

# South Featherston School – Strategic Plan 2021-2023 – Table of Strategic Initiatives

Strategic Initiatives	How it relates to Aims	Actions for 2021	Actions in 2022	Actions in 2023
<b>Curriculum Delivery Plan</b> <small>SUPPORTS:</small> Hauora • Whakamana	This is getting the foundations right, ensuring a key artefact 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>Execute the Curriculum Delivery Plan developed in 2020 (including a strong focus on the basics including S.T.E.A.M subjects, Digital Fluency and our 'Learning Through Play' Pedagogy in the early years)</li> <li>Ensure Principal is part of a PLG which has a focus on review/development of Local Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Continue Executing on CDP and Review</li> </ul>	<ul style="list-style-type: none"> <li>Continue Executing on CDP and Review</li> </ul>
<b>Graduate Profiles</b> <small>SUPPORTS:</small> Whakamana • Hauora • Whanaungatanga	We believe focus on our senior students will help prepare them for their transition to the next stage of their education. Once again, spending time on profiles unique to each student, shows the value we place on tailoring the effort to best match the circumstances of each of our learners.	<ul style="list-style-type: none"> <li>Create Working Group with range of stakeholders to design the programme</li> <li>Research 'good practice' models of similar programmes to feed into our own</li> <li>Establish Terms of Reference to help guide the Working group</li> </ul>	<ul style="list-style-type: none"> <li>Design Graduate Profiles and Rollout Programme</li> </ul>	<ul style="list-style-type: none"> <li>Embed Graduate Profiles Programme and Review for Improvements</li> </ul>
<b>Whānau and Community Engagement</b> <small>SUPPORTS:</small> Whanaungatanga • Kāhui Ako • Kaitiaki o ngā Kaupapa	A simple truth, but quality, beneficial connections between all actors involved in our School need sustained effort. We'll be looking to ensure that there is effort put into realising opportunities for those connections to be made.	<ul style="list-style-type: none"> <li>Understand the current and future needs of our community and whānau groups (with a focus on eliciting feedback from the typically 'quieter voices')</li> <li>Increase opportunities to engage with our community (e.g. events/projects)</li> <li>Reach out to new groups and organisations to enrich our community network</li> <li>Create a Board Comms Plan (including analytics for insights) and enacting it</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>Train staff on the use of PaCT tool and methodology and prepare for rollout and adoption</li> <li>Bring Board up-to-speed on PaCT and understand how the data can be used to help with the task of governing effectively</li> </ul>	<ul style="list-style-type: none"> <li>Implement PaCT</li> </ul>	<ul style="list-style-type: none"> <li>Embed and Review</li> </ul>
<b>Environment-based Projects in our Community</b> <small>SUPPORTS:</small> 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. We've made good progress to date with a 'bronze' rating under the EnviroSchool framework. In future, it would be good to improve that with additional effort and commitment to our environmental goals.	<ul style="list-style-type: none"> <li>Seek out and engage with local groups and organisations on environmental projects and initiatives (including teaming up with other schools in the Featherston cluster)</li> <li>Continue to create and grow the 'Sensory Garden' Project in our Schoolyard</li> </ul>	<ul style="list-style-type: none"> <li>Continue to collaborate with others on environmental projects</li> </ul>	<ul style="list-style-type: none"> <li>Continue to collaborate with others on environmental projects</li> </ul>
<b>Participation in Kāhui Ako</b> <small>SUPPORTS:</small> Kāhui Ako • Kaitiaki o ngā Kaupapa • Whanaungatanga	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.	<ul style="list-style-type: none"> <li>Become more actively involved with our Kāhui Ako with representation from teaching staff</li> <li>Network with other School Boards in the Kāhui Ako group and build relationships with other Board of Trustees in the rohe</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to our Kāhui Ako as a valued member at all levels for the benefit of our learners and our peers</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to our Kāhui Ako as a valued member at all levels for the benefit of our learners and our peers</li> </ul>
<b>School Board Uplift</b> <small>SUPPORTS:</small> Kaitiaki o ngā Kaupapa	The current board is relatively fresh, so there's a need for new initiates to learn the ropes (and attend NZSTA training events). Furthermore, the board will look to lay the groundwork for how it will operate, work as a team, and ensure it is effective and accountable to the learners, staff and community it serves.	<ul style="list-style-type: none"> <li>Investigate how we might leverage local School Cluster training opportunities</li> <li>Participate in NZSTA upskilling (both collectively as a Board, and individually at the regular seminars and workshops held throughout the year)</li> <li>Ensure that the Strategy Plan is reviewed by the Board frequently through the year to understand progress and check on its ongoing relevance</li> <li>Understand, adopt and embed the NELP framework</li> <li>Adopt a fit-for-purpose Internal Evaluation Review practice and utilise it throughout the year to improve on areas we identify as wanting to improve on</li> <li>Ensure the Board is clear around what its data requirements need to be in key areas (and on what frequency) for it to be able to govern effectively</li> <li>Invite staff to report back to the Board throughout the year on work and projects that directly link to our School's Strategic aims and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Build our confidence as a Board, assured in its role, with the basics well-embedded and a great 'team' culture focussed on good outcomes for our School and all its stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all the good work our Board has achieved over the previous few years is manifest in such a way that it sets future Boards and the School for the future</li> </ul>