Termly meetings 	<p>Evidence of sustainability projects embedded in multiple subjects.</p>
<ul style="list-style-type: none"> ● Develop strong community partnerships with local iwi, environmental groups, and outdoor organisations. 	<ul style="list-style-type: none"> ● Principal ● Enviroschools teacher 	<ul style="list-style-type: none"> ● Huis - time to meet 	<ul style="list-style-type: none"> ● Ongoing throughout the year 	<ul style="list-style-type: none"> ● Number and quality of partnerships formed with local iwi, environmental groups, and outdoor organisations.
<ul style="list-style-type: none"> ● Establish school-wide sustainability projects (e.g., composting, native tree planting, waste reduction initiatives). 	<ul style="list-style-type: none"> ● Teachers ● Principal ● Community - Environmental Education 	<ul style="list-style-type: none"> ● Budget - money for resources ● Grants - funding for tree planning. 	<ul style="list-style-type: none"> ● Ongoing throughout the year. 	<ul style="list-style-type: none"> ● Evidence of school wide sustainability projects.
<ul style="list-style-type: none"> ● Develop a long-term EOTC & PE progression plan that integrates Enviroschools principles. 	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● Time for curriculum planning, collaboration with Enviroschools and Project Tongariro 	<ul style="list-style-type: none"> ● Ongoing - Throughout the year. 	<ul style="list-style-type: none"> ● Development and implementation of the progression plan. ● Integration of Enviroschools principles into outdoor education and PE.

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)			
Annual Target:	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)			
What do we expect to see by the end of the year?	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"> Implement Year 7 and 8 Ministry of Education Math Trial 	<ul style="list-style-type: none"> Ministry of Education Principal Teacher Aide 	<ul style="list-style-type: none"> Funding - Ministry of Education Professional Development Planning time Computer - Hybrid Model 	<ul style="list-style-type: none"> Term 2 - Term 4 	<ul style="list-style-type: none"> Accelerated progress in Year 7 and 8 for Māori students, and students identified working at Level 3 of the curriculum.
<ul style="list-style-type: none"> Implement Numicon to support the implementation of NZ Math Curriculum Refresh 	<ul style="list-style-type: none"> Principal Teachers 	<ul style="list-style-type: none"> Professional Development time. Money - Professional Development Time - Observations/ Feedback 	<ul style="list-style-type: none"> Ongoing - Throughout the year. 	<ul style="list-style-type: none"> Teacher confidence in implementing Numicon Accelerated progress or sufficient progress in mathematics. Accelerated progress in maths for Year 7 - 8 Māori.
<ul style="list-style-type: none"> Improve teacher practice and capability in Mathematics Education to support the implementation of the NZ Curriculum refresh. 	<ul style="list-style-type: none"> Principal Ministry of Education - Math Advisor Teachers 	<ul style="list-style-type: none"> NZ Math Curriculum Document Teacher Only Day Professional Growth Cycles Time - Observations and Feedback on best practice. 	<ul style="list-style-type: none"> Ongoing throughout the year. 	<ul style="list-style-type: none"> Teacher - Survey improved confidence in
<ul style="list-style-type: none"> Continue to use School talk to implement progressions and support assessment in Reading, Writing and Math. 	<ul style="list-style-type: none"> Kahui Ako - Lead teachers School talk facilitator. Teachers 	<ul style="list-style-type: none"> Professional Development meetings. CRT - Use to assess writing against progressions. 	<ul style="list-style-type: none"> Ongoing throughout the year. 	<ul style="list-style-type: none"> Accelerated or sufficient progress in math, reading, writing.

<ul style="list-style-type: none"> ● Enhance teacher skills and implement targeted Tier 2 structured literacy interventions. 	<ul style="list-style-type: none"> ● Principal ● Teachers/ Teacher Aide 	<ul style="list-style-type: none"> ● Ministry of Education - Tier 2 literacy funding ● Ministry of Education Structured Literacy FUnDED PLD. 	<p>Termly</p>	<ul style="list-style-type: none"> ● Termly monitoring of Tier 2 structured literacy students. ● Teacher attendance at MOE structured literacy PLD. ● Accelerated or sufficient progress made for Target Learners in Reading.
----------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

- **Partnership (Rangatiratanga)** – The plan actively acknowledges Māori students by targeting their progress and success, particularly in Mathematics (e.g., the focus on accelerating progress for Māori students in Year 7 and 8). It reflects a commitment to working collaboratively with whānau and iwi to support learning.
- The plan ensures that Māori students have access to high-quality, culturally responsive teaching by improving teacher practice and capability in Mathematics and Literacy. The use of **School Talk** to track student progress also ensures accountability in protecting Māori students' right to success.
- Strengthens relationships with *whānau*, *iwi*, and the wider community. By actively engaging *whānau* in school activities and attendance initiatives, the school fosters a collaborative approach to education.
- **Participation** – The focus on increasing *whānau* and community engagement ensures that Māori voices are included in decision-making. This aligns with the principle of active participation in education, where Māori students and their families are encouraged to be part of the learning environment.
- Working alongside **Project Tongariro and EnviroSchools** aligns with Māori environmental values, ensuring *kaitiakitanga* (guardianship) is embedded in school practices.
-