



# School Charter 2018

**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 domestic student roll of just over 1900. Due to increasing demand for places from students 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 78% European, 10% Māori, 6% Asian and 3% Pasifika. In addition, there are approximately 50 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 Te Pukenga (Conductive Education) Unit, which provides specialist learning support 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 2018-2020:

1. High academic achievement for all students.
2. Māori students are able to fulfil their personal and educational aspirations.
3. Strengthening the wellbeing of our students and staff is to be actively promoted and embedded within our school's operations.
4. The school environment continues to be enhanced 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 2018-2020:

| <b>Strategic Goal</b>                                                    | <b>Purpose</b><br><i>(why is this a goal?)</i>                                                       | <b>Outcomes</b><br><i>(what would this look like?)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Timeframes</b><br><i>(when are to be achieved?)</i>                                                                                                        |
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| 1. High academic achievement for all students.<br>[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"> <li>• All students' academic achievement is clearly assessed and reported against NZC and re-aligned NCEA.</li> <li>• There are effective and co-ordinated intervention strategies to assist identified students "at risk" of not achieving their potential (e.g. our "NAG1" group).</li> <li>• 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.</li> <li>• At least 80% of Year 10 students are achieving in reading, writing and numeracy at level 5 of NZC – as assessed through e-asTTle.</li> <li>• 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.</li> <li>• At least 90% of our Year 12 students will gain their Level 2 NCEA including our Maori and Pasifika students.</li> </ul> | <ul style="list-style-type: none"> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• 2018-20</li> <li>• 2018-20</li> <li>• 2018-20</li> </ul> |

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|                                                                                  |                                                                           | <ul style="list-style-type: none"> <li>• That the difference in NCEA achievement between our male and female students at each year level is within at least 5% of each other.</li> <li>• 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.</li> <li>• Professional Development opportunities for teachers are focused on student engagement, learning and achievement (e.g. Observations of other staff, PD mornings).</li> <li>• 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.</li> <li>• Through our school’s involvement in our Kahui Ako (Community of Learning) called Te Mana Rauo – our staff are able to share and enhance teaching practices to improve the educational progress of our students from ECEs through schooling and into their future pathways.</li> <li>• 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.</li> <li>• The school continues to seek opportunities to actively promote and celebrate academic achievement (e.g. assemblies, newsletters, Te tū o Kakukura, Pasifika Fiafia).</li> <li>• School leavers have clear ideas and access to their future career/study options – from within subjects by teachers and supported by Careers staff.</li> </ul> | <ul style="list-style-type: none"> <li>• 2018-20</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> </ul> |
| 2. Māori students are able to fulfil their personal and educational aspirations. | Māori students are able to achieve educational success as Māori learners. | <ul style="list-style-type: none"> <li>• Annual hui confirm what educational achievement for Māori, as Māori learners, looks like within our school community.</li> <li>• A school Kahui (made up of staff, students and whanau) meets every second week to ensure Māori educational needs are discussed and meet within our school (e.g. visitors, use of te reo, profile, kapa haka, trips/activates).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Annually</li> <li>• 2018-20</li> </ul>                                                                                                                         |

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| [NAG 1, 2, 4 and 5]                                                                                                              |                                                                                                  | <ul style="list-style-type: none"> <li>• Attendance data for Māori students is comparable to that of non- Māori students (e.g. truancy levels less than 3%).</li> <li>• Te reo and tikanga are continued to be integrated into the school (e.g. in classrooms and around school environment). This includes school signage, sculptures, the new whakairo carvings on whare, and naming of the blocks).</li> <li>• Te Reo Māori is offered as a curriculum subject across all year levels, and a new tikanga curriculum subject is available for senior students.</li> <li>• Staff have access to professional learning opportunities to increase their knowledge and application of taha Māori within their teaching practice.</li> <li>• 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.</li> <li>• At least 85% of our Māori school leavers have attained Level 2 NCEA or higher.</li> <li>• Weekly lunchtime homework centre is staffed and available for students to access from the school's whare – providing Maths, Te Reo Māori and general support.</li> <li>• Maintain active participation of staff and student in school's co-curricular activities.</li> <li>• Student achievement is actively acknowledged and celebrated (e.g. Achievers' Evening and Pasifika Fiafia) – including specific celebrations of Māori achievement (Te tū o kahukura).</li> </ul> | <ul style="list-style-type: none"> <li>• 2018-20</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• 2019-20</li> <li>• 2018-20</li> <li>• Annually</li> <li>• Annually</li> </ul> |
| 3. Strengthening the wellbeing of our students and staff is to be actively promoted and embedded within our school's operations. | That our school community is a safe, positive and supportive environment for students and staff. | <ul style="list-style-type: none"> <li>• Appointing a Wellbeing Co-ordinator and establishing a Wellbeing Champion Committee who are to evaluate our school's 2017 wellbeing stocktake to review our school against agreed national indicators and develop an action plan for 2018-20.</li> <li>• As part of this development plan new strategies that could be considered, such as: additional staff PD, establishment of a new intranet/online supports, enhancing peer support,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• 2018</li> <li>• 2018</li> </ul>                                                                                                                                                  |

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| [NAG 1, 3 and 5]                                                                                         |                                                                                                                                                                  | <p>review school policies, review timetabling opportunities for wellbeing programmes.</p> <ul style="list-style-type: none"> <li>• Ensure a coherent overview of the school's existing strong systems that support student and staff wellbeing (e.g. Heads of School, counsellors, MSB system).</li> <li>• Identify and trial a valid school student/staff wellbeing survey to assist in measuring school wide wellbeing, in order to help identify issues and monitor progress.</li> <li>• A new Year 12 Life Skills (LIF201) subject (one period per week) will operate in 2018, and covers a range of personal wellbeing areas (e.g. first aide, cybersafety, social decision making, healthy living, career pathways).</li> <li>• All Year 9 and 10 students will have a First Aide course, delivered by externally contracted Red Cross staff, during Term 4 each year.</li> <li>• That the Board of Trustees and school leadership team continue to consider student and staff wellbeing as a key factor in decisions around school operations (e.g. staging property works to minimise disruptions, timetabling).</li> </ul> | <ul style="list-style-type: none"> <li>• 2018</li> <li>• 2018-19</li> <li>• 2018</li> <li>• Annually</li> <li>• Annually</li> </ul>        |
| 4. The school environment continues to be enhanced and equipped for modern learning. [NAG 2, 3, 4 and 5] | That our school environment is designed and operates to help support effective student learning and achievement in order to best prepare them for their futures. | <ul style="list-style-type: none"> <li>• That the school continues to work closely with the Ministry of Education and relevant contractors to ensure our approved Christchurch School Rebuild (CSR) programme is delivered in a timely and well managed manner.</li> <li>• The schools senior leadership team ensure the disruptions associated with the school's CSR property works are minimised as much as possible.</li> <li>• Reliable and modern infrastructure (e.g. network, wi-fi, data projectors) and hardware are in place and operating across the school to ensure staff and students are able to integrate the use of digital technologies within their work and learning.</li> <li>• Teaching practices are evidence based, and focused on engaging and retaining students in learning and achievement.</li> </ul>                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• 2018-19</li> <li>• 2018-19</li> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• The school continues to engage with regional and national initiatives to promote the sharing of best teaching practice e.g. regional associations and local Ministry of Education's 'Grow Waitaha' project.</li> <li>• Learning spaces and wider school facilities are maintained in good order and repaired or upgraded to inspire and encourage student learning and achievement.</li> <li>• Health and safety is a focus and priority in the school's daily operations and systems.</li> <li>• The school maintains a building and landscape plan that 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).</li> <li>• The school engages with our community and local Ministry of Education in regards to help best manage the regional school network, including managing our student roll to minimise pressure on staffing and resourcing.</li> <li>• The school is a litter free environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Annually</li> <li>• Annually</li> <li>• Annually</li> <li>• 2018-20</li> <li>• Annually</li> </ul> |
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## Annual Targets for 2018:

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 2018 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 2018:

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<br><i>(specific supports above usual school operations)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Key responsibilities and supports                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 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"> <li>• Within specific subjects analysis of student achievement data is reflected on to inform teaching programmes and develop strategies – including focus on priority learners.</li> <li>• NAG1 Group – share identified “at risk” students and intervention strategies, and track resulting academic progress through regular meetings.</li> <li>• 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.</li> <li>• Heads of School actively identify students “at risk” of not gaining their NCEA qualification and refer to NAG1 group and vocational pathways.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Led by Heads of Faculty through to subject teachers.</li> <li>• NAG1 chaired by Deputy Principal Paul (MZP) and teachers with specific responsibilities (e.g. Academic Mentor Rebecca SWR).</li> <li>• DP Paul (MZP).</li> <li>• Heads of School: Tom Wilkinson (Y11), Margaux HVM (Y12) Hayden BZH (Y13).</li> <li>• Deputy Principal Paul (MZP) for STAR, Brett (CXB) for Gateway, Willemyn (NEW) for Careers.</li> </ul> |



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|                                                                                                                                                | <ul style="list-style-type: none"> <li>• Māori students are monitored and “at risk” students are identified and relevant supports provided through our ‘Māori Educational Mentor’ and other key support staff.</li> <li>• School maintains a ‘Pasifika Education Plan’ to support Pasifika students – through promotion of Pasifika culture, small group mentoring, tracking achievement and interventions.</li> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• DP Craig (SQC), Detroit (SRD) “Māori Educational Mentor”, Whaea Miriama (SEM).</li> <li>• Dean of Pasifika Tavita (TDD), support from DP Blair (JNB).</li> <li>• 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.</li> </ul> |
| <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"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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).</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• DP Paul (MZP) and Principal Mark (WSM)</li> <li>• Heads of Faculty and their teachers</li> <li>• Heads of Department for each subject/curriculum area</li> <li>• Heads of Department for each subject/curriculum area</li> <li>• DP Paul (MZP) and Rebecca (SWR)</li> </ul>                                                                                  |

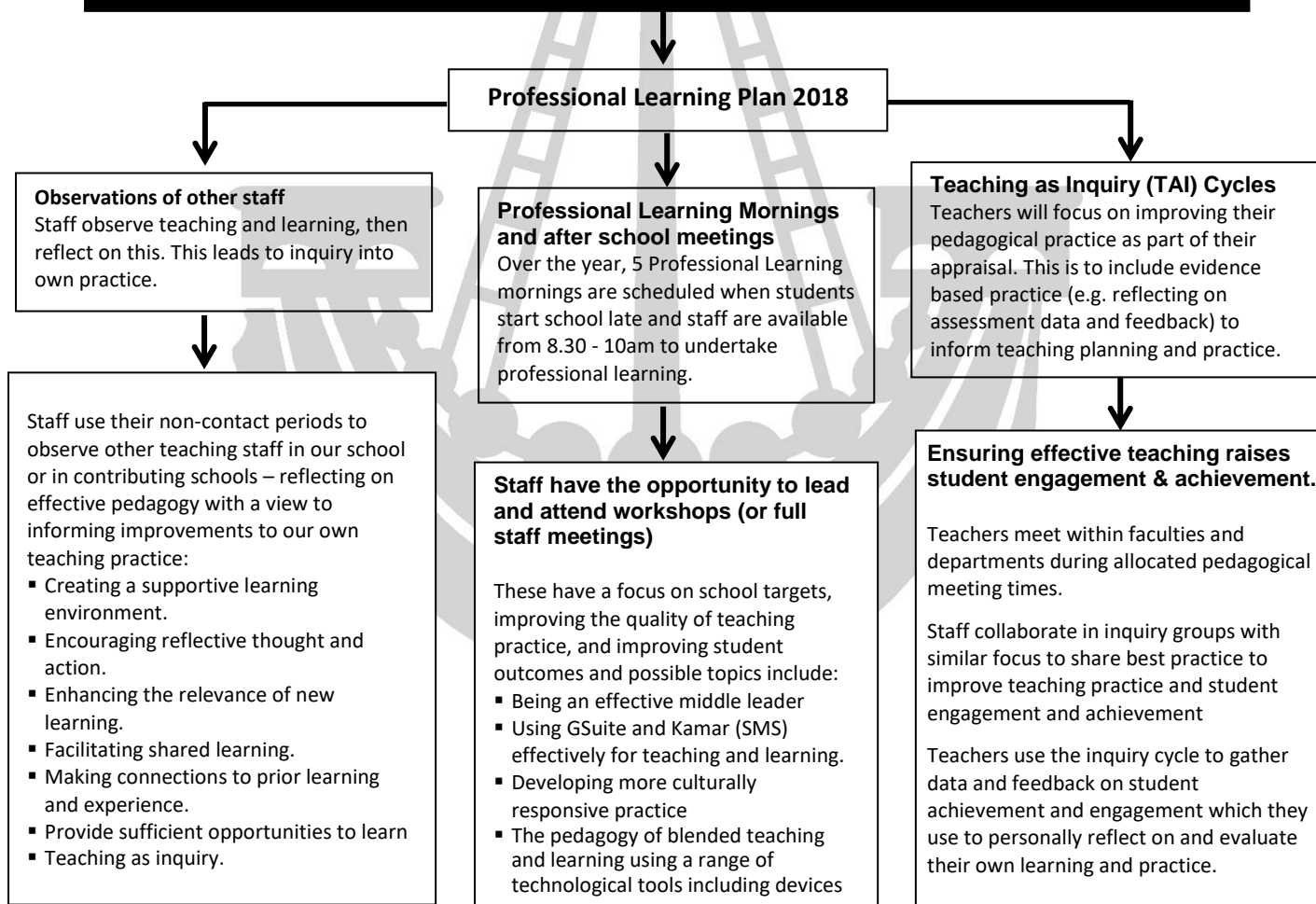
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| <p>3. That 80% of our 2018 Year 10 students are "at or above" the level 5 NZ Curriculum in reading, writing and numeracy.</p>                                                      | <ul style="list-style-type: none"> <li>• Year 9 assessment data including end-of-year e-asTTle testing is provided by English and Maths teachers to inform class specific planning for teaching staff.</li> <li>• 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"> <li>• Student assessment data will be used within their teachers' inquiry cycles.</li> <li>• Junior teaching programmes are reviewed with an emphasis on numeracy in Maths and focus on mechanical accuracy and syntactical features in English.</li> <li>• 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.</li> <li>• 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.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Data distributed by Rachel (RLR) for English and Grant (RGG) for Maths.</li> <li>• Co-ordinated by Heads of Faculty for English (MMM) and Maths (DRD).</li> <li>• Co-ordinated by Heads of Faculty for English (MMM) and Maths (DRD).</li> <li>• e-asTTle co-ordinators in Maths (RGG) and English (RLR)</li> <li>• DP Paul (MZP), technician support from New Era IT and Marie (BKM) for reporting.</li> </ul> |
| <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"> <li>• All these targeted students are identified and included in the NAG1 monitoring group (i.e. of "at risk" students).</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• NAG1 group chairperson Paul (MZP) and HOF for Learning Support Julie (ALJ)</li> <li>• Literacy Achievement Lead Teacher Pam (HEP), Numeracy Achievement Lead Teacher Liam (SIL).</li> <li>• HOF for Learning Support Julie (ALJ)</li> <li>• HOF for Learning Support Julie (ALJ), Learning Support Teacher Pam (HEP) and teachers of supported learning classes.</li> </ul>                                     |

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

The focus of our Professional Development is to:

| Aims                                                                                                                                                                                                                                              | What we do....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>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.</p> | <ul style="list-style-type: none"> <li>• Use the Teaching as Inquiry Cycle (TAI) as 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.</li> <li>• Attend and engage in Pedagogical Faculty meetings where collaboration is encouraged and best practice is shared.</li> <li>• Attend professional development which supports our professional goals and share/implement relevant ideas.</li> <li>• Observe the teaching practice of other staff through lesson observations, and reflect on what I have seen and the implications for my own practice.</li> </ul> |
| <p>2. Support the development of middle leaders to effectively lead their teaching staff in improving the quality of their teaching practice. This may be in areas such as communication, relationships, mentoring, and department systems.</p>   | <ul style="list-style-type: none"> <li>• Provide regular opportunities for middle leaders to share effective leadership ideas and practice.</li> <li>• Support middle leaders to examine their own leadership practice and identify an area for improvement and work towards increasing their capability and/or effectiveness in this area.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |

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



## SENIOR LEADERSHIP TEAM (SLT) RESPONSIBILITIES 2018

|                                      | Principal (WSM)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Associate Principal (SMC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Deputy Principal (MZP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Deputy Principal (JNB)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Deputy Principal (SQC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Deputy Principal (FRR)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Executive Officer (DHK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                      | <i>Strategic Leadership</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Staff Professional Learning &amp; 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Effective administrative and school support</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Core Leadership Roles</b>         | <p><b>Strategic</b></p> <ul style="list-style-type: none"> <li>Charter/Strategic</li> <li>Annual Plan/targets</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Appointments</li> <li>PPTA/NZEI liaison</li> </ul> <p><b>Finance and Property</b></p> <ul style="list-style-type: none"> <li>Annual Budget</li> <li>Income/expenditure</li> <li>Chch Schools Rebuild</li> </ul> <p><b>Public Relations</b></p> <ul style="list-style-type: none"> <li>Newsletter/website</li> <li>Lymphad magazine</li> <li>Media contact</li> <li>Prospectus</li> </ul> <p><b>Community of Learning</b></p> <ul style="list-style-type: none"> <li>Stewardship Committee</li> <li>Schools and ECEs</li> </ul> | <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Annual Attestation</li> <li>Teacher appraisal</li> <li>Teacher Reg (EDUCANZ)</li> </ul> <p><b>School Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>Chair school committee</li> <li>Guidance and Health</li> </ul> <p><b>Professional and Instructional Learning</b></p> <ul style="list-style-type: none"> <li>Cashmere Curriculum</li> <li>Raising teaching quality – PLD overview</li> <li>Specialist Class. Tch.</li> <li>E-learning/ICT budget</li> <li>ICT Network and infrastructure</li> </ul> | <p><b>Student Achievement “NAG1” group</b></p> <ul style="list-style-type: none"> <li>Literacy/Numeracy</li> <li>Academic Mentors</li> <li>GATE/Learning Support</li> <li>Boys achievement</li> </ul> <p><b>Careers Pathways</b></p> <ul style="list-style-type: none"> <li>Subject guidance</li> <li>Links with other institutions</li> <li>STAR and Gateway</li> </ul> <p><b>Student Attendance</b></p> <ul style="list-style-type: none"> <li>Systems (including EN)</li> <li>MoE quarterly returns</li> </ul>            | <p><b>Student Support</b></p> <ul style="list-style-type: none"> <li>Head of Schools</li> <li>24-7 (SYC) Mentoring</li> <li>Pasifika students</li> <li>EOTC procedures</li> </ul> <p><b>School Wellbeing</b></p> <p><b>Student Leadership</b></p> <ul style="list-style-type: none"> <li>Student Council</li> <li>House System</li> <li>Peer Leaders/Support programmes</li> </ul> <p><b>Provisionally Certified Teachers Advice/orientation</b></p> <p><b>School Sports</b> – Sports Director and Co-ordinator</p> <p><b>Staff Duty allocation</b><br/>Including contract room</p> | <p><b>School Curriculum</b></p> <ul style="list-style-type: none"> <li>Implementation of NZC</li> <li><i>Studies Guide</i> booklet and subject selection</li> <li>School wide timetabling</li> </ul> <p><b>Qualifications (NCEA)</b></p> <ul style="list-style-type: none"> <li>Principal’s Nominee</li> <li>School wide analysis</li> <li>Moderation and compliance (e.g. MNA)</li> <li>Snr Exam organisation (for school and NZQA)</li> </ul> <p><b>Maori educational achievement</b> – including tikanga and te reo.</p> <p><b>Performing Arts</b> – Arts Co-ordinator and productions.</p> | <p><b>Modern teaching practices</b></p> <ul style="list-style-type: none"> <li>Effective school wide use digital tech (e.g. G.Suite)</li> <li>Maximising Kamar (SMS)</li> <li>Student BYOD programme</li> <li>Staff PLD support</li> <li>Collaborative practices</li> </ul> <p><b>School Reporting</b></p> <ul style="list-style-type: none"> <li>Communications e.g. timeframes</li> <li>Review of format/style</li> <li>Accurate delivery through Parent Portal</li> </ul> <p><b>Staff support</b></p> <ul style="list-style-type: none"> <li>PLD for Middle Leaders</li> <li>Staff liaison for CSR property works</li> </ul> | <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Salaries and Payroll (Novopay)</li> <li>Support Staff appraisals</li> <li>Staff appointing systems</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>School Budgets</li> <li>Financial systems (e.g. accounts payment, debt)</li> <li>Payment Centre</li> <li>External contracts</li> </ul> <p><b>Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>Systems and processes (e.g. evacuations, legal compliance, registers).</li> </ul> <p><b>Property and Resources</b></p> <ul style="list-style-type: none"> <li>Effective systems (e.g. BWOFF, 10YA, SOBS)</li> </ul> |
| <b>School Systems and Management</b> | <p><b>Management of CHS International Students Dept.</b></p> <p><b>Cashmere HS Foundation (Trustee)</b></p> <p><b>Alternative Education</b></p> <ul style="list-style-type: none"> <li>Chairperson of Chch City AE Consortium of schools</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>Assemblies</li> <li>School Values</li> <li>Head Students</li> </ul> <p><b>Competitive House: Blake</b></p>                                                                                                                                                                                                                                                                                    | <p><b>Year Level 12 and 13</b></p> <ul style="list-style-type: none"> <li>Enrolments</li> <li>Support to HoS</li> <li>Senior Prizegiving and Graduation</li> <li>Senior report evenings</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>Uniform regulations</li> <li>Start-of-year organisation</li> <li>Cashmere Parents Group (PTA)</li> </ul> <p><b>Faculty Support</b></p> <ul style="list-style-type: none"> <li>Student Support</li> <li>Languages</li> </ul> <p><b>Competitive House: Ngata</b></p>                                                | <p><b>Year Level 11</b></p> <ul style="list-style-type: none"> <li>Enrolments</li> <li>Support to HoS</li> <li>Prizegiving &amp; report evenings</li> <li>Prep for 2018 Y9 intake</li> </ul> <p><b>Staff Daily Relief system</b></p> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>Celebrating achievement (e.g. badges/ties, photos)</li> </ul> <p><b>Faculty Support</b></p> <ul style="list-style-type: none"> <li>Technology</li> <li>English</li> </ul> <p><b>Competitive House: Sheppard</b></p> | <p><b>Year Level 9</b></p> <ul style="list-style-type: none"> <li>Enrolments</li> <li>Support to HoS</li> <li>Prizegiving &amp; report evenings</li> <li>Wellbeing</li> </ul> <p><b>School Calendar</b></p> <p><b>School Jnr Exam organisation</b></p> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>Achievers Evening</li> <li>School Open Day</li> </ul> <p><b>Faculty Support</b></p> <ul style="list-style-type: none"> <li>Social Sciences</li> <li>Sciences</li> </ul> <p><b>Competitive House: Cooper</b></p>                                          | <p><b>Year Level 10</b></p> <ul style="list-style-type: none"> <li>Enrolments</li> <li>Support to HoS</li> <li>Prizegiving</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>Support of the Performing Arts</li> <li>Maori/whanau liaison</li> </ul> <p><b>Faculty Support</b></p> <ul style="list-style-type: none"> <li>Visual &amp; Performing Arts</li> </ul> <p><b>Competitive House: Britten</b></p>                                                                                                                                                        | <p><b>Staff Weekly News</b> – keeping staff well informed</p> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>School App management</li> <li>Y9 &amp; Y11 “How to” digital resources</li> <li>School photo organisation</li> </ul> <p><b>Faculty Support</b></p> <ul style="list-style-type: none"> <li>PE and Health</li> <li>Mathematics</li> </ul> <p><b>Competitive House: Rutherford</b></p>                                                                                                                                                                                                           | <p><b>Reporting and communications</b></p> <ul style="list-style-type: none"> <li>Principal on school management and issues</li> <li>Board of Trustees sub-committee (finances)</li> <li>Staff budget holders</li> </ul> <p><b>External Contractors</b></p> <ul style="list-style-type: none"> <li>Monitoring and management of contracts (e.g. canteen, cleaning)</li> <li>Police vetting, sign ins</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>Support Staff work place culture/standards</li> </ul>                                                                                                                                    |

# School Self Review

| Where are we currently at?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Where do we need to go?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How do we get there?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>Diagnostic data and testing (e.g. entrance testing, class specific planning, topic pre-tests).</li> <li>Collection and evaluation of student assessment data and feedback.</li> <li>Staff appraisal – teaching as inquiry cycle.</li> </ul> <p><b>Departments/Faculties:</b></p> <ul style="list-style-type: none"> <li>Annual analysis of student achievement (e.g. NCEA results).</li> <li>Student surveys of subjects (e.g. student voice on courses).</li> <li>Department/Faculty meetings to raise/discuss issues.</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>Student Council – provides student voice on issues around school.</li> <li>Various meetings to identify/discuss issues (e.g. HOF, HOS, Pastoral).</li> <li>School wide Professional Development (e.g. Learning Walks).</li> <li>Annual review of systems (e.g. subject choices and timetable by HOFs, discipline by SLT and HOS).</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>Feedback from parents – formally at hui/fono and informally through comments (e.g. at functions and responses made to school).</li> <li>Regular surveys of parents, e.g. SWOT, uniform questionnaire.</li> <li>External appraisal.</li> </ul> | <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Lesson and unit observations (based on revised NZC and student data).</li> <li>Specific targets for student achievement (some IEPs but also class/group based).</li> <li>Staff appraisal – Reflection on assessment data and feedback as part of teaching inquiry cycle.</li> </ul> <p><b>Department/Faculties:</b></p> <ul style="list-style-type: none"> <li>Annual subject assessment targets (identified in annual analysis report to BoT).</li> <li>Specific subject/staff PD goals.</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>Student Council identifies projects/issues for their year.</li> <li>Annual School Targets (part of School Charter).</li> <li>Strategic Plan 2018-2020 with guiding goals for school direction.</li> <li>Proposed changes considered for school systems (e.g. timetable, new subjects).</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>Strategic Plan 2018–2020 with guiding goals for school direction.</li> </ul> | <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Teaching schemes and lesson plans.</li> <li>Specific teaching/learning strategies to raise student achievement.</li> <li>Formative assessment practices (i.e. teaching guided by informal assessment information).</li> <li>Staff appraisal – implementation of inquiry cycle and evaluation of data.</li> </ul> <p><b>Department/Faculties:</b></p> <ul style="list-style-type: none"> <li>Development of Department teaching and learning schemes and unit plans/resources.</li> <li>Involvement in subject/staff PD (e.g. subject associations’ workshops).</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>Student Council develops action plan.</li> <li>Operational Plans (i.e. responsibilities and timeframes).</li> <li>Budget priorities and application.</li> <li>Proposed building/landscape plans.</li> <li>Changes to school systems (e.g. timetable changed, new subjects offered).</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>Informal meetings/contact with parents and staff (e.g. phone calls, email, meetings).</li> <li>Whanau hui/fono.</li> <li>Parent-teacher interviews.</li> <li>Formal progress reports to family.</li> <li>Other communications – e.g. website, newsletters and letters.</li> </ul> |



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 2018-2019



“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 21<sup>st</sup> Century”.

### Our school e-learning aims:

1. Develop students as safe, 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 kept 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 Deputy Principal (Kellie Fenemor). This document reflects our school’s current position and planning around e-learning as of December 2017.

| School aims<br>(to achieve our purpose)                          | School Objectives<br>(what we want to achieve)                                                                                                                                                                                                                                                                                                                                          | Specific Strategies<br>(main examples how this will be done)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Timeframes<br>(when it will be done)                                                                                                             |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop students as safe, able and confident digital citizens | <p><i>Our students can:</i></p> <ul style="list-style-type: none"> <li>• confidently use software such as Microsoft Office, Google docs, gmail...</li> <li>• use digital tools, such as iPads, cameras, laptops and software.</li> <li>• understand what it is to be a good digital citizen and have the ability to keep themselves and others safe using digital technology</li> </ul> | <ul style="list-style-type: none"> <li>• Year 9 compulsory Digital Technology option provides opportunity for students to learn computational thinking for digital technologies and to design and develop digital outcomes.</li> <li>• Open access for students for BYOD/devices for all year levels and subjects</li> <li>• Aspects of Digital Citizenship are explicitly taught in a range of Year 9 classrooms to inform students of the Harmful Digital Communications Act and to enable them to be responsible digital citizens.</li> <li>• Information Fluency course is taught to all Year 9 students for 5 periods in Terms 1-3 with a specific focus on student understanding</li> </ul> | <ul style="list-style-type: none"> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> </ul> |

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|                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>access course resources and learning activities through GSuite.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>and use of digital research (e.g. information gathering, use and referencing, etc.)</p> <ul style="list-style-type: none"> <li>Our school's Year 9 "How to" booklet provides further opportunities to discuss and learn about cyber safety issues.</li> <li>All general teaching instruction supports safe and sensitive practices with the use of digital technology (e.g. use of photos, and no inappropriate filming of others and posting on the net).</li> <li>Subject teachers to develop online access to their course outlines and year plans for assessment with the aim of making resources available to students at any time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> </ul>                                                                                                 |
| <p>2. Teachers successfully integrate e-learning pedagogy into their practice, creating innovative learning environments inclusive of all students with programmes that engage students and support their learning and achievement.</p> | <p><i>Our teachers will:</i></p> <ul style="list-style-type: none"> <li>be confident and regular users of GSuite and SMS KAMAR.</li> <li>investigate and engage with e-learning pedagogy</li> <li>be part of developing, trialling and evaluating new e-learning tools and strategies within subject areas</li> <li>teaching schemes gradually incorporate specific references to the use of digital tools and pedagogical approaches</li> <li>integrate technological tools (e.g. data projectors, tablets, cameras) into their regular practice</li> <li>share and exchange best practice within and between their subjects</li> <li>seek to develop their e-learning skills and pedagogy as part of their annual appraisal</li> </ul> | <ul style="list-style-type: none"> <li>Teachers progress their knowledge of how to use GSuite and KAMAR effectively.</li> <li>Current staff progress their professional development in effective teaching practice using technology.</li> <li>The SAMR model of pedagogical change will continue to be used as an aspirational goal to redefine the way we teach and present tasks</li> <li>Within departments and faculties staff learn to use relevant technological tools as part of their pedagogical practice, and share their experiences/resources with colleagues.</li> <li>e-learning approaches and specific e-tools are gradually included in unit plans and department schemes and are evaluated and updated as part of the review process.</li> <li>Teachers are to professionally engage and share practice within faculty/department meetings, PD sessions, informal exchanges, and as part of our professional Learning Walks.</li> <li>Blended teaching and learning will become integrated into teachers' pedagogical practice. Strategies used to improve student achievement and engagement are included in appraisal goals and reflected on as part of Teaching as Inquiry (TAI) cycles.</li> </ul> | <ul style="list-style-type: none"> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> <li>2018 (ongoing)</li> </ul> |
| <p>3. School network and infrastructure supports e-learning and teaching</p>                                                                                                                                                            | <ul style="list-style-type: none"> <li>School network is stable and provides reliable/consistent fast access through both hardwire and wifi.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>School continues external contract for provision of professional support for our network management services (e.g. <i>New Era</i>).</li> <li>Fortigate is utilised via New Era, to provide reports for managing internet data and student use.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>2018 (ongoing)</li> </ul>                                                                                                                                                 |

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|                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• There is equity of access to digital technology for all students.</li> <li>• Teachers have access to technology (e.g. TELA laptops, data projectors, video conferencing, etc.).</li> <li>• Investment in school technology purchases are made with a “whole school perspective”.</li> <li>• CHS Start page is the entry point for staff and students to the internet.</li> <li>• School’s Student Management System (SMS), KAMAR, operates smoothly.</li> <li>• 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.</li> <li>• The school remains informed around relevant changes and influences outside of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• School continues to assess and analyse need for student access to computers/laptops (e.g. S15, C3 and 4, Library, pods and COWs).</li> <li>• 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) and the Associate Principal.</li> <li>• Annual budget holder requests for technology support are considered and prioritised as part of the whole school needs. Principal is to consult with Associate Principal.</li> <li>• CHS Start page is maintained and updated by Deputy Principal where necessary so staff and student can have easy access to relevant sites and resources.</li> <li>• Deputy Principal has overall leadership of school’s SMS – qualifications and mark books by the school’s Principal’s Nominee; school reporting by TIC Reporting; timetabling by lead teacher; absences by Deputy Principal i/c Attendance.</li> <li>• Overview management by Deputy Principal and Associate Principal.</li> <li>• Associate Principal and Deputy 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 “Network for Learning” N4L, TKI, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> <li>• 2019</li> <li>• 2018 (ongoing)</li> </ul> |
| <p>4. School community are kept informed about school developments and have online access to information about student progress and achievement, student absences, and school regulations, using a range of technology.</p> | <ul style="list-style-type: none"> <li>• Parent portal is set up and provides parents with increasing access to student information (e.g. student attendance, student reports)</li> <li>• The school will communicate with the community through school newsletters, emails and alerts on the school app and the school website.</li> <li>• Our school app is maintained and updated using an external provider (School Apps) to provide access for both students and parents to school information, i.e. daily notices, uniform regulations, alerts etc.</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Deputy Principal provides overall leadership of parent portal and the information which can be accessed by parents, starting with 24 hour delay absence information, fee payment and online student reports.</li> <li>• Information around BYOD and e-learning at CHS will be provided on the school website and in the enrolment pack for new students.</li> <li>• Deputy Principal communicates with both Principal and external providers to maintain and update school app as required.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> <li>• 2018 (ongoing)</li> </ul>                                                                                               |