

An aerial photograph of the Coatesville School Charter campus. The image shows several large, light-colored buildings with flat roofs, a blue swimming pool, a parking lot with several cars, and a playground area. The campus is surrounded by green grass and trees. A road with a roundabout is visible in the foreground. The text is overlaid on the image in white and black.

Coatesville School Charter 2017

“Aim – Strive- Achieve”
**Igniting the next 100 years of
excellence**



Igniting the next 100 years

As a school we are now 100 years old. This achievement is fantastic – a milestone past/present staff, students and families should be very proud of. We will celebrate this appropriately during this year.

But we are future-focused and we want to ensure the next 100 years of schooling in Coatesville is ignited in a way that motivates and excites all of our stakeholders.

We have a wonderful school. Our environment and our people are huge assets and utilising them will provide us with the perfect platform to 'launch' the next 100 years.

Our 2017 School Charter is the ideal opportunity to ensure we are providing the right impetus to take our school forward in a very exciting and successful way for all students and staff.



Our School

Our environment is:

- Clean and green
- Attractive and well-maintained
- Tranquil and safe
- Technological, innovative and future-focused
- At the heart of our community

Our people are:

- Friendly, welcoming, positive and supportive
- Respectful of our environment, its people and our community
- Responsible, self-directed and motivated
- Focused on reflection and development
- Successful, confident and well-rounded

Our Vision

At Coatesville School our students are:

- **Passionate** and excited about learning
- **Creative** with 'new' content
- **Self-directed** taking responsibility for their learning
- **Well-rounded** across a variety of learning areas
- **Confident** facing challenges
- **Successful** achieving their learning targets with pride

We recognise and support the diverse strengths, needs and interests of each student.



Our Values & Competencies

At Coatesville School we expect:

Responsibility / Managing Self

Prepare
Focus
Persist
Adapt
Accomplish

People at Coatesville School show responsibility by knowing the actions required to help themselves be successful, self-directed learners and citizens.

Reflection / Thinking

Inquire
Monitor
Problem-solve
Create

People at Coatesville School show reflection by using thinking to enhance their passion for learning and their success as learners and citizens.

Respect / Relating to others

Listen
Support
Challenge
Collaborate
Appreciate

People at Coatesville School show respect by helping themselves and others be confident, well-rounded and successful learners and citizens.

Cultural Diversity

At Coatesville School we will be guided by the following priorities:

- 1. Increased participation of, and success for, Māori students through school-wide initiatives.*
- 2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific.*

The curriculum

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pasifika in New Zealand society. We recognise and value the unique position of Maori culture by ensuring all learners have the opportunity to acquire basic Te Reo and an understanding of everyday conversational language. Te Reo will continue to be integrated across the curriculum, supported by on-going professional development at staff meetings. The National Anthem will continue to be sung in Māori and English. We encourage the correct pronunciation of Māori place names and personal names.

Relationships

The Treaty of Waitangi will guide our relationships and the nature of our interactions with our Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community. Consultation with the school's Māori community to develop and make known policies, plans and targets for improving the achievements of Māori students, will be undertaken regularly. All possible options are investigated for any parents who ask for instruction in Tikanga Maori and Te Reo Maori for their children. All such requests will be given full and careful consideration by the Board of Trustees.

Student Achievement

We identify all learners who are at risk of not achieving national standards or have special needs so programmes and resources can be targeted to cater for individual needs. Reporting to the Board of Trustees on the achievement of Māori learners will be on-going, ensuring targets are set and resourcing put in place.



Inclusion

At Coatesville School we will be guided by the following priorities:

- 1. Increased participation of all students with special needs through school-wide initiatives.*
- 2. Respect for the diverse needs of all students regardless of their needs.*

The curriculum

The school curriculum will encourage all students to understand and respect the different learning needs of others. It will ensure that the capabilities, experiences, cultural traditions and histories of all learners are recognised and valued. Understanding of specific learning needs will be supported by on-going professional development for staff.

Relationships

Regular discussion and consultation with the parents of students with special needs will be undertaken to develop and make known policies, plans and targets for improving the achievements of students with special needs. Potential strategies and options asked for by parents will be investigated as fully as possible to more effectively cater for students with special needs.

Student Achievement

We identify all learners who are at risk of not achieving national standards so programmes and resources can be targeted to cater for individual needs. Reporting to the Board of Trustees on the achievement of learners with special needs will be on-going, ensuring targets are set and resourcing put in place.



Strategic Plan 2017 - 2019



Strategic planning 2017-2019

Our staff and BOT have very high expectations of our students. We firmly believe we offer high quality support for students and their learning. The staff we have in our school, and the learning environment we provide, offer our students a wonderful opportunity to very successfully grow and learn academically, socially, physically and emotionally.

We believe that through a system of thorough self-review, and a very strong desire to be innovative and creative, we will continue to develop and improve the way in which we support our students.

Our parents have high expectations of success for their children but also want their children to be confident and well-rounded. Their wishes for academic success are clear - as are their wishes for their children to learn and play in a safe physical and emotional environment and to have a broad curriculum which gives them significant opportunities to learn in all curriculum areas.

These desires are a huge part of our planning for the next 3 years.

Our students are very positive about learning and have high expectations of success for themselves. They are generally achieving to a high, or very high, standard academically. We have a large proportion of students achieving 'At' or 'Above' the National Standards in reading, writing and mathematics. We are very encouraged with these results. However, we have a strong desire to build on these levels of success and to continue to grow the numbers of students who are achieving at a very high level of the curriculum. We also want to minimise the numbers of students who achieve 'Below' expectation.

The priorities we have chosen for 2017-19 are directly relevant to the aims and direction we want for our school and our students. These have been carefully considered as the highest priorities needed for us to achieve even greater levels of success as a school.

We will undertake a major review of our school charter during 2017.

Strategic goals 2017-19

- 1. Strengthen the effectiveness of the Coatesville School learning model** for our staff and students to support learning outcomes
- 2. Strengthen the Information & Communications Technology (ICT) capability** of our staff and students to support learning outcomes
- 3. Strengthen the effective communication of school information** to support student learning outcomes
- 4. Enhance school teaching & learning facilities** to support student learning outcomes

Strategic Goal 1: Strengthen the effectiveness of the Coatesville School learning model for our staff and students to support learning outcomes

Measures of success:

- School-wide National Standards results in reading, writing and mathematics
- Student evaluation of their levels of achievement & levels of engagement with learning
- Staff evaluation of student levels of engagement with learning
- Staff evaluation of their levels of achievement
- Staff appraisal results

2017	2018	2019
<p><u>Learning Programmes</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • Coatesville School 'learning model' <p><u>Professional Learning & Development</u> Enhancement phase (Year 2):</p> <ul style="list-style-type: none"> • Coaching • Professional learning groups (flexible) • Individualised PLD programmes <p><u>Documentation</u> Enhancement (Year 3):</p> <ul style="list-style-type: none"> • Learning area statements <ul style="list-style-type: none"> – integration of the 'learning model' – integration across the curriculum • Professional learning group formalisation <p><u>Communication</u></p> <ul style="list-style-type: none"> • Understanding of the new learning model (new staff, students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Implementation of learning model (staff) • Student engagement with learning model (staff, students and parents) 	<p><u>Learning Programmes</u> Consolidation (Year 3):</p> <ul style="list-style-type: none"> • Coatesville School 'learning model' <p><u>Professional Learning & Development</u> Further enhancement (Year 3):</p> <ul style="list-style-type: none"> • Coaching (Peer coaching) • Professional learning groups (self-directed) <p><u>Documentation</u> Implementation (Year 1):</p> <ul style="list-style-type: none"> • Coatesville Curriculum (new guiding document) <p><u>Communication</u></p> <ul style="list-style-type: none"> • Understanding further enhancement of the new learning model (staff, students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success of learning model with progress and achievement (staff, students and parents) • Coatesville Curriculum (staff, students and parents) 	<p><u>Learning Programmes</u> Further enhancement (Year 4):</p> <ul style="list-style-type: none"> • Coatesville School 'learning model' <p><u>Professional Learning & Development</u> Consolidation (Year 4):</p> <ul style="list-style-type: none"> • Coaching structure • Professional learning groups <p><u>Documentation</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • Coatesville Curriculum <p><u>Communication</u></p> <ul style="list-style-type: none"> • Understanding the Coatesville Curriculum (staff, students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success of learning model with progress and achievement (staff, students and parents) • Coatesville Curriculum implementation (staff, students and parents)

Strategic Goal 2: Strengthen the Information & Communications Technology (ICT) capability of our staff and students to support learning outcomes

Measures of success:

School-wide National Standards results in reading, writing and mathematics

Staff ability to use ICT effectively during teaching & learning

Staff evaluation of student ability to use ICT effectively during learning

Student evaluation of own ability to use ICT effectively during learning

Parent evaluation of student ability to use ICT effectively to support learning

2017	2018	2019
<p><u>Learning Programmes</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • Google Apps supporting learning • Web-based programmes supporting learning • Student PLGs / Peer support <p><u>Professional Learning & Development</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • Professional learning groups (flexible) <p><u>Documentation</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • BYOD & Cybersafety policies & procedures • Use of Google Apps in learning • Utilising web-based programmes in learning <p><u>Communication</u></p> <ul style="list-style-type: none"> • Understanding the enhancement of ICT learning programmes (students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success of ICT learning progs on student engagement (staff, students and parents) 	<p><u>Learning Programmes</u> Consolidation (Year 3):</p> <ul style="list-style-type: none"> • Google Apps supporting learning • Web-based programmes supporting learning • Student PLGs / Peer support <p><u>Professional Learning & Development</u> Further Enhancement phase (Year 3):</p> <ul style="list-style-type: none"> • Professional learning groups (self-directed) <p><u>Documentation</u> Consolidation (Year 3):</p> <ul style="list-style-type: none"> • BYOD & Cybersafety policies & procedures • Use of Google Apps in learning • Utilising web-based programmes in learning <p><u>Communication</u></p> <ul style="list-style-type: none"> • Understanding the further enhancement of ICT learning programmes (students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success of ICT learning progs on progress & achievement (staff, students and parents) 	<p><u>Learning Programmes</u> Further enhancement (Year 4):</p> <ul style="list-style-type: none"> • New Apps supporting learning • Web-based programmes supporting learning • Student PLGs / Peer support <p><u>Professional Learning & Development</u> Further Enhancement phase (Year 3):</p> <ul style="list-style-type: none"> • Professional learning groups (self-directed) <p><u>Documentation</u></p> <ul style="list-style-type: none"> • Alignment of ICT learning programmes/support with Coatesville Curriculum <p><u>Communication</u></p> <ul style="list-style-type: none"> • Understanding the further enhancement of ICT learning programmes (students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success of student PLGs/support with progress & achievement (staff, students and parents)

Strategic Goal 3: Strengthen the effective communication of school information to support student learning outcomes

Measures of success:

- Staff satisfaction with the communication of information
- Student satisfaction with the communication of information
- Parent satisfaction with the communication of information
- BOT satisfaction with the communication of information

2017	2018	2019
<p><u>Professional Learning & Development</u> Further enhancement (Year 3):</p> <ul style="list-style-type: none"> • School website • Student data system (eTAP) <p><u>Documentation</u> Further enhancement (Year 3):</p> <ul style="list-style-type: none"> • School website communication • Reporting student progress & achievement – teachers and leaders <p><u>Communication</u> Further enhancement phase (Year 3):</p> <ul style="list-style-type: none"> • Reporting student progress & achievement – individual and school-wide systems (staff, students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success with reporting student progress & achievement – individual and school-wide (staff, students & parents) • School website effectiveness (staff, students & parents) 	<p><u>Professional Learning & Development</u> Implementation (Year 1):</p> <ul style="list-style-type: none"> • Sharing achievement information • School website <p><u>Documentation</u> Implementation (Year 1):</p> <ul style="list-style-type: none"> • Student progress & achievement guidelines • School website • Procedures for dealing with issues <p><u>Communication</u> Implementation (Year 1):</p> <ul style="list-style-type: none"> • Mechanisms for effective school information sharing • Procedures for dealing with issues (staff & parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success with sharing of school information (staff & parents) • Success with procedures for dealing with issues (staff & parents) 	<p><u>Professional Learning & Development</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • Sharing achievement information • School website <p><u>Documentation</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • Student progress & achievement guidelines • School website • Procedures for dealing with issues <p><u>Communication</u> Enhancement (Year 2):</p> <ul style="list-style-type: none"> • Mechanisms for effective school information sharing • Procedures for dealing with issues (staff & parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Success with reporting student progress & achievement – individual and school-wide (staff, students & parents) • School website effectiveness (staff, students & parents)

Strategic Goal 4:

Enhance school teaching & learning facilities to support student learning outcomes

Measures of success:

Completion of planned projects

Completion of 10YPP

Staff evaluation of teaching and learning facilities

Student evaluation of teaching and learning facilities

Parent evaluation of teaching and learning facilities

2017	2018	2019
<p><u>Facilities/resources</u> Enhancement phase (Year 2) School Masterplan – including:</p> <ul style="list-style-type: none"> • School field / Wastewater / Frontage • External & adjoining classroom spaces: investigate solutions • Playground: senior & fitness trail <p><u>Professional Learning & Development</u></p> <ul style="list-style-type: none"> • Exploration of opportunities to create additional teaching & learning spaces – to support learning model <p><u>Communication</u></p> <ul style="list-style-type: none"> • Current and future projects – project completion (for staff, students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Student, staff and parent perception of current teaching & learning facilities • Student, staff and parent perception of future teaching & learning facilities 	<p><u>Facilities/resources</u> Implementation (Year 1): 10YPP: Including possibly ...</p> <ul style="list-style-type: none"> • Adventure playground: revamp • External & adjoining classroom space enhancement <p><u>Professional Learning & Development</u></p> <ul style="list-style-type: none"> • Exploration of opportunities to enhance teaching & learning spaces - to support Coatesville Curriculum <p><u>Communication</u></p> <ul style="list-style-type: none"> • 10YPP completion • 10YPP project completion (for staff, students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • 10YPP implementation & project completion 	<p><u>Facilities/resources</u> Implementation (Year 2): 10YPP: Including possibly ...</p> <ul style="list-style-type: none"> • External & adjoining classroom space enhancement <p><u>Professional Learning & Development</u></p> <ul style="list-style-type: none"> • Exploration of opportunities to further enhance teaching & learning spaces - to support Coatesville Curriculum <p><u>Communication</u></p> <ul style="list-style-type: none"> • 10YPP project completion (for staff, students and parents) <p><u>Self-review</u></p> <ul style="list-style-type: none"> • Review 10YPP • 10YPP project completion • Student, staff and parent perception of future teaching & learning facilities