



**Cashmere
Avenue School**

Marae Roa o Khandallah

2023 Charter



Contents:

The Statement of National Education and Learning Priorities (NELPs).....	2
Our Way Of Learning; Vision, Values, Capabilities and Approaches.....	3
Strategic Goals, Measures and Actions.....	4
Kō wai tātou? Who are we?.....	5
Annual Implementation Plan.....	8
Priority Student Achievement Targets 2023.....	17

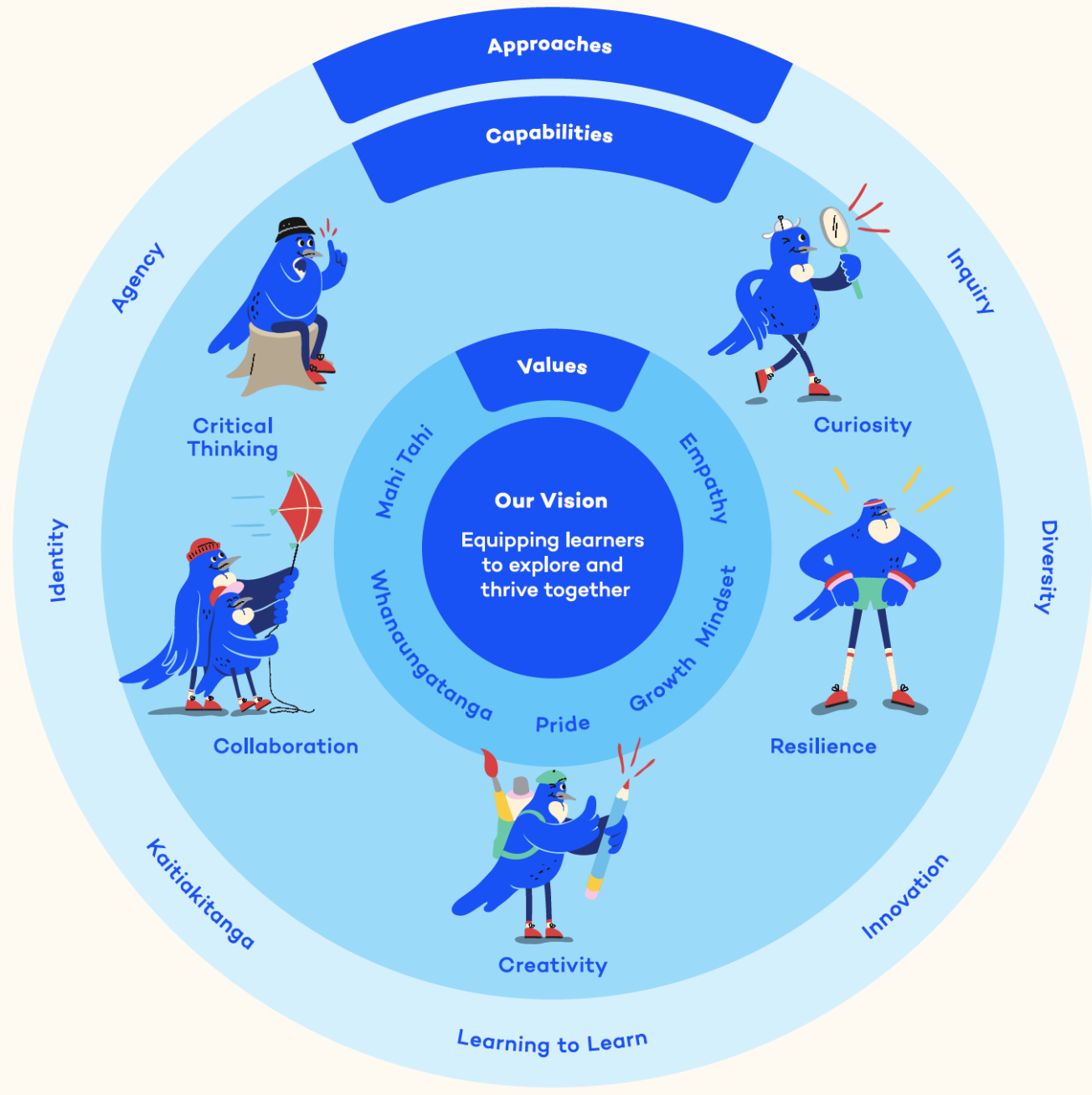
The Statement of National Education and Learning Priorities





**Cashmere
Avenue School**

Marae Roa o Khandallah



**Our way
of learning**

Strategic Goals, Measures and Actions

Strategic Goals	What We Will Measure	What We Will Do
Relationships Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration.	<ul style="list-style-type: none"> Whānau, students, staff voices contribute to decision making Teachers have grown in capability through collaboration Teachers are supported to be risk takers and explorers, who inquire into CAS' approaches to teaching and learning Student identities and whānau knowledge and culture are planned for and celebrated in programme design and the life of the school 	<ul style="list-style-type: none"> Foster school wide, whanau, and cluster collaboration opportunities Work with the Home and School on methods to see our community back in our school in an integrated way. The focus will be on the Covid-affected whānau, Years 0-3 - they are those who started at CAS from 2020 onwards. Be active participants in our Kāhui Ako Build on our culture of coaching Celebrate identity, diversity, culture- from individual to school-wide Invest in people and their development Consult with staff, whānau, and ākonga Communicate a cohesive school vision with all stakeholders
Powerful Learning Opportunities Creative learners who use learning processes to be inquiring, critical learners.	<ul style="list-style-type: none"> Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence Students experience learning opportunities that are inquiry and agency based, with high authenticity Staff builds an understanding of the NZ curriculum refresh and what it will look like for CAS Curriculum design ensures high standards of student achievement as well as opportunities for students to explore and create 	<ul style="list-style-type: none"> Develop our thinking, processes and systems to be <i>learning</i> centred Explore and implement evidence-based learning initiatives Ensure equitable access to eLearning devices Provide learners with opportunities to develop their Learner Capabilities Explore learning approaches in other school settings that align to our vision Provide and engage in high-quality professional learning Unpack what <i>Mātaiakikā/local curriculum</i> means for CAS in terms of building our relationships with mana whenua and local communities Design curriculum in response to our vision
Internal Self Proud, motivated learners who explore self and take risks	<ul style="list-style-type: none"> Students are given opportunities that enable them to progress across the CAS capabilities for learners School learning environments enable learners to learn how they learn The wellbeing of all our people continues to grow and be observed 	<ul style="list-style-type: none"> Develop flexible teaching & learning spaces and practices Collaborate to ensure the wellbeing of all Grow leadership opportunities Provide ākonga with opportunities to build their resilience Support ākonga to develop metacognitive skills Unpack what <i>Mātaireā/supporting progression</i> means for CAS; what thriving looks like for ākonga at each of the first two phases of learning (years 1-3, years 4-6) Implement a cohesive school wide Wellbeing framework across the school Design and embed behaviour plans and curriculum that strengthens the internal self

Cashmere Avenue School: Kō wai tātou?



School Background

We are a contributing primary school in Khandallah, situated below Mt Kaukau/Tarikākā and with Wellington Harbour views before us. We end our year with a roll of 320 students. We have three teaching teams: Juniors Yr 0-2, Middles Yr 3-4, Seniors Yr 5-6 – each supported by an Associate Principal. One Associate Principal is currently released and is our Special Education Needs Coordinator (SENCo).

The school enjoys a supportive and encouraging community and Board. Whānau are fully engaged in supporting school life; they are present daily: often seen in classrooms helping out or organising eventful fundraising activities to raise funds that support our indoor and outdoor learning environments, and our range of ICT devices, allowing a 1:2 ratio.

The students regularly achieve at their personal best and are self-managers who set aspirational targets. Collaboration between home and school on student goals supports the progress, achievement and wellbeing of our students.

In 2018, a year-long review from all stakeholders saw our vision develop, with capabilities and values that further express the school's beliefs for education. How our practice aligns to those beliefs is demonstrated on a daily basis through the approaches seen and heard across our school.

At the heart of our school is the way our people weave together. We value mahi tahi – we know that to be one, we work at it, and whanaungatanga – we connect, we care and we support.

Belonging to Tarikākā Kāhui Ako

Our school is part of a Kāhui Ako (established 2019) consisting of ten schools stretching up Wellington's northern corridor of suburbs from Crofton Downs through to Churton Park. The community has one secondary school, one intermediate, one full primary (also an integrated Catholic school) and eight contributing primary schools. Our 180 teachers collaborate on shared Teaching as Inquiry processes and professional learning opportunities; our whole staff come together to connect; and our Boards meet together to support the goals of the Kāhui Ako.

Māori Engagement

5

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

We have a whole school focus on connecting with our whānau. Through our Rōpū Whānau and informal dialogue, we talk in partnership about what matters in the educational setting, focusing on how we can ensure our Māori students will feel a deep sense of belonging. We talk about how to equip our learners to explore and thrive by understanding each family setting. Our parent-teacher meetings at the beginning of term 1 set the foundation for this focus. The Kāhui Ako offers support through connecting and supporting the growth of kaiako Māori and supporting schools in their professional development towards being culturally responsive. The school enjoys a rich and active relationship with its marae – Maraeroa Marae- and kaumatua. This year we are embarking on a learning partnership with Te Ātiawa/Taranaki Whānui o te Upoko o te Ika-a-Maui, through a bespoke Kura Ahurea education programme.

Whānau and Community Engagement

Our community and our school are committed to a supportive partnership. Various initiatives maintain this school quality:

- Open, regular communication between teachers and whānau
- Student Led Conferences
- Parent Information Evenings on current learning approaches and child development
- Home and School Committee:
 - Teacher, school leadership and Board representation at monthly meetings to share news, information and to share thoughts on new plans
 - Fundraising initiatives focus on generating income that benefits our learners and learning environment, whilst also building a strong sense of whanaungatanga
 - Active participation and support from staff in our H&S community events e.g. School picnic, Fun Days and Fairs etc
 - Home and School communication with community and school is supported
- Consultation and Collaboration:
 - Annual parent feedback planned by Board
 - Wellbeing at School Survey – Students and Teachers
 - Teacher surveys to inform co-ordinators and SLT on decision making
 - Teacher Think Tanks
 - Goal setting meetings with parents
 - Student agency surveys
 - Student Council
 - Rōpu Whānau

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Supporting Diversity

The school welcomes and enjoys the rich diversity of students' cultures, backgrounds and learning experiences, and places first importance in giving effect to Te Tiriti o Waitangi. All teaching and support staff set an annual commitment to further our knowledge and understanding of Te Ao Māori, and these commitments are revisited throughout the year. The school values the views and aspirations of the school's Māori community. Whānau Hui are held to seek perspectives on new initiatives and feedback on existing programmes. The school is developing ways to celebrate and acknowledge cultural celebrations and to continue to partner with families to learn more about their cultural heritage and identities.

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Our vision is to equip our learners to explore and thrive together. Inclusive processes and practices are in place to support all students with special learning needs or physical disabilities and transition them – on enrolment, when moving to a new teacher, and when transitioning to other schools.

The students and classroom teachers are well supported by a support team including a SENCo (our released AP), a SENCo Support Person and experienced teacher aides. There are clear procedures and systems for developing and reviewing Individual Education Plans (IEPs), for high needs students, Individual Behaviour Plans, and intervention plans (Priority Student Learning Stories) for moderate needs of students. The teachers embrace working in a collaborative partnership with the students' parents and external support specialists to develop appropriate learning goals, resources and adaptations to their learning programmes to ensure all students thrive. Staff continue to build their professional

understanding about difference, diversity, and support each other to develop and adapt learning programmes that cater for diverse capabilities- including gifted and talented learners. Our commitment to designing a multilevel curriculum and personalised learning programmes ensures all students are carefully planned for.

We are committed to enabling all learners to access their learning environments in ways that support them to thrive. . We have a number of flexible learning spaces, and adapt our learning environments to support our learners. Our school is equipped with modern bathroom amenities that support children's physical needs.

5

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

6

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

Annual Implementation Plan: 2023

Initiatives: What we will do	Specific Strategic Actions for 2023	Outcomes: How will we know if we have been successful.
<p>Relationships Strategic Goal: Through <i>mahi tahi</i> we will build <i>whanaungatanga</i> by valuing diversity, empathy and collaboration</p> <p>Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging; Equitable outcomes for all</p>		
<ul style="list-style-type: none"> • Foster school wide, whanau, and cluster collaboration opportunities • Work with the Home and School on methods to see our community back in our school in an integrated way. The focus will be on the Covid-affected whānau, Years 0-3 – they are those who started at CAS from 2020 onwards. • Be active participants in our Kāhui Ako • Build on our culture of coaching • Celebrate identity, diversity, culture- from individual to school-wide • Invest in people and their development • Consult with staff, whānau, and ākonga • Communicate a cohesive school vision with all stakeholders 	<p>Reconnecting – whakawhanaungatanga</p> <ul style="list-style-type: none"> • Connect with community groups: Home and School; CAS Fair team; Whānau Group – and invite new members; New Entrant parents; camp helpers, etc. Understand: goals of groups, roles of participants, what does connection and collaboration look like for each group. • Establish powerful 1:1 connections for learning between teachers and whānau early in Term 1; focused on getting to know tamariki and how we work together to support learning goals. • With key support from the Home and School Association, create opportunities for the community and staff to be together throughout the year. Utilise feedback from community (one to one talks, surveys, feedback, etc) to understand how to support families to connect with the school, and with each other. Develop an annual schedule of community engagement that lists the involvement from key groups: children, teachers, support staff, SLT, Whānau Group, BoT, Home and School Association, CAS Fair Team, etc. <p>School Leadership</p> <ul style="list-style-type: none"> • Associate Principals (APs) coached by leadership consultant Mark Sweeney, twice per term. • APs continue with coaching from Principal to have support with incidental 'What's On Top' areas. • APs explore feedback from their teams in November 2022 to create a leadership plan (e.g. 'Indicators of Success') 	<ul style="list-style-type: none"> • Whānau are seen to be connected e.g. on the school site before / after school, offer to be present as classroom support. Whānau know each other. • Staff and whānau report on the positive school culture and how they feel a sense of partnership with the school. <ul style="list-style-type: none"> • APs are supported and equipped to grow the people they directly lead • APs can report accurately on the growth of their teachers • APs are equipped to progress the school's Strategic Goals and Achievement Targets.

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

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

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

that includes leadership goals and strategies for 2023. Goals and progress are shared with Principal.

- New SLT team: develop new norms and expectations of each other. Continue to surface, explore and challenge our educational beliefs as an SLT and how these are aligned to the school's vision. SLT Team reflect on the Face of Leadership – is it still pertinent; what are our celebrations and work ons.
- SLT form a Professional Learning Circle using the Educational Leadership Capability Framework to identify and respond to realised strengths, unrealised strengths, learned behaviours, weaknesses in ourselves and each other.
- Professional reading using Niho Taniwha to align leadership practices with our developing cultural responsiveness.
- Tuakana Teina Co-ordinator explores opportunities that promote and develop wellbeing, leadership and service

Kāhui Ako initiatives:

- Kura Ahurea Programme
- Teaching and Learning Interest Groups e.g. Structured Literacy, multiculturalism, SENCo support
- Te Mataiaho development and implementation

Co-Teaching Partnerships

- Coaching for co-teaching partnerships with released Associate Principal per term
- Co-teaching partnerships engage with professional learning with Mark Osborne: the purpose, outcomes, strategies.

- AP wellbeing is energised
- School strategic decisions are timely, with an appropriate balance of consultation and collaboration.

- Student Council have voice in the school's decisions
- Middle and Junior students regard their tuakana as other resources of support

- Teachers engage in their own professional inquiries and utilise the Kāhui Ako connections to further their learning
- Student outcomes in the areas of the KA Achievement Challenges are supported
- Teachers engage in dialogue that supports the mahi of their colleagues

- Expectations between co-teachers are equitable.
- The co-teacher relationship leads to strong student outcomes in core subjects and the learner capabilities.

Cultural Connections

- Continue to celebrate Matariki and other important events – Rōpū Whānau to support and guide the school, with Home and School Association involved as support.
- School wide event that acknowledge and celebrate the ethnicity and cultural heritage of our ākonga at CAS
- Implement the biennial cultural celebrations plan.

Honouring Te Tiriti o Waitangi

- The school values the place of Te Tiriti o Waitangi in Aotearoa New Zealand as a founding document
- We will build our authentic understanding of the articles of Te Tiriti.
 - Kāwanatanga – Honourable Governance
 - Rangatiratanga – Agency
 - Ōritetanga – Equity
 - The Spoken Promise – the right to have cultural and religious freedom
- All teachers progress in the NZ Teaching Te Tiriti o Waitangi Partnership Standard:
 - Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
 - Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
 - Practise and develop the use of te reo and tikanga Māori.
- Build awareness, acknowledgement and action for our shared responsibility in supporting Māori language, knowledge and culture
- Within School Leaders, are coached by an Associate Principal and have a leadership plan for the year. Within School Leaders seek the support of Across School Leaders in the progress of their plan.
- Within School Leaders actively participate as Toa in the

- Students exhibit whanaungatanga by reporting an understanding of how cultures are celebrated
- A variety of cultural events are explored throughout the year, reflected in the Wellbeing Survey with students feeling their culture has been acknowledged.
- People express a sense of belonging in the Wellbeing Survey

	<p>Kura Ahurea programme, and share their learning with staff.</p> <ul style="list-style-type: none"> • Staff are empowered and challenged to explore and teach the pūrākau from a mana whenua (Te Atiawa/Taranaki whānui) lens • Within School Leaders, MATEs groups members and SLT support teachers to implement the Aotearoa New Zealand Histories curriculum • Staff progress their termly Te Reo goals, through the support of the Within School Leaders (Toa). <p>Behaviour Management</p> <ul style="list-style-type: none"> • Further integrate use of our 2019 behaviour management plan, promoting with new parents that we support students from a relational foundation. • AP to observe and report on evidence of the plan's integration into CAS. 	<ul style="list-style-type: none"> • Teachers can identify behaviour incidents of differing severity and can select relational strategies to use • Increased score from Student's Wellbeing at School Survey
--	---	--

Initiatives: What we will do	Specific Strategic Actions for 2023	Outcomes: How will we know if we have been successful?
<p>Powerful Learning Opportunities Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners.</p> <p>Kāhui Ako Achievement Challenge: Confident, capable empowered learners</p>		
<ul style="list-style-type: none"> • Develop our thinking, processes and systems to be <i>learning centred</i> • Explore and implement evidence-based learning initiatives • Ensure equitable access to eLearning devices • Provide learners with opportunities to develop their Learner Capabilities • Explore learning approaches in other school settings that align to our vision • Provide and engage in high-quality professional learning • Unpack what <i>Mātaikikā/local curriculum</i> means for CAS in terms of building our relationships with mana whenua and local communities • Design curriculum in response to our vision 	<p>Strengthening Our Vision</p> <ul style="list-style-type: none"> • Unpack with teachers how the school's vision aligns to Te Mataiaho, and where the Learning Capabilities are evident within Te Mataiaho. • Explore the progress from Juniors, to Middles to Seniors of the vision's approaches e.g. what does Inquiry look like from Juniors through to Seniors? • Explore ways to connect our way of learning to our wider audience to demonstrate our vision in action e.g. Our Way Learning Stories in the newsletter or on the school syndicate website • Consult with current and prospective parents on what they are curious about. <p>Learner Profile</p> <ul style="list-style-type: none"> • Continue to breathe life into our Learner Profile, and make links to the curriculum refresh- as a practical support for teachers' planning, with the outcome being the living of the school's vision of equipping, exploring, thriving, together. • Increased links to the Learner Profile in school communication, internally and externally: APs to encourage links to it in assembly celebrations; newsletters; website 'Our Way Learning Stories'; SLT's modelling of language with students and teachers. • APs and New Entrant Coordinator to model use of it with staff through all learning designs and discussions with students. 	<ul style="list-style-type: none"> • The vision underpins the school's decisions for resources and professional learning. • Teachers and Support Staff understand the school's direction and its alignment to Te Mataiaho. • Syndicates support each other through the progress of learning concepts and strategies, seeing our students progress through the Learner Profile. • The Learner Capabilities can be articulated by the students - they know examples of how they demonstrate them • Teachers can plan learning opportunities that enable students to strongly develop the Learning Capabilities

OBJECTIVES

OBJECTIVE
1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Literacy Development

- Structured Literacy: Practice further supported for teachers and Teacher Aides through prioritising syndicate meetings, professional development and modelling the use of new resources. Senior Syndicate to explore the approach and how it can support all students; particularly Priority Students. Kāhui Ako support groups in Structured Literacy may emerge
- Writing Consultant (MoE funded) engaged to support new teachers to our school.
- APs work with their teams to highlight evidence of strong practice in writing as per the CAS Writing Expectation *See further actions relating to Priority Student Achievement Targets*

Implementation of Te Mataiaho – Building Awareness

- Explore the whakapapa and karakia of Te Mātaiaho and the tohu/signs for our way forward
- Explore the curriculum refresh as a teaching team – what are the *key shifts* and *calls to action*
- Unpack the Mātaaitipu (refreshed vision), the Mātairea (progressions)
- Identify and discuss as a staff the main changes, specifically the three elements of Understand, Know, Do – how does this ensure deep and meaningful learning; how does it align to our Learner Capabilities.
- Honouring Te Tiriti: in action: Identify links between the Kura Ahurea mahi and the implementation of the refreshed curriculum (Mātaiahikā/focusing on local curriculum)
- Using the [Readiness Tool](#) as a teaching team, plan the commencement of implementing the curriculum – develop a two year plan together.
- Membership in interest groups to guide the unpacking with staff: literacy, numeracy, Aotearoa Histories areas.
- SLT to begin reviewing the new progressions model

- Improved phonological awareness and spelling skills school-wide, focusing on our Priority Students
- Students express a positive attitude for writing
- Teachers are confident in Structured Literacy
- Consistency seen in practice of the teaching of writing

- There are opportunities to strengthen our cultural capabilities.
- A two year professional development plan for the implementation of Te Mataiaho (utilising the MATEs approach) has been developed.
- The status quo in relation to student achievement and the structure of student groupings (year groups / teams) has been openly discussed.
- Professional support for the implementation of Te Mataiaho has been identified and planned for.
- Teachers are aware of the changes and can explain these to parents / colleagues.
- The Board understands the support that teachers need for the upcoming changes.

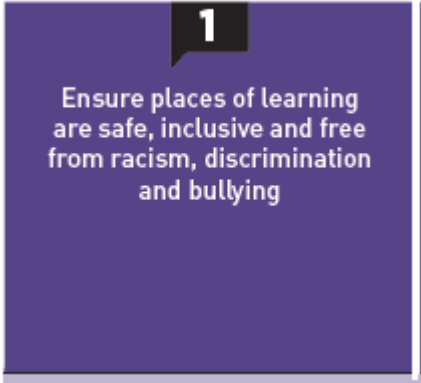
(Mātairea) and Understand, Know, Do elements, in relation to our Curriculum Statement and current assessment expectations. SLT to share learning designs in relation to the Understand, Know, Do framework.

Teachers' Professional Inquiry: Interest Groups

- Teachers naturally group in an area of curiosity connected to the implementation of Te Mataiaho
- Teachers plan the specific area to inquire into
- Teachers develop an agreement of how they will support each other on their shared inquiry
- Each group has a budget and reliever days to decide on how they will use these to support their growth
- SLT to support the development of the interest groups

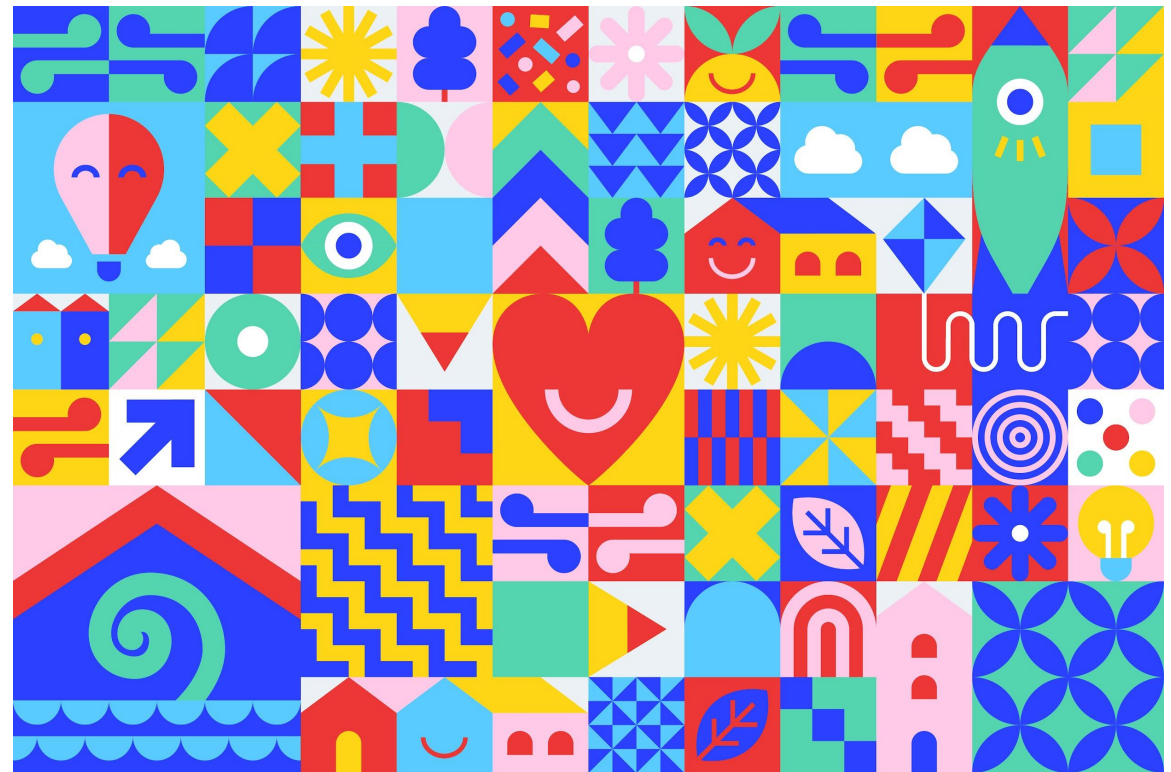
- Teachers feel knowledgeable in areas of Te Mataiaho
- Teachers engage in a professional growth cycle through the Interest Groups professional learning approach
- Teachers can begin to observe evidence of student outcomes in relation to the revised expectations in Te Mataiaho
- Collaboration is nurtured and supports teachers' growth

Initiatives: What we will do	Specific Strategic Actions for 2023	Outcomes: How will we know if we have been successful.
<p>Internal Self Strategic Goal: Proud, motivated learners who explore self and take risks</p> <p>Kāhui Ako Achievement Challenge: Hauora and wellbeing; Equitable outcomes for all</p>		
<ul style="list-style-type: none"> • Develop flexible teaching & learning spaces and practices • Collaborate to ensure the wellbeing of all • Grow leadership opportunities • Provide ākonga with opportunities to build their resilience • Support ākonga to develop metacognitive skills • Unpack what <i>Mātairea/supporting progression</i> means for CAS; what thriving looks like for ākonga at each of the first two phases of learning (years 1-3, years 4-6) • Implement a cohesive school wide Wellbeing framework across the school • Design and embed behaviour plans and curriculum that strengthens the internal self 	<p>Building Awareness</p> <ul style="list-style-type: none"> • Consultation with Staff through the Wellbeing Survey and various other forms of feedback e.g. forms, Think Tanks, NZCER survey, syndicate meetings. • Feedback can be identified in the school's plans e.g. professional development plans are built in response to teachers' and support staff's needs. <p>Kāhui Ako Wellbeing Support</p> <ul style="list-style-type: none"> • The school incorporates wellbeing initiatives shared by the Kāhui Ako Across School Leader. • Establish a school-wide wellbeing vision and framework, Wiremu Gray's Te Whare Mauri Ora (2017) for staff, students and the wider community <p>Teaching Spaces Modernised to Support Individual Learners</p> <ul style="list-style-type: none"> • 5YA: modernisation of Rms 7, 8, 9 window / door joinery, north side, including an outdoor learning environment. 	<ul style="list-style-type: none"> • Staff feedback on having voice in our school • Staff feedback on feeling increased personal growth and having control over this • The positive culture of CAS is palpable • Staff are energised to be professionally learning <ul style="list-style-type: none"> • Teachers can describe the wellbeing framework, and strategies to enhance self and school wellbeing • A shared language (from a wellbeing framework) to support wellbeing is planned for <ul style="list-style-type: none"> • Students learn in an environment that is flexible to their needs and styles of learning • Students and staff are in safe environments conducive to effective teaching and learning • Lighting, ventilation and acoustics support teaching and learning

	<p>Board Assurance</p> <ul style="list-style-type: none"> Board will be regularly informed on how the school nurtures staff wellbeing, and what strategies are in place for students. How are we providing the strategies that support wellbeing / motivation: <ul style="list-style-type: none"> Purpose Goal setting Autonomy Flexibility Leadership's monitoring of workload Staff Teacher Only Day in Term 4 to support assessment and reporting procedures. 	<ul style="list-style-type: none"> Data informs teachers and SLT on the student autonomy(to support their wellbeing) Wellbeing is promoted and planned for Staff report on high levels of motivation Teachers report that they feel acknowledged and supported to manage their workload
---	--	---

Key Support Documents

- Professional Learning Plan 2023
- MATES Overview and Agreements 2023
- Coaching Overview for Teachers and APs 2023
- Priority Students Procedure Overview
- Curriculum Coordinator Job Descriptions 2023
- WSL Action Plans 2023
- Wellbeing Feedback Report 2022
- AP 360 feedback 2022



**BARRIER FREE
ACCESS**

Great education opportunities
and outcomes are within
reach for every learner

Priority Student Achievement Targets 2023

The following critical baseline information was found when internally evaluating our end of year curriculum level expectations data for 2022 in Reading, Writing and Maths:

- Reading: 82% were at and above the expected level in 2022 (86% were at/above in 2021)
- Writing: 78% were at and above the expected level in 2022 (81% were at/above in 2021)
- Maths: 85% were at and above the expected level in 2022 (89% were at/above in 2021)

This self-review has concluded that Writing will continue to be our achievement and acceleration focus for 2023.

Strategic Goal: Powerful Learning Opportunities – Creative learners who use learning processes to be inquiring, critical learners.

Student Achievement Targets

1. All students identified for writing: For all students who did not meet the curriculum level expected in writing for 2022, to make accelerated progress in 2023.
2. Boys, Writing: To have all boys at the expected curriculum level in writing by December 2023.
3. Māori Students, Writing: To have all Māori students at the expected curriculum level in writing by December 2023.
4. Students identified as on the cusp of at and above will show an upward trend in their writing

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

Actions	Who	Timeframe	Resources
Parents and teachers collaborate over shared goals for students.	Class Teacher	Formal Parent communication once per term, informal regularly	Initial Parent meetings
Data analysed to identify cohorts that need additional support from Specialist Literacy Teacher, and become Priority Students. Focus on boys and the progress of Maori students.	SLT	Beginning of Term 1 End term 1 explore data/ observe staff	Priority Student Learning Stories End of Year data analysis
Priority Student tracking: released AP to coordinate tracking systems and ensure all students below expectation are accounted for and SLT analyse the impact on our Priority Students two times each	Released AP SLT	Released AP: regularly each term SLT: two times each term	Priority Student Learning Stories Student database – SEN register

term (Thursday meetings).		(Thursday meetings).	
Coaching on teacher practice for Priority Students to utilise questions that require teachers to link evidence to data. Coaching to move towards support with direction when needed.	SLT Class Teachers	Coaching once per term.	Coaching release
Share evidence that shows which strategies are making an impact. Use of strategies bank - when designing programmes of support and to add to it for colleagues, and unpack and regularly review Writing Expectations.	Teachers Released AP TAs	Staff meeting twice per year Strategies regularly shared at team meetings SLT and reciprocal observations of specific practice	CAS Strategy bank CAS Writing Expectations Kāhui Ako Shared practice from outside the KA
Engage with Structured Literacy PLD; school-based and a provider (Liz Kane).	Teachers	Term 1-2, ongoing as needed	Professional Learning - The Code - Little Learners Love Literacy Structured Literacy at CAS document
Contexts for learning in writing are authentic and designed in response to the interests of students.	Class Teachers Within School Teachers	All year	Writing Consultant Further professional learning opportunities Kāhui Ako Shared practice from outside the KA
Staff to explore Aotearoa NZ History Curriculum and plan teaching and learning opportunities	SLT, Teachers	Term 1	Internal Facilitation of PLD meetings
Te Mātaiaho draft. Unpack the Mātaaitipu (refreshed vision) and the Mātairea (progressions) and explore the draft English curriculum progress outcomes.	SLT, Teachers	Term 2 onwards	Connection with MOE Curriculum Leads where appropriate

*We do not include ORS students in our Achievement Target.

