

# South Featherston School – Strategic Plan 2023-2025 – Table of Strategic Initiatives

Strategic Initiatives	How it relates to Aims	Actions for 2023	Actions in 2024	Actions in 2025
<b>Curriculum Delivery</b> <small>SUPPORTS:</small> Hauora • Whakamana	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.	<ul style="list-style-type: none"> <li>• Refreshing New Zealand curriculum and embedding it (e.g. Aotearoa NZ histories)</li> <li>• Continue Better Start Literacy approach and embed the learnings that have proved successful with our learners (and their whānau) to date</li> <li>• Continue to invest in and develop our LTP practices and philosophy at the School and share this with our families so they understand the principles and how it is enacted at SFS</li> </ul>	<ul style="list-style-type: none"> <li>• Review effectiveness of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Embed and Review</li> </ul>
<b>The South Featherston School Experience</b> <small>SUPPORTS:</small> Whakamana • Hauora • Whanaungatanga	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.	<ul style="list-style-type: none"> <li>• Canvas our stakeholders in their various contexts (learners, staff, whānau, community, Board, etc) to understand their aspirations for the School and their experience of it over the years, with a focus on eliciting feedback from the typically 'quieter voices'</li> <li>• Work through the material to frame up the findings/learnings in such a way, it can be taken back to all stakeholders for feedback and further discussion</li> <li>• Come up with a way to crystallise this information into something(s) tangible, accessible and meaningful; a way for it to be 'living', and in a form that can help inform and drive future activities, initiatives and planning at the School</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and share the work produced in the previous year</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and share the work produced in the previous year</li> </ul>
<b>Whānau and Community Engagement</b> <small>SUPPORTS:</small> Whanaungatanga • Kāhui Ako • Kaitiaki o ngā Kaupapa	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.	<ul style="list-style-type: none"> <li>• Create opportunities to engage with our stakeholders, eg: events, projects, whānau evenings, working bees, etc</li> <li>• Seek to participate in community initiatives (e.g. School Cluster events, Matariki celebrations, Anzac Day commemorations, Featherston Booktown, etc)</li> <li>• Reach out to new groups and organisations to enrich our community network</li> <li>• Keep our stakeholders informed through different channels, on a regular basis</li> <li>• Revive the Friends of South Featherston School group to help with fundraising activities</li> </ul>	<ul style="list-style-type: none"> <li>• Grow and foster our relationships with community groups in ways that nourish everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to grow and foster relationships with community groups in ways that nourish everyone</li> </ul>
<b>Evidence-based Frameworks for Student Progress</b> <small>SUPPORTS:</small> Hauora • Kaitiaki o ngā Kaupapa	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.	<ul style="list-style-type: none"> <li>• 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</li> <li>• Discuss with assigned ERO capability partner the 'where to nexts'.</li> </ul>	<ul style="list-style-type: none"> <li>• Review for continued effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Review for continued effectiveness</li> </ul>

## Environmental Projects in our Community

SUPPORTS:  
Kaitiakitanga • Whanaungatanga

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 Tauira, on environmental projects and initiatives
- Continue to develop and grow the 'Sensory Garden' Project in our schoolyard
- Support a teacher to become our newly formed Environment Lead

- Continue to collaborate with others on environmental projects
- Begin to plan the development of our Native Nursery (old pool area)

- 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

In line with the old adage, 'you only reap what you sow', we recognise that our local Kāhui 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 Kāhui Ako with representation from teaching staff
- Network with other School Boards in the Kāhui Ako group and build relationships with other Board of Trustees in the rohe
- Keep informed of any changes likely to happen relating to the greater Kāhui Ako set up

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

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## School Board Effectiveness & Sustainability

SUPPORTS:  
Kaitiaki o ngā Kaupapa

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, (esp. NELPs) both collectively as a Board, and individually at the regular seminars and workshops held throughout the year
- Ensure that the Strategy Plan is reviewed by the Board frequently through 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 wanting to improve on
- Creating opportunities for the Board to hear from staff (esp. at Board meetings) throughout the year on their work and projects that directly link to our School's Strategic aims and initiatives
- Transition the board to the new PGC Framework (New principal appraisal system)
- Actively build up our knowledge-base of Board-related artifacts for future members

- Continue to review for effectiveness
- Ensure sustainability

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