



Collingwood Area School

Together we ride the wave of lifelong success - Ka eke ngātahi tātou i te ngaru o te angitu

Annual Plan Section 2019

Note – Not all of the Annual Objectives from the Strategic Plan have been selected for priority action in 2019



Collingwood Area School Achievement Targets (Objective 1.1)

ACHIEVEMENT

Strategic Aim 1: Ensure at least 85% of all students leave school with a minimum of NCEA L2 or equivalent

Annual Objective: 1.1: Accelerate the progress and achievement of students who are below the expected NZC Level in Year 1-8 literacy

Achievement Target:

- All boys and girls *below* the standard at the end of 2018 will make more than one year's progress and will be writing *at* or *above* the standard at the end of the year.
- All boys and girls *well below* the standard at the end of 2018 will make at least one year's progress towards being *at* the writing standard at the end of the year.

Teacher and SLT Review Meetings: Reporting to the BoT on Tracking Priority Students

Term 1 Teacher Tracking Dates:	Term 1 BoT Tracking Report:	Term 2 Teacher Tracking Date:	Term 2 BoT Tracking Report:	Term 3 Teacher Tracking Date:	Term 3 BoT Tracking Report:	Term 4 Teacher Tracking Date:	Term 4 BoT Tracking Report:
14.02.19(Students identified)	19.03.19	11.06.19	18.06.19	13.08.19	20.08.19	23.10.19	19.11.19

Implementation (what will we do?)

Evaluation (how will we know if we are succeeding?)

Action:	Resources & Input:	Personnel & Timeframe:	Outcome / Changed Behaviour	Output, Product & Support:	Monitoring:
1. Teachers identify which students need priority support – targeted instruction to accelerate progress. CAS will subscribe to the NZCER marking & analysis service to support tracking.	Analysis of OTJ evidence from 2018 and teachers' evaluations. Additional evidence & supporting information to give a full picture of each student & barriers, that need to be addressed. Use of assessment tools for data via Assessment Map: PATs, asTTle etc. Inclusive Practices PLD made available.	Principal, Primary Syndicate leader, SLT, SENCO Begins T 1.	Clear & well understood data. All educators are aware of who their target students are, which level they are at & can pin point 'next steps' in their teaching.	Tracking sheets completed supported by NZCER evidence. Supplementary supports identified. IEP targets co-constructed by SENCO. Use of assessment data to triangulate evidence. Whānau experience a meaningful IEP process, which is tracked, reviewed & makes a tangible difference. Inclusive practice resources are woven seamlessly into curriculum adaptations & runs through all aspects of differentiation.	Reported to Staff for feedback & to BoT. Any further resourcing & adjustments made by Wk. 5 T1. IEPs in regular cycle. Syndicate meetings focus on literacy strategies.

<p>2. Primary Syndicate Leader and Academic Leader to facilitate teacher coaching & tracking meetings to monitor progress of target students & their teachers.</p>	<p>Tracking sheets. Progress judgement evidence. Progress meeting recording sheets. Reading Recovery Tracking & PLD. A1 Quality Standards document ensures all teachers know & understand the output standards for students, to bring equity across the syndicate. Coaching & rich Inquiry practice becomes the norm in Syndicate Team.</p>	<p>All staff involved in Reading Recovery Ongoing throughout the year. Academic Leader. Primary Syndicate Leader.</p>	<p>All educators focused on discussing target student progress. Academic & Syndicate Leader aware of strengths and areas of development.</p>	<p>Updated & available tracking sheets (& any other data). SLT reports to the BoT who understand data & report on it to the community. Additional Reading Recovery PLD/support will increase impact of this programme. Syndicate & Academic Leader evaluating success & pinpointing areas for teacher improvement.</p>	<p>Academic & Primary Syndicate Leader monitoring data & ensuring rigorous conversations with team to embed 'next steps' pedagogy, & improved progress for students.</p>
<p>3. Reporting systems under continual review, improve the sharing of clear & pertinent information with students and whānau to support success.</p>	<p>Continue to build on whole school evaluation of CAS reporting in 2017, checking that new learning & findings are incorporated. Student & whānau voice is evident in the layout and communication of information. KAMAR systems are user friendly & available for staff to access both at school & remotely.</p>	<p>Parents, Teachers, Reporting Leader and SLT & Admin Team.</p>	<p>Reports will be informative & the schedule of reporting will be timely. Students & whānau will know 'next steps' as a result of reports received.</p>	<p>Updated reports shared with students, parents and whānau to communicate the required information at the right time. Calendared reporting ensures everyone is aware of deadlines. Teachers continue to receive training to upskill & deliver well-honed comments on progress not behaviour.</p>	<p>Stakeholder voices are gathered after reporting cycles to check quality & transparency of output.</p>





Collingwood Area School Achievement Targets (Objective 1.2)

ACHIEVEMENT

Strategic Aim 1: Ensure at least 85% of all students leave school with a minimum of NCEA L2 or equivalent

Annual Objective: 1.2: Accelerate the progress and achievement of Year 9 and 10 students who are unlikely to be working at level 5 of the curriculum by the end of Year 10

Achievement Target:

All students working below NZC expected level for Year 9 and 10 will make accelerated progress towards Level 5 by the end of Year 10.

Teacher and SLT Review Meetings: Reporting to the BoT on Tracking Priority Students

Term 1 Teacher Tracking Dates:	Term 1 BoT Tracking Report:	Term 2 Teacher Tracking Date:	Term 2 BoT Tracking Report:	Term 3 Teacher Tracking Date:	Term 3 BoT Tracking Report:	Term 4 Teacher Tracking Date:	Term 4 BoT Tracking Report:
14.02.19 (Students identified)	19.03.19	11.06.19	18.06.19	13.08.19	20.08.19	23.10.19	19.11.19

Implementation (what will we do?)

Evaluation (how will we know if we are succeeding?)

Action:	Resources & Input:	Personnel & Timeframe:	Outcome & Changed Behaviour:	Output, Product & Support:	Monitoring:
1. Teachers identify which students need priority support – targeted instruction to accelerate progress. CAS will subscribe to the NZCER marking & analysis service to support tracking.	Analysis of OTJ evidence from 2018 and teachers' evaluations. Additional evidence & supporting information to give a full picture of each student & barriers to be addressed. Use of assessment tools for data via Assessment Map: PATs, asTTle etc. Inclusive Practices PLD made available.	Principal, Yr 9 and 10 Academic Leader, SLT Begins T 1 Support from NZCER to initiate assessment process.	Clear and well understood data. All educators are aware of who their target students are, which level they are at, & can pinpoint 'next steps' in their teaching.	Tracking sheets completed supported by NZCER evidence. Supplementary supports identified IEP targets co constructed by SENCO. Use of assessment data to triangulate evidence. Whānau experience a meaningful IEP process, which is tracked, reviewed & makes a tangible difference to outcomes. SAC easy for teachers & students to access. Inclusive Practices resources are woven seamlessly into curriculum adaptations & differentiation.	Reported to Staff for feedback & onto BoT. Any further resourcing & adjustments made by Wk. 5 T1. IEPs in regular cycle. Syndicate meetings focus on literacy strategies.
2. Secondary Syndicate Leader, Yr 9 and 10 Academic Leader, SENCO and Specialist Classroom Teacher,	Tracking sheets. Progress meeting recording sheet.	All staff involved. Ongoing throughout the year.	All educators focused on discussing target students' progress.	Updated & available tracking sheets (& any other data).	Yr 9 and 10 Academic Leader, Academic & Secondary

<p>facilitate termly progress tracking meetings to discuss progress of target students & their teachers.</p>	<p>A1 Quality Standards document ensures all teachers know & understand the output standards for students, to bring equity across the syndicate. Coaching & rich Inquiry practice becomes the norm in Syndicate Team.</p>	<p>Yr 9 and 10 Academic Leader & Secondary Syndicate Leader.</p>	<p>Leaders are aware of strengths and areas of development in syndicates. SLT evaluating and reviewing success and areas for improvement for 2019.</p>	<p>SLT reports to the BoT who understand data & report to the community on targets. Syndicate & Yr 9 and 10 Academic Leader evaluating success & pinpointing areas for teacher improvement.</p>	<p>Syndicate Leader monitoring data, & ensuring rigorous conversations with team, embed 'next steps' pedagogy & improve progress for students.</p>
<p>3. Reporting systems under continual review, improve the sharing of clear & pertinent information with students and whānau to support success.</p>	<p>Student & whānau voices are evident in the layout and communication of information. KAMAR systems are user friendly & available for staff to access both at school & remotely.</p>	<p>Parents, Teachers, Yr 9 and 10 Academic Leader, SLT & Admin Team.</p>	<p>Reports will be informative & the schedule of reporting will be timely. Students & whānau will know 'next steps' as a result of reports received.</p>	<p>Updated reports shared with students, parents and whānau to communicate the required information at the right time. Calendared reporting ensures everyone is aware of deadlines. Teachers receive full training to upskill & deliver well-honed comments on progress not behaviour.</p>	<p>Stakeholder voices gathered after reporting cycles to check quality & transparency of output.</p>
<p>4. Use KAMAR information to regularly collate and review data to share about and with target students in Year 9 and 10.</p>	<p>Staff PLD on KAMAR tools where needed</p>	<p>Mentors, Yr 9 and 10 Academic Leader, SENCO & Specialist Classroom Teacher work with subject teachers.</p>	<p>Staff are aware of progress of target students & can talk readily about 'next steps'.</p>	<p>KAMAR used as a responsive and reliable tool by all staff to share with students and parents when appropriate.</p>	<p>Secondary Syndicate continue to refine KAMAR use & report on/ share PLD learning to consolidate use.</p>





Collingwood Area School Achievement Targets (Objective 1.3)

ACHIEVEMENT

Strategic Aim 1: Ensure at least 85% of all students leave school with a minimum of NCEA L2 or equivalent

Annual Objective: 1.3: Students at risk of not achieving NCEA Level 2 or equivalent will achieve this qualification by the time they leave school

Achievement Target:

- Students at NCEA L1 who are identified 'at risk' of not achieving, will gain NCEA Level 1 in 2019
- Students at NCEA L2 who are identified 'at risk' of not achieving, will gain NCEA Level 2 in 2019

Teacher and SLT Review Meetings: Reporting to the BoT on Tracking Priority Students

Term 1 Teacher Tracking Dates:	Term 1 BoT Tracking Report:	Term 2 Teacher Tracking Date:	Term 2 BoT Tracking Report:	Term 3 Teacher Tracking Date:	Term 3 BoT Tracking Report:	Term 4 Teacher Tracking Date:	Term 4 BoT Tracking Report:
14.02.19 (Students identified)	19.03.19	11.06.19	18.06.19	13.08.19	20.08.19	23.10.19	19.11.19

Implementation (what will we do?)

Evaluation (how will we know if we are succeeding?)

Action:	Resources & Input:	Personnel & Timeframe:	Outcome & Changed Behaviour:	Output, Product & Support:	Monitoring:
1. Teachers identify which students need priority support. Targeted instruction to accelerate progress is delivered & students have timetables to match their needs and focus.	Analysis of NCEA, PAT & asTTle data/ evidence and teachers' evaluations. SAC identified. Inclusive Practices PLD made available. Timetables organised accordingly.	Principal, Secondary Syndicate Leader, Principal's Nominee, Timetable Leader, Academic Leader & Mentors. Begins Term 1	Clear and well understood data. SAC available. All educators are aware of who their target students are, which level they are at, & can pinpoint 'next steps' in their teaching. The timetable reflects student needs not teacher preferences.	Supplementary supports identified. IEP targets co-constructed by SENCO. Use of assessment data to triangulate evidence. Whānau experience a meaningful IEP process, which is tracked, reviewed & makes a tangible difference. SAC easy for teachers & students to access. Inclusive Practices resources woven seamlessly into curriculum adaptations & differentiation. Students have well rounded timetables which are full & offer the subjects they chose to specialise in.	Reported to Staff for feedback & onto BoT. Any further resourcing & adjustments made by Wk. 5 T1. IEPs in regular cycle. Syndicate meetings focus on literacy strategies.

<p>2. Secondary Syndicate Leader, Academic Leader, SENCO and Specialist Classroom Teacher facilitate teacher coaching & tracking meetings to monitor progress & attendance of target students.</p>	<p>Tracking sheets & KAMAR attendance data (reported to BoT). Progress judgement evidence via progress meeting recording sheet. Coaching & rich Inquiry practice becomes the norm in Syndicate Team.</p>	<p>Academic Leader, Mentors, SENCO & Specialist Classroom Teacher work with subject teachers. BoT involved in attendance data. Admin Team support KAMAR work.</p>	<p>All educators & BoT focused on discussing target students' progress & how to improve attendance. Leaders are aware of strengths and areas of development in syndicates. SLT evaluate & review success & areas for improvement for 2019.</p>	<p>Updated & available tracking sheets. KAMAR attendance data is used regularly to assist in mentoring & parent information. SLT reports to the BoT who understand data & can coach towards meeting academic & attendance targets. BoT sets an attendance target for NCEA students and advertise & celebrate this regularly. Syndicate & Academic Leader evaluate success & pinpoint areas for teacher improvement.</p>	<p>Academic, Secondary Syndicate Leader & BoT monitor data & attendance. Leaders ensure rigorous conversations with team embed 'next steps' pedagogy & improved progress & attendance for students.</p>
<p>3. Use KAMAR information to regularly collate and review data to share about and with target students at NCEA L1 & 2. Students know & discuss 'next steps' as a result of this sharing of KAMAR data in Mentor Time.</p>	<p>Ongoing staff PLD on KAMAR tools to fit with CAS needs. Students understand the role of the Academic Leader at NCEA.</p>	<p>Mentors, Academic Leader, Admin Team, SENCO & Specialist Classroom Teacher work with subject teachers.</p>	<p>Staff are aware of progress of target students & Academic Leader meets regularly with students to discuss this data.</p>	<p>KAMAR used as a responsive and reliable tool by all staff to share with students and parents when appropriate. Academic Leader holds regular student/Mentor meetings. Student voice & choice used & recognised as a strong tool for teacher improvement.</p>	<p>Students & whānau are certain about their progress & what is needed to reach their achievement targets. Their attendance rates & engagement lead to gaining at least NCEA L2.</p>
<p>4. Reporting systems under continual review, improve the sharing of clear & pertinent information with students and whānau to support success.</p>	<p>Student & whānau voices are evident in the layout and communication of information. KAMAR systems are user friendly & available for staff to access both at school & remotely.</p>	<p>Parents, Teachers, Reporting Leader and SLT & Admin Team.</p>	<p>Reports will be informative & the schedule of reporting will be timely. Students & whānau will know 'next steps' as a result of reports received.</p>	<p>Updated reports shared with students, parents and whānau to communicate the required information at the right time. Calendared reporting ensures everyone is aware of deadlines. Teachers receive full training to upskill & deliver well-honed comments on progress not behaviour.</p>	<p>Stakeholder voice gathered after reporting cycles to check quality & transparency of output.</p>



Collingwood Area School Achievement Targets (Objective 2.1)

Outcome 2.1 Consolidate & integrate the use of a termly tracking system to monitor & evaluate progress & achievement of target students						
Issues:	Actions to meet the outcome:	Resources & Input:	Personnel & Time Frame:	What we will see happening differently?		
				Outcome:	Output:	Monitoring:
Monitoring & evaluation of target student progress & achievement requires consolidation & refinement towards full integration in our systems	1. Consolidate the termly tracking meeting process between teachers and Syndicate/Team/SLT. In 2019, this will involve coaching staff & using evidence to support discussions.	Tracking templates, Principal's report to BoT. Coaching framework modelled on appraisal system.	Academic Leaders/ Syndicate/Team Leaders/SLT & Teachers. Term 1 2019 ongoing	Syndicate/Team Leaders have a clear picture of accelerated progress for target students in their Syndicate/Team. Syndicate/Team Leaders able to share evaluation with rest of Leadership Team. Teachers coached to use assessment info to inform planning for teaching and learning going forwards.	Digital tracking process sheets. Progress and accelerated achievement expectations, recorded and shared with staff and BoT.	Monitoring and evaluation meeting timelines are linked to CAS calendar and Annual Objectives. The BoT receives termly updates as per Objective 1.
	2. Monitoring and evaluation minutes are used to report to the BoT on the accelerated progress and achievement of target students, termly.	Annual Plan Monitoring and tracking calendared. BoT receives termly tracking report.	Principal to BoT. Term 1 2019 onwards (as per schedule).	BoT know and understand the impact of annual objectives & actions on accelerating the achievement of target students. Achievement info shared horizontally and vertically in Staff & Syndicate Hui.	Principal's report to the BoT. Meeting Minutes.	BoT members are confident to discuss what the evidence tells them about target student achievement.
	3. Continue to link all appraisal/performance management (PM) targets to Strategic Aims and Annual Objectives.	Current school PM system.	SLT & Teachers. Term 1 2019 onwards,	Annual Plan, Inquiry and PM system are integrated. All staff understand the PM system & this is a central focus throughout the year.	Job Descriptions.s PM system recorded & shared with staff. PM meeting timeline recorded and shared.	Appraisal is a rigorous & well-understood process, anchored in all aspects of student achievement & tracking.



Collingwood Area School Achievement Targets (Objective 2.2)

Outcome 2.2	Embed reliable teacher judgements to inform teachers' planning & reporting to the BoT					
Issues:	Actions to meet the outcome:	Resources & Input:	Personnel & Time Frame:	What we will see happening differently?		
				Outcome:	Output:	Monitoring:
<p>Teachers are working towards using a range of evidence data with confidence, to make reliable judgements about target students' progress and achievement in writing</p>	<p>1. Embed confidence in using moderation processes/templates and documentation.</p>	<p>All resources shared & staff are confident about purpose and implementation & are used in Staff Hui. A1 Quality Standards throughout the school.</p>	<p>Academic Leaders/ SLT and Specialist Teacher. 'walk throughs' happen up to twice a term to support & reflect moderation expectations.</p>	<p>All teachers have a clear rationale for assessment at Collingwood Area School. There is a consistent understanding of purpose of assessment and use of assessment processes. All teachers know what constitutes 'evidence', how to collect it and how to collate and use benchmarks. Our classrooms reflect A4L principles. The BoT are able to track and monitor student achievement via Principal's Report.</p>	<p>Assessment document. Improved templates, & exemplars of moderation samples. Assessment Map for 2019 agreed & used. The BoT communicates Progress & achievement gains to the community.</p>	<p>Staff have a consistent knowledge of & use the right range, of assessments to gather evidence of progress & achievement. Reporting to the BoT is transparent & tracked successfully.</p>
	<p>2. An overview is documented of what evidence is being collected (day-to-day, periodical and transitional), including how this will assist moderation & tracking.</p>	<p>Digital resources Google Drive 'Effective Literacy in Practice' research document.</p>	<p>SLT and teachers in Term 1, 2019 onwards.</p>	<p>Academic Leaders, Specialist Teacher & SLT have a consistent knowledge of and use the right range of assessments to gather evidence of progress and achievement. Teachers use a range of evidence from across the curriculum to moderate judgements at both junior and senior levels to create a consistency of judgements.</p>	<p>Assessment weighting overview in Assessment Map. Range of evidence from across the curriculum. Portfolio of moderated evidence.</p>	<p>Range of evidence from across the curriculum. Portfolios of moderated evidence available for all.</p>



Collingwood Area School Achievement Targets (Objective 2.4)

Outcome 2.4 Continue to develop a digital technology strategy which supports teaching and learning						
Issues	Actions to meet the outcome:	Resources & Input:	Personnel & Time Frame:	What we will see happening differently?		
				Outcome:	Output:	Monitoring:
There isn't a long term strategic plan for ICT, including what students and teachers require for teaching and learning.	1. Continue to review efficiency of current network systems. Identify the current ICT needs & demands. 2. Organise plans towards creating a strategy for all stakeholders which feeds into the development of the Education Brief for the CAS rebuild . 3. Plan PD for appropriate staff to assist in development.	Continue to develop overview of current resources. Appoint a Technology Committee to support the MU holder. Survey whānau, teachers & students Pd for staff..	SLT, BoT, MU holder in 2019 & N4L as advisors. Use Core assistance through Kahui Ako objective to assist in strategy planning. Admin/ students.	Everyone has a shared understanding of what we will require in future and why. Time & motion study/needs analysis to feed into Education Brief being prepared for rebuild to ensure a better use of spaces & rooms with technology, to support student access to all types of ICT devices/programs	Documentation collated towards a strategy for BoT resourcing & priorities. Technology planning assists in the development of the Education Brief For CAS	Fact based recommendations to BoT to create ICT Strategy for CAS in 2019 & beyond.
	2. Teachers confidently facilitate the creation, sharing, integration of digital content with students & parents to meet progress & achievement needs.	Best practice models explored in other settings. PLD in Staff Hui, support from MU holder & via Kahui Ako team.	Teachers with high levels of confidence to support peers, SENCO to monitor SAC & student support needs. Specialist Teacher to assist with Student Voice.	ICT fully integrated into teaching & learning to support, personalise & extend student opportunities. All students with learning needs receive specific and targeted support.	Teachers able to facilitate high quality interactions, sharing content/ ideas to support learning. All students have access to appropriate technology platforms to support progress and achievement.	Student voice, BoT monitoring via Principal reports, achievement data of students using assistive technology.






Collingwood Area School Achievement Targets (Objective 2.6)

Outcome 2.6 Consolidate and integrate current tracking and monitoring strategies to increase our NCEA subject endorsements for students						
Issues:	Actions to meet the outcome:	Resources & Input:	Personnel & Time Frame:	What we will see happening differently?		
				Outcome:	Output:	Monitoring:
Students are below the expected rate of Endorsements (as set by Kahui Ako Achievement Challenge via MoE)	1. Consolidate the termly tracking meeting process between teachers & Syndicate/Team/SLT. In 2019, this will involve collating evidence to support discussions for endorsement focus.	Monitoring & evaluation minutes are used to report to the BoT on the accelerated progress & achievement towards endorsements, termly.	Academic Leaders/ Syndicate/Team Leaders/SLT & Teachers. Term 1 2019 ongoing.	Secondary Syndicate and Academic Leaders have a clear picture of accelerated progress to increase the amount of subject endorsements available for NCEA students. Leaders able to share evaluation with rest of SLT and report to BoT on this target. Staff use Achievement Standards to inform planning for teaching and learning going forwards, towards better quality NCEA outcomes for students.	Digital tracking, NCEA planning & mentor interview evidence. Progress and endorsement achievement expectations recorded & shared with staff & BoT.	Regular Academic/ Mentor meetings with students give information & evidence. The BoT receives termly updates as part of Student Tracking info.
	2. Time made available for teachers to streamline NCEA courses on offer & consolidate their practice to support Merit & Excellence outcomes for students.	Hui time to focus on differentiated teaching & learning strategies to accelerate student achievement levels. Mentor & subject time coaching with students, to familiarize them with the benefits of NCEA endorsements.	Specialist Teacher, subject specialists, Principal's Nominee, Academic Leader & all Secondary teachers.	Teachers engaged in improved pedagogy & planning to support higher endorsement rates. Students understand the need to collect less credits, and 'do less with more skill'. Courses delivered designed to support endorsement opportunities.	Evidence of an upwards trend in the percentage of students participating in NCEA at each level, gaining endorsements.	NCEA data, updates via KAMAR to students & whānau. NCEA information shared regularly to coach students & ensure they are aware of opportunities for endorsements.



Collingwood Area School Achievement Targets (Objective 3.1)

Outcome 3.1 Consolidate and integrate the way we reflect our ethos and cultural responsiveness, to embed a positive and inclusive culture that fosters well-being and enables all children to make progress and achieve at CAS						
Issues:	Actions to meet the outcome:	Resources & Input:	Personnel & Time Frame:	What we will see happening differently?		
				Outcome:	Output:	Monitoring:
Self-review via BoT in 2017 identified a need to create the conditions for cultural wellbeing, through a deeper focus on an inclusive CAS culture. A newly configured Pastoral Team in 2019 will drive the required actions with SLT & BoT support	1. Continue to implement data gathering via the w@s self-review tool in Term 1, 2019. 2. Present initial findings and explore other appropriate methods/tools to collect student, staff and whānau voice.	BoT to drive use of w@s application via NZCER, using positive communication to gain maximum engagement.	Pastoral Team in Term 1, 2019. BoT & Manawhenua to report to community and support this team.	The CAS community is engaged to take part in w@s survey. All feedback received, is shared. BoT, Manawhenua, SLT and Pastoral Team determine actions to support ongoing improvements. Additional tools identified for ongoing monitoring, employed as needed. A well supported Pastoral Team will function as a cohesive group for CAS, with close ties to whānau & stakeholders including Manawhenua ki Mohua	Full feedback shared with CAS community and initial responses to the data are 'drilled into' in T2 to start changes.	Survey and feedback completed. Groundwork/ preparation for Action 2 (below).
	2. Review w@s data in depth to inform gap-analysis, plan strategic & PLD support.	Skilled interpretation (beyond surface reading) of data required. BoT will oversee this portfolio to support SLT & Pastoral Team.	SLT & BoT in Term 2 with Pastoral Team, supported by Manawhenua.	Relevant data from survey is penetrated in depth to build a clear understanding of student/ staff & stakeholder experience of CAS culture. Actions will follow as a result of this work. Support extended directly to the Pastoral Team to receive coaching & mentoring from SLT, BoT & Manawhenua.	Clear actions agreed by BoT, SLT & Pastoral Team, with a timeline to address issues. Ongoing actions planned to start in 2019.	Self-review document created, facilitated workshops held to identify next steps to create a "Culture Action Plan" for 2019 and beyond.
	3. BoT & SLT support the new CAS Pastoral Team to promote programs and opportunities on offer, which support wellbeing and cultural responsiveness at CAS.	Strategic support for the Pastoral Team including termly non-contact hui time and appropriate PLD. Use of CAS media such as the Flyer to promote wellbeing.	SLT and BoT fund relief & PLD for termly hui for Pastoral Team. Regular updates in Flyer.	The community all know exactly what is on offer to support wellbeing including cultural competence at CAS and who the Pastoral Team are. Students can name 'next steps' in these pastoral areas, because of the support they receive & their confidence in the systems provided for them.	CAS students access leadership opportunities, a structured careers program, appropriate health education & guidance counselling.	Student uptake of programs is monitored and Student Voice is regularly collected to check our levels of engagement and

						satisfaction of services.	
	4. The BoT is engaged with the community in a variety of ways to listen to, & reflect back on student, staff & stakeholder voices regarding our CAS culture & climate.	A wider range of opportunities created to engage the CAS community in celebrating and endorsing our school culture.	School Picnic, w@s, Show Day, Flyer etc.		CAS is a more inclusive place to be. Parents, Whanau & students know who the BoT is and what they do to model and uphold a positive and inclusive wellbeing culture at CAS. There is improved engagement and attendance to parent/ community events.	The process will support CAS to engage in an ongoing journey towards building inclusive practices for all learners & the community as a whole.	BoT presence is evident at events. The community have access to regular BoT updates and BoT communications via CAS Flyer and Facebook Page.
	5. Staff undertake PD throughout the year to develop Cultural Competency.	Time (TOD) and PD funding made available to support the initiative for all teaching staff. The staff collaborate with TPS and TCS in the programme.	TOD held in Term 1. All teaching staff		Teaching staff become more culturally aware and informed of our history and bicultural diversity and are provided with ideas of how to include this knowledge into their teaching programs.	CAS students are made more aware of our cultural heritage and bicultural history.	Staff review progress made at the end of 2019 and plan for the future.

