



**2018 - 2020**

**School  
Charter**

And

**2018**

**Annual Plan**

## Tahatai School Community Location and Context

Tahatai Coast is a large, very well resourced Decile 7 school located in Papamoa near Mount Maunganui. It is a full primary for students in Years 1 to 8 with an average roll of 690 students, of whom 21% identify as Māori. The school caters for a diverse range of ethnic groups who make up the Papamoa Community. The school has a zone and enrolment policy.

Our students are diverse in their cultures and their learning needs. Our students come from many different ethnic backgrounds, providing exciting opportunities for interaction between children from many cultures. We are an inclusive school striving for all students with unique learning styles to participate and achieve, and for their whānau to contribute to their success.

The school has modern learning facilities including collaborative spaces, library and special needs unit. The large school hall is used to support PE, Music and Drama programmes and is used for Celebrations of Learning, Cultural Performances, Parent Information evenings and a range of indoor sports.

The school site of 2.7 hectares includes large grassed playing fields, asphalt tennis and netball courts, 2 separate basketball courts (one asphalt and one artificial grass), beach volleyball court, 2 adventure playgrounds, sandpit and sunshade areas.



## Achievement Statement

Tahatai Coast School is a self-evaluating school delivering high quality education to its students, thus enabling them to attain their full potential.

Tahatai Coast School acknowledges the requirements of the new NZ Curriculum, National Educational Guidelines, National Administration Guidelines and the National Standards. Our Achievement Statement identifies the specific curriculum areas to which we assign particular importance. Many of the goals are consistent with the national focus of improving literacy and numeracy as identified in the National Education priorities. In fulfilling our mission statement, Tahatai Coast School strives to assist every student to be the best possible person they can be in terms of their academic, social, physical and cultural development.

## Mission Statement

*‘Learning Today for Tomorrow’s World’*

## Vision

Tahatai Coast School will ensure it is a place where:

- Everyone is seen as unique and special.
- Learning and behaviour is integrated with our 5 school values (respect, responsibility, integrity, perseverance and excellence) and 6 learning behaviours (I-Support, communicate, think, self-manage, belong and create).
- The importance of lifelong learning is reflected and developed.
- All become active, confident, creative and innovative learners and thinkers.
- The school develops its facilities considering the needs of its community of learners.
- Learning is enhanced through eLearning technologies and teaching strategies at every opportunity.
- We foster a home and school partnership to work as a community of learners - educating, inspiring and empowering children for global citizenship.

## Our Core Values

Tahatai Coast School is a place where positive behaviours and attitudes towards learning are achieved through a school-wide approach. The Tahatai Coast School Core Values aims to ensure the school’s culture is one where:

- Positive behaviour and learning thrive.
- Students feel safe and love coming to school
- Differences and diversity are celebrated
- Learning is seen as a partnership between the student, school and the home.
- Where everyone feels a true sense of belonging.

The Tahatai Coast School Core Values were developed through a robust consultation process and reflect the beliefs of our students, staff and parent/whanau as well as the wider Papamoa community. Everyone at Tahatai Coast School (staff, students and parents) is expected to act in accordance to the school's '5 Core Values'. All expectations for behaviour fall under the umbrella of the Tahatai Coast School Values (pillars). It is an expectation that children and adults will behave with:

Our Core Values				
<b>Respect</b> <i>[Whakaute]</i> <i>We are aware and care</i>	<b>Responsibility</b> <i>[Haepapa]</i> <i>Make the right choice and make things happen</i>	<b>Integrity</b> <i>[Tika]</i> <i>Right thing, right time, right reason.</i>	<b>Perseverance</b> <i>[Te Manawanui]</i> <i>Don't give up</i>	<b>Personal Excellence</b> <i>[Te Hiranga Whaiaro]</i> <i>Being the best we can be</i>
<b>We will Value:</b> <ul style="list-style-type: none"> <li>- Ourselves</li> <li>- Others</li> <li>- Our school</li> <li>- The environment</li> </ul>	<b>We will Value:</b> <ul style="list-style-type: none"> <li>- Honesty</li> <li>- Integrity</li> <li>- Accountability</li> <li>- Learning</li> </ul>	<b>We will Value:</b> <ul style="list-style-type: none"> <li>- Sincerity</li> <li>- Truthfulness</li> <li>- Courage</li> <li>- Honesty</li> <li>- Kindness</li> </ul>	<b>We will Value:</b> <ul style="list-style-type: none"> <li>- Hard work</li> <li>- Commitment</li> <li>- Participating</li> <li>- Courage</li> <li>- Discipline</li> </ul>	<b>We will Value:</b> <ul style="list-style-type: none"> <li>- High expectations</li> <li>- Reflective practices</li> <li>- celebrating success</li> <li>- The individual</li> </ul>
<b>We will:</b> <ul style="list-style-type: none"> <li>● Caring for and including others.</li> <li>● Knowing that our actions and words affect others.</li> <li>● Considering our environment and treating it with care.</li> <li>● Appreciating differences and learning from each other.</li> <li>● Respecting the rights of others.</li> </ul>	<b>We will:</b> <ul style="list-style-type: none"> <li>● To try our best in everything that we do.</li> <li>● Being accountable for our actions and choices.</li> <li>● Caring and being responsible for our home, school and local community environment.</li> <li>● Expanding our awareness of global environmental issues.</li> <li>● Being reliable and conscientious.</li> </ul>	<b>We will:</b> <ul style="list-style-type: none"> <li>● Being honest and reliable.</li> <li>● Showing commitment.</li> <li>● Making the right choice.</li> <li>● Being true to yourself and to others.</li> <li>● Being kind to others</li> <li>● Standing up for what you believe is just and good.</li> </ul>	<b>We will:</b> <ul style="list-style-type: none"> <li>● If things get hard we stay positive, keep going or try a new way to solve a problem.</li> <li>● Seeing the bigger picture is to keep things in perspective.</li> <li>● Taking action is encouraged and risk taking is celebrated.</li> <li>● Persistent determination will help achieve goals.</li> </ul>	<b>We will:</b> <ul style="list-style-type: none"> <li>● Doing our best to a level of which we are proud.</li> <li>● Setting high standards for ourselves and taking action to reach them.</li> <li>● Being aspirational.</li> <li>● Striving to achieve goals.</li> <li>● Encouraging and modelling high expectations.</li> <li>● Learning from mistakes</li> <li>● taking on challenges</li> </ul>

## We Live & We Learn Behaviours - Graduate Profile

<p><b>We Support:</b></p> <ul style="list-style-type: none"> <li>● I show compassion and empathy.</li> <li>● I demonstrate emotional intelligence in my interactions with others.</li> <li>● I am culturally intelligent.</li> <li>● I understand I live in a global society and respect others.</li> <li>● I can collaborate; listen to others and contribute to the group.</li> </ul>	<p><b>We Communicate:</b></p> <ul style="list-style-type: none"> <li>● I have the confidence and self-worth to communicate my ideas with other people.</li> <li>● I am an active listener.</li> <li>● I can communicate my ideas in various ways.</li> </ul>
<p><b>We Think:</b></p> <ul style="list-style-type: none"> <li>● I am a critical thinker who asks relevant questions.</li> <li>● I know that learning is life-long.</li> <li>● I find, use, and critique information to problem-solve and make informed decisions.</li> <li>● I reflect on my learning and use this to identify my next steps.</li> </ul>	<p><b>We Self-manage:</b></p> <ul style="list-style-type: none"> <li>● I am a confident learner, who can take responsibility for my own learning.</li> <li>● I am resilient in my learning.</li> <li>● I learn from my successes and my mistakes.</li> </ul>
<p><b>We Belong:</b></p> <ul style="list-style-type: none"> <li>● I have a sense of identity and self-belief in my ability to interact in the community and wider world.</li> <li>● I am a global citizen with unique talents.</li> <li>● I can form and maintain positive relationships.</li> </ul>	<p><b>We Create:</b></p> <ul style="list-style-type: none"> <li>● I am curious.</li> <li>● I am creative in the way that I think about problems, and propose innovative solutions.</li> <li>● I can express myself in a variety of ways.</li> <li>● I create a positive digital footprint.</li> </ul>

## Our Core Beliefs About Teaching and Learning

*'Our 21st Century beliefs grow intrinsically motivated people of the 21st Century'*

<p><b><i>We know our children, so we:</i></b></p> <ul style="list-style-type: none"> <li>● Cater for individual needs.</li> </ul>	<p><b><i>We have optimal learning programmes that:</i></b></p> <ul style="list-style-type: none"> <li>● Strongly promote literacy and numeracy development in each</li> </ul>	<p><b><i>We love life, so we:</i></b></p> <ul style="list-style-type: none"> <li>● Celebrate and recognise successes for all students.</li> </ul>	<p><b><i>We believe in a learning community, so we:</i></b></p> <ul style="list-style-type: none"> <li>● Develop strong partnerships between home and school.</li> </ul>	<p><b><i>We believe that 'what we do, matters', so we:</i></b></p> <ul style="list-style-type: none"> <li>● Recognise our ability as teachers to impact and influence students</li> </ul>
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<ul style="list-style-type: none"> <li>● Provide a range of learning experiences that provide for all learning styles and interests.</li> <li>● Connect with their world.</li> <li>● Use tools that inspire.</li> <li>● Model strategies for children to make informed choices and to face lifelong challenges.</li> </ul>	<ul style="list-style-type: none"> <li>● child.</li> <li>● Provide opportunities for children to take risks and develop resilience.</li> <li>● Develop independence.</li> <li>● Are grown through enthusiasm and curiosity.</li> <li>● Are based on authentic contexts for learning.</li> <li>● Create learning journeys for students to achieve their goals.</li> <li>● Provide leadership for all students.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the reasons for learning.</li> <li>● Strive for personal excellence in our play and our work.</li> <li>● Inspire children to participate actively.</li> <li>● Value diversity.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop partnerships between learner and the teacher.</li> <li>● Develop relationships that demonstrate mutual respect.</li> <li>● Learn cooperatively.</li> <li>● Create programmes that utilise the 'student voice'.</li> <li>● Connect with the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>● in positive ways.</li> <li>● Accept we too are learners.</li> <li>● Demonstrate flexibility and adaptability in our teaching.</li> <li>● Listen to students talk about their learning.</li> <li>● Uphold a child's self-worth.</li> </ul>
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### Qualities of Tahatai Coast School 21st Century Learners

Confident	Connected	Actively Involved	Lifelong Learners
<ul style="list-style-type: none"> <li>● Proud</li> <li>● Empowered</li> <li>● Enthusiastic</li> <li>● Achieving</li> <li>● Risk takers</li> <li>● Happy</li> <li>● Having fun</li> <li>● Self-assured</li> <li>● Facing challenges</li> <li>● Knowledgeable</li> <li>● Resilient</li> </ul>	<ul style="list-style-type: none"> <li>● Engaged</li> <li>● Involved</li> <li>● Culturally aware</li> <li>● Globally aware</li> <li>● Aware of own heritage</li> <li>● Members of teams</li> <li>● Part of a community</li> <li>● Co-operative</li> <li>● Collaborative</li> <li>● Socially intelligent</li> <li>● Empathetic</li> </ul>	<ul style="list-style-type: none"> <li>● Active team member</li> <li>● Engaged</li> <li>● Participating</li> <li>● Excited</li> <li>● Explorative</li> <li>● Seize opportunities</li> <li>● Communicators</li> <li>● Investigative</li> <li>● Inclusive</li> </ul>	<ul style="list-style-type: none"> <li>● Curious</li> <li>● Creative</li> <li>● Critical thinkers</li> <li>● Reflective</li> <li>● Learn in a variety of environments</li> <li>● Skilful</li> <li>● Seek enjoyment and fulfilment</li> <li>● Responsible</li> <li>● Making the right choices</li> </ul>

## Curriculum

The school community places considerable value on education and the school strives for very high levels of academic achievement. We are committed to inclusive practices that ensure all students have the opportunity to be lifelong learners.

We have comprehensive systems of monitoring children's progress through regular assessment of individual performance. A register of special needs (including gifted and talented) students is kept and monitored. This information is used to ensure programmes are appropriately challenging and that remedial action is taken when necessary. Self-assessment is another vitally important learning opportunity we provide for our students. Through the assessment of their own work, the children are encouraged to develop understanding of their strengths and weaknesses and an objective view of their accomplishments.

Our curriculum is built on the belief that all children can learn, though not in the same way, nor equally well, from the same sources. We believe that Tahatai Coast School should be a place in which education is sought and obtained by students, not simply parceled out by teachers. Only when students seek out answers to their own questions and make personal connections to the skills and knowledge available to them, will they truly learn.

Today's students must be able to think critically and creatively, solve problems and collaborate if they are to succeed. Programmes incorporate the development of global awareness and what it means to be a Global Citizen. We understand multiple intelligences, learning styles and emotional intelligence. As a result, we try to accommodate a broad range of learning opportunities in the school that allows children the freedom to express their learning in a variety of ways. We emphasize literacy and numeracy, whilst at the same time providing stimulating, challenging opportunities in the other major subject areas. Curriculum is integrated whenever possible through a 'Connected Curriculum' inquiry model of learning and a collaborative teaching model. We believe that The Arts are a vital part of basic education. Through specialized, as well as classroom instruction, we involve the children in a variety of visual and performing arts experiences.

The eLearning vision is to engage and empower all learners, whilst preparing them to be digitally literate, innovative and confident users of digital communication and creative tools, and active members of the global eCommunity. The eLearning Team provides ongoing professional development and support for teachers across all whānau (year levels).

A staff of dedicated professionals supports the curriculum. One of the exciting features of Tahatai Coast School is the idea that we as teachers are self-identified learners. We try to view ourselves less as people who teach, show or explain, and more as people who are intimately involved in the learning process. In this way we model and understand the need for exploration, questioning, guidance and understanding. All curricular programmes and extra curricular activities ensure a challenging environment, where students take ownership and responsibility for their learning.

We strive to:

- Provide flexibility for learners who want to help direct their own education.
- Challenge parents to be more deeply involved in their child's education.
- Blur the boundaries between the community and the school.
- Promote the ideal that education is a lifelong process.
- Push the limit of what it means to be a learner in the 21st century.
- Encourage teachers and students to be creative and innovative.

## Principles

*New Zealand Curriculum*

## Tātaiko Competencies

*Māori learners achieving education success as Māori*

### High Expectations:

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. At Tahatai Coast School this means:

- Students are empowered to achieve personal excellence.
- Staff valuing and modelling excellence.
- High quality teaching and rich learning programmes.
- Students understanding and striving for their best.

### Learn to Learn:

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. At Tahatai Coast School this means:

- Students are able to articulate their strengths, interests and weaknesses for goal setting.
- Students' curiosity can drive a passion for learning or understanding.
- Students understand success criteria.
- Students receive constructive feedback and identify next steps.

### Ako:

Taking responsibility for individual learning and that of Māori learners.

### Whanaungatanga:

Engaging in relationships with Māori learners, parents and whānau, hapu, iwi and the Māori community.

### Tangata Whenuatanga:

Affirming Māori learners as Māori; contexts of learning affirm language, culture and identity of Māori learners.

### Treaty of Waitangi:

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ona tikanga. At Tahatai Coast School this means:

- Understanding, knowledge and use of te reo Māori me ona tikanga across the school.
- Māori students learning as Māori.
- Building partnerships with whanau, hapu and iwi.

### Community Engagement:

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities. At Tahatai Coast School this means:

- Engaging with and utilising local (Papamoa) and wider community (Tauranga) resources and local services to enhance learning experiences.
- Understanding of local history and our place in the community.
- Invitations to parents and whānau to participate in and experience special events.

### Manaakitanga:

Demonstrating integrity, trust, sincerity and equity.

### Wānanga:

Communicating effectively with Māori parents and whānau about learning and responding to their values and views.

### Cultural Diversity:

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. At Tahatai Coast School this means:

- Embracing our multicultural community

### Coherence:

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. At Tahatai Coast School this means:

<p>through classroom programmes, inquiry, performance and cultural celebrations.</p> <ul style="list-style-type: none"> <li>● Building partnerships with parents and extended family.</li> <li>● Consideration of learning styles that affirm cultural identity.</li> </ul>	<ul style="list-style-type: none"> <li>● Students participating in a variety of experiences.</li> <li>● Students leaving Tahatai Coast School with skills and attributes that mean they are well prepared for future learning.</li> <li>● Having strong connections with Early Childhood Education providers, intermediate and secondary schools to ensure smooth transitions.</li> </ul>	
<p><b>Inclusion:</b> The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. At Tahatai Coast School this means:</p> <ul style="list-style-type: none"> <li>● No child should miss out because of their individual or personal circumstances.</li> <li>● Diversity is acknowledged and any equity barriers are identified and overcome.</li> <li>● Curriculum is adapted as required to ensure all students are able to participate in learning opportunities.</li> </ul>	<p><b>Future Focus:</b> The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation. At Tahatai Coast School this means:</p> <ul style="list-style-type: none"> <li>● Students learning to work independently, cooperatively and collaboratively to problem-solve and find creative solutions.</li> <li>● Community contextual learning and students taking social action to influence their world now and in the future.</li> <li>● Understanding of global issues.</li> <li>● Students using a variety of digital tools to support their learning.</li> <li>● Creating entrepreneurial opportunities.</li> </ul>	

New Zealand's Cultural Diversity	The Unique Position of the Māori Culture
<p><b>Multicultural Perspectives</b></p> <p>The school curriculum will encourage students to understand and respect the different cultures which make up New Zealand society. It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Islands societies in New Zealand society, and New Zealand's relationships with the peoples of Europe, Asia, and the South Pacific.</p>	<p><b>Bicultural Perspectives</b></p> <p>New Zealand's bicultural heritage is unique and is important to all New Zealanders.</p> <p>Me āhukahuka, me uara hoki te marautanga o te kura i te tūnga ahurei o te Māori i roto i te porihanga o Aotearoa ... Me āhukahuka te marautanga o te kura i te tino whai tāke o ngā tikanga, kōrero nehe, uara hoki o nga Māori me ngā Pākehā, mō ngā tangata katoa o Aotearoa.</p>

Students from a diverse range of cultural groups are present in many New Zealand classrooms. When exploring cultural experiences and cultural diversity, social science programmes in schools will:

- recognise and value the traditions, histories, and languages of the cultures within New Zealand;
- examine issues related to racism and explore ways to promote non-racist attitudes and behaviour in the school and wider community;
- recognise that students may need to meet more than one set of cultural expectations;
- consider members of cultural groups within the local and wider community when including aspects of content related to those cultures.

The school curriculum will recognise and value the unique position of Māori in New Zealand society ... The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha traditions, histories, and values.

Students will:

- understand the nature of biculturalism and the partnership between Maori and Pakeha
- explore the bicultural heritage of New Zealand society, a heritage that contributes to their identity as New Zealanders.

When incorporating Māori perspectives in programmes, teachers should:

- endeavour to ensure that the perspectives are in accordance with the views of iwi kainga and tangata whenua;
- recognise that te reo Māori and nga tikanga Māori are taonga and have an important place within the social studies curriculum.

## STRATEGIC GOALS 1-7

STRATEGIC GOALS 1-7						
<b>1. Student Achievement</b>	<b>2. Governance</b>	<b>3. Personnel</b>	<b>4. Finance</b>	<b>5. Property</b>	<b>6. School Culture</b>	<b>7. Community</b>

<p>Our student achievement meets the high expectations of the school community through personalised learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.</p>	<p>Our Board of Trustees will provide effective governance by ensuring policies and procedures guide quality decision-making, are inclusive and consultative and are based on robust self-review of the key issues of student achievement and school practice and policy delivery.</p>	<p>Our commitment to high quality, innovative teaching and future-focussed learning is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice.</p>	<p>Our financial management prioritises funding towards improving student learning outcomes and achieves our strategic goals and identified needs of the school.</p>	<p>Our property planning is strategically managed and will develop modern learning areas and maintain buildings and grounds to provide the best and safest physical environments for staff, students and our community that we can afford.</p>	<p>Our school culture is one of high expectations in learning and behaviour, demonstrating respect for each other, acknowledging cultural differences, promoting the notion of our school values and learning behaviours, and encouraging us to try to be our very best, every day.</p>	<p>Our school plays a leading role in our community and fosters excellent relationships between children, parents, teachers and staff, and the wider Papamoa community. Our school fosters relationships with the neighbouring school communities of learning, iwi, hapu, Nga Potiki, networks and support agencies.</p>
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# STRATEGIC FRAMEWORK 2018-2020 (Goals - Objectives - Actions)

Strategic Goal 1 Student Achievement/ Curriculum Delivery (NAG 1)		
Strategic goal	Objectives	Actions
Our student achievement meets the high expectations of the school community through personalised learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.	Tahatai Coast School will foster student achievement by providing opportunities to succeed in all areas of the National Curriculum.	Children experience a wide curriculum programme with appropriate, varied, innovative and relevant learning experiences.  Students are taught in modern and innovative learning environments with teaching strategies that foster the development and growth of both student and learner agency.
	Tahatai Coast School will prioritise achievement in numeracy and literacy, engage children in relevant meaningful and personalised learning experiences within the context of the new NZ Curriculum and provide opportunities for children to develop life-long learning skills and engage in quality physical activity.	Develop and implement a Tahatai Coast School Curriculum and review practices and procedures to ensure the achievement targets identified curriculum areas (i.e.) Reading, Writing, Maths, Science ... are achieved through quality teaching and learning programmes.

Strategic Goal 2 Governance (NAG 2 & 6)		
Strategic goal	Objectives	Actions

Our Board of Trustees will provide effective governance by ensuring policies and procedures guide quality decision-making, are inclusive and consultative and are based on robust self-review of the key issues of student achievement and school practice and policy delivery.	Tahatai Coast School will have high quality assessment and reporting practices that identify next learning steps for each child. This provides useful achievement information for children, teachers, and parents, the Board and relevant others on how learning will be designed and what will be the key focus areas.	Provide regular formative feedback to children on their next learning steps and achievements and report in writing not less than twice a year to parents on their children's learning progress and to the Board of Trustees showing achievements across all curriculum areas.
	Tahatai Coast School will operate an ongoing self-review programme of policies and procedures to ensure compliance with all pertinent legislative requirements.	Create and comply with the Tahatai Coast School Governance and Self Review schedule. Create and follow an annual charter, annual plan with measurable goals and an established self-review programme.

### Strategic Goal 3 Personnel (NAG 3)

Strategic goal	Objectives	Actions
Our commitment to high quality, innovative teaching and future-focussed learning is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice.	Tahatai Coast School teachers and support staff will receive all necessary support that will include a robust appraisal system and continuing professional development. Tahatai Coast School will act as a 'good employer' in the context of NZ Employment Relations legislation.	Budget for the provision of appropriate professional development. Use "coaching" and "appreciative enquiry" approaches in our staff appraisal system. Consistently provide appropriate support. Maintain positive staff morale and a climate of professional congeniality.

### Strategic Goal 4 Finance (NAG 4a)

Strategic goal	Objectives	Actions
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Our financial management prioritises funding towards improving student learning outcomes and achieves our strategic goals and identified needs of the school.	Tahatai Coast School will allocate funds to enable the implementation of the School Charter, monitor and control school expenditure and maintain and provide appropriate documentation for audit purposes.	Regularly review expenditure for the year to ensure budget is maintained. Set operating budget for the following year in November. Work with an accountant to ensure appropriate documents are available for audit.
	Tahatai Coast School will continue to develop and grow its International Student business to provide additional funds for enriching the learning and physical environments for all students.	Regularly review income and expenditure for the year to ensure budget is maintained. Set operating budget for the following year in November. Work with an accountant to ensure appropriate documents are available for audit.  Create and implement strategy for spending profits secured back into the school and/or International Student business.

**Strategic Goal 5  
Property (NAG 4b)**

Strategic goal	Objectives	Actions
Our property planning is strategically managed and will develop modern learning areas and maintain or improve buildings and grounds to provide the best and safest physical environments for staff, students and our community that we can afford.	Tahatai Coast School will provide and maintain a clean, attractive, modern and safe physical learning environment for staff and children while implementing the 5 and 10 Year Property Development Plans.	Implement procedures to ensure environmental hazards are identified and a safe environment is maintained, and follow and implement approved 10 YPP to enhance learning and play spaces.

**Strategic Goal 6  
School Culture (NAG 1 & 5)**

Strategic goal	Objectives	Actions
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<p>Our school culture is one of high expectations in learning and behaviour, demonstrating respect for each other, acknowledging cultural differences, promoting the notion of our school values and learning behaviours, and encouraging us to try to be our very best, every day.</p>	<p>Tahatai Coast School will provide a safe physical and emotional environment for students and employees because these key ingredients promote a culture that connects people to each other and to realising their potential.</p> <p>Students will be able to reflect and understand their personal strengths and weaknesses and be able to articulate confidently their next learning steps.</p> <p>Tahatai Coast School will support an inclusive culture that acknowledges and celebrates both difference and diversity.</p>	<p>School culture, cooperation, policies and procedures, school values, school curriculum, and behaviour management strategy work in harmony to promote a quality-learning place for all our people.</p> <p>People are aware of policies, practices and performance through quality communication, consultation and community engagement.</p>
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<b>Strategic Goal 7 Community (NAG 6)</b>		
<b>Strategic goal</b>	<b>Objectives</b>	<b>Actions</b>
<p>Our school plays a leading role in our community and fosters excellent relationships between children, parents, teachers and staff, and the wider Papamoa community.</p> <p>Our school fosters relationships with the neighbouring school communities of learning, Ngāi Te rangi Iwi, Nga Potiki Hapu, Tahuwhakatiki Marae, educational agency networks and support agencies.</p>	<p>Tahatai Coast School will continue to build and maintain positive relationships and partnerships between school, home and the wider community to enhance teaching and learning and the community perception of Tahatai Coast School.</p>	<p>By communicating regularly through:</p> <ul style="list-style-type: none"> <li>- Newsletters,</li> <li>- Website,</li> <li>- Facebook pages,</li> <li>- Learning apps,</li> <li>- Our reporting to parents processes,</li> <li>- Information evening,</li> </ul> <p>we engage the community in the day-to-day life of the school, and in strategic discussions relating to school performance and development areas, Charter development, and delivery of the PE &amp; Health Curriculum.</p> <p>A whānau group supported through the local</p>

		<p>hapu will operate and provide representation to communicate student achievement of our Maori students.</p> <p>A student council will operate with representation from all Year 4-6 classes.</p>
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## The Purpose Of Our Strategic Goals Is To Ensure We Focus On

### 1. Success for All - *'Developing a lifelong love of learning'*

Our Focus Areas for Achieving this Goal	Expected Outcomes
<ul style="list-style-type: none"> <li>● Improving learning outcomes for all students.</li> <li>● Ensuring a firm foundation of reading, writing and mathematics competency.</li> <li>● Differentiating and providing inclusive programmes.</li> <li>● Increasing opportunities for challenges.</li> <li>● Identifying, promoting and celebrating areas of success.</li> <li>● Provision of a broad curriculum that enriches learning experiences and caters towards students needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased proficiency in core learning - reading, writing &amp; mathematics.</li> <li>● Improved levels of student engagement and levels of learner agency.</li> <li>● More students achieving personal milestones of success.</li> <li>● More students trying new opportunities and challenges.</li> <li>● More connected with the local and global community.</li> </ul>

### 2. Inspiring & Inquiring Staff - *'Fuelling a lifelong love of learning'*

Our Focus Areas for Achieving this Goal	Expected Outcomes
<ul style="list-style-type: none"> <li>● Improving learning outcomes for staff.</li> <li>● Focused professional development; Staff mentoring and coaching programme.</li> <li>● Teacher inquiry for innovation.</li> <li>● Appraisal for teaching and learning.</li> <li>● Empowering staff for professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhanced staff innovation.</li> <li>● Greater utilisation of staff strengths and passions.</li> <li>● More empowered leaders of education.</li> <li>● Enhanced sharing of practice within and beyond our learning community.</li> <li>● More connected with the local and global community.</li> </ul>

### 3. Active Learning Communities - *'Working together, being excited and inspired by learning'*

Our Focus Areas for Achieving this Goal	Expected Outcomes
<ul style="list-style-type: none"><li>● Developing partnerships across the community to strengthen learning outcomes.</li><li>● Enhancing collaboration between students, teachers, parents, other schools and communities.</li><li>● Learning from and contributing to the community.</li><li>● Ensuring open and clear communication.</li></ul>	<ul style="list-style-type: none"><li>● Enhanced collaboration.</li><li>● Increased involvement of the community in our school life.</li><li>● Greater student voice.</li><li>● More community needs met.</li><li>● Increased local connections.</li><li>● Increased global connections.</li></ul>

### 4. Flexible Teaching and Learning - *'Being creative in our teaching and learning'*

Our Focus Areas for Achieving this Goal	Expected Outcomes
<ul style="list-style-type: none"><li>● Flexible learning spaces, timetables, curriculum, staffing, thinking, time.</li><li>● Vibrant and stimulating learning environments.</li><li>● Resourcing appropriately.</li><li>● Enhancing learning through technologies.</li><li>● Exploring learning pedagogies ie. self-directed learning, student agency and collaborative teaching.</li><li>● Creativity embedded in programmes.</li></ul>	<ul style="list-style-type: none"><li>● Greater flexibility in teaching &amp; learning programmes that are responsive to different learning styles.</li><li>● Increased engagement of all students.</li><li>● Improved access to technology resources.</li><li>● Increased global connections.</li><li>● Enhanced school learning.</li></ul>



**2018**  
**ANNUAL PLAN**

## STRATEGIC GOAL (NAG 1): Student Achievement

Our student achievement meets the high expectations of the school community through personalized learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Māori students.

ANNUAL GOAL	ACTIONS	LED BY	RESOURCES	EXPECTED OUTCOMES	UPDATES/ EVIDENCE
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<p><b>READING:</b></p> <p>1.(a) To increase the number of students achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading, with particular interest to the overall achievement of the following cohorts:</p> <ul style="list-style-type: none"> <li>o To have 84+% (+2%) achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading [2017 target 79%, 82% achieved].</li> <li>o At the end of Year 2 75% (+12%) achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading.</li> <li>o At the end of Year 6 85% (+5%) achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading.</li> <li>o At the end of Year 8 75% (+12%) achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading.</li> <li>o 84+% (+6%) of Māori students achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading.</li> </ul>	<ol style="list-style-type: none"> <li>1. Utilize assessment information and other data to gather evidence, identify target children and develop strategies designed to accelerate progress.</li> <li>2. Staff to participate in a collaborative process, identifying key strategies for teaching and learning that will assist with meeting school and team targets.</li> <li>3. Staff to participate in professional development programmes and initiatives to support professional growth, refine professional teaching practices and develop higher levels of learner (student) agency.</li> <li>4. Staff to participate in regular professional learning conversations about the raising of achievement in reading for target students.</li> <li>5. Professional learning conversations to clarify support teachers when shifting assessment practices from the using of National Standard OTJs to the TCS expected levels (<a href="#">TCS Reading Matrix</a>).</li> <li>6. Regular reports to the Principal providing updates on progress against the achievement of the targets. These to be shared with BoT.</li> <li>7. The Board is reported to twice about the achievement of students in reading (school wide analysis of progress and achievement).</li> <li>8. Utilize the Mutukaroa initiative to improve Whānau understanding and supports for learning at home.</li> <li>9. Consult with Māori and Pasifika students and Whānau to provide cultural perspectives and develop knowledge and understanding for</li> </ol>	<p>LT and Principal</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>WL</p> <p>Principal/DP (T2 and T4)</p> <p>AP/Principal (on-going)</p> <p>Principal/DP / Rebekah/ Louise</p>	<p>Assessment Schedule</p> <p>Assessment tools</p> <p>ETaP (SMS)</p> <p>Rainbow Reading</p> <p>Reading Recovery</p> <p>Learning support interventions (i.e.) ESOL</p> <p>Quick 60 Reading Programme</p> <p>Mutukaroa home and school partnership programme</p> <p>Whānau support</p> <p>Nga Potiki Hapu staff</p> <p>New Literacy resources</p> <p>Specialist Te Reo/Kapa Haka teacher</p> <p>TCS Matrices</p>	<p>Assessment data (both formative and summative) is collected and recorded in accordance to the guidelines of the assessment schedule.</p> <p>Student-directed learning strategies and co-teaching practices have improved levels of student agency.</p> <p>Regular opportunities are provided at team meetings for staff to share progress, problems, or strategies being used. Discussions are documented in team minutes.</p> <p>The Principal receives a written summary update on student progress for each target (from the respective whānau leader).</p> <p>The school's annual goals, GPP and appraisal process has supported a culture of self-review. As a result teacher inquiry remains an integral part of teaching practice at Tahatai Coast School.</p> <p>There is an increase in the shared understanding for how to improve outcomes for those students targeted for intervention.</p> <p>Consultation with Māori and Pasifika families will be implemented with analysis of findings shared at a parent Hui.</p> <p>Māori and Pasifika student 'environment mapping' and 'online survey' completed terms 2 and 4. Analysis shared with staff and Board, and with whānau at parent Hui.</p> <p>The school has continued to utilize expertise and maintain positive/reciprocal relationships with local hapu. Where cultural knowledge and expertise has raised achievement outcomes for Māori students in reading.</p>	
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<ul style="list-style-type: none"> <li>o 60+% (27%) of Pasifika students achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading.</li> <li>o 84+% (+5%) of boys will be achieving at or above the expected level (<a href="#">TCS Reading Matrix</a>) in reading.</li> </ul> <p><b>Link to '<a href="#">TCS Reading Matrix</a>' to show expected levels of achievement across each Year level.</b></p>	<p>improving learning outcomes for our Māori and Pasifika students.</p> <p>10. Nga Potiki literacy intervention programme providing accelerated specialist teacher support and fostering a stronger home and school learning partnership.</p> <p>11. Introduce and monitor the effect of learning interventions (i.e.) Quick 60, Rainbow Reading and RR, ESoL, ALL.</p>	<p>DP, Pauline, Nga Potiki staff</p> <p>Charlotte/ Lead Teacher</p>		<p>Professional development opportunities have positively impacted on the quality of teaching and learning (i.e) improved teacher knowledge and capability and improved learning outcomes for students.</p>	
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<p><b>WRITING:</b> 1.(b) To increase the number of students achieving at or above the expected level (<a href="#">TCS Writing Matrix</a>) in writing, with particular interest to the overall achievement of the following cohorts:</p> <ul style="list-style-type: none"> <li>o To have 77+% (+4%) achieving at or above the expected level (<a href="#">TCS Writing Matrix</a>) in writing [2017 target 75%, 73% achieved].</li> <li>o At the end of Year 2 75% (+6%) achieving at or above the expected level (<a href="#">TCS Writing Matrix</a>) in writing.</li> <li>o At the end of Year 6 70% (+6%) achieving at or above the expected level (<a href="#">TCS Writing Matrix</a>) in writing.</li> <li>o At the end of Year 8 76% (+8%) achieving at or above the expected level (<a href="#">TCS Writing Matrix</a>) in writing.</li> <li>o 77+% (+10%) of Māori students achieving at or</li> </ul>	<ol style="list-style-type: none"> <li>1. Utilize assessment information and other data to gather evidence, identify target children and develop strategies designed to accelerate progress.</li> <li>2. Staff to participate in a collaborative process, identifying key strategies for teaching and learning that will assist with meeting school and team targets.</li> <li>3. Staff to participate in professional development programmes and initiatives to support professional growth, refine professional teaching practices and develop higher levels of learner (student) agency.</li> <li>4. Staff to participate in regular professional learning conversations about the raising of achievement in reading for target students.</li> <li>5. Professional learning conversations to clarify support teachers when shifting assessment practices from the using of National Standard OTJs to the TCS expected levels (<a href="#">TCS Writing Matrix</a>).</li> <li>6. Regular reports to the Principal providing updates on progress against the achievement of the targets. These to be shared with BoT.</li> <li>7. The Board is reported to twice about the achievement of students in reading (school wide analysis of progress and achievement).</li> <li>8. Utilize the Mutukaroa initiative to improve Whānau understanding and supports for learning at home.</li> <li>9. Consult with Māori and Pasifika students and Whānau to provide cultural perspectives and develop knowledge and understanding for</li> </ol>	<p>LT and Principal</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>WL</p> <p>Principal/DP (T2 and T4)</p> <p>AP/Principal (on-going)</p> <p>Principal/DP / Rebekah/ Louise</p>	<p>Assessment Schedule</p> <p>Assessment tools</p> <p>ETaP (SMS)</p> <p>Learning support interventions (i.e.) ESoL</p> <p>PLD opportunities</p> <p>Elearning</p> <p>Mutukaroa home and school partnership programme</p> <p>Whanau support</p> <p>New Literacy resources</p> <p>Specialist Te Reo/Kapa Haka teacher</p> <p>TCS Matrices</p>	<p>Assessment data (both formative and summative) is collected and recorded in accordance to the guidelines of the assessment schedule.</p> <p>Student-directed learning strategies and co-teaching practices have improved levels of student agency.</p> <p>Regular opportunities are provided at team meetings for staff to share progress, problems, or strategies being used. Discussions are documented in team minutes.</p> <p>The Principal receives a written summary update on student progress for each target (from the respective whānau leader).</p> <p>The school's annual goals, GPP and appraisal process has supported a culture of self-review. As a result teacher inquiry remains an integral part of teaching practice at Tahatai Coast School.</p> <p>There is an increase in the shared understanding for how to improve outcomes for those students targeted for intervention.</p> <p>Consultation with Māori and Pasifika families will be implemented with analysis of findings shared at a parent Hui.</p> <p>Māori and Pasifika student 'environment mapping' and 'online survey' completed terms 2 and 4. Analysis shared with staff and Board, and with whānau at parent Hui.</p> <p>The school has continued to utilize expertise and maintain positive/reciprocal relationships with local hapu. Where cultural knowledge and expertise has raised achievement outcomes for Māori students in reading.</p>	
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<p>above the expected level (<a href="#">TCS Writing Matrix</a>) in writing.</p> <ul style="list-style-type: none"> <li>o 77+% (+21%) of Pasifika students achieving at or above the expected level (<a href="#">TCS Writing Matrix</a>) in writing.</li> <li>o 74+% (+6%) of boys will be achieving at or above the expected level (<a href="#">TCS Writing Matrix</a>) in writing.</li> </ul> <p><b>Link to '<a href="#">TCS Writing Matrix</a>' to show expected levels of achievement across each Year level</b></p>	<p>improving learning outcomes for our Māori and Pasifika students.</p> <p>10. Nga Potiki literacy intervention programme providing accelerated specialist teacher support and fostering a stronger home and school learning partnership.</p> <p>11. Introduce and monitor the effect of learning interventions (i.e.) ESoL, PLD, ALL.</p>	<p>DP, Pauline, Nga Potiki staff</p> <p>Charlotte/ Lead Teacher</p>		<p>Professional development opportunities have positively impacted on the quality of teaching and learning (i.e) improved teacher knowledge and capability and improved learning outcomes for students.</p>	
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<p><b>MATHS:</b></p> <p>1. (c)</p> <p>To increase the number of students achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in writing, with particular interest to the overall achievement of the following cohorts:</p> <ul style="list-style-type: none"> <li>o To have 80+% (+5%) achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in numeracy [2017 target 80%, 75% achieved].</li> <li>o At the end of Year 3 and Year 4 80% (+6%) achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in numeracy.</li> <li>o At the end of Year 6 75% (+7%) achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in numeracy.</li> <li>o At the end of Year 8 80% (+17%) achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in numeracy.</li> </ul>	<ol style="list-style-type: none"> <li>1. Utilize assessment information and other data to gather evidence, identify target children and develop strategies designed to accelerate progress.</li> <li>2. Staff to participate in a collaborative process, identifying key strategies for teaching and learning that will assist with meeting school and team targets.</li> <li>3. Staff to participate in professional development programmes and initiatives to support professional growth, refine professional teaching practices and develop higher levels of learner (student) agency.</li> <li>4. Staff to participate in regular professional learning conversations about the raising of achievement in reading for target students.</li> <li>5. Professional learning conversations to clarify support teachers when shifting assessment practices from the using of National Standard OTJs to the TCS expected levels (<a href="#">TCS Numeracy Matrix</a>).</li> <li>6. Regular reports to the Principal providing updates on progress against the achievement of the targets. These to be shared with BoT.</li> <li>7. The Board is reported to twice about the achievement of students in reading (school wide analysis of progress and achievement).</li> <li>8. Utilize the Mutukaroa initiative to improve Whānau understanding and supports for learning at home.</li> <li>9. Consult with Māori and Pasifika students and Whānau to provide cultural perspectives and develop</li> </ol>	<p>LT and Principal</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>WL</p> <p>Principal/DP (T2 and T4)</p> <p>AP/Principal (on-going)</p> <p>Principal/DP/Rebekah/</p>	<p>Assessment Schedule</p> <p>Assessment tools</p> <p>ETaP (SMS)</p> <p>Professional development opportunities (Waikato University PLD)</p> <p>ICT and learning resources</p> <p>Mutukaroa home and school partnership programme</p> <p>Whānau support</p> <p>New Numeracy resources</p> <p>Specialist Te Reo/Kapa Haka teacher</p> <p>TCS Matrices</p>	<p>Assessment data (both formative and summative) is collected and recorded in accordance to the guidelines of the assessment schedule.</p> <p>Student-directed learning strategies and co-teaching practices have improved levels of student agency.</p> <p>Regular opportunities are provided at team meetings for staff to share progress, problems, or strategies being used. Discussions are documented in team minutes.</p> <p>The Principal receives a written summary update on student progress for each target (from the respective whānau leader).</p> <p>The school's annual goals, GPP and appraisal process has supported a culture of self-review. As a result teacher inquiry remains an integral part of teaching practice at Tahatai Coast School.</p> <p>There is an increase in the shared understanding for how to improve outcomes for those students targeted for intervention.</p> <p>Consultation with Māori and Pasifika families will be implemented with analysis of findings shared at a parent Hui.</p> <p>Māori and Pasifika student 'environment mapping' and 'online survey' completed terms 2 and 4. Analysis shared with staff and Board, and with whānau at parent Hui.</p>	
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<p> <a href="#">Matrix</a>) in numeracy.  o 75+% (+7%) of Māori students achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in numeracy.  o 78+% (+11%) of Pasifika students achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in numeracy.  o 77+% (+5%) of girls will be achieving at or above the expected level (<a href="#">TCS Numeracy Matrix</a>) in numeracy. </p> <p> <b>Link to '<a href="#">TCS Numeracy Matrix</a>' to show expected levels of achievement across each Year level</b> </p>	<p> knowledge and understanding for improving learning outcomes for our Māori and Pasifika students.  10. Nga Potiki literacy intervention programme providing accelerated specialist teacher support and fostering a stronger home and school learning partnership.  11. Introduce and monitor the effect of learning interventions (i.e.) Nga Pōtiki. </p>	<p> Louise   DP, Pauline, Nga Potiki staff   DP </p>		<p> The school has continued to utilize expertise and maintain positive/reciprocal relationships with local hapu. Where cultural knowledge and expertise has raised achievement outcomes for Māori students in reading. </p> <p> Professional development opportunities have positively impacted on the quality of teaching and learning (i.e) improved teacher knowledge and capability and improved learning outcomes for students. </p>	
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<p><b>MUTUKAROA</b> 1. (d) Continue the implementation of the Mutukaroa Home and School Partnership Programme. That works to improve learning outcomes for Y0-2 students, and foster/develop parent/whānau knowledge of their child's learning needs and next steps.</p>	<ol style="list-style-type: none"> <li>1. Successfully embed practices that ensure the successful implementation of the Mutukaroa programme for Y0-2 students and whānau (into its second year of implementation).</li> <li>2. Provide information for parents through newsletters and community meetings.</li> <li>3. Parent surveys to be complete, analysed and reported to board.</li> <li>4. AP to ensure consistent assessment practices across the team and will engage in regular learning conversations to ensure this.</li> <li>5. AP to ensure effective systems for managing the schedule for data collection, providing improved supports for staff, meeting with parents, and ensuring open lines of communication are in place.</li> <li>6. Data collection to provide 'tracking' and 'progress' as an evaluative tool (without National Standards).</li> <li>7. Staff inductions are planned to provide information and upskill newly appointed teachers with the programme and requirements, and to support the moderation of writing across the anniversary levels.</li> <li>8. Staff in the junior team are provided opportunities to contribute towards reflections and encouraged to provide constructive feedback.</li> <li>10. AP to continue developing learning resources to support parents. Learning resources will be specific to the learning needs of the student and shared with teaching staff.</li> </ol>	<p>AP - Kirsten</p> <p>AP/Principal</p> <p>AP/Principal</p> <p>AP</p> <p>AP</p> <p>AP/Principal</p> <p>AP</p> <p>AP/WL</p> <p>AP</p>	<p>Assessment information</p> <p>Principal</p> <p>Survey analysis</p> <p>ETaP (SMS) data collection and analysis</p> <p>AP development and supports</p> <p>Budget to support the making of learning resources</p>	<p>Parents of Y0-2 students better understand their child's learning strengths and next steps. Improved home and school partnership sees improvements in student achievement. Where trust relationships are developed for all families involved in Mutukaroa.</p> <p>Greater engagement for parents and whanau built on shared knowledge of their child's next steps in learning.</p> <p>The AP and junior staff both have an in-depth knowledge of the programme successes and challenges.</p> <p>The AP's relationships with the teachers working when working through the assessment schedule for students are built on trust and an in-depth knowledge of their teaching and learning within the classes. Open communication ensures ongoing improvements are being developed and actioned.</p> <p>There are continued consistencies in assessment practices and use of this information to connect learning between home and school, and from year to year.</p> <p>Mutukaroa has been successfully embedded with the view to continuing this programme in 2019.</p> <p>All targeted students and whanau have participated in learning conversations, surveys and programme requirements.</p>	
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<p><b>BEHAVIOUR MANAGEMENT</b></p> <p>1. (e) To embed an ongoing review system that focuses on fostering and promoting positive behaviours for learning and well-being (Hauora).</p>	<p>1. Principal and DP to facilitate consultation and self-review of current behaviour management strategies with staff, students and whānau.</p> <p>2. Principal and DP to continue working closely with Wider leadership team to discuss the current behaviour management system in response to the needs of the school community (students, staff and whānau surveys) and explore ways to further promote the school's core values.</p> <p>3. Update the school website to include information about our positive behaviour for learning approach, strategies and the changes to how behaviour is managed at school.</p> <p>4. To include a self-review process that reflects on the successes and failures in order to make ongoing improvements. This information is to be shared back with staff and reported to the BoT.</p> <p>5. To present findings and new initiatives with the parent community (i.e.) parent information meeting.</p> <p>6. To update any relevant sections of school documentation (i.e.) school curriculum.</p> <p>7. To review how the school' culture is being responsive through culturally responsive strategies that promote positive behaviours for learning for all.</p>	<p>Principal/DP</p> <p>Principal/DP</p> <p>Principal</p> <p>Principal/DP</p> <p>Principal</p> <p>Principal/DP</p> <p>LT</p>	<p>Online resources</p> <p>MOE advisor</p> <p>Staff</p> <p>Parents</p> <p>Whānau group</p> <p>Release/financial</p> <p>Website</p> <p>Newsletter</p> <p>Nga Potiki</p> <p>Outside agencies</p> <p>PLD</p>	<p>1. Staff, students and whānau voices are present in the review process. All surveys (&amp; consultation) completed and analysed. Key themes and needs identified.</p> <p>2. Māori perspectives and feedback considered to ensure culturally responsive practices are embedded.</p> <p>3. The behaviour management system reflects the views and key findings outlined in the consultation analysis.</p> <p>4. The school website provides information about our revised positive behaviour for learning initiatives.</p> <p>5. The BM plan incorporates an ongoing self-review process.</p> <p>6. Improved consistencies across all areas of the school in the way that positive behaviour management strategies are implemented.</p> <p>7. Parents are kept informed of changes to how behaviour is being managed at school.</p> <p>8. School documentation is updated to reflect changes in philosophies and practices.</p> <p>9. There is a strong partnership between home and the school when managing student behaviour.</p> <p>10. Staff feel supported by leadership to successfully implement positive behaviour for learning strategies that promote a healthy culture based on the schools core values.</p>	
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<p><b>TCS CURRICULUM</b></p> <p>1. (f) Implement the school's curriculum framework and ensure the successful implementation of the Tahatai Coast School Curriculum with the view to empower all our learners by:</p> <ul style="list-style-type: none"> <li>- Fostering literate and numerate competencies;</li> <li>- Knowledge and awareness;</li> <li>- Attitudes and values;</li> <li>- Skills and strategies for life.</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff to participate in professional discussions that unpack the TCSC documentation.</li> <li>2. The TCSC is used to provide a means for improving systems for monitoring the exposure of all curriculum areas, supporting GPP (teacher as inquiry), evaluations and analysis of targeted interventions and student achievement.</li> <li>3. Revisit the graduate profile with staff to look at how this can be illustrated and shared with the students, parents and whānau.</li> <li>4. Teachers to utilize new learnings through culturally responsive PLD to ensure TCSC is catering for the diverse needs of our learners (i.e.) Māori</li> <li>5. Review current assessment practices and update the assessment schedules, access to data and target setting procedures/systems.</li> <li>6. Update reporting to parents process to not include reporting against National Standards.</li> <li>7. Host parent information evenings to share our TCSC curriculum for learning with our parent community.</li> <li>8. Review curriculum leadership and resource management.</li> </ol>	<p>Principal</p> <p>LT</p> <p>Whole staff lead by Principal</p> <p>LT</p> <p>LT</p> <p>LT</p> <p>Principal</p> <p>Principal</p>	<p>Students</p> <p>Staff</p> <p>Parents</p> <p>Whānau Group</p> <p>Nga Potiki</p> <p>Facilitator (Timoti)</p> <p>Teacher as Inquiry process</p>	<p>Tahatai Coast School learners are exposed to a wide range of curricula that are deliberately designed to allow for depth of understanding rather than purely for coverage. The curriculum ensures a high level of consistency in the planning, delivery and expectations for its learners.</p> <p>There are improved levels of ownership for student achievement across all areas of the school (i.e. within and between whānau).</p> <p>The staff continues to explore culturally responsive practices and implement these practices in their classroom programmes. The school's values are part of everyday learning and reflect those values of our Māori and Pasifika students using Tataiako and PEP.</p> <p>Key competencies (We Live and We Learn Behaviours) scaffold is being used across all levels and evaluations are in place to improve consistency when reporting against the competencies to parents/whānau.</p> <p>The principle of 'high expectations' has been explored where thinking skills are prevalent in all classrooms. Differentiation for supporting learning and catering for able and talented students is embedded as part of everyday practice.</p>	
<p><b>STUDENT AGENCY</b></p> <p>1. (g) Improve student understanding and ownership of their learning and behaviour</p>	<ol style="list-style-type: none"> <li>1. Staff to unpack, and further develop understanding around quality teaching that includes the TCS 'We Live and We Learn' Behaviours.</li> <li>2. Staff to participate in a professional learning programmes that will target student and staff needs and interests:</li> </ol>	<p>Whole staff</p> <p>Whole staff</p>	<p>Students</p> <p>Staff</p> <p>Parents</p> <p>Whānau Group</p>	<p>The TCSC will have been shared with whānau/parents through information evenings, newsletters and the school website. The TCS curriculum will have a clearly defined rationale and identify:</p> <ul style="list-style-type: none"> <li>- Who we are (as a learning community).</li> <li>- What we do (our learning journey).</li> </ul>	





	<p>6. To provide professional learning opportunities that assist teachers and teacher aides to better support learners with special needs.</p> <p>7. Continue to offer opportunities for GATE students to participate in extension and enrichment programmes.</p> <p>8. To provide rich cultural, leadership, the arts and sporting opportunities to enrich learning experiences for all students.</p> <p>9. Carefully consider classroom placement and inclusive practices for all students identified as having special needs (Include medical, learning and behaviour).</p> <p>10. Maintain a register that ensures close monitoring of the supports each student receives.</p>	<p>Principal/ Charlotte</p> <p>Darren</p> <p>SENCO team/LT</p> <p>LT</p> <p>Charlotte</p>		<p>specialist programmes.</p> <p>Students are placed in learning environments that will best meet their specific needs.</p> <p>The register will be a live document that identifies, monitors and guides future decision making to ensure the needs of all children are being met.</p> <p>Students have access to a varied and rich curriculum that enables the development and extension of the 'We Live and We Learn' behaviours and the child as a whole.</p>	
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## STRATEGIC GOAL (NAG 2): GOVERNANCE

Our Board of Trustees will provide effective governance by ensuring policies and procedures guide quality decision-making, are inclusive and consultative and are based on robust self-review of the key issues of student achievement, school practice and policy delivery.

ANNUAL GOAL	ACTIONS	LED BY	RESOURCES	EXPECTED OUTCOMES	UPDATES/ EVIDENCE
<p>2. (a) Tahatai Coast School will operate an ongoing and comprehensive self-review programme of policies and procedures to ensure effective governance and compliance with all legislative requirements.</p>	<p>1. The Board will switch its policy and procedure management to School Docs.</p> <p>2. The board will revise its self-review schedule of all policies and procedures as part of the change over to School Docs.</p> <p>3. The schedule for self-review will be shared with the board and progress against will be monitored at monthly BoT meetings.</p>	<p>BoT (T1-4)</p> <p>BoT chair Principal</p> <p>Principal (T1-4)</p>	<p>School Docs</p> <p>NZSTA supports</p>	<p>The Board will have reviewed all scheduled policies and procedures outlined in the newly revised policy and procedure self-review schedule (School Docs).</p> <p>Reviewed policies and procedures will be shared in accordance to all legislative requirements.</p> <p>Board members would have all agreed to any changes being made to policy or procedures.</p>	

	<p>4. Any changes or updates will be shared to be discussed at meetings.</p> <p>5. All relevant updated policies will be shared as advised by School Docs.</p>	<p>Principal</p> <p>Principal BoT Chair</p>		<p>All changes and policies will be ratified and signed by the Board Chair (as per advice from NZSTA and School Docs).</p>	
<p>2. (b) Through a process of community consultation with Māori whānau the Board will review the strategic direction outlined in the current school charter.</p>	<p>1. To survey our Maori whānau.</p> <p>2. The Board will host a whānau consultation hui to discuss findings from the survey and to provide parent voice in the future direction of the school.</p> <p>3. The Board will update and submit a newly revised charter by March 2019 that outlines the strategic direction for Māori as priority learners.</p>	<p>Principal Board/ Principal/ DP (T2)</p> <p>Principal and BoT</p>	<p>Nga Potiki Hapu (Kathryn/Kau matua Colin)</p> <p>NZSTA</p> <p>Survey Monkey</p> <p>Whanau Group</p> <p>School facilities (ie. staffroom, hall).</p>	<p>A survey targeting Māori whānau will be carried out in Term 2.</p> <p>Survey results will highlight areas of strength, weakness and ideas for improvement from the perspectives of Māori families/whanau. This information will be used to improve teaching practices and outcomes for our Māori students.</p> <p>Survey results will have been shared with Board and will have been used to inform and update the 2019-2021 charter.</p> <p>The process will have supported the continuation of the whānau parent group.</p>	

## STRATEGIC GOAL (NAG 3): PERSONNEL

Our commitment to high quality, innovative teaching and future-focused learning is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice.

ANNUAL GOAL	ACTIONS	LED BY	RESOURCES	EXPECTED OUTCOMES	UPDATES/ EVIDENCE
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<p>3. (a) To develop best practice teaching and learning through embedding numeracy strategies that engage, build confidences and support students achieving individual learning goals.</p>	<ol style="list-style-type: none"> <li>1. Leadership team (LT) to facilitate the performance management for staff in their respective areas of responsibility (whānau). The Principal will appraise the LT.</li> <li>2. Foster 'teacher inquiry' through the Growing Professional Practice (GPP) model of teacher inquiry, and through the provision of regular professional learning conversations, with particular interest in engaging reluctant learners, and improving outcomes for targeted students. To support this process with staff meetings, whānau team targets, professional development opportunities, focus groups, observations (feedback), and peer coaching through whānau team collaboration.</li> <li>3. Provide professional development opportunities with specific focus on teaching of: <ul style="list-style-type: none"> <li>- Literacy: engaging learners and building greater independence in writing (Louise Dempsey x2 full days)</li> <li>- Student/learner agency: Building a deeper level of understanding through a coaching model. (Brooke Trenwith from Cognition will be working with WLS).</li> <li>- Cultural Responsiveness - developing critical thinking and new learning through the lense of being Maori. (Timoti Harris - Empowering Change).</li> <li>- Understanding dyslexia and how to cater for diverse learning needs in an everyday classroom setting (Carla McNeil - Learning Matters).</li> <li>- Middle Leadership development</li> </ul> </li> </ol>	<p>LT and Principal (Terms 1-4)</p> <p>Principal, LT and WL (Terms 1-4)</p> <p>Principal/Lead teachers</p>	<p>Practising Teachers Criteria</p> <p>TCS GPP documentation and pathway</p> <p>Student achievement targets (whānau targets)</p> <p>Mt Col and wider Pap-Mt cluster network</p> <p>Multiplier by Liz Wiseman</p> <p>Facilitators of PLD programmes</p> <p>Nga Potiki</p>	<p>All teachers will be able to share their own experiences of teaching and learning, and openly celebrate personal growth.</p> <p>Through student achievement analysis staff will understand their effectiveness and have the ability to evaluate the experience through future development goals.</p> <p>Teachers will demonstrate improved confidences and ability to use technologies and apply eLearning strategies that improve student engagement, learner agency and outcomes in everyday classroom programmes.</p> <p>There will be clear links (with all staff) between personalised teacher inquiry and targets set from our student achievement analysis.</p> <p>All staff will actively, and willingly participate in professional development opportunities.</p> <p>The leadership team performance goals will be aligned and managed by the principal. Parts of these will be shared with the wider staff. Progress against goals will have been regularly discussed and celebrated. Leadership team will feel supported by Principal and PLG group (collaborative problem solving, coaching model) when facing leadership challenges.</p> <p>Whanau leaders feel supported as leaders through the PLD opportunities (Coaching with Brooke Trenwith). A collegial network amongst whanau</p>	
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<p>3. (b) Professional development opportunities to support teacher collaboration, grow co-teaching capabilities, improve knowledge and confidences to implement student-directed learning strategies that aim to develop high levels of learner (student) agency for all students in writing.</p>	<p>programme (Internally hosted ) - Multipliers.</p> <ul style="list-style-type: none"> <li>- Staff UBRS training day</li> <li>- Participate in agreed to CoL professional development opportunities.</li> <li>- Provide PLD for support staff to participate in timely, relevant and meaningful professional development that will support and enhance the learning opportunities for students with special needs. Plan school visits.</li> <li>- Visiting schools and seeing first hand 'best practice' in action (i.e.) teacher as inquiry, student-directed learning strategies, student agency, eLearning, enviroschools.</li> </ul>			<p>leaders is further strengthened through leadership PLD (Professional reading and PLG).</p> <p>Staff will have enjoyed and benefited from visiting and observing teaching practices at other schools.</p> <p>In collaboration with other schools staff will feel improved supports through a network-learning model (Mt CoL and wider Papamoa-Mt schools network).</p> <p>Students with specific learning and/or health needs will receive improved levels of support and guidance through the professional learning opportunities that the teacher aides participate in.</p>	
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<b>STRATEGIC GOAL (NAG 4a): FINANCE</b> Our financial management prioritizes funding towards improving student outcomes and achieving our strategic goals and identified needs of the school.					
ANNUAL GOAL	ACTIONS	LED BY	RESOURCES	EXPECTED OUTCOMES	UPDATES/ EVIDENCE

<p><b>OPERATIONS</b> 4 (a). To review our income and expenditure to ensure that our operational budget is balanced and our ability to manage finance annually proves we are able to live within our means.</p>	<ol style="list-style-type: none"> <li>1. Prepare a budget that supports the strategic direction and annual aims of the school (i.e.) raising student achievement, GPP, enriches and enhances learning opportunities and environments.</li> <li>2. Prepare and submit annual documentation including the end of year accounts for audit by 1<sup>st</sup> March.</li> <li>3. Review the current levels invested in term investments, or money reserves. Explore options for further investment or possible expenditure.</li> <li>4. Fund targeted professional development and resourcing required for raising student achievement in identified targets.</li> <li>5. Manage banking staffing within guidelines and keep BoT informed at monthly meetings.</li> <li>6. Review current level of donation fees and percentage paid.</li> <li>7. Explore alternative revenue sources such as charitable grants and make better use of this potential revenue stream.</li> <li>8. To access and make good use of all available funding available to support student needs (i.e. RTL, ESL, RLit, MoE, special ed)</li> </ol>	<p>Board and Principal</p> <p>BOT Finance Committee</p> <p>BOT Finance Committee</p> <p>Principal</p> <p>Principal and EO</p> <p>BoT</p> <p>BOT Finance Committee</p> <p>Principal/Charlotte</p>	<p>Mike Maltby accountant</p> <p>Novopay Website and Reports</p> <p>Money Works (accounting software)</p> <p>Monthly Reports</p> <p>MOE – financial advisor</p> <p>Charitable Trusts</p> <p>Ingham Mora (auditors)</p>	<p>The BoT will have received monthly statements of the financial position of the school.</p> <p>The BoT will have received student achievement variance reports and used this information to help inform priorities for targeted expenditure.</p> <p>The board will have developed plans for a financially stable future, where expenditure and targeted development matches income and reserves.</p> <p>The school has increased revenue streams through parent donations, international student programme, PTA, Grants, and improved access to educational funding.</p> <p>Student achievement and health and safety remain a priority for current and future investments.</p> <p>The schools working capital has increased .</p> <p>The school has seen its asset register continued to be rebuilt (asset appreciation achieved).</p>	
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<p><b>INTERNATIONAL</b></p> <p>4 (b) To develop the 'TCS International Student Business' by increasing revenues and to manage expenditure that ensures it operates profitably while also providing high quality programmes and service.</p>	<ol style="list-style-type: none"> <li>1. Create a business plan that will be used to guide future decision making for the international student business.</li> <li>2. Create a separate budget for the TCS International Student Business.</li> <li>3. Prepare and submit all financial documentation for annual audit.</li> <li>4. Continue using the Quick 60 reading programme to enrich learning programmes (ESoL programme).</li> <li>5. Market the business through continued involvement with Education Tauranga Group, Vision (agency) and Korean Times (agency).</li> <li>6. Participate in the international marketing fair in South Korea.</li> <li>7. Explore opportunity to sign a sister school arrangement with either Korea (Vision) or China (Sophie Wang - agent for Little Diplomats).</li> <li>8. We will host two short-term visits (with possible home stays) as way of ensuring additional revenue</li> <li>9. We will continue to implement the 'Little Diplomats' programme.</li> <li>10. CODE documentation will be monitored and updated where necessary..</li> </ol>	<p>Principal and BoT</p> <p>Principal</p> <p>Principal and EO Int Manager</p> <p>Principal an Int Manager</p> <p>Principal</p> <p>Principal</p> <p>Int Manager</p>	<p>Quick 60</p> <p>Ministry of Education</p> <p>CODE</p> <p>International business agents</p> <p>Ed Tauranga</p>	<p>The Board will have developed plans for a financially stable future, where expenditure and targeted development matches income and reserves.</p> <p>The Board will ensure the financial management of the business fits within the school's policy and procedures.</p> <p>The families of our international students will feel the school is providing quality learning opportunities for their child/children. As parents they will feel cared for and supported.</p> <p>The CODE will be updated and in line with NZQA requirements and legislation.</p> <p>Tahatai will host short-term home stays and group visits (with additional revenue earned).</p>	
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## STRATEGIC GOAL (NAG 4b): PROPERTY

Our property planning is strategically managed and will develop modern learning areas and maintain or improve buildings and grounds to provide the best and safest physical environments for staff, students and our community that we can afford.

ANNUAL GOAL	ACTIONS	LED BY	RESOURCES	EXPECTED OUTCOMES	UPDATES/ EVIDENCE
<p>4. (b) To implement our strategic property plan to upgrade buildings and school grounds, and to develop modern learning areas and spaces that provide the best learning environments for students, staff and community.</p>	<ol style="list-style-type: none"> <li>1. Implement the 2018 goals outlined in the 5YPP.</li> <li>2. Complete incidental works such as replace bollards at entrance with removable sleeved options, repair brick wall next to room 2, repair fence along boundary (next to volleyball court), fix subsided paving, improve storage under hall, replace air conditioning in boardroom and Principals office.</li> <li>3. Upgrade the school's administration area with a repaint. This includes the staffroom, admin offices, sick bay and boardroom.</li> <li>4. Support enviro-actions as we work towards enhancing the school's environment and the level of student and community involvement.</li> <li>5. Install artificial turf around base of sandpit.</li> <li>6. Relocate middle and senior playground..</li> <li>7. Create a 2m wide lime path bike track to be located on the main field. To include 50 bikes and storage container (as per Grant received 2017)..</li> <li>8. Add two more security cameras.</li> </ol>	<p>Principal</p> <p>BoT</p> <p>Enviro specialist</p> <p>Students</p>	<p>Caretaker</p> <p>Enviro-specialist</p> <p>Teachers</p> <p>Parent helpers</p> <p>PTA</p> <p>Local businesses</p> <p>5YPP funding</p> <p>BoT reserves</p> <p>Charitable Trust Grants</p>	<p>The grounds will be further enhanced through new landscaping, enviroschools actions, gardens and painting of the administration block. These developments will reflect progress and provide an environment that promotes community pride and engagement.</p> <p>The new landscaping and property developments will enhance the environment and help make it feel like a safer and more enjoyable space to be. It will increase community involvement and kaitiakitanga.</p> <p>Students will have actively participated in mural and gardening developments.</p> <p>The school environment will be enriched through the the relocation and refurbishment of the senior playground, building of the bike track, completion of the sandpit and repair to brick wall and pavers.</p> <p>The staffroom and admin will provide a space that is welcoming, comfortable and conducive for people to relax, meet and give positive first impressions as they enter the school administration area.</p>	

	<p>9. Create outdoor mural to enhance the area between the after school care facility and the hall.</p> <p>10. Paint pillars and beam along front of Rooms 1 and 3.</p>			<p>Students, staff and parents will feel the school is future-focused, proactive and progressing through the various developments.</p> <p>There will be increased opportunity for student and community involvement in school development projects, supporting a sense of community and partnership.</p> <p>Improved security for both during school and out of school hours.</p>	
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## STRATEGIC GOAL (NAG 5): HEALTH AND SAFETY

Tahatai Coast School will provide a safe physical and emotional environment for students and employees because these key ingredients promote a culture that connects people to each other and to realising their potential.

ANNUAL GOAL	ACTIONS	LED BY	RESOURCES	EXPECTED OUTCOMES	UPDATES/EVIDENCE
5. Maintain a safe physical and emotional environment for all students.	<p>1. Continue promoting the school's core values of respect, responsibility, integrity, perseverance and excellence (personal excellence), across all areas of school life.</p> <p>2. Continue the ongoing development of the school's behaviour management strategy through a focus on our own positive behaviour for management strategies, school values and action plan.</p> <p>3. Improve sun safety by planting new trees, providing shade cover over the sandpit and outdoor seated areas, ensuring brimmed hats are worn by all students in terms 1 and 4.</p> <p>4. Carry out 3 practice emergency evacuation drills for fire, tsunami and a bomb threat.</p>	<p>Whole staff</p> <p>Principal/DP</p> <p>Principal and BoT</p> <p>Principal</p>	<p>PLD opportunities</p> <p>TCS BM strategy</p> <p>TCS school curriculum</p> <p>Home and school partnership</p> <p>Outside agencies</p>	<p>The behaviour management plan is a live document showing updates and/or amendments as a result of community or staff feedback and discussion.</p> <p>Improved systems for recording and monitoring pastoral care in place (ETaP and SENCO). The school has applied positive behaviour for learning strategies and initiatives to ensure 'positive' approaches to managing behaviours are in place and embedded across all aspects of school life.</p> <p>Improved levels of sunsmart behaviours with all students including staff wearing hats in terms 1 and 4.</p> <p>Evacuation drills provide improved knowledge and awareness about procedures required when evacuating</p>	

	<p>5. Review all concrete pathways and create a plan for replacing pavers and/or concrete identified as a possible hazard (i.e. lifting, sinking).</p> <p>6. Build a bike track for students to promote and support health and fitness for students and the wider community.</p> <p>7. Repair identified hazards as identified on the school's hazard register.</p> <p>8. All staff to attend UBRS training on positive behaviour management.</p>	<p>Principal/CT</p> <p>Principal/BoT</p> <p>BoT/CT/Principal</p> <p>Whole staff</p>		<p>under real emergency conditions.</p> <p>The school has safely managed the levels of traffic congestion along Evans Road during peak times. Safe pedestrian access for community to safely enter and exit through the main entranceway. An increase in the number of parents entering the school grounds.</p> <p>Through regular safety checks the grounds and facilities are safe and well presented.</p>	
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### STRATEGIC GOAL (NAG 7): COMMUNITY

Our school plays a leading role in our community and fosters excellent relationships between children, parents, teachers and staff, and the Papamoa community.

ANNUAL GOAL	ACTIONS	LED BY	RESOURCES	EXPECTED OUTCOMES	UPDATES/ EVIDENCE
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<p>6.1 Continue to provide opportunities for parents to be actively involved in their children's education.</p>	<p>1. The school will actively seek ways to encourage and support parent involvement through:</p> <ul style="list-style-type: none"> <li>- Celebration assemblies</li> <li>- Parent information evenings</li> <li>- Reporting student achievement</li> <li>- Parent consultation</li> <li>- Whānau group</li> <li>- EOTC trips</li> <li>- Cultural group events/festivals</li> <li>- Sports events/coaching</li> <li>- Mutukaroa programme</li> <li>- Transitioning programme</li> <li>- Parent-tutor reading</li> <li>- Nga Potiki intervention programme</li> <li>- Environmental/Global initiatives</li> <li>- Open days</li> <li>- Home and school partnership programmes</li> <li>- Electives</li> <li>- School fundraising events</li> <li>- PTA events</li> <li>- International programme supports and initiatives.</li> </ul> <p>2. Communication with the parent community through face-to-face interactions, school newsletter, website, classroom blogs, Facebook, Seesaw and school and community events.</p> <p>3. Parents encouraged to share their talents and interests during the everyday teaching and learning programme.</p>	<p>All Staff (T1-4)</p> <p>BoT</p> <p>PTA</p> <p>Principal &amp; BoT</p> <p>Staff</p>	<p>Varied</p>	<p>Parents feel informed and are enabled to be part of their children's education.</p> <p>Parents have a clear understanding of the learning opportunities offered at Tahatai Coast School.</p> <p>Parents have the opportunity to be actively involved in the wider aspects of learning at Tahatai Coast School.</p> <p>We see an improvement in parent engagement in their child's learning, as well as a stronger home and school partnership.</p> <p>Parents feel comfortable coming into the school and speaking with their child's teacher or the Principal.</p> <p>Parents feel well informed about school developments and events.</p> <p>The community is proud of the school, the staff and students. Celebrations are supported and well received.</p> <p>The parents feel that Tahatai Coast School is community-minded and inclusive.</p>	
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<p>6.2 Connect and engage with the members of the Tahatai Coast School community who identify as being Māori using culturally responsive and respectful approaches and practices.</p>	<ol style="list-style-type: none"> <li>1. Continue strengthening the whānau group and hold regular hui. Share the results of the evening with those parents who identify as being Māori but who were not able to attend.</li> <li>2. Involve this group of the community in school events, initiatives and decision making.</li> <li>3. Share Māori student achievement information.</li> <li>4. Continue fostering connections and relationships with Nga Potiki Hapu.</li> </ol>	<p>Principal and Lead Teacher Te Reo/Tikanga Māori</p>	<p>Nga Potiki Hapu TCS Whanau</p>	<p>Parents who identify as being Māori have the opportunity to share their thoughts on how (as a school) we can best cater for our Māori learners.</p> <p>A strong reciprocal working relationship with Nga Potiki is in place.</p> <p>A strong reciprocal working relationship with Tahuwhakatiki Marae is in place.</p> <p>TCS students perform at the annual Rā whakangahau cultural festival.</p> <p>Māori achievement is analysed and reported on to Board and our Māori community.</p> <p>Culturally responsive strategies are implemented as part of everyday life at TCS (is embedded as part of the school's culture)</p>	
<p>6.3 The Mount Community for Learning fosters positive inter school relationships that promote sharing and support in order to provide improved outcomes for all students.</p>	<ol style="list-style-type: none"> <li>1. Principals meet regularly throughout the year.</li> <li>2. Tahatai Coast School staff will participate in CoL PLD and initiatives.</li> <li>3. A closer connection and alignment of goals/focus areas to be achieved between the Mt CoL schools.</li> </ol>	<p>Principal Led Teachers</p>	<p>Mount Maunganui School Principals</p>	<p>Improved understanding of the context and opportunities on offer at each of the neighbouring schools.</p> <p>Improved relationships and increased sharing and problem solving between Mount School Principals.</p> <p>Improved understanding of the learning environments and expectations for year 7 and above at Mt Intermediate and Mt College.</p>	