



# Charter

## 2018

*Mā te whānau te tamaiti e puawai. By the whole community, the child will blossom.*

### **COASTAL TARANAKI SCHOOL**

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## **Mission Statement & Vision**

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### **MISSION STATEMENT**

Mā te whānau te tamaiti e puawai

*By the whole community, the child will blossom.*

### **SCHOOL VISION**

Our school vision is 'Learning for Life'

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## School Philosophy, Values & Expectations

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### LEARNING PHILOSOPHY

#### **We believe;**

- Every person is a passionate learner
- Individuals learn at different rates and in different ways
- Learning is a lifelong process
- Every person wants to succeed
- Self-esteem enhances learning and learning enhances self-esteem
- Education and learning are shared responsibilities among students, family, school, community and society at large
- Working collaboratively is essential in a competitive world

#### **We want to develop children who;**

- Have a positive attitude toward learning
- Know how to learn and hence become lifelong learners and problem solvers
- Are self-motivating and set challenging though realistic personal goals
- Have developed a rich conscious set of thinking skills and strategies they use with confidence
- Have developed sound literacy and numeracy skills
- Have developed a sound digital and information literacy
- Possess knowledge and wisdom, character, emotional and social maturity
- Appreciate and live by our core values

**We believe great things happen when;**

- Students are involved in decision making about their own learning; particularly in the setting of goals
- Learning is well-connected to the world in which they live their lives and to their abilities, interests, and culture
- Learning recognises the individual nature of intelligence and learning style
- Students receive continual feedback/feedforward from teachers, peers, parents and other external sources
- Assessment is closely linked with the students' own learning utilising a number of strategies including self-assessment and peer assessment
- Teachers have high expectations of every student, understand quality and produce quality products
- We develop a safe, trusting and fun environment which encourages and supports students to "have a go"
- The home is actively involved in the child's learning

**Our School Values**

- Co-operation
- Openness
- Aroha
- Sustainability
- Tolerance
- Accountability
- Leading and learning

### **Our PB4L Expectations**

- Be Respectful
- Be Responsible
- Be Ready Learn

### **The Focus for 2018**

- The CTS Learner
- Engagement with all stakeholders
- Clear, constructive communication

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## School Community

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### Information

Okato is a small township in rural Taranaki, New Zealand. The population was 561 in the 2013 census, an increase of 30 from 2006. It is situated about 25 minutes' drive around the coast from New Plymouth on State Highway 45.

### Historically

Okato means sweeping of the tide. Okato was derived as so many names from an incident in history. Many generations ago a great tidal wave swept the coast causing loss of life and destruction of villages accompanied by a cyclonic storm carrying its ravages inland. A lament recited by Taramotu, of Puniho giving details of the great calamity called Matakawaka that swept the Taranaki coast line 160 -180 years ago when fishing fleets were lost and plantations ashore. The recital notes the tragedy, suicide from grief and warnings from Tohunga. To purify the area the Tohunga had land cleared and Kumara ready to plant and offered to the Gods for appeasement.

Ōkato is one of the three surviving northern Taranaki military settlements established in the 1860s (along with Urenui and Lepperton). The Stony River (Hangataahua), which arises in the Ahukawakawa Swamp in Egmont National Park, flows past the western side of Ōkato. Blue Rātā Reserve on the banks of the river is home to a unique variety of northern rātā (*Metrosideros robusta*) which begins its life as a tree.

Our school has a long history providing education to the district in varying forms for many years. It has been an Area School since 2005. Prior to this it was the site of Okato Districts High School/ Okato College and the Primary students in Years 0-6 were taught in a separate school on a site across the road.

## Present

Coastal Taranaki School is a U4 composite Years 1-15 Area School. Presently our school has a decile rating of 7. We have 227 students currently enrolled with us at 1 March 2018. 30% of our students identify as Māori and 70% NZ European. We currently have 20 teachers, 8 support staff, 2 cleaners and 1 caretaker who are our team at our school.

The Coastal Taranaki School student catchment area extends from New Plymouth in the north to Rahotu in the South. Predominantly our Early Childhood centers include;

- Stepping Stones
- Okato Playcentre
- Kaitake Kindergarten

Coastal Taranaki School is in its 14<sup>th</sup> year and continues to define its special character, point of difference and identity as the hub of its community. Our school works to develop relevant academic and practical pathways for all students to participate and contribute socially, culturally, creatively and environmentally. Our community partnerships are both valued and encouraged. We strive to remain reflective of our community and its aspirations for its young people, providing strong vocational and academic pathways for its students.



## Strategic Plan 2018

Goal	2018	2019	2020
<p><b>GOAL 1:</b> Develop capabilities to accelerate our target learners.</p> <p><b>School Evaluation Indicators</b></p> <p>Outcome Indicators; Domains 2, 3, 4, 5, 6.</p>	<p><b>1.1 Target Learners;</b> <i>Inquiry teaching methodology - Teacher inquire into their practice to explore what works best, and is most effective, for the target students identified. (Inquiry) Emphasis on Years 7-10 learners, literacy &amp; tech progressions.</i></p> <p><b>1.2 Engagement;</b> <i>Students involved in making learning relevant and developing their own learner pathway. Teachers leading the professional learning at a staff, team and individual level. Teachers are supported to do something different in their teaching, and to identify what works. (Agency)</i></p> <p><b>1.3 Communication;</b> <i>Create critical reflection forums to analyse critique and challenge teacher practices. S.I.T to set up systems so that learning is shared and other teachers are mentored in turn. (Transferal)</i></p>	<p><b>1.1 Target Learners;</b> <i>Further develop teacher inquiry and thorough documentation of the spiral of inquiry. (Inquiry) Review of systems and processes for tracking, monitoring &amp; reporting of target learners.</i></p> <p><b>1.2 Engagement;</b> <i>Whānau engagement through A.L.L to investigate effective relationships that improve learning and acceleration. Student agency development continued. (Agency)</i></p> <p><b>1.3 Communication;</b> <i>Develop questioning and prompts for mentors and leaders that encourage coaching peers through inquiry. Mentoring of peers in accelerate practice in literacy. Alignment of effective pedagogy across classes and this is reflected in our school Curriculum &amp; Achievement Plan.</i></p>	<p><b>1.1 Target Learners;</b> <i>Teacher inquiry focuses on the transference of effective teaching pedagogy in one curriculum area to others to accelerate target learners across the curriculum. Systems and processes to track and monitor target students are evaluated and improved.</i></p> <p><b>1.2 Engagement;</b> <i>Implementation of student agency model at CTS use of school wide tools to support. (Agency) Community engagement in learning. Models of peer support and local community groups engaged to participate in programmes.</i></p> <p><b>1.3 Communication;</b> <i>School wide use of SMS or Apps to support regular, on-going communication and reporting following review.</i></p>

<p><b>GOAL 2:</b> Implement Positive Behaviour for Learning School Wide - (Tier 2)</p> <p><b>School Evaluation Indicators</b></p> <p>Outcome Indicators; Domains 3, 4.</p>	<p><b>2.1 Target Learners;</b> <i>Data based decision making practice reviewed.</i> <i>Planning informed by data to reduce problem behavior through teaching of target behavior.</i> <i>Identification of Tier 2 students through fortnightly analysis of data.</i> <i>Tier 2 Intervention capacity building with PB4L team to provide intervention to Tier 2 students.</i> <i>SENCO register reviewed to identify, assist with allocation of intervention &amp; review the effectiveness of programmes.</i></p> <p><b>2.2 Engagement;</b> <i>Critical review of PB4L systems, processes and practices (SW).</i> <i>PB4L team to meet fortnightly to progress Tier 2 development.</i> <i>All teaching staff to engage with PB4L data, analyse and develop teaching programmes.</i> <i>Develop a SENCO team.</i></p> <p><b>2.3 Communication;</b> <i>Explicit &amp; direct instruction –taught daily in all classes.</i> <i>Review and changes to whole school assemblies.</i> <i>Referrals – systems and processes to be reviewed and improved.</i></p>	<p><b>2.1 Target Learners;</b> <i>Consolidation of Tier 2 practices and interventions to support target students, particularly those in years 7-10.</i> <i>Regular analysis of PB4L data to inform planning of programmes and change.</i> <i>SENCO systems and processes evaluated to ensure effective and responsive learning and behavior interventions.</i></p> <p><b>2.2 Engagement;</b> <i>Community engagement in the PB4L celebrations that showcase learning and achievement.</i> <i>SENCO team personnel, systems, processes, roles and functions consolidated.</i></p> <p><b>2.3 Communication;</b> <i>Develop the level of engagement with whānau, parents, caregivers, families to support the learning with this input reflected in programmes.</i> <i>CTS Identity PLG investigations in 2018 to inform most effective and preferred methods of communication.</i> <i>Scaffolding teacher &amp; student communications to focus on learning and achievement.</i></p>	<p><b>2.1 Target Learners;</b> <i>Embedding PB4L Tier 2 and begin implementation of Tier 3.</i> <i>Improve capacity with Tier 2 behaviour intervention.</i> <i>SENCO to work with early childhood centers to improve transition and begin planning for early intervention.</i> <i>Identify and train mentors for the re-introduction of the Dreamweaver programme.</i></p> <p><b>2.2 Engagement;</b> <i>Review community engagement.</i> <i>SENCO team personnel, systems, processes, roles and functions embedded.</i> <i>Evaluate how well we induct our new staff, students and families.</i></p> <p><b>2.3 Communication;</b> <i>Review the systems and processes that support effective and timely communication with all stakeholders. Do these promote proactive and preventative practices?</i></p>
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<p><b>GOAL 3:</b> Develop of a CTS identity that reflects our community and becomes the foundation for a contextually relevant and connected school-based curriculum.</p> <p><b>School Evaluation Indicators</b></p> <p>Outcome Indicators; Domains 2, 6.</p>	<p><b>3.1 Target Learners;</b> <i>Evaluate the stages of transition through our school and the impact of this on student retention into Years 7-10.</i> <i>Review the effectiveness of our school progressions for target learners through Years 0-13.</i> <i>Collaboration with our local iwi, hapū and marae on initiatives that promote learning and engagement.</i></p> <p><b>3.2 Engagement;</b> <i>Community consultation to gather parent/community voice in relation to identity, curriculum and future developments.</i> <i>School council elected to provide regular student voice in relation to curriculum and extra-curricular Act.</i> <i>Engage with the Māori Achievement Collaborative as a professional network to assist with improving cultural responsiveness.</i></p> <p><b>3.3 Communication;</b> <i>Review of communication tools to evaluate effectiveness and align practices schoolwide.</i> <i>Engage a publicity officer to centralise and improve our school systems of communication.</i></p>	<p><b>3.1 Target Learners;</b> <i>Implement action plan to better establish Area School education that meets the needs of the target learners.</i> <i>Professional Learning and Development for the teaching staff in using the Learning Progressions Framework across Years 0-13.</i></p> <p><b>3.2 Engagement;</b> <i>Continued participation in the Māori Achievement Collaborative as a professional network to assist with improving cultural responsiveness.</i> <i>Continued Collaboration with local Marae and Local Experts to engage priority learners.</i></p> <p><b>3.3 Communication;</b> <i>Implement improved and aligned communication methods and practices across our school.</i> <i>Develop a strategy to improve whanau and community engagement related to curriculum and achievement.</i></p>	<p><b>3.1 Target Learners;</b> <i>Consolidate the new learning and change to better establish Area School education that meets the needs of the target learners.</i> <i>Further Professional Learning and Development for the teaching staff in using the Learning Progressions Framework across Years 0-13.</i> <i>Continued Collaboration with local Marae and Local Experts.</i></p> <p><b>3.2 Engagement;</b> <i>Continued participation in the Māori Achievement Collaborative as a professional network to assist with improving cultural responsiveness.</i> <i>Continued Collaboration with local Marae and Local Experts to engage priority learners.</i></p> <p><b>3.3 Communication;</b> <i>Implement improved and aligned communication methods and practices across our school.</i> <i>Develop a strategy to improve whanau and community engagement related to curriculum and achievement.</i></p>
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## Annual Plan 2018 – Goal 1

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Goal 1: Develop capabilities to accelerate our target learners.

### School Evaluation Indicators

Outcome Indicators;

- Domain 2: Leadership of conditions for equity and excellence
- Domain 3: Educationally powerful connections and relationships
- Domain 4: Responsive curriculum, effective teaching and opportunity to learn
- Domain 5: Professional capability and collective capacity
- Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Strategic Aim	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframes	Achieved
<p><b>1.1 Target Learners</b></p> <p><i>Teachers will inquire into their practice to explore what works best, and is most effective, for the target students identified. (Inquiry) An emphasis will be on our Years 7-10 learners, literacy and the technology progressions.</i></p> <p><b>Domain 3, 4, 5</b></p>	<p><i>Improved learning and accelerated progress for targeted learners.</i></p> <p><i>Engage with the research by Timperley et.al related to the 'Spiral of Inquiry' to provide a fresh structure of teaching as inquiry.</i></p> <p><i>Acceleration for small groups of learners who are not meeting expectations.</i></p> <p><i>Growth in professional knowledge and capability in using accelerative strategies with students.</i></p> <p><i>Mentoring of teachers will grow leadership capability to lead sustained change in student achievement.</i></p> <p><i>Evidence of teachers working in partnership with parents, families and whānau to support and sustain accelerative achievement gains for targeted students.</i></p>	<p><i>Three teachers to undertake a short-term intervention to accelerate the progress of students not meeting expectations in writing. The intervention is in addition to effective classroom teaching.</i></p> <p><i>Support these teachers to inquire into their practice and share their learning across the school.</i></p> <p><i>Teachers will complete cycles of inquiry focused on accelerating targeted students during the year.</i></p> <p><i>Teacher adapts their teaching in response to individual needs of the target students in order to accelerate their progress.</i></p> <p><i>Regular and on-going questioning that supports an effective inquiry.</i></p> <p><i>Use an inquiry model that proposes inquiry be implemented across our whole school where change is likely to be more powerful, rather than in single classrooms – Collaborative Inquiry</i></p> <p><i>Development of Tech Progressions will be located in Tech Dept in 2018 and expand in 2019.</i></p>	<p><i>ALL (pfs) facilitator Karen Lethbridge</i></p> <p><i>PLD Facilitators Denise Hitchcock Cheryl Pym</i></p> <p><i>Literacy PLG lead Margaret Normanton</i></p> <p><i>3x ALL teachers - Sarah Warren - Margaret Normanton - Lisa Tahuaroa</i></p>	<p><i>Timperley et.al Spiral of Inquiry</i></p> <p><i>Learning in the Fastlane.</i></p> <p><i>ALL – Programmes for students.</i></p> <p><i>Centrally funded PLD.</i></p> <p><i>Classdojo.</i></p>	<p><i>T2-T3</i></p> <p><i>T2-T4</i></p> <p><i>T1-T4</i></p> <p><i>T2-T4</i></p> <p><i>T1-T4</i></p> <p><i>T2-T4</i></p>	

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<p><b>1.2 Engagement</b></p> <p><i>Involvement students in making learning relevant and developing their own learner pathway.</i></p> <p><i>Teachers leading the professional learning at a staff, team and individual level.</i></p> <p><i>Teachers are supported to do something different in their teaching, and to identify what works. (Agency)</i></p> <p><b>Domains 5, 6</b></p>	<p><i>Students take ownership of and responsibility for their learning in Writing.</i></p> <p><i>Review mechanisms for gathering student voice. Tools to demonstrate student learning journey.</i></p> <p><i>A Coastal Taranaki School 'Curriculum &amp; Achievement Plan' for Literacy.</i></p> <p><i>Teachers through their PLG become experts through engaging with related research, then plan and implement micro-workshops at staff meetings.</i></p> <p><i>From the SOY data analysis, teachers develop their TAI for targeted students using the Spiral of Inquiry model.</i></p>	<p><i>Through our ALL intervention, develop the student capacity to engage strategically in their learning without waited to be directed.</i></p> <p><i>Provide our targeted students with the skills to learn independently, without heavy dependence on external structures and direction.</i></p> <p><i>Locate current and/or develop new tools to use within ALL project to capture student voice.</i></p> <p><i>PLG to create a Curriculum &amp; Achievement Plan from the ALL project outcomes.</i></p> <p><i>Literacy PLG meet fortnightly to develop and undertake an action plan that leads new developments in literacy informed by selected research.</i></p> <p><i>PLG leads at least 2x staff meetings per term to share new learning with wider staff.</i></p> <p><i>Analyse SOY data, select target students, develop and undertake TAI.</i></p>	<p><i>Literacy PLG Margaret Normanton ALL Facilitator</i></p> <p><i>3x ALL teachers Sarah Warren Margaret Normanton Lisa Tahuaroa</i></p> <p><i>Literacy PLG ALL Facilitator 3x ALL teachers</i></p>	<p><i>ALL (pfs)</i></p> <p><i>Theory of Action</i></p> <p><i>Learning in the Fastlane</i></p> <p><i>B.E.S.</i></p> <p><i>CaAP</i></p>	<p><i>Terms 2-3</i></p> <p><i>Terms 2-4</i></p> <p><i>Terms 2-3</i></p> <p><i>Terms 1-4</i></p> <p><i>Terms 1-4</i></p> <p><i>Term 1</i></p>	
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<p><b>1.3 Communication</b></p> <p><i>Create critical reflection forums to analyse, critique and challenge teacher practices. Supplementary Inquiry Team to set up systems so that learning is shared and other teachers are mentored in turn. (Transferal)</i></p> <p>Domains 3, 4, 5</p>	<p><i>Regular critical reflection forums to support TAI.</i></p> <p><i>Teachers document each phase/step of their inquiry including the impact.</i></p> <p><i>Review and development of 2018 PLD Plan.</i></p> <p><i>3x ALL teachers become mentors to other teaching staff.</i></p>	<p><i>Fortnightly PLG meetings</i></p> <p><i>Appraisal meetings 2x per term.</i></p> <p><i>Team &amp; Staff meetings Fortnightly</i></p> <p><i>Professional learning and development undertaken as per the PLD Plan.</i></p>	<p><i>Team Leaders</i></p> <p><i>Appraisers</i></p> <p><i>Team Leaders and SLT</i></p> <p><i>Denise Hitchcock</i></p> <p><i>Cheryl Pym</i></p>	<p><i>Spiral of Inquiry</i></p> <p><i>PLD Plan '18</i></p> <p><i>Teacher Blogs/profiles</i></p> <p><i>Appraisal documents and tools.</i></p>	<p><i>Term 4</i></p> <p><i>Terms 1-3</i></p> <p><i>Terms 1-4</i></p>	
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## Annual Plan 2018 – Goal 2

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Goal 2: Implement Positive Behaviour for Learning School Wide - (Tier 2)

### School Evaluation Indicators

Outcome Indicators;

- Domain 3: Educationally powerful connections and relationships
- Domain 4: Responsive curriculum, effective teaching and opportunity to learn





<p><b>2.3 Communication</b></p> <p><i>Explicit, direct and school wide consistent teaching instruction (PB4L).</i></p> <p><i>Review to improve whole school assemblies and events.</i></p> <p><i>Referral systems and processes to be reviewed and improved.</i></p> <p><b>Domains 3, 4</b></p>	<p><i>Student Well-Being data collected, analysed and reported.</i></p> <p><i>Improve the level and quality of engagement with whānau, parents and caregivers, and families to support student learning and behaviour at school.</i></p> <p><i>A clear and shared purpose for assemblies – is this to celebrate learning? (Student voice)</i></p> <p><i>Referral systems and processes reviewed to improve the quality of information and responsiveness of school interventions.</i></p>	<p><i>Well-being survey completed in terms 1 and 3.</i></p> <p><i>Whānau informed about all referrals to SENCO and any outside agencies. Whānau engaged in IBP's to support tier 2&amp;3 interventions.</i></p> <p><i>Staff, student leaders, forums and voice to improve school assemblies and events.</i></p> <p><i>Referral systems reviewed and improved to support learning, <u>behaviour</u>, and well-being.</i></p>	<p>PB4L PLG</p> <p>SENCO SLT</p> <p>Scott Walden Head Students</p> <p>PB4L PLG</p>	<p>Google Forms survey</p> <p>SWIS Suite MOE Facilitator(s)</p>	<p>Terms 1 &amp; 4</p> <p>Terms 2 &amp; 3</p> <p>Terms 1 - 3</p>	
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## Annual Plan 2018 – Goal 3

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Goal 3: Develop of a CTS identity that reflects our community and a foundation for a contextually relevant and connected school-based curriculum.

### School Evaluation Indicators

Outcome Indicators;

- Domain 2: Leadership of conditions for equity and excellence
- Domain 5: Professional capability and collective capacity
- Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Strategic Aim	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframes	Achieved
<p><b>3.1 Target Learners</b></p> <p><i>Evaluate the stages of transition through our school and the impact of this on student retention into Years 7-10. Review the effectiveness of our school progressions for target learners through Years 0-13. Collaboration with local iwi, hapū and marae to engage target learners</i></p> <p><b>Domains 5, 6</b></p>	<p><i>Find our point of difference at CTS. Promote this from early childhood.</i></p> <p><i>The staff and board have information related to achievement, retention and collaboration of teachers that supports seamless transition through our school. Recommendations developed for improvement.</i></p> <p><i>Analysis of exit interview information.</i></p> <p><i>A leadership development and pathway for students from middle school to Yr 13.</i></p> <p><i>Our school cultural competency is reviewed using evaluation tools e.g. Hautū.</i></p> <p><i>Collaboration with local iwi, hapū and marae related to learning.</i></p> <p><i>PD in relation to learning progressions from Years 0-13.</i></p>	<p><i>PLG for CTS Identity will meet fortnightly to clearly determine our identity and point of difference.</i></p> <p><i>Achievement, student retention and collaboration of teachers at selected stages of transition through our school to be investigated and reported. Summarise the exit interview data to inform change &amp; development. Then develop informed recommendations to improve and promote CTS.</i></p> <p><i>Grow leaders – stages and progressions of leadership opportunities from yrs5-13.</i></p> <p><i>Attendance at the Area Schools Conference.</i></p> <p><i>Use Ka Hikitia &amp; Hautū to review cultural responsiveness.</i></p> <p><i>Joint initiatives with local marae, hapū &amp; iwi – Boys coding group through Core Education.</i></p> <p><i>Teachers using curriculum levels and progressions to report against.</i></p>	<p><i>CTS Identity PLG</i></p> <p><i>SLT &amp; BOT</i></p> <p><i>Management Team</i></p> <p><i>Saphron Ngaia</i> <i>Jason Ruakere</i></p> <p><i>PLD Providers</i> <i>Denise Hitchcock</i> <i>Cheryl Pym</i></p>	<p><i>Community Voice</i></p> <p><i>Student Leadership Programmes</i></p> <p><i>Ka Hikitia</i> <i>Hautū</i> <i>Tātaiako</i></p> <p><i>Puniho Marae</i> <i>Core Ed.</i></p> <p><i>LPF</i> <i>School Progressions</i> <i>Technology Progressions</i></p>	<p><i>Terms 1-4</i></p> <p><i>Terms 2-3</i></p> <p><i>Terms 1-2</i></p> <p><i>Term 2</i></p> <p><i>Terms 2-4</i></p>	

<p><b>3.2 Engagement</b></p> <p><b>Community consultation to gather student/parent/community voice in relation to identity, curriculum and future developments. School council elected to provide regular student voice in relation to curriculum and extra-curricular Act. Engage with the Māori Achievement Collaborative as a professional network to assist with improving cultural responsiveness.</b></p> <p><b>Domains 2, 5</b></p>	<p><i>Multi-faceted methods of collecting voice.</i></p> <p><i>Te Takanga o te Wā used to align school wide curriculum focus for 2018.</i></p> <p><i>Student Leadership</i></p> <p><i>Deliberate in planning to bring community into school – Production, Lamb &amp; calf day, Hangi, School camps, 3-way conferences.</i></p> <p><i>Māori Achievement Collaborative workshops and conference attended. (Effective change management through the Principal Leadership).</i></p> <p><i>Outside agency (EdLead) support an investigation of school-based curriculum development and effective pedagogies in Areas School settings.</i></p>	<p><i>Board to gather staff voice in relation to staff well-being, access to and effectiveness of PD, and how board could best support them in the promotion of the CTS point of difference.</i></p> <p><i>Use multiple methods of capturing community voice that encourages a strategic and future focus to inform board decision making.</i></p> <p><i>Elect a school council to provide student voice for decision making and organization of events.</i></p> <p><i>Principal to attend local MAC workshops and National Conference.</i></p> <p><i>Develop a schedule and clear purpose for the deliberate acts of whānau engagement for 2018.</i></p> <p><i>Implement leadership inquiry.</i></p> <p><i>Work with EdLead consultant to investigate the development of effective, localised curriculum development.</i></p>	<p><i>Community consultation sub-committee to progress survey on behalf of BOT.</i></p> <p><i>Additional methods used to collect info and consult with our community.</i></p> <p><i>CTS Identity and Curriculum PLG</i></p> <p><i>Scott Walden</i></p> <p><i>CTS Identity and Curriculum PLG</i></p> <p><i>Scott Walden</i></p> <p><i>EdLead personnel</i></p>	<p><i>Te Takanga o te Wā – Ngā Hitori Māori - Resource</i></p> <p><i>The five themes used through the year as context for learning. Unpack with staff.</i></p> <p><i>Māori Achievement Collaborative – regional workshops and national conference. Measurable Gains Framework.</i></p>	<p><i>Term 2-3</i></p> <p><i>Terms 1-2</i></p> <p><i>Terms 1-4</i></p> <p><i>Term 2-3</i></p> <p><i>Terms 2-3</i></p>	
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## Analysis of Variance for 2017











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## Community Consultation

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### Community Consultation 2017

- Community Consultation Meetings
- School and Class Newsletters - Fortnightly
- Positive Behaviour for Learning Team Meetings
- SENCO team
- Board of Trustees Meetings
- FOCTS – Home & School Meetings
- Visits to Early Childhood Centers
- Parent evenings
- Whānau hui
- Successional planning
- Surveys to parents, caregivers, students, staff
- School Website Links
- Google forms surveys

#### COASTAL TARANAKI SCHOOL

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