



Section 2:

Strategic Vision

Empowering our learners, through respect, teamwork, and specialised education, to realise their potential.

Ehara taku toa i te toa takitahi, Engari he toa takatini

STRATEGIC ASPIRATIONS 2023 – 2026

FOUR Strategic Aspirations Guide our Journey:

Ākonga Focused Curriculum:

We will successfully implement a school curriculum based on the New Zealand National Curriculum (NZC) that is personalised to the needs and interests of our ākonga / learners. We will continuously seek ways in which to stimulate and engage ākonga.



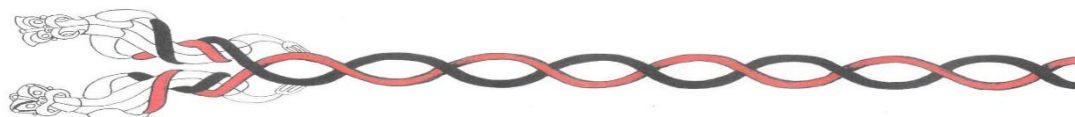
NELP: 1, 2, 3, 4, 5, 7

Engaging, Empowering Relationships:

We will enhance, develop, and maintain our relationships with our students, our whānau / aiga / care-givers and the broader community.



NELP: 1, 2, 3, 4, 5, 7



Empowering School Culture:

We will have a school culture which values and acknowledges success, is inclusive of all, and recognises and respects the diversity of our school community.

NELP: 1, 2, 3, 4, 5, 6



Continuity and Change:

We will develop and embed practices that will enable the school to be sustainable. We will enable staff to strive to be their best selves.

NELP: 1, 2, 3, 4, 5, 6, 7

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Ākonga Focused Curriculum: 2023 – 2026 Strategic Vision

Goal: We will successfully implement a school curriculum based on the New Zealand National Curriculum (NZC) that is personalised to the needs and interests of our ākonga / learners.

Key Stakeholders

- Ākonga / Learners
- Kaimahi / Staff
- Parents / Caregivers
- BOT
- Ministry of Education
- Society

Future Focus

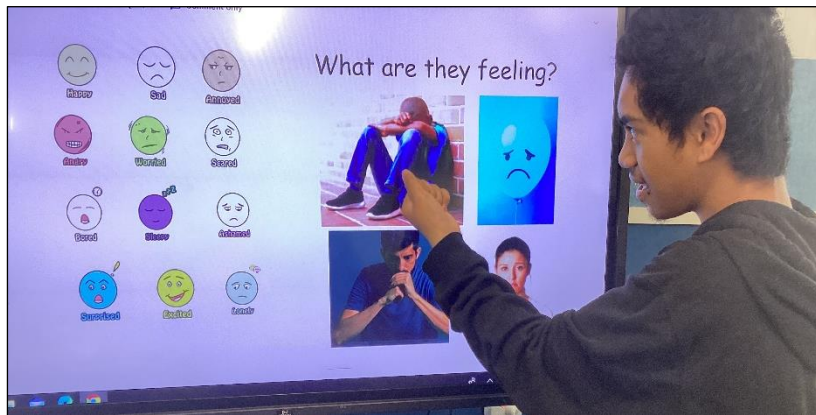
- Personalised Learning Plans for all
- Affirm school values and priorities
- Involve hands-on learning experiences
- Aotearoa / NZ's histories & Te Takanga o Te Wā
- Embed NZC key competencies
- Responsive curriculum
- Positive relationships, resilience, and connectedness
- All learners will experience success as who they are

Not Negotiable / Unchangeable for 2026

- Ākonga motivation and engagement is paramount
- Commitment to inclusive practices
- High expectations for all learners
- Contextual teaching and learning
- Education out of the classroom [EOTC]
- Involve 'hands-on' learning experiences
- Reflects NZ's cultural heritage and our place in the world
- Value high levels of teacher knowledge and competency
- Involve risk-taking
- Involve play
- A range of assessments / data gathering is used to accurately pinpoint individual learning needs, guide personalised programme development, and measure achievements.

Ākonga Focused Curriculum Vision: In 2026 ...

- Sir Keith Park School's curriculum is dynamic, functional, and personalised to meet the diverse learning needs of all ākonga/learners.
- Math, Literacy, and Health programmes are based on individual assessments while classroom programmes identify how and when ākonga have access to learning in all strands of these subjects.
- Aligned to the New Zealand Curriculum Framework, the school's curriculum is localised, age appropriate, and draws on the experiences of ākonga, whānau / aiga and kaimahi, linking real life experiences to new learning.
- The bi-cultural heritage of Aotearoa / New Zealand is valued and visible.
- Developing effective communication, self-care, and functional competencies in literacy, numeracy, and ICT are seen as a key focus to empower ākonga to become confident learners, connected to their world, and engaged.
- Effective Inter-dependence is fostered, as is risk-taking, collaboration and ākonga leadership.
- The curriculum, which encompasses learning across the essential learning areas, strongly develops the key competencies, extending thinking, and engaging ākonga in connected, meaningful learning.
- Cultural context and relevance will be integral to the preparation of learning activities.
- A Universal Design for Learning (UDL) lens is automatically applied to developing and teaching the curriculum.



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Engaging, Empowering Relationships: 2023 – 2026 Strategic Vision

Goal: We will successfully enhance, develop, and maintain our relationship with our whānau / aiga / caregivers and the broader community.

Key Stakeholders

- ☒ Ākonga / Learners
- ☒ Kaimahi / Staff
- ☒ Parents and whānau / aiga / caregivers

- ☒ BOT
- ☒ Host Schools
- ☒ Other local schools

- ☒ Ministry of Education
- ☒ Local Preschools
- ☒ Community Groups

- ☒ Cultural Groups
- ☒ Paediatric / Health Services
- ☒ Local businesses

- ☒ NZ Special Schools
- ☒ Previous school connections
- ☒ Disability Sector

Future Focus

- ☒ School community partnerships
- ☒ Host School partnerships

- ☒ Inclusive, respectful and friendly
- ☒ Lines of communication

- ☒ High expectations of ALL learners
- ☒ Knowing 'who', 'what', 'where' to access

- ☒ Parents as full participants – high levels of reciprocal engagement

- ☒ Information 'experts'
- ☒ Strong communication networks

Not Negotiable / Unchangeable for 2027

- ☒ Welcoming to all learners
- ☒ Student voice
- ☒ Student agency

- ☒ Inclusive of cultural diversity and individual differences and similarities
- ☒ Collaborative teamwork

- ☒ Accessing community resources / facilities and experts
- ☒ Reciprocal connectedness

- ☒ Value high levels of teacher knowledge and competency
- ☒ Involve risk taking
- ☒ Involve play

- ☒ Successful Outreach Service
- ☒ 'Person First' philosophy evident

Engaging, Empowering Relationships Vision: In 2026 ...

- ❖ Our community is obviously the heart of our school. All ākonga / learners feel safe, known and valued, and have a strong sense of belonging.
- ❖ Learners are empowered through understanding their place in their school and community. They feel included, informed, and connected.
- ❖ Inclusion is evident across the school and actively promoted across the wider community.
- ❖ Our Māori community are involved in all aspects of school life with Aotearoa / New Zealand's bicultural heritage being valued by all.
- ❖ The diversity – cultural, linguistic, and experiential - of our community is reflected within the school tikanga and ākonga / learners' learning experiences.
- ❖ Respectful collaboration and consultation, embedded in effective partnerships, is evident.
- ❖ The school environment is welcoming and accessible to all.
- ❖ Relevant learning resources are shared through the school – both digitally and tangibly
- ❖ The school reaches out to different community groups to create authentic learning opportunities in real contexts.
- ❖ The Principal, Board, and staff consistently demonstrate ethical leadership and focus on meeting the needs of all learners.



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Empowering School Culture: 2023 – 2026 Strategic Vision

Goal: We will develop and embed an empowering school culture which values and recognises success, is inclusive of all, and recognises and respects the diversity of our school community.

Key Stakeholders

- 👁️ Principal
- 👁️ BOT
- 👁️ Parents
- 👁️ Ākonga
- 👁️ Kaimahi
- 👁️ Ministry of Education
- 👁️ Leaders
- 👁️ Community
- 👁️ Visiting Health professionals

Future Focus

- 👁️ Ākonga centred
- 👁️ Understanding with respect
- 👁️ Hauora
- 👁️ Self-identity
- 👁️ Personal Pride
- 👁️ Values and celebrates achievement
- 👁️ Ngākau Pono: Integrity
- 👁️ Student Voice
- 👁️ Greater parental involvement
- 👁️ Recognising individual difference
- 👁️ Responsive

Not Negotiable / Unchangeables for 2026

- 👁️ High Trust
- 👁️ SKP tikanga is clearly understood, valued, and demonstrated by all
- 👁️ Whakamana
- 👁️ Ethical and moral leadership
- 👁️ Distributive Leadership – ākonga and kaimahi
- 👁️ Respect earned and given: Manaakitanga
- 👁️ Responsive to needs
- 👁️ Shared knowledge
- 👁️ Whānaungatanga
- 👁️ Kaimahi who are passionate educators
- 👁️ Inclusiveness
- 👁️ Transdisciplinary pedagogical practice



Empowering School Culture Vision: In 2026 ...

- Ākonga are central to everything that occurs in Sir Keith Park School. Every decision made has an ultimate focus on positive outcomes for the learners.
- The culture at Sir Keith Park School is founded on the school's agreed core values – Teamwork, Respect, Integrity - which are the basis for all action. All views are of equal importance. We confidently and freely share ideas.
- All Kaimahi and ākonga model the SKP values in their lives, and in their interactions within the community.
- Kaimahi communicate a belief in the capacity of all as learners and achievers. High expectations for all ākonga / learners' learning is evident encompassed within an empathetic and holistic approach to teaching. Successes are celebrated and shared.
- The environment of high trust, community, acceptance and camaraderie that has been established ensures that ākonga from all backgrounds feel a sense of belonging. The school fosters whānaungatanga throughout our teaching environments.
- Diversity is valued. Disability is acknowledged, but does not define our learners. Ākonga are encouraged and provided with opportunities to share their unique abilities and diverse cultural heritages, and to show respect and empathy for others.
- Families are supportive of their child's learning and fulfil their roles as active team members in their child's school life.
- Ākonga are involved in various roles as school leaders, and recognise and value the advantage of collective endeavour.
- The school's chosen whakatauki is always evident in practice. Ehara taku toa i te toa takitahi, engari he toa takatini.





Continuity and Change: 2023 – 2026 Strategic Vision				
Goal: We will have effective governance, leadership, systems and practices which enable the school to be sustainable.				
Key Stakeholders				
❖ BOT ❖ Principal	❖ Leaders	❖ Kaimahi	❖ School Community	❖ Ministry of Education ❖ External contractors
Future Focus				
❖ Maintain effective Governance	❖ Develop and implement a 5 year plan which identifies the BOT's property priorities	❖ Monitor levels of staff engagement and be working towards being an employer / school of choice	❖ Online systems for easy access to school information	❖
Not Negotiable / Unchangeables for 2026				
❖ Provide a physically and emotionally safe environment	❖ Regular monitoring, evaluation, and reporting in relation to statutory delegations	❖ Build teacher and support staff capability across the curriculum through accessing additional appropriate professional development opportunities	❖ Optimize opportunities and manage our school physical environment	❖ Maintain status as a MOVE model site



Empowering our learners, through respect, teamwork, and specialised education, to realise their potential.

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National Education and Learning Priorities [NELP]					
Objectives	<p>Learners at the centre</p> <p>Learners with their whānau are at the centre of education</p>	<p>Barrier free access</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Quality teaching and leadership</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Future of learning and work</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>	<p>World class inclusive public education</p> <p>New Zealand education is trusted and sustainable</p>
Priorities	<p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination, and bullying.</p> <p>2. Have high aspirations for every learner / ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>3. Reduce barriers to education for all, including for Māori and Pacific learners / disabled learners / ākonga, and those with learning support needs.</p> <p>4. Ensure every learner / ākonga gains sound foundation skills, including language*, literacy and numeracy.</p> <p><small>*Oral language encompasses any method of communication the learner / ākonga uses as a first language, including New Zealand sign language.</small></p>	<p>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only).</p>

The NELP are statutory documents enabled by the Education and Training Act 2020 that set out the government’s priorities for education. There are 5 Objectives and 7 priorities for Primary Schools. This set of priorities are designed to guide those who govern schools and kura, to focus their day-to-day work on things that will have a significant positive impact for children and young people.

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Section 2

Strategic Vision

Sir Keith Park School Strategic Plan

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