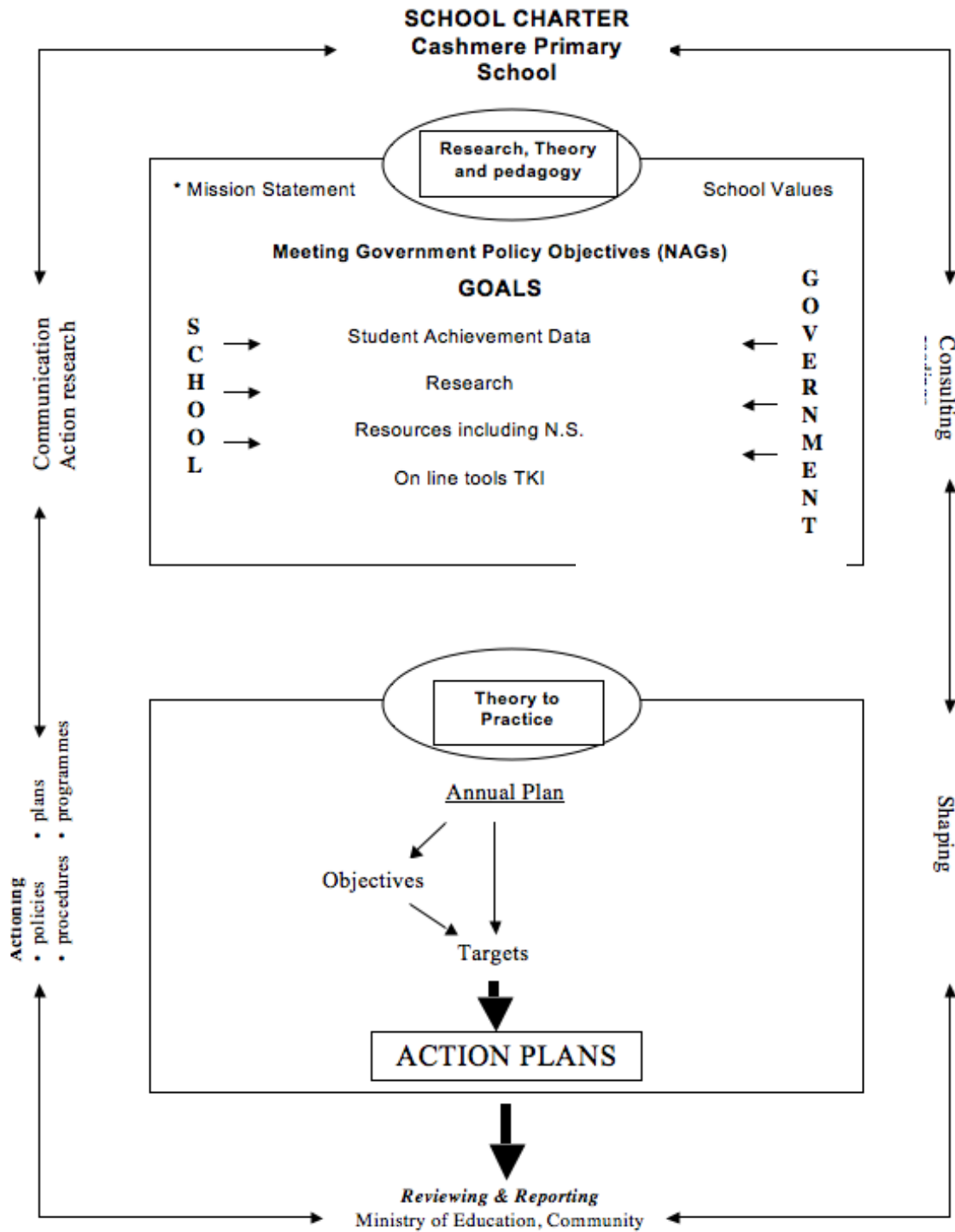# 2015 Charter

"Together we learn"
Kotahitanga

At Cashmere Primary School we understand our primary purpose is to foster learning within a community that protects, cares for and develops the whole child.

SCHOOL CHARTER
Cashmere Primary
School

Research, Theory
and pedagogy

* Mission Statement   School Values

Meeting Government Policy Objectives (NAGs)

GOALS

Communication
Action research

S   Student Achievement Data   G
C   O
H   →   Research   ←   V
O   E
O   →   Resources including N.S.   ←   R
L   N
           →   On line tools TKI   ←   M
                                                                E
                                                                N
                                                                T

Consulting

Theory to
Practice

Actioning
• policies   • plans
• procedures • programmes

Annual Plan

Objectives

Targets

Shaping

ACTION PLANS

Reviewing & Reporting
Ministry of Education, Community

Contents

Introduction

School Description: Cashmere Primary

Educative Purpose

Together we learn.

At Cashmere Primary School we understand our primary purpose is to foster learning within a community that protects, cares for and develops the whole child. The Learning Mountain shows our understanding of developing the *whole child.* It is an equilateral triangle showing that we consider all 3 dimensions to be of equal importance.

Our learning mountain shows learning to have three dimensions:

Step to the summit: the learner as an achiever

Be yourself: The learner as a person

Look to the horizon: The learner as a learner: learning to learn

About our school

- Cashmere Primary is a decile 10, state, co educational full primary school.

- The school has a stable roll; currently 460 pupils (February 3 2015), which is similar to the early February 2014 roll.

- Ninety six % of the student roll is European New Zealanders.The remaining four % comprise of 5 - 7 ethnic groups.

- The school encourages close links with its community and works hard to respond to its needs and as a result the school enjoys a high level of support from its community with most children completing their primary education at Cashmere.

- We are a *learning difference school* which means we accept difference and work to personalise learning to meet the different learning needs of students

- We are a Restorative Justice school

- More recently we have been exploring the possibilities from increased collaboration within teaching and learning and what modern learning practices (MLP) support collaboration. This is in preparation for the school's extensive property development happening in 2015 - 2017

Location and Property

- Cashmere Primary is situated on Cashmere Hill.

- In 2000 the school celebrated its centenary.

- The history of the school is well documented in a book entitled: *Here on the Hill - A Century of Cashmere Primary School and its community* by John Small 2000.

- In 2009 a modern multipurpose block, called the *Epicentre*, consisting of a hall, music room, technology room, meeting room and storage rooms was opened. The community and MOE paid for this building.

- There are 20 classrooms in use, and a small teaching space attached to the learning space (LS) 17 and 18 block for ESOL and gifted and talented pull out classes in language.

- The school is on the Ministry of Education's second 5 year property plan from July 2009. Projects for 2011 and beyond have been frozen post-earthquake.

- We are in the "Restore" category of schools post earthquake and have been through the master building process in the later part of 2014. The school will enter the detailed desighn stage early in 2015.

- We belong to the Kahukura Cluster of schools along with: Cashmere High School, Somerfield Primary, Addington Primary, Addington Catholic, ChCh South Intermediate and Thorrington Pimary schools.

- Along with our Kahukura Cluster primary schools we are part of an international "Deep Learning Pedagogy" project led by Michael Fullan and his international associates and project managed in NZ by CORE

Community Partnership:

- The school has an active Parent Teacher Association, which supports the school in a variety of ways.
- The school, through its strategic plan and charter, recognises that community partnership is important and promotes this by:
    a. Parent education and information meetings.
    b. Parent support group for parents of children with learning difference
    c. Improved communication through the school's web site, emails, ultranet, blogs, online surveys, phone calls, newsletters, interviews, parent support groups and open door policy.
    d. Regular whanau consultation linked to school self review and staff member appraisal.
    e. PTA rep on the BOT
    f. Purposeful, smart, timely and inclusive communication with parents continues to be a major focus for this next cycle of strategic planning (2015 - 2017).

- The school is entering into the detailed design phase of its post-earthquake property development
    g. We will be consulting and information sharing with our community on deep learning pedagogies, 21st century learning and modern learning environments (MLE) during for the building programme

About Our Staff and Their Learning:

- Cashmere Primary has a dedicated and professional staff who work hard to ensure the best learning outcomes for children.
- The 2010 and 2011 earhtquakes in Christchurch has impacted on staff to a large or lesser degree. This has required the school leadership to offer support to affected staff to ensure their welfare and individual needs are understood and catered for within the work context. .
- Our leadership team consists of the Principal, deputy and 2 assistant principals and the leaders of the 4 area teams.
- We are organized in teams to give us different groupings and whole school co- operation and collaboration:
    a. Area teams
    b. Collaboration teaching and learning teams: power of 3, 3, or 4
    c. Team leaders team
    d. Learning support team
    e. lead teachers team
    f. Admin team
    g. Focus teams

h.   Professional learning teams (Ariki – Learning Circles)

There is a strong commitment by staff to ongoing professional development.

Significant Achievements 2011 - 2015

- The school has maintained and built upon high levels of achievement in relation to national standards in reading, writing and mathematics since 2011

- The school has entered into its post earthquake property development with the Ministry of Education (MOE). This has led to the school exploring collaborative structures across the school including concepts of "Modern Learning Environments" MLE and "Modern Learning Practices" MLP

- The school in 2013 – 2015 and beyond has fully committed to the Kahukura Cluster PLD of Māori inclusiveness through Māori Achievement (MAC project) and the Deep Learning Pedagogies International project led by Michael Fullan and CORE NZ

- In 2014 the school had a whole school production for the first time in the recent history of the school that involved all children and staff and many parents, The standard was high and there was a great sense of pride in what was achieved. The aim was to have fun through the arts and this was achieved.

- The school responded to the challenges and dangers associated with the Christchurch earthquakes and subsequent aftershocks in a calm, purposeful, professional and courageous way.

- During 2011 the Education Review Office undertook its 3 yearly evaluation of the school. The report was very positive and can be read from the school web site or ERO's web site

- We are fully implementing NZC and have all documentation on curriculum delivery at Cashmere Primary School completed. We see the full implementation of NZC as fully encompassing Cashmere Primary School's "Learning Mountain"

- In 2011 we have consulted widely with our community through an on line survey and focus groups on the effectiveness of our current provision for high ability children and next steps for the school.

- Our 2011 – 2013 national std data shows a trend of lower achievement for our very high ability students and this will be examined further in 2014 to explain and respond to this trend

- In 2010 National STDS were introduced into schools with the requirement that whanau will receive plain clear language reports against standards. We have devised our procedures and systems for using National standards to assess and report student achievement. We see national standards as fitting in with the *step to the summit* side of our Learning Mountain and as being part of NZC implementation.

- In 2012 - 2013 we have co-constructed a local area strategic plan with our RESTORE cluster schools

- In 2013 we completed a in depth consultation with our Maori students and whanau and this will be repeated in 2015

- In 2013 we consulted with whanau on our 2014 – 2015 health programme, bring your own devices (BYOD), digital technologies including ultranet, and modern learning environments
- 2013 was the last year of the Te Haerenga cluster as Cashmere Primary School fully committed to the Cashmere LCC (Local Colaboratice Cluster) called the Kahukura Cluster since 2014

Curriculum Development and Underpinning Professional Development

- In 2015 we are participating in year 2 of the Māori Achievement Cluster (MAC) project facilitated by the New Zealand Principal Federation (NZPF).
- In 2015 we are participating in the second year of ALiM and we are embedding ALL strategies in the Rata and Kowhai Teams
- In 2015 we are focusing on embedding differentiation to support the learning of all children and in particular high ability children and considering ways we keep these children performing at "well above" the national standard for their class level or time at school.
- In 2015 we have focusing on MLP within collaboration teams
- In 2015 the school will continue to focus on NZC and in particular science and technology
- In 2015 we will continue to focus on using web based 2 tools for enhancing learning. In 2014 we are introducing a voluntary *Bring Your Own Devices* (BYOD) initiative. We will be focusing on the *Look to the Horizon (learning to learn)* part of our learning mountain.

Resource Management

- The major resource management factor in 2015 is the master planning and detailed design planning for the school's property development
- In 2015 we are continuing to be proactive in supporting students to bring hand held technology into the school
- We will continue to monitor school buildings and their safety after each significant aftershock
- We will embed systems that carefully monitors pay roll after the mistakes endured in 2012 -2014 and its impact on school resources

Issues under consideration

- Respond and engage in a proactive and positive way to the school's Master Planning and Detailed Design phases of the MOE property development of Cashmere Primary School

- Develop a robust and professional process to recruit and appoint a principal to lead the school

- Develop MLP to support the MLE about to be constructed in the school

- Contribute to the Restore Cluster School Learning Cashmere Cluster

- Ensure and promote the importance of National Standards data being used for formative purposes and ensuring the limitations of this data is understood by the community i.e.
  - The Cashmere Primary School national standards data is collected and interpreted in a consistent and reliable way within our school but as there is no across school moderation then the data can't reliably be compared with other schools' data

- Support teachers to collaborate and develop MLP within their powers of 2, 3, and 4

- Support teachers to differentiate learning in clustered mixed ability classes and ways to support our high ability children.

- Ensure that there is challenging, explicit and purposeful teaching and learning in reading, writing and mathematics happening daily or nearly daily

- Ensure that we continue to employ rich and deep curriculum pedagogies where effective 21st century pedagogy is visible

- How to interpret, understand and then use evidence more effectively to improve teaching and learning

- Ensure that our MUSAC SMS is used as our main assessment data base to show individual and cohort progression

- Consolidate LMS into everyday school practices and ensure it is user friendly

- Implement year 2 of the new ICT and 21st century learning strategic plan 2014 - 2016

- Consolidate restorative practice as the default position for dealing with unwanted behaviors throughout the school

School Vision

Cashmere Primary School

"Together we learn"

Kotahitanga

Cashmere

R Respect and Honesty

O Opportunities

C Caring and Aroha

K Knowledge & understanding

S Success for all

Because we believe:

- **Community partnership** is important factor contributing to student success

- In **recognising and celebrating learning** achievement, excellence and difference

- In **holistic and student centred learning** by supporting them to have a voice, to make value driven choices, to care for environment and to take risks and to grow resilience

- In **thinking innovatively and creatively** and to **work collaboratively** when problem solving

National Priorities

CASHMERE PRIMARY SCHOOL response to national priorities:

The school will determine its priorities by focusing on national priorities as set out below:

- Ensure that we have MLP to support the MLE that the school will get as part of its property development
- Providing a safe physical and emotional environment for students;
- Providing opportunity for success within the New Zealand Curriculum;
- Improve on and sustain high achievement in Numeracy and Literacy;
- Implementing National Standards (N.S) and reporting in relation to these to students and parents and set achievement targets against these.
- Developing moderation and evaluation skills amongst teaching staff to ensure reliability and validity when reporting in relation to national Standards
- Improve the achievement of Maori and Pasifika students
- Reporting to students, parents and community on achievement of individual students and of students as a whole and groups of students in relation to National Standards

Local priorities will be identified through:

- The school's programme of self review;
- Analysis of the school's assessment data.
- Community consultation

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

Maori Statement

Statement of Commitment to Tikanga Māori and Te Reo Māori

<u>Cashmere Primary School</u> will develop culturally responsive procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. Therefore Cashmere Primary School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo Māori (Māori language).

To achieve this, the school will:

- Participate in the Kahukura Cluster MAC project in 2014 and 2015
- Have Ka Hikitia at the forefront of how we cater for the learning needs of our Māori students
- Make full use of the Māori resources in the community capitilising on the experience and perspective of the tangata whenua as part os school problems
- Kapa Haka
- Tikanga and Te Reo in classes
- Tikanga and Te Reo PD for staff as appropriate
- Consult with our Māori Families
- Review the schools Māori Programme
- Be ambitous for our Māori Students

As result of a series of 2013 Whanau Hui a strategic plan has been written to meet the needs of Maori students and to promote and support Te Reo and Tikanga

Strategic Vision: Cashmere Primary School 2015 and beyond

A Great Learning Environment
- Resourced, connected and equipped for 21st Century learning
- Attractive, adaptable flexible modern learning environments for the 21st Century learning
- An environmentally sustainable focussed and safe school
- Collaborative learning practices throughout the school and within the Kahukura (Cashmere) cluster

Continuously Improving
- Targeted, affordable and manageable professional development for leaders, teachers and support staff
- Build and embed improvement in a way that is manageable and sustainable
- Using evidence based decision making to inform, direct and improve teaching and learning in multiple ways for multiple purposes
- Integrate 21st Century modern learning practices (MLP) into modern learning environments (MLE) through the school's 2014 – 2016 master planning and subsequent property development.
- Seek opportunities for participating in Asia Aware programmes and activities along with having international students to grow cultural understanding and awareness and to build the school's income

Building Well Rounded Individuals and Teams
- Partnerships with Whānau, Cashmere Community, Kahukura (Cashmere) Cluster schools including Cashmere High School
- High expectations in an inclusive environment
- Sustain an emphasis on building key competencies throughout the school

Drivers	**CASHMERE PRIMARY STRATEGY 2015 +**	**Barriers**
Treaty of Waitangi and our bi-cultural heritage Maintaining and building trust, communication and community involvement in the school. Kahukura cluster wide collaborative practice focusing on Maori Achievement and deep learning pedagogies Evidence based teaching and learning practices Stable, skilled, professional and motivated staff Resource availability (equity of access) Multi-Cultural and in particular Asia Aware opportunities are maximised Collaborative professional learning and more sharing of teacher practice within and outside the school. Rebuild post-earthquake modern learning environment whereby Cashmere Primary School is early on in the process – master panning 2014 and building 2015 - 2016 Team and whole school consistency in setting targets and expectations and positive, open, collaborative and supportive leadership across teams modeled School-wide differentiated and inclusive, explicit learning practices		The building programme scheduled to start in 2015 and the disruption that this will have to the normal running of the school. Keeping staff up-skilled and able to access new learning within times of budget constraints The cost of maintaining and accessing technical resources and support No fast internet access as yet but promised to happen sometime in 2015 Teams and or individuals doing their own thing and forgetting about the big picture of the whole school moving forward with expectations and targets that dovetail and build between teams and which reflect the school's values, beliefs and strategic direction.

enGauge 21st Century Skills

Academic Achievement

Academic Achievement *(left margin)*

Academic Achievement *(right margin)*

Digital-Age Literacy

- Basic, Scientific, Economic, and Technological Literacies
- Visual and Information Literacies
- Multicultural Literacy and Global Awareness

Inventive Thinking

- Adaptability, Managing Complexity, and Self-Direction
- Curiosity, Creativity, and Risk Taking
- Higher-Order Thinking and Sound Reasoning

21st Century Learning

Effective Communication

- Teaming, Collaboration, and Interpersonal Skills
- Personal, Social, and Civic Responsibility
- Interactive Communication

High Productivity

- Prioritizing, Planning, and Managing for Results
- Effective Use of Real-World Tools
- Ability to Produce Relevant, High-Quality Products

Academic Achievement

Key Thrusts for Our Vision

Empower and equip learners to integrate 21st Century collaborative learning practices by supporting them to:

- Step to the summit (making progress), be and know oneself (bi- culturalism - key competencies –self-awareness and confidence self-manage and self-regulate) and look to the horizon (learning how to learn – inquiry and collaboration – being creative and innovative – Asia Aware and being a global citizen) THE LEARNING MOUNTAIN

- Be resilient to cope with change and adversity during Cashmere Primary School property development

- Learn skills and to understand what being a digital citizen can mean and look like through being able to access just in time tools across the school and the voluntary introduction of BYOD in Year 4 upwards in 2014

- Be literate in reading, writing and numeracy (step to the mountain) AND 21st Century literacies (see en Gauge diagram above)

- Problem solve, think critically and innovate

- Live their family and whanau values and those of the school (Cashmere Rocks)

- Develop a work ethic and collaborate, cooperate and be able to work and contribute within a team

- Know about and respect Treaty of Waitangi and NZ's bi-cultural heritage

- Get along with and respect a variety of peoples and cultures AND how to be global and Asia aware

- Communicate well, using multiple technologies, in written and graphic forms, and orally

- Respect self and be proud of ones heritage, skills, difference and individuality

Agreed To Innovative Teaching Practices

Student Centred Pedagogies	Extending learning	ICT Integration
- Explicit, evidence based next step teaching and learning - Learning Intentions and Success Criteria - Personalised and differentiated learning - Collaborative practices - Knowledge and understanding building - Self-Managing and Self-Regulated - Challenging, accelerated self-directed learning opportunities for all	- MLP (modern learning practices) within MLE (modern learning environments) - Whole school development and focus - Learning conversations - Problem solving and innovative practices 24/7 learning opportunities - Bi-Cultural understanding - Multi-Cultural understanding - Asia Awareness	- Voluntary BYOD with year 4 upwards - By educators - By students - Basic usage vs. higher-level usage (for knowledge building, understanding and creativity) - DUTY of CARE: Keeping children safe from unwanted unacceptable images and text sourced from the internet through digital citizenship and monitoring of internet usage:

Strategic Vision:

Student Achievement Goals 2015 and beyond

A Great Learning Environment

	2015 The main emphasis is the property development and the recruitment and appointment of a new principal.	2016 The main emphasis is the completion of the property development and the induction and transition of a new principal. This means some things will have a lesser priority as determined by the new principal and BoT	2017	Long Term Goal
Attractive, functional, flexible learning spaces for the 21st Century **NAG 4 and 5** **Buildings are adaptable modern learning spaces (MLE) that facilitate modern learning practices (MLP)**	Enhance collaborative teaching and learning teams across the school by participating in the master building and design process for CPS as part of the building redevelopment Support all staff and students to continue high standards of engagement in teaching and learning while the extensive property development is happening by identifying school practices that can be reduced and those that can be increased to ensure the property development and support of staff and students is as good as it can be.	Buildings are completed Support all staff and students to develop MLP to take advantage of the opportunities that MLE bring	Teaching and learning modern learning practices (MLP) are well established to suit the remodelled learning spaces as modern learning environments (MLE)	*Learners and teachers at Cashmere Primary School are engaging in teaching and learning in well maintained, multi – purpose, adaptable learning spaces that support differentiated 21st century collaborative learning and teaching practices (MLP).*

	2015 **The main emphasis is the property development and the recruitment and appointment of a new principal.**	2016 **The main emphasis is the completion of the property development and the induction and transition of a new principal. This means some things will have a lesser priority as determined by the new principal and BoT**	2017	**Long Term Goal**
Environmentally sustainable focussed school **NAGS 2, 4, 5 and 6**	Use environmentally sustainable design principles (ESD) to heat, ventilate and cool spaces when planning and building Cashmere Primary's MLE	→	→	*We have embraced all the environmentally sustainable practices that are conducive to a school MLE. We are the role models within the larger Kahukura cluster community.*
Digital technologies are supported by modern fast internet infra-structure	School is connected to fast broad band and is fully networked Students can access digital tools to enhance learning. Learning and teaching resources are available 24/7 On-line communication is maximised to allow community access to relevant information 24/7 Bring your own device (BYOD) is supported and catered for as a voluntary option for students Year 4 upwards. This initiative is supported by safe practices and digital citizenship education.	→	→	*All learners are safely able to access current and appropriate tools within learning spaces that suit individual learning styles so as to experience success in learning and successfully participate and contribute in the wider school community.*

Continuously Improving

	2015 The main emphasis is the property development and the recruitment and appointment of a new principal. This means some things will have a lesser priority. See the 2015 Annual Plan	2016 The main emphasis is the completion of the property development and the induction and transition of a new principal. This means some things will have a lesser priority as determined by the new principal and BoT	2017	Long Term Goal
Targeted and manageable professional development: **NAG 1, 2, 2a and 3** **Which:** • Is based on a learning theory with a strong research base that reflects the schools practices and beliefs. • Fosters and celebrates **learning communities** where action research and coaching and mentoring models are used to enhance and support MLP • Articulates to and challenges staff to consider how we can create flexible collaborative staffing arrangements and flexible learning environments that will benefit students and support staff to be better at their job and to grow and enhance their skills	BYOD professional development Why we are doing this and how do we keep students safe (digital citizenship)			***Cashmere Primary School has a reputation for excellence in teaching practice in a positive learning culture. Staff are committed, motivated enthusiastic and open to new ideas. Professional development takes place in this context in a variety of ways to support the strategic direction of the school and Government and MOE policy direction***
	Participate in *deep learning pedagogies* Kahukura Cluster wide PD	→	→	
	Ongoing reflection and review of teaching and learning programmes that are examples of MLP	→		
	On-going commitment and development of accelerated evidence based learning and teaching in Literacy and Numeracy across the school Being involved in the ALiM contract (Kowhai Team) Migrating ALL practices to the Matai Team	On-going commitment and development of accelerated evidence based learning and teaching in Literacy and Numeracy across the school Being involved in the ALiM contract (Rata Team) Migrating ALL practices to the Totara Team	On-going commitment and development of accelerated evidence based learning and teaching in Literacy and Numeracy across the school Migrating ALiM practices to the Matai Team Embedding ALL practice across the school	

| | 2015

The main emphasis is the property development and the recruitment and appointment of a new principal. This means some things will have a lesser priority. See the 2015 Annual Plan | 2016

The main emphasis is the completion of the property development and the induction and transition of a new principal. This means some things will have a lesser priority as determined by the new principal and BoT | 2017 | Long Term Goal |
|---|---|---|---|---|
| • Ensures CPS works within the Kahukura Cluster on shared PD promoting deep learning pedagogies through CORE education and Michael Fullan world-wide collaborative learning community. | Develop and embed ways within each team how children learn and can experience opportunities to be self-directed across the curriculum, linked to Solo, habits of mind and key competencies | | | *To meet the diverse needs of all our learners to ensure their success across Key Competencies and the wider NZC Curriculum.* |
| | Implement and embed differentiating teaching and learning for academically able children in numeracy and written language using digital solution where possible | | | |
| | Scaffolding and supporting staff students and whanau by clarifying what MLP are at CPS so there is school wide and team wide consistency i.e. MLP at Cashmere Primary have the following characteristics:(to be developed by the end of 2015) | **To be trialled and refined** | **To be embedded** | |
| **Build, sustain and embed improvement**
NAG 1, 2, 2a, and 6 | **I.C.T. Strategic Plan 2013 - 2015**
Implement year 3 of the plan | Embed the 2013 – 2015 practice

Review the 2013 – 2015 I.C.T. Strategic plan

Develop a new plan for 2017 - 2019 | → | *Ensuring review, systems and procedures are present to build skills, school culture* |

	2015	2016	2017	Long Term Goal
	The main emphasis is the property development and the recruitment and appointment of a new principal. This means some things will have a lesser priority. See the 2015 Annual Plan	**The main emphasis is the completion of the property development and the induction and transition of a new principal. This means some things will have a lesser priority as determined by the new principal and BoT**	2017	**Long Term Goal**
	Ongoing Curriculum Review shared with leadership team, teams and BOT Year 3 of Curriculum reports to the BOT	→ Year 4 of Curriculum reports to the BOT	→ Year 5 of Curriculum reports to the BOT	*and learning practices that are effectively transferred between staff and school community*

Building Well Rounded Individuals and Teams

	2015	2016	2017	Long Term Goal
	The main emphasis is the property development and the recruitment and appointment of a new principal. This means some things will have a lesser priority. See the 2015 Annual Plan	**The main emphasis is the completion of the property development and the induction and transition of a new principal. This means some things will have a lesser priority as determined by the new principal and BoT**		
Partnerships with Whānau Community and School **NAG 1, 2, 6** Strengthen communication and engagement with communities through: • surveys • consultations • Information sharing • seeking feedback/ideas from community (innovation) Develop partnerships with wider community	Communication and information sharing re the master planning and design building project			***The school will be an engaging, positive and interactive base within the community for groups to share, inform and learn from each other.***
	Communication and information sharing re the construction timelines and temporary accommodation strategies	→		
	School wide consultation on the recruitment and appointment of a new principal to take up the role in 2016	Welcoming and supporting the smooth transition and induction of the newly appointed principal		***Cashmere Primary will have an outstanding new principal to lead from 2016. This person has the skills and talents to lead a high performing and successful 21st century school in ways that will engage the staff,***
	Using the community and parents as expertise to provide challenging and authentic learning opportunities.	Ensure that the whanau includes wider family members - grandparents/ extended family		
	Supporting the community to become more ICT savvy perhaps coffee session	→	→	

	2015	2016	2017	Long Term Goal
	The main emphasis is the property development and the recruitment and appointment of a new principal. This means some things will have a lesser priority. See the 2015 Annual Plan	**The main emphasis is the completion of the property development and the induction and transition of a new principal. This means some things will have a lesser priority as determined by the new principal and BoT**		
Treaty of Waitangi and Bi-cultural understanding and partnerships High expectations in an inclusive environment **NAG 1, 3 and 5**	Recognise the biculturalism by the use of te reo within signage and correct use of protocol etc. Utilise the strengths of staff to strengthen our Tikanga and Te Reo programmes Participate in the Kahukura Cluster wide Maori Achievement Cluster (MAC) at principal and team leader level			*students and community.* *Cashmere Primary School has a strong relationship with Māori Whanau*

Documents and Plans to Support and Inform This Strategic Plan

- 2011 ERO report
- 2014 (reviewed 2015) ICT strategic plan
- 2014 Annual Plan Review
- 2015 Annual Plan
- 2015 whole school and team achievement targets in relation to National Standards
- Cashmere Primary Independent Review of Self-Directed Learning Classes and subsequent focus meetings with staff and parents
- Revised Cashmere Primary School Review Process and Timeframes 2014 – 2015
- Completed Internal Reviews 2010 – 2014
- School Curriculum and Assessment Plans in relation to NZC and National Standards

Presented to and approved at BOT Meeting October 2014

Annual: Targets for Strategic Goals

2015 Annual Plan

New Beginnings and direction for the school 2015 -2016

2015 – 2016 is a time of change and new direction for Cashmere Primary because the school is entering into its post-earthquake property development from single cell classrooms to flexible adaptable *modern learning environments* (MLE) fit for purpose within a 21st century *modern learning practices* (MLP) schooling paradigm. Also in 2015 the BoT will recruit a new principal to start in 2016. 2016 is when the property development is scheduled to finish.

Therefore below we have identified what needs to be done more of, less of to arrive at three areas of focus for 2015.

Great Learning Environment

To do more of in 2015	To do less of in 2015	So what for 2015
Collaboration and team work Ensuring the students and staff are safe during the building redevelopment Ensuring students are protected from unwanted and unacceptable images and words from the www	Meetings will be used more for collaboration Extras and one offs	Staged implementation Ensure learning is not compromised despite the property development Ensure staff and students have a voice in recruiting and appointing a new principal

Goal	2015 **The main emphasis is the property development and the recruitment and appointment of a new principal.**	Who	When	Risk Management	Expected Outcome by December 2015
Attractive, functional, flexible learning spaces for the 21st Century **NAG 4 and 5**	Enhance collaborative teaching and learning teams across the school by participating in the master building and design process for CPS as part of the building redevelopment	Bot and principal	Term 4 2014 and term 1 2015	Change of plan by Govt and / or MOE Poor communication between key players: school, project manager, MOE, architect	Master Plan and budget completed and approved by MOE and school Detailed design plan (DDP) completed and approved by MOE and school Construction work has begun
Buildings are adaptable modern learning spaces (MLE) that facilitate modern learning practices (MLP)	Support all staff and students to continue high standards of engagement in teaching and learning while the extensive property development is happening by identifying school practices that can be reduced and those that can be increased to ensure the property development and support of staff and students is as good as it can be.	Principal and project manager	Work starts in Term 4 2015	Risk management plan poorly communicated within school resulting in anxiety among staff, students and whanau	Risk management plans and phasing strategies and understood and followed by stakeholders. Enviro friendly sustainable features are part of the overall design
Goal	2015 **The main emphasis is the property development and the recruitment and appointment of a new principal.**	Who	When	Risk Management	Expected Outcome by December 2015

Environmentally sustainable focussed school NAGS 2, 4, 5 and 6	Use environmentally sustainable design principles (ESD) to heat, ventilate and cool spaces when planning and building Cashmere Primary's MLE	Principal and BoT	At briefing/ Planning meetings ensure enviro considerations are explored.	Enviro sustainability planning is put in the too hard basket	Digital technologies are available and used throughout the school in a safe way and used to enhance learning.
Digital technologies are supported by modern fast internet infra-structure	School is connected to fast broad band and is fully networked Students can access digital tools to enhance learning. Learning and teaching resources are available 24/7 On-line communication is maximised to allow community access to relevant information 24/7 Bring your own device (BYOD) is supported and catered for as a voluntary option for students Year 4 upwards. This initiative is supported by safe practices and digital citizenship education.	Principal and Assistant Principal	During the 2015 year	Other priorities take over Innovations are rushed or poorly communicate resulting in misunderstanding	

Continuously Improving

To do more of in 2015	To do less of in 2015	So what for 2015
Anticipate the effect of building disruption starting in 2015 and finishing sometime in 2016 on staff, students and community **Communicate what the changes are, the opportunity for the school, the expected positive outcomes** **Be proactive in building partnership with the whole school community and manage feed back**	**Stick to specified goals and direction only**	**Every staff member on board** **Community on board** **Buildings under construction** **Seek different funding streams to support preparing staff and students for change** **New principal is recruited and appointed in time for the 2016 school year**

Targeted and manageable professional development: NAG 1, 2, 2a and 3 Which: • Is based on a learning theory with a strong research base that reflects the schools practices and beliefs. • Fosters and celebrates **learning communities** where action research and coaching and mentoring models are used to enhance and support MLP • Articulates to and challenges staff to consider how we can create flexible collaborative staffing arrangements and flexible learning environments that will benefit students and support staff to be better at their job and to grow and enhance their skills • Ensures CPS works within the Kahukura Cluster on shared PD promoting deep learning pedagogies through CORE education and Michael Fullan world-wide collaborative learning community.	BYOD professional development Why we are doing this and how do we keep students safe (digital citizenship) Participate in *deep learning pedagogies* Kahukura Cluster wide PD Ongoing reflection and review of teaching and learning programmes that are examples of MLP On-going commitment and development of accelerated evidence based learning and teaching in Literacy and Numeracy across the school Being involved in the ALiM contract (Kowhai Team) Migrating ALL practices to the Matai Team Develop and embed ways within each team how children learn and can experience opportunities to be self-directed across the curriculum, linked to Solo, habits of mind and key competencies Implement and embed differentiating teaching and learning for academically able children in numeracy and written language using digital solution where possible Scaffolding and supporting staff students and whanau by clarifying what MLP are at CPS so there is school wide and team wide consistency i.e. MLP at Cashmere Primary have the following characteristics:(to be developed by the end of 2015)	Principal and leadership team	Throughout the year as per cluster and school wide agreed to dates	Other matters intrude and PLD is deferred or not completed PLD opportunities aren't viewed as relevant for staff.	Staff are supported to be lifelong learners. Teachers are introduced to PLD on Deep learning pedagogies through the cluster wide PLD and they are supported to become confident using Modern Learning practices within their learning space Staff are supported to be confident in the use of Te Reo and Tikanga when delivering the curriculum and communicating to tamariki and whanau There are less "at risk" students at Maths because of accelerating the maths learning of these students through ALiM

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Build, sustain and embed improvement **NAG 1, 2, 2a, and 6**	**I.C.T. Strategic Plan 2013 - 2015** Implement year 3 of the plan Ongoing Curriculum Review shared with leadership team, teams and BOT Year 3 of Curriculum reports to the BOT	Principal		As per school review timetable but during 2015	Other matters intrude and school wide school review is deferred or not completed	The school uses school review to determine what is working well and to plan for improvement

Building Well Rounded Individuals and Teams

To do more of in 2015	To do less of in 2015	So what for 2015
Partnership with whanau through regular communication on MLE/ MLP and property development for CPS next steps **Relationships with the Kahukura (Cashmere) Cluster especially through the MAC (Maori Achievement contract) and the deep learning pedagogy contract** **Information sharing and consultation with staff and community on the recruitment, appointment of a new principal** **Support all staff to cope with change and disruption and to build resilience so that quality learning programmes continue to happen across the school**	**Admin Staff and area team meetings** **Any other PLD commitments other than those in the Annual Plan**	**Building upgrade and modernisation** **Communication with whanau and staff** **MLP** **Collaboration** **Teachers having time to collaborate** **GAP analysis and consultation of preferred leadership qualities, experience and attributes sought from new principal** **Induction and transition programme for newly appointed principal is planned and ready to be implemented in 2016**

Goal	2015	Who	When	Risk Management	Expected Outcome by December 2015
Partnerships with Whānau Community and School **NAG 1, 2, 6** Strengthen communication and engagement with communities through: • surveys • consultations • Information sharing • seeking feedback/ideas from community (innovation) Develop partnerships with wider community	Communication and information sharing re the master planning and design building project Communication and information sharing re the construction timelines and temporary accommodation strategies School wide consultation on the recruitment and appointment of a new principal to take up the role in 2016 Using the community and parents as expertise to provide challenging and authentic learning opportunities. Supporting the community to become more ICT savvy perhaps coffee session	BoT and Principal Team leaders and teachers Assistant Principal: Kerry Hall	Survey to be completed, collated and shared with the community by the end of term 2 2015 Strategy for communicating with the community on property development worked out is February 2015 and undertaken before key events during the year During the year Terms 1-4 During the year Terms 1-4	Other matters intrude and school wide consultation is deferred or not completed	The BoT and leadership understand community expectations regarding: • receiving and giving information • preferred attributes of the new principal • curriculum emphasis • information received in reports • the priorities to be given to EOTC and extra curriculum activities The community are fully informed of what is happening during the master planning, detailed design process and construction phase of the schools development The community is involved, contributing and supportive of the school's strategic direction.

Goal	2015	Who	When	Risk Management	Expected Outcome by December 2015
Treaty of Waitangi and Bi-cultural understanding and partnerships High expectations in an inclusive environment **NAG 1, 3 and 5**	Recognise the biculturalism by the use of te reo within signage and correct use of protocol etc. Utilise the strengths of staff to strengthen our Tikanga and Te Reo programmes Participate in the Kahukura Cluster wide Maori Achievement Cluster (MAC) at principal and team leader level	Principal ,team leaders and teachers Lead teachers of Te Reo and Tikanga	Term 1 - 4	Other matters intrude and school wide use of Te Reo and Tikanga is deferred or not completed	That students and staff become more confident and committed to using Tikanga and Te Reo

Analysis of 2014 results of set achievement goals and targets

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NAG2A (b)(i) Areas of strength: Reading and Mathematics based on 2014 EOY National Standard data

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2014 Mathematics National Standards data continues to show high levels of student achievement across the school
At the end of 2014 we had 216/479 students (45%) across the school achieving "above" the national standard for their class level or time at school; 232/479 (48%) students "at" the national standard for their class level or time at school. This adds up to a high 93% of students "at" or "above" the national standard for their class level or time at school. 22/479 or 5% of students were "below" and 9/479 (2%) were "well below" the standard. These 7% of children have been identified and are receiving differentiated learning support within learning spaces where teachers are recognised as the main providers of this support.
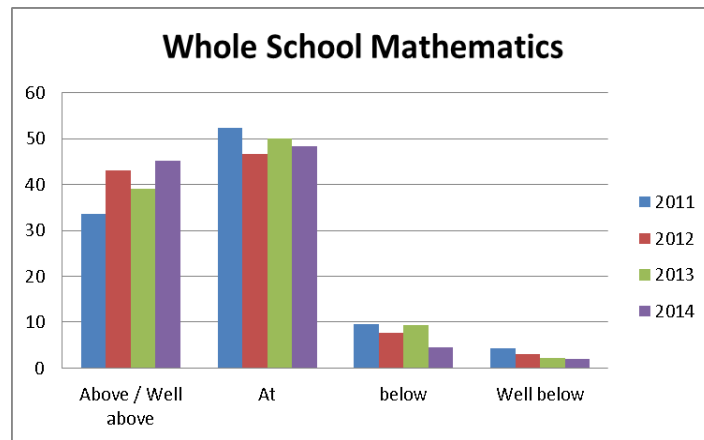
This is a better result in the "above" category from the 2013 end of year results. Below is a comparison of 2011, 2012, 2013 and 2014 data.
2011 4% (Well below) compared with 2012 (3%) 2013 (2%) and 2014 (2%) a 3-2% improvement over 4 years

2011 10% (Below) compared with 2012 (8%) 2013 (9%) and 2014 (5%) 2014 showed a 4% lower and better result when compared to 2013 and a   5% lower and better result when compared to 2011.

2011 52% (At) compared with 2012 (47%) 2013 (50%) and 2014 48%. In 2014 there was a similar result to 2013 with more children shifting from   the "at" to the "above" category.

2011 32% (Well above and Above) compared with 2012 (43%) 2013 (39%) and 2014 45%.   2014 showed a 6% better result compared to 2013   and an improved result of 13% when compared to 2011. The result is similar and slightly better than the 2012 result (+2%).

The 2014 mathematics results continue to be pleasing and should be celebrated. Cashmere Primary School has continued high levels of achievement across the school for both genders and has made significant gains in the "above" and "at" categories when compared to data from 2011. There is improvement in the number of children in the "above" category in 2014 following a trend since 2011 and reversing the dip in 2013. Children in the below and well below categories have reduced since 2011 and this needs to be celebrated. Further discussion on which teaching and learning strategies are resulting in this improvement will be had to determine targets and next steps for 2015.

2014 Reading **National Standards data continues to show high levels of student achievement across the school**
At the end of the 2014 year we had 212/479 students (44%) achieving "above" and 230/479 (48%) achieving "at" the national standard for their class level or time at school. This adds up to 442/479 (92%) of students "at" or "above" the standard. 29/479 (6%) of students achieved "below" and 8/479 (2%) students achieved "well below" the national standard for their class level or time at school.
These (8%) of children have been identified and are receiving differentiated learning support within learning spaces where teachers are recognised as the main provider of this support.
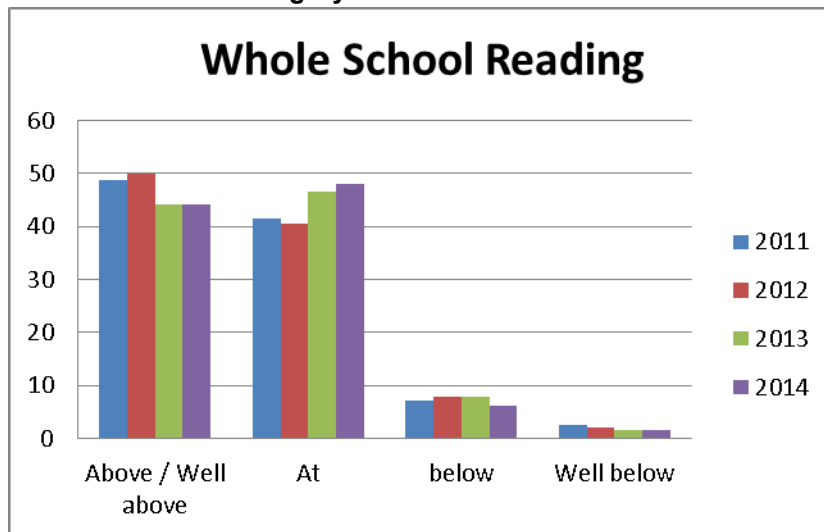
2014 results in Reading were similar and improved from the 2011, 2012 and 2013 end of year results. See below
2011 1-2% (well below) compared with **2012 (1-2%)** compared with **2013 (1-2%) and compared with 2014 (2%)** **Again a similar result in 2014**
2011 7% (below) compared with **2012 (8%)** compared with **2013 (8%) and compared with 2014 (8%)** **A similar result to 2011, 2012 and 2013.**
2011 41% (at) compared with **2012 (40%)** compared with **2013 (47%) and compared with 2014 (48%)** **A trend from 2011 to 2014 shows an increase in numbers in this category (from 41% to 48%).**
2011 49% (above) compared with **2012 (50%)** compared with **2013 (44%) and compared with 2014 (44%)** **An drop in 2013 and 2014 in favour of the "at" Category**

Whole School Reading

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The reading results are pleasing and should be celebrated because we have managed to hold our high levels of achievement across the school in the number of students in the "at" or "above" combined category. A drop in percentage of students (5-6%) from the "above" category to the "at" category in 2013 and 2014 requires further investigation.

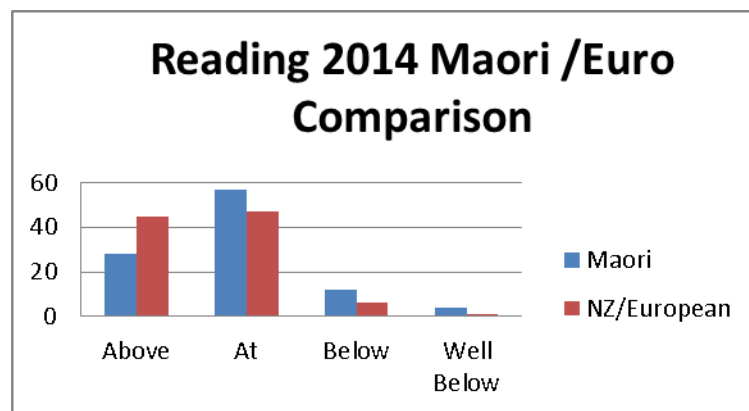**Achievement by Māori: <mark>Reading</mark> and in Mathematics: N. = 25**
In 2014 21/25 (84%) of Māori students were "at" or "above" the national standard in Reading compared to 442/479 (92%) of European students. A -8% difference in favour of non-Māori students

In 2013 15/18 (83%) of Māori students were "at" or "above" the national standard in <mark>Reading</mark> compared to 376/413 (91%) of NZ European students. A -8% difference in favour of non-Māori students

In 2012 (77%) of Māori students were "at" or "above" the national standard in <mark>Reading</mark> compared to (92%) of NZ European students.
A -15% difference in favour of non-Māori students.

In 2011 (72%) of Māori students were "at" or "above" the national standard in <mark>Reading</mark> compared to (92%) of NZ European students.
A -20% difference in favour of non-Māori students.

The 2014 results continues the upward movement of reading achievement for Māori students since 2011 (72%) to 2012 (77%) to 2013 (83%) and in 2014 (84%). A pleasing 12% improvement since 2011. The 2014 results also continue to narrow the gap between non – Māori and Māori students from 20% difference in 2011 – an 8% difference in 2014
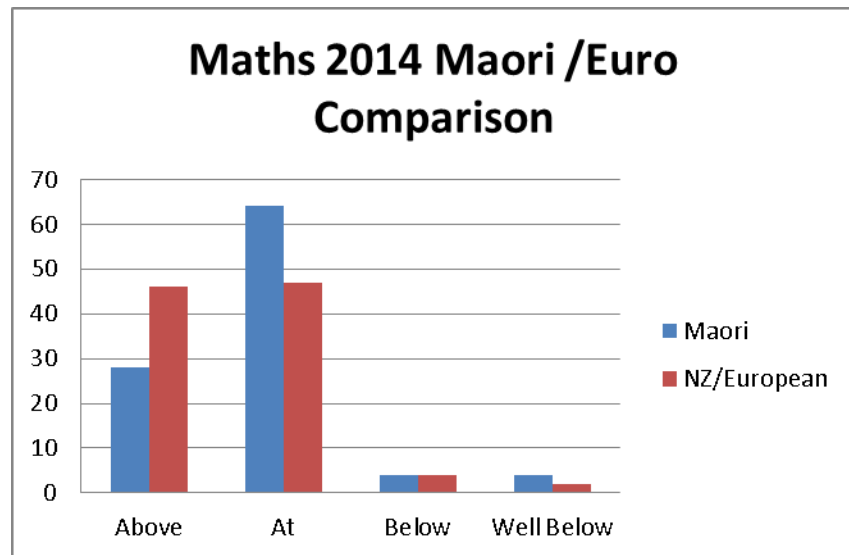

In 2014 23/25 (92%) of Māori students were "at" or "above" the national standard in **Mathematics** compared to 448/479 (93%) of NZ European students. This is a <mark>**near equal performance**</mark> and an improved performance from 2011, 2012 and 2013

In 2013 16/18 (89%) of Maori students were "at" or "above" the national standard in **Mathematics** compared to 366/413 (89%) of NZ European students. <mark>**An equal performance**</mark> over the sum of both categories (both groups had 89% "above" or "at") but the spread is between both categories from each group is different. There was a higher % of NZ European students in the "above" category.

In 2012 (82%) of Maori students were "at" or "above" the national standard in **Mathematics** compared to (90%) of NZ European students.

In 2011 (88%) of Maori students were "at" or "above" the national standard in **Mathematics** compared to (87%) of NZ European students. This is a <mark>**near equal performance**</mark>

This continues the upward movement of Maori students since 2011 (88%) to 2012 (82%) to 2013 (89%) and to (92%) in 2014. This trend continues to see a small gap between non–Māori and Māori students from -1% difference in 2011, -8% in 2012, and equal result in 2013 and a –1% difference in 2014
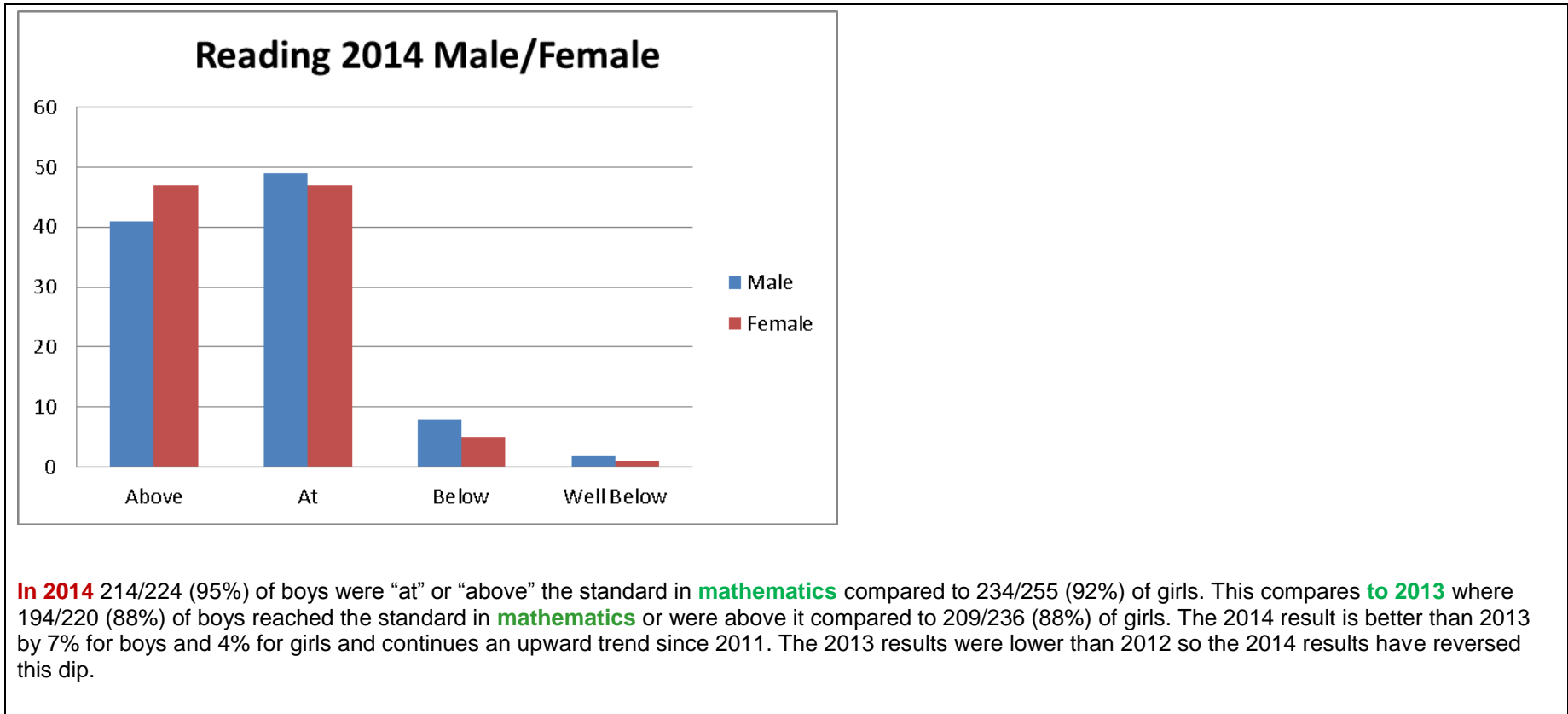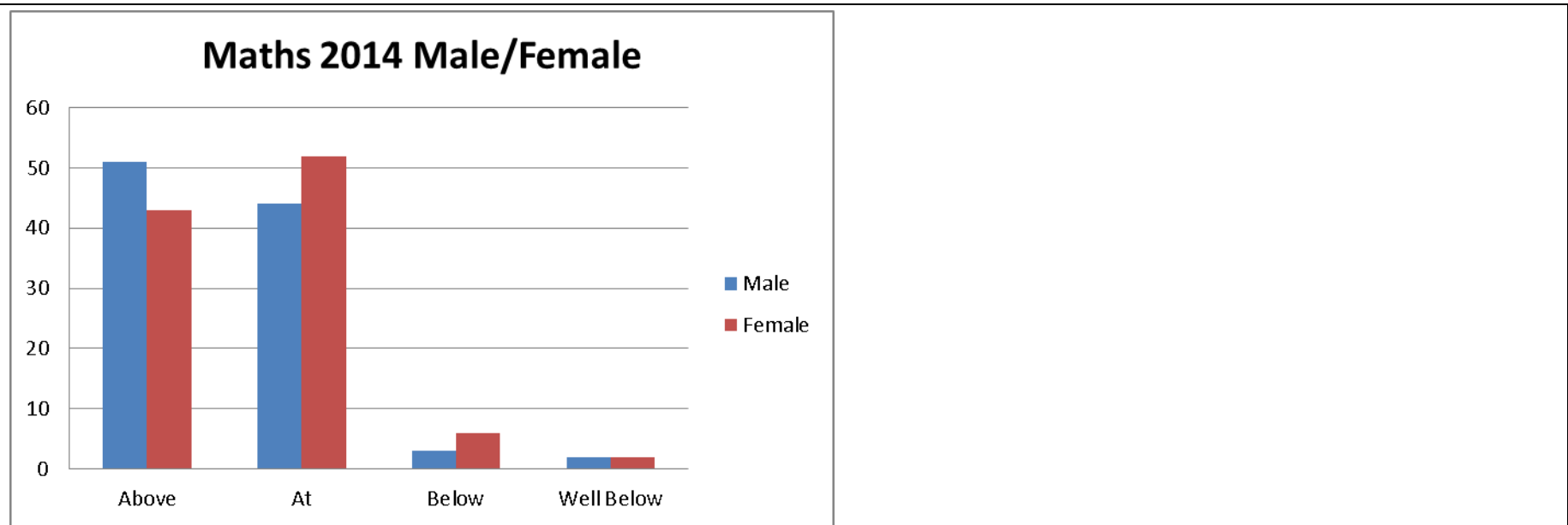

In 2014 there were **25** Māori students in the school and the results of one child will change results by 5% and if from one category to another up to 10%. This needs to be understood when interpreting the data.

Our long term goal remains to have no difference in the achievement levels between Maori and NZ European children and this has been achieved in maths in 2011, 2013 and 2014. We are also close to achieving this in reading.

Achievement by Gender: Reading and in Mathematics:
In 2014 240/255 (94%) of girls and 202/224 (90%) of boys were at or above the standard in **reading.** This is similar to 2013 where (90%) of girls and (91%) of boys were at or above the standard in **reading.** In 2012 (90%) boys and (90%) of girls reached or were above the standard. In 2014 there were 4% more girls "at" or "above" the standard than boys compared to 2013 where there were slightly more boys "above the standard and in 2012 it was equal. There is very little gender difference in **reading** though there is a slightly higher % of female students in the "above" category.

Reading 2014 Male/Female

In 2014 214/224 (95%) of boys were "at" or "above" the standard in **mathematics** compared to 234/255 (92%) of girls. This compares **to 2013** where 194/220 (88%) of boys reached the standard in **mathematics** or were above it compared to 209/236 (88%) of girls. The 2014 result is better than 2013 by 7% for boys and 4% for girls and continues an upward trend since 2011. The 2013 results were lower than 2012 so the 2014 results have reversed this dip.

Maths 2014 Male/Female

We will explain through the team PLG process what happened to specific 2014 year level cohorts of children and identify strategies that lead to higher student achievement for boys and girls.

NAG2A (b)(i) Areas for improvement

National Standard subject: **Written Language**

In 2014 we set goals for **Maori students**, for **high ability students** and for "**well below" and "below" students**. We targeted **written language** as an area we continued to want to improve in as there were lower numbers of students achieving "at" or "above" the standard when compared to reading and mathematics. We also had lower numbers of **high ability students** achieving "above" the standard when compared to reading. Another group that we continued to focus on in 2014 were our **Maori students** who in 2011, 2012 and in 2013 were significantly below the achievement levels of European students in **written language**.

Our 2014 national standard data in **written language** shows significant improved levels of student achievement across the school. At the end of the year we had 132/479 (28%) of students across the school achieving "above" the standard, a further 286/479 (60%) achieving "at" the standard. This adds up to 418/479 (88%) of students "at" or "above" the national standard (a 7% improvement on 2013 and an 11% since 2011). There were 53/479 (11%) below the standard and 8/479 (2%) well below the standard. This is a big improvement from 2013, 2012 and 2011.
The 61/479 (12%) of children who are "below" or "well below" the national standard have been identified and are receiving differentiated learning support

within learning spaces where teachers are recognised as the main provider of this support.
We will to explain through the team PLG process what happened to specific 2014 year level cohorts of children.

The results are improved in 2014 when compared to 2011, 2012 and 2013 as set out below:
2011, 2012 and 2013 (1%-2%) were "well below" the standard.
In 2014 8/479 (2%) students were "well below" the standard. A similar result to 2011, 2012 and 2013.

2011 (21%) were "below", compared with 2012 where (17%) were "below", compared with 2013 where (18%) were "below" the standard
In 2014 53/479 (11%) students were "below" the standard. A significant improved result to 2011-2013

2011 (55%) were "at" compared with 2012 (58%) were "at" compared to 2013 (56%) were at the standard
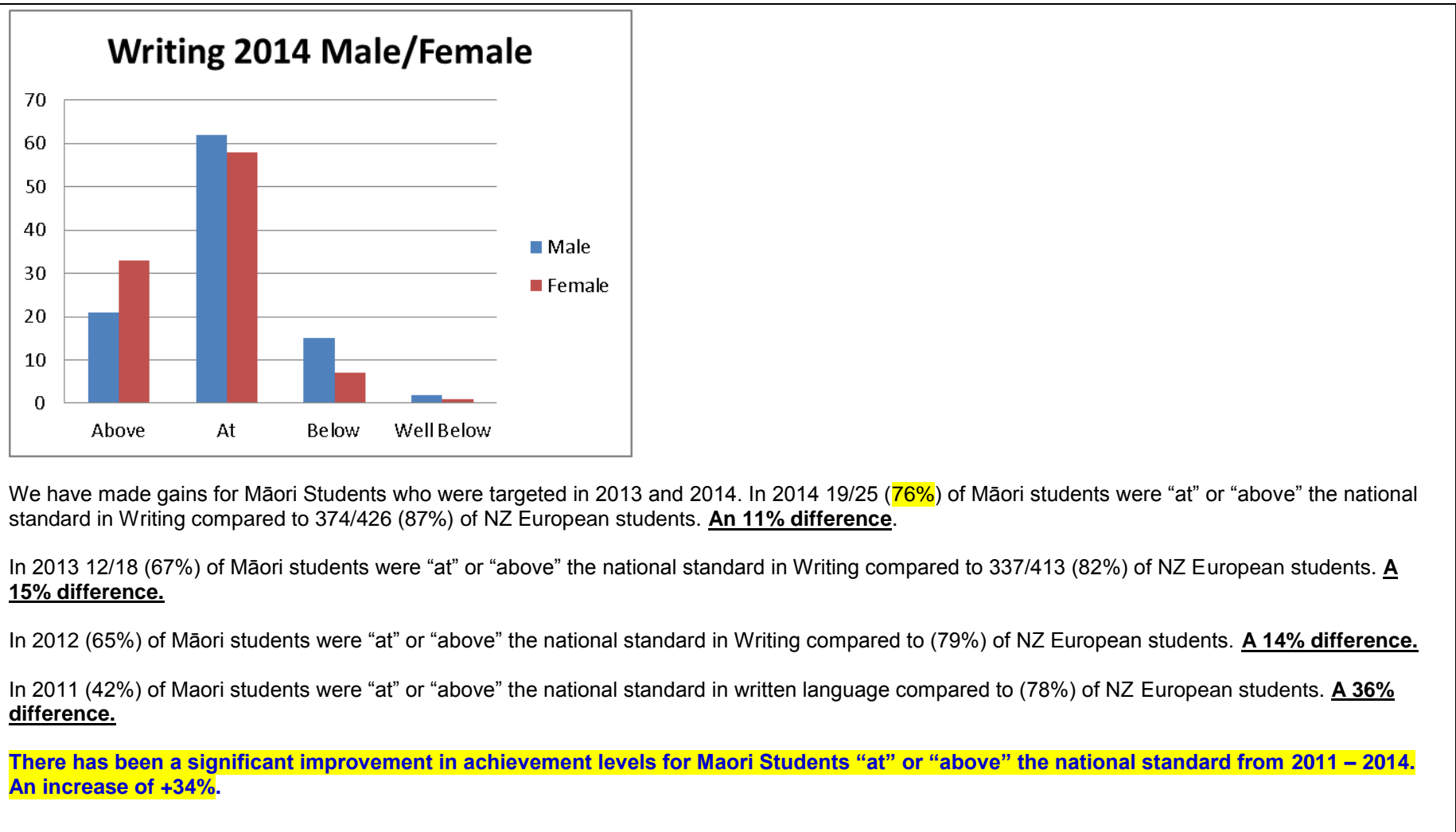**In 2014 286/479 (60%) of students were "at" the standard. A better result compared to 2011-2013**

2011 (22%) were "above" compared with 2012 (22%) were also 2013 (25%) were "above" the standard.
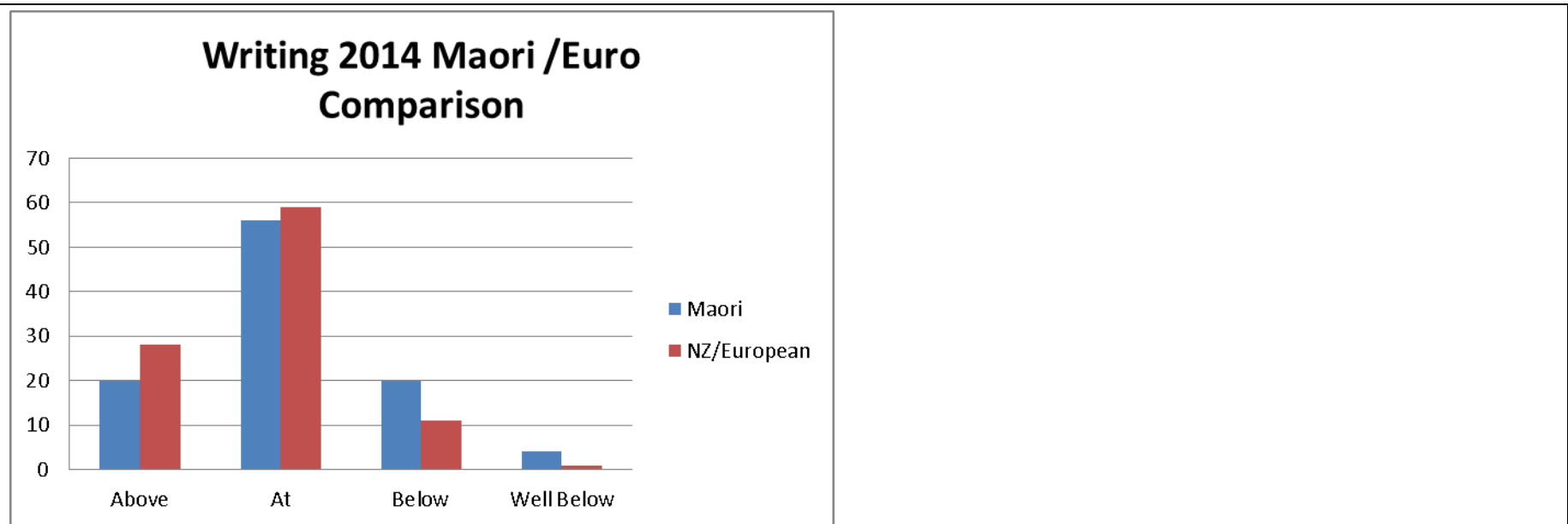**In 2014 132/479 (28%) of students were "above" the standard. An improved result of 6% from 2011**

The graph above shows the steady improvement over time and this is to be celebrated.

Writing 2014 Male/Female

We have made gains for Māori Students who were targeted in 2013 and 2014. In 2014 19/25 (76%) of Māori students were "at" or "above" the national standard in Writing compared to 374/426 (87%) of NZ European students. **An 11% difference**.

In 2013 12/18 (67%) of Māori students were "at" or "above" the national standard in Writing compared to 337/413 (82%) of NZ European students. **A 15% difference.**

In 2012 (65%) of Māori students were "at" or "above" the national standard in Writing compared to (79%) of NZ European students. **A 14% difference.**

In 2011 (42%) of Maori students were "at" or "above" the national standard in written language compared to (78%) of NZ European students. **A 36% difference.**

There has been a significant improvement in achievement levels for Maori Students "at" or "above" the national standard from 2011 – 2014. An increase of +34%.

The results are pleasing and should be celebrated. In 2014 we have improved on the good level of student achievement results in writing compared to 2011, 2012 and 2013 with 88% of the total number of students across the school being "at" or "above" the standard for their class level or time at school. Results show a 7% improvement across the whole school in 2014 (2011 results had (77%) "at" or "above" and the 2012 results had (80%) +3% "at" or "above" the 2013 had (81%) +1% "at" or "above" and 2014 had (88%) +7% of students achieving "at" or "above" across the school.

This learning area will continue to be a focus in 2015 as it is still below the achievement levels of reading and mathematics although the gap narrowed in 2014.

We continue to believe that future improvements in written language (and also in the other 2 learning areas) are dependent on all teachers across the school implementing agreed to best practice.

Do we agree with the data?
These results are accurate, moderated and tend to be conservative to ensure we don't overstate student achievement. We know through comparing our data with some other schools we tend to mark conservatively.

We advise that this data can't reliably be compared to other schools' data without moderation.

Variation of school data recorded on Musac Classroom Manager to MOE extracted Exel template
We use Musac Student Manager and Classroom Manager data base. The data reported has come from the MOE Exel extracted data where by Cashmere Primary School data went through a 4 step process to ensure data from years 1 – 4 was grouped and reported by the anniversary of each

child being at school i.e. 40 weeks, 80 weeks and 120 weeks. This resulted in some children (who according to our EOY data had reached "at" the standard) being grouped in the "below" category because their anniversary date was before the end of year. At that stage the data entered and recorded on our data base showed the child was close to the standard but not "at" the standard. Subsequently the child has reached or even surpassed the standard but this isn't reflected in the extracted data. Also to some degree it depended on when data was recorded and entered. This may have effected about 10 – 15 Year 1 – 3 children and will have altered our percentage results by 1% - 5%.

Post-Traumatic Stress
Recent research from the University of Canterbury has shown that post-traumatic stress has been evident in children/ families across Christchurch which may have impacted on this data.

NAG 2A (b)(ii) Basis for identifying areas for improvement

Methodology:
We use the 3 step PLG (professional learning group) process of analysis of the data (what is the data saying?), validity of the data (do we believe it? Is it accurate?) And then finally where is the challenge for us as teachers and as a school community? (This 3rd step gives us our 2015 set of goals and targets).

In the first year of the introduction to National Standards we spent a significant amount of time as a leadership team and staff deciding on how we would interpret the national standard data and how we would moderate the data between classes and across the school.

The achievement levels presented in the data reporting template and referred to above are based on multi-sourced norm referenced assessment tools and qualitative criterion based evidence including work samples, learning progressions of curriculum levels and the knowledge of the student from teacher, peer and parent perspective to inform us of an overall teacher judgment (OTJ) to determine where a student is in relation to national standards.
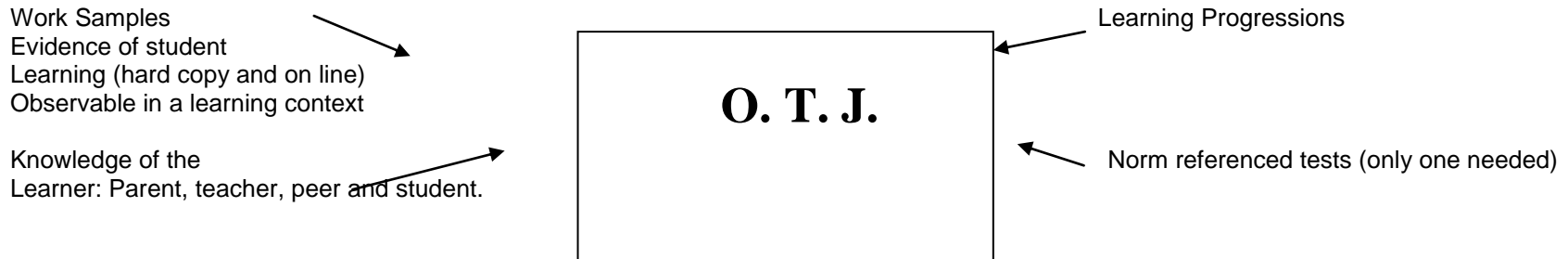
End of the Year AT expected level

	Reading	Writing	Maths numeracy	Maths Other strands
After 1 year	Green 1 -3 Orange	Curriculum Level 1p	Stage 3	Curriculum Level 1p
After 2 years	Turquoise Purple	Curriculum Level 1a	Mid/ end stage 4	Curriculum Level 1a
After 3 years	Gold 1 and 2 Silver 1 and 2: Level 2b	The equivalent of NZC Level 2b	Beginning/Mid stage 5	Curriculum Level 2b
Year 4	The equivalent of NZC Level 2p/2a	The equivalent of NZC Level 2p/2a	Mid/ End stage 5	Curriculum Level 2p/2a
Year 5	The equivalent of	The equivalent of	Begin / mid stage	Curriculum Level 3b

	NZC Level 3b	NZC Level 3b	6	
Year 6	The equivalent of NZC Level 3p/3a	The equivalent of NZC Level 3p/3a	Mid/ End of stage 6	Curriculum Level 3a
Year 7	The equivalent of NZC Level 4b	The equivalent of NZC Level 4b	Beg/ Mid stage 7	Curriculum Level 4b
Year 8	The equivalent of NZC Level 4p/4a	The equivalent of NZC Level 4p/4a	End of stage 7	Curriculum Level 4p/4a

National Standards at Cashmere Primary School are referenced by OTJ's from multi source data including

- Student work samples
- CPS teacher co-constructed *learning progressions* based on NZC
- Evidence of student learning which is observable in a learning context including teacher observations and conferences
- Knowledge of the learner through student and whanau voice.
- Norm referenced tests (E-asTTle and PAT):

National Standards are referenced by OTJ

Work Samples
Evidence of student
Learning (hard copy and on line)
Observable in a learning context

Learning Progressions

Knowledge of the
Learner: Parent, teacher, peer and student.

O. T. J.

Norm referenced tests (only one needed)

NB We moderate achievement levels conservatively so that we don't overstate individual or cohort achievement.

Analysis Of Variance 2014 Achievement Goals and Specific Targets

Mathematics:

Strategic Goal 1:

Maintain the high levels of maths achievement across the school:

Target 1:

Have 90% or more students across the school "at" or "above" the standard.

Result: 93% of students across the school were "at" or "above" the standard. This target was met.

Target 2:

Have 90% of year 1, 2, 3 and 4' students reach "at" or "above" the national standard for their time at school or class level in mathematics

2014 EOY Results	At %	Above %	Total %	Met/ not met
Year 1	58	28	86	Not met (but close to)
Year 2	60	19	79	Not Met
Year 3	72	22	94	Met
Year 4	36	59	95	Met

Target 3:
Have Year 1 students reach end of stage 3 in numeracy after 40 weeks at school. This target exceeds the national standard for Year 1's after 40 weeks at school. We chose to have a higher standard at Year 1 in order to support year 2's reach their standard after 80 weeks at school.

Results:
Number of Year One children who have been at school for 40 weeks or more N. = 61
- Number who reached the target of Numeracy Stage 3 End or above: N. = 38 (62%)
- Number who did not reach the target of End of Stage 3: N. = 23 (38%)
- Number who did not reach the end of Stage 3 but did achieve standard of Mid Stage 3: N. = 11 (18%)
- Number who reached Stage 3 Start (the actual national standard of 'at' for Year 1) = 10 (16%)

Number who were below Stage 3 (the national standard) = 1 (2%)

By setting a higher expectation at year 1 our aim was to improve the number of students reaching "at" or "above" the national standard for year 2 after 80 weeks at school. This will continue to be a goal for 2015

Written language

Strategic Goal 2:

Continue the improvement happening in Written Language since 2011

2013 results showed that Years 2, 3, 5 and 7 had below 80% achieving at or above the national standard.

Result:

In 2014 88% of all students across the school were "at" or "above" the national standard for their class level or time at school. This is a 7% improvement of 2013 results and 2% better than the 85% aimed for. This target was met.

Below are the 2014 results broken down by year levels. Those year levels highlighted in yellow had less than 85% achieving "at" or "above" the NS

Year level	Above %	At %	Total of "at" and "above" %	Below %	well below %	Total of "below" and "well below" %	Comment Was this year level 85% or more at or above the NS
1	14	76	90	10	0	10	**Yes** (exceeded target by 5%)
2	13	77	90	8	2	10	**Yes** (exceeded target by 5%)
3	30	44	74	26	0	26	**No**
4	42	45	87	10	3	13	**Yes** (exceeded target by 2%)
5	33	53	86	11	3	14	**Yes** (exceeded target by 1%)
6	18	74	92	8	0	8	**Yes** (exceeded target by 7%)

7	**29**	**47**	**76**	**18**	**6**	**24**	**No**
8	45	53	98	2	0	2	**Yes** (exceeded target by 13%)

Target 4:

Have 85% of all students "at" or "above" the national standard.

This is to be achieved by targeting the 2013 year groups who achieved below 80% achieving "at" or "above" i.e. years 3, 4, 6, and 8 2014 year groups and the continuation of the "ALL" intervention.

Result:

In 2014 years 1, 2, 4, 5, 6, and 8 had 85% or more students reaching "at" or "above" the National Standard for their year level or time at school. Years 3 and 7 didn't reach the 2014 85% target. See table above.

Hypothesis on why year 7's didn't reach their target and Year 8's did is that we believe it is a big step up from Year 6 to year 7 and on the basis of 2014, 2013 and 2012 results it takes 2 years for Year 7 and 8's to reach the expected national standard by the end of year 8. It is our expectation that the target will be reached for 2014 Year 7's as 2015 year 8's. We have the same hypothesis for the 2014 Year 3's.

High Ability Students

Strategic Goal 3:

Identify and record these students and their strengths and communicate to team leaders and teachers the names, strength(s) of these students so that an appropriate, challenging and differentiated programme is put in place to meet their specific needs

Results:

All teachers across the school identified and named students who were high ability and high performing within their learning space and were able to articulate a differentiated learning programme happening in their classrooms to support these children.

Target 5:

Have 60% of identified high ability students (cluster 5 students) achieve "well above" in their particular area of strength in relation to reading and mathematics national standards.

Target 5:

Have 60% of identified high ability students (cluster 5 students) achieve "well above" in their particular area of strength in relation to reading and mathematics national standards.

Teams	Results
Rata Team	**N/A**
Kowhai Team	**Year 3** Reading: 71% **(achieved)** of students identified as high ability achieved "Well Above" in Reading. Maths: 92% **(achieved)** of students identified as high ability achieved "Well Above' in Maths **Year 4** Reading. 83% **(achieved)** of students identified as high ability achieved "Well Above" in Reading. Maths: 40% **(not achieved)** of students identified as high ability achieved "Well Above' in Maths
Matai Team	**Year 5** Reading: 33% **(not achieved)** of students (3 of 9) identified as high ability "Well Above" in Reading. Maths: 82% **(achieved)** of students (9 of 11) identified as high ability achieved "Well Above' in Maths **Year 6** Reading: 30% **(not achieved)** of students (3 of 10) identified as high ability "Well Above" in Reading. Maths: 100% **(achieved)** of students (8 of 8 and 3 more) identified as high ability "Well Above' in Maths
Totara Team	**Year 7** Reading: 50% **(not achieved)** of students identified as high ability achieved "Well Above" in Reading. Maths:14 % **(not achieved)** of students identified as high ability achieved "Well Above' in Maths **Year 8** Reading: 55% **(not achieved)** of students identified as high ability achieved "Well Above" in Reading. Maths: 25% **(not achieved)** of students identified as high ability achieved "Well Above' in Maths *This will be a focus for the Totara team in 2015. In the PLG analysis of data there is a sense that we may be being too conservative in arriving at our OTJ. We will link with the advisory service and CHS to moderate our OTJ's and to become more familiar with end Level 5 and beginning Level 6 of NZC English and Maths.*

Target 6:

Have the teachers of these children demonstrate the evidence based differentiated programme and can track the progress towards the above target.

Results: This target was met. Using learning walks by the principal, team leaders and peer support along with appraisal interviews all teachers were able to identify high ability and high performing students and could provide evidence of a differentiated programme being offered to these children.

Teacher Practice

Strategic Goal 4:

That all classroom teachers demonstrate an understanding of and can articulate the pedagogy of the school

Results:

Using learning walks by the principal, team leaders and peer support including teaching as Inquiry reports and appraisal interviews all teachers were able to demonstrate an understanding and could articulate the pedagogy of the school to a greater or lesser extent.

Target 7:

Differentiated explicit teaching programmes in literacy and mathematics operate in 100% of classrooms

Results:

This target was met. We know this by using evidence from learning walks by the principal, team leaders and appraisal interviews.

Target 8:

That 100% of classroom teachers know the individual needs, strengths and next steps of their students and can demonstrate evidence based classroom planning and delivery to meet these.

Results:

This target was met. We know this by using evidence from learning walks by the principal, team leaders and appraisal interview

School review: The following goals and targets come from analysis of our 2014 EOY national standard reading, writing and mathematics data:

2015 identified Areas for improvement:

Written Language 2015 Goal:

Continue the improvement happening in Written Language since 2011

Rationale for the goal:

Notwithstanding the good improvement in written language in 2015, written language will continue to be a focus for improvement. In particular we will focus on improving achievement in written language at the Years 3 and 7 levels. 2014 results showed that years 3 (74%) and 7 (76%) had below the 2014 target of 85% achieving at or above the national standard. We will also target the 2015 Year 4 and Year 8 levels to ensure that they reach the new target of 88% of students across the school will be "at" or above the national standard in written language.

Since 2011 there has been a steady improvement in the achievement of Māori students. In 2014 Māori Achievement in Written language (76% reaching "at" or "above" the standard) was lower that non-Māori (88% reaching "at" or "above" the standard). This will also continue to be an area for improvement in 2015. The long term aim is to have no difference in achievement levels for Māori and non- Māori.

2015 Written language targets:

To maintain 82% - 88% of all students across the school reaching "at" or "above" the national standard in written language

To have 82% or more for Yr. 7 "at" or "above" the national standard in written language

To have 85% or more of Years 4, and 8 "at" or "above" the national standard in written language

To have 82% or more of Maori students "at" or "above" the national standard in written language

2015 identified Areas of strength:

Mathematics 2015 Goal:

Continue the high achievement levels in mathematics

Rational for the goal:

Our 2014 goal was to have 90% of all students across the school "at" or "above" the national standard in mathematics. We exceeded that target by 3%. We especially targeted Years 1 – 4 students and set the bar higher for year 1's with a view to having the 2015 Year 2's further ahead and therefore more likely to meet the 90% target. The 2014 results did show an improvement at the Year 1 level but not in Year 2. We will now monitor if the 2014 gains for year 1's will translate to the 2015 year 2's reaching the 90% target.

2015 Maths Targets:

Target 1

To maintain a 90% - 94% result of students across the school reaching "at" or "above" the national standard in Mathematics

Target 2:

Continue to have Year 1 students reach mid stage 3 in numeracy after 40 weeks at school. This target exceeds the national standard for Year 1's after 40 weeks at school. We continue to choose this higher standard at Year 1 in order to support year the 2016 year 2's reach their standard after 80 weeks at school.

Target 3:

To have 90% of Year 2 students reach "at" or "above" the national standard in Mathematics for their time at school.

Reading 2015 Goal

To maintain a 90%+ result of students across the school reaching "at" or "above" the national standard in Reading

To reverse the 2013 and 2014 trend of student numbers in the "above" category moving into the "at" group

Rationale for the goals:

The reading results in 2014 were pleasing and should be celebrated because we have managed to hold and increase our high levels of achievement across the school in the number of students in the "at" or "above" combined category (92%). A drop in percentage of students (5-6%) from the "above" category to the "at" category in 2013 and 2014 requires further investigation.

2015 Reading Targets:

Target 1

To maintain a 90%+ students across the school reaching "at" or "above" the national standard in reading

Target 2

To have 50% of students across the school "above" the national standard for their class level and time at school in Reading. This would be a 6% improvement.