

# Cashmere High School



## School Charter 2011

- Motto:** 'Leading Learning'
- Mission Statement:** To provide the best possible learning environment for our students to confidently grow and achieve excellence individually and collectively.
- Vision:** At Cashmere High School we are inspired to learn and have respect for ourselves, others, and the world around us.
- Values:** Citizenship, Opportunity, Vibrancy and Excellence ('COVE').
- Place of Māori:** There is appreciation of cultural diversity, 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 Maori for full time students whose parents ask for it.

## **Description of our School Community:**

Cashmere High School is the second largest of Christchurch' state co-educational secondary schools, with a rising roll of 1650 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. While the school has a decile rating of 8, the diverse nature of the school community means a diverse student population, including a significant proportion coming from lower socio-economic backgrounds.

Located in the Southern corner of Christchurch city, the school has held a favourable perception amongst the majority of the community since its opening back in 1956. The school's ethnicity is about 80% European, 9.6% Maori, 2.5% Pasifika and 5.3% Asian. In addition, there are approximately 80 international fee paying students at the school 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 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.

## Strategic Goals for 2011-2013:

1. To craft a school culture that fosters academic excellence.
2. Encourage every student to be engaged in learning and schooling.
3. The whole school environment is safe, vibrant and prepares students for their future world.
4. The professional learning community (teachers) maximises student learning and achievement opportunities.
5. The revised New Zealand Curriculum (NZC) is implemented across Cashmere High School.

Our school's strategic plan is reviewed annually by the school staff and Board of Trustees, and then will be fully reviewed with our community after every three years (the next being the end of 2012).

## Strategic Plan 2011-2012:

Strategic Goal	Purpose	Outcomes
1. To craft a school culture that fosters academic excellence. [NAG 1, 2b, 3b, 4a]	All students are encouraged to identify, seek out and achieve personal excellence in learning.	<ul style="list-style-type: none"> <li>• NCEA results improve and are above benchmarks.</li> <li>• Level 1 NCEA numeracy and literacy results improve and are consistently above benchmarks.</li> <li>• The use of educational data is maximised to improve teaching and learning.</li> <li>• Student effort and achievement is actively acknowledged and celebrated.</li> <li>• Increased positive and pro-active contact with parents through teachers.</li> <li>• Teacher's practice includes varied and effective teaching strategies which are reflected in evaluation.</li> <li>• Teacher planning and practice is assisting individual students achieve their NCEA/Scholarship potential.</li> <li>• School leavers have clear ideas on their future career/study options.</li> </ul>

<p>2. Encourage every student to be engaged in learning and schooling. [NAG 1, 2b, 4a, 5]</p>	<p>Students engage in the wide range of vibrant curricular and non-curricular opportunities, and are keen and able to learn.</p>	<ul style="list-style-type: none"> <li>• Reviewed attendance strategies and procedures reduce student truancy, with annual reduction targets set.</li> <li>• Positive work habits and attitudes are reflected in student junior graduation reports.</li> <li>• Continue to ensure that subject choices and student placement meet the needs of students.</li> <li>• The school's annual events calendar supports learning.</li> <li>• Further increases in staff and student participation in co-curricular activities.</li> <li>• Student achievement is actively acknowledged and celebrated.</li> <li>• Te reo and tikanga are integral to the school.</li> <li>• Level 1 NCEA numeracy and literacy results improve and are consistently above benchmarks.</li> </ul>
<p>3. The whole school environment is safe, vibrant and prepares students for their future world. [NAG 1, 2a, 4a, 4b, 5, 6]</p>	<p>To create an environment that supports its students both inside and out of the classroom, and encourages students to have pride in their school.</p>	<ul style="list-style-type: none"> <li>• There is increasing range and access of relevant technological tools to help teaching and learning.</li> <li>• The school student roll is managed to minimise pressure on staffing and resourcing.</li> <li>• A building plan addresses shortage of classroom spaces, to appropriately match school roll.</li> <li>• The building and landscape plan progressively fosters an inclusive and supportive environment.</li> <li>• Classrooms are maintained in good order and repair.</li> <li>• The school is a litter free environment.</li> </ul>
<p>4. The professional learning community (teachers) maximises student learning and achievement opportunities. [NAG 3a, 3b, 4a]</p>	<p>To maximise student learning and achievement through the process of appointment, retention and ongoing professional development of staff.</p>	<ul style="list-style-type: none"> <li>• Teaching staff are actively involved in regular professional development opportunities.</li> <li>• Teacher's planning and practice includes varied and effective teaching strategies which are reflected in evaluation.</li> <li>• Te reo and tikanga are integral to the school.</li> <li>• NCEA results improve and are above benchmarks.</li> </ul>

<p>5. The revised New Zealand Curriculum (NZC) is implemented across Cashmere High School. [NAG 1, 2a, 2b]</p>	<p>There is a mandatory requirement to deliver the revised national curriculum: in 2010 for Years 9-10 and then 2011 for Year 11, 2012 for 12 and 2013 for Year 13.</p> <p>The NZC is made up of:</p> <ul style="list-style-type: none"> <li>• Vision</li> <li>• Principles</li> <li>• Values</li> <li>• Key Competencies</li> <li>• Effective Teaching Pedagogy</li> <li>• Achievement Objectives across eight Learning Areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The CHS school wide curriculum document has clear links to NZC.</li> <li>• Junior (Y9-10) Schemes incorporate NZC.</li> <li>• Senior (Y11-13) Schemes progressively incorporate NZC.</li> <li>• Formal and informal teaching observations reflect NZC.</li> <li>• Class assessment practice increasingly reflects NZC.</li> <li>• School's graduation and subject reports reflect NZC.</li> <li>• Community are well informed about NZC and implementation.</li> </ul>
--	--	---

## Annual Targets for 2011:

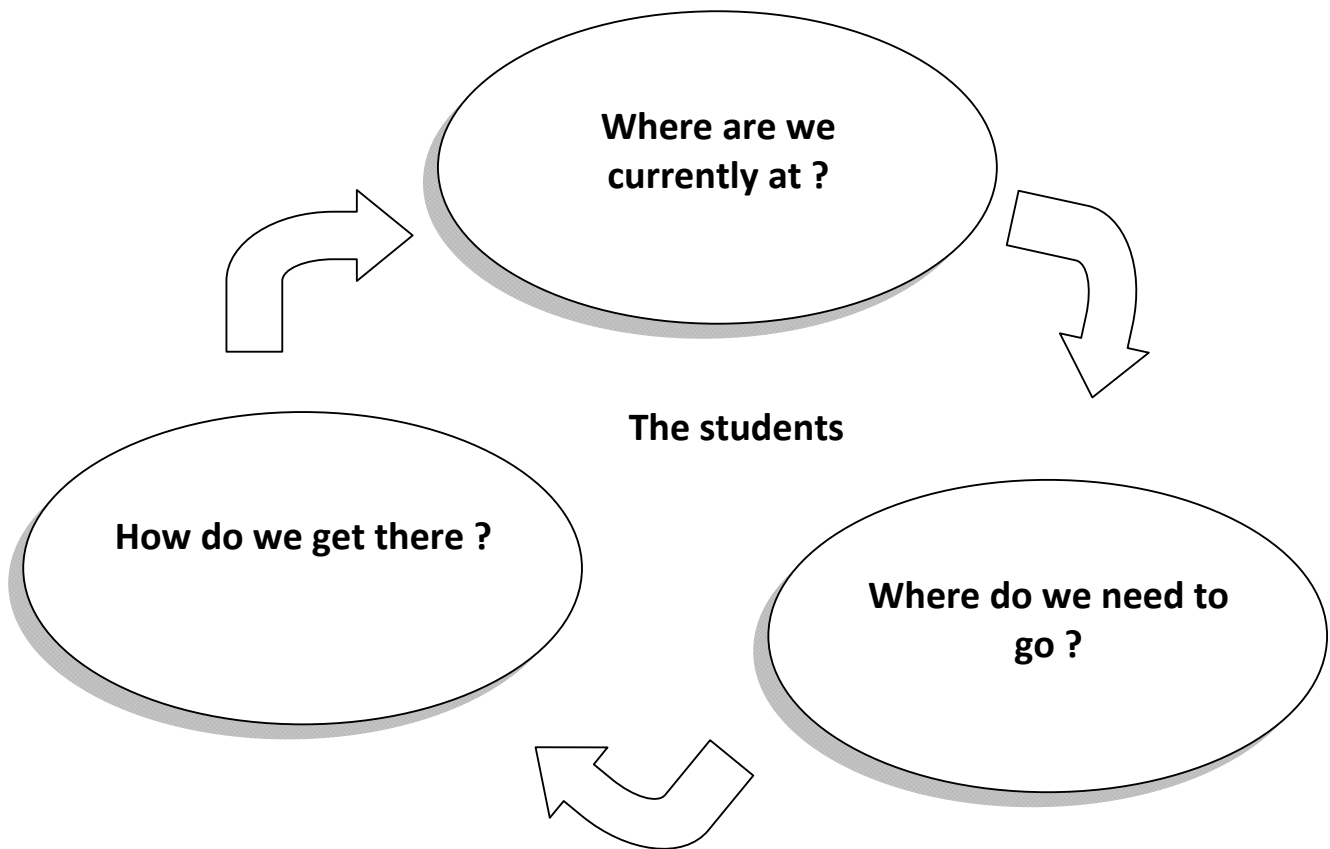
1. Ensure our NCEA Level 1 achievement at least equals the averages for all NZ decile 8 schools.
2. Across all combined year levels, our "truancy rates" do not exceed 8.0% for the year.
3. There is increased profile and inclusion of Te Reo and tikanga Maori within our school.
4. Increase student engagement in learning to help attain higher academic achievement.

## Action Plan for 2011:

Specific Target	Strategies and Actions
1. Ensure our NCEA level 1 achievement at least equals the averages for all NZ decile 8 schools.	<ul style="list-style-type: none"> <li>• All subjects analyse 2010 results (including MidYIS results) and identify/implement specific strategies to raise achievement (e.g. such as teaching to the merit/excellent level).</li> <li>• That student achievement of numeracy and literacy is tracked, and interventions and strategies are identified and put in place to help at risk students achieve Level 1 requirements.</li> <li>• An "Academic Mentor" develops a system to identify at risk Level 1 NCEA students, and implements strategies to help them achieve this qualification.</li> <li>• Teachers ensure that their teaching programme and assessment activities support the realignment of the Level 1 NCEA with the revised NZC.</li> </ul>
2. Across all combined year levels our "truancy rates" do not exceed 8.0% for the year.	<ul style="list-style-type: none"> <li>• The school implements a trial of the "EN" (i.e. early notification) system through School-links to help reduce truancy across all year levels.</li> <li>• Current system of absentee collation is enhanced – accuracy &amp; consistency.</li> <li>• A suitable student questionnaire is identified to help evaluate student perceptions on school engagement, bullying, and attendance.</li> <li>• That following up unexplained absences is a key focus by form teachers, class teachers and Heads of School.</li> </ul>
3. There is increased profile and inclusion of Te Reo and tikanga Maori within our school.	<ul style="list-style-type: none"> <li>• A sub-committee develops an action plan to implement Ka Hikitia.</li> <li>• The school values of COVE are related/translated into Te Reo Maori.</li> <li>• All staff encouraged to regularly use Te Reo Maori greetings/key phrases.</li> <li>• School signage begins to incorporate Te Reo Maori.</li> <li>• The school develops its own haka, and Kapa Haka is supported.</li> <li>• Staff PD programme outlines key areas of need and support for staff.</li> <li>• The academic achievement data of Maori students is collated and analysed to identify learning strengths and weaknesses, from which strategies are developed.</li> </ul>
4. Increase student engagement in learning to help attain higher academic achievement.	<ul style="list-style-type: none"> <li>• The "Learning Walks" continue to support a professional and reflective learning community with a focus on student engagement approaches.</li> <li>• Our PLG groups have student engagement as a main area for discussions and workshops (e.g. what it looks like, how achieved).</li> <li>• Department and faculty pedagogical meetings include strategies and shared ideas around student engagement specific to their learning area.</li> <li>• That department implementation of the revised NZC considers student engagement issues around planning learning activities.</li> <li>• That relevant ICT tools (e.g. PCs and data projectors) are used where suitable to help engage students.</li> </ul>

# Self Review

The Cashmere High School Self-review model:



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 we review our school's performance and systems for the goal 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"*.

## How Cashmere High School's Self-Review operates:

<i>Where are we currently at ?</i>	<i>Where do we need to go ?</i>	<i>How do we get there ?</i>
<p style="text-align: center;">Teacher:</p> <ul style="list-style-type: none"> <li>• Diagnostic data and testing (e.g. entrance testing, Class specific planning).</li> <li>• Staff appraisal – individual needs.</li> </ul> <p style="text-align: center;">Departments/Faculties:</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 meetings to raise/discuss issues.</li> </ul> <p style="text-align: center;">School:</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. PLG and Learning Walks).</li> <li>• Annual review of systems (e.g. subject choices and timetable by HOFs, discipline by SLT and HOS).</li> </ul> <p style="text-align: center;">Community:</p> <ul style="list-style-type: none"> <li>• Feedback from parents – formally at Hui 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> </ul>	<p style="text-align: center;">Teacher:</p> <ul style="list-style-type: none"> <li>• Lesson and unit objectives (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 – individual goals.</li> </ul> <p style="text-align: center;">Departments/Faculties:</p> <ul style="list-style-type: none"> <li>• Dept. specific curriculum goals (set out in annual schemes).</li> <li>• Annual subject assessment targets (identified in annual analysis report to BoT).</li> <li>• Specific subject/staff PD goals.</li> </ul> <p style="text-align: center;">School:</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 2010-12 – with guiding goals for school direction.</li> <li>• Proposed changes identifies for school systems (e.g. timetable, new subjects, new rules for lateness).</li> </ul> <p style="text-align: center;">Community:</p> <ul style="list-style-type: none"> <li>• Strategic Plan 2010-12 – with guiding goals for school direction.</li> </ul>	<p style="text-align: center;">Teacher:</p> <ul style="list-style-type: none"> <li>• Teaching schemes and lessons 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 – ideas and directions.</li> </ul> <p style="text-align: center;">Departments/Faculties:</p> <ul style="list-style-type: none"> <li>• Development of Dept. teaching and learning schemes and unit plans/resources.</li> <li>• Involvement in subject/staff PD (e.g. inter-school cluster PD groups, Dept. specific workshops).</li> </ul> <p style="text-align: center;">School:</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 style="text-align: center;">Community:</p> <ul style="list-style-type: none"> <li>• Informal meetings/contact with parents and staff (e.g. phone calls, email, meetings).</li> <li>• Hui with whanau.</li> <li>• Parent-teacher interviews.</li> <li>• Formal progress reports to family.</li> <li>• Communication with school-parents – e.g. website, newsletters, letters.</li> </ul>

