



# Charter

## 2019

*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 2019**

- Improving learning
- Engagement with stakeholders
- Growing leadership capacity

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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 are) 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 271 students currently enrolled with us at 1 March 2019. 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 centres include;

- Stepping Stones
- Okato Playcentre
- Okato Playgroup (Onsite)
- Kaitake Kindergarten
- Sophia

Coastal Taranaki School is in its 15<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 2019

Goal	2019	2020	2021
<p><b>GOAL 1: AKO – Empowering Learning</b> Develop our capability to accelerate our target learners.</p> <p><b>School Evaluation Indicators</b></p> <p>Outcome Indicators; Domains 2, 3, 4, 5, &amp; 6.</p>	<p><b>1.1 Target Learners;</b> <i>Further develop teacher inquiry and thorough documentation of NZC inquiry cycle. (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. PD for Team leaders (Leadership inquiry) to support and grow teaching teams.</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 colleagues to 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>Explore and trial a 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>Evaluation of the school wide use of SMS or Apps to support regular, on-going communication and reporting following review.</i></p>	<p><b>1.1 Target Learners;</b> <i>Continued use of the teaching as inquiry to improve learning for target learners.</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>Improve communication through school app and other means using the evaluation material from 2020.</i></p>

<p><b>GOAL 2: Manaakitanga – Care</b></p> <p>Develop students who are confident, connected and actively involved through the Implementation of Positive Behaviour for Learning School Wide - (Tier 2)</p> <p><b>School Evaluation Indicators</b></p> <p>Outcome Indicators; Domains 3, 4 &amp; 5.</p>	<p><b>2.1 Target Learners;</b>  <i>Identifying students who require tier 2 interventions.</i>  <i>Decision making from the analysis of PB4L data to inform planning of programmes and change.</i>  <i>Tier 2 Interventions available to meet diverse needs of students.</i>  <i>Evaluate SENCO systems and processes to ensure effective and responsive interventions.</i></p> <p><b>2.2 Engagement;</b>  <i>Strengthen Classroom practices through teachers supporting teachers.</i>  <i>Community engagement in the PB4L celebrations that showcase learning and achievement.</i>  <i>Create vertical forms – 16x Whānau groups from Years 1-13.</i></p> <p><b>2.3 Communication;</b>  <i>Increased level of engagement with students, whānau &amp; community to support the learning &amp; well-being with this input reflected in programmes.</i>  <i>CTS Identity PLG investigations in 2018 to inform most effective and preferred communication methods.</i>  <i>PB4L Induction for new staff &amp; students.</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>Explore, identify and train mentors for the re-introduction of the Dreamweaver concept.</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>	<p><b>2.1 Target Learners;</b>  <i>Sustain PB4L Tier 1&amp; 2 and continue implementation of Tier 3.</i>  <i>Improve capacity with Tier 2/3 behaviour interventions.</i>  <i>SENCO team to consolidate transition processes from childhood centers to improve transition and begin planning for early intervention.</i>  <i>Plan and implement a Coastal Mentoring programme from the Dreamweaver concept.</i></p> <p><b>2.2 Engagement;</b>  <i>Continue planned community engagement events and actions.</i>  <i>SENCO team personnel, systems, processes, roles and functions embedded.</i>  <i>Continue induction processes for our new staff, students &amp; families.</i></p> <p><b>2.3 Communication;</b>  <i>Community wide event to promote PB4L.</i>  <i>Continue to improve our proactive and preventative practices to improve behaviour for learning.</i></p>
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<p><b>GOAL 3: Whānaungatanga - Collaboration</b></p> <p>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, 3, 4, 6.</p>	<p><b>3.1 Target Learners;</b> <i>Through ‘collaborative inquiry’ develop a curriculum that better reflects the special character of opportunities within Area School education.</i> <i>Writing PD and school-wide moderation of assessment focused on target learners and ‘writing across the curriculum’.</i></p> <p><b>3.2 Engagement;</b> <i>Participation in the MAC as a professional &amp; PD network.</i> <i>Collaboration with local Marae (Parihaka) and Local Experts (from varied sectors of community) to engage priority learners.</i> <i>Unpack the New Digital Technology curriculum.</i> <i>Develop a new student Leadership pathway across school that increased the mana of roles and opportunity for a variety of students.</i></p> <p><b>3.3 Communication;</b> <i>Final consultation and adoption of the reviewed school Vision &amp; Values.</i> <i>Signage and logos to be refreshed to reflect the newly adopted vision &amp; values.</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>School wide moderation of assessment information for literacy &amp; numeracy from years 0-10.</i> <i>Continued Collaboration with local Marae and Local Experts.</i> <i>Curriculum development continued &amp; implemented.</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 (Puniho) 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>Further Professional Learning and Development for the teaching staff in using the Framework for Learning Progressions across Years 0-13.</i> <i>Curriculum implemented &amp; evaluated.</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>Collaboration with local Marae and Local Experts to plan and work on shared goals and aspirations.</i></p> <p><b>3.3 Communication;</b> <i>Community review of the relevance &amp; effectiveness of our vision, values, of or school-based curriculum development and communication methods.</i></p>
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## Annual Plan 2019 – Goal 1

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Goal 1: Ako (Empowering Learning) 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>Further develop teacher inquiry and thorough documentation of NZC inquiry cycle. (Inquiry)</i></p> <p><i>Review of systems and processes for tracking, monitoring &amp; reporting of target learners.</i></p> <p><b>Domain 3, 4, 5</b></p>	<p><i>Teacher growth and develop in accelerating learning in literacy (writing).</i></p> <p><i>Sharing effective teaching practices that accelerate learning across years 1-13.</i></p> <p><i>A target student register that is monitored by Leadership team and used to support transition and data sharing of target students.</i></p> <p><i>Literacy PLG to act as Supplementary Inquiry Team and lead implementation of ALL.</i></p> <p><i>Use of TLIF to enable teachers to inquire into pedagogy that support a seamless transition from Year1 through to 13.</i></p>	<p><i>Teachers undertake a TAI with shared focus – writing across the curriculum.</i></p> <p><i>Identify target students as per school achievement targets and add to school register for tracking and monitoring purposes.</i></p> <p><i>Expand acceleration teaching and learning across the school.</i></p> <p><i>Implementation of acceleration approach in classrooms taking small groups with teachers. (Modelling &amp; observing)</i></p> <p><i>Use of exemplars and other prompts to assist with passing information onto target student register.</i></p> <p><i>Apply for TLIF.</i></p>	<p><i>ALL (PFS) facilitator</i></p> <p><i>Ruth Price-Learnings Solutions Associate</i></p> <p><i>PLD Facilitators Cheryl Pym</i></p> <p><i>Literacy PLG lead Margaret Normanton</i></p> <p><i>2x ALL teachers - Craig Taylor - Margaret Normanton</i></p> <p><i>MOE Advisor -Cathie Newton</i></p>	<p><i>Timperley et.al</i></p> <p><i>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>Class dojo.</i></p> <p><i>School App</i></p> <p><i>MOE – TLIF resources</i></p>	<p><i>Terms 1-4</i></p>	

<p><b>1.2 Engagement</b></p> <p><b>Whānau engagement through A.L.L to investigate effective relationships that improve learning and acceleration.</b></p> <p><b>PD for Team leader development (through a Leadership inquiry) to support and grow teaching teams.</b></p> <p><b>Domains 5, 6</b></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>Mentoring of teachers and team leaders to grow leadership capability to lead sustained change in student achievement.</i></p> <p><i>Evidence of teachers strengthening their use of inquiry, particularly between cycles to analyse the effect of their teaching, identifying and using adapted strategies for the next teaching cycle.</i></p> <p><i>Conditions to support sustained achievement gains. These conditions including an effective and culturally responsive literacy teachers with good content and pedagogical knowledge, and the willingness to inquire into doing things differently.</i></p>	<p><i>Continue to develop practices around consultation and involvement with whānau.</i></p> <p><i>Engage with SAF to support leadership team with a leadership inquiry.</i></p> <p><i>A.L.L teachers working within an inquiry team to implement acceleration practices across school.</i></p> <p><i>Teachers supported in their TAI to focus on developing writing across the curriculum to improve learning and achieve for target learners.</i></p> <p><i>Teachers will work in collaborative groups within their teams and across the school to help spread effective practice.</i></p> <p><i>Team leaders to engage in the stages of a collaborative leadership inquiry</i></p> <p><i>PD workshops for Team leaders to develop capabilities.</i></p>	<p><i>Literacy PLG</i></p> <p><i>ALL Facilitator</i></p> <p><i>2x ALL teachers</i>  <i>- Craig Taylor</i>  <i>- Margaret Normanton</i></p> <p><i>Senior Management Team &amp; Team Leaders</i></p> <p><i>Eric Shaw</i>  <i>Private contractor</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>Middle Leaders Research</i></p>	<p><i>Terms 1-4</i></p>	
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<p><b>1.3 Communication</b></p> <p><i>Develop questioning and prompts for mentors and leaders that encourage coaching peers through inquiry.</i></p> <p><i>Mentoring of colleagues to accelerate practice in literacy.</i></p> <p><i>Alignment of effective pedagogy across classes and this is reflected in our school Curriculum &amp; Achievement Plan.</i></p> <p><b>Domains 3, 4, 5</b></p>	<p><i>Leadership capability and support for ALL, and a willingness to adapt and change at an operational and professional level.</i></p> <p><i>School-wide monitoring and assessment through inquiry and knowledge building processes, underpinned by the concept of ongoing improvement.</i></p> <p><i>Reporting to the BOT on the impact of ALL and progress of the on-going CaAP development.</i></p> <p><i>Mentors will aggregate data to provide a report to the Board &amp; Ministry.</i></p>	<p><i>Select practices and interventions that are effective in our school.</i></p> <p><i>PLG to lead acceleration across the school by way of professional readings, conversations, modeling, staff meetings, observations and feedback.</i></p> <p><i>Continue to develop our CaAP so there is a clear pathway for teachers.</i></p> <p><i>Sharing of target student data with teaching colleagues.</i></p> <p><i>Through daily Whānau time, look to redevelop peer mentoring</i></p> <p><i>Participating teachers provide ALL data to the Board &amp; MOE that explains the need that had been identified, the impact on student outcomes, how practice has changed and the next steps.</i></p>	<p><i>Team Leaders</i></p> <p><i>Appraisers</i></p> <p><i>Team Leaders and SLT</i></p> <p><i>Cheryl Pym</i></p>	<p><i>Spiral of Inquiry</i></p> <p><i>PLD Plans</i></p> <p><i>Teacher Blogs/profiles</i></p> <p><i>Appraisal documents and tools.</i></p>	<p><i>Terms 1-4</i></p>	
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## Annual Plan 2019 – Goal 2

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**Goal 2: Manaakitanga – Care.** Develop students who are confident, connected and actively involved through the 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
- Domain 5: Professional capability and collective capacity

Strategic Aim	Expected Outcomes	Specific Actions	Responsibility	Resources	Timeframes	Achieved
<p><b>2.1 Target Learners</b></p> <p><i>Identifying students who require tier 2 interventions.</i></p> <p><i>Decision making from the analysis of PB4L data to inform programmes and change.</i></p> <p><i>Tier 2 Interventions available and allocated to meet diverse needs of our students.</i></p> <p><i>SENCO systems and processes evaluated to ensure effective and responsive learning and behavior interventions.</i></p>	<p><i>Improved fidelity of behavior data and processes for collection and analysis.</i></p> <p><i>Understand and respond to behaviour in order to bring positive change.</i></p> <p><i>Provide a variety of interventions as part of a continuum of our PB4L behavioural supports.</i></p> <p><i>PB4L PLG responsible for the overall implementation and management of the Tier 2 systems and practices.</i></p> <p><i>Use of FBA (Functional Behaviour Assessment) as a systematic, evidence-based process for assessing the relationship between behaviour and the context in which it occurs.</i></p> <p><i>Fortnightly SENCO meetings held to allocate and review intervention and support for learning, behavior and well-being.</i></p>	<p><i>Team leaders receive all referrals at the end of processing to evaluate any support teachers require.</i></p> <p><i>Weekly/fortnightly analysis of behavior data and sharing of data through staff and team meetings.</i></p> <p><i>PLG to learn, practice and teach Tier 2 Interventions, developing sustainable systems and practices that will support our students.</i></p> <p><i>Identify and allocate Tier 2 Behaviour Intervention (15% Tier 2) through development of Behaviour. Support Plans.</i></p> <p><i>Train members of PLG to administer FBA for identified students.</i></p> <p><i>SENCO Team develop systems and processes that promote early identification and intervention that is effective and timely.</i></p>	<p>PB4L PLG</p> <ul style="list-style-type: none"> <li>• Glenda</li> <li>• Karla</li> <li>• Sangeeta</li> <li>• Scott</li> <li>• Sarah</li> <li>• Shelley</li> </ul> <p>MOE PB4L Adv. Shelley O'Sullivan Tier 2 Workshops</p> <p>SENCO Team Tier 3 Intervention</p>	<p>PB4L Tier 2 Manual and MOE tools to assist.</p> <p>Professional Readings</p> <p>SWIS Suite</p> <p>PBIS tools</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-2</p> <p>Terms 2-4</p> <p>Terms 1-2</p> <p>Terms 1-4</p>	
<p><b>Domain 4</b></p>						

<p><b>2.2 Engagement</b></p> <p><b>Create school-based whānau using a vertical form to improve across school relationships of tuakana-teina.</b></p> <p><b>Strengthen Classroom practices through teachers supporting teachers.</b></p> <p><b>Community engagement in the PB4L celebrations that showcase learning and achievement.</b></p> <p><b>Domain 3</b></p>	<p>Daily teaching of PB4L school wide during Whānau time 1.50pm-2.10pm.</p> <p>Termly celebrations of PB4L with school community.</p> <p>PB4L - weekly acknowledgements at school assemblies.</p> <p>PB4L PLG supported by regional facilitator with Tier 2 Professional Dev.</p> <p>Members of the PB4L PLG to attend regional workshops and National Conference for PB4LSW.</p> <p>Collaboration within and across teams to support students who have not responded to Tier 1 – Teachers supporting teachers.</p> <p>Whānau engagement and information gathered informs teaching programmes.</p>	<p>Create 4x sub-Whānau groups for each of the 4 existing whānau – Moana, Whenua, Awa &amp; Maunga. Stream students from Year 1-13.</p> <p>Weekly, fortnightly and termly PB4L acknowledgements.</p> <p>Create for daily meetings &amp; teach PB4L focus. Peer support and intervention offered utilising tuakana - teina.</p> <p>PB4L PLG to further developed Tier 2 intervention capability.</p> <p>Members of the PLG are released to attend workshops and conference then present back to PLG.</p> <p>PB4L PLG to sustain Tier 1 implementation and unpack the strengthening classroom practices with staff.</p> <p>Community and student voice collected and used to inform decision making, programmes and celebrations.</p>	<p>PB4L PLG</p> <ul style="list-style-type: none"> <li>• Glenda</li> <li>• Karla</li> <li>• Sangeeta</li> <li>• Scott</li> <li>• Sarah</li> <li>• Shelley</li> </ul> <p>MOE PB4L Adv. Shelley O’Sullivan Tier 2 Workshops</p> <p>SENCO Team Tier 3 Intervention</p>	<p>PB4L Resource materials for Tier 2 Dev.</p> <p>Local MOE workshops.</p> <p>National PB4L Conference.</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 2-3</p> <p>Terms 1-3</p> <p>Terms 1-3</p> <p>Terms 1 &amp; 4</p>	
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<p><b>2.3 Communication</b></p> <p><i>Increase the level of engagement with students, whānau &amp; community to support the learning &amp; well-being with this input reflected in programmes.</i></p> <p><b>CTS Identity PLG investigations in 2018 to inform most effective and preferred communication methods.</b></p> <p><b>PB4L Induction for new staff &amp; students.</b></p> <p><b>Domains 3, 4</b></p>	<p><i>Student Well-Being data collected, analysed by staff and reported to BOT.</i></p> <p><i>Determine our school practices for engaging whānau in relation to learning and behaviour and evaluate the quality of this engagement.</i></p> <p><i>Improved, deliberate and purposeful acknowledgements of target behaviour taught.</i></p> <p><i>Clear and accurate communications with staff &amp; school community around learning and behaviour.</i></p> <p><i>Referral systems and processes reviewed to improve the quality of information and responsiveness of school interventions.</i></p> <p><i>Planned and shared induction for new members of our school.</i></p>	<p><i>Well-being survey completed in terms 1 and 3</i></p> <p><i>Leadership team to analyse and report to the BOT.</i></p> <p><i>School based practices for communication with whānau determined and communicated.</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, including acknowledgements/awards.</i></p> <p><i>Internal and external communications reviewed and steps taken to improve the timeliness, clarity and accuracy of information shared with community.</i></p> <p><i>Referral systems reviewed by SENCO and PB4L PLG improve the support for learning, <u>behaviour</u>, and well-being.</i></p> <p><i>Induction of new staff and students planned for and undertaken by members of the PLG.</i></p>	<p>PB4L PLG</p> <p>SENCO Team</p> <p>Leadership Team</p> <p>Head Students</p> <p>Student Council</p>	<p>Google Forms survey</p> <p>SWIS Suite</p> <p>MOE</p> <p>Facilitator(s)</p>	<p>Terms 1 &amp; 3</p> <p>Term 1</p> <p>Terms 1 &amp; 4</p> <p>Terms 2 &amp; 3</p> <p>Terms 2 &amp; 3</p> <p>Term 2</p> <p>Terms 1 &amp; 4</p>	
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## Annual Plan 2018 – Goal 3

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**Goal 3: Whānaungatanga – Collaboration.** 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>Through collaborative inquiry, develop a curriculum that better reflects the special character of opportunities within Area School education.</i></p> <p><i>Writing PD and school-wide moderation of assessment focused on target learners and 'writing across the curriculum'.</i></p> <p><b>Domains 5, 6</b></p>	<p><i>TLIF – Pedagogy to support seamless education in an Area School from 0-13.</i></p> <p><i>Engaged with community partners.</i></p> <p><i>Engaged with Future Taranaki Regarding International Students.</i></p> <p><i>A calendar of days and events specific to our school community generated.</i></p> <p><i>Teaching as Inquiry with shared focus 'Writing across the curriculum' to improve learning for our target learners Years 0-10.</i></p> <p><i>Internal &amp; external data moderation school wide.</i></p> <p><i>Evaluation of learning to inform working with the New Digital Technologies curriculum.</i></p>	<p><i>Apply for TLIF to undertake collaborative inquiry into curriculum models and delivery to meet the needs of our context and learners.</i></p> <p><i>Network and collaborate with community partners e.g. iwi, TRC, Venture Taranaki etc.</i></p> <p><i>Identify and participate in days and events that are important to our school community as basis for teaching and learning and/or contexts for learning.</i></p> <p><i>Through staff and Team meetings teachers will have a forum to progress their TAI with focus on writing in their area of the curriculum for target learners.</i></p> <p><i>Plan for and carry out on-going moderation of assessment information.</i></p> <p><i>PLD Plan for New Digital Technologies.</i></p>	<p><i>CTS Curriculum PLG</i></p> <p><i>Leadership Team</i></p> <p><i>Nadia Ballantine – EdLead.</i></p> <p><i>PLD Providers - Cheryl Pym</i></p>	<p><i>Community Voice</i></p> <p><i>Student Leadership Programmes</i></p> <p><i>Parihaka Pā Puniho Marae Core Ed.</i></p> <p><i>LPF School Progressions Technology Progressions</i></p>	<p><i>Terms 3-4</i></p>	

<p><b>3.2 Engagement</b></p> <p><i>Unpack the New Digital Technology curriculum. Participation in the MAC as a professional &amp; PD network. Collaboration with local Marae (Parihaka) and Local Experts (from varied sectors of community) to engage priority learners. Develop a new student Leadership pathway across school that increased the mana of roles and opportunity for a variety of students.</i></p> <p><b>Domains 2, 5</b></p>	<p><i>Teachers understand the strands and structural aspects of the technology curriculum, specifically the New Digital Technologies.</i></p> <p><i>Review of our cultural competency – staff &amp; BOT</i></p> <p><i>Continue to Te Takanga o te Wā to align school wide curriculum focus for 2019.</i></p> <p><i>Student Leadership</i></p> <p><i>Deliberate in planning to bring community into school – Puanga, Lamb &amp; calf day, Hangi, School camps, parent-teacher conferencing.</i></p> <p><i>Māori Achievement Collaborative workshops and conference attended. (Effective change management through the Principal Leadership).</i></p> <p><i>Curriculum inquiry facilitated by external expert (EdLead) to investigate and develop our school-based curriculum and effective pedagogies in our Area School settings.</i></p>	<p><i>As per the PLD plan with Otago University.</i></p> <p><i>Measurable Gains Framework, Ka Hikitia &amp; Hautū used as tools to identify areas of strength and for development of cultural competency.</i></p> <p><i>Identify themes to align curriculum implementation from years 0-13.</i></p> <p><i>Elect a school council to provide student voice for school development.</i></p> <p><i>Provide leadership training and attendance at leadership workshops /conferences.</i></p> <p><i>Plan and hold community events at school. Develop a schedule and clear purpose for the deliberate acts of whānau engagement for 2019.</i></p> <p><i>Principal to attend local MAC workshops and National Conference.</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>PLD Provider - Chery Pym</i></p> <p><i>Leadership team</i></p> <p><i>Board of Trustees</i></p> <p><i>Leadership Team</i></p> <p><i>Principal</i></p> <p><i>Leadership Team</i></p> <p><i>Principal</i></p> <p><i>EdLead personnel</i></p>	<p><i>PLD Plan</i></p> <p><i>MGF</i></p> <p><i>Ka Hikitia</i></p> <p><i>Hautū</i></p> <p><i>Te Takanga o te Wā – Ngā Hitori Māori - Resource</i></p> <p><i>Māori Achievement Collaborative – regional workshops and national conference.</i></p> <p><i>Measurable Gains Framework.</i></p>	<p><i>Term 1 &amp; 2</i></p> <p><i>Terms 2 &amp; 3</i></p> <p><i>Terms 1-4</i></p> <p><i>Term 1-3</i></p> <p><i>Terms 1-4</i></p> <p><i>Terms 1 – 4</i></p> <p><i>Term 3</i></p> <p><i>Terms 3 &amp; 4</i></p>	
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## Analysis of Variance for 2018











## Community Consultation

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### Community Consultation 2018

- Community Consultation Meetings
- School and Class Newsletters - Fortnightly
- Positive Behaviour for Learning Team Meetings
- SENCO team meetings
- Board of Trustees Meetings
- FOCTS – Home & School Meetings
- Visits to Early Childhood Centers
- Parent evenings
- Whānau hui – Kai n Kōrero
- Successional planning – impending BOT elections
- Surveys to parents, caregivers, students, staff
- School Website Links
- Google forms surveys
- School App – School Apps NZ 'Coastal Taranaki School'

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