

School Charter 2017

Motto:

'Leading Learning'

Mission Statement:

Developing both the intellect and character of our students

Vision:

Crafting good citizens through our vibrant opportunities in order to inspire personal and collective excellence.

Values:

Citizenship, Opportunity, Vibrancy and Excellence ('COVE').



Description of our School Community:

Cashmere High School is the second largest Christchurch state co-educational secondary schools, with a student roll of approximately 1860. Due to increasing demand for places from out of zone the school has an approved enrolment policy to help manage this roll, with a large 'school zone'. This zone includes the community neighbours around the school – from Westmorland on the West to Opawa on the East, and Sydenham and Addington in the North and Cashmere Hills and Governors Bay in the South. As a result of high in-zone demand there are only very limited places offered to out-of-zone students each year. While the school has a decile rating of 9 (as of 2015), the large and wide ranging nature of the school community means a diverse student population.

Located in the Southern corner of Christchurch city, the school has been held in high esteem by the local community since opening back in 1956. The school's ethnicity is similar to Christchurch City's, with about 80% European, 9% Māori, 3% Pasifika and 5% Asian. In addition, there are approximately 40 international fee paying students who provide important financial support as well as adding a more global character to our school.

Cashmere High offers a comprehensive range of academic subjects, a strong and well established Gifted and Talented Programme (GATE) and Learning Support Programme. Since its foundation the school has held a strong local and even national reputation in the performing Arts, with highly regarded productions, national winning Stage Challenge entries, successful theatresports, debating and drama teams and a wide range of musical performances. Cashmere also provides a diverse range of sporting opportunities, with teams and individuals consistently performing at the highest levels regionally and nationally. A special feature of our school is the Conductive Education Unit, which provides specialist learning for students with very high special needs.

There is an appreciation of cultural diversity, especially recognising the unique position of Māori. We consult with the whanau, offer Te Reo across all year levels and incorporate tikanga Māori into our programmes. All reasonable steps are taken to provide instruction in tikanga Māori and Te Reo Māori for full time students whose parents request it.

Strategic Goals for 2017-2019:

1. High academic achievement for all students.
2. Māori students are able to fulfil their personal and educational aspirations.
3. E-learning is developed to help student engagement, achievement and preparation for life beyond school.
4. The school environment is restored and equipped for modern learning.



Our school's strategic plan is reviewed annually by the school community and Board of Trustees, and is fully reviewed with our wider community every three years.

Strategic Plan 2017-2019:

Strategic Goal	Purpose <i>(why is this a goal?)</i>	Outcomes <i>(what would this look like?)</i>	Timeframes <i>(when are to be achieved?)</i>
1. High academic achievement for all students. [NAG 1, 2b, 3b and 4a]	All students are encouraged to identify, seek out and achieve their personal excellence in learning.	<ul style="list-style-type: none"> • All students' academic achievement is clearly assessed and reported against NZC and re-aligned NCEA. • There are effective intervention strategies to assist identified students "at risk" of not achieving their potential (e.g. our "NAG1" group). • Teachers are using assessment data to reflect on and inform their teaching practice – subject strategies are outlined in annual reports to the Board of Trustees. • At least 80% of Year 10 students are achieving in reading, writing and numeracy at level 5 of NZC – as assessed through e-asTTle. • 70% of our Year 9 students originally placed in Learning Support classes and still at our school by the end of Year 11 have achieved Level 1 NCEA literacy and numeracy. • At least 90% of our Year 12 students will gain their Level 2 NCEA including our Maori and Pasifika students. 	<ul style="list-style-type: none"> • Annually • Annually • Annually • 2017 • 2017 • 2017

		<ul style="list-style-type: none"> • That the difference in NCEA achievement between our male and female students at each year level is within at least 5% of each other. • Alternative educational and vocational pathways are available to assist student engagement and achievement, e.g. Gateway, STAR funded courses, CTC Trades Academy and other secondary-tertiary programmes. • Professional Development opportunities for teachers are focused on student engagement, learning and achievement (e.g. Observations of other staff, PD mornings). • Teachers use "Teaching as Inquiry" model (NZ Curriculum) to help reflect on assessment data and student feedback to inform teaching practice in order to improve student achievement. • At NCEA Level 1, 2 and 3 our students continues to obtain a higher proportion of NCEA Merit/Excellence Endorsements and number of <i>NZ Scholarship Awards</i> than our national averages. • The school continues to seek opportunities to actively promote and celebrate academic achievement (e.g. assemblies, newsletters, Te tū o Kakukura, Pasifika Fiafia). • School leavers have clear ideas and access to their future career/study options – from within subjects by teachers and supported by Careers staff. 	<ul style="list-style-type: none"> • 2017 • Annually • Annually • Annually • Annually • Annually • Annually
<p>2. Māori students are able to fulfil their personal and educational aspirations. [NAG 1, 2, 4 and 5]</p>	<p>Māori students are able to achieve educational success as Māori learners.</p>	<ul style="list-style-type: none"> • Annual hui confirm what educational achievement for Māori, as Māori learners, looks like within our school community. • Attendance data for Māori students is comparable to that of non- Māori students (e.g. truancy levels less than 3%). • Te reo and tikanga are continued to be integrated into the school (e.g. in classrooms and around school environment). • Staff have access to professional learning opportunities to increase their knowledge and application of taha Māori within their teaching practice. 	<ul style="list-style-type: none"> • Annually • 2017 • Annually • Annually

		<ul style="list-style-type: none"> • Kapa haka continues to be supported and grow in its place and role within the school – including participation for elite performers as well as beginners. • At least 95% of our Māori school leavers have attained Level 2 NCEA or higher. • Maintain active participation of staff and student in school's co-curricular activities. • Student achievement is actively acknowledged and celebrated (e.g. Achievers' Evening and Pasifika Fiafia) – including specific celebrations of Māori achievement (Te tū o kahukura). 	<ul style="list-style-type: none"> • 2017 onwards • Annually • Annually • Annually
<p>3. E-learning is developed to help student engagement, achievement and preparation for life beyond school. [NAG 1, 2, 3 and 4]</p>	<p>To ensure students are equipped and confident with the skills of modern technology; and that effective e-learning pedagogy helps to engage students in learning and enhance achievement – <i>"anytime and anywhere"</i>.</p>	<ul style="list-style-type: none"> • Biennial staff and student questionnaire seeks to ensure that the schools computer network and infrastructure is well supported/maintained and meeting needs. • All subjects have established effective teaching and learning programmes which can be accessed from the school's (LMS), Moodle. • The wireless network provides reliable/consistent student access for us of BYODs in classrooms and around the school. • Provision (e.g. rentals, loans, WINZ) is made for students who are unable to provide their own BYOD within school – co-ordinated through Heads of School. • The school uses Kamar effectively as our SMS. • The school's online portal system provides parents with access to educational information e.g. attendance, reports, NCEA results. • Our students are informed and aware about being responsible "digital citizens" – with targeted Year 9 programme: specific course run through our library, online "How to" booklet and guidance within subjects. • Teachers have access to relevant technology tools and professional learning to support their delivery of e-learning (e.g. supported by observations, Lead Teachers within facilities and Late Start Professional Development). 	<ul style="list-style-type: none"> • 2017 and then 2019 • Annually • Annually • Annually • Annually • Annually • Annually

		<ul style="list-style-type: none"> • The school continues to provide high spec computers for students in specialised subjects (e.g. Design, Media, Music), through a mix of leasing and purchasing options. • The anticipated needs and budget demands of ICT are identified with NewEra and included in an annual ICT development plan. 	<ul style="list-style-type: none"> • Annually • Annually
<p>4. The school environment is restored and equipped for modern learning. [NAG 2, 3, 4 and 5]</p>	<p>That our school environment is not simply repaired after the earthquake damage, but this is an opportunity to improve the learning environment and ensure it caters for modern and future needs.</p>	<ul style="list-style-type: none"> • That our school continues to engage in the Kahukura Cluster, and use this cluster's Cashmere Community Cluster Plan (LCCP) to help identify opportunities in which we can continue to collaborate with contributing schools and educational providers. • The school engages with regional initiatives to promote the sharing of best teaching practice e.g. regional associations and local Ministry of Education's 'Grow Waitaha' project. • That the school continues to work with the Ministry of Education as part of our Christchurch School Rebuild (CSR) programme, to ensure earthquake repair work is completed to enhance the school for modern learning and safety. • The school maintains a building and landscape plan progressively fosters an inclusive and supportive environment, incorporates environmental sustainability (e.g. reducing energy consumption through our ecoDriver programme), and addresses shortage of specialist learning areas (e.g. science laboratories, changing facilities). • Learning spaces and wider school facilities are maintained in good order and repaired or upgraded to inspire and encourage student learning and achievement. • The school's student roll is managed each year to minimise pressure on staffing and resourcing. • The school is a litter free environment. 	<ul style="list-style-type: none"> • 2017-18 • 2017 • 2017-20 • 2017-20 • Annually • Annually • Annually

Annual Targets for 2017:

1. At least 90% of our Year 12 students will gain their Level 2 NCEA – including our Māori and Pasifika students.
2. That the difference in NCEA achievement between our male and female students at each year level is within at least 5% of each other.
3. That 80% of our 2017 Year 10 students are “at or above” the level 5 NZ Curriculum in reading, writing and numeracy.
4. 70% of our Year 9 students originally placed in Learning Support classes and still at our school by the end of Year 11 have achieved Level 1 NCEA literacy and numeracy.

Operational Plan and Annual Targets for 2017:

Our school’s operational plan (i.e. actions) outlines out *how* the annual targets for the year will be achieved.

Annual Targets	Operational actions in support of our annual targets <i>(specific supports above usual school operations)</i>	Key responsibilities and supports
1. At least 90% of our Year 12 students will gain their Level 2 NCEA - including our Māori and Pasifika students.	<ul style="list-style-type: none"> • Within specific subjects analysis of student achievement data is reflected on to inform teaching programmes and develop strategies – including focus on priority learners. • NAG1 Group – share identified “at risk” students and intervention strategies, and track resulting academic progress through regular meetings. • The mentoring programme provided by non-form teachers in support of identified “at risk” students is consolidated with consultation between mentors, careers, pastoral heads and guidance. • Heads of School actively identify students “at risk” of not gaining their NCEA qualification and refer to NAG1 group and vocational pathways. • Alternative educational pathways are focused on assisting students keep engaged in school, and achieving NCEA credits. This includes Gateway, STAR funded courses, CTC Trades Academy and other secondary-tertiary programmes. 	<ul style="list-style-type: none"> • Led by Heads of Faculty through to subject teachers. • NAG1 chaired by Deputy Principal Paul (MZP) and teachers with specific responsibilities (e.g. Academic Mentor Rebecca SWR). • DP Paul (MZP) and Rebecca (SWR) • Heads of School: Margaux HVM (Y11) Hayden BZH (Y12), Ken TOK (Y13). • Deputy Principal Paul (MZP) for STAR, Brett (CXB) for Gateway, Judy (NVJ) for Careers.

	<ul style="list-style-type: none"> • Māori students are monitored and “at risk” students are identified and relevant supports provided through our ‘Māori Educational Mentor’ and other key support staff. • School maintains a ‘Pasifika Education Plan’ to support Pasifika students – through promotion of Pasifika culture, small group mentoring, tracking achievement and interventions. • Literacy and Numeracy achievement for NCEA is overseen by ‘NCEA Achievement Lead Teachers, and supported by school’s Learning Support Faculty and focus by subject teachers. 	<ul style="list-style-type: none"> • AP Craig (SQC), Detroit (SRD) “Māori Educational Mentor”, Whaea Miriama (SEM). • Dean of Pasifika Tavita (TDD), support from DP Blair (JNB). • Literacy Achievement Lead Teacher Pam (HEP), numeracy through the Maths Faculty Liam (SIL) and Learning Support HOF Julie (ALJ). Monitoring by DP Paul (MZP) through NAG1 group.
<p>2. That the difference in NCEA achievement between our male and female students at each year level is within at least 5% of each other.</p>	<ul style="list-style-type: none"> • Our school’s data tends to reflect the national data with girls achievement in NCEA higher than for boys. This national trend is confirmed by the 2007 report <i>Boys’ Achievement: A Synthesis of the Data</i>. Our schoolwide gender data is to be analysed in further depth (e.g. attendance, suspensions) and focus groups with boys to help identify any contributing issues or trends, and strategies to help raise achievement. • Faculties are to engage with educational research around boys learning, such as the TKI website: <i>Success for Boys</i>. Heads of Faculty are to ensure that analysis of their NCEA results and any proposed new strategies are included in their annual reports to the Board of Trustees. • At a department level teachers are to review their teaching programmes for a balance of gender contexts and approaches (e.g. subject content, texts, case studies). • At department level teachers are to review their assessment approaches to ensure they reflect methods that support boys and girls learning (e.g. providing structured scaffolding, clear timeframes, and alternatives to progressive portfolios assessments). • The NAG1 group and mentoring programme is to ensure that boys are identified and represented within their “at risk” group of students to be monitored and receive intervention and supports. 	<ul style="list-style-type: none"> • DP Paul (MZP) and Principal Mark (WSM) • Heads of Faculty and their teachers • Heads of Department for each subject/curriculum area • Heads of Department for each subject/curriculum area • DP Paul (MZP) and Rebecca (SWR)

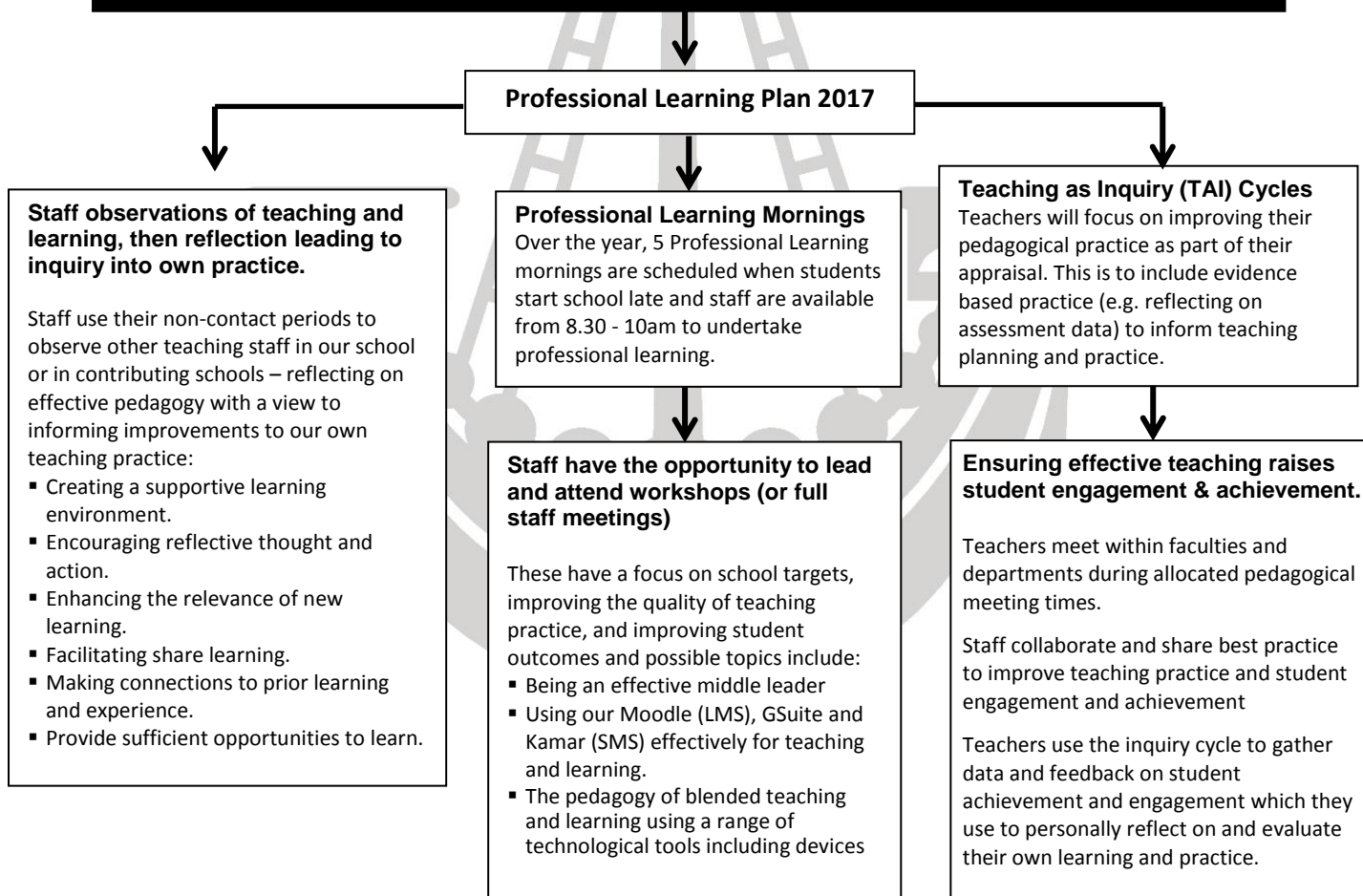
<p>3. That 80% of our 2017 Year 10 students are "at or above" the level 5 NZ Curriculum in reading, writing and numeracy.</p>	<ul style="list-style-type: none"> • Year 9 assessment data including end-of-year e-asTTle testing is provided by English and Maths teachers to inform class specific planning for teaching staff. • Staff professional development will be provided in the English and Mathematics Faculty meeting times to support how the data informs teaching practice, including the sharing of best practice and the following actions: <ul style="list-style-type: none"> • Student assessment data will be used within their teachers' inquiry cycles. • Junior teaching programmes are reviewed with an emphasis on numeracy in Maths and focus on mechanical accuracy and syntactical features in English. • Formative and summative assessments within English and Maths at Year 10 will be used to inform student progress throughout the year. E-asTTle will be used by both Maths and English as a key tool to measure student achievement. • We investigate how e-asTTle databases are maintained within our school. This includes linking to school's SMS (Kamar) such as school reporting and managing student data such as inputting new students. 	<ul style="list-style-type: none"> • Data distributed by Rachel (RLR) for English and Grant (RGG) for Maths. • Co-ordinated by Heads of Faculty for English (MMM) and Maths (DRD). • Co-ordinated by Heads of Faculty for English (MMM) and Maths (DRD). • e-asTTle co-ordinators in Maths (RGG) and English (RLR) • DP Paul (MZP), technician support from New Era IT and Marie (BKM) for reporting.
<p>4. 70% of our Year 9 students originally placed in Learning Support classes and still at our school by the end of Year 11 have achieved Level 1 NCEA literacy and numeracy.</p>	<ul style="list-style-type: none"> • All these targeted students are identified and included in the NAG1 monitoring group (i.e. of "at risk" students). • Assessment opportunities for literacy and numeracy are reviewed across subjects offered at Level 1 NCEA subjects. For example Unit Standards and Achievement Standard opportunities are available. • A database is set up tracking the progress of our Year 9 Learning Support students through their time at Cashmere High School. This up-to-date achievement information is provided to teachers two times a year. • The current Learning Support programmes at Year 9 and 10 are focused on developing the students' literacy and numeracy skills – with the aim of equipping them for Level 1 NCEA in Year 11. This includes the provision of our targeted reading and spelling programmes. Likewise numeracy skills programmes are run for learning support students. This assessment data is to be included in the annual report to the Board of Trustees. 	<ul style="list-style-type: none"> • NAG1 group chairperson Paul (MZP) and HOF for Learning Support Julie (ALJ) • Literacy Achievement Lead Teacher Pam (HEP), Numeracy Achievement Lead Teacher Liam (SIL). • HOF for Learning Support Julie (ALJ) • HOF for Learning Support Julie (ALJ), Learning Support Teacher Pam (HEP) and teachers of supported learning classes.

Professional Development at Cashmere High School focuses on supporting our teachers s leaders of learning to improve the quality of their practice

The focus of our Professional Development is to:

Aims	What we do...
1. Improve student achievement through the use of effective teaching practice. This involves the setting of professional goals, the evaluation of assessment data and student feedback and reflection on these to further inform practice.	<ul style="list-style-type: none"> • Use the Teaching as Inquiry Cycle (TAI) shown in the NZ Curriculum as part of one of our professional goals (focused on student achievement), to gather data, and reflect on it to inform improvements to teaching practice. This process is an integral part of the appraisal cycle. • Attend and engage in Pedagogical Faculty meetings where collaboration is encouraged and best practice is shared. • Attend professional development which supports our professional goals and share/implement relevant ideas • Observe the teaching practice of other staff through lesson observations, and reflect on what I have seen and the implications for my own practice
2. Incorporate relevant e-learning pedagogy (SAMR) effectively into teaching practice in order to improve student engagement and achievement.	<ul style="list-style-type: none"> • Through discussion, inquiry and collaboration we continue to develop our skills and knowledge of e-learning pedagogy and the effective use of technological tools and devices • Observe or be observed by other teachers and have open to learning conversations around effective pedagogy. • Evaluate assessment data and student feedback to reflect on and inform effective use of technological tools in teaching practice

Improving student engagement and achievement through the use of effective teaching practice.



SENIOR LEADERSHIP TEAM (SLT) RESPONSIBILITIES 2017

	Principal (WSM)	Associate Principal (SMC)	Deputy Principal (MZP)	Deputy Principal (JNB)	Assistant Principal (SQC)	Assistant Principal (FRR)
	<i>Strategic Leadership</i>	<i>Staff Professional Learning & Development</i>	<i>Student Achievement and Engagement</i>	<i>Student Participation and Engagement</i>	<i>Student Achievement and Learning</i>	<i>Student Future Focused Learning and Reporting</i>
Core Leadership Roles	<p>Strategic</p> <ul style="list-style-type: none"> Charter/Strategic Annual Plan/targets <p>Staffing</p> <ul style="list-style-type: none"> Appointments PPTA/NZEI liaison <p>Finance and Property</p> <ul style="list-style-type: none"> Annual Budget Income/expend Chch Schools Rebuild programme <p>Public Relations</p> <ul style="list-style-type: none"> Newsletter/website Media/promotion <p>Communities of Learning (CoL):</p> <ul style="list-style-type: none"> Contrib. schools Achievement Chall. 	<p>Staffing</p> <ul style="list-style-type: none"> Salaries and Payroll (Novopay) Annual Attestation Appraisal process Teacher Reg. (EDUCANZ) <p>School Health & Safety</p> <ul style="list-style-type: none"> Guidance and Health <p>Professional and Instructional Learning</p> <ul style="list-style-type: none"> Cashmere Curriculum Raising teaching quality – PLD overview Effective teacher planning. Specialist Class. Tch. E-learning/ICT budget 	<p>Student Achievement “NAG1” group</p> <ul style="list-style-type: none"> Literacy/Numeracy Academic Mentors GATE/Learning Support Boys achievement <p>Careers Pathways</p> <ul style="list-style-type: none"> Subject guidance Links with other institutions (e.g. CTC) STAR and Gateway <p>Student Attendance</p> <ul style="list-style-type: none"> Operation of attendance system (including EN) MoE quarterly returns 	<p>Student Support</p> <ul style="list-style-type: none"> Head of Schools 24-7 (SYC) Mentoring Pasifika students EOTC procedures <p>Student Leadership</p> <ul style="list-style-type: none"> Student Council House System Peer Leaders & Support programmes <p>Provisionally Registered Teachers - Advice/guidance and orientation</p> <p>School Sports – Sports Director and Co-ordinator</p> <p>Staff Duty allocation/system Including contract room</p>	<p>School Curriculum</p> <ul style="list-style-type: none"> Implementation of NZC <i>Studies Guide</i> booklet and subject selection School wide timetabling <p>Qualifications (NCEA)</p> <ul style="list-style-type: none"> Principal’s Nominee School wide analysis Moderation and compliance (e.g. MNA) Snr Exam organisation (for school and NZQA) <p>Maori educational achievement – including support of tikanga and te reo.</p> <p>Performing Arts – Arts Co-ordinator and productions.</p>	<p>Modern teaching practices</p> <ul style="list-style-type: none"> Effective school wide use of moodle (LMS) Maximising Kamar (SMS) Student BYOD programme Staff PLD support Collaborative practices <p>School Reporting</p> <ul style="list-style-type: none"> Communications e.g. timeframes Review of format/style Accurate delivery though Parent Portal <p>Staff support</p> <ul style="list-style-type: none"> PLD for Middle Leaders Staff liaison for CSR property works
School Systems and Management	<p>Management of CHS International Students Dept.</p> <p>Cashmere HS Foundation (Trustee)</p> <p>Alternative Education</p> <ul style="list-style-type: none"> Chairperson of Chch City AE Consortium of schools <p>School Culture</p> <ul style="list-style-type: none"> Assemblies School Values Head Students <p>Competitive House: Blake</p>	<p>Year Level 12 and 13</p> <ul style="list-style-type: none"> Enrolments Support to HoS Senior Prizegiving and Graduation Senior report evenings <p>School Culture</p> <ul style="list-style-type: none"> Uniform regulations Start of year organisation Cashmere Parents Group (PTA) <p>Faculty Support</p> <ul style="list-style-type: none"> Learning Support Languages <p>Competitive House: Ngata</p>	<p>Year Level 10</p> <ul style="list-style-type: none"> Enrolments Support to HoS Prizegiving <p>Staff Daily Relief system</p> <p>School Culture</p> <ul style="list-style-type: none"> Celebrating achievement (e.g. badges/ties, photo displays). <p>Faculty Support</p> <ul style="list-style-type: none"> Technology English <p>Competitive House: Sheppard</p>	<p>Year Level 11</p> <ul style="list-style-type: none"> Enrolments Support to HoS Prizegiving & report evenings Prep for 2018 Y9 intake <p>School Calendar</p> <p>School Jnr Exam organisation</p> <p>School Culture</p> <ul style="list-style-type: none"> Achievers Evening School Open Night <p>Faculty Support</p> <ul style="list-style-type: none"> Social Sciences Sciences <p>Competitive House: Cooper</p>	<p>Year Level 9</p> <ul style="list-style-type: none"> Enrolments Support to HoS Prizegiving & report evenings <p>School Culture</p> <ul style="list-style-type: none"> Support of the Performing Arts Maori/whanau liaison <p>Faculty Support</p> <ul style="list-style-type: none"> Visual & Performing Arts <p>Competitive House: Britten</p>	<p>Staff Weekly News – keeping staff well informed</p> <p>School Culture</p> <ul style="list-style-type: none"> School App management Y9 & Y11 “How to” digital resources School photo organisation <p>Faculty Support</p> <ul style="list-style-type: none"> PE and Health Mathematics <p>Competitive House: Rutherford</p>

Self Review

Where are we currently at?	Where do we need to go?	How do we get there?
<p>Teacher</p> <ul style="list-style-type: none"> Diagnostic data and testing (e.g. entrance testing, class specific planning, topic pre-tests). Collection and evaluation of student assessment data and feedback. Staff appraisal – teaching as inquiry cycle (e.g. PPM). <p>Departments/Faculties:</p> <ul style="list-style-type: none"> Annual analysis of student achievement (e.g. NCEA results). Student surveys of subjects (e.g. student voice on courses). Department/Faculty meetings to raise/discuss issues. <p>School:</p> <ul style="list-style-type: none"> Student Council – provides student voice on issues around school. Various meetings to identify/discuss issues (e.g. HOF, HOS, Pastoral). School wide Professional Development (e.g. Learning Walks). Annual review of systems (e.g. subject choices and timetable by HOFs, discipline by SLT and HOS). <p>Community:</p> <ul style="list-style-type: none"> Feedback from parents – formally at hui/fono and informally through comments (e.g. at functions and responses made to school). Regular surveys of parents, e.g. SWOT, uniform questionnaire. External appraisal. 	<p>Teacher:</p> <ul style="list-style-type: none"> Lesson and unit observations (based on revised NZC and student data). Specific targets for student achievement (some IEPs but also class/group based). Staff appraisal – Reflection on assessment data and feedback as part of teaching inquiry cycle (PPM). <p>Department/Faculties:</p> <ul style="list-style-type: none"> Department specific curriculum goals (set out in annual schemes). Annual subject assessment targets (identified in annual analysis report to BoT). Specific subject/staff PD goals. <p>School:</p> <ul style="list-style-type: none"> Student Council identifies projects/issues for their year. Annual School Targets (part of School Charter). Strategic Plan 2016-2018 with guiding goals for school direction. Proposed changes considered for school systems (e.g. timetable, new subjects). <p>Community:</p> <ul style="list-style-type: none"> Strategic Plan 2017 – 2019 with guiding goals for school direction. 	<p>Teacher:</p> <ul style="list-style-type: none"> Teaching schemes and lesson plans. Specific teaching/learning strategies to raise student achievement. Formative assessment practices (i.e. teaching guided by informal assessment information). Staff appraisal – implementation of cycle and evaluation of data. <p>Department/Faculties:</p> <ul style="list-style-type: none"> Development of Dept. teaching and learning schemes and unit plans/resources – using PPM. Involvement in subject/staff PD (e.g. subject associations’ workshops). <p>School:</p> <ul style="list-style-type: none"> Student Council develops action plan. Operational Plans (i.e. responsibilities and timeframes). Budget priorities and application. Proposed building/landscape plans. Changes to school systems (e.g. timetable changed, new subjects offered). <p>Community:</p> <ul style="list-style-type: none"> Informal meetings/contact with parents and staff (e.g. phone calls, email, meetings). Whanau hui/fono. Parent-teacher interviews. Formal progress reports to family. Other communications – e.g. website, newsletters and letters.



Self-review is a cyclical process, and used to inform our strategic thinking and planning, for the purpose of self-improvement.

Our self-review is an annual process by which our school’s performance and systems for the purpose of improving student learning and achievement.

Self-review is also a mandated requirement of NAG 2 (b): “maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement”.

Cashmere High School

E-Learning Plan 2017-2019



“Learning without limits” is a visionary theme used by our Ministry of Education, with the intent of having e-learning to help enable students to learn anywhere/anytime and in ways that suit individual skills/interests/needs. This has been supported with funding for infrastructure upgrading such as SNUP (ultra-fast broadband in schools) and the new community learning initiatives such as the Virtual Learning Network (VLN) and the Network for Learning (N4L).

Our school e-learning purpose:

“To create a modern and future-focused environment that supports student learning, engagement and achievement for the 21st Century”.

Our school e-learning aims:

1. Develop students as able and confident digital citizens.
2. Teachers successfully integrate effective e-learning pedagogy into their practice, creating innovative learning environments inclusive of all students.
3. School network and infrastructure supports e-learning and teaching.
4. School community are informed about school developments with technology, and have access to information about student progress and achievement.

It is recognised that due to the rapid changes and developments within e-learning that this document will need to be continually reviewed and updated. Such changes will be approved by our school’s Principal, Associate Principal and Assistant Principal. This document reflects our school’s current position and planning around e-learning as of December 2016.

School aims <i>(to achieve our purpose)</i>	School Objectives <i>(what we want to achieve)</i>	Specific Strategies <i>(main examples how this will be done)</i>	Timeframes <i>(when it will be done)</i>
1. Develop students as able and confident digital citizens	<p><i>Our students can:</i></p> <ul style="list-style-type: none"> • confidently use software such as Microsoft Office, Google docs, gmail... • use digital tools, such as iPads, cameras, laptops and software. • understand what it is to be a good digital citizen and have the ability to keep themselves and others safe using digital technology 	<ul style="list-style-type: none"> • Year 9 compulsory Digital Technology option provides opportunity to learn a range of software and tools. • Open access for students for BYOD/devices for all year levels and subjects. • All Year 9 students will complete a Digital Citizenship course in either Term 1 or 2 to enable them to be responsible digital citizens. • All Year 9 students complete an Information Fluency in Terms 1-3 with a specific focus on student understanding and use of digital research (e.g. information gathering, use and referencing, etc.) • Our online Year 9 “How to” booklet links to the Digital Citizenship course and provides further opportunities to discuss and learn about cyber safety issues. 	<ul style="list-style-type: none"> • 2017 (ongoing) • 2017 (ongoing) • 2017 (ongoing) • 2017 (ongoing) • 2017 (ongoing)

	<ul style="list-style-type: none"> • There is equity of access to digital technology for all students. • Teachers have access to technology (e.g. TELA laptops, data projectors, etc). • School technology purchases are made with a “whole school perspective” • School’s LMS (Moodle) becomes the default entry point for all staff and students. • School’s Student Management System (SMS), KAMAR, operates smoothly, integrates with LMS. • Protocols and procedures around cyber safety and digital use are reviewed on a 3-year cycle as part of the Health and Safety Policy review. • The school remains informed around relevant changes and influences in education nationwide. 	<ul style="list-style-type: none"> • Fortigate is utilised via New Era, to provide reports for managing internet data and student use. • School continues to assess and analyse need for student access to computers/laptops (e.g. S15, Library, pods and COWs). • Management and support (e.g. maintenance and upgrading of leased machines such as TELA laptop scheme, and data projectors) by our network managers (New Era). • Annual budget holder requests for information technology support are considered and prioritised as part of the whole school needs. Principal is to consult with Assistant Principal and Associate Principal. • Assistant Principal, Associate Principal and other relevant staff; working with our provider (iTed), staff and students to increase the use and functionality of our Moodle. • Assistant Principal has overall leadership of school’s SMS – qualifications and mark books by Q&A Manager; school reporting by TIC Reporting; timetabling by lead teacher; absences by Deputy Principal. • Review of cybersafety procedures by Assistant Principal and Associate Principal. • Associate Principal and Assistant Principal (amongst other staff) ensure that our school keeps itself professionally aware of, and able to respond to, new ICT developments (e.g. MoE’s N4L, Pond, and TKI). 	<ul style="list-style-type: none"> • 2017 (ongoing) • 2017 (ongoing) • 2017 (ongoing) • 2017 (ongoing) • 2019 • 2017 (ongoing)
<p>4. School community are kept informed about school developments and have online access to information about student progress and achievement, student absences, school regulations using a range of technology.</p>	<ul style="list-style-type: none"> • Parent portal provides parents with access to student information (e.g. student attendance, student reports) • The school will communicate with the community through school newsletters, emails and alerts on the school app and the school website. • Our school app is maintained and updated using an external provider (iTed) to provide access for both students and parents to school information, i.e. daily notices, uniform regulations, alerts etc. 	<ul style="list-style-type: none"> • Assistant Principal provides overall leadership of parent portal and the information which can be accessed by parents: 24 hour delay absence information, fee payment and online student reports. • Information around BYOD and e-learning at CHS will be provided in the school newsletter and in emails. Statement of school accounts are emailed to parents and available via the parent portal. The website is maintained and updated with relevant and useful information. • Assistant Principal communicates with both Principal and external providers to maintain and update school app as required. 	<ul style="list-style-type: none"> • 2017 • 2017 (ongoing) • 2017 (ongoing)