



Section 3:

Annual Implementation Plan



**- Ehara taku toa i te toa takitahi, Engari he toa takitini –
The result of one's work and achievement is the product of many hands**

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

Mā te mahitahi, me te manakitanga i te mana atua, a ia tamaiti motuhake ka tutuki pai ona ake pū Manawa.

OUR LEARNER PROFILE

When learners leave Sir Keith Park School, we would like them to...

- Be confident in their identity - active participants in their own customs, cultures, beliefs, and languages.
- Have self-esteem - confident in their unique abilities and talents
- be respectful, and tolerant of, others' customs, cultures, beliefs, and languages.
- Be able to participate meaningfully in their family and community life with as much independence as possible.

OUR VALUES

**At Sir Keith Park School we value...
*I roto i te Kura o Sir Keith Park anei nga ara tika...***

- **Teamwork – Mahi Tahi through Whanaungatanga**
We take part and learn together
Ka mahi tahi tatou, ka ako tahi hoki matou
- **Respect - Whakaute through Manaakitanga**
We promote learning through positive relationships between learners, staff and families
Ka whakatairanga tātou i te akoranga me te whakatutukitanga mā te whanaungatanga ka hangaia i runga i te aroha, te tika me te pono
- **Integrity – Ngākau Pono**
We support and care for each other honestly and respectfully
Ka tautoko, ka manaaki tētahi i tētahi i runga i te tūāpapa o te pono me te kauuanu o tētahi ki tetahi

OUR COMMUNITY GOALS

Our community would like Sir Keith Park School to...

- provide a quality, inclusive, needs-based education for all students (UDL)
- provide high quality teaching and leadership - whakamana
- provide a dynamic, well resourced, focused, and safe learning environment for students, staff and community
- continue to foster a positive attitude toward health and well being
- recognise, respect, and reflect our bi-cultural and multi-cultural diversity
- foster a sense of belonging and connection to our kura, to whanau, / aiga to friends, and to the community.

KNOW ~ ENGAGE ~ EMPOWER

STRATEGIC ASPIRATIONS 2025 - 2026

FOUR Strategic Aspirations Guide our Journey:

Ākonga Focused Curriculum:

We will develop & deliver a responsive curriculum through effective pedagogy, aligned to the needs and interests of our ākonga / learners. We will continuously seek ways in which to stimulate and engage ākonga.

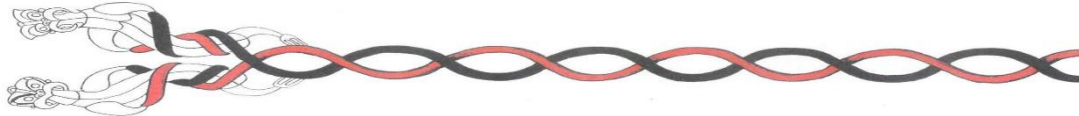
NELP: 1, 2, 3, 4, 5, 7



Engaging, Empowering Relationships:

We will enhance and develop 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

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 Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
Ākonga Focused Curriculum: 	Engaging, Empowering Relationships: 	Empowering School Culture: 	Continuity and Change: 
Initiatives - 2025			
1.1. Continue to evaluate current literacy levels of all learners 1.2. Continue with schoolwide PD to establish shared understanding of the specialist literacy approach: Comprehensive Literacy For All 1.3. Engage in MOE Specialist School Structured Literacy PD when available 1.4. Align SKP English & Math Curriculum Frameworks with Te Mātaiaho	2.1 Monitor and increase student and staff attendance 2.2 Develop partnerships with Mana Whenua 2.3 Increase opportunities for engagement with whānau / aiga / families 2.4 Increase participation of SKP Kapa Haka and Pasifika groups in community events 2.5 Engage with MAC facilitator to develop staff understanding of Te Tiriti o Waitangi and how it relates to school wide practices	3.1. Strengthen SKP Processes: Induction 3.2 Develop use of Zone of Regulation & embed schoolwide 3.3. Develop a deep and rich understanding of the school values – Teamwork, Respect & Integrity - and embed them meaningfully into all aspects of school life	4.1. Develop digital tools to support & enhance staff professional learning 4.2 Develop a digital plan 4.3 Introduce a new student management system 4.4 Continue to build staff (Leadership Team / Teachers / Teacher Aides / Therapists) capability to effectively teach all learners. 4.5 Ensure safe learning environment during phase 1 of the SKP rebuild
Outcomes			
Students are engaged in learning linked to Te Mātaiaho. Staff understand content delivery. An increase in learners' achievement in literacy, math, and individual Learning goals Comprehensive accessible curriculum framework to support teaching and learning at SKP	Student and staff attendance rates are significantly improved in comparison to 2024 data. Meaningful relations established / strengthened with local communities; hapu / iwi, other schools and agencies Cultural Identity, whanaungatanga and community connections are strengthened Cultural arts are celebrated and enhanced within the school.	Staff understand SKP tikanga and support it. School community have a common language for communication, problem solving and emotional understanding. School values guide interactions, teaching, learning, and community engagement. The school is effectively serving its community.	Systems and processes are accessible for a range of purposes School is able to plan towards strengthening effective use of digital technologies 5ya plans are implemented. Safe school areas are maintained whilst Phase One of the rebuild is completed. Advocate and planning for Phase two of rebuild is successful. School can effectively educate all students who require our support.
National Education and Learning Priorities (NELPS)			
1:2 / 2:3 / 2:4 / 3:5 / 3:6	1:1 / 1:2 / 3:5 / 3:6	1:1 / 1:2 / 2:3 / 2:4 / 3:5 / 3:6	1:2 / 2:3 / 3:6

KNOW ~ ENGAGE ~ EMPOWER

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

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

Annual Implementation Plan for 2025

Annual Implementation Plan for 2025			
Strategic Goal 1		Deliver a schoolwide approach to the teaching of literacy, resulting in positive learner outcomes. Integrate Te Mātaiaho Framework into the SKP Curriculum	
Strategic Initiatives for 2025		1.1. Continue to evaluate current literacy levels of all learners using ipsative assessment 1.2. Continue with schoolwide PD to establish shared understanding of the specialist literacy approach: Comprehensive Literacy For All 1.3. Engage in MOE Specialist School Structured Literacy PD when available 1.4. Align SKP English & Math Curriculum Schemes with Te Mātaiaho	
Intended outcomes for 2025		Staff have shared understanding of literacy teaching strategies and assessments tailored to the diverse learning needs of our ākonga. Literacy progressions are in use and informing teachers planning, aligned to Te Mātaiaho. Learning needs are met through effective pedagogy	
NELPs		NELP 1: Learners at the Centre, NELP 2: Barrier Free Access, NELP 3: Quality teaching and Leadership	
What Key Actions will we take to progress this initiative for 2025		Who is Responsible?	When will this Happen?
Complete Comprehensive Literacy For All PD		Literacy Coordinator Literacy Team	Terms 1 & 2
Baseline staff confidence linked to the strand & delivery. Remeasure.		Literacy Coordinator Principal	Term 1 and Term4
Set up regular meetings with all teachers to monitor progress		Literacy Leader / co-ordinator & Syndicate Leaders / SLT	Terms 1 - 4
Literacy Focus Group of 3 Lead teachers (& SLT) re-established to partake in additional training and coaching other teachers		Principal, Literacy Leader / Coordinator	Term 2, week 1,2
Teachers to formulate a literacy goal and share with their synd leaders and literacy focus group		All Teachers, Literacy Leader, Syndicate Leaders	Term 2, weeks 1 & 2
Staff to complete 'Comprehensive Literacy For All' Assessments for all Students		Classroom Teachers, literacy Leader, SLT, and Focus Group	Terms 2 and 4
Literacy Target Group established: 2 students from each class: one who is making expected progress and one who is making no or less than expected progress. N = 40		Literacy Lead Team, All teachers, Syndicate Leaders / Principal / SLTs	Term 2 week 1
PD embedded into classroom programmes and teachers' planning		Principal, Literacy Leader	Terms 1 - 4
Engage in MOE Specialist School Structured Literacy PD when available, and make a schoolwide plan for implementation		Principal, Literacy Leader, All Teachers, SLTs, TAs	Term 3 onwards
Review Planning and Literacy resources across the school		Literacy Leader. SLT, Focus Group, Principal,	Terms 2 & 3
Revise and rewrite SKP Math Curriculum Scheme to align with Te Mātaiaho		Principal, DP1, Math Lead Teachers	Terms 2, 3, 4
Revise and rewrite SKP English Curriculum Scheme to align with Te Mātaiaho		Principal, DP2, English Lead Teachers	Terms 2, 3, 4

KNOW ~ ENGAGE ~ EMPOWER

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

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

Math Lead Teacher Group – N = 2 - coaching supporting other teachers to implement structured numeracy teaching	DP1, Lead Teachers Principal Syndicate Leaders	Terms 2 - 4	•
Measurement Tools:	<ul style="list-style-type: none"> • New SKP Literacy & Numeracy Progressions are understood by staff and in use, informing teachers' planning • Revised assessment profiles are providing data • Structured approaches to teaching English and Math are witnessed in classrooms • An increase in achievement for an identified group of learners • Increase in staff confidence linked to strand and delivery 		

KNOW ~ ENGAGE ~ EMPOWER

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

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

Annual Implementation Plan for 2025

Annual Implementation Plan for 2025			
Strategic Goal 2		Enhance and develop our relationships with our students, our whānau / aiga / care-givers and the broader community.	
Strategic Initiatives for 2025		2.1 Monitor and increase student and staff attendance 2.2 Develop partnerships with Mana Whenua – Te Wai o Hua 2.3 Increase opportunities for engagement with whānau / aiga / families 2.4 Increase participation of SKP Kapa Haka and Pasifika groups in community events	
Intended outcomes for 2025		To incorporate the principles and practices of Te Mātaiaho into SKP Curriculum to promote cultural competency, inclusivity, and indigenous knowledge	
NELPs		NELP 1: Learners at the Centre, NELP 3: Quality teaching and Leadership	
What Key Actions will we take to progress this initiative for 2025		Who is Responsible?	When will this Happen?
Daily monitoring of attendance, Every Day Counts, Follow up with whanau daily, Sharing information / statistics		Attendance coordinator, Principal, All Teachers, all support staff, EWIS, Family Liaison, SWIS	Terms 1 - 4
Connect with community networks to help develop SKP own Pepeha, Waiata, Haka		Principal, Te Ao Maori cultural Leader, Identified staff	Term 1 - 3
Reconnect with Te Wai o Hua and Makarau Marae for ongoing support and partnering: Feedback Hui: SKP Tikanga & local curriculum		Principal, Te Ao Maori cultural Leader, Kahui Ako, MAC facilitator	Terms 2 – 4 Term 4
Whanau / Aiga attendance at: <ul style="list-style-type: none"> ILP hui / Fono Milford Beach outing Samoan Language Celebration Matariki Celebration Ck Island Language Celebration Tongan Language Celebration Specialist Schools Kapa Haka Fest Te Wiki o Te Reo Literacy / Math in class Visit EoY Celebrations / Graduation 		Cultural Leaders Principal Syndicate Leaders All Staff	<ul style="list-style-type: none"> Term one Term 1, Wk 3 [5/7] Term 2 Wk 5 Term 2, Wk 8 Term 3, wk 4 Term 3, Wk 6 Term 3, Wk ? Term 3, Wk 10 Term 4, Wk 2 Term 4,
Develop Kapa Haka Cultural Group & Learn SKP Haka & Cultural Dances		Principal, Te Ao Maori Lead Teacher, Cultural Leaders, Identified Support Staff	Term 1, Week 7 Terms 2 – 4 inclusive
Facilitate whole staff marae visit to deepen cultural understanding and connection		Principal, MAC facilitator, Te Ao Maori Lead Teacher,	Term 2 break
Measurement Tools:		<ul style="list-style-type: none"> Professional Growth Cycle and observations Engagement in professional learning groups Engagement in & Feedback on Professional Learning Development Whānau engagement data Guidance and / or presence of mana whenua in school events 	

KNOW ~ ENGAGE ~ EMPOWER

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

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

Annual Implementation Plan for 2025

Annual Implementation Plan for 2025			
Strategic Goal 3	A school culture which values and acknowledges success, is inclusive of all, and recognises and respects the diversity of our school community.		
Strategic Initiatives for 2025	3.1. Strengthen SKP Processes: Induction 3.2. Develop use of Zone of Regulation & embed schoolwide 3.3. Develop a deep and rich understanding of the school values – Teamwork, Respect & Integrity - and embed them meaningfully into all aspects of school life 3.4. Develop staff understanding of Te Tiriti o Waitangi and how it relates to school wide practices		
Intended outcomes for 2025			
NELPs	NELP 1: Learners at the Centre, NELP 2: Barrier Free Access, NELP 3: Quality teaching and Leadership		
What Key Actions will we take to progress this initiative for 2025	Who is Responsible?	When will this Happen?	What Actually Happened?
Revise essential components for Induction programme for all staff Redevelop Plans and make available online	Principal Senior Leaders Psychologist	Term 2-3	•
Revisit training inhouse for ZoR Train new staff Support teachers to implement through in class coaching, support & modelling Lead Teacher Position developed	Occupational Therapist Principal MU Holder Syndicate Leaders	Term 1 Term 2 Terms 2-4 Term 2	•
Focus on one value per term, incorporating it into staffroom / meeting room; student focused event per term; appoint lead teacher to oversee implementation & engagement	MU Holder Principal Leadership Team All staff	Tm 2 = Integrity / Ngākau Pono Tm 3 = Respect Tm 4 = Teamwork	•
Collaborate with MAC facilitator to unpack Te Tiriti and explore school values as a staff	Principal MAC Facilitator	Terms 2-4	•
Collaborate with MAC facilitator to create SKP staff competencies	Principal MAC Facilitator Leadership Team	Terms 2 - 4	•
Measurement Tools:	<ul style="list-style-type: none"> Whole staff marae visit successfully completed Top 10 attributes for each school value identified; displays of values in action around the school; Values are known and reflected everyday in teaching and learning, and behaviour. Acknowledgement of students, staff and community who demonstrate our values. Shared ownership and responsibility for our values to be upheld. Staff competencies relating to Te Ao Māori are increased Common language and approach to emotional regulation is evident across the school 		

KNOW ~ ENGAGE ~ EMPOWER

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

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

Annual Implementation Plan for 2025

Strategic Goal 4			
Develop and embed practices that will enable the school to be sustainable.			
Strategic Initiatives for 2025	4.1. Develop digital tools to support & enhance staff professional learning		
	4.2. Develop a digital plan		
	4.3. Introduce new Student management system		
	4.4. Continue to build staff (Leadership Team / Teachers / Teacher Aides / Therapists) capability to effectively teach all learners.		
	4.5. Ensure safe learning environment during phase 1 of the SKP rebuild		
Intended outcomes for 2025	Enhancing our digital capabilities, accomplishing efficiencies, growth, and staff development. Ensuring our systems are dynamic and enable a safe and enriching learning environment going forward		
NELPs	NELP 1: Learners at the Centre, NELP 2: Barrier Free Access, NELP 3: Quality teaching and Leadership		
What Key Actions will we take to progress this initiative for 2025	Who is Responsible?	When will this Happen?	What Actually Happened?
Investigate online modules for staff training Create list of online modules to be developed Develop outline for each module	Principal, Senior Leaders Therapists, Unit Holders Media TA	Term 2 Term 2 Terms 2 - 3	•
Inventory of available technological devices, basic characteristics & location completed IT Focus Team developed School internal analysis: Pedagogy, Technology, Organisation Objectives set with Timeline for actions Annual assessment of plan	IT Lead Focus Team Principal ISI	Term 2, wk 3-6 Term 2, Wk 3 Term 2 – 3 Term 4, Wk 1 Term 4, Wk 5	•
Investigate SMS and compare to eTap Contract to Hero Train key staff and onboard data Switch systems and train staff in basic use Liaise with other schools using Hero Prepare plan for 2026 extending use to include assessment data	Principal DP1 Hero Staff Admin, All teachers & Therapists Principal Principal, DPs	Term 4, 2024 / Tm 1 2025 Term 1 2025 Terms 1 – 2 Term 3 Term 2 Term 4	•
PD as per above External PD as relevant	Senior Leaders MU Holders	Ongoing all year	•
Adjust break / taxi organisation to enhance consistency, cohesion, & collaboration	D.Ps Principal All staff	Term 1	•
Measurement Tools:	<ul style="list-style-type: none"> • New Induction Process developed • Digital Plan in place. At least 3 Online Learning modules developed & trialled • New SMS in place with 'basic use' by all staff. • PD reflections • Students play, interact and wait together to foster a sense of community despite physical changes happening around the school 		

KNOW ~ ENGAGE ~ EMPOWER