



Coatesville School Charter: 2022

Our Mission

“Aim – Strive - Achieve”

“Whakamana - ākonga: Empowering - Learners”



Our Vision

At Coatesville School we want ‘our people’ to be:

- **Passionate** ... **excited & motivated** to learn
- **Self-directed** ... taking an **active role** in their learning
- **Well-rounded** ... learning and **growing in all areas**
- **Confident** ... **positively facing** all experiences
- **Successful** ... **achieving success** with targets





Our Learning

At Coatesville School 'Our Learners' are supported to:

UNDERSTAND ...

- Their **strengths**
- Their **next steps** for progress
- The **competencies required** for progress

BELIEVE ...

- They can learn to the best of their ability
- Others believe in their ability

We want **every learner to feel empowered and successful.**

** 'Our Learners' include our students, our staff, our BOT and members of our school community.*



Our Wellbeing

At Coatesville School our wellbeing is supported by:

- People **showing empathy towards others**
- People **being proactive with action**
- People being **encouraged to speak openly and honestly**
- People supporting **'win-win' solutions**

- Processes to provide **guidance and understanding for:**
 - People with low levels of wellbeing
 - People supporting those with low levels of wellbeing



Our Environment

At Coatesville School 'Our Environment' is:

- A **safe place** to learn and grow
- An **inspiring place** to learn and grow
- **Innovative** and **future-focused**
- **Clean and tidy**
- **'Green'** - reduce, reuse & recycle
- **Cared** for by everyone
- At the **heart of our community**



Our Cultural Diversity

At Coatesville School we are:

- Fulfilling our Treaty of Waitangi, acknowledging and respecting the **values, traditions and history of Māori**
- Observing cultural sensitivity to **Tikanga Māori and promoting Te Reo Maori**
- **Supporting success for Māori students** through school-wide learning initiatives
- Recognising and valuing the **ethnic heritage, cultural traditions, histories, experiences and languages** of all New Zealanders

Coatesville School Strategic Plan: 2022 - 2024

Strategic Target	Strategies for Achieving the Target
<p><u>Student Learning:</u></p> <p>Enhance effective teaching & learning using specific learning programmes to support learning outcomes for all students</p>	<p><u>Coatesville Curriculum</u></p> <ul style="list-style-type: none"> - 'Aim-Strive-Achieve' philosophy - 'Whakamana - ākonga: Empowering - learners' learning process <p>Curriculum Development</p> <ul style="list-style-type: none"> - Literacy Framework: from 'Foundation' to 'Farewell' - Mathematics Framework: from 'Foundation' to 'Farewell' - Aotearoa New Zealand Histories Curriculum - Health & PE Curriculum - Te Reo & Tikanga Maori Curriculum - Science, Social Sciences, Technology - The Arts <p>Learning Programmes</p> <ul style="list-style-type: none"> - Collaborative evidence-based strategic decision making - Collaborative planning for action

Strategic Target	Strategies for Achieving the Target
<p><u>Student Engagement:</u></p> <p>Enhance effective teaching & learning by gaining a deeper understanding of the needs of individual learners - their strengths, their interests, their culture and their competencies - to support learning outcomes for all students</p>	<p><u>Learning Support Framework</u></p> <ul style="list-style-type: none"> - Structures for identifying learners requiring Tier 2 and 3 support programmes - Structures for supporting learners requiring Tier 2 and 3 support programmes - Structures for supporting learners with low levels of agency <p><u>Teaching & Learning</u></p> <p>‘Explore’ & ‘Endeavour’</p> <ul style="list-style-type: none"> - Structures for supporting effective sessions <p>Learning programmes</p> <ul style="list-style-type: none"> - Collaborative analysis of implementation of plans <p>Cultural responsiveness</p> <ul style="list-style-type: none"> - Structures for supporting Maori learners - Structures for supporting Pasifika learners - Structures for supporting Chinese learners - Structures for supporting other groups of learners <p>Digital Capability</p> <ul style="list-style-type: none"> - Structures for supporting student capability - Structures for supporting staff capability

Strategic Target	Strategies for Achieving the Target
<p><u>Student and Staff Wellbeing</u></p> <p>Strengthen understanding and support for individual wellbeing of students and staff to support learning outcomes for all students</p>	<p><u>Student Wellbeing</u></p> <ul style="list-style-type: none"> - Empowering a positive mindset - Empowering positive behaviours - Supporting and resolving issues <p><u>Staff Wellbeing</u></p> <ul style="list-style-type: none"> - Empowering a positive mindset - Empowering positive behaviours - Supporting and resolving issues

Strategic Target	Strategies for Achieving the Target
<p><u>School Partnership</u></p> <p>Strengthen relationships, a sense of 'family' connection and a sense of belonging for all school stakeholders</p>	<p><u>'Whanaungatanga'</u></p> <ul style="list-style-type: none"> - Student connection with the school and community - Staff connection with the school and community - BOT connection with the school and community - Whanau connection with the school and community



Literacy & Mathematics Student Progress/Achievement Indicators: 2022

The following indicators will be used to share progress and achievement for all students:

READING	WRITING	MATHEMATICS
<p><u>Progress & Achievement Indicators</u></p> <ul style="list-style-type: none"> ● Student Targets <ul style="list-style-type: none"> - Letter-Sound Knowledge - Vocabulary - Structure & Content ● SEA 1 & SEA 2: School Entry Assessment <ul style="list-style-type: none"> - Phonological Awareness - Structured Literacy ● Structured Literacy Sets for Stages 1 & 2 ● Standardised reading assessments for Stages 2-6 ● PAT Reading Comprehension ● PAT Reading Vocabulary 	<p><u>Progress & Achievement Indicators</u></p> <ul style="list-style-type: none"> ● Student Targets <ul style="list-style-type: none"> - Letter-Sound Knowledge - Vocabulary - Structure & Content ● Structured Literacy Sets for Stages 1 & 2 ● Writing Sample for Stages 2-6 	<p><u>Progress & Achievement Indicators</u></p> <ul style="list-style-type: none"> ● Student Targets <ul style="list-style-type: none"> - Number Strategy - Number Knowledge - Measurement - Geometry - Statistics ● SEA 1 & SEA 2: School Entry Assessment <ul style="list-style-type: none"> - Number Sense - Knowledge - Strategy ● Standardised Number Strategy stages ● Standardised Number Knowledge stages ● PAT Mathematics





Literacy & Mathematics Target Groups: 2022

Target group students were confirmed due to their 'below expectation' progress or achievement in 2021

	READING	WRITING	MATHEMATICS
Kiwi Yr 1-2	<u>Target groups in 2022:</u> Yr 2: Letter Sound Knowledge/Vocab	<u>Target groups in 2022:</u> Yr 2: Letter Sound Knowledge/Vocab	<u>Target groups in 2022:</u> Yr 2: Multiplication and Division Yr 2: Ratio and Proportions
Tui Yr 2-4	<u>Target groups in 2022:</u> Yr 3: Letter Sound Knowledge/Vocab	<u>Target groups in 2022:</u> Yr 3 & 4: Letter Sound Knowledge/Vocab	<u>Target groups in 2022:</u> Yr 3: Addition & Subtraction Yr 3 & 4: Number Knowledge
Kahu Yr 5-6	<u>Target groups in 2022:</u> Year 5 Boys: Letter Sound Knowledge/Vocab Year 6 Boys: Letter Sound Knowledge/Vocab	<u>Target groups in 2022:</u> Year 5 Boys: Letter Sound Knowledge/Vocab	<u>Target groups in 2022:</u> Year 5 Girls: Number Strategy Year 5 Boys: Number Knowledge Year 6 Girls: Number Knowledge