



Coatesville School Strategic Plan 2024-26



Our vision for Coatesville School learners ...

- **Passionate** ... **excited & motivated** to learn
- **Self-directed** ... taking an **active role** in their own learning
- **Well-rounded** ... learning and **growing in a number of areas**
- **Confident** ... **positively facing** all experiences
- **Connected** ... feeling a strong link to their **school and community**
- **Successful** ... **achieving success** with learning goals

Developing Our Strategic Plan



Our BOT engaged with our school community during the latter part of 2023 on a range of topics to help create our new plan. The topics related to key governance and operational areas of performance, identified through our current ERO review process, ongoing consultation and review information obtained from whānau, analysis from school leadership, staff analysis of their own performance, and our student progress and achievement information.

The information obtained from our whānau and staff, through surveys, focus groups and analysis, became the basis for this new two- year strategic plan.

Key themes emerged:

- **Teaching & learning** - ensuring a higher level of consistency, transparency and partnership regarding what students are learning
- **Student progress and achievement** - ensuring a higher level of consistency, transparency and partnership regarding sharing of student progress and achievement information with whānau
- **Te Tiriti o Waitangi** - ensuring we are taking steps to give effect to Te Tiriti, supporting the needs of our students, our school community and fulfilling our legal requirements
- **Staff wellbeing** - ensuring a happy, healthy staff, across a stable staff group, who positively impact student progress and achievement

We are excited to have prioritised four key strategic goals and look forward to our school's progress and achievement towards these goals over the next two years. We welcome your support and partnership throughout this journey.

Coatesville School Board of Trustees - February 2024

Goal 1: Clarity and consistency of TEACHING & LEARNING practices across the school

Board Primary Objectives (Education and Training Act Act 2020):
Every student at the school is able to attain their highest possible standard in education achievement

National Education & Learning Priorities (NELPs):
Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

What do you expect to see?	How will we achieve our strategic goal?	How will we measure success?
<p>Staff collaborating highly effectively during:</p> <ul style="list-style-type: none"> - Planning of learning programmes - Review of learning programmes <p>Staff have confidence, clarity and are highly engaged during implementation of learning programmes</p> <p>Students are highly engaged during learning sessions</p> <p>Student progress is monitored constantly during learning programmes by:</p> <ul style="list-style-type: none"> - Students (self assessment) - Staff (formative assessment) <p>Staff are alert and responsive to the needs of learners during learning programmes</p> <p>Whānau are engaged with learning programmes at home</p>	<p>Learning programme expectations are clear & concise</p> <p>Our school's learning process ('Empowering Learners: Aim, Strive, Achieve') used to plan learning programmes</p> <p>Student needs are catered for within learning programmes (differentiation)</p> <p>Digital device usage within and across learning programmes is planned for and reviewed</p> <p>'Learning Support' resources are distributed according to explicit levels of learner need</p> <p>Implementation of all learning programmes is to strictly follow collaborative learning plans</p> <p>Learning programmes outcomes are evaluated</p> <p>Student achievement is evaluated at the conclusion of learning programmes by students and staff</p> <p>Standardised assessment is used effectively to complement analysis of student achievement</p>	<p>Staff assessment of:</p> <ul style="list-style-type: none"> - Learning programme plans - Implementation of learning programmes - Review of learning programmes - Leadership support - Student learning outcomes <p>Leadership assessment of:</p> <ul style="list-style-type: none"> - Staff facilitation of learning programmes - Student learning outcomes - Student 'voice' <p>Student assessment of:</p> <ul style="list-style-type: none"> - Learning programmes - Their learning outcomes <p>Whānau assessment of:</p> <ul style="list-style-type: none"> - Learning programmes - Home learning

Goal 2: Clarity and consistency of reporting STUDENT PROGRESS AND ACHIEVEMENT

Board Primary Objectives (Education and Training Act Act 2020):

Every student at the school is able to attain their highest possible standard in education achievement

National Education & Learning Priorities (NELPs):

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

What do you expect to see?	How will we achieve our strategic goal?	How will we measure success?
<p>Staff sharing clear, concise and accurate student progress and achievement during:</p> <ul style="list-style-type: none"> - Formal reports - Student/Whānau/Teacher conferences - Learning posts on HERO <p>Staff <u>supporting students</u> to share their learning with whānau during:</p> <ul style="list-style-type: none"> - Student-led conferences - Home learning - Informal discussions/opportunities <p>Students sharing their progress with learning with whānau during:</p> <ul style="list-style-type: none"> - Student-led conferences - Home learning - Informal discussions <p>Whānau engaging with opportunities to understand progress/achievement for their child/children:</p> <ul style="list-style-type: none"> - Formal opportunities provided by the school - Informal opportunities 	<p>BOT & school leadership communication with whānau:</p> <ul style="list-style-type: none"> - Progress and achievement information shared regularly, in a variety of ways - - Student year level cohort information - Student gender cohort information - Maori student information <p>Refreshing our 'Reporting student progress and achievement' policy and procedures, outlining:</p> <ul style="list-style-type: none"> - 'What' and 'when' opportunities are available to report progress and achievement - Processes for asking questions and raising concerns for both staff and whānau <p>Teacher communication with whānau:</p> <ul style="list-style-type: none"> - Student progress and achievement information shared regularly, in a variety of ways <p>Whānau communication:</p> <ul style="list-style-type: none"> - Promoting and supporting open, two-way communication with staff and with own child/children 	<p>BOT assessment of:</p> <ul style="list-style-type: none"> - Student progress & achievement information - Effectiveness of communication with whānau <p>School leadership assessment of:</p> <ul style="list-style-type: none"> - Student progress & achievement information - Effectiveness of communication with whānau <p>Teacher assessment of:</p> <ul style="list-style-type: none"> - Student progress & achievement information - Effectiveness of communication with whānau - Students' ability to share their progress <p>Student assessment of:</p> <ul style="list-style-type: none"> - Processes for sharing progress information - Their own progress <p>Whānau assessment of:</p> <ul style="list-style-type: none"> - Effectiveness of communication with whānau - Their child's progress

Goal 3: Giving greater effect to Te Tiriti o Waitangi across our school community

Board Primary Objectives (Education and Training Act Act 2020):

Working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; achieving equitable outcomes for Māori students.

National Education & Learning Priorities (NELPs):

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

What do you expect to see?	How will we achieve our strategic goal?	How will we measure success?
<p>Staff are developing their competence and confidence with use of te reo Māori and understanding of tikanga Māori</p> <p>Staff use te reo Māori and implement tikanga Māori directly with students and increasingly with other staff and whānau</p> <p>Students are developing their competence and confidence with their use of te reo Māori and understanding of tikanga Māori</p> <p>Whānau are supporting staff and students with their use of te reo Māori and understanding of tikanga Māori</p> <p>Māori whānau engaging with the school to share their voice to support the development of our plans, policies and curriculum</p>	<p>BOT promote opportunities for staff and students to engage with te reo and tikanga Māori</p> <p>Staff engage with a long term PLD commitment to strengthen the implementation of te reo Māori and tikanga Māori</p> <p>Resource personnel to be utilised to support student, staff, BOT and whānau use of te reo Māori and understanding of tikanga Māori</p> <p>School leadership to identify other effective personnel and resources to strengthen the implementation of te reo Māori and tikanga Māori</p>	<p>BOT assessment of:</p> <ul style="list-style-type: none"> - Progress & achievement information for Māori students - Engagement with Māori whānau <p>School leadership assessment of:</p> <ul style="list-style-type: none"> - Staff implementation of te reo Māori and tikanga Māori - Student implementation of te reo Māori and tikanga Māori <p>Staff assessment of:</p> <ul style="list-style-type: none"> - Their understanding of, and confidence with, te reo Māori and tikanga Māori <p>Student assessment of:</p> <ul style="list-style-type: none"> - Their understanding of, and confidence with, te reo Māori and tikanga Māori <p>Whānau assessment of:</p> <ul style="list-style-type: none"> - Implementation of te reo Māori and tikanga Māori across the school

Goal 4: Promoting and maintaining high levels of STAFF WELLBEING

Board Primary Objectives (Education and Training Act Act 2020):

The school is a physically and emotionally safe place for all students and staff

National Education & Learning Priorities (NELPs):

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

What do you expect to see?	How will we achieve our strategic goal?	How will we measure success?
<p>Staff displaying kotahitanga (togetherness and unity)</p> <p>Staff engaging in opportunities to promote the wellbeing of themselves and others</p> <p>Staff learning new skills and knowledge</p> <p>Staff engaging positively and constructively with students</p> <p>Staff engaging positively and constructively with whānau</p> <p>Students engaging positively and constructively with staff</p> <p>Students engaging positively and constructively with other students</p> <p>Whānau engaging positively and constructively with staff</p>	<p>BOT proactively supporting staff wellbeing</p> <p>BOT support identified staff wellbeing needs</p> <p>Staff supported to work closely in highly effective collaborative teams, promoting kotahitanga, to maximise their own progress, achievement and wellbeing</p> <p>Coaching programme promoting individual learning and growth opportunities</p> <p>Empowering staff members to support their own individual wellbeing and that of other staff members</p> <p>Empowering staff to resolve any questions or concerns with school leadership, other staff members, students or whānau</p> <p>Promoting ways in which students and whānau can support staff and their wellbeing</p>	<p>BOT assessment of:</p> <ul style="list-style-type: none"> - Staff wellbeing - Support provided by BOT <p>School leadership assessment of:</p> <ul style="list-style-type: none"> - Staff wellbeing - Support provided by leadership <p>Staff assessment of:</p> <ul style="list-style-type: none"> - Own wellbeing - Support from school leaders & BOT - Support from other staff - Support from students - Support from whānau