

# Nelson Park School Strategic Plan 2024 - 2025

“ In All Things Seek The Highest: Whaia ko te taumata”



The school logo is also an important visual message of our Vision.

The **Circle** symbolises the development of the whole child  
**Raupo and Pukeko** is about understanding nature and environment.

The **Tree** reflects the growth of the child into adulthood

**Books** link the importance of knowledge and learning

‘Whaia ko te taumata - In all things seeks the highest’



## **Nelson Park School Vision Statement:**

At Nelson Park School, our vision is to create a dynamic and inclusive learning environment where diversity is celebrated. We aim to empower students with the knowledge, skills, and empathy to thrive academically, socially, and personally, fostering a community of learners who positively impact the world around them.

This vision ties into the Mātaiaho Curriculum and we recognise and are committed to

- The curriculum principles, commitment to Te Tiriti o Waitangi, a broad view of Ākonga success, hold high expectations
- We also aim to reach New Zealand's vision of our young people.

We also recognise our Board commitments and responsibilities in relation to the Education Act 2020 and the National Education Learner priorities. Our vision also points to preparing our learners for their future in our unique New Zealand context but also in a global context. (Mātaitipu) We recognise the uniqueness of the individual cultural backgrounds and our diversity of learners. (Mātainuku) Our vision also points to our pathway of success in that we believe in powerful pedagogy at each learning phase.

We embrace the concepts of the key competencies to empower learner agency. We focus on literacy, mathematics and te mātāuranga Māori whilst also realising the breadth of the curriculum through our localised curriculum.

## **Motto**

**'Whaia ko te taumata'**

**'In all things seek the highest'**

## **Values**

### **The PARK Way - Whakamahia, Whakapiki, Whakamana, Whakaaroa**

Our School Values: Participate, Achieve, Respect and Kindness are central to the way we interact as a school community. Discussing and reflecting on these values is an integral part of many of our classroom programmes.

Park Way posters are displayed and reward charts in each class.

Clear understanding for all staff around expectations in regards to behaviour data entry.

Maintain Park Way assemblies on a Monday morning to get students and staff ready for the week ahead.

Park Way draw in assemblies

## **Education Strategies**

MM Mana Model

Structured literacy and Mathematics

## **Curriculum Documents**

NZC New Zealand Curriculum

Good practice model

# Strategic Plan 2024 - 2025

Strategic Goals	Board Primary Objectives Met	Education Requirements Met <b>NELPS</b>	Key Actions	How will we achieve or make progress towards our strategic goals?	How will we know? Expected Results
<p><b>Strategic Goal 1:</b> <b><u>Responsive Curriculum and Pedagogy</u></b> To develop a curriculum that is responsive to the cultures, needs, interests and aspirations of all ākonga while continuously growing our professional capabilities and collective capacity across our school.</p>	<p>1) Every student at this school is able to attain their highest possible standard in educational achievement;</p> <p>2) Our school is a physically and emotionally safe place for all students and staff</p> <p>3) Our school is inclusive of, and caters for, students with differing needs</p>	<p>National Education Learning Priorities (NELPS)</p> <p>1) Learners at the Centre 2) Barrier free access 3) Quality teaching &amp; leadership 4) Future of learning &amp; work 5) World class public education.</p> <p>Te Mataiaho</p> <p>The Common Practice Model</p>	<p>2024 Key Curriculum focus - Mathematics Curriculum</p> <p>Maintain school wide Structured Literacy approach</p> <p>Align the progress outcomes for English and Mathematics with our school wide scope and sequence.</p> <p>Rima Tere - Regular short bursts led by Rachel, Tracy and Toby Wa waiata - whole school</p>	<p>Through thorough planning of our annual implementation plan with a focus on accelerating the progress of students who are not achieving at the expected level.</p> <p>Ongoing professional development led by both external and internal leaders within our own school.</p>	<p>We will identify significant shifts in practice due to improved knowledge of the structured approach in literacy and mathematics.</p> <p>All teachers at Nelson Park School will have a clear understanding of the mathematics and literacy curriculum with particular emphasis teaching using a clear and consistent scope and sequence.</p> <p>All students will have equitable access to the curriculum and learning in literacy and mathematics will be prioritised.</p>
<p><b>Strategic Goal 2:</b> <b><u>Hauora</u></b> To build wellbeing and resilience for students and staff.</p>	<p>4) Our school gives effect to Te Tiriti o Waitangi,</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6</p> <p>The New Zealand Child Wellbeing Strategy</p> <p>Mitey - supporting mental health in schools</p>	<p>Initiate the delivery of Mitey, an evidence based approach to mental health education for Years 1-6.</p> <p>Regular data discussions. Focused on social, behavioural and learning needs.</p> <p>Self Advocacy support group for neurodiverse learners.</p> <p>Ngakau Tiaki - Identify students who need support from our Kaimanaaki.</p>	<p>Through the implementation of Mitey and a range of other health and wellbeing initiatives.</p>	<p>Staff and students will have an understanding of the tools they have within themselves when dealing with challenges.</p> <p>Students will be better equipped when dealing with feelings of their own and of others.</p> <p>Students and staff can identify ways to improve their own wellbeing.</p>
<p><b>Strategic Goal 3:</b> <b><u>Learning Partnerships</u></b> To develop and maintain authentic learning partnerships with whanau and the wider community.</p>		<p>NELP Priorities 1, 2, 3, 4, 5, 6</p> <p>Giving effect to Te Titriti o Waitangi</p>	<p>Termly whanau sharing evenings.</p> <p>Whanau hui.</p> <p>Host a range of school wide and community events.</p> <p>Access external support for our whanau as needed.</p>	<p>Increasing the availability and scope of sharing, consultation and connection at Nelson Park School.</p>	<p>Whanau will attend sharing, information and consultation opportunities over the year.</p> <p>Whanau will feel a sense of belonging to a community of staff, students, and wider whanau.</p>

## 2024 Annual Plan linked to our Strategic Goals

**Strategic Goal 1 - Responsive Curriculum and Pedagogy** - To develop a curriculum that is responsive to the cultures, needs, interests and aspirations of all akonga while continuously growing our professional capabilities and collective capacity across our school.

Annual Objectives Curriculum Development	EOY target	Key Actions/Strategies	Resources and Personnel	Time frame	Measure of Success
2024 Key Curriculum focus - Mathematics Curriculum	Develop a school wide scope and sequence for teaching mathematical concepts and number knowledge.	Carry out research in current best practice in mathematics. Review assessment practices in mathematics. Update and streamline mathematics progressions to align with the curriculum refresh. Grow teacher knowledge of mathematical concepts - look into PD opportunities Review, refresh and replenish mathematics resources school wide  -Learning through doing - Jordan Priestly (structured approach to maths) -Lesley Allen (Scope and Sequence)	Trina, Tayla and Pip.	Term 1 & 2  Ongoing	Provide basic scope and sequence to all teaching staff by the end of term 2, Simplified mathematics progressions completed by the end of term 2.  All classes will have mathematics equipment available for akonga to use during mathematics sessions.
Maintain school wide Structured Literacy approach	All teachers follow the school expectations set out in the literacy scope and sequence	Continue developing a school wide scope and sequence for teaching literacy that is available to all teaching staff to follow.	Helen, Trina and Tayla to lead (Team Leaders)  Kate Rountree and Alannah (RTLit) tp support if needed.	Term 1  Ongoing	First draft of the Nelson Park School Literacy scope and sequence completed Track school wide literacy assessment data. Pseudo word scores recorded and tracked in e-tap for year 3-6 LLLL scores recorded in e-tap for years 0-3 and seniors students who are still working on decodable texts.
Refreshed NZ Curriculum for English and Mathematics.	Align the progress outcomes for English and Mathematics with our school wide scope and sequence	Cross check our literacy and numeracy progressions with the curriculum progress outcomes  Update our school literacy and numeracy progressions to align with the science of maths and reading as well as the refreshed curriculum.	Helen, Trina and Tayla to lead (Team Leaders)	Term 4	Teachers are beginning to use the progress outcomes to assess where their students are working for both English and Mathematics learning areas.
Health Curriculum	School wide expectation for weekly Physical education skills sessions.  Personal Health	Refresh our school PE programme/alternate skill focus each term for each team to allow for the equipment and courts/park to be utilised more fully.  Create a sport equipment inventory Sport equipment monitors trained in the correct storage and care of equipment  Understanding menstruation for Year 5&6 girls	Alice Kittow with support of team leaders  Rachel A and Tayla to develop programme with PHN	Term 1  Term 1	Weekly skills session timetabled  Sport equipment inventory created PE monitors trained  Girls understand what menstruation is, can talk about it without shame, and know where they can access period products.
Mitey Mental Health Education	Initiate the delivery of Mitey, an evidence based	Teacher only day to introduce the Mitey approach to mental health education to all staff. Introduce the resources and how to incorporate the teaching practices within the curriculum.	Sarah Hasselman - lead Jodie Webb - Mitey Coordinator SLT team	Term 1  Ongoing	

	approach to mental health education for Years 1-6.	The first consultation will be during our GEM evening.	Whole Staff		
NZ Histories Curriculum		Utilise curriculum leads at the MoE to work with the curriculum refresh.  Continue to collaborate with other schools in our Kahui Ako, and utilise the PD on offer through Tipene Cotterell	MoE Within school Kahui staff and wider kahui ako personnel  Trina and Rachel	Ongoing    Ongoing	
Te Reo Maori	Yearly Overview created with a focus for each term				
<b>Annual Objectives Develop collective capacity of Staff</b>	<b>EOY target</b>	<b>Key Actions/Strategies</b>	<b>Resources and Personnel</b>	<b>Time frame</b>	<b>Measure of Success</b>
Build staff confidence in Te Reo Maori	All staff are including the use of more Maori kupu in daily conversations and instructions.	Rima Tere - Regular short bursts led by Rachel, Tracy and Toby Wa waiata - whole school Individual and collective staff improvement in our use of Te Reo Maori Part of our professional growth cycle at NPS  Introduction of optional extension on a Thursday afternoon.	Rachel, Tracy and Toby to plan and deliver	Tuesday and Thursday mornings at 8am year round  Ongoing .	Teachers will be audibly using more Te Reo in the classroom programme and day to day conversations with students and staff.  The use of Te Reo headings, labels etc visible in classrooms, staffroom, office area, PE Shed, hall
Digital Technologies	Develop a Nelson Park School digital skills progression of learning.	Introduce the Mataruahau Kahui Ako Digital skills framework to staff. Gather feedback on what skills teachers are teaching and what they require some support with.  Gather whanau voice on digital technology use and skills required  Update and replenish school digital technology resources	Budget for resources in digital technologies    Tayla and Pip	Term 4	
Tracking Student achievement	Consistent tracking school wide	Data walls, with emphasis on team data discussions - and then across team data discussions  Student progressions online - create individual student folders	Whole staff Led by team leaders  Trina and Tayla	Ongoing	
Assessment Procedures		Implement progress outcomes from the curriculum refresh  Review assessment schedule and reporting timeframe  Streamline e-tap markbooks to enable teachers to track raw data from assessments	SLT	By the end of the year	
Continue to develop staff knowledge and understanding of the structured approach to teaching literacy.		Include Regular time for literacy sharing in staff meetings. Share current research and resources with staff to keep the momentum going. Share specific knowledge around handwriting, reading group organisation, best practice in literacy assessment. Peer observations carried out focused on literacy teaching. Support the use of our new literacy lesson framework school wide.	SLT	Term 2	

## Strategic Goal 2 - Hauora - To build well being and resilience for students and staff

Annual Objectives Student Hauora	EOY target	Key Actions/Strategies	Resources and Personnel	Time frame	Measure of Success
Mitey Mental Health Education	Initiate the delivery of Mitey, an evidence based approach to mental health education for Years 1-6.	Teacher only day to introduce the Mitey approach to mental health education to all staff. Introduce the resources and how to incorporate the teaching practices within the curriculum. The first consultation will be during our GEM evening.	Sarah Hasselman - lead Jodie Webb - Mitey Coordinator SLT team Whole Staff	Term 1  Ongoing	
Year 6 & Year 1 Buddy	All new students will have a year 6 buddy assigned to them.	Carefully select a year 6 buddy for new entrants students.	Sarah, Nic, Pip and Tayla	Termly	All new entrants students will know their senior buddy. An increased and earlier sense of belonging.
School Houses Developed	4 houses developed	Work with the year 6 students to discuss the values and attributes of each house. Naming also	Whole staff	Beginning of Term 1	All students and staff assigned to a house. An increased sense of healthy competition and fun amongst students and staff.
Self Advocacy support group for neurodiverse learners.					
Collective responsibility for all Nelson Park students, in particular understanding the needs of the students in our teams.		Regular data discussions. Focused on social, behavioural and learning needs. Interventions planned and in place by the middle of Term one after initial data collection and prior knowledge.	All staff RTL SENCO interventions Team planning	Scheduled discussions in team/staff meetings	
Ngakau Tiaki time		Identify students who need support from our Kaimanaaki (Tina)  Update and increase sensory resources in Ngakau Tiaki and in classrooms.  At the beginning of the year a newcomers club will begin for all new students to our kura to help to develop their sense of belonging at an increased rate.	Tina and Ngakau Tiaki space	Term 1 and then ongoing	
Park Way		Park Way posters displayed and reward charts in each class.  Clear understanding for all staff around expectations in regards to behaviour data entry.  Maintain Park Way assemblies on a Monday morning to get students and staff ready for the week ahead.  Park Way draw in assemblies	All staff Parkway team	Park way posters up in classes by the beginning of the year.  Ongoing	Park way continues to be evident in all aspects of school life here at Nelson Park.
Effective pastoral support systems are in place		Review current systems for pastoral support including making contact early in the year with each family who has protection/parenting orders in place.	Budget for pastoral care	SLT and BoT Rachel A	
Gather student voice to inform future planning	Consult with students on a regular basis, gathering student voice around wellbeing and learning	Collect sample of student voice around- - Belonging - Class culture Rachel visiting classes to get them to explain their treaty to	Senior leadership team		

	opportunities.	her.			
<b>Annual Objectives Staff Hauora</b>	<b>EOY target</b>	<b>Key Actions/Strategies</b>	<b>Resources and Personnel</b>	<b>Time frame</b>	<b>Measure of Success</b>
Team Building/social Activities		Teams will take turns to plan a team building exercise/social event that will be fun and engaging and build social connections across all staff members including support staff.	All staff - not necessarily led by SLT	Each term	Termly team building activities and/or social events are well attended by staff across the school.
EAP Support for Staff /Regular check ins with all staff					
Mindfulness as a staff					

### Strategic Goal 3 - Learning Partnerships - To develop authentic learning partnerships with whanau, and the wider community

<b>Annual Objectives Whanau Partnerships</b>	<b>EOY target</b>	<b>Key Actions/Strategies</b>	<b>Resources and Personnel</b>	<b>Time frame Monitoring who/when</b>	<b>Measure of Success</b>
Parent information evenings	Termly whanau sharing evenings	Run information evenings for school whanau around: ADHD/neurodiversity Literacy Numeracy Device use and online safety New Entrant evenings Mitey programme	Senior Leadership Team, Utilise experts from our school whanau or local community	Termly	At least one parent information evening was held each term.
Learning conversations	Learning conversations are well prepared for and valuable for whanau	All students and whanau are encouraged to attend learning conversations with their child's teacher/s. Consistency in the approach across the school. Opportunity to gather whanau voice.	All staff	Term 2	
Whole school events to continue to promote a sense of community at Nelson Park School.	Hosted a range of school wide and community events.	Art Deco Matariki Art Exhibition Family Fiesta Gala? Sporting events Powhiri each term FOTS Quiz	All staff	Year round	Excellent engagement with a range of events.
Access external support for our whanau as needed.	A resource in digital and hard copy is available for anyone who needs support. All whanau know who to see if they need support.	Identifying whanau who need extra support.  Update register of agencies who can support.  Regular phone calls homes to vulnerable families.	Pastoral budget, principal's expense and BoT expenses	Ongoing/as needed	
Whanau Consultation	Gather whanau voice around health/social media.	Hold another parent evening with Constable Che about social media. Ongoing information and consultation about the Mitey programme (Health consultation) Whanau hui at least twice a year.	Led by SLT	Ongoing throughout the year	Strong engagement within our community..

To keep students and whanau well connected to school.	Communication is open and regular.	Regular communication through Seesaw, phone calls, email and home visits	Leadership team, class teachers, admin staff	Ongoing/as needed	
<b>Annual Objectives Community Partnerships</b>	<b>EOY target</b>	<b>Key Actions/Strategies</b>	<b>Resources and Personnel</b>	<b>Time frame Monitoring who/when</b>	<b>Measure of Success</b>
Find successful approaches for engaging wider community, iwi and hapu		Research and develop approaches that engage whanau and encourage participation and leadership in the school	Ongoing	SLT	
School Pepeha Developed					

**Where we are currently at:**

We are currently in our third year of structured literacy with all team leaders now being able to lead this continued professional development focus. Our development of a scope and sequence in mathematics and aligning this to the curriculum refresh is also well underway across all teams.

The development of our collective capacity and curriculum knowledge and strengths has been a significant area of growth over the past few years, resulting in a team who has the capacity and desire to ensure success for all of our learners.

We look forward to providing more opportunities over the next two years for sharing our learning in a range of areas with our school community through running workshops on a termly basis.

The school culture is one of celebrating diversity and the strengths of each other.

**How will our targets and actions give effect to Te Tiriti o Waitangi?**

Maori are enjoying and achieving educational success as Maori, as they develop the skills to participate in te ao Maori, Aotearoa and the wider world.

We ensure our policies, planning and local curriculum reflect our Maori whanau at Nelson Park School. We are working as a staff to continuously upskill all staff in their knowledge and understanding of Te Reo Maori.

We insist on the importance of achieving equitable outcomes for our Maori students by placing value on the teaching of local history and practices, improving our own use and understanding of Te Reo Maori and tikanga Maori.