Cashmere Avenue School
Marae Roa o Khandallah

Curriculum Statement

This document is intended to give an overview of how we implement the New Zealand Curriculum at Cashmere Avenue School (CAS). For more detail see the Strategic and Annual Implementation plans, and other relevant documentation. We have included many links to these and other documents which you can access online for further information.

The New Zealand Curriculum forms the core of all our programmes, and our vision is to "equip learners to explore and thrive together". The Key Competencies and our school values, capabilities and approaches underpin our teaching and the students learning.

Our students are at the centre of our teaching and learning and therefore the approaches we use in our CAS curriculum reflect this. We support our children to celebrate their own identity and the cultural heritage that they bring. Our curriculum seeks to give effect to the intention of Te Tiriti o Waitangi as a founding document. Our curriculum contexts and practices are responsive to the cultural diversity in our community and Aotearoa New Zealand.

Table of Contents:

1. What Do We Believe?
    1.1 Our Vision
    1.2 Our Strategic Plan 2024-2025

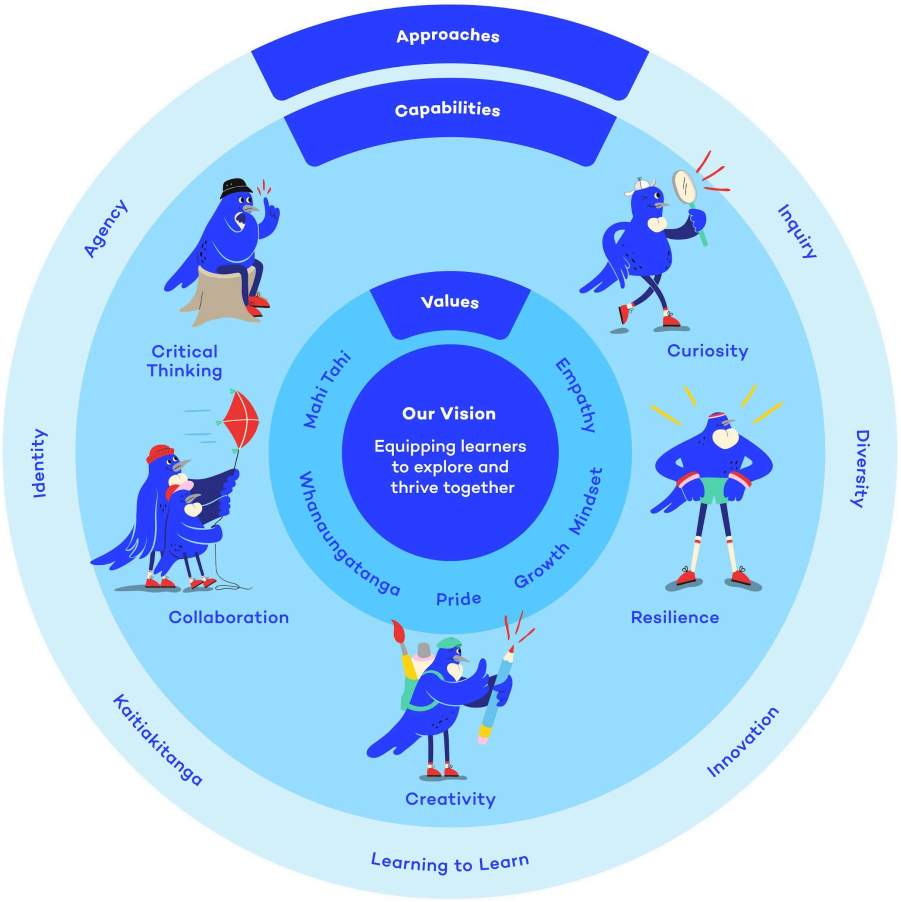
2. The CAS Learning Environment
    2.1 Whanaungatanga- Positive Relationships for learning
    2.2 Effective Pedagogy

3. The CAS Way:
    3.1 Our Values
    3.2 Our CAS Approaches
    3.3 Our Learner Profile
    3.4 Learner Agency
    3.5 Integrated Learning
    3.6 Inquiry learning
    3.7 Thinking Tools and Collaborative Thinking Strategies
    3.8 eLearning
    3.9 Assessment
    3.10 Assessment tools used at CAS
    3.11 Making Judgements
    3.12 Priority Learner Interventions
    3.13 Reporting to Parents

4. CAS Extracurricular/Enrichment Programmes
    4.1 Extracurricular Opportunities
    4.2 Additional Support Programmes

5. Powerful Partnerships for Learning

1. What Do We Believe?



1.1 Our Vision

Our vision is "equipping learners to explore and thrive together". We are all learners; staff, community and our ākonga. We see our role as a school to equip all of us with the skills and capabilities to explore and to thrive.

1.2 Our 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

You can read our Strategic and Annual Implementation plan here.

2. The CAS Learning Environment

2.1 Whanaungatanga- Positive Relationships for learning

Whanaungatanga (relationship, kinship, sense of family connection) is one of our core values at Cashmere Avenue School. *Whakawhanaungatanga* refers to the active process of growing and sustaining the quality relationships that enable learning to happen. Building, restoring and maintaining positive relationships for learning underpins our ways of working together as staff, and the interactions we have with our community and our learners.

Staff Norms

The Cashmere Avenue staff have created a set of norms to help as touchstones for the way we work together. As a school that is committed to equip all of us to explore and thrive together, these serve as an agreed way of working.

Growth Mindset: we have a can- do attitude when facing challenges

This means we:

- feel enabled to take risks, and are solutions focused
- remain open to learning and value best practice

Whanaungatanga: we connect to belong

This means we:

- actively nurture, maintain and restore relationships with our shared vision at the heart
- raise and respond to concerns respectfully; right time, right place, right person

Mahi Tahi: we work together to achieve our goal

This means we:

- muck in, play our part, and contribute to our collective success
- inspire each other to be our best
- collaborate so that everyone achieves more

Empathy: we understand and care about how others might feel

This means we:

- listen to, and acknowledge diverse perspectives and experiences
- actively seek and offer support; awhi each other

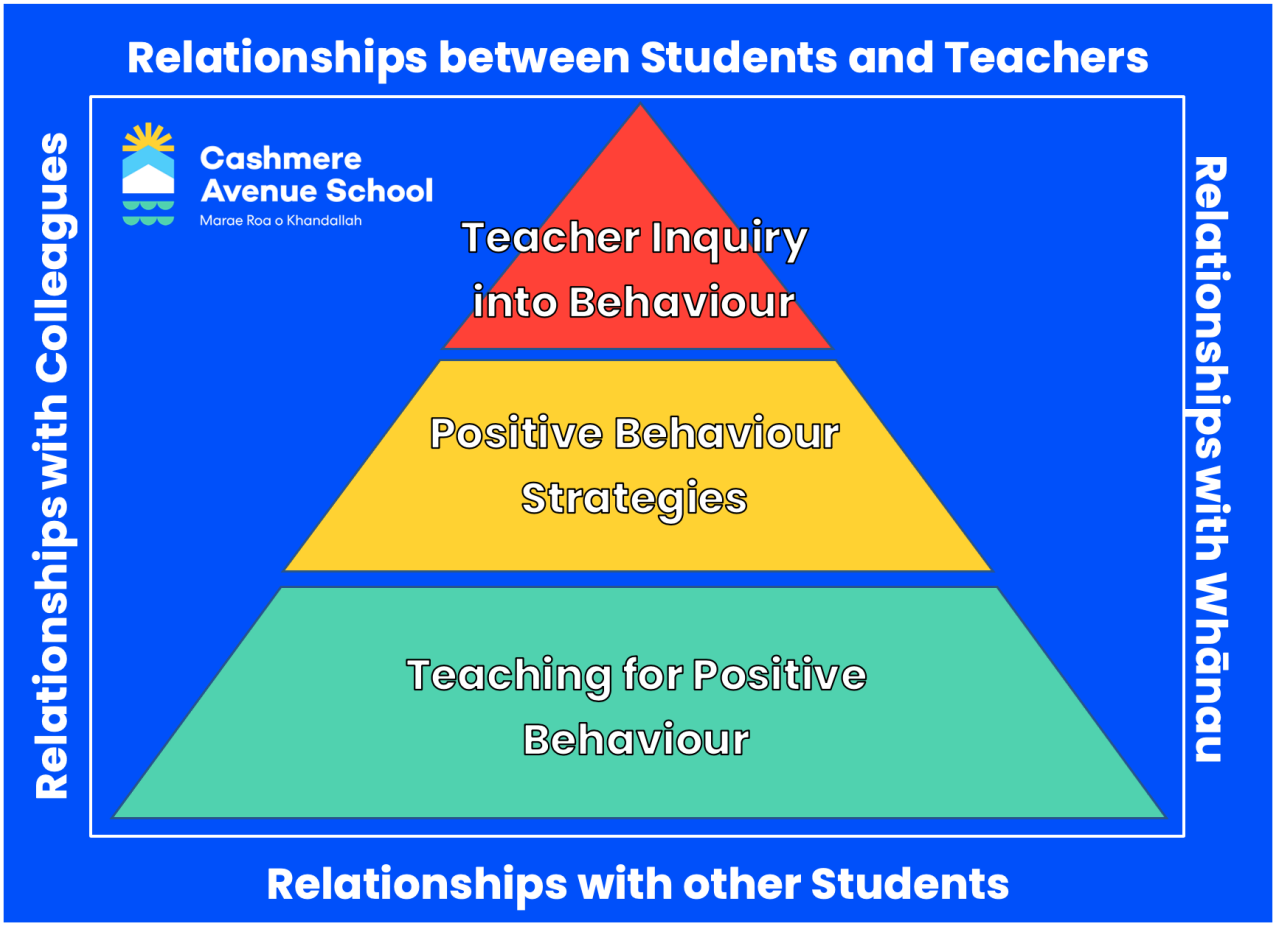
Pride: we are proud of ourselves, others and our place

This means we:

- show integrity in our words and actions
- acknowledge, celebrate and value each other
- are kaitiaki of ourselves, our people and our place

CAS Relational Behaviour Pyramid

The following diagram symbolises our daily approaches to behaviour.



Every day we teach for positive learning behaviour. This will see staff use daily strategies that build positive relationships and enhance students' engagement, participation and learning. Our Vision approaches support teachers in their design for teaching for positive behaviour. For example, our approach to agency causes teachers to create learning opportunities that allow our students to self-manage their learning. The relationship between the teacher and the student has enabled an understanding of what agency looks like.

Positive behaviour strategies are employed when there are needs to refocus and redirect our students. This will see staff use strategies from the Incredible Years Teacher programme, such as, 'emotional coaching' (see Positively Recognising Behaviours). Although positive behaviour strategies may be observed regularly, the relationship between the teacher and the student ensures that the positive culture is maintained.

A teacher will commence a Teacher Inquiry into behaviour that becomes inappropriate and challenges the culture of the learning environment. This may look like 'major' behaviour events or the compounding effect of minor behaviours. The relationship between a teacher and the student provides insights into a student's situation thus enabling the teacher to inquire into what may be creating the behaviour for the student.

Please read our full CAS Behaviour Procedure and relevant resources.

2.2 Effective Pedagogy

a) The Learning Environment:

At CAS we believe:

- In a 'community of learners' that include our students, and teachers, support staff and whānau;
- In fostering strong partnerships, as they are vital to achieving our vision for our learners;
- That learners learn best in an environment that is positive and allows them to be risk takers and critical thinkers;
- That assessment of learning is purposeful and guides further teaching and learning;
- That learning success must be celebrated and that 'mistakes' are seen as opportunities;
- In valuing and understanding children's points of view;
- In providing an environment which allows all children to learn;
- That our classroom spaces should be flexible and have equipment that supports the delivery of the curriculum;
- That our learners must be well supported;

b) Encouraging reflective thought and action:

At CAS we believe:

- That reflection must be done by all teaching staff and learners;
- That we should provide time for student self and group reflection about the quality of their learning;
- In encouraging learners to see the links to learning across the curriculum so they can transfer their learning;
- That we should provide opportunities for students to learn to think critically about information and ideas and to develop metacognition (i.e. their ability to think about their own thinking);
- That students should learn how to talk about their goals and next learning steps

c) Enhancing the Relevance of New Learning:

At CAS our teachers will:

- Share the learning journey with the students so they know what and why they are learning it;
- Motivate students by using topical, authentic and rich purposeful learning experiences;
- Have accessible learning goals;
- Seek opportunities for students to be involved with decisions related to their learning;

d) Facilitating Shared Learning:

At CAS we believe:

- That involving the wider community in our programmes will have a big impact;
- That we are all learners;
- That our classrooms will show students working independently, in pairs and in small groups and that they will collaborate with each other in their learning;
- That our learners are respectful of themselves, each other and the learning;

e) Making Connections to Prior Learning and Experience:

At CAS we believe:

- In encouraging our learners to think about their learning and make connections to what they already know and their own experiences;
- In encouraging our learners to revisit previous learning to facilitate new learning;

f) Provide Sufficient Opportunities to Learn:

At CAS we believe:

- In providing our learners with time to acquire, then practise and transfer any new learning;
- That effective learning is informed by accurate assessment data;
- That teachers should use 'teachable moments';
- That we value and understand the different learning needs within our rooms;
- That our learners know what behaviours make learning successful;
- That our classrooms and playgrounds are used with consistent school wide behaviour expectations
- That we encourage risk taking, questioning and problem solving;
- That our climate encourages respectful interactions and positive relationships;

g) Teaching As Inquiry

At CAS we believe:

- That teachers are adaptive to the needs of the learners based on evidence;
- That teachers use assessment to identify where learners are now, where to go next

and how to best get there;

- That research and collegial support will help inform teaching;
- That analysing data, and reflecting on needs can be done individually, and collegially in pairs or small groups;
- That teachers adopt teaching strategies that are based on evidence and continually reflect on best practice;
- That teachers use a Teaching as Inquiry model to reflect on an aspect of their own professional practice;
- That coaching conversations are vital to our own professional growth and development..

3. The CAS Way

3.1 Our Values

These are the values that are important to our community. These are woven into decisions made at our school. Whanaungatanga and Mahi tahi were gifted to us by our kaumatua and help maintain the culture/ feel of our school which is important to us. We think on these values as the heart of our school.

Mahi tahi: We work together to achieve our goal
Whanaungatanga: We connect to belong
Pride: We are proud of ourselves, others and our place
Empathy: We understand and care about how others might feel
Growth mindset: We have a can-do attitude when facing challenges

3.2 Our CAS Approaches

Agency

Agency is expressed in different ways. At Cashmere Avenue, we see it as:
The power to act. We aim to hear students' voices in their learning journey as active participants. It requires a classroom culture where learners have the understanding, ability, and opportunity to independently drive the learning, with facilitation from the teacher and collaboration with their peers.

Students are aware of their learning goals, how they will work towards achieving these and identify when they feel they have gained their new knowledge or skill. Agency is interwoven with our other approaches of Inquiry, Learning to Learn and Innovation. Our learning through play programme is an example of our Agency approach in action.

Play is Agentic Learning
Children of today live in a time of schedules, high achievement expectations and never being bored. Research informs us that play-based learning is important for children's development of social, emotional and academic competencies which are key indicators of

success in active citizenship and mental wellbeing. Our practice of this is a rich demonstration of our inquiry and agency approaches to learning. We utilise provocations based on identified urges.

Play at school develops:

- gross motor development (e.g. climbing, swinging, crawling);
- creativity (e.g. block building, painting, crafting);
- numeracy skills (e.g. heavy/lighter, direction, counting, numeral identification, measurement);
- literacy skills: writing/reading/oral (e.g. plastic letters, rhyming games, shopping lists, stories, objects for pretending, songs);
- social skills (e.g. listening, negotiating, collaboration);
- emotional skills (e.g. resilience, growth mindset).

Much of our philosophy on play-based learning comes from the Reggio Emilia Approach: https://www.reanz.org/

Inquiry-based Learning

An inquiry-based approach to learning is driven by students' curiosity about the world around them. At CAS, during inquiry learning, our students go through our CAS learning process where they are Curious, Critical Thinkers and utilise Creativity, using our capability progressions to support this.

By allowing students to pose and engage with big questions that can be used as starting points for more personalised learning journeys, children are immersed in learning that is authentic and meaningful to them. It enables teachers to facilitate learning through problem solving, critical thinking, generating ideas and other crucial 21st Century skills. Our implementation has been informed by professional learning with Kath Murdoch, as well as inspirations from Lane Clark, Bek Galloway, as well as utilising other approaches e.g. Design Thinking Process, Problem Based Learning and Project Based Learning frameworks.

Kaitiakitanga

Kaitiakitanga can be described as guardianship or protection. A kaitiaki is a guardian, keeper, preserver, conservator or protector. The addition of 'tanga' denotes preservation, conservation and protection.

We regularly plan learning around kaitiakitanga that includes:

- exploring environments – water, land, ecosystems, energy, waste, animal and human habitats, transport
- inquiring into the causes and effects of human actions on the natural world

- learning how to take positive actions to stop, reduce, or alter harmful activities on the environment
- active citizenship.

Our aim is to inspire our tamariki to connect with our natural world. We have a CASE garden where children help us grow a variety of plants, vegetables and fruits. Our Green Team volunteers meet to critically think of ways to improve sustainability at CAS.

Learning to Learn

An aspect of managing self and deeply connected to the approaches of Identity and Agency, Learning to Learn can also be called metacognition. This is the explicit exploration of ways to learn, and discovering which strategies work best for each learner. All learners progress differently and interpret information from the world around them using a variety of strategies. We help children discover different ways of learning and to recognise what works best for them.

Identity and Diversity

We acknowledge that to understand oneself is an integral part of our identity and this impacts wellbeing. Every year we begin the year exploring who we are as people and as learners, valuing the diversity we all bring. Diversity is something to be recognised as a strength, encompassing our differences of culture and background.

Innovation

At CAS we encourage our learners to be creative thinkers as part of the learning process. We believe that innovation is the implementation of these ideas to create value to the ideas. Innovation is seen through the actions our students take from their Inquiry learning journeys. These can be seen in the 'So What/ Now What.

3.3 Our Learner Profile

Our Learner Profile is a progression of capabilities that we equip our students to develop over their time at CAS, and are the capabilities that we believe they need to thrive in the world around us. For most of our students, we would see our Year 1 and 2 students working at the 'emerging; stage of each capability, our Year 3 and Year 4 students working at the 'developing' stage, and most of our students will be 'Proficient' in each capability by the end of Year 6. However, not all children will progress at the same rate. Teachers and learners identify their strengths and next steps, as they do in other learning areas. Each capability is taught explicitly as and when needed. They are also embedded into other learning contexts e.g as we learn to use punctuation correctly, we will need to be critical thinkers who analyse their work.

Curiosity

I ask questions and wonder about the world around me.

Cashmere Avenue School
Marae Roa o Khandallah

	Emerging	Developing	Proficient
Wonderings	I wonder about things that interest me.	I can wonder to help form an opinion and think about different perspectives.	I can wonder to generate ideas and identify the ones I can act on.
Expressing	I can express what I am interested in by asking questions, sharing ideas and making comments.	I can express my curiosity through my questions, comments, observations and connections.	I can confidently express my curiosity.
Action/ engagement	I can explore my wonderings with support.	I can inquire into areas I have wondered about and take greater ownership to explore these.	I can independently inquire into and engage my wonderings.
Attitude	I have a positive attitude when exploring new learning.	I enjoy finding out new things and I am beginning to be more active with it.	I am passionate about new learning which helps me to take initiative.

Resilience

I can bounce back when things are tricky.

Cashmere Avenue School
Marae Roa o Khandallah

	Emerging	Developing	Proficient
Emotional regulation	I can recognise that I have a range of feelings and how they make me fee emotionally and physically.	I can name the emotion that I am feeling and have some coping strategies.	I am able to select an appropriate strategy to manage my emotions.
Can do attitude	I can use positive self talk, with support, to keep going.	I can use positive self talk to understand that it is ok to make mistakes when trying new things.	I can accept that making mistakes is part of the process and adapt and try new strategies.
Recognising when stuck	I can say when I am stuck and, with support, come up with a strategy.	I can identify what made me stuck and try an alternative strategy.	I can identify what made me stuck and independently try a range of strategies.
Coping strategies	I know that there are strategies I can use if I am faced with a tricky situation.	I have a range of strategies that I can use to overcome obstacles.	I can reflect on and evaluate the strategies that I have, and use the one that will be the most helpful.
Accepting feedback	I can listen to feedback and, with support, use it.	I can use feedback to improve.	I can seek out feedback, from a range of people, to help improve.

Creativity

I can come up with new solutions and ideas.

Cashmere Avenue School
Marae Roa o Khandallah

	Emerging	Developing	Proficient
Generate ideas	I can come up with ideas.	I can come up with several original ideas.	I can come up with a range of original and innovative ideas for a purpose.
Being flexible and adaptable	I can make simple changes to my ideas.	I can reflect upon my ideas and justify how I have made them better.	I can independently refine my ideas from reflections and can justify the changes I have made.
Problem solving	I can think of an option and say why it works.	I can explore several possible options to solve problems.	I can explore a range of possible options, independently select and justify the most appropriate solution.
Action ideas	I can say what I am going to doand, with support, put this into place.	I can formulate a plan with the steps I will take and the resources I need.	I can independently plan and use my critical thinking skills to apply my ideas.

Critical thinking

I can stop and think deeply.

Cashmere Avenue School
Marae Roa o Khandallah

	Emerging	Developing	Proficient
Making learning decisions	I can make decisions between options including who I work with, where I work, what I use and when I do it.	I can plan my learning with some support & understand that there are consequences from my decisions.	I can make appropriate decisions when planning my learning independently.
Skillful thinking	I can find some evidence to justify my thinking.	I can use a wider range of skills to analyse and evaluate information and ideas.	I can independently select appropriate skills to analyse and evaluate information and ideas.
Questioning	I can use questioning language to explore ideas.	I can adapt my questions to further my own understanding.	I can question for a variety of purposes across the curriculum.
Applying	I can understand that what I learn can be used at different times in different ways.	I can apply what has been learnt to new situations.	I can transfer my skills and make connections to other areas of learning and life.
Reflecting/ metacognition	I can look at my learning and, with support, talk about how it went and the thinking I used.	I can begin to use some evidence to reflect on my learning, thinking and choices as I understand its importance.	I continually reflect on my learning, thinking, and choices across situations to guide my next steps.

Collaboration

I can work and play well with others towards common goals.

Cashmere Avenue School
Marae Roa o Khandallah

	Emerging	Developing	Proficient
Everyone contributes	I can share my ideas with others.	I can share my ideas and encourage others to share theirs by asking questions.	I can confidently share my ideas, and encourage and support others to share theirs.
Teamwork	I can show I am listening through my body language, eye contact and taking turns.	I know we all have a part to play within a team and have responsibilities to help meet the goal.	I recognise that everyone brings different strengths and we use these to achieve a common goal.
Negotiate & compromise	I know that sometimes I might not always get my way and, with support, make a decision.	I can actively listen while others justify their ideas and work together to negotiate the most suitable outcome.	I can synthesise ideas with others and collectively justify decisions.
Accept others & their beliefs, ideas & values	I can accept that others might think and feel differently to me.	I understand that I have to work with a range of different people who have different ideas, values and beliefs.	I acknowledge, accept, & respond to others beliefs and values by understanding that it will help me to think beyond what I know.

3.4 Learner Agency

We continue to develop ways to give our learners more agency in their learning so they become agents of their own learning. Agency is more than just giving them some choice and some voice, it is about equipping them with the skills they need to take ownership of their learning through having a clear understanding of the skills needed and where they are as a learner, who or what can help them. Developing the capabilities in our Learner Profile enables this.

3.5 Integrated Learning

Cashmere Avenue School provides an innovative and engaging curriculum to meet the needs of all students. Our curriculum encourages our learners to be innovative, inquiring and curious where we look for cross curricular connections to make learning real and authentic. As children progress through the school, Literacy and Numeracy skills are woven into other curriculum areas so that children see the relevance of these. Please note that Literacy and Numeracy skills are explicitly taught.

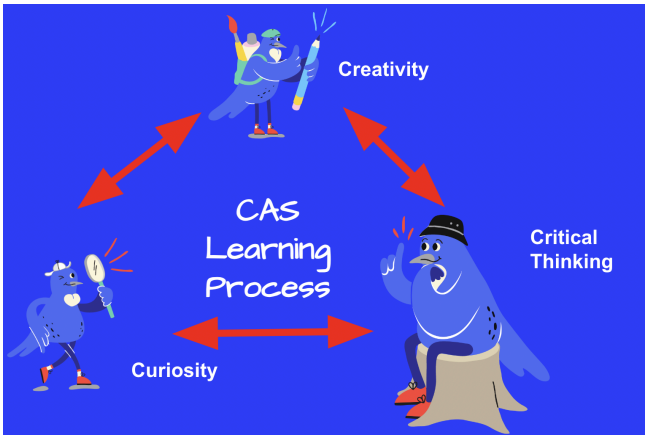
3.6 Inquiry learning

Getting children to Inquire into their learning

At Cashmere Avenue we aim for our learners to be able to plan out their learning journey. We want them to be curious and discover new things by asking questions. We then want them to create a deep understanding of this new knowledge through a range of experiences. However we believe it is not sufficient to just 'know stuff' but to have a deep understanding of the Enduring Understanding or EU. We need to then use this new knowledge in a way to improve their own lives or the lives of others (human/ non human) or the 'So What' by thinking deeply whilst doing so.

CAS Learning Process

As children enquire into their learning at CAS, we plan for them to have opportunities where they can be curious and pose questions, form and express wonderings and then explore these with a positive attitude. They also need to be critical thinkers who make learning decisions, think skillfully, and pose questions that will help develop their understanding so that they can apply this new knowledge. We also create opportunities for them to reflect on their thinking and learning. Our students are taught to generate ideas, be flexible and adaptive with their thinking so they can problem solve and take action.
Our capabilities of resilience and being able to collaborate underpin and are woven through this process.



Thoughtful Themes

These allow for cross curricular integration so that learning is not pigeon holed and thus deeper understanding is gained by our learners. This is the starting point for planning. The Themes should be shared with the learners so each time they revisit them they can connect other learning.

Our Two Yearly Thoughtful Themes Overview

CAS planning guide to help with the coverage of all the Thoughtful Themes.

Odd Year- Exposure to Themes of Change and also Culture & Diversity

Term 1		Term 2		Term 3		Term 4	
Identity and Wellbeing	Change	Culture & Diversity	Change	Culture & Diversity	Change	Culture & Diversity	*Change and/or Culture & Diversity

* To ensure you have covered all Curriculum areas e.g. Technology, Science, Health and Social Science

Even Year- Exposure to Themes of Systems and also Cause & Effect

Term 1		Term 2		Term 3		Term 4	
Identity and Wellbeing	Systems	Cause and Effect	Systems	Cause and Effect	Systems	Cause and Effect	*Systems and/or Cause and Effect

* To ensure you have covered all Curriculum areas e.g. Technology, Science, Health and Social Science

NB: Each year it is important to begin the year with Identity and Wellbeing to help set up class culture.

CAS Enduring Understandings

These are the deep understandings or big ideas we want to stay with our learners long term once the detail may be forgotten e.g. Understand the EU We have different roles and responsibilities when we are part of a group, rather than being able to remember the different roles and responsibilities.

These can be joined together and cover the AOs from across the curriculum.

The aim is to expose the learners to the Thoughtful Theme or EU through your Immersion- providing them with a wide range of contexts that could sit under this. Then students can have input into the direction they take this.

Thoughtful Theme: Identity and Wellbeing

Junior	Middle	Senior
Ø Belonging to groups is important. Ø We have different roles and responsibilities when we are part of a group. Ø I have strengths and weaknesses. Ø Expressing our own ideas, needs, wants and feelings clearly and listening to those of others is important. Ø Through the Arts I can share my emotions, ideas and stories.	Ø We have different roles, rights and responsibilities when we are part of a group. Ø I have personal qualities that contribute to my self-worth. Ø Expressing our own ideas, needs, wants and feelings appropriately and listening sensitively to those of others is important and affirms them. Ø Through the Arts I can share my emotions, ideas and stories and appreciate those of others.	Ø The groups we belong to make and implement rules and laws. Ø My feelings, beliefs and actions and those of other people contribute to my self worth. Ø Pressures can influence how we interact with others and we need assertive strategies to manage these. Ø By integrating different art forms, we can effectively communicate our culture, ideas and stories.

Thoughtful Theme: Cause and Effect

Junior	Middle	Senior
Ø There are many different forces and forms of energy that affect our world. Ø My actions affect the people, places and environment around me. Ø How I look after myself effects how I grow. Ø There are things I can do to keep myself safe.	Ø There are many different forces and these have different effects on objects or environments. Ø There are different forms of energy that affect our world and energy must come from somewhere. Ø The actions of people in the past have causes and effects on people, places and environments. Ø The choices I make affect my lifestyle. Ø I can make choices to keep myself safe.	Ø Energy can change from one form to another. Ø The effect of forces depend on many variables. Ø By exploring the causes and effects of people's actions in the past we can make better choices about our own actions in the future. Ø Lifestyle choices impact on myself, others and the world. Ø There are lots of things that influence our lifestyle choices. Ø Through identifying risks and their causes it helps manage our own safety.

Thoughtful Theme: Change

Junior	Middle	Senior
Ø Materials can change state. Ø Things that I do can change the future. Ø Growing up brings changes. Ø Technology has changed over time. Ø The arts have changed over time.	Ø Materials can change in different ways when subjected to different processes. Ø Our world is changing and I can help make a difference. Ø Growing up brings new challenges. Ø Technology has changed over time for different reasons and has impacted on our lives and our environment. Ø The arts are an effective way of recording and communicating how things have changed over time.	Ø Different processes can change the state of materials and the purpose for their use. Ø When making changes to my world I need to do so responsibly. Ø People respond differently to the challenges of growing up. Ø Technology has changed through innovation and exploration, which is driven by needs and wants. Ø The arts show how things have changed over time and how we communicate through the arts will continue to evolve.

Thoughtful Theme: Culture and Diversity

Junior	Middle	Senior
Ø Living things have certain requirements so they can stay alive. Ø There are many different groups within our community. Ø Many different technologies are and can be developed to meet our needs and wants. Ø There are arts that are unique to different cultures.	Ø There are lots of living things in the world and they can be grouped in different ways. Ø Communities are shaped by diverse cultures and identities. Cultural groups may express their values, beliefs and attitudes in different ways. Ø In selecting or designing different technologies to meet our needs and wants we need to consider the consequences. Ø The arts can be used to pass on cultural knowledge. Ø There are similarities and differences between different cultures art forms.	Ø There are life processes common to all living things and these occur in different ways. Ø Living things are suited to their particular habitat and they respond to environmental changes, both natural and human induced. Ø Living things can be grouped into 'science based' classifications. Ø Diverse cultures and identities will affect how groups and individuals behave. Ø Multicultural societies are complex environments. Ø In selecting or designing different technologies to meet our needs and wants we need to consider the consequences from a range of perspectives. Ø Cultural artforms are influenced by other cultures over time.

Thoughtful Theme: Systems

Junior	Middle	Senior
Ø The earth has many systems. Ø There are different systems in our communities. Ø Our body has many systems. Ø Technology involves systems. Ø Different systems are used to solve problems. Ø Following a process will result in a specific genre of art.	Ø Systems occur within natural and manmade environments. Ø Many of earth's processes repeat themselves over short or long periods of time. Ø There are systems in place in our communities so we can meet our needs and wants. Ø We need to take care of our different body systems. Ø Technology involves systems that work together. Ø The arts are used to express cultural heritage.	Ø The universe is made up of many interconnected systems. Ø There are interconnected systems in place in our communities so that our economy can grow. Ø We have different body systems that are interrelated and can cause problems if the system breaks down. Ø Technology involves complex systems with interrelated steps. Ø The arts are used to express cultural heritage.

3.7 Thinking Tools and Collaborative Thinking Strategies

At CAS we encourage the use of a range of tools and scaffolds to support the development of our Learning Process. These can be accessed in our Classroom Teacher's Drive: Learning Process Resources folder.
Also in this folder are Cooperative Thinking Strategies that can help develop our collaboration capability and empower engagement and active participation.

3.8 eLearning

At Cashmere Avenue School we believe in a digital citizenship model for supporting safe and responsible use of ICT in both teaching and learning. The ICT Continuum and The Digital Technology Curriculum support teachers to teach the necessary age appropriate skills. Weaved throughout both includes ideas to ensure children understand how to care for devices and can make good decisions when online. Our goal is to support students to participate positively in a digital world during their time at school and for the future.

To support digital safety we use the Pause and Think Online resources from Commonsense Media. This programme is suitable for children aged 5-11 years and covers a wide range of important topics. Please read through the digital safety blurb for more information. Our expectations are that all syndicates utilise these resources to create

consistency and to support students as they learn and move through the school.

CAS is a Google Apps for Education (GAFE) School and we have a managed network and procedures around this.

This document is to be used as a guide for all things ICT here at CAS. Please take time to read through our ICT and Digital Technologies Curriculum and familiarise yourself with its contents.

3.9 Assessment

Quality teaching and learning requires excellent curriculum and assessment knowledge and constant attention to student actions so that teachers are able to notice, recognise and respond to the needs of all the students. Our job as teachers is to know each student as a learner in all curriculum subject areas. Monitoring what students understand, know and can do helps teachers to plan appropriate activities that engage learners and promote their learning. Assessment is about improving teaching and learning experiences for our children.

Assessment asks three important questions:
i) Where are each of my learners at and how do I know?
ii) Where do they need to go next?
iii) What do I need to do as the teacher to get them there?

Assessment informs teaching and learning, and we believe that together with the student, success is best when goals are developed alongside our students. Students need to know why they are learning something and how they will get there. Opportunities to reflect on learning and progress is crucial. Developing effective questioning, observational and listening skills, as well as developing a positive and supportive environment are foundations for quality assessment and teaching.

We believe that students' success is also improved if there are strong links to their families and whānau. Having input from parents is vital to the success of our students. Parents are also invited several times a year to discuss their child's progress and achievements, be informed of successes either formally or informally, be included in goal setting and take part in student-led conferences. Meetings with the parents of priority students can also happen several times a term where appropriate.

3.10 Assessment tools used at CAS

Our School Wide assessment schedule provides teachers with set time frames and required assessment tasks. Our assessment schedule uses high impact, well-researched,

reliable assessment tools and resources to measure progress and achievement. This schedule is currently under review, as we develop our knowledge and understanding of assessment of literacy. In addition to these assessment requirements, teachers are free to use other tools and resources to inform their teaching and learning programmes, keeping in mind that assessment must be purposeful, timely, reliable and valid and support good quality teaching and learning, and should impact negatively on sufficient opportunities for teaching and learning to happen.

3.11 Making Judgements

Teachers make overall teacher judgements of children in reading, writing and maths twice a year, based on a range of quality assessment. Good formal teacher judgements are **valid** (based on what students have learned) and **reliable** (other teachers would make the same judgement with the same evidence). Teacher judgements should also provide information on what students have learned and the focus of the next learning. At Cashmere Avenue we have clear Assessment Guidelines to support teachers to make their Overall Teacher Judgements that are reported to parents. Moderation happens within and across teams to help ensure a level of consistency.

3.12 Priority Learner Interventions

When children do not meet the expected levels they become a Priority Learner and an intervention is created for them. Students are identified through Interim and End of Year OTJs.

	1 year at school		2 years at school		Year 3		Year 4		Year 5		Year 6		Year 7	
OTJ point in time	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End
Below			1b	1p	1p	1a	1a	2b	2p	2a	2a	3b	3p	3a
At	1b	1p	1p	1a	1a/2b	2b/2p	2p/2a	2p/2a	2a/3b	3b/3p	3p/3a	3p/3a	3a/4b	4b/4p
Above	1p	1a	2b	2p	2p	2a	3b	3p	3p	3a	4b	4p	4p	4a

What is the purpose of identifying Priority Students and inquiring into their acceleration?

- To make a positive difference for each child who is at risk of underachievement.
- Through identifying priority students, teachers are supported by their colleagues in order to explore different strategies for such diverse needs.
- To communicate the needs of students and teachers.

What is the schoolwide tracking and monitoring process for Priority Students?

- There is a SEN register of students that were not meeting the curriculum expectations in reading, writing and maths from the previous year. It also captures the goals set for these students and their progress. In 2024 it also captures all students with neurodiversity and other learning considerations.
- Leadership discussions around the support that teachers need in order to accelerate learning for priority students.
- Team Leaders are responsible for children's learning and coaching of Tier 1 and Tier 2 children working with the SENCo. The SENCo supports those tamariki in Tier 3 directly.
- Teachers are expected to plan for any TAs that work in their classroom, unless a schoolwide intervention programme e.g. SPRING, etc. These goals will be evaluated termly.

The impact on learning is tracked by the Principal, SENCO and Team Leaders. A summary report is written by the SENCo and shared with the Board of Trustees.

What systems support teachers with Priority Students?

- Coaching sessions - time given each term for 1:1 coaching on teacher inquiry into priority students - (see school's coaching framework for the year)
- Colleagues of support are sought, as are outside agencies
- Effective practice is shared
- Centrally held documentation: A schoolwide Google folder containing each class's folder with previous priority student's story can be found in the Shared Classroom TeachersDrive. Each class's folder will contain:
    - Access to the school's register of children not meeting the curriculum expectations in Reading, Writing and Maths. This also is where priority goals are recorded, monitored and evaluated
    - A guide of strategies and approaches useful to accelerate learning in Reading, Writing and Maths
    - This is where behaviour plans etc can also be stored and additional information

See Priority Learners Monitoring Procedure

Guide to writing SMART goals:

Students, especially our priority students set SMART goals with their teachers in the core subject area(s) they require support in. They are learning to articulate them and with support to self assess against them. We use the term SMART goals. These goals are:

Measurable - is it a goal you (and the student) can measure clearly, monitor and

Specific - well defined, clear to all - including the **student** feedback, and identify when it has been met?

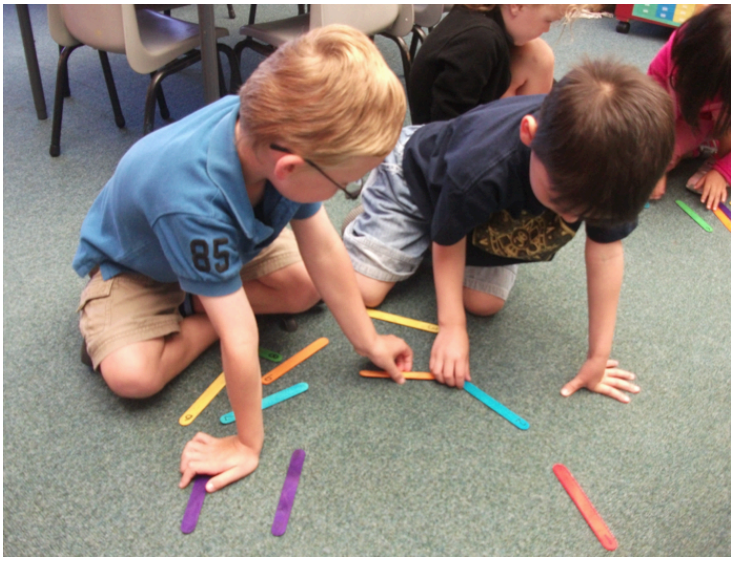
Achievable - is this is something the student can achieve? Is this something the teacher can coordinate, support and sustain?

Relevant - is this the 'right' goal for now? Is it rewarding for the student?

Time based- have a clear time frame in mind. This may or may not be built into the goal depending if this will be motivating for students and parents.

There are often connections with teacher aides, external agencies or other resources outside the classroom to help support students learning in the personal progress.

Priority Learner goals should be shared with parents and goals and are often created with parent and student voice included.



3.13 Reporting to Parents

The school values regular reporting to parents as a way to keep parents informed of their children's progress, build home-school relationships and to work in partnership to support their child's learning journey. The reports include judgements against Curriculum level expectations and also against our Learner Capabilities.

Written reports are done on eTAP and we have created report banks of comments in google docs for the levels/ year groups in Reading, Writing and Maths.
See Report Guidelines for further information about mid-year and end of year reporting.

Year Overview of Reporting

Term 1	Term 2	Term 3	Term 4
Wk 2: Parent Information evening and class visits **Wks 3 Parent/ Teacher Goal Setting**	**Wk 8: Mid-Year Written Progress Report** **Wk 9: 10 min Interviews: Written report**	**Mid term: Student-led Conferences**	**Last Monday of Term: End of Year Written Report**

4. CAS Extracurricular/ Enrichment Programmes

4.1 Extracurricular Opportunities

Kapa Haka:

We are proud to offer Kapa Haka at Cashmere Avenue School, providing valuable opportunities for our students to develop confidence through performance in a te ao Māori space. Under the guidance of Whaea Shareen and Matua Kaya, our students are encouraged to participate in Kapa Haka, and hone their skills. One of the highlights of our Kapa Haka journey is our participation in the Northern Zone's St Brigid's Kapa Haka Festival, a community event that typically draws an audience of over 1000 people throughout the day.

Kapa Haka plays a pivotal role in fostering an appreciation for the Māori language and cultural values among our students. In terms one and four, all children at Cashmere Avenue School participate in regular Kapa Haka sessions. In Terms 2 and 3 we focus our sessions for those children who are committed to be in Performance Rōpū- preparing for our big performance experience at the St Brigid's Festival.

Ako:

This is a school wide learning programme that started in 2014. It is an opportunity for teachers and students to learn about Maoritanga together, through hands on learning experiences and by inquiring into language (Te Reo), and Maori customs and values (Tikanga). Ako usually runs for about 8 rotations of 2 x 45 minute sessions across Terms 2 and 3.

Our Ako groups are based on the concept of tuakana-teina. The tuakana–teina relationship was an integral part of traditional Māori society, and traditionally an older or more expert tuakana (brother, sister or cousin) helps and guides a younger or less expert teina (originally a younger sibling or cousin of the same gender). Our Ako groups have

siblings and cousins grouped together, with older students encouraged to support and mentor younger learners.

Choir and DanceSplash:
In some years, we support a choir and/or a dance troupe of Years 3-6 students to perform in the Wellington Artsplash Festival.

Leadership - in Years 5 and 6.
Acts of service and school leadership reflect our CAS values of pride, mahi tahi, whanaungatanga and empathy. All year 5 and 6 students take part in at least one service activity. Service and leadership activities include things like road patrollers, sandpit and recycling helpers, PE shed monitors, peer mentors, librarians, and wet day junior helpers..

Production:
This is for all Year 3-6 students and happens every second year (odd years). Staff work alongside students to write the script, choreograph the dances, create props, backdrops etc. Everyone gets to perform on stage, dancing with their class, singing- and for a few children- as an actor. It is especially loved by our parent community and the children perform to packed houses each night. We are also very fortunate to have the expert support and assistance of the Khandallah Arts.

Camp:
At the beginning of the school year our Year 5s and 6s travel to Camp for 3 or 4 action packed days. The experience allows the children to push their personal boundaries in a supportive and fun way. They get to apply the essence of our school vision and values in practical and real ways. Camp also allows the students to discover new things about themselves as learners, and build strong connections with their peers.

Noho Marae:
We have a strong and special connection with Whaea Diane and Maraeroa Marae in Porirua. We remember the love and support that Whaea Diane and her late husband Matua Waata has given us over the years. Our Year 3s and 4s visit Maraeroa, with our Year 4s experiencing a Noho Marae (sleepover) each year; participating in a pōwhiri (welcome ceremony) as manuhiri/visitors, learning the history of Maraeroa, and sharing pūrākau (cultural narratives) .

CASE (Cashmere Avenue School Environment Group):
We employ a teacher aide to support us with enhancing the CAS environment. This sits under our approach of *kaitiakitanga* (the processes and practices of protecting and looking after the environment). Over the years our CASE staff and dedicated groups of students have been involved in beautifying the school. They created a large vegetable garden which is tended year round. A highlight was a group of students leading the school

wide planting of hundreds of native plants in the 'swamp' area on the field. They created an environment to entice native birds and insects back into CAS while learning about conservation. They have also had relevant speakers which has engaged the students further. CASE is open to all students and has 'a come as you please' philosophy. No compulsory attendance is required. The vegetable garden can be visited at any time and all classes are welcome to use it for inquiry learning.

The **Green Team** group was started by a group of Senior Students in 2017. In the past they have focused on taking pride in our school and developing *kaitiakitanga* through actions like recycling of sushi packets and Colgate products.

Student Councillors:

Each class elects one or two student counsellors. Classes are encouraged to elect a student(s) who:

- has creative ideas, is innovative and can think outside the square;
- Is interested in making the school and the wider community a better place and want to support community organisations;
- will come up with and share their ideas in a group and someone who is reliable;

Our councillors organise many fun events to raise money for worthy causes.

Peer Mentors:

These are a trained group of students who are available to support younger students at playtimes and lunchtimes. This is organised by the staff member with Student Leadership responsibility.

Sports:

At CAS we offer a wide range of sports that students from Year 3 to Year 6 can opt into. Some of these are after-school or weekend leagues. Miniball, a version of basketball, is extremely popular and encourages teamwork and fairplay. This is played at Nairnville Recreation Centre on Mondays and Tuesdays.

We are also a member of the Northern Suburbs Netball Associations where we are able to

enter teams from year 1 to year 6 for competitions held on Saturdays.

Northern Zone Sports Association, made up of the 14 schools in the area, offers a variety of sport opportunities such as cross country, athletics, cricket, football, hockey, and Ki O Rahi competitions. These are held during the school day. There are also wider interzone and regional events for students who qualify in cross country and athletics. Depending on dates. In some years, depending on availability, we also take part in futsal festivals run by Wellington Football, Rippa Rugby tournaments through Wellington Rugby and are invited to different sports festivals run by Primary Sport Wellington.

4.2 Additional Support Programmes

Accessing the curriculum requires differentiated approaches for some of our students and so we have provided additional programmes and support for them. It is important we remain up to date with the best and most effective ways to ensure all students can access the curriculum so we are 'equipping learners to explore and thrive together' . These support programmes help our priority students to work towards their Personal Learning Goals.

Literacy Intervention Teacher and Teacher Aides:
At CAS we invest in extra literacy intervention support for children who need more than the usual classroom instruction. The SENCO liaises with our Literacy Lead and Literacy Specialist teacher and team leaders to identify students for extra support, and the Literacy Specialist teacher teacher and teacher aides work alongside the teacher to design programmes for students that accelerate progress.

Mathseeds:
We use Mathseeds in Years 1 and 2. Mathseeds is an e-learning resource, which includes fluency maths activities. Mathseeds helps support number knowledge especially, and gives students a chance to repeatedly practise a skill or piece of knowledge.

Studyladder:
We use Studyladder in Years 3-6. It is an online english and maths learning tool that includes activity games, worksheets for students, and lesson plans for teachers. It is used in classrooms and at home for extra practice.

Teacher Aides/ Kaiāwhina:
We have a team of Teacher Aides working across the school at CAS. They support classroom teachers with priority students and work either with the students individually, in small groups and/or with other students in the class so that the teacher can work with the priority student(s). They work closely with the SENCO and classroom teachers. Teacher

aides work with the plans teachers have created and regularly inform teachers of strategies that are successful, progress, and/or difficulties students encounter. Teacher aides mainly work within the classroom environment, however some interventions e.g. SPRING programmes are best delivered out of the classroom environment.

SPRING:
SPRING is a knowledge and strategy based maths intervention programme for students below, or at risk of being below in mathematics. This programme is in addition to the classroom maths programme. Teacher Aides work with small groups of students, for 30 minutes, three or four days a week and liaise with the classroom teachers.

5. Powerful Partnerships for Learning

Whānau Group - Our Rōpū Whānau meets regularly, and supports us with our understanding, planning and provision of learning opportunities in Te Ao Māori.

Home and School - Our enthusiastic and supportive group of parents and whānau meet regularly, and organise fundraising and community events. Over the years our Home and School have raised funds for our lower hard court area, provision of ICT equipment, our three playgrounds and our sandpit.

Ministry of Education Learning Support and RTLB: Our SENCO liaises with other agencies such as MOE Learning Support and Resource Teachers of Learning and Behaviour to access further advice, support and resources for students with diverse needs.

RLIT (Resource Teachers for Literacy Support): Our SENCO liaises with our Resource Teacher of LIteracy for students requiring specialised Literacy support beyond our class and small group intervention programmes.

CAMHS: Child and mental health services, accessed through a school or health care referral

Skylight: An organisation that support families coping with change, loss, grief or trauma

Public Health Nurse: The hearing and vision nurse comes each term. Most children are tested at preschool. The visits test the new entrants and new arrivals who have not been tested previously. Teachers can advise the office if they wish to have a child retested. The public health nurse is available on request and the office has contact details.

Community Police Officer: Our Community Police Officer is Aaron Dann. He supports us with training for our school patrollers, and with safety education programmes.