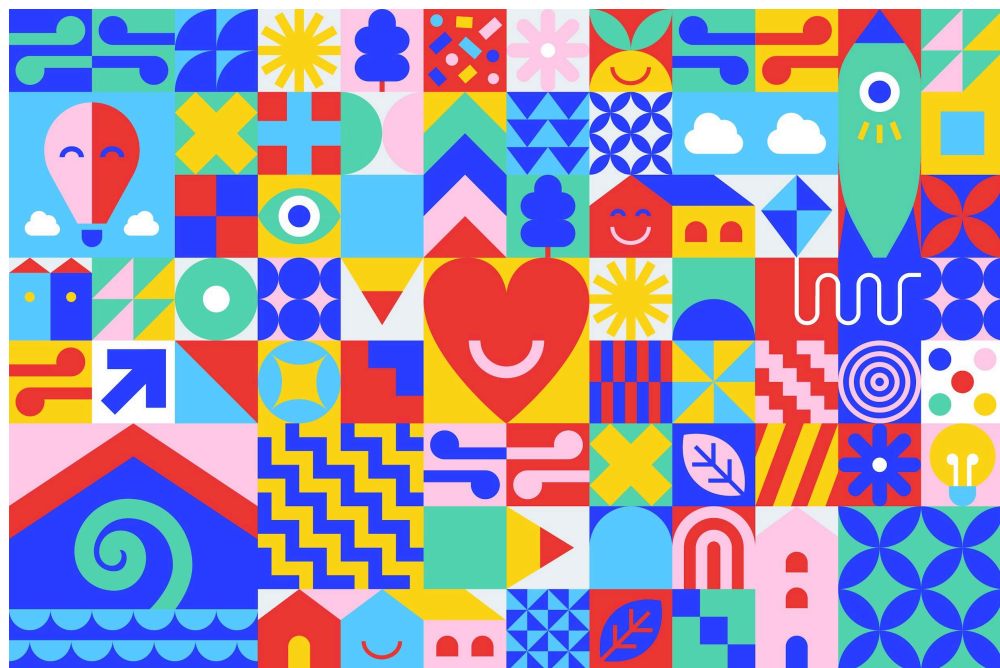




Cashmere Avenue School

Marae Roa o Khandallah



Strategic Plan 2024-2025



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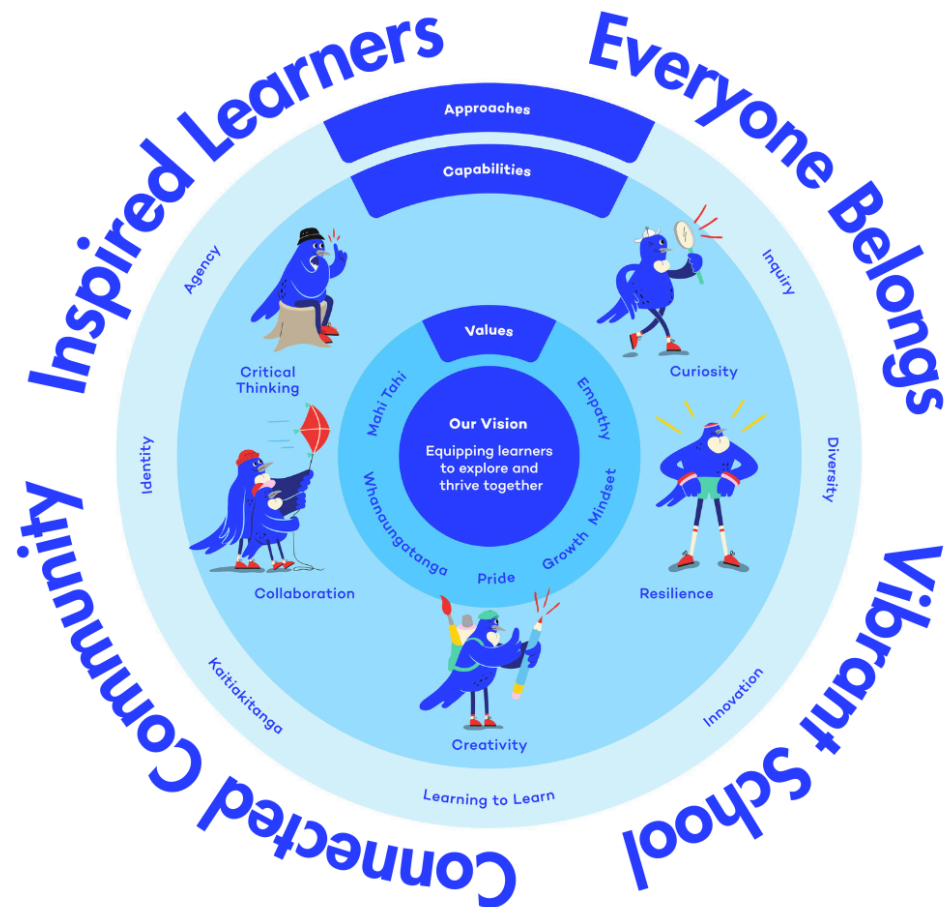
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The Statement of National Education and Learning Priorities



Strategic Plan 2024-2025



Vibrant School We take pride in our fun and energetic school environment - an exciting place to learn Kia wāna ake kei kōnei	We all bring our energy and skills to create an engaging learning environment	We are all kaitiaki of our school so that it is an inviting, healthy and fresh place to be	School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging
Inspired Learners We design opportunities for inspired, courageous learning to happen ‘Whāia te mātauranga hei oranga mō koutou’	Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in maths, English and across the curriculum	We are developing a shared understanding and commitment to implementing, the pūrākāu and kawa of Taranaki whānui ki te Upoko o te Ika a Maui (Te Atiawa) We offer and continue to improve our provision of Te Reo Māori	Our rangatira/leaders, kaiako/teachers and kaimahi/staff are empowered to learn and grow in their roles
Connected Community We build strong relationships across our community- we are at our best when we work together ‘He waka eke noa’	Our Home and School, Board and Rōpū Whānau are valued stakeholder groups, with a shared purpose- our ākonga/students and our kura/school We build powerful partnerships for learning between our school staff and our parents/whānau/families	We are actively building strong, mutually respectful relationships with whānau/families and local iwi (Te Ātiawa/Taranaki Whānui ki Te Upoko o Te Ika)	Our school will be a connected hub of learning in our community CAS staff are active participants in Te Kāhui Ako o Tarikākā
Everyone Belongs CAS is a safe and inclusive place for all of us; where we respect, embrace, and celebrate our identity and our diversity ‘He wāhi mō te katoa’	Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students. We will develop an understanding of Te Whare Mauri Ora and make links to our school curriculum	Our staff, ākonga/students and community continue to build a shared and authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi	Ākonga learn about different cultures and celebrate and embrace our cultural diversity and identities

Vibrant School

We take pride in our fun and energetic school environment – an exciting place to learn
Kia wāna ake kei kōnei

Kāhui Ako Achievement Challenge:
Hauora and Wellbeing

Board Primary Objective 2:

The school is a physically and emotionally safe place for all students and staff

Links to Education Requirements:

Te Rautaki Rawa Kura: The School Property Strategy 2030

All schools will have quality learning environments as part of a well-managed and sustainable portfolio that helps deliver equitable and excellent outcomes for every child.

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
We all bring our energy and skills to create an engaging learning environment	<p>We will co-construct shared expectations for our classroom spaces and share our ideas and resources to support each other to action these</p> <p>We will create inviting classroom and school spaces</p> <p>We will show pride in our spaces, with displays and spaces that reflect the</p>	Wellbeing surveys, Year 6 exit interviews and staff survey highlight our pride in the school

	vibrant learning we are doing	
We are all kaitiaki of our school so that it is an inviting, healthy and fresh place to be	We will focus our Inquiry Learning theme in Term Two on kaitiakitanga and Environmental Sustainability	Reduced rubbish in outside spaces Outside environments are cared for and maintained
	Our Student Leaders (Student Council, Green Team) will identify areas for improvement, and will be supported to work towards improving our school learning environments	
School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging	<p>We will progress our 10YPP/5YA school projects for 2024</p> <p>Weathertightness projects will be completed</p> <p>We will access an EECA loan for LED lighting to replace halogens and fluorescents</p>	<p>Ākonga/student, kaimahi/staff and whānau/families express pride in our school through exit interviews and staff surveys</p> <p>School spaces are warm, dry, and well lit and ventilated spaces</p>
	Our School Pool will be maintained to be used for Term 1 and Term 4	School swimming lessons progress in Term 1 and 4
	<p>Playground markings will be refreshed with fun, interactive options</p> <p>Signage around our school will reflect an inclusive, welcoming tone</p>	Vibrant signage and markings

Inspired Learners

We design opportunities for inspired, courageous learning to happen
'Whāia te mātauranga hei oranga mō koutou'

Kāhui Ako Achievement Challenge:
Confident, Capable, empowered learners

Board Primary Objective 1:

Every student at the school is able to attain their highest possible standard in educational achievement

Board Primary Objective 4:

The school gives effect to Te Tiriti o Waitangi, including by –
(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
(iii) achieving equitable outcomes for Māori students.

Links to Education Requirements:

NELP Objective 2:

Barrier Free Access

Priority 4

Ensure every learner/ākonga/students gains sound foundation skills, including language, literacy and numeracy.

NELP Objective 3

Quality Teaching and leadership

Priority 5: meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

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

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences across the curriculum	We will continue to incorporate the aspects of Te Mātaiaho that are ready for implementation: Aotearoa New Zealand Histories, English and Maths	Teacher planning will demonstrate aspects of Te Mātaiaho including the <i>Understand, Know, Do</i> framework
	<p>We will ensure our team planning includes a variety of learning opportunities</p> <p>We will make the most of opportunities for learning outside the classroom (EOTC) and bringing external facilitators and experts into our learning spaces</p>	<p>Children across our kura will have experienced a variety of learning opportunities within, across and outside of our school.</p> <p>Akonga/students across the school have at least one EOTC trip or experience in 2024</p>
Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in literacy for our ākonga/students	<p>We will continue to embed The Code as the scope and sequence for spelling, and foundational reading and writing skills</p> <p>We will align our CAS writing expectations, CAS structured literacy (including assessment and data) and Te Mataiaho progress outcomes for English as a clear progression of learning from Years 1-6</p> <p>We will develop a shared understanding of writing practices and resources through whole staff and team PLD opportunities</p> <p>We will moderate student writing within</p>	<p>Literacy Lead Teacher reciprocal/coaching observations highlight best practice</p> <p>Teacher planning demonstrates best literary practice, and alignment with CAS documentations</p> <p>Literacy Theme Team alignment of documentation</p> <p>At least 90% of our students will meet or exceed curriculum expectations in Reading and Writing</p>

	and across teams	(89% in reading in 2023, and 88% in writing in 2023)
Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in maths for our ākonga/students	We will support kaiako to build their knowledge and develop a progression of maths learning across our kura	<p>A clear evidence based maths implementation plan across the levels will be developed by the end of 2025</p> <p>At least 90% of our students will meet or exceed the curriculum expectations in maths (91% in 2023)</p>
We are developing a shared understanding and commitment to implementing, the pūrākāu and kawa of Taranaki whānui ki te Upoko o te Ika a Maui (Te Atiawa)	<p>We will continue our learning through the Kura Ahurea Education programme:</p> <ul style="list-style-type: none"> a) two staff members attend regular wānanga and share their learning with our wider staff b) all classroom teachers will deliver learning experiences for their class based on the pūrākāu <p>Year 1: four from 2023 Year 2-6: review four pūrākāu from 2023 and focus on deeper implementation of four from 2024</p>	<p>All classroom teachers have an understanding of the eight Pūrākau and have developed their kete for how to incorporate the learning in their classroom programmes</p> <p>Ākonga demonstrate familiarity with the pūrākau and the key themes.</p>
We offer and continue to improve our provision of Te Reo Māori	<p>We will use Poutama Reo as a self review and improvement tool to support students to value, acquire and use Māori Language.</p> <p>We will provide opportunities for teachers</p>	<p>Evaluation of progress along the poutama and identification of next steps</p> <p>Teachers will show progress in their te reo confidence, capability and regular usage in</p>

	<p>to develop their confidence and capability in te reo Māori</p> <p>We will develop a Te Reo me ona Tikanga Māori implementation plan (progressions from year 1-6)</p>	<p>classrooms- measured using the Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Te Reo Curriculum progressions</p> <p>Student wellbeing survey scores will improve for “I’m encouraged to use te reo at school” (70% in 2023)</p> <p>Our te reo me ona tikanga Māori implementation plan is developed in 2024 and ready to implement from 2025</p>
<p>Our rangatira/leaders, kaiako/teachers and kaimahi/staff will be empowered to learn and grow in their roles</p>	<p>We will work as a leadership team to develop our leadership expertise</p> <p>We will use the Leadership Capability Framework to reflect and grow our capabilities</p> <p>Our kaiako/teachers will have opportunities to grow their practice using a Professional Growth Cycle and through coaching and mentoring and other PLD opportunities</p> <p>Our kaimahi/staff will have opportunities to flourish in their roles through PLD and networking opportunities as appropriate</p>	<p>Annual Summary Chats, Staff Wellbeing Surveys and Exit Interviews will highlight staff professional learning</p>

Connected Community

We build strong relationships across our community- we are at our best when we work together
'He waka eke noa'

Kāhui Ako Achievement Challenge:

Strong, secure cultural identities and sense of belonging

Board Primary Objective 4:

The school gives effect to Te Tiriti o Waitangi, including by –
(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
(iii) achieving equitable outcomes for Māori students.

Links to Education Requirements:

NELP Objective 1:

Learners at the Centre

Priority 2:

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

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Our Home and School, Board and Rōpū Whānau are valued stakeholder groups, with a shared purpose- our ākonga/students and our kura/school	<p>We will work in partnership with our Home and School Committee to plan fundraising and community events</p> <p>Our Board will continue to discharge its governance responsibilities with care and commitment</p> <p>We consult and share our thinking with</p>	Our Home and School Committee, Board, and Rōpū Whānau express their commitment and sense of purpose, and see themselves as valued members of our school community

	our Rōpū Whānau, and actively seek their input in our provision of teaching and learning for our ākonga Māori.	
Our school will be a connected hub of learning in our community	We will find opportunities to build purposeful connections as a community: within our school community, our neighbourhood community, and within our Tarikākā Kāhui Ako and Northern Zone cluster of schools	Active involvement in opportunities within and across our community Kaimahi/staff, ākonga/students /students and our community report positively about experiences and opportunities
We build powerful partnerships for learning between our school staff and our parents/whānau/families	<p>Our school community (kaimahi/staff, ākonga/students , whānau/families and key stakeholders) will show mutual respect for each other's time, commitment and wellbeing.</p> <p>We will actively build powerful partnerships for learning and our learners</p> <p>We will find ways to share learning with our community</p> <p>We ensure that communications within our community are purposeful and respectful</p>	Parents and staff report satisfaction around communication and working in partnership for our learners.
CAS staff are active participants in Te	We enable and encourage kaimahi/staff	

<p>Kāhui Ako o Tarikākā; making the most of opportunities to learn with each other</p>	<p>to be active contributors to the Kāhui Ako work.</p> <p>We share our role in the Kāhui Ako with our community where appropriate, so that they can see our ākonga/learners are part of a shared pathway and community of learning</p>	
<p>We are actively building strong, mutually respectful relationships with whānau/families and local iwi (Te Ātiawa/Taranaki Whānui ki Te Upoko o Te Ika) to:</p> <ul style="list-style-type: none"> -strengthen the cultural responsiveness of teachers and leaders -embed iwitanga (identity, language and culture) into our school curriculum -support our whānau/families to confidently engage with us as a school 	<p>Whānau are invited and encouraged to be part of our Rōpū Whānau that meets regularly to discuss learning opportunities and tikanga, and how we are supporting our Māori ākonga/students to achieve success as Māori</p> <p>We participate in the Kura Ahurea learning programme to develop our understanding of pūrākau and tikanga through a mana whenua lens</p>	<p>Rōpū Whānau will give feedback on how we are supporting our ākonga Māori</p> <p>Rōpū Whānau will share their ideas for how we celebrate for Matariki and Te Wiki o te Reo Māori</p>

Everyone Belongs

CAS is a safe and inclusive place for all of us;
where we respect, embrace, and celebrate our identity and our diversity
'He wāhi mō te katoa'

Kāhui Ako Achievement Challenge:

Strong, secure cultural identities and sense of belonging, hauora and wellbeing

Board Primary Objectives 2, 3 & 4:

2. The school –

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;

3. The school is inclusive of, and caters for, students with differing needs

4. The school gives effect to Te Tiriti o Waitangi, including by –

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

Links to Education Requirements:

NELP Objective 1:

Learners at the Centre

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

NELP Objective 2:

Barrier Free Access

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

New Zealand's first Child and Youth Wellbeing Strategy (2019)

(Goal 3) Better support children and young people with greater needs, with an initial focus on learning support and mental wellbeing.

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students.	<p>We will build our understanding as a staff about children with diverse needs, and Inclusive and responsive practice to support them</p> <p>We will support our community to build their understanding about neurodiversity</p> <p>We will clarify our school wide strategies for responding to and monitoring various levels of inappropriate behaviours</p> <p>We will continue to explicitly teach pro social strategies so children are equipped to support others if being hassled or to include others who have been left out</p>	<p>Staff can articulate the levels of behaviour severity, and discuss appropriate responses</p> <p>eTap behaviour entries show that teachers are recognising unwanted behaviour, the severity, and selecting appropriate, inclusive and respectful responses.</p> <p>Improvement on our student wellbeing survey scores for "Teachers help me identify and work through my feelings" (78% in 2023)</p>
We will develop an understanding of Te Whare Mauri Ora and make links to our school curriculum	<p>Some staff will participate in the Kāhui Ako Hub of Interest focused on Te Whare Mauri ora Wellbeing model</p> <p>Staff will have opportunities to make connections between Te Whare Mauri Ora, Zones of Regulation, our CAS values</p>	<p>Staff can articulate the aspects of Te Whare Mauri Ora</p> <p>CAS Framework infographic incorporating Te Whare Mauri Ora with aspects of our CAS curriculum will be developed in 2024, to be</p>

	and capabilities, and our restorative practices	embedded in 2025
<p>Ākonga learn about different cultures and celebrating and embracing our cultural diversity and identities</p>	<p>Students will have opportunities to explore who they are, and to learn more about each other and their cultural heritage through the Term 1 2024 learning theme “Ko Wai Au?”</p> <p>Students will have opportunities to learn how people celebrate, and will learn that celebrations are a way of showing we value each other through our Term 4 2024 Learning Theme “Let’s Celebrate”</p> <p>Cultural Diversity Lead Coordinates school wide learning and celebration opportunities</p>	<p>Improvement on our student wellbeing survey scores for “I feel like my culture is valued at school” (77% in 2023)</p> <p>At least one school wide cultural celebration is held with high levels of participation and success</p>
<p>Our staff, ākonga/students and community continue to build a shared and authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi :</p> <p>Kāwanatanga: Honourable Governance Rangatiratanga: Agency Ōritetanga: Equity The Spoken Promise: cultural and religious freedom</p>	<p>Staff will participate in a Staff Call Back day PLD session on Te Tiriti o Waitangi</p> <p>Teams will include opportunities to teach and learn about Te Tiriti o Waitangi</p> <p>Tikanga Lead Coordinates a team that facilitates our annual Matariki learning and celebration</p>	<p>Teachers will show progress in their te reo confidence, capability and regular usage in classrooms- measured using the Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Te Reo Curriculum progressions</p>

