

South Featherston School – Strategic Plan 2024-2025 – Table of Strategic Initiatives

Strategic Initiatives	How it relates to Aims	Actions for 2024	Actions in 2025
<p>Curriculum Delivery</p> <p><small>SUPPORTS:</small> Hauora • Whakamana</p> <p>NELP Priorities 1, 2, 3, 4, 5, 6</p>	<p>This is getting the foundations right, ensuring a key artifact is relevant and useful. Socialising our Curriculum Delivery Plan (CDP) with others at the School helps to ensure it is robust and signals that we genuinely value transparency and collaboration.</p>	<ul style="list-style-type: none"> • Continue to integrate the BSLA’s resources and strategies across all classrooms, embedding the learnings that have proved successful with our ākonga (and their whānau) to date. • Assign a Structured literacy Lead kaiako/teacher who will review and ‘audit’ for best practice across classrooms in terms of literacy teaching and learning. Implement changes to practice (if required) and plan PLD for kaiako/teachers (if needed) • Collaborate with key personnel within our wider school and local community to increase our board/staff collective knowledge of our region’s resources and history. This will aid as we draft our new local curriculum, reflecting our kura/school’s ‘place in the world’ (in particular), and integrating and implementing Te Mataiaho. • Ensure our curriculum documents align with updated curriculum guidelines and requirements. 	<ul style="list-style-type: none"> • Review for effectiveness ie: through EoY progress and achievement outcomes • Review Structured Literacy Lead role for effectiveness
<p>The South Featherston School Experience</p> <p><small>SUPPORTS:</small> Whakamana • Hauora • Whanaungatanga</p> <p>NELP Priorities 1, 2, 3, 4, 5, 6</p>	<p>What values and character do we want for learners and our School? What does learning mean and what does learning at South Featherston look like? Anecdotally, when we reflect on the investment of time and effort put into our learners by staff, whānau and others, there are so many great things going on. We want to make these explicitly, to ‘pan this gold’, and make it more visible for the benefit of not just ourselves, but others that may come to connect with our School in the future.</p>	<ul style="list-style-type: none"> • Use the information gathered from our stakeholders in late 2023 to begin drafting and creating our ‘SFS Learner Profile’. • Collaborate with key personnel within the wider community in the drafting and creation of our ‘SFS Learner Profile’. • Continue to invest in and develop our LTP and assessment practices and philosophy at the school/kura, sharing these with our families/whānau so they understand the principles and how it is enacted at SFS • Regularly canvas our stakeholders in their various contexts (ākonga/learners, staff, whānau/families, community, board/kaitiaki o ngā kaupapa etc) to understand their aspirations for the school/kura and their experience of it over the years, with a focus on eliciting feedback from the typically ‘quieter voices’ • Review how we make use of this information to better inform and drive future activities, initiatives and planning at the school/kura. • Review how feedback can be/is presented to our stakeholders in terms of progress and development, and seek further discussion. 	<ul style="list-style-type: none"> • Continue to develop our “SFS Learner Profile”. • Continue to share “SFS Learner Profile” development with our families/whānau, and encourage feedback from them about this. • Continue to regularly canvas our stakeholders in their various contexts.
<p>Whānau and Community Engagement</p> <p><small>SUPPORTS:</small> Whanaungatanga • Kāhui Ako • Kaitiaki o ngā Kaupapa</p> <p>NELP Priorities 1, 2, 3, 4, 5, 6</p>	<p>Fostering quality, beneficial connections between all stakeholders involved in our School, needs sustained effort. We’ll be looking for opportunities to bring our community together. When things work well, we’ll look to further those successes; where they don’t work as well, we will reflect and adapt.</p>	<ul style="list-style-type: none"> • Plan regular opportunities to engage with our stakeholders, eg: learning sharing evenings, events, projects, whānau evenings, working bees, and create a school calendar of events to share • Continue to participate in community initiatives e.g. school cluster events, Matariki celebrations, Anzac Day commemorations, Featherston Booktown • Reach out to new groups and organisations to enrich our community network • Keep our stakeholders informed through different channels, on a regular basis • Grow and foster our relationships with wider community groups in ways that nourish everyone 	<ul style="list-style-type: none"> • Continue to plan regular opportunities to engage with our stakeholders • Continue to grow and foster relationships with community groups in ways that nourish everyone • Continue to review and welcome feedback on how we keep our stakeholders informed.
<p>Evidence-based Frameworks for Student Progress</p> <p><small>SUPPORTS:</small> Hauora • Kaitiaki o ngā Kaupapa</p> <p>NELP Priorities 1, 2, 3, 4, 5, 6</p>	<p>This is a capability worth building over time at the School. Our expectation is that the quality of the discussion around what can, can’t, should and shouldn’t be improved and why, will only be improved if we can inform ourselves with good, longitudinal, well-understood data.</p>	<ul style="list-style-type: none"> • Keep the board engaged on the frameworks being adapted and adopted, particularly with a view to ensuring they understand how the data can be used to help with the task of governing effectively. • Plan PLD for the board in areas they need extra support and knowledge building opportunities. • Through discussion with assigned ERO capability partner (Jan Coleman) plan and execute our ‘where to nexts’ as they pertain to our identified mahi. 	<ul style="list-style-type: none"> • Review for continued effectiveness • Continue our journey with our ERO Capability Partner

Environmental Projects in our Community

SUPPORTS:
Kaitiakitanga • Whanaungatanga

NELP Priorities 2, 3, 5

As a rural school, our relationship to nature has been central to our School's philosophy and identity and that focus continues today. Furthermore, and it would be uncontroversial to say, that this generation inherits a world where everything will be considered in terms of the environment, climate, sustainability and ecology - so it is important that we recognise that as a school and help equip our tamariki with the right skills and knowledge in this domain.

- Continue our engagement with local groups and organisations, such as Pae Tū Mōkai o Taurira, and Enviroschools, on environmental projects and initiatives that fit with our mahi, grow our ākonga/kaiako understanding of our local 'situation'.
- Continue to develop and grow the 'Sensory Garden' project at our school/kura, investing in new planting, and maintenance. Identify which tree, and at what cost, will replace the Sensory Garden tree.
- Continue to support a teacher in their role of Environment Lead.

- Continue to collaborate with others on environmental projects
- Continue the Sensory Garden Project

Participation in Kāhui Ako

SUPPORTS:
Kāhui Ako • Kaitiaki o ngā Kaupapa • Whanaungatanga

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

In line with the old adage, 'you only reap what you sow', we recognise that our local Kahui Ako's effectiveness is a consequence of the time and effort its members put in. To that end, we are keen to ensure SFS plays its part and actively participates at all levels.

- Remain actively involved with our SW Kāhui Ako through the Lead Principal role, WSL responsibility, and representation from teaching staff at events and training activities.
- Participate in the SW Kāhui Ako review of Year 8 ākonga readiness for transitioning to college.
- Network with other school boards in our SW Kāhui Ako, and build relationships with other school boards in the rohe.
- Keep informed of any changes likely to happen relating to the national Kāhui Ako set up which may impact on our mahi in this space.

- Continue to contribute to our Kāhui Ako as a valued member at all levels for the benefit of our learners and our peers.

School Board Effectiveness & Sustainability

SUPPORTS:
Kaitiaki o ngā Kaupapa

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

The current board has stabilised over previous years - with a mix of new and established members at last election. We aim to continue upskilling, particularly where the changing education landscape requires us to do so. Furthermore, the board wants to ensure that the good work to date - particularly around relationships, teamwork and culture - is sustained for future members. This will be something we are cognisant of in our activities over the coming years: 'how do we ensure sustainability and resilience', so that the Board remains effective and accountable to the learners, staff and community it serves over the long-term.

- Participate in upskilling, both collectively as a board, and individually, at regular seminars and workshops offered throughout the year.
- Ensure that the Strategic Plan is reviewed by the board frequently throughout the year to understand progress and check on its ongoing relevance.
- Maintain our Internal Evaluation Review practice and utilise it throughout the year to improve on areas we identify as needing improvement.
- Plan regular opportunities for the board to hear from staff at board meetings throughout the year on their work and projects that directly link to our school/kura's Strategic aims and initiatives.
- Continue to actively build our knowledge-base of board-related artifacts for future members.
- Ensure principal's Professional Growth Cycle aligns with school/kura strategic planning and remains fit for purpose.

- Continue to review for effectiveness
- Ensure sustainability
- Plan towards the 2025 triennial board elections (date yet to be confirmed)