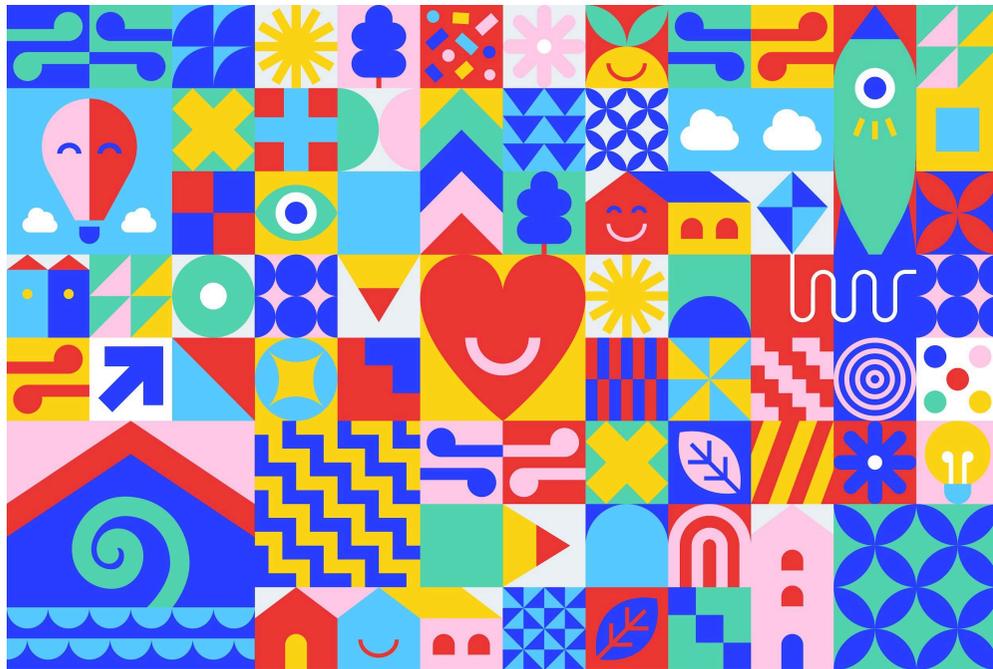




# Cashmere Avenue School

Marae Roa o Khandallah



# Strategic Plan 2024-2026



# Contents:

Overview:

The Statement of National Education and Learning Priorities (NELPs).....	1
Inputs and process for forming our planning.....	3
2024–2025* Strategic Goals with Our Way Of Learning; .....	4
2024–2025 Strategic ‘Plan on a Page’.....	5

## Strategic Goals, Measures and Actions:

<b>Strategic Goal 1: Vibrant School</b> .....	6
<b>Strategic Goal 2: Inspired Learners</b> .....	8
<b>Strategic Goal 3: Connected Community</b> .....	13
<b>Strategic Goal 4: Everyone Belongs</b> .....	17

## Annual Implementation Plan Targets, Actions, Timeframes and Measures of Success:

<b>Strategic Goal 1: Vibrant School</b> .....	20
<b>Strategic Goal 2: Inspired Learners</b> .....	25
<b>Strategic Goal 3: Connected Community</b> .....	33
<b>Strategic Goal 4: Everyone Belongs</b> .....	38

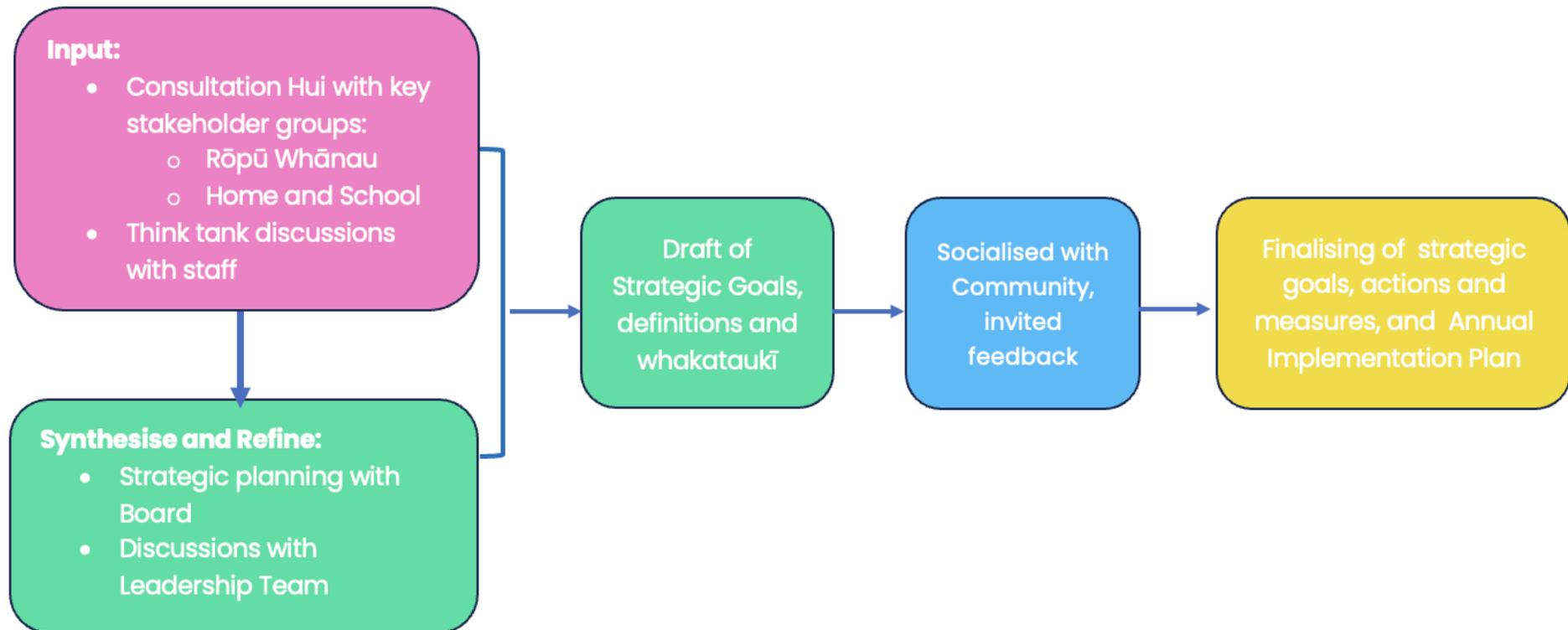
<u>Annual Achievement Targets 2026</u> .....	43
--	----

\*In November 2025, the Government updated the Education and Training Act 2020 (the Act) to make several changes in schools and tertiary education, including delaying the requirement for a new strategic plan in 2026, with – our next Strategic Plans now due in 2027. Annual plans and reports are still required in 2026.

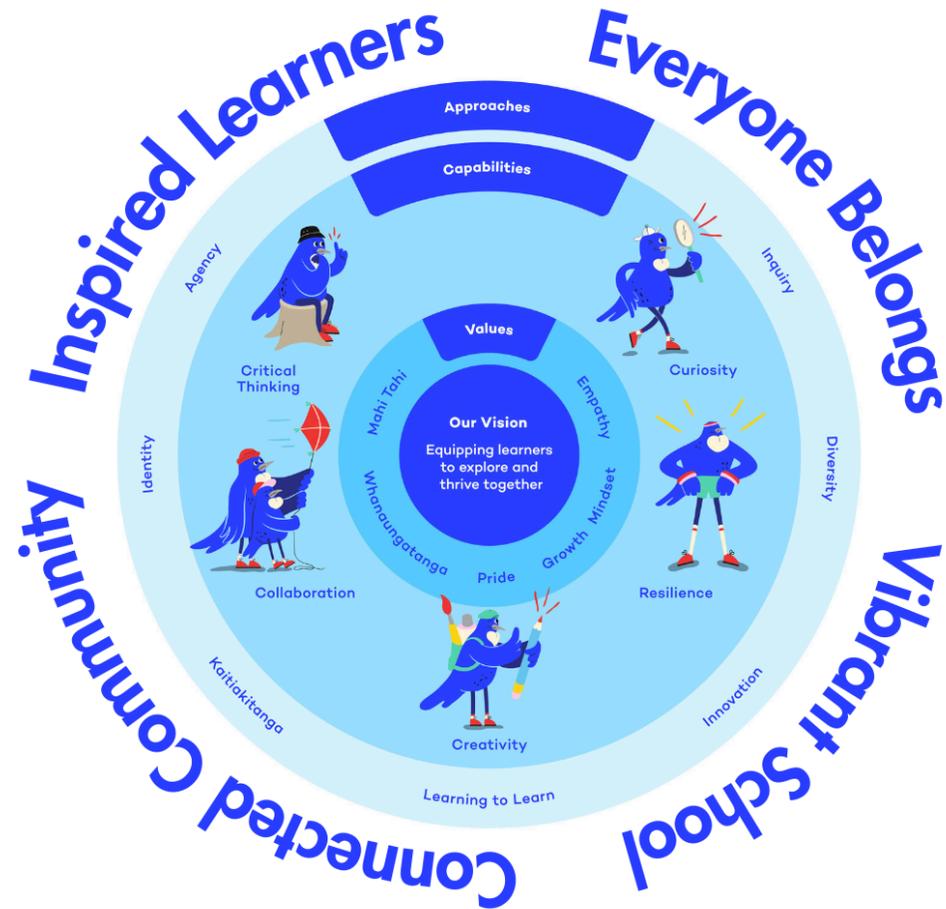
# The Statement of National Education and Learning Priorities



# Inputs and Process for our Strategic Planning 2024–2025



# Strategic Plan 2024-2025



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

## 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?
<p>We all bring our energy and skills to create an engaging learning environment.</p>	<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>	<p>Wellbeing surveys, Year 6 exit interviews and staff survey highlight our pride in the school.</p>

	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 provide learning opportunities about kaitiakitanga and environmental sustainability.	Reduced rubbish in outside spaces.
	Our Student Leaders (Student Council, Green Team) will identify areas for improvement, and will be supported to work towards improving our school learning environments.	Outside environments are cared for and maintained.
School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging.	We will progress our 10YPP/5YA school projects for 2024/2025.  Weathertightness projects will be completed.  We will access an EECA loan for LED lighting to replace halogens and fluorescents.	Ākonga/student, kaimahi/staff and whānau/families express pride in our school through exit interviews and staff surveys.  School spaces are warm, dry, and well lit and ventilated spaces.  <i>-LED installation completed 2024.</i>
	Our school pool will be maintained to be used for Term 1 and Term 4.	School swimming lessons progress in Term 1 and 4.
	Playground markings will be refreshed with fun, interactive options.  Signage around our school will reflect an inclusive, welcoming tone.	Vibrant signage and markings <i>-Completed 2024.</i>

## 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?
<p>Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences across the curriculum</p>	<p>We will continue to incorporate the aspects of Te Mātaiaho that are ready for implementation: Aotearoa New Zealand Histories, English and Maths.</p>	<p>Teacher planning will demonstrate aspects of Te Mātaiaho including the <i>Understand, Know, Do</i> framework.</p>
	<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>Akongā/students across the school have at least one EOTC trip or experience each year.</p>
<p>Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in literacy for our ākongā/students</p>	<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>Literacy Lead Teacher reciprocal/coaching observations highlight best practice.</p> <p>Teacher planning demonstrates best literary practice, and alignment with CAS documentation.</p> <p>Literacy lead alignment of documentation.</p> <p>At least 90% of our students will meet or exceed curriculum expectations in Reading and Writing.</p>

	<p>We will moderate student writing within and across teams</p>	<p>(89% in reading in 2023 and 2024, 88% in writing in 2023 and 85% in 2024)</p> <ul style="list-style-type: none"> <li><i>Note that with new curriculum benchmarks and an expected update on assessment and reporting tools, our measures may not be comparable between 2024 and 2025.</i></li> </ul>
<p>Our kaiako/teaching staff are empowered to provide the best quality teaching and learning experiences in maths for our ākonga/students</p>	<p>We will support kaiako to build their knowledge and develop a progression of maths learning across our kura</p>	<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 (92% in 2024)</p> <ul style="list-style-type: none"> <li><i>Note that with new curriculum benchmarks and an expected update on assessment and reporting tools, our measures may not be comparable between 2024 and 2025.</i></li> </ul>
<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>	<p>We will continue our learning through the Kura Ahurea Education programme:</p> <ol style="list-style-type: none"> <li>two staff members attend regular wānanga and share their learning with our wider staff</li> <li>all classroom teachers will deliver learning experiences for their class based on the pūrākāu</li> </ol>	<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>

	<p>Year 1: four from 2023</p> <p>Year 2-6: review eight pūrākau from 2023 and 2024, and explore new ones in more depth</p> <p>c) Make connections within and across curriculum where possible</p>	
<p>We offer and continue to improve our provision of Te Reo Māori</p>	<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 to develop their confidence and capability in te reo Māori</p> <p>We will follow Te Puna Reo as our Te Reo me ona Tikanga Māori implementation plan (progressions from Levels 1-4)</p>	<p>Evaluation of progress along the poutama and identification of next steps twice annually</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> <p>Student wellbeing survey scores will improve for "I'm encouraged to use te reo at school" (75% in 2024)</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</p>	<p>Annual Summary Chats, Staff Wellbeing Surveys and Exit Interviews will highlight staff professional learning</p>

	<p>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>	
--	--	--

## 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.	We will work in partnership with our Home and School Committee to plan fundraising and community events.  Our Board will continue to discharge its governance responsibilities with care and commitment.	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.

	<p>We consult and share our thinking with our Rōpū Whānau, and actively seek their input in our provision of teaching and learning for our ākonga Māori.</p>	
<p>Our school will be a connected hub of learning in our community.</p>	<p>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.</p>	<p>Active involvement in opportunities within and across our community.</p> <p>Kaimahi/staff, ākonga/students /students and our community report positively about experiences and opportunities.</p>
<p>We build powerful partnerships for learning between our school staff and our parents/whānau/families.</p>	<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>	<p>Parents and staff report satisfaction around communication and working in partnership for our learners.</p>

<p>CAS staff are active participants in Te Kāhui Ako o Tarikākā; making the most of opportunities to learn with each other.</p>	<p>We enable and encourage kaimahi/staff 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>Staff attend appropriate and relevant learning opportunities, build connections across the Kāhui, and contribute to the shared mahi of the learning community.</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"> <li>-strengthen the cultural responsiveness of teachers and leaders</li> <li>-embed iwitanga (identity, language and culture) into our school curriculum</li> <li>-support our whānau/families to confidently engage with us as a school.</li> </ul>	<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?
<p>Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students.</p>	<p>We will build our understanding as a staff about children with diverse needs, and inclusive and responsive practices.</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 their understanding of the different functions of behaviour, and use a range of communication and relational strategies to support children.</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 and 80% in 2024).</p>
<p>We will develop an understanding of Te Whare Mauri Ora and make links to our school curriculum.</p>	<p>Some staff will participate in the Kāhui Ako Hub of Interest (or equivalent structure) 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, CAS values and capabilities, and our restorative practices.</p>	<p>Staff can articulate the aspects of Te Whare Mauri Ora.</p> <p>A CAS Framework infographic incorporating Te Whare Mauri Ora with aspects of our CAS curriculum will be developed in 2024, to be embedded in 2025.</p>

<p>Ākonga learn about different cultures and celebrate and embrace 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.</p>	<p>Improvement on our student wellbeing survey scores for “I feel like my culture is valued at school” (77% in 2023 and 83% in 2024)</p> <p>At least one school wide cultural celebration is held in 2024 with high levels of participation and success <i>Completed in 2024</i></p>
<p>Our staff, ākonga and community continue to build an authentic understanding of Te Tiriti o Waitangi, and develop opportunities to give effect to the articles of Te Tiriti o Waitangi : Kāwanatanga: Honourable Governance Rangatiratanga: Agency Ōritetanga: Equity The Spoken Promise: cultural and religious freedom</p>	<p>Staff will participate in a PLD session on Te Tiriti o Waitangi in 2024, and a marae/pōwhiri experience in 2025.</p> <p>Teams will include opportunities to 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>

# Annual Implementation Plan 2026

## Strategic Goal 1: **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

### **2025 Key Progress:**

- Our Green Team promoted litterfree lunchboxes
- Our Space Inquiry In Term 2, trips to Space Place, and school production theme supported vibrant learning and appreciation of our universe
- We made connections to respecting Papatūānuku through pūrākau and Te Whare Mauri Ora
- We adjusted school wide morning tea practices to ensure all children are playing then eating (so that rubbish is put into bins or taken home)
- We provided extra support for some Korimako learners around treating our neighbours property and school grounds respectfully
- A large-scale refurbishment and weathertightness project was completed involving Rooms 14, 16 and our library, new roofing for Rooms 17 and 18, the removal of Rooms 1 and 2, and landscaping of the empty space
- Painting of the pool was planned and booked, however issues with the supplier and product has delayed this work

### **Annual Target:**

School buildings, outdoor spaces and classroom environments are safe, vibrant, and engaging

### **What do we expect to see by the end of the year?**

1. Ākonga/student, kaimahi/staff and whānau/families will express pride in our school
2. School spaces will be warm, dry, and well lit and ventilated spaces
3. Outside environments will be cared for and maintained
4. Displays and spaces will reflect the vibrant learning we are doing

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
<p>We will continue to focus on outside areas being cared for and maintained, and developing our children’s appreciation and care of our natural environment</p> <p>We will continue to make connections to respecting Papatūānuku through pūrākau and Te Whare Mauri Ora</p> <p>We will continue with the goal of children only playing in safe spaces and in safe ways</p>	<p>Teaching Teams</p> <p>Staff Only Day Friday 30 January: Identify areas where behaviour, access expectations are unclear</p>	<p>Science kits (free in 2026)</p> <p>Staff PLD through Kura Ahurea an staff meetings to unpack the learning</p>	<p>All year</p>	<p>Reduced rubbish in outside spaces</p> <p>Outside environments are cared for and maintained</p> <p>Children can articulate the importance of being a kaitiaki of our natural world</p> <p>Children only playing in safe spaces and in safe ways (banks are out of bounds, behaviour with stones and sticks is improved)</p>

<p>We will continue to support our Student Leaders (Student Council, Green Team) to identify areas for improvement, and to be supported to work towards improving our school learning environments</p> <p>We will encourage children to have litterless lunchboxes, and continue to remind children to take any lunchbox rubbish back home.</p>	<p>AnneMaree as Lead Teacher Student Leadership</p> <p>Student Council</p> <p>Green Team</p> <p>Amelia as CASE Garden lead</p>	<p>Parent support with fundraising to purchase resources</p> <p>Extra funding in the teacher aide timetable for CASE and new sensory garden</p> <p>CRT for AnneMaree as Student Council and Green Team facilitator</p>	<p>Terms 1-4</p>	<p>Reduced rubbish in outside spaces</p> <p>Outside environments are cared for and maintained</p>
<p>Parent community garden group work with Amelia as CASE garden lead to maintain our planted areas</p> <p>Develop our Sensory Garden (behind the hall) and develop our</p>	<p>Home and School/Community Working Bees</p> <p>Amelia as CASE Garden lead</p> <p>Regular gardening group</p>	<p>Working Bee in Term 2 and/or 3</p> <p>MOE support with development of the new sensory garden "He Māra Mauri Tau" behind the school hall.</p>	<p>Terms 1-4</p>	<p>Gardens are well maintained</p> <p>Students show they know how to care for and appreciate our planted areas</p>

children's understanding of appropriate and positive ways to interact with this space.				
We will all bring our energy and skills to create an engaging learning environment	Leadership Team Teachers Kaimahi/Staff	Time in meetings to share ideas, co-construct expectations and support each other  Wall display resources	Terms 1-4	Wellbeing surveys, Year 6 exit interviews and staff survey highlights improvements to classroom and learning environments
Our School Pool will be repainted and maintained to be used for Term 1 and Term 4 2027	Principal in partnership with EasySwim team and painting contractors	Board funds including cyclical maintenance provision.	Terms 1 and 4	School swimming lessons progress in Term 1 and 4



## Strategic Goal 2: **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

### **2025 Key Progress**

- Teachers are developing their knowledge of the Pūrākau, however due to facilitation changes at Kura Ahurea, not all pūrākau were covered in 2025 as planned
- Teachers continue to find opportunities to develop their te reo me ona tikanga Māori expertise, despite challenges with the Te Puna Reo online PLD and teaching/learning portal
- All teaching staff have participated in Maths PLD, and are implementing Maths No Problem into their classroom teaching and learning programmes
- All classroom teachers have now participated in Structured Literacy PLD through Massey University, and are using a structured approach to literacy in their teaching and learning programmes
- We had small decreases in the rates of student achievement at or above curriculum expectations in reading, writing and maths in 2025, despite significant changes to the ‘goalposts’ with two new curriculum documents for English and Mathematics.
  1. 86% were at or above the expected level in reading at the end of 2025, compared to 89% in 2024,
  2. 82% of our students were at or above the expected level in writing at the end of 2025, compared to 85% in 2024, and 88% at or above in 2023
  3. 87% of our students were at or above the expected level in maths at the end of 2025, compared to 92% at or above in 2024. The expectations for mathematics have shifted the most- with most Year 5 expectations in the 2007 mathematics curriculum being the expectation for our Year 4s (or even in some parts, for our Year 3s).
- 97% of our children perceive that their teachers believe they can do well, and 86% reported that they enjoyed learning

### Annual Target:

Our kaiako/teaching staff and kaimahi are empowered to provide the best quality teaching and learning experiences for our ākonga/students

What do we expect to see by the end of the year?

1. All classroom teachers will have an understanding of the twelve Pūrākau and have shared ideas for how to incorporate the learning in their classroom programmes and ākonga will demonstrate familiarity with the pūrākau and the key themes.
2. All classroom teachers and students will be teaching te reo Māori as part of their weekly teaching and learning programmes.
3. All classroom teachers will be using the new (released in 2025) Te Mataiaho Mathematics curriculum, and incorporating aspects of the Maths No Problem programme to support the curriculum.
4. All classroom teachers will be building familiarity with the Te Mataiaho English curriculum, including the alignment with current practices and a structured approach to literacy learning.
5. Ākonga will have experienced a variety of rich, engaging learning experiences

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
We will continue to participate in MOE and publisher PLD for Mathematics	Leadership Team Teaching Teams	MOE Staff Only Days  MOE funded supplementary resources (Maths No Problem)  Maths Lead Teacher (Fixed Term Management Unit from	Term 1 2026, and one more to book later in the year.	Teacher planning and programmes indicate alignment to the 2025 Maths Curriculum

		Staffing Entitlement)  Time in staff and team meetings to build a shared understanding of the curriculum areas		
We will explore how the Sciences of Learning are evident in our maths teaching and learning programmes	Lead teacher: Maths  External PLD facilitator  Leadership Team  Teaching Teams	Curriculum Staff Only Days for Maths with external facilitator  Release time for Lead Teacher Maths to support teacher practice through staff meetings, team meetings, reciprocal observations, targeted coaching  Team meetings include time for Lead Teacher Maths to support with specific teaching and learning	Terms 1-4	Increased teacher awareness of strategies, resources and research around current best practice in maths.
We will find ways to increase ākongā participation and collaboration in maths including worthwhile mathematical tasks (rich tasks) and a CPA approach				
We will use Te Mataiaho: Maths Curriculum and the		DP/Senco will participate in the Maths Intervention		

<p>Maths No Problem resources to plan the scope and sequence for maths learning, and purposeful assessment across CAS using best evidence</p>		<p>Training.</p>		
<p>We will explore and implement strategies that accelerate learning in mathematics</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 Yrs 1-6</p>	<p>Leadership Team with teams</p>		<p>Terms 1-4</p>	<p>Our CAS documentation is updated, and alignment is clear throughout</p>
<p>Teaching staff will continue to develop their knowledge of Te Mataiaho: English</p>	<p>Team Leaders and Teams</p>	<p>Part-time teachers and new staff will be invited to participate in MOE Funded Structured</p>	<p>Term 1- Term 4</p>	<p>Teachers express more confidence and familiarity with the curriculum expectations and a structured approach to</p>

<p>Curriculum and will be supported to develop their expertise and confidence with:</p> <ul style="list-style-type: none"> <li>○ The Code</li> <li>○ Rich vocabulary and comprehension learning opportunities</li> <li>○ Tier 2 in-class interventions</li> <li>○ Rigor and pace of programme delivery</li> <li>○ Meeting the needs of all learners</li> <li>○ Assessment and reporting</li> </ul>		<p>Literacy PLD</p> <p>Release time organised by DP</p>	<p>Terms 1-4</p>	<p>literacy</p> <p>Classroom practice observations highlight that practices are being embedded across the school</p>
<p>We will continue our learning through the Kura Ahurea Education programme:</p> <p>a) two staff members attend regular wānanga and share their learning with our wider staff.</p> <p>All classroom teachers will deliver learning</p>	<p>Wānanga Toa/Tikanga Leads and/or additional teaching staff</p> <p>Team Leaders</p> <p>Teachers and staff</p>	<p>Classroom Release time provided for Toa/additional teachers to plan PLD</p> <p>Staff meeting time</p> <p>Time in leadership meetings and team meetings to discuss and review implementation</p>	<p>Terms 1-4</p>	<p>All classroom teachers have an understanding of the twelve Pūrākau and have shared ideas for how to incorporate the learning in their classroom programmes</p> <p>Teachers are covering the key pūrākau for their year level, ensuring our ākongā experience all pūrākau over their time at CAS</p>

<p>experiences for their class based on the pūrākāu (Year 1: First four Year 2-6 quick revisit or integration of first eight, and deeper implementation of four from 2025).</p>				<p>Ākonga demonstrate familiarity with the pūrākāu and the key themes.</p> <p>Connections will be made to Te Whare Mauri Ora, and to inquiry and other curriculum learning</p>
<p>We will provide opportunities for teachers to develop their confidence and capability in te reo Māori</p>	<p>Leadership Team Tikanga Leads Teachers</p>	<p>Senior leadership will develop the framework, filing structure and templates for te reo Māori lessons that match Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Te Reo Curriculum progressions</p> <p>Time in Team Meetings and Staff Meetings</p> <p>Teachers support each other through sharing resources</p>	<p>Terms 1-4</p>	<p>Teachers will show progress in their te reo confidence, capability and regular usage in classrooms- measured using Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Te Reo Curriculum progressions</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>Teams will continue to discuss best practice, and teachers will observe each other to learn and to share their expertise</p>	<p>Principal Deputy Principal Team Leaders</p>	<p>Board funded Leadership PLD</p> <p>Team Leaders are released from the classroom 0.2 (includes CRT release component); one day per week to enable them to carry out their leadership mahi which includes growing their teachers capabilities</p>	<p>Terms 1-4</p>	<p>Staff Wellbeing Surveys, Professional Growth Cycle reflections and exit interviews will highlight staff professional learning</p>
---	--	--	------------------	--

### Strategic Goal 3: **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

#### **2025 Key Progress:**

- Our Board, Home and School and Rōpū Whānau continue to connect and engage in the life of the school
- We had a strong candidate turn out for our Board elections, and good voter rate
- Our connections and networks across our Kāhui Ako/Cluster and the education sector remain strong

Annual Target: We build powerful partnerships for learning between our school staff, our key stakeholders groups, our parents/whānau/families and our wider community

What do we expect to see by the end of the year?

1. Our community groups will have been engaged in multiple opportunities across the year
2. We will have a stronger sense of our connection and shared commitment to our school
3. We will sustain our engagement in Kāhui Ako work across the year

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
We will work in partnership with our Home and School Committee to plan fundraising and community events	Home and School  Staff Liaison	Attendance at meetings  Sharing communications through multiple channels	Terms 1-4	Our Home and School Committee, Board, and Rōpū whanau express their commitment and sense of purpose, and see themselves as valued members of our school community

Teacher liaison promotes upcoming events and encourages staff and students to get involved in a timely way				
Our Board will continue to discharge its governance responsibilities with care and commitment	Board Chair Portfolio Holders Board	NZSTA PLD  School Docs Policy	Terms 1-4	
We consult and share our thinking with our Rōpū Whānau, and actively seek their input in our provision of teaching and learning for our ākonga Māori.	Rōpū Whānau  Staff Liaison/ Tikanga Lead Teachers  All Staff	Release time provided to Staff liaison	Terms 1-4	
Whānau are invited and encouraged to be part of our Rōpū Whānau that meets regularly to discuss	Rōpū Whānau  Staff Liaison/ Tikanga Lead Teachers  All Staff	Release time provided to Staff liaison	Terms 1-4	Rōpū Whānau will give feedback on how we are supporting our ākonga Māori  Rōpū Whānau will share their ideas for how we celebrate for

learning opportunities and tikanga, and how we are supporting our Māori ākonga/students to achieve success as Māori				Matariki and Te Wiki o te Reo Māori, and other school wide events We will see more of our whānau Māori connecting in with our school wide learning e.g. through Matariki celebrations and Kapa Haka
Communications within our community are purposeful and respectful	Leadership Board All staff, especially office staff and classroom teachers	Re-establish a schedule of sharing Our way of Learning In the newsletter	Terms 1-4	Strong support of our sharing of learning, whanau express that they feel welcome and part of the learning environment and more confident as learning partners.
We will find ways to share learning and information with our community We will ensure our community are informed of the ways to connect	Leadership and Teaching Teams collaborate to share ideas	Time in team meetings to generate ideas, and to plan sharing opportunities	At least one event each term	
We will develop our NE parent information sessions to include literacy, numeracy and	Korimako team	Team leader and CRT release time to organise	Across the year	

social and emotional development		Communication and promotion		
We will build on the success of the 2024 Working Bee with another one or two in 2025, and also look to establish a regular parent and student gardening group (for the school garden areas)	Principal Home and School Green Team liaison where appropriate CASE Garden Staff (Amelia)	Communication and promotion	To be decided	Our community expresses pride in our environment and their contribution to this is valued.
We are active participants in Tarikākā Cluster	Leadership Teachers and kaimahi		Leadership meetings two times a term  Expo Day on King's Birthday Weekend  Informal clusters and hubs (NE, DP, SENCO, etc)	Teachers and kaimahi and leaders contribute to the Tarikākā Cluster, demonstrated through regular attendance and participation in opportunities
We will participate in the Kura Ahurea learning programme to develop our	Tikanga Co-Lead as our TOA that attends the Wānanga, potentially alongside	Release time allocated to Tikanga Leads  Staff Meeting Times	Terms 1-4	A strong sense of our partnership with mana whenua  We will participate in a bus tour

<p>understanding of pūrākau and tikanga through a mana whenua lens</p>	<p>another teacher  All staff invited to staff meetings to learn the pūrākau and tikanga</p>	<p>Follow up time in team meetings to discuss learning</p>		<p>PLD opportunity at the start of the year.</p>
--	--	--	--	--

## Strategic Goal 4: **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 Challenges: Strong, Secure cultural identities and sense of belonging; Hauora and Wellbeing

### **2025 Key Progress:**

- Continued developing of our understanding of neurodiversity and complex behaviours
- Updated our Student Management System to better capture the behaviours and responses to them
- Developed our knowledge and understanding of culturally responsive practices
- Our student wellbeing scores show the large majority of children feel safe, that they belong, and that their culture and identity is celebrated
- Our term 1 inquiry unit focused on "Kō wai Au?"- developing students' knowledge and understanding of their own cultural heritage and the cultural heritage of their classmates.
- We introduced Te Whare Mauri Ora as a school wide framework
- We held a school and community-wide Matariki celebration, held termly mihi whakatau for new community members, and participated in a number of Kapa Haka festivals

Annual Target: Our school looks, sounds and feels like an emotionally and physically safe and inclusive space for kaimahi/staff, whānau/families and ākonga/students.

What do we expect to see by the end of the year?

1. Staff will have continued to develop their understanding about children with diverse needs, and the inclusive and responsive practices to support them including tiered intervention
2. Staff will have opportunities to develop their Collaborative Problem Solving strategies when supporting ākonga with complex learning and behaviour needs
3. Staff are supported by the SENCO to ensure handover of information, and transition to new classrooms, is carried out

thoroughly

4. Students will continue to be equipped to speak up for themselves and others
5. We will have developed the use of Te Whare Mauri Ora framework in our classroom programmes
6. We will continue to review and reflect on our CAS Cultural Diversity framework, with a focus on the teacher practices that support all children to thrive in a culturally safe learning environment
7. Our staff, ākonga/students and community will have continued 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::
  - Kāwanatanga: Honourable Governance
  - Rangatiratanga: Agency
  - Ōritetanga: Equity
  - The Spoken Promise: cultural and religious freedom
8. Staff and ākonga/students will continue to develop their te reo Māori expertise

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Staff will develop their knowledge of neurodiversity and strategies that support students with neurodiversity	SENCO  Team leaders  All Teachers and Support Staff	PLD opportunities including IYT  Staff Meeting times and follow up time in team meetings	Terms 1-4	Staff have an increasing understanding of the neurodiversity of our learners, and feel more confident with strategies that support ākonga to thrive
Staff will develop their understanding of the different tiers of intervention, and the process that we can	SENCO  Team Leaders  All Teachers and	Staff Meeting times and follow up time in team meetings	Terms 1-4	eTap behaviour entries show that teachers are recognising unwanted behaviour, the severity, and selecting

wrap around ākonga with additional needs	Support Staff			appropriate, inclusive and respectful responses
Staff demonstrate an appropriate range of communication and relational strategies at Tiers 1, 2 and 3				Improvement or stability on our student wellbeing survey scores for "Teachers help me identify and work through my feelings" (78% in 2023 and 79% in 2024, 80% in 2025)
Senior students will develop their peer mediation and conflict resolution strategies, and all students will develop their skills to speak up for themselves and others	Lead teacher Student Leadership/ Tuakana-Teina  Teaching teams	Release time (up to two days per term) for teacher lead facilitator to work with Student Leaders to develop their peer mediation skills	Throughout the year  Term 3	Sustained or Improved scores on the student wellbeing survey for: <i>Teachers help me identify and work through my feelings</i> (80% in 2025)  <i>There are people I can go to in the school if I feel unsafe</i> (84.9% in 2024. 90% in 2025)  And improvement on the teacher Wellbeing@School survey results for: <i>Safe school</i> (66% in 2024)

				<i>Students' social strategies (69.4%)</i>
Teachers will explore ways to teach the Te Whare Mauri Ora framework in their class programmes	Team Leaders Classroom Teachers	Time in staff or team meetings to discuss the aspects of Te Whare Mauri Ora and how it connects to other school wide practices	Terms 1-4	Staff can articulate aspects of Te Whare Mauri Ora Students can articulate the aspects of Te Whare Mauri Ora and express strategies they use to support their wellbeing
Teachers will continue to review and reflect on the CAS Cultural Diversity Framework	Team leaders	Staff Meeting and Team meeting time to discuss  Calendar and Communication Hub reminders, and Shared Drive with resources	Term 1-Term 4	Sustained or improved wellbeing survey scores for <i>I feel like my culture is valued at school</i> (77% in 2023 and 83% in 2024, 81% in 2025)
Teachers and students will continue to develop their knowledge and appreciation of our diverse community	Team Leaders and Teaching Teams			
We will develop our knowledge of sites of historical significance (Mana Whenua Bus Tour)	All staff Huia Puketapu	Board Funded PLD cost for facilitator, bus and kai for the day.	January Callback Day	We will feel a connection to our unique place, and increased knowledge of the history of Te Whanganui- a-Tara
Tikanga Leads coordinate a team	Tikanga Leads Matariki Team	Release time provided to leads (up to 2 days	Term 2	Staff will engage with the Matariki celebration, supporting

that facilitates our annual Matariki learning and celebration	Rōpū whānau	per term). Some extra release time might be required.		students and whānau to embrace this kaupapa
---	-------------	---	--	---

# Annual Achievement Targets 2026

With the passing of the Education and Training Amendment Act 2025, student achievement is the paramount objective of the Board. Supporting this, we will take all reasonable steps to ensure students attend school. We will use good quality assessment and aromatawai information to inform our teaching and learning, to report to parents and whānau, and to identify areas of progress and need.

The Board will continue to honour and uphold our obligations under Te Tiriti o Waitangi. For Cashmere Avenue School, our commitment to Te Tiriti o Waitangi is not solely driven by legislative compliance; it is a core value and a strategic pillar of how we govern our school and strive for educational excellence.

We believe this commitment is fundamental to creating an inclusive and successful learning environment that truly reflects Aotearoa New Zealand.

## Vibrant School

We take pride in our fun and energetic school environment - an exciting place to learn

Kia wāna ake kei kōnei

## Inspired Learners

We design opportunities for inspired, courageous learning to happen

‘Whāia te mātauranga hei oranga mō koutou’

## Connected Community

We build strong relationships across our community- we are at our best when we work together

‘He waka eke noa’

## 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’

Learning Area Goal and Target	Key Actions	Measure of Success
<p>For all students to achieve at or above the expected curriculum level in Reading, Writing and Maths</p> <p>Target: 90% or more</p>	<ul style="list-style-type: none"> <li>● Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</li> <li>● Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</li> <li>● Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</li> </ul> <p>See also the planned actions in our Annual Implementation Plan for Inspired Learners.</p>	<p>90% or more students achieving at or above in reading, compared to 86% in 2025, and 89% at the end of 2023 and 2024</p> <p>90% or more students achieving at or above in writing, compared to 82% in 2025, 85% at the end of 2024, and 88% in 2023</p> <p>90% or more students achieving at or above in maths. 87% of our students were at or above in 2025, based on the 2024 Maths curriculum expectations.</p> <p>92% of our students were at or above the expected level in maths at the end of 2024, and 91% in 2023. The 2024 and 2023 results are based on the 2007 Curriculum expectations.</p> <p><i>Note that the benchmarks for Maths in particular have changed again with a new curriculum released at the end of 2025, with outcomes up to two years 'harder' than the 2007 curriculum. Based on this we would expect a dip in achievement results. However</i></p>

		<i>assessment and reporting guidance is being further developed in 2026.</i>
<p>We saw a significant increase in the proportion of students achieving above curriculum level expectations for reading and writing in 2024, compared to 2023.</p> <p>However this dipped in 2025, We think this is mostly due to new curriculum expectations and content</p> <p>Our target is to sustain or increase the proportion of students who are above curriculum level expectations in reading and writing</p>		<p>Sustained proportion of students achieving above compared to the previous two years:</p> <p>23% above in reading at the end of 2025  30% above in reading at the end of 2024  17% above in reading at the end of 2023</p> <p>12% above in writing at the end of 2025  17% above in writing at the end of 2024  11% above in writing at the end of 2023</p>

<p>For all students who were below curriculum level at the end of 2025 to make at least one year's progress in one year</p> <p>Target: 90% or more</p>		<p>For at least 90% of students who were below at the end of 2024 to make at least one year's progress, which could be measured by at least one of the following:</p> <ul style="list-style-type: none"> <li>• Maths PAT scale score improvement by at least 8.3 in Year 4 and 5, and 6.1 in Year 6</li> <li>• Reading PAT scale improvement by at least 7 in Years 4 and 5, and 9.2 in Year 6</li> <li>• Asttle score improvement of at least 2 sublevels</li> <li>• Showing a year's progress against our CAS Assessment Guidelines.</li> </ul>
<p>For all ākonga Māori to achieve at or above the expected curriculum level in Reading, Writing and Maths</p> <p>Target: 85% or more (15 students)</p>	<ul style="list-style-type: none"> <li>• Work with whānau to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</li> <li>• Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</li> </ul>	<p>85% or more (15 students) achieving at or above in reading, writing and maths.</p> <p>Compared to::</p> <p>Writing: 80% of ākonga Māori at or above in 2025, 82% of ākonga Māori were at or above in 2024, and 78% of our ākonga Māori were at and above in 2023.</p> <p>Reading: 80% of ākonga Māori at or above in 2025, 77% of our ākonga Māori</p>

	<p>(From NELPs, 2020)</p> <p>See also the planned actions in our Annual Implementation Plan for Inspired Learners, Connected Community and Everyone Belongs</p>	<p>were at and above in reading in 2024, and 78% in 2023.</p> <p>Maths: 80% of ākonga Māori at or above in 2025, 73% of ākonga Māori were at and above in 2024, and 78% in 2023. Note that there is the same number of ākonga Māori students (n=6) achieving below as in 2023</p>
<p>To sustain our attendance rates which are currently well above the national trends, and just at the 2030 target of 80% of students attending 90% of the time.</p>	<p>Continue to provide rich and engaging learning opportunities and promote the value of attending school regularly</p> <p>Continue to work alongside parents and whānau, building positive and mutually respectful partnerships so that any concerns around attendance can be addressed with care and integrity</p> <p>Refer to our Attendance Management Plan for more information</p>	<p>Continue our current upward attendance trajectory</p> <p>81% of students were attending 90% or more in Term 4 2025, 79% of students were attending 90% or more in Term 4 2024, compared to 70% in Term 4 2023.</p>

