

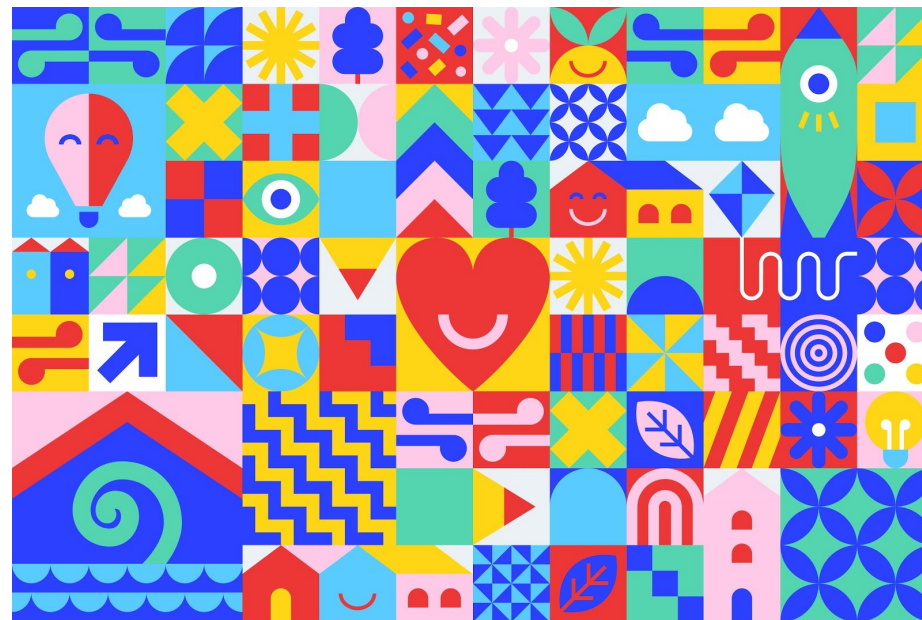


**Cashmere
Avenue School**

Marae Roa o Khandallah



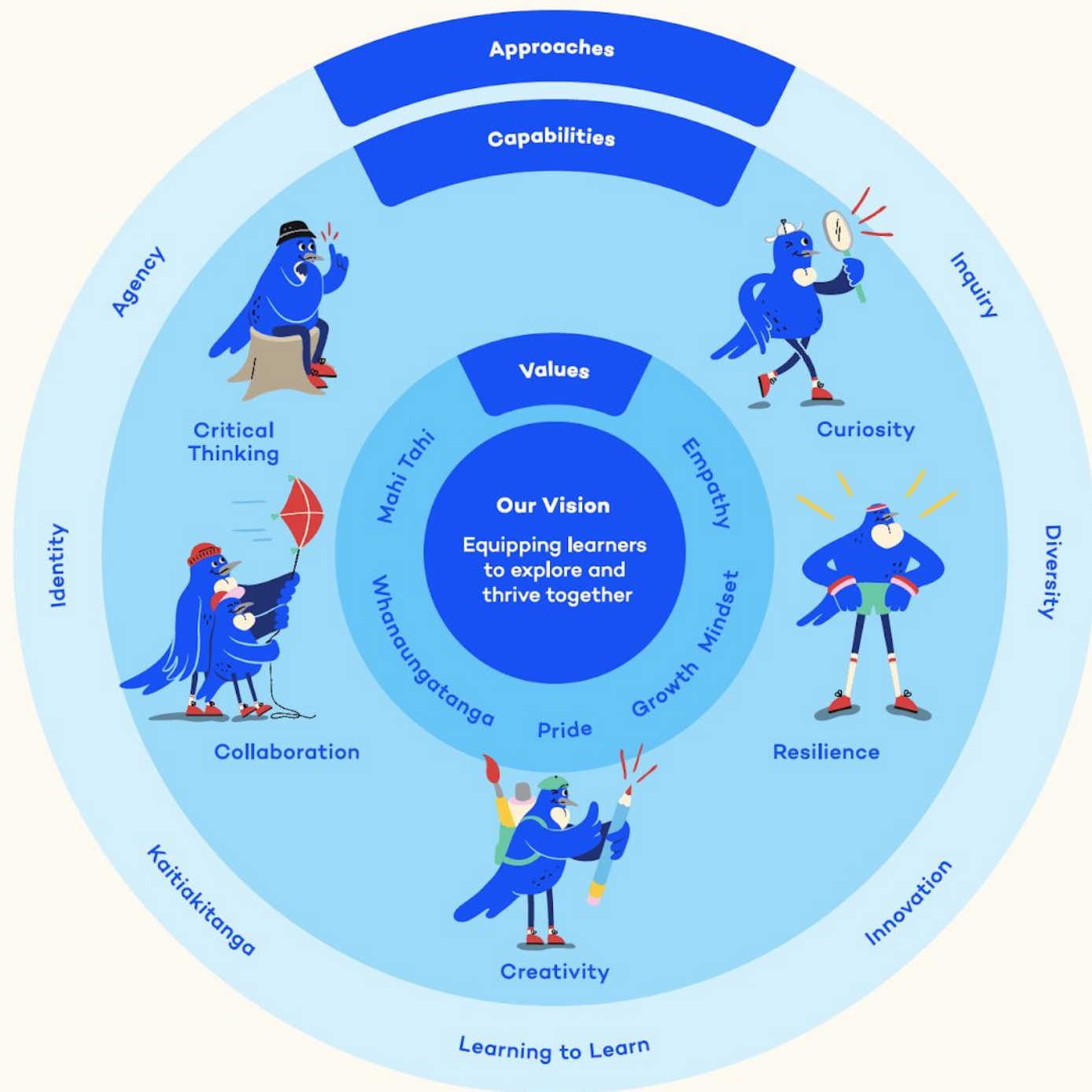
2021 Charter





Cashmere Avenue School

Marae Roa o Khandallah



Our way of learning

Strategic Goals, Measures and Actions 2019 - 2022

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

School Background

We are a contributing, Decile 10 primary school in Khandallah, situated below Mt Kaukau and with Wellington Harbour views before us. We end our year with a roll of 350 students. We have three teaching teams: Juniors Yr 0-2, Middles Yr 3-4, Seniors Yr 5-6 - each supported by an Associate Principal. One Associate Principal is currently released and is our Special Education Needs Coordinator (SENCo).

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

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

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

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

Belonging to the Northern Zone Kāhui Ako

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

Māori Engagement

We have a whole school focus on connecting with our whānau. Through our Whānau Group and using our school's relational qualities enabling informal dialogue, we talk in partnership about what matters in the educational setting, focusing on how we can ensure our Māori students will feel a deep sense of belonging. We talk about progressing achievement by understanding each family setting. Our 'Getting to Know Your Child' forms and parent talks introduce this level of korero.

Whānau and Community Engagement

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

- Open, regular communication with teachers
- Student Led Conferences
- Parent Information Evenings on current learning approaches and building children's resilience

Home and School Committee

- Teacher, school leadership and Board representation at monthly meetings to share news, information and to gain their thoughts on new plans
- School picnic

Consultation and Collaboration

- Home and School communication
- Annual parent feedback planned by Board
- Wellbeing at School Survey - Students and Teachers
- Teacher surveys to inform co-ordinators and SLT on decision making
- Teacher Think Tanks
- Goal setting meetings with parents
- Student agency surveys
- Student Council
- Whānau Rōpu

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. With the Senior Leadership Team's support, a teacher has the responsibility of planning the school's integration of Tikanga practice.

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

Inclusive processes and practices are in place to support all students with special learning needs or physical disabilities and transition them – on enrolment, when moving to a new teacher, and when transitioning to other schools.

The students and classroom teachers are well supported by a support team including a SENCo (our released AP), a SENCo support and experienced teacher aides. 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 of students. The teachers embrace working in a collaborative partnership with the students' parents and external support specialists to develop appropriate learning goals, resources and adaptations to their learning programmes to ensure all students thrive. 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.

We are committed to see each child having access to the environment he / she needs in order to learn at a high standard. Our environment has a developing number of flexible learning environments that cater for the individual styles of our learners. Our school is equipped with modern bathroom amenities that support children's physical needs.

ANNUAL IMPLEMENTATION PLAN: 2021

Initiatives: What we will do	Specific Actions for 2021	Outcomes: How will we know if we have been successful.
<p>Strategic goal: Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration</p> <p>Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging; Equitable outcomes for all</p>		
<ul style="list-style-type: none"> • School wide, school to home and Kāhui Ako collaborations • Culture of coaching • Identity, diversity, culture celebrations - from individual to school-wide • Investment in people • Staff, whānau, student consultations • Cohesive school vision for all stakeholders 	<ul style="list-style-type: none"> • Associate Principals coached by leadership consultant Mark Sweeney, twice per term. APs explore feedback in November from their syndicate teams and fellow SLT members to create their leadership goals for 2022 • SLT explore how to maximise collaboration time on strategic leadership • Tuakana Teina Co-ordinator role formed with indicators. • Tuakana Teina Co-ordinator explores opportunities for the promotion and development of wellbeing, leadership and service programmes • Student Council to plan next school mural that symbolises our people / our school • Kāhui Ako events: <ul style="list-style-type: none"> - Term 1, Teacher led workshops for teachers across schools to opt into. Workshops relate to the Achievement Challenges of the KA. - Teachers engage with the processes and Achievement Challenges of the Kāhui Ako. 	<ul style="list-style-type: none"> • APs are supported and equipped to grow the people they directly lead • APs can report accurately on the growth of their teachers • APs are equipped to progress the school's Strategic Goals and Achievement Targets. • AP wellbeing is energised • School strategic decisions are timely. There has been enough time to consult and collaborate before strategic decision. • Student Council have voice in the school's decisions • Middle and Junior students regard Seniors as other resources of support • Students can connect with local identity. • Teachers connect across the KA, and are enabled to freely learn from each other. • Teachers understand the purpose of professional inquiries • Teachers feel supported to take risks and explore strategies / approaches • Student outcomes in the areas of the KA Achievement Challenges supported • Teachers engage in dialogue that

- Whānau education on Education 3.0 from Mark Osborne, Term 3
 - Hermann Model PLD for new teams and new teachers / 30 hour per week support staff employees
 - Coaching for Co-Teaching partnerships with Mark Osborne x4 sessions per team per year
 - Co-teaching approach PLD planned for Senior team in 2022 to support modernisation in next 5YA (2022).
 - Cultural Celebrations Co-ordinator to plan at least two school wide cultural events
 - The diverse whakapapa of our CAS people is planned to be explored and celebrated.
- Communicating our vision
- Upload to website: starting school info; approaches learning stories; videos of our learning capabilities in action (CASE group, how children use critical thinking and metacognition in learning programmes, co-teaching environments)
 - Use of school Facebook page to upload how our environment and our learning looks when the capabilities are in action
 - Children's workshops to parents Term 3

supports the mahi of their colleagues

- Whānau are informed on why the school's vision is future focused, and our approaches support students for their future. Whānau support the school's development.
- Team relationships grow amongst staff and empathy for others' needs in the workplace is developed.
- Relationship between co-teachers is equitable, leading to strong student outcomes in core subjects and the learner capabilities.
- Teachers are equipped to provide learning in flexible environments
- Teachers collaborate in decision making for modernisation
- Students exhibit whanaungatanga by reporting an understanding of how cultures are celebrated
- A variety of cultural events are celebrated throughout the year, reflected in the Wellbeing Survey with students feeling their culture has been acknowledged.
- CAS people report in the Wellbeing Survey a sense of belonging and that their culture is identified.
- Digital face of CAS clearly communicates our vision and how this presents in classroom programmes
- Whānau informed on what to expect their child's school life to look like
- Whānau support school with initiatives and fundraisers that grow

- Te Reo and Tikanga teacher employed for 0.2 FTTE. Teachers to have support from Te Reo teacher and Tikanga Co-ordinator on what their goal for Māori language and / or tikanga is. Use of classroom lessons from Te Reo teacher to support this.
- Hermann Model PLD to support relationships amongst staff and to build empathy. Staff to explore how this knowledge could be used with their students. Part-time staff assessed and any new teachers.
- [Kathryn Burkett](#) invited to speak to parents on raising resilience.

Behaviour Management

- Further integrate use of our new behaviour management plan
- Restorative Practice PLD - building teacher's confidence to have restorative chats
- Coaching culture supports colleagues to inquire
- Communicating our theory and approach with the community

these learning opportunities

- More Te Reo spoken by staff and students. Inclusion of Te Ao Māori in classes consistent.
- All teachers progress in the NZ Teaching Standard for Te Reo
- Staff develop understanding of 'Learning to Learn' approach i.e empathy for themselves and others, utilise new learning in classrooms with students.
- Leadership organisation and decisions reflect awareness of the staff's thinking preferences
- Staff report on students' increased independence and growth mindset
- Parents are further equipped to set goals with teachers at goal setting interviews
- Less playground incidents for APs/ Principal to work through
- Teachers can identify behaviour incidents of differing severity
- Students equipped to address conflicts and deciding solutions
- Increased score from Teachers' Wellbeing at School Survey

Initiatives: What we will do	Specific Actions for 2021	Outcomes: How will we know if we have been successful.
<p>Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners.</p> <p>Kāhui Ako Achievement Challenge: Confident, capable empowered learners</p>		
<ul style="list-style-type: none"> • Develop our thinking, processes and systems to be focused on <i>learning</i> centred • Evidence based learning initiatives • Equitable access to eLearning devices • Student-led learning pathways • High-quality, needs based professional learning • Curriculum design in response to future-focused concepts 	<p>Leadership</p> <ul style="list-style-type: none"> • SLT Team to visit a school exceptional in leading change • SLT Team offered leadership PLD • Kāhui Ako PLD on leadership for DPs/APs • SLT Team to engage in a shared leadership reading <ul style="list-style-type: none"> • External review of school. <ul style="list-style-type: none"> • Learner Profile: increased communication about it and with it. Integrated use of it with staff and students through all learning designs. Within School Teacher supporting. <ul style="list-style-type: none"> • Think Tank Learning Process: Explore various Models for Inquiry and Design Thinking to equip staff to identify elements that are essential to the learning process to form the CAS Learning Process. Within School Teacher supporting. <ul style="list-style-type: none"> • Creating a cohesive progression of CAS Approaches: Explore the CAS approaches across the school to be able to map out a progression for CAS learners. Be able to link the Capabilities from the Learner Profile within this. Within School Teachers leading. 	<ul style="list-style-type: none"> • Face of Leadership and SLT Norms upheld with strength. • Each AP able to state what is needed for each team member to make shifts in their learning • Each AP able to provide evidence of creating supported teachers who are risk takers and explorers of our approaches • APs utilise leadership tools and mindsets to interdependently lead the strategic plan <ul style="list-style-type: none"> • Board and leadership team has timely advice on steps to progress forward and is evaluated against steps from 2017's ERO review. <ul style="list-style-type: none"> • The learner capabilities are widely focused on. People can make links between our learning and teaching approaches and the capabilities. People understand our aspiration for our learning skills. <ul style="list-style-type: none"> • Model of learning process developed and communicated with a graphic • Students articulate in the process <ul style="list-style-type: none"> • Greater cohesion observed across the school that is aligned to our approaches.

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| | <ul style="list-style-type: none"> • Design Technology Curriculum is woven into classroom practice:
DT Team to collect evidence on how CAS is demonstrating the DT Curriculum, identifying and supporting PLD needs and suggesting further resourcing. • CAS Symposium of learning:
CAS Community are invited to an event where children exhibit the learning process in action and the cohesion of our approaches and development of our Capabilities and Learner Process. Within School Teacher leading. • Writing Consultant engaged to support the school on the practice of written language:
Explore the components of effective teaching to accelerate learning, especially for boys/ Māori learners.
Leadership to ensure the delivery of this in classrooms aligns with our vision and approaches. • CAS Curriculum Review:
Think tank to review and align the Cashmere Curriculum to our approaches and learning process to ensure it upholds our CAS Vision. Within School Teacher supporting. • Within School Teacher and syndicate teams offered travel to local schools that are recommended for practice in innovation for students. • A system for tracking our end of year achievement cohorts to be more seamless. | <ul style="list-style-type: none"> • Staff are using the ICT continuum that is clearly aligned with the Digital Technology strand. • Staff are equipped to implement all areas of the continuum, evident in observations. • Our community have a clear understanding of how learning progresses for learners throughout their time at CAS • Increased student outcomes for writing • Consistency in practice of written language as seen in walk throughs, books / online writing samples • The CAS Curriculum equips people to understand the CAS Vision and Approaches to the enact the CAS learning process • Teachers equipped with knowledge of what our approaches look like in practice. • Teachers equipped with models of practice that inform their TAI. • Priority Students have access to initiatives that aim to accelerate their achievement. |
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Initiatives: What we will do	Specific Actions for 2021	Outcomes: How will we know if we have been successful.
<p>Strategic Goal: Proud, motivated learners who explore self and take risks</p> <p>Kāhui Ako Achievement Challenge: Hau ora and wellbeing; Equitable outcomes for all</p>		
<ul style="list-style-type: none"> Increasing number of flexible teaching spaces Collaboration to ensure the wellbeing of all Growth of leadership opportunities Parent support for nurturing child's resiliency Implementation of meta-cognitive language 	<ul style="list-style-type: none"> Reflection session for staff on wellbeing and motivation: Mark Sweeney to refresh Glasser's Choice Theory, managing prioritisation and balance of life's tasks. Kathryn Burkett parent evening - developing the resilient child 5YA amendment: modernisation of Rms 7, 8, 9 window / door joinery, north side, including an outdoor learning environment. 5YA modernisation plans for 2022 discussed as a Board and SLT Plans for building remediation work with MoE Board to discuss how the school nurtures staff wellbeing, and what strategies are in place for students. How are we providing the strategies that support wellbeing / motivation: <ul style="list-style-type: none"> - Having a purpose to be apart of something big - Goal setting - Autonomy - Flexibility - Leadership's control of workload Staff Teacher Only Day in Term 4 to support assessment and reporting procedures. Creatives in Schools programme for Junior Team. An expressive dance programme. 	<ul style="list-style-type: none"> Staff report on the validity of this learning; staff have choices about how to look after their wellbeing. Leaders can direct staff to those choices and prioritisation tools across the year. Students show an increased willingness to explore different opportunities and to independently resolve issues Students learn in an environment that is flexible to their needs and styles of learning Teachers work in an environment that stretches their skill and energises them Students and staff are in safe environments Data informs teachers and SLT on the autonomy owned by students (to support their wellbeing) Wellbeing is promoted and planned for Staff report on high levels of motivation Teachers report that the board and SLT strategise to reduce their workload Students increase their confidence to express themselves freely through dance. Students increase their confidence in



- their presence.
The Arts Achievement Objectives are deeply explored.

Priority Student Achievement Targets 2021

The following critical baseline information was found when internally evaluating our end of year curriculum level expectations data for 2020 in Reading, Writing and Maths:

- Reading: 92% were at and above the expected level (93% were at/above in 2019)
- Writing: 89% were at and above the expected level (85% were at/above in 2019)
- Maths: 93% were at and above the expected level (92% were at/above in 2019)

This self-review has concluded that Writing will be our achievement and acceleration focus for 2021.

Critical Baseline 2020 Information For Current Students As At January 2021

1. 11% (30) of students did not meet the curriculum level expected in writing.
2. 20% of Year 2 students in 2020 were below in writing.
3. 19% (26/138) boys were below in 2020 for writing. Out of the students below in writing for 2020 86% are boys.

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

Targets

1. **All students identified for writing:** For 28/30* students who did not meet the curriculum level expected in writing for 2020, to make accelerated progress in 2021.
2. **Boys, Writing:** To have all boys at the expected curriculum level in writing by December 2021.
3. **Māori Students, Writing:** To have all Māori students at the expected curriculum level in writing by December 2021.

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
Engage with a writing consultant to build a shared understanding on an effective literacy programme, focusing on the practice needed particularly for boys. Teachers offer their feedback on whether there is support they need in an area of the programme. Teams to have PLD support from the writing consultant. SLT to use data from students and feedback from teachers to build a plan	SLT Writing Consultant Teachers with expertise	Term 1, Week 6 - gather data from student samples Term 1, Week 7 - gather data from teacher's survey Term 2, engage consultant	MoE PLD support PLD budget

of support for the teaching of writing.			
Coaching on Priority Students to utilise questions that require teachers to link evidence to data. Coaching to move towards support with direction when needed.	SLT Class Teachers	Coaching twice per term.	Coaching release
Share evidence that shows which strategies are making an impact. Use of strategies bank - when designing programme of support and to add to it for colleagues.	Teachers Released AP TAs	Staff meeting twice per year Strategies regularly shared at team meetings	Strategy bank Kāhui Ako Shared practice from outside the KA
Focus on feedback to students in writing as a school. Use of the Literacy Learning Progressions to support teachers' subject knowledge in feedback.	SLT lead Teachers TAs	All year	Writing Consultant Further professional learning opportunities
Contexts for learning are authentic and designed in response to the interests of students.	Class Teachers Within School Teachers	All year	Writing Consultant Further professional learning opportunities Kāhui Ako Shared practice from outside the KA
Explore other approaches to literacy, for programmes that are structured in their progression of skill and knowledge acquisition.	SLT, Teacher Think Tank, TAs	Term 2	Kāhui Ako Shared practice from outside the KA

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