



The Catlins Area School

Te Kura Taumata O Catlins | CONNECT • LEARN • GROW

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, ākonga, kaiako, whānau, and community feedback.

Community engagement with ākonga, 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.

During 2024, kaiako and whānau were surveyed and reviews were undertaken of priority goals within the school. The results of these surveys and reviews were used to update the strategic plan and make it fit for purpose for 2025.



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

Outcome	Actions	Measures
<ul style="list-style-type: none">• There will be improved reciprocal communication between the School Board, whānau, kaiako, ākonga and the Community.• The richly connected localised curriculum will be the foundation for school and community relationships.• 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.• Our Māori ākonga will be achieving as Māori.• Our Pacifica ākonga will be achieving as Pacifica.• The school's connection to the community and environment will be visible and celebrated.	<ul style="list-style-type: none">• Upskill the school board and kura with communication skills.• Create and Implement a communication plan focussed on the school's vision, strategic plans, and localised curriculum to improve the community's perception of the school.• Create a schedule of key events that connect the school with whānau and the wider Catlins community.• Create, review, and implement a review schedule on key areas of the school for whānau, kaiako, ākonga and the community.• Create and implement a school-wide plan to give effect to Te Tiriti o Waitangi.• Continue to improve and embed kaiako understanding of culturally responsive practice.• Continue to improve kaiako and kura capability in the use of te reo Māori.	<ul style="list-style-type: none">• Feedback and analysis of whānau, hāpori and kura survey/reviews.• Monitor and report on engagement with communications channels.• Attendance at kura events.



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

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.• Kaiako and ākonga will measure success based on ākonga potential and progress against appropriate learning goals.	<ul style="list-style-type: none">• Consistent implementation of the 3-tier structure for identifying ākonga with learning needs.• Classroom profiles include ākonga on the 3-tier structure and are regularly discussed at hui.• To develop capability in kaiako to differentiate programmes of learning while maintaining high expectations for all.• Deliberate use of assessment information to inform learning plans, class-wide and individual to meet the needs of all ākonga.• Use of moderation processes (1-13) individual and collaborative to improve understanding of assessments and the curriculum to inform teacher judgements.• Kaiako to disseminate assessment information to ākonga to improve their assessment literacy and the link to their next steps for learning.• Create and implement Individual Learning Plans (ILP) for identified ākonga to accelerate their achievement, especially for ākonga who are English Language Learners (ELL) and/or neurodiverse.	<ul style="list-style-type: none">• Achievement data - reading, writing, and mathematics.• Acceleration achievement data.• NCEA achievement data.• Feedback and analysis of whānau, hāpori and kura survey/reviews.• Feedback and analysis of ākonga responses to essential questions.• Kaiako curriculum reviews.• Achievement data in targetted learning areas.



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	<ul style="list-style-type: none">• Continued development of a concept-based, responsive, inclusive, connected, localised school curriculum focussed on transparent planning (years 1-10) within the context of The Catlins.• Kaiako are designing transfer tasks that measure ākonga, knowledge, skill and understanding through authentic contexts that reflect NZC and the localised curriculum.• Embedding of a curriculum review process across learning areas and use of this to inform future curriculum development.• A continued focus on literacy across the curriculum and specifically the iteration of the teaching and assessment approach for structured literacy for spelling, reading, and writing in years 1 -10.• Iteration of the teaching and assessment approach for structured mathematics (TLF) in years 1 -10 to include the refreshed curriculum.• Career guidance is individualised to the interests of ākonga.• Year 9 and 10 programmes of learning will deliberately include numeracy and literacy components to provide practice for the Common Assessment Activity (CAA).• Connect, design and deliver meaningful programmes of learning for NCEA ākonga.	
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GROW

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

Outcome	Actions	Measures
<ul style="list-style-type: none"> 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. All ākonga will be socially and emotionally competent, resilient, and optimistic about their future. Restorative practices will be embedded in the school. Ākonga will be able to self-regulate their behaviour using appropriate strategies. There will be a school-wide shift to focusing on The TCAS Way and associated positive behaviours will be evident in kaiako and student behaviours. School-wide attendance will improve. 	<ul style="list-style-type: none"> Continue to develop and have kaiako engage with a meaningful Professional Growth Cycle (PGC) that embeds reflection. Provide opportunities for kaiako to attend PLD that reflect their PGC focus. Develop and implement graduate profiles that link with reflective goal-setting for all ākonga. Continue to build leadership capability in kaiako and ākonga. Increase kaiako and ākonga clarity and capability in using SW-PB4L systems and practices. Continue to use tuakana teina initiatives such as peer support, peer mediation, and vertical forms to improve the school culture and environment. The PB4L Team will identify and develop a system that allows kaiako to explicitly teach positive and expected behaviours across the kura. Continue to implement systems for monitoring and reporting on attendance, 	<ul style="list-style-type: none"> Feedback and analysis of whānau, hāpori and kura survey/reviews. All kaiako have completed their PGC. Restorative practices surveys. NZCER Wellbeing survey. Attendance data.



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	and improve communication between the kura and whānau.	
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