

Coastal Taranaki School STRATEGIC PLAN 2015 - 2017

Part 1 - Introductory Section

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| <p style="text-align: center;">Purpose Statement</p> <p style="text-align: center;">2015</p> <p>To ensure our students are supported as individuals to develop to their potential so that each may become a confident, connected, actively involved lifelong learner</p> | <p style="text-align: center;">Vision</p> <p style="text-align: center;"><i>“Ma te whanau, te tamaiti e puawai.</i></p> <p style="text-align: center;">By the whole community, the child will blossom”</p> | <p style="text-align: center;">Expectations</p> <p style="text-align: center;"><i>To be encouraged, modelled, and explored</i></p> <p style="text-align: center;">Be Respectful</p> <p style="text-align: center;">Be Responsible</p> <p style="text-align: center;">Be Ready to Learn</p> <p style="text-align: center;">Which give expression to the school Values of: Co-operation, Openness, Aroha, Sustainable Living, Tolerance, Accountability and Leading Our Learning (C.O.A.S.T.A.L.)</p> |
| <p style="text-align: center;">Community description</p> <p>CTS is a rural decile 7 community school of 340 Year 1-13 students. It is located in Okato. The catchment of CTS extends along Surf Highway 45 from New Plymouth to Pungarehu and from the mountain to the sea.</p> <p>34% of students identify as Maori, largely Taranaki and of the Puniho and Parihaka Pa. 65% are NZ European, and 1% are from Africa.</p> <p>The community comprises agricultural workers, farmers, small-business people, retirees, and many who commute to New Plymouth for employment. Life stylers, young families are increasing with rural subdivision.</p> <p>There are many artists and artisans within the community. Sport and recreation are also important aspects of the Coastal Taranaki community.</p> | <p style="text-align: center;">Teaching Beliefs</p> <p style="text-align: center;"><i>The stepping stones to student success</i></p> <ol style="list-style-type: none"> 1. Foundation skills to be in place for all students – <i>high levels of competence in literacy, numeracy, oracy, and information literacy</i> – to enable access to all learning 2. Students who lead their own learning – <i>developing future thinking and learning competencies so that students become innovative, creative and reflective learners who accept a growing responsibility for their own learning</i> 3. Teachers as learning advisers who personalise learning – <i>developing the foundation skills and future thinking competencies through learning experiences which challenge students to achieve personal excellence</i> | <p style="text-align: center;">Key Competencies</p> <p><i>Learning competencies</i></p> <p>Thinking</p> <p>Using Language, Symbols and Text</p> <p><i>Personal competencies</i></p> <p>Managing Self</p> <p>Relating to Others</p> <p>Participating and Contributing</p> <p style="text-align: center;"><i>The development of these competencies enables</i></p> <p style="text-align: center;"><i>life-long learning</i></p> |

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| <p>Community Partnership & Engagement is valued and encouraged through:</p> <p>Parent/student report evenings, Student-led conferencing, and curriculum options meetings</p> <p>Informal and formal interviews</p> <p>Consultation survey (2014, 2017)</p> <p>Board meetings; Friends of the School meetings; Whanau support group meetings</p> <p>School e-Newsletter and website</p> <p>Parent involvement in support roles in junior classrooms; and in senior curricular contexts</p> <p>Coaching and support for sports teams, and co-curricular activities</p> <p>School Assemblies – regular and celebratory</p> <p>Sports days, the Production, Arts and Book Weeks, Lamb & Calf Day</p> | <p>Teaching Beliefs <i>continued</i></p> <ol style="list-style-type: none"> 4. Importance of engaging learning challenges – <i>designing relevant and meaningful learning experiences which engage and motivate students to extend their horizons</i> 5. Focussed room environments that celebrate students learning– <i>safe, secure and predictably organised</i> | <p>Bicultural Focus</p> <p>CTS consults with its Maori community.</p> <p>Students learn Te Reo Maori and tikanga up to Year 10.</p> <p>NCEA students receive marae-based immersion learning at Puniho Pa (2015).</p> <p>New students and staff are welcomed through powhiri. Days begin and end with karakia. Connections with Puniho and Parihaka are valued.</p> <p>DreamWeaver mentoring programme will seek to raise Maori student attendance, retention, engagement and achievement.</p> <p>Culturally responsive, effective practices will be led by Cultural Adviser.</p> <p>Y1 – 4 will participate in 2015 Maori History curriculum trial</p> |
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Part 2(a) - Coastal Taranaki School Strategic Process Aims 2015 – 2017 reviewed BoT 10/12/14

To ensure our students are supported as individuals to develop their qualities, talents and key competencies so that each may become a confident, connected, actively involved lifelong learner

1. Our school will be a safe and harmonious learning and teaching environment.

- 1.1 An emphasis on putting the 'who' ahead of what, how, and why
- 1.2 The school community's values will be explicit in how the school operates
- 1.3 Relationship management will be based on restorative practices

2. Our students will expect learning success through programmes which creatively engage all to achieve their personal best

- 2.1 Learning experiences will acknowledge prior learning
- 2.2 An evidence-based approach will ensure that learning opportunities are scaffolded for all students to succeed
- 2.3 Teachers will be supported to continue to grow as effective, culturally responsive, inclusive practitioners
- 2.4 Personalised learning, and reflective practice, will lead to raised student achievement

3. Our students will experience quality teaching through engagement in challenging learning programmes which incorporate the creative use of new technologies.

- 3.1 The contexts for student learning will be co-constructed with students. Innovative curriculum design will be explored.
- 3.2 An inquiry-based learning process in integrated contexts will be developed
- 3.3 E-learning opportunities will facilitate learning as teachers' professional development and resources allow

4. Our students' learning will be advantaged through purposeful partnerships within & beyond school, enhanced through open and honest communication.

- 4.1 Student voice will encourage students to lead their own learning and participate in the operation and development of the school
- 4.2 Respectful relationships will be encouraged and modelled to achieve a positive school culture.
- 4.3 The school will provide opportunities to ensure that learning continues at home.
- 4.4 Parents will be helped to develop parent understanding of their children's learning and progress
- 4.5 All opportunities to promote the successes of the school will be taken up

5. Our students will have their learning needs met through the focused use of resources, (personnel, finances, property).

- 5.1 Decisions on the deployment of resources will always have as a priority the improvement of student learning outcomes

Part 2 (b) - Coastal Taranaki School Strategic Achievement and Progress Aims 2015 - 2017

- Strategic aim 1(a):** All Y1 – 8 students are able to access the *New Zealand Curriculum* and lead their own learning as evidenced, for example, by progress and achievement in relation to the National Standards
- Strategic aim 1(b):** All Y9 - 10 students are able to access the *New Zealand Curriculum* and lead their own learning as evidenced, for example, by progress and achievement in relation to the national curriculum expectations
- Strategic aim 1(c):** All Y11 - 13 students are able to access the *New Zealand Curriculum* and lead their own learning as evidenced, for example, by progress and achievement in relation to the National Certificate of Educational Achievement
- Strategic aim 2:** Maori students are engaged in their learning and are achieving educational and cultural success as Maori with the support of *whanau*.

NB: Te Reo Maori me tikanga is taught to all students Y1 – 10, and on request in Y11 – 13. The board will respond to any request for instruction in Te Reo Maori by:

- *Advising parents of the current level of Te Reo and Tikanga Maori available at the school (NCEA immersion in 2015)*
- *Offering to explore possibilities for extending the current provision including:*
 - Dual enrolment with The Correspondence School*
 - Consulting with the School Adviser Maori*
 - Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori*
- *Advising parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori*

Part 3 - Coastal Taranaki School Annual Achievement and Progress Aims 2015

- Annual aim 1(a).1** To increase the percentage of Y1-8 students achieving **at** or **above** the *national standard* for **READING** (*refer Annual Plan Literacy*)
- Annual aim 1(a).2** To increase the percentage of Y1-8 students achieving **at** or **above** the *national standard* for **WRITING** (*refer Annual Plan Literacy*)
- Annual aim 1(a).3** To increase the percentage of Y1-8 students achieving **at** or **above** the *national standard* for **MATHEMATICS** (*refer Annual Plan Numeracy*)
- Annual aim 1(b).1** To increase the percentage of Y9 & Y10 students achieving **at** the *national curriculum expectation* for **MATHEMATICS** (*refer Annual Plan Mathematics Y 9&10*)
- Annual aim 1(b).2** To increase the percentage of Y9+10 students achieving **at** the *national curriculum expectation* for **READING COMPREHENSION** (*refer Annual Plan Literacy*)
- Annual Aim 1(c).1** To meet the expectations of student success as indicated by the achievement of Y11-13 **NCEA** students of co-educational Decile 4-7 schools nationally; in so doing to increase the number of subject and overall endorsements
- Annual Aim 1(c).2** To reduce differentials in Maori / non-Maori student performance in NCEA
(*refer Annual Plan NCEA; Action Plan Raising Sec Student Achievement; Action Plan Careers*)
- Refer also: *Annual Plan PB4L; Annual Plan Priority Learners; Resourcing Plan*

