



2024-2025 Strategic Plan

Vision Statement

Education (School Planning and Reporting) Regulations 2023, Regulation 7(a)

Connect *We give effect to te Tiriti ō Waitangi as we meaningfully connect with our culture, environment, community, and learning*

Learn *We value learning opportunities for ourselves and others now and in the future*

Grow *We grow the confidence and potential in ourselves through the challenges we experience*

Our ākonga follow the TCAS Way

Tenacity	Care	Achievement	Service
We are resilient, resourceful and determined	We have respect for ourselves and the diversity of everyone and everything around us	We strive with integrity to achieve personal excellence	We contribute positively to our community and environment



The process used to develop this strategic plan

Education (School Planning and Reporting) Regulations 2023, Regulation 7(c)

The Catlins Area School (TCAS) school vision developed in 2022 reflects the community's aspirations for the school and was used as the foundation for the development of the 2024-2026 Strategic Plan.

The data used to develop this strategic plan included: achievement, pastoral (behaviour, support, TCAS Way), attendance, ākongā, kaiako, whānau, and community feedback.

Community engagement with ākongā, kaiako, whānau, and the wider TCAS community occurred in classes, in kaiako hui, via online forms, and directly via telephone interviews. The School Board synthesised community feedback into themes that reflected the TCAS School Vision. Kaiako then developed draft strategic goals from the TCAS School Board synthesis. The TCAS School Board then crafted the final strategic goals.



CONNECT

Strategic Goal 1: A school culture where ākonga have a strong sense of identity and a respectful connection to The Catlins community and environment

Education Requirements

NELP Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Action 1a: Ask learner/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours.

Action 1b: Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.

Action 1c: Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff including those that identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.

Priority 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

Action 2a: Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations.

Action 2d: Build relationships with Māori, involve them in decision-making, and partner with them to support rangatiratanga, and Māori educational success as Māori.

Action 2e: Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning.

NELP Objective 2: Barrier-Free Access

Priority 3: Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning needs support

Action 3a: Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling and work to address them.

Action 3b: Ensure disabled learners/ākonga and staff, those with learning support needs, and gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.

Priority 4: Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy

Action 4c: Value the heritage languages spoken by Pacific learners/ākonga and provide opportunities to use and build on them.

NELP Objective 3: Quality Teaching and Leadership



Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Action 5a: Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.

Action 5b: Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.

Action 5c: Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Action 6c: Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.

NELP Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Action 7b: Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women.

Action 7c: Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education.

Outcome	Actions	Measures
<ul style="list-style-type: none"> • There will be improved reciprocal communication between the School Board and the Community. • The relationship between the school and the community will be based on respect. • There will be a noticeable shift from honouring Te Tiriti o Waitangi to giving effect to Te Tiriti o Waitangi. • All our ākonga will be confident in their own identity, language, and culture as citizens of Aotearoa, New Zealand. • Our Māori and Pacifica whānau will experience a sense of belonging. 	<ul style="list-style-type: none"> • Upskill the school board with communication skills. • Create and Implement a communication plan that is focussed on the school's vision and strategic plans to improve the community's perception of the school. • Create opportunities for informal community feedback. • Create and implement a school-wide plan for giving effect to Te Tiriti o Waitangi. • Continue to improve kaiako capability in the use of te reo Māori. • Continue to build leadership capability using 	<ul style="list-style-type: none"> • Synthesis of feedback from ākonga, whānau, and kaiako surveys regarding communication, and perception. • Kaiako surveys on teaching and learning of te reo Māori for kaiako and ākonga.



The Catlins Area School

Te Kura Taumata O Catlins | CONNECT • LEARN • GROW

<ul style="list-style-type: none">• Our Māori ākonga will be achieving as Māori.• Our Pacifika ākonga will be achieving as Pacifika.• The Catlins environment and our EnviroSchools status will be visible and celebrated.• The school's connection to the community and environment will be visible.	<p>the Leading Adult Learning framework.</p> <ul style="list-style-type: none">• Create and implement a plan for gathering ākonga voice via hui and/or fono.	
--	--	--



LEARN

Strategic Goal 2: A local curriculum and teaching practices that place high expectations on all ākonga and empower them to progress and achieve their future goals through authentic programmes of learning

Education Requirements

NELP Objective 1: Learners at the Centre

Priority 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.

Action 2b: Help staff build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau.

Action 2c: Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations.

NELP Objective 2: Barrier-Free Access

Priority 3: Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning needs support

Action 3a: Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling and work to address them.

Action 3b: Ensure disabled learners/ākonga and staff, those with learning support needs, and gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.

Action 3c: Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau.

Priority 4: Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy

Action 4a: Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communications, problem-solving, critical thinking and interpersonal skills.

Action 4b: Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.

Action 4c: Value the heritage languages spoken by Pacific learners/ākonga and provide opportunities to use and build on them.

NELP Objective 3: Quality Teaching and Leadership

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce



Action 6a: Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support.

Action 6b: Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.

Action 6c: Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.

NELP Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Action 7a: Support learners/ākonga to see the connection between what they're learning and the world of work.

Action 7b: Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women.

Action 7c: Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education.

Outcome	Actions	Measures
<ul style="list-style-type: none"> • There will be equitable results in the achievement of all ākonga against their expected curriculum levels for learning areas when analysed by year level, gender, and ethnicity. • All ākonga will be engaged in their learning and understand their next steps for success. • Both Kaiako and ākonga will measure success based on ākonga potential and progress against appropriate learning goals. • Our Kaiako will see themselves as learners and will be engaged in a meaningful professional growth cycle that allows them to continually improve their practice to make a positive difference for ākonga. 	<ul style="list-style-type: none"> • Consistent reference in classroom profiles and regular hui to ensure there is consistent implementation of the 3-tier structure for identifying ākonga and classroom kaiako are developing appropriate learning plans that address ākonga needs. • To develop capability in kaiako to differentiate programmes of learning. • Create and implement Individual Learning Plans (ILP) for tier 3 and tier 2 ākonga to meet their teaching and learning needs and to accelerate their achievement, especially for ākonga who are English Language Learners (ELL) and neurodiverse. 	<ul style="list-style-type: none"> • Assessment data for reading, writing, and mathematics analysed by class, gender, ethnicity, and learning support tier for reading writing and mathematics for ākonga in years 1-10 at the end of each term. • Year-long Acceleration data for reading, writing, and mathematics analysed by class, gender, ethnicity, and learning support tier for reading writing and mathematics for ākonga in years 1-10 at the end of each term. • NCEA assessment data will be monitored at each NCEA level for achievement, merit & excellence. • Ākonga with achievement goals not linked with NCEA will be identified and progress and achievement reported on termly.



	<ul style="list-style-type: none">• Continued development of a concept-based, responsive, inclusive, integrated, localised school curriculum (years 1-10).• Continued development and implementation of school-wide term/unit plan templates for years 1-10.• Continuation of the embedding of a common teaching and assessment approach to structured literacy in classroom practice from years 1 -10.• Implementation of a common approach to the teaching and assessment of mathematics from years 1 to 10.• Continued review of curriculum achievement plans and moderation processes for reading, writing and mathematics.• Involve ākonga in high-quality digital technology learning through the Future Focus Learning (FFL) initiative.• Careers focussed on strengths of ākonga• Connect NCEA ākonga with meaningful programmes of learning.• Continue to develop and have kaiako engage with a meaningful Professional Growth Cycle (PGC).• Continue to build capacity within kaiako/teaching staff to lead the learning of others.	<ul style="list-style-type: none">• Kaiako surveys on localised curriculum development
--	--	--



GROW

Strategic Goal 3: A school where hauora grows ākongā confidence so they make positive choices for themselves and others

Education Requirements

NELP Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Action 1a: Ask learner/ākongā, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours.

Action 1b: Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.

Action 1c: Create a safe and inclusive culture where diversity is valued and all learners/ākongā and staff including those that identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.

Priority 2: Have high aspirations for every learner/ākongā 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

Action 2b: Help staff to build their awareness of bias and low expectations, and of how these.

NELP Objective 2: Barrier-Free Access

Priority 3: Reduce barriers to education for all, including Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning needs support

Action 3a: Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākongā from accessing, participating or remaining engaged in schooling and work to address them.

Action 3b: Ensure disabled learners/ākongā and staff, those with learning support needs, and gifted learners.

Action 3c: Identify and respond to learner/ākongā strengths, progress and needs, and learner/ākongā and whānau aspirations.

Priority 4: Ensure every learner/ākongā gains sound foundation skills including language, literacy and numeracy

Action 4a: Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communications, problem-solving, critical thinking and interpersonal skills.

Action 4c: Value the heritage languages spoken by Pacific learners/ākongā and provide opportunities to use and build on them.

NELP Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Action 5a: Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.



Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Action 6c: Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.

Outcome	Actions	Measures
<ul style="list-style-type: none"> • All ākonga will be socially and emotionally competent, resilient, and optimistic about their future. • Restorative practices will be embedded in the school. • The dimensions of hauora will be known and understood by kaiako and ākonga. • Ākonga will be able to self-regulate their behaviour using health strategies. • The TCAS Way and associated positive behaviours will be evident in kaiako and student behaviours. • There will be a school-wide shift to focussing on The TCAS Way and associated positive behaviours. • School-wide attendance will improve. 	<ul style="list-style-type: none"> • Increase kaiako and ākonga capability in the use of restorative practices to resolve conflict across the school. • Increase kaiako and ākonga 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. • Implementing systems to record TCAS Way data so that positive behaviours can be analysed and reported on to facilitate improvement in the school environment. • Implement systems for monitoring and reporting on attendance. • Implement attendance and engagement interventions. • Improve the implementation of the attendance system so that there is regular communication between the kura and whānau regarding ākonga attendance. 	<ul style="list-style-type: none"> • Synthesis of feedback from ākonga, whānau, and kaiako surveys regarding restorative practices, zones of regulation, TCAS Way, and attendance • SMS-Edge pastoral data will be analysed by class, gender, ethnicity, and learning support tier for behaviour, supports, and positives, for ākonga in years 1-10 at the end of each term. • Attendance will be monitored termly and analysed by class, gender, ethnicity, and learning support tier and compared to Ministry of Education targets.