

Interim Strategic Plan 2023

STRATEGIC GOAL <i>What do we want to achieve? Aspirational, inspirational, and long-term</i>	<i>What will this look like if we get it right?</i>	NOTICING What does the data say? <i>Where are we now?</i> Critically outline what you are noticing	PLANNING TO ACT Strategic plan - What are we going to do over the next year to achieve our strategic goal? <i>After investigating what we noticed and collaboratively what we discovered was....</i> <i>Prioritise actions for stepped results</i> <i>–What do we expect to see at the end of the year?</i> <i>Consider Resourcing - skills, finances, environments, etc</i>	Annual implementation plan (2023) <i>How will we do this? What will the staff need to do to achieve what the Board expects to achieve this year?</i>	SHIFTS IN PRACTICE What shifts are the Board expecting to see? <i>How will we know we are getting this right?</i>	MONITORING <i>What will we need to measure?</i>
STRATEGIC GOAL 1: All ākonga/ students will be engaged with high-quality learning opportunities and progress and achieve their highest possible educational potential.	<ul style="list-style-type: none"> There will be equitable results in the achievement of all ākonga/students against their expected curriculum levels for learning areas when analysed by year level, gender, and ethnicity. All our ākonga/students of all cultures will be confident in their own identity, language, and culture as citizens of Aotearoa, New Zealand. Our Māori whānau will experience a sense of belonging and achievement as Māori. All students will be socially and emotionally competent, resilient, and optimistic about their future. All ākonga/students will be engaged in their studies and understand their next steps for success. Both kaiako/teachers and ākonga/students will be measuring success based on ākonga/students' individual potential and progress against appropriate learning goals 	Teaching & Learning <ul style="list-style-type: none"> Overall our students in years 1-10 are not achieving as expected in reading, writing and mathematics There is a disparity in the educational outcomes based on both gender and ethnicity – with boys and ākonga/students of Māori/Pacifica descent being most at risk of not progressing as expected in reading and mathematics, and boys at risk of not progressing as expected in writing There is a wide range of achievement levels in each year level There is a disproportionate number of priority learners in year 9 & 10 There are a high number of ākonga/students who are not achieving and/or at risk of not achieving in reading, writing and mathematics Kaiako/teachers were observed to be using deficit thinking in relation to boys' engagement and achievement in literacy. NCEA data is showing an improvement since 2021 with fewer credits being offered and individualised programmes 	Teaching & Learning <ul style="list-style-type: none"> Restructure learning support to ensure that there are clearly defined roles between leadership and implementation Implement a 3-tier structure for identifying students; tier 1 (support plan implemented by classroom teacher), tier 2 (classroom teacher, targeted intervention), tier 3 (classroom teacher, small group intervention, learning support) Complete class profiles that identify ākonga/students as Tier 1, Tier 2 (not achieving (NA), at risk of not achieving (AR)), or Tier 3 (special education needs (SEN), academically gifted (GT)). Implement Individual Education Plans (IEP) for tier 3 and tier 2 ākonga/students to meet their teaching and learning needs and to accelerate their achievement Develop clear systems and programmes for supporting ākonga who are English Language Learners (ELL) Continued development of a concept-based, responsive, inclusive, integrated, localised school curriculum (years 1-10) Continued development and implementation of school-wide 	Teaching & Learning <ul style="list-style-type: none"> Kaiako/teachers to implement programmes of learning that meet the needs of all ākonga/students and specifically tier 1, tier 2 (AR, NA) and tier 3 (SEN, GT) on their classroom profile. Kaiako/teachers to continue PLD on the development of a concept-based, responsive, inclusive, integrated, localised school curriculum (years 1-10) Kaiako/teachers will consider our Enviroschool status when designing programmes of learning Kaiako/teachers to continue to develop a school-wide planning process and framework that allows for a year-end curriculum review based on what has been taught during the year. Kaiako/teachers to engage in PLD for structured literacy via the Kāhui Ako – Big River Kaiako/teachers to engage in PLD for improving mathematics teaching via the Kāhui Ako – Big River The Kaiako/teacher with responsibilities for ELL to implement programmes to 	Teaching & Learning <ul style="list-style-type: none"> Classes will show improved engagement and achievement in reading, writing, and mathematics. Kaiako/teachers will be confident that they are meeting the needs of all ākonga/students in their classes Kaiako/teachers will be designing programmes of learning that provide high-quality learning opportunities for ākonga/students and their planning for all students will be accessible and visible Kaiako/teachers will be confident in moderation processes and making accurate OTJ for reading, writing and mathematics Mid-year and end of year assessments will show acceleration in tier 2 ākonga/student achievement. NCEA ākonga/students are engaged in programmes of learning that connect with future educational and career pathways NCEA ākonga/students will 	Teaching & Learning <ul style="list-style-type: none"> Assessment data for reading, writing, and mathematics analysed by year group, gender, and ethnicity for reading writing and mathematics for ākonga/students in year 1-10 at the end of each term Year-long Acceleration data for reading, writing, and mathematics NCEA assessment data will be monitored at each NCEA level for achievement, merit & excellence NCEA assessment data will be linked to identified courses rather than individual standards Wellbeing <ul style="list-style-type: none"> SW-PB4L data behaviour, supports, positive (TCAS Way) will be analysed by year group, gender, and ethnicity Attendance will be monitored each term as an overall percentage



	<ul style="list-style-type: none"> Our kaiako/teachers will see themselves as learners and will be engaged in a meaningful professional growth cycle that allows them to continually improve their practice in order to engage ākonga/students with high-quality learning programmes and progress and achieve to their highest possible educational potential 	<ul style="list-style-type: none"> meeting the needs of students There is now a school-wide curriculum for ākonga/students from years 1-10 and established systems of school-wide planning for teaching and learning A curriculum review at the end of 2022 identified that there are repetitions and gaps in some learning areas There has been an increase in conversations about teaching and learning and meeting the needs of all ākonga/students There is disengagement by most kaiako/teachers from the Kāhui Ako – Big River and associated professional learning opportunities There are now curriculum achievement plans for reading, writing and mathematics however these are not being meaningfully used by some teachers There is not a well-established professional growth cycle process within the school that is driving changes to teacher practice There has been consistent reporting to the board on student achievement during the year <p>Wellbeing</p> <ul style="list-style-type: none"> There is an increasing number of high and complex needs ākonga/students, many who are neurodiverse (ADHD, ADD, ODD, ASD) and others with anxiety Neurodiverse ākonga/students are disproportionately represented in behaviour statistics with five neurodiverse ākonga/students accounting for 39% of all behaviour entries to the SMS There are significantly more behaviors recorded for males ākonga/students than females in the SMS There has been an increase in the cultural diversity of our ākonga/students There is an increase in the number of ākonga/students requiring 	<ul style="list-style-type: none"> term/unit plan templates for years 1-10 Embedding of a common approach to structured literacy in classroom practice from years 1 -10. Implementation of a common approach to the teaching of mathematics from years 1 to 10. Access to Assessment for Learning (AFL) through the Kāhui Ako – Big River for all teachers to improve teaching practice Continued review of curriculum achievement plans and moderation processes for reading, writing and mathematics Involve ākonga/students in high-quality digital technology learning through the Future Focus Learning (FFL) initiative Connect NCEA bākongā/students with meaningful programmes of learning Develop a meaningful Professional Growth Cycle (PGC) Build capacity within kaiako/teaching staff to lead the learning of others <p>Wellbeing</p> <ul style="list-style-type: none"> Clarify the responsibilities of the deans and whānau kaiako/teaching staff roles including being the facilitators of positive caregiver involvement in ākonga/student's learning. Increase kaiako/teaching staff and ākonga/student capability in the use of restorative practices to resolve conflict across the school Increase kaiako/teaching staff and ākonga/student capacity in the use of the Zones of Regulation to improve self-regulation of emotions Improve clarity and use of the TCAS Way, SW-PB4L systems, and Edge-SMS support and behaviour data Clarify the use of major and minor behaviour categories and review 'other' entries to improve 	<ul style="list-style-type: none"> improve the acquisition of English by our ELL. Eg. The Learning Village Kaiako/teachers to use either structured literacy, mathematics, or their learning area speciality as a lens to undertake Assessment for Learning (AFL) PLD via the Kāhui Ako – Big River The Kāhui Ako – Big River within school teacher will lead the AFL PLD within the school Leaders to implement ongoing reviews of curriculum and achievement plans for reading, writing and mathematics Leaders to develop moderation processes that ensure rigour in the determination of OTJ NCEA ākonga/students will be involved in programmes of learning that are meaningful, connect with future educational and career pathways Kaiako/Teacher will involve themselves in the FFL project and will make the most of opportunities the digital learning opportunities through this initiative Kaiako/teachers will engage in a meaningful PGC group in order to improve practice Kaiako/teachers to engage with the curriculum change programmes associated with NCEA and the Curriculum Refresh School leaders will engage in meaningful Leading Adult Learning PLD to improve their ability to lead the improvement of teaching practice within the kura <p>Wellbeing</p> <ul style="list-style-type: none"> Kaiako/teachers will engage in PLD to improve knowledge and 	<ul style="list-style-type: none"> continue to show increase in achievement at the merit and excellence level Kaiako/teachers will be involved in a meaningful PGC in order to improve their practice <p>Wellbeing</p> <ul style="list-style-type: none"> The SW-PB4L systems will be responsive to the needs of specific ākonga/students and cohorts, and there will be increased recording of both supports and positive behaviours through the Edge-SMS. Ākonga/students and their whānau will be co-constructing their educational pathways Kaiako/teachers will value collaboration with kaiako/teacher from other schools through the Kāhui Ako - Big River There will be a decrease in the number of referrals to the Kāhui Ako – Big River councillor 	
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		<p>inter-agency support</p> <ul style="list-style-type: none"> • The most common support accessed by ākonga/students is emotional • Tier 2 and tier 3 ākonga/students are accessing support at a higher level than other ākonga/students • There has been an increase in the number of ākonga/students who are accessing the Kāhui Ako – Big River counsellor for anxiety and emotional support • Many ākonga/students are unable to regulate their emotions using appropriate strategies • There is inconsistent application of the Zones of Regulation across the kura/school • There is inconsistent application of SW-PB4L systems, especially with high and complex needs ākonga/students • There has been a significant decrease in the number of ākonga/students with attendance of 80% or above • Behaviour & support data and analysis allowed for end of year reporting to the board and for improved regular reporting in 2023 • There is currently no system that allows for the analysis of reward information through the TCAS Way 	<p>understanding of behaviour types</p> <ul style="list-style-type: none"> • Implementing systems to record TCAS Way data so that positive behaviours can be analysed and reported on to facilitate in improvement in the school environment • Implement systems for monitoring and reporting on attendance 	<p>understanding of restorative practices</p> <ul style="list-style-type: none"> • Visuals that outline the behaviour management system will be updated to include the newly created deans and to support the cohesive implementation of the behaviour management system • The TCAS Way will be refreshed and updated to reflect the new interpretation that was developed as part of the school board's revisioning process • Dean and whānau kaiako/teacher job descriptions will be developed and reviewed • Kaiako/teachers will refer Y1-8 students through to the Kāhui Ako – Big River counsellor when required • Leaders will develop a system for recording of the TCAS Way reward data so that it can be analysed for year, gender, and ethnicity 		
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STRATEGIC GOAL 2 The Catlins Area School will develop and embed the new vision and values to reflect the aspirations of ākonga, kaiako, whānau and the community	<ul style="list-style-type: none">• Ākonga/students, kaiako/teachers, whānau/family and the community will have a shared understanding of the school vision and TCAS Way• There will be improved supportive and responsive relationships between ākonga/students, kaiako/teachers, whānau/family, and the community.• The school vision and TCAS Way will be visible in the school and will form the foundation of systems within the school	<ul style="list-style-type: none">• There is not a strong history of the school vision being known and understood by ākonga, kaiako and whānau• There is a strong connection to The TCAS Way by ākonga, kaiako, and whānau and this is developed throughout the school but this has not been consistent• The school vision and TCAS Way has not recently been used to drive decision-making at all levels within the school	<ul style="list-style-type: none">• Develop new graphics to ensure that the new school vision is visualised systematically by all stakeholders• Implement a Schooling by Design Plan (SbD) to ensure that there is a shared understanding of how the school vision is being interpreted• Implementation of review processes with ākonga/students, whānau/family, and the wider community that use the school vision as a guide	<ul style="list-style-type: none">• The leaders will engage specialist graphic designers to create a consistent image of the new school vision and TCAS Way• Leaders will use the SbD to guide the development of systems within the school• Leaders will design and implement review schedule for systems within the school• The school board will develop the strategic plan for 2024-2026 using the new school vision and The TCAS Way	<ul style="list-style-type: none">• The school vision TCAS Way will be visible around the school and community, and ākonga/students, kaiako/teachers, whānau/family, and the community will know and explain how it relates to the pepeha imaging.• The language of the school vision and The TCAS Way will be prevalent in the community• The wider community will feel more connected to The Catlins Area School and there will be positive conversations in the community concerning the school.	<ul style="list-style-type: none">• There will be an increase in ākonga/student, kaiako/teacher, whānau/family, and community participation in school-wide events and occasions.• There will be evidence that ākonga/students, kaiako/teachers, whānau/families and the community know what the vision and the TCAS Way are• There will be evidence that the school vision is being used to design systems within the school



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STRATEGIC GOAL 3 The Catlins Area School will streamline and future-proof systems within the school to meet legal and professional requirements	<ul style="list-style-type: none"> There will be documentation of systems within the school that ākonga/students, kaiako/teachers, and whānau/families can access. All board members, kaiako/teachers, and ākonga/students will be confident and have clarity of their roles and responsibilities. There will be the ongoing development and use of digital solutions and systems for administrative tasks. There will be clear communication of systems to ākonga/students, kaiako/teachers, whānau/family and the community. Cloud-based technologies will allow for flexibility in where ākonga/students and kaiako/teachers can work. All board members and kaiako/teachers will be confident in their use of digital, cloud-based technologies. 	<ul style="list-style-type: none"> There has been a significant change in school systems in the last two years and some systems require documentation There have been several changes to roles and responsibilities in all areas of the school Job descriptions are outdated and do not accurately reflect roles and responsibilities There is vulnerability around school systems that are the responsibility of specific kaiako/teachers. Many systems are not well documented, and this makes them unsustainable and at risk of failure. Some systems have been developed separately from the policies that should underpin them Some legal requirements are not being met There is some evidence of kaiako/teachers engaging in unprofessional behaviour. 	<ul style="list-style-type: none"> Systems within the school will be documented and shared with kaiako/teachers. A kaiako/teacher website will be continually updated to act as an online kaiako/whānau handbook A review process outlined with relevant stakeholders for key systems within the school Continual internal and external review will enable systems to be amended and updated so that they are cohesive and fit for purpose. A system for the review and updating of roles and responsibilities that are documented in job descriptions so that there is clarity around responsibilities and accountabilities. Intentional review of systems against policies to ensure that systems are designed as required by the school board Professional and legal responsibilities will be reinforced to build a culture of excellence within kaiako/teachers 	<ul style="list-style-type: none"> Continued documentation of school systems and then communicate these with stakeholders in the appropriate way. Implement a system of consultation with relevant staff to update job descriptions and communicate these with kaiako/teachers so that responsibilities and accountabilities are clear. Create and implement a review cycle for key administrative, teaching & learning, and well-being systems within the school. Create and implement a system of review of policies that includes assurances that key policies are being met. Update and implement the professional growth cycle to provide evidence of kaiako/teachers meeting professional responsibilities. All kaiako/teachers will be made aware of the importance of privacy and confidentiality and how this connects with the legal and professional responsibilities of a school. 	<ul style="list-style-type: none"> Kaiako/teachers will be confident and competent in their use of school systems. There will be an increase in engagement of the community, whānau/family, and ākonga/students and a genuine valuing of their perspectives by the school. All kaiako/teachers will know their roles and the roles of others and be clear on responsibilities and accountabilities. Review will be embedded as a positive process to implement meaningful changes. School Policies will be seen as the key documents of governance within the school. All kaiako/teachers will be engaged with the professional growth cycle. All kaiako/teachers will be respectful of privacy and confidentiality. 	<ul style="list-style-type: none"> Kaiako/teachers will be confident and competent in their use of school systems as identified through a kaiako/teacher survey. Kaiako/teacher and ākonga/student well-being data will be compared with the previous year's