

Te Kura o Te Anau - Te Anau School Strategic Plan



2021 – 2024

Introduction:

During 2020 the Te Anau School Board put together this Strategic Plan after wide community consultation, building on previously started initiatives, incorporating current research, taking in current local factors and giving effect to Tiriti o Waitangi. This is alongside maintaining what is special about our school and living in our unique setting.

Community Consultation

We consulted widely with our community. This included:

- Whanau
- Teachers
- Fiordland College Teachers
- Students
- Ex Students
- Local Iwi
- Local Businesses and Community Groups

We also took into account consultation with whanau from previous years which we had not yet acted on.

Building on previous Initiatives

Previous initiatives that have started but not yet completed that are included in this strategic plan include:

- Positive Behavior for Learning (PB4L)
- Our current 5YA Plan that includes a major upgrade of infrastructure
- Growing our use of Te Reo Maori and understanding of cultural responsiveness
- Utilising the Fiordland, Northern Southland Community of Learning

Incorporating Current Research

This strategic Plan takes into account research particularly in the areas of:

- Wellbeing
- Behavior
- Reading and early literacy acquisition
- Future ready learners

Local Factors

There are some significant factors affecting our local community, these include:

- Our isolation
- Our location
- COVID-19 and its effects on our local tourism industry
- A recent period of sustained growth in the community and school size

Giving Effect to Tiriti o Waitangi

Our school continues to give effect to Tiriti o Waitangi in all aspects of school life

Maintaining what is Special about Te Anau School

Te Anau School has a number of activities and initiatives that we hold onto strongly as a school community. As well as moving forward we don't want to lose what makes us special. We have included these in this document to show their significance to our school.

Te Anau School's Thriving Child

Current Goals (1-3 years)

People

Implementing the PB4L Framework.

Organise start of year social event for parents to link — class/school BBQ/meal.

Board

- Improve/update board induction
- Investigate succession planning (e.g. inviting prospective trustees to attend)

Implement our new student management system — Real time reporting, digital communication.

Continue to develop our Middle Team to have its own identity and place in our school.

Learning

Build a framework for learning in Wellbeing +/- monitoring (staff and students).

Grow use of Te Reo in Classrooms — everyday use of the language.

Grow the Health and PE and Science Curriculums (status held from parents and staff).

Review foundation class.

Inquire into our Phonics and Reading programmes with a focus on new research but holding on to what we know works for us at Te Anau School.

Place

Completing 5YA Infrastructure Project.

Completing our hall project.

Design a tree planting plan.

2nd hard surface area.

Enhance our learning spaces to show that we are a school in Aotearoa and live life with the Treaty of Waitangi underpinning it.



Special activities/initiatives we wish to maintain

Getting input from key stakeholders

- Students
- Teachers
- Parents
- Wider Community — inc ECE

Utilising members of the community

- Rad Readers
- DoC
- Experts for our learning

Social events for parents to link

- Pet day
- Cross country
- PTA events
- School camps
- Class Excursions

Staff support

- Orientation of new staff
- Moderating
- Communication (without too many meetings)
- Foster collaboration
- End of year gift
- Feedback/appreciation from board — how could we improve? — do we ask the staff for feedback on this?

Hearing the student voice

- PIMS
- Strategic reviews
- Other means? Survey..?

Transition and relationship with ECEs and college

- Regular interactions between staff
- Student visits (to TA school and students to college)
- Pen pals
- Keep location beside kindergarten
- Seek feedback from graduates and ECE centres

PTA

- Support
- Board

Board

- Meeting cycle (2/term)
- Social event
- Chair-principal meetings
- Communications in school newsletter (remind we exist!; inform of actions; Prompt people to consider joining..)

Clubs

Music

Maori (language, kapa haka, tikanga)

Physical activity — structured and play.

- Cycling skills
- All students doing cross country
- PE time is being used for each class

Leadership skills

BYOD

Student Targets

Let students climb trees

Parental engagement

Role/contribution to community/society (i.e. two way)

'Graduate profile' — a student who:

- (a) Loves learning
- (b) Has skills to learn
- (c) Confidence to problem solve
- (d) Connected to
 - (i) Whanau
 - (ii) School
 - (iii) Society
 - (iv) Environment
- (e) able to relate and collaborate

Utilising our environment

- Kepler Track
- Cycle Trail
- Lake
- Ivon Wilson Park
- Ski fields

Valuing and protecting our environment

- Reduce waste
- Clean grounds
- Gardening skills
- Maintain enviroschool status









Safe environment

- H&S reviews and reports
- EOTC plans
- Behaviour management (minimise bullying; skills to manage negative interactions...)
- Road safety education (commuting, road crossings)

Remain sunsmart



People

NELP Link – Priority #	Goal	2021	2022	2023
1, 2, 3, 6	Implementing the PB4L Framework			
2	Organise start of year social event for parents to link - class/school BBQ/meal			
	Board <ul style="list-style-type: none"> • Improve/update board induction • Succession planning (e.g. inviting prospective trustees to attend) 			
2, 3	Implement our new student management system - Real time reporting, digital communication			
1	Continue to develop our Middle Team to have its own identity and place in our school.			

Learning

NELP Link – Priority #	Goal	2021	2022	2023
1, 3	Build a framework for learning in Wellbeing +/- monitoring (staff and students).	—————▶	—————▶	
5	Grow use of Te Reo in Classrooms - everyday use of the language	—————▶	—————▶	—————▶
1, 2	Grow the Health and PE and Science Curriculums (status held from parents and staff)		—————▶	
2, 4	Review foundation class		—————▶	
4, 6	Inquire into our Phonics and Reading programmes with a focus on new research but holding on to what we know works for us at Te Anau School	—————▶		

Place

NELP Link – Priority #	Goal	2021	2022	2023
	Completing 5YA Infrastructure Project	—————→	————→	
	Completing our hall project			—————→
	Tree planting plan		—————→	
	2nd hard surface area		—————→	
3, 5	Enhance our learning spaces to show that we are a school in Aotearoa and live life with the Treaty of Waitangi underpinning it.	—————→	—————→	—————→

Annual Plan – 2022

Te Anau School's Annual Plan consists of a break down of Strategic Plan goals that are set to be focused on during 202:

People

NELP Link – Priority #	Goal	Actions/Tasks	Timeframe	Who	Funding
1, 2, 3, 6	Implementing the PB4L Framework	Value defining and matrices Graphic to go with values Certificate design School song rewrite/update Classroom/Playground display design	2022	Mark Hunter Grant Excell	MOE
2	Organise start of year social event for parents to link - class/school BBQ/meal		Once we are out of Red Traffic Light Setting		

Learning

NELP Link – Priority #	Goal	Actions/Tasks	Timeframe	Who	Funding
1, 3	Building a framework for learning in Wellbeing +/- monitoring (staff and students).	Join Pause Breathe Smile PLD in Term 3 Use wellbeing survey to gain data regarding students	2022	Nat Calder and SLT Input from FiNSCoL	
5	Grow use of Te Reo in Classrooms - everyday use of the language	Encourage Te Reo use in classrooms Implement Community of Learning's 'Ten Te Reo Word' as a baseline of Te Reo Use	2022	Teaching Staff	Curriculum Budget
2, 4	Review foundation class	Review our Foundation Room and how it operates		Dawn Hansen	
1, 2	Grow the Health and PE and Science Curriculums (status held from parents and staff)			Dawn Hansen Grant Excell	Integrated Curriculum Budget

Place

NELP Link – Priority #	Goal	Actions/Tasks	Timeframe	Who	Funding
3, 5	Enhance our learning spaces to show that we are a school in Aotearoa and live life with the Treaty of Waitangi underpinning it.	When enhancing learning environments use Te Reo where possible.	Terms 1 and 2		Classroom Budgets Property Maintenance Budget
	Tree Planting Plan		Term 2		
	Complete Hardstand Project		Term 2		SIPS Funding

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	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	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
		<small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>			
				<small>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others. The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.</small>	<small>In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters. The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.</small>