



School Charter: Strategic and Annual Plan for

COATESVILLE SCHOOL

2019 - 2021

Coatesville School Charter: 2019 - 2021

Introductory Section



Our Mission

“Aim – Strive - Achieve” / “Whakamana ākonga - Empowering learners”

LEARNER UNDERSTANDING	We want ‘Our learners’ to UNDERSTAND: <ul style="list-style-type: none">- their strengths- their next steps for achievement- the competencies required for further achievement We want every learner to feel successful.
LEARNER BELIEF	We want ‘Our learners’ to BELIEVE: <ul style="list-style-type: none">- they can learn to the best of their ability- others share the belief in their ability We want every learner to feel empowered.

** ‘Our learners’ include our students, our staff, our BOT and members of our school community*



Our School

We have very high expectations for our environment and our people.

Our environment is:

- A safe place to learn and grow
- Innovative and future-focused
- Clean, green and well-maintained
- At the heart of our community

Our people are:

- Respectful of all people and our environment
- Responsible for their behaviour and learning
- Reflective and thoughtful



Our Competencies

At Coatesville School we support our people to be successful learners and citizens by promoting:

Responsibility: 'Managing Myself'

Prepare Focus Persist Adapt Accomplish

Reflection: 'Thinking for Myself'

Inquire Monitor Problem-solve Create

Respect: 'Relating to Other People'

Listen Support Challenge Collaborate Appreciate



Our Vision

At Coatesville School our learners are:

- **Passionate** ... they are excited to learn
- **Self-directed** ... they take an active role in their learning
- **Well-rounded** ... they learn and grow in all areas
- **Confident** ... they positively face all experiences
- **Successful** ... they achieve success with targets

We recognise our learners as individuals.

We support their wellbeing throughout their learning journey, understanding their diverse strengths, needs and interests.



Cultural Diversity

At Coatesville School we are guided by the following priorities:

1. **Increased success for Māori students** through school-wide learning 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.

Our school curriculum will encourage students to understand and respect the different cultures which 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, **by ensuring all learners have the opportunity to acquire basic Te Reo** and an understanding of everyday conversational language.

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)**.

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 annually.

All possible options will be 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 to the expectation for their year level**, or have special needs, so programmes and resources can be targeted to cater for individual needs.

Maori student achievement will be carefully examined. This will include on-going reporting to the Board of Trustees on the achievement of Māori learners, ensuring any targets are set and appropriate resourcing put in place.

Coatesville School Strategic Plan: 2019 - 2021

Strategic Goals	Strategies for Achieving Goals
<p><u>Student Learning & Engagement:</u></p> <p>Goal 1:</p> <p>Enhance the effectiveness of the teaching & learning process to support learning outcomes for all of our students</p>	<p>1. 'Learner agency'</p> <ul style="list-style-type: none"> - Establish deep understanding of 'Learner agency' (when learners move from being passive recipients to being much more active in the learning process) - for students, staff and parent community - Successfully implement strategies to support 'Learner agency' across all classrooms: <ul style="list-style-type: none"> o 'Aim': 'Ignite' & 'Target' phases o 'Strive': 'Guide' & 'Practise' phases o 'Achieve': 'Evaluate' phase - Enhance 'Whakamana ākonga: Empowering learners' (the 'Learner' success lists) using school/CoL/Wider educational developments, research and review <p>2. 'Teacher facilitation'</p> <ul style="list-style-type: none"> - Establish deep understanding of 'Teacher facilitation' for staff, students & parent community - Successfully implement strategies to support 'Teacher effectiveness' across all classrooms: <ul style="list-style-type: none"> o Coaching programme for staff o Professional learning groups (PLGs) for staff o Individualised inquiries/target setting for staff o Individualised PLD for staff o Targeted appraisal for staff - Enhance 'Whakamana ākonga: Empowering learners' (the 'Facilitator' success lists) using school/CoL/Wider educational developments, research and review

Goal 1:

Enhance the effectiveness of the teaching & learning process to support learning outcomes for all of our students

3. 'Coatesville Competencies'

- Establish deep understanding of '**Coatesville Competencies**' for students, staff and parent community
- Successfully implement strategies to support 'Coatesville Competencies' across all classrooms for:
 - Enhancement of 'Responsibility'
 - Enhancement of 'Reflection'
 - Enhancement of 'Respect'
 - Enhancement of 'Student wellbeing'
- Enhance '**Coatesville Competencies**' using school/CoL/Wider educational developments, research and review

4. 'Collaborative approach to learning'

- Establish deep understanding of '**Collaborative approach to learning**' for staff, students and parent community
- Successfully implement strategies to support a '**Collaborative approach to learning**' across all classrooms including:
 - Peers within classrooms
 - Peers within teams and others across the school
 - Other learners within our CoL schools
 - Other learners outside our CoL schools

5. 'Culturally-responsive pedagogy'

- Establish deep understanding of effective '**Culturally-responsive pedagogy**' to support a responsive curriculum for staff, students & parent community
- Successfully implement strategies to support '**Culturally-responsive pedagogy**' across all classrooms including:
 - Use of Ka Hikitia and Hautu review tool
 - Consultation with Maori families
 - Consultation with Pasifika families
 - Consultation with Chinese and other identified cultural groups
 - CoL developments

6. 'Coatesville Curriculum'

- Regularly modify individual learning area statements for:
 - English, Mathematics, Integrated Curriculum (Science, Social Sciences, Technology), Health & PE, The Arts and Maorito fully represent ongoing teaching and learning developments

<p><u>Student Learning & Engagement:</u></p> <p>Goal 2: Strengthen the digital technology capabilities of our staff and students to support learning outcomes</p>	<p>1. 'Student digital capability'</p> <ul style="list-style-type: none"> - Establish deep understanding of 'Student digital capability' for staff, students & parent community - Successfully implement strategies to support 'Student digital capability' across all classrooms including: <ul style="list-style-type: none"> o Effective use of Google Apps o Effective use of other selected web-based applications o Effective use of digital devices (Chromebooks, iPads, display tools) <p>2. 'Teacher digital capability'</p> <ul style="list-style-type: none"> - Establish deep understanding of 'Teacher digital capability' for staff, students & parent community - Successfully implement strategies to support 'Teacher digital capability' across all classrooms including: <ul style="list-style-type: none"> o Effective use of Google Apps o Effective use of other selected web-based applications o Effective use of digital devices (Chromebooks, iPads, display tools) <p>3. 'Coatesville Curriculum'</p> <ul style="list-style-type: none"> - Establish deep understanding of a 'Digital learning' statement for staff, students & parent community - Successfully implement strategies to support 'Digital learning' across all classrooms including: <ul style="list-style-type: none"> o Supporting progress and achievement with learning o Cybersafety / BYOD procedures
<p><u>Student Wellbeing:</u></p> <p>Goal 3: Strengthen the feeling of wellbeing of students and staff to support learning outcomes</p>	<p>1. 'Reporting incidents'</p> <ul style="list-style-type: none"> - Revamp guidelines for reporting incidents of behaviour relevant to student wellbeing – for staff, students & parents <p>2. 'Resolving issues' - of conflict, rude, mean or bullying behaviour</p> <ul style="list-style-type: none"> - Revamp guidelines for investigating incidents with students – for teachers and parents - Revamp guidelines for assessing and classifying incidents - Revamp guidelines for determining consequences for specific behaviours - Review communication with parents – proactive discussions and after any incidents/disclosures

<p><u>School Organisation and Structures:</u></p> <p>Goal 4: Strengthen the effective communication of school information to support student learning outcomes</p>	<p>1. 'School website' (and other online media)</p> <ul style="list-style-type: none"> - Re-examine the purpose of our 'School website' (and other online media) for staff, students, parent community and prospective families - Successfully implement strategies to support information sharing across the school community including: <ul style="list-style-type: none"> ○ Student achievement information ○ Organisational information ○ Special school events ○ Community events <p>2. 'Student management system'</p> <ul style="list-style-type: none"> - Successfully utilise our 'Student management system' to support: <ul style="list-style-type: none"> ○ Student achievement ○ Special learning needs ○ Behaviour ○ Reporting to parents <p>3. 'Communication procedures'</p> <ul style="list-style-type: none"> - Successfully implement strategies to support timely sharing of information involving: <ul style="list-style-type: none"> ○ Student achievement information
<p><u>Property</u></p> <p>Goal 5: Enhance school teaching & learning facilities to support student learning outcomes</p>	<p>1. 'Learning Hub' – a focal point for learning within the school ('Library/Kahu Team classes/Artec)</p> <ul style="list-style-type: none"> - Successfully utilise the 'Learning Hub' to support student learning in Kahu team and across all classrooms <p>2. 'Existing learning spaces'</p> <ul style="list-style-type: none"> - Successfully utilise 'Existing learning spaces' to support student learning across all classrooms



Coatesville School Charter

Annual Section: 2019

Literacy & Mathematics Student Achievement Targets

READING:

Special Target groups in 2019

After 1 year at school students - those 'At' expectation who could be achieving 'Above'

Year 2 students - those 'Below' expectation who could be achieving 'At'

Year 4 & 5 students - those 'At' expectation who could be achieving 'Above'

Year 6 students - those 'Below' expectation who could be achieving 'At'

Targets for the end of 2019:

92% of students to be 'At' or 'Above' expectation

50% of students to be 'Above' expectation at the end of Yrs 5 & 6

45% of students to be 'Above' expectation at the end of Yrs 3 & 4

40% of students to be 'Above' expectation at the end of Yr 2

30% of students to be 'Above' expectation at the end of Yr 1

WRITING:

Special Target groups in 2019

Year 2 Boys - those 'Below' expectation who could be achieving 'At'

Year 2 and 3 students - those 'At' expectation who could be achieving 'Above'

Year 4 students - those 'At' expectation who could be achieving 'Above'

Year 6 students - those 'Below' expectation who could be achieving 'At'

Year 5-6 students - those 'At' expectation who could be achieving 'Above'

Targets for the end of 2019:

90% of students to be 'At' or 'Above' expectation

35% of students to be 'Above' expectation at the end of Yrs 5-6

30% of students to be 'Above' expectation at the end of Yrs 3 & 4

25% of students to be 'Above' expectation at the end of Yr 2

20% of students to be 'Above' expectation at the end of Yr 1

MATHEMATICS:

Special Target groups in 2019

Year 3 students - those 'Below' expectation and those 'At' expectation who could be achieving 'Above'

Year 6 girls - those 'Below' expectation and those 'Below' expectation and those 'At' expectation who could be achieving 'Above'

Year 4 students - those 'Below' expectation and those 'At' expectation for Number Knowledge who could be achieving 'At' or 'Above'

Year 6 students - those 'Below' expectation and those 'At' expectation for Number Knowledge who could be achieving 'At' or 'Above'

Targets for the end of 2019:

92% of students to be 'At' or 'Above' expectation

40% of students to be 'Above' expectation at the end of Years 5-6

35% of students to be 'Above' expectation at the end Years 3-4

30% of students to be 'Above' expectation at the end of Year 2

25% of students to be 'Above' expectation at the end of Year 1

WHĀNAU KI TE AKO - ALBANY LEARNING PATHWAY

Coatesville School is a member of Whānau ki te Ako – Albany Learning Pathway. Our Kāhui Ako is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

Whānau ki te Ako formed in 2016 to enhance achievement and provide opportunities for all students. The Kāhui Ako supports individual schools to work towards 2019 achievement targets in writing, mathematics, NCEA and University Entrance. These targets include supporting students achieving below expectation and increasing the number of students achieving above expectation. We understand this will involve the adoption of strategies to accelerate Maori, Pacific Island and Chinese learners, and those with additional learning needs.

During 2017 comprehensive feedback has been sought from all stakeholders, including a teacher and principal audit of our key drivers for change. This review identified our original Theory of Improvement has not changed in relation to our key drivers: Collaboration, Learner Agency, Teacher Effectiveness, Cultural and Relational Responsiveness, Community Involvement and Transitions.

The successful application for Ministry of Education centrally funded professional development (2018 / 2020) has ensured Whānau ki te ako has had access to high quality external professional support. A variety of providers and facilitators were selected to ensure the COL goals as well as each school's individual needs were met. Additional delivery and support through whole COL conference day, 'Nano conferences', as well as focused training days for Within School Leads (WSLs), were organised by the Across School Leaders (ASLs).

In 2018 – 2019 we are moving from the Establishment phase through to the Developing phase (Shifting from cooperating to collaborating on what matters most) and in some areas the Embedding phase (Collaborating leads to collective impact on children and young peoples' learning) of the Kāhui Ako. Whānau ki te ako principals and leaders recognise their shared responsibility and accountability for this valuable staffing and professional development resource. Ultimately we have the opportunity to transform practice through collaboration and synergy of shared expertise.

Building Leadership Capacity

Our school is a member of a Kāhui Ako that is committed to the growth of leaders.

Principals will continue their own leadership growth through the collaborative model of learning from and with each other (as well as external facilitators, expert partners and change managers). Through the development of middle leaders and designated Kāhui Ako roles, we can raise the capability of all teachers. Aspiring leaders will have opportunities to explore alternative career pathways where they remain in their context as expert practitioners while developing themselves further and leading innovative change.