

Cashmere High School



Strategic Plan 2010-2012

- 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').

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 Plan 2010-2012:

Strategic Goal	Purpose	Outcomes
1. To craft a school culture that fosters academic excellence.	All students are encouraged to identify, seek out and achieve personal excellence in learning.	<ul style="list-style-type: none"> • NCEA results improve and are above benchmarks. • Level 1 NCEA numeracy and literacy results improve and are consistently above benchmarks. • The use of educational data is maximised to improve teaching and learning. • Student effort and achievement is actively acknowledged and celebrated. • Increased positive and pro-active contact with parents through teachers. • Teacher's practice includes varied and effective teaching strategies which are reflected in evaluation. • Teacher planning and practice is assisting individual students achieve their NCEA/Scholarship potential. • School leavers have clear ideas on their future career/study options.
2. Encourage every student to be engaged in learning and schooling.	Students engage in the wide range of vibrant curricular and non-curricular opportunities, and are keen and able to learn.	<ul style="list-style-type: none"> • Reviewed attendance strategies and procedures reduce student truancy, with annual reduction targets set. • Positive work habits and attitudes are reflected in student junior graduation reports. • Continue to ensure that subject choices and student placement meet the needs of students. • The school's annual events calendar supports learning. • Further increases in staff and student participation in co-curricular activities. • Student achievement is actively acknowledged and celebrated. • Te reo and tikanga are integral to the school. • Level 1 NCEA numeracy and literacy results improve and are consistently above benchmarks.

<p>3. The whole school environment is safe, vibrant and prepares students for their future world.</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"> • There is increasing range and access of relevant technological tools to help teaching and learning. • The school student roll is managed to minimise pressure on staffing and resourcing. • A building plan addresses shortage of classroom spaces, to appropriately match school roll. • The building and landscape plan progressively fosters an inclusive and supportive environment. • Classrooms are maintained in good order and repair. • The school is a litter free environment.
<p>4. The professional learning community (teachers) maximises student learning and achievement opportunities.</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"> • Teaching staff are actively involved in regular professional development opportunities. • Teacher's planning and practice includes varied and effective teaching strategies which are reflected in evaluation. • Te reo and tikanga are integral to the school. • NCEA results improve and are above benchmarks.
<p>5. The revised New Zealand Curriculum (NZC) is implemented across Cashmere High School.</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"> • Vision • Principles • Values • Key Competencies • Effective Teaching Pedagogy • Achievement Objectives across eight Learning Areas. 	<ul style="list-style-type: none"> • The CHS school wide curriculum document has clear links to NZC. • Junior (Y9-10) Schemes incorporate NZC. • Senior (Y11-13) Schemes progressively incorporate NZC. • Formal and informal teaching observations reflect NZC. • Class assessment practice increasingly reflects NZC. • School's graduation and subject reports reflect NZC. • Community are well informed about NZC and implementation.