

Cashmere Avenue School  
Marae Roa O Khandallah



# 2019-2021 CHARTER & STRATEGIC PLAN



KHANDALLAH, WELLINGTON  
YEARS 1-6



<b>Our Values</b>	<b>Mahi Tahi</b>	<b>Growth Mindset</b>	<b>Whanaungatanga</b>	<b>Empathy</b>	<b>Pride</b>	
<b>Our Capabilities</b>	<b>Resilience</b>	<b>Curiosity</b>	<b>Critical Thinking</b>	<b>Creativity</b>	<b>Collaboration</b>	
<b>Our Approaches</b>	<b>Innovation</b>	<b>Kaitiakitangata</b>	<b>Agency</b>	<b>Diversity</b>	<b>Learning to Learn</b>	<b>Identity</b>

Strategic Goals	What We Will Measure	What We Will Do
<p><b>Relationships</b></p> <p>Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration.</p>	<ul style="list-style-type: none"> <li>Parents, whānau and students contribute constructively to decision making</li> <li>Teachers have grown in capability through collaboration</li> <li>Teachers are supported to be risk takers and explorers, who inquire into CAS' approaches to teaching and learning</li> <li>Student identities and whānau knowledge and culture are planned for and celebrated in programme design and the life of the school</li> </ul>	<ul style="list-style-type: none"> <li>School wide, school to home and cluster collaborations</li> <li>Culture of coaching</li> <li>Identity, diversity, culture celebrations - from individual to school-wide</li> <li>Investment in people</li> <li>Staff, whānau, student consultations</li> <li>Cohesive school vision for all stakeholders</li> </ul>
<p><b>Powerful Learning Opportunities</b></p> <p>Creative learners who use learning processes to be inquiring, critical learners.</p>	<ul style="list-style-type: none"> <li>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</li> <li>Students consistently experience learning opportunities that are inquiry and agency based, with high authenticity</li> <li>Curriculum design ensures student achievement and opportunities for students to innovate</li> </ul>	<ul style="list-style-type: none"> <li>Develop our thinking, processes and systems to be focused on <i>learning</i> centred</li> <li>Evidence based learning initiatives</li> <li>Equitable access to eLearning devices</li> <li>Student-led learning pathways</li> <li>High-quality, needs based professional learning</li> <li>Curriculum design in response to future-focused concepts</li> </ul>
<p><b>Internal Self</b></p> <p>Proud, motivated learners who explore self and take risks</p>	<ul style="list-style-type: none"> <li>Students are given learning strategies that enable them to progress across the CAS capabilities for learners</li> <li>School learning environments enable learners to exercise agency when making choices to learn how they learn</li> </ul>	<ul style="list-style-type: none"> <li>Increasing number of flexible teaching spaces</li> <li>Collaboration to ensure the wellbeing of all</li> <li>Growth of leadership opportunities</li> <li>Parent support for nurturing child's resiliency</li> </ul>

- Wellbeing is promoted and planned strategies implemented

- Implementation of meta-cognitive language

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## School Background

We are a Year 1 to Year 6 school in Khandallah, situated below Mt Kaukau and with Wellington Harbour views before us. Our learners range from Years 1-6, we have a roll of 380 and we are a Decile 10 school. 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.

The school enjoys a supportive and encouraging community and Board of Trustees. Whānau are present daily, and often seen in classrooms helping out or organising eventful fundraising activities to raise funds that support our indoor and outdoor learning environments, and our ICT device ratio, currently at 1:2.

The students regularly achieve at their personal bests and are self-managers who set next 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 of our vision and aspirations from all stakeholders saw our vision develop with capabilities and values expressing further, the school's beliefs for education. Our practice aligns to those beliefs through the approaches seen and heard daily 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.

## Supporting Diversity

The school welcomes and enjoys the rich diversity of students' cultures, backgrounds and learning experiences. There is particular acknowledgement of the importance of Te Reo Māori and Tikanga Māori in the school to celebrate New Zealand's bicultural heritage, and this is seen through the Board's commitment to fund a Te Reo and Tikanga teacher who works with classes and teachers weekly, breathing life into the language of Māori across the school. 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 enjoys a rich and active relationship with its marae, Maraeroa Marae and kaumatua.

The school has a staff member who fulfils the role of Cultural Celebrations Co-ordinator. This role promotes cultural festivals and develops plans for the whole school to celebrate different cultures.

## **Inclusion - students with special needs**

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 part-time SENCO, experienced teacher aides and a released Associate Principal to support the team. There are clear procedures and systems for developing and reviewing Individual Education Plans (IEPs) for high needs students and intervention plans (Priority Student Learning Stories) for moderate needs 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. Able students are identified and Associate Principals and colleagues provide support and guidance to classroom teachers to adapt the programmes for these students where required, however our commitment to personalised learning ensures all students are carefully planned for.

## ANNUAL IMPLEMENTATION PLAN: 2019

Initiatives: What we will do	Actions	Outcomes
<i>Strategic goal: Through mahi tahi we will achieve whanaungatanga by valuing diversity, empathy and collaboration</i>		
<ul style="list-style-type: none"> <li>School wide, school to home and cluster collaborations</li> <li>Culture of coaching</li> <li>Identity, diversity, culture celebrations - from individual to school-wide</li> <li>Investment in people</li> <li>Staff, whānau, student consultations</li> <li>Cohesive school vision for all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>0.7 Released Associate Principal</li> <li>Kaumatua to formally gift 'whanaungatanga' at Teacher Only Day and staff to be immersed in the value.</li> <li>Getting to Know You Form rewritten with new values and capabilities. Use only at start of year.</li> <li>Staff provided with template for personal professional website to record evidence and reflections against the Professional Standards for Teaching. Staff supported to use it effectively.</li> <li>Explore with Board, SLT and syndicate teams how we will communicate the vision and immerse our students into the language.</li> <li>Cluster Collaboration process integrated into Teaching as Inquiry appraisal procedures. Teachers to explore the themes and choose one to engage in collaboration with. SLT to model and promote the learning from this, and modelling how to integrate into TAI. Principal to be part of Cluster Collaboration startup group and ensure the streamline and teacher agency approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Supported staff, school processes accurate, streamlined, communicated and robust, day to day management increased, stronger whole school leadership.</li> <li>Whanaungatanga reported as understood by parents re Vision, provides staff with valuable information &amp; direction for goal setting around Values &amp; Capabilities</li> <li>Staff meet Professional Standards and recording evidence in a manageable, efficient, effective way</li> <li>Hearing and seeing students using the language of the Vision in learning and everyday interactions</li> <li>Staff participate in Cluster Collaboration action research groups and engage in a personal inquiry to support their TAI goal(s) that is aligned with the Vision</li> </ul>

- Appraisal Procedures amended to include: changes to recording of coaching conversations (1:1 coaching for TAI and priority students). Coaching Framework from 2018 to be integrated into Appraisal Procedures.
- Culture of coaching strengthened through introducing group coaching to TAs. Formally timeframe group coaching into syndicate meetings.
- Cultural Celebrations Co-ordinator appointed. Job description formed.
- Graphic Designer engaged. Yr 5 & 6 student designs to contribute to the representations for the values and the capabilities.
- Website Development Team created. Planning to involve consultation with Board, staff and community on what is needed.
- Te Reo and Tikanga teacher employed for 0.2 FTTE. Staff to record evidence of te reo learning in personal professional website.
- Hermann Model PLD to support relationships amongst staff and to build empathy. Staff to explore how this knowledge could be used with their students.
- Reporting and Information Sharing procedures rewritten to align with new vision, including mid-year report format and changes at end of year to include Learners' Profile

- Appraisal Procedures are clearer, streamlined, more accessible and aligned with the Vision.
- System for teacher evidence of TAIs into Priority Students and personal professional focus aligned to vision, is streamlined. Less documents for appraisers to navigate.
- All staff report that coaching is part of our culture and how we support each other.
- A variety of cultural events are celebrated throughout the year, reflected in the Wellbeing Survey with students feeling their culture has been acknowledged.
- Vision represented in graphic form that all stakeholders can identify, connect with and relate to.
- Public face & digital footprint of CAS clearly communicates Vision, Values and culture.
- More Te Reo spoken by staff and students. Inclusion of Te Ao Māori in classes consistent.
- Staff develop understanding of 'Learning to Learn' approach i.e empathy for themselves and others, utilise new learning in classrooms with students.
- Procedures and policies for reporting align with the Vision



	<ul style="list-style-type: none"> <li>Feedback and consultations: Parents: what's understood about our vision? Health and PE Education Survey. Website development. Teachers: school processes, cluster collaboration, vision graphics, leadership of school</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders will have a clearer understanding of, and be able to articulate our CAS Vision. Parents involved in decision making.</li> </ul>
<b>Initiatives: What we will do</b>	<b>Actions</b>	<b>Outcomes</b>
<b>Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners.</b>		
<ul style="list-style-type: none"> <li>Develop our thinking, processes and systems to be focused on <i>learning</i> centred</li> <li>Evidence based learning initiatives</li> <li>Equitable access to eLearning devices</li> <li>Student-led learning pathways</li> <li>High-quality, needs based professional learning</li> <li>Curriculum design in response to future-focused concepts</li> </ul>	<ul style="list-style-type: none"> <li>Cohesion of Leadership Team strengthened through learning coaching questions to use in everyday interactions with staff. Continue to work with Mark on leadership actions that support change leadership.</li> <li>SLT Team to visit a school exceptional in leading change</li> <li>Jo supported by Kate through developing ways to collaborate and understanding the needs of each</li> <li>Time-framed coaching of APs on leadership goals</li> <li>Junior Team inquiry into play-based learning</li> <li>Whole school PLD in inquiry, kicked off by PLD with Kath Murdoch. Plans made for PLD with Kath Murdoch for following year. Teacher feedback sought.</li> <li>Think Tank Learning Process: compare known learning processes / models that are a learning process and establish known research on how the brain learns. Look at examples of other schools. Inquire with their leadership - what knowledge did they establish first and what was their process.</li> <li>Priority Student tracking; released AP to co-ordinate tracking systems and SLT analyse the impact on our Priority Students three times each term (Thursday meetings). Priority Student stories streamlined. Staff to share practice on what is making</li> </ul>	<ul style="list-style-type: none"> <li>Face of Leadership and SLT Norms upheld with strength.</li> <li>Each AP able to state what is needed for each team member to make shifts in their learning, and to idealise what is needed school-wide.</li> <li>Improved individualised support for APs, creating supported teachers who are risk takers that make regular shifts in their practice.</li> <li>Staff equipped with deeper knowledge &amp; understanding of play-based approach to communicate with parents and inform daily teaching practice</li> <li>Students have more opportunity to inquire into areas that they are interested in.</li> <li>Model of learning process developed and communicated. Parents and students report on the consistency of practice across school.</li> <li>Changes in TAI to be deeper and increased impact to see more acceleration.</li> </ul>

	<p>an impact. Strategies to be banked.</p> <ul style="list-style-type: none"> <li>• Classroom observations by SLT. What are we noticing that is cohesive with our approaches and opportunities to grow student capabilities.</li> <li>• eLearning Team to inquire into Digital Technologies PLD, and to incorporate this learning into the CAS ICT Continuum. Staff personalised PLD timeframed across the year.</li> <li>• eLearning Team given time from Term 2 on for offering workshops with teachers, to support the development of the ICT Continuum in classroom programmes</li> <li>• Kaitiakitangata co-ordinator role formed. Job Description created.</li> <li>• ULearn PLD offered, according to budget tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Greater cohesion observed across the school that is aligned to our approaches.</li> <li>• Staff are using the ICT continuum that is clearly aligned with the Digital Technology strand.</li> <li>• Staff are equipped to implement all areas of the continuum, evident in observations.</li> <li>• Impact on class learning design on Future Focused concept of sustainability. Curriculum Design in 2020 to be improved through co-ordinator's support.</li> <li>• Future-focussed, innovative professional learning supports staff to implement Vision.</li> </ul>
<b>Initiatives: What we will do</b>	<b>Actions</b>	<b>Outcomes</b>
<b>Strategic Goal: Proud, motivated learners who explore self and take risks</b>		
<ul style="list-style-type: none"> <li>• Increasing number of flexible teaching spaces</li> <li>• Collaboration to ensure the wellbeing of all</li> <li>• Growth of leadership opportunities</li> <li>• Parent support for nurturing child's resiliency</li> <li>• Implementation of meta-cognitive language</li> </ul>	<ul style="list-style-type: none"> <li>• January TOD to develop a shared understanding of the values and capabilities</li> <li>• Inquiry PLD with Kath Murdoch to explore the traits of an inquiring teacher who builds students individual capabilities</li> <li>• SLT to lead team discussions on evolving articulating and demonstrating their learner capabilities.</li> <li>• Student voice survey and interviews (Term 4). Form as baseline data for 2020.</li> <li>• Learners' Profile of the capabilities planned by SLT using 2018 start and examples. SLT reference material to support staff to make levelling decisions. Staff to establish levels of success at Year 2, Year 4, Year 6. Confirm by Term 3. Use language during student-led conferences and in end of year report. Learners'</li> </ul>	<ul style="list-style-type: none"> <li>• Staff demonstrate a shared understanding of the values and capabilities.</li> <li>• Aspects of inquiry learning evident in class programmes.</li> <li>• Learners' profile established and reflected in school form of communication and reporting.</li> </ul>



	<p>Profile to include meta-cognitive, learning to learn language - informed by Hermann Model professional learning. Term 4, enquire with students their understanding of the Learners' Profile so far.</p> <ul style="list-style-type: none"> <li>● Hermann Model PLD by Ben Witheford. Staff will explore different thinking styles and how these impact on learners making choices to suit them.</li> <li>● Mural outside pool to depict our local environment - being proud of our location and what our student voice has created.</li> <li>● Board to discuss how the school nurtures staff wellbeing, and what strategies are in place for students.</li> <li>● Staff meeting schedule to acknowledge the wellbeing of staff, and what can be done through emails and syndicate team discussions.</li> <li>● Wellbeing Survey from NZCER to be revised according to CAS language. Analysis to inform planning for 2020.</li> <li>● Staff release day in Term 4 to support assessment and reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● Aspects of Hermann Model evident in class programme.</li> <li>● Mural completed. Students can connect with local identity.</li> <li>● Student Surveys and Interviews completed.</li> <li>● Board have known strategies the school has in place for wellbeing.</li> <li>● Staff meeting schedule streamlined to reflects needs, workload and wellbeing of staff - only necessary/ timely meetings.</li> <li>● Wellbeing survey revised, administered and analysed.</li> <li>● Workload acknowledged and wellbeing supported.</li> </ul>
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## Priority Student Achievement Targets 2019

The following critical baseline information was found when internally evaluating our end of year curriculum level expectations data for 2018 in Reading, Writing and Maths.

### Critical Baseline Information:

1. 13% (37) of students did not meet the curriculum level expected in writing.
2. 73% (27) of the students that did not meet the curriculum level expected in writing were boys.
3. Currently 8 of our 33 Māori students did not meet the curriculum level expected in writing (22% of students not meeting curriculum expectations were Māori students). 7 of these students are boys.
4. 10 of the students that did not meet the curriculum level expected in writing, are in Year 2 for 2019.

### Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners.

#### Targets

1. **All students identified for writing:** For 35/37 students who did not meet the curriculum level expected in writing for 2018, to make accelerated progress in 2019 so that they are *within* the level expected for the end of the year.
2. **Boys identified for writing:** For all boys to report on a positive attitude towards writing.
3. **Māori Students, Writing:** To have all Māori students at the expected curriculum level in writing by December 2019.

Actions	Who	Timeframe	Resources
Parents and teachers collaborate over shared goals for student.	Class Teacher	Formal Parent communication once per term, informal regularly	'Getting to Know Your Child' form; parent interviews
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 three times each term (Thursday meetings).	Released AP SLT	Released AP: regularly each term  SLT: three times each term (Thursday meetings).	Priority Student Learning Stories  Student database
Coaching on Priority Students to be framed with improved questions that sharpen goals and sharpen strategies.	SLT Class Teachers	Coaching twice per term.	Coaching release
Staff to share practice on what is making an impact. Strategies to be banked.	Teachers Released AP	Staff meeting twice per year Strategies regularly	Strategy bank
PCT and new teachers equipped with teaching strategies		July	Sheena Cameron PLD