



CAMBRIDGE HIGH SCHOOL

STRATEGIC PLAN 2021 - 2025

Purpose

To develop our learning community to best prepare students for life beyond school.

Vision

We provide an inspiring, holistic learning experience so students leave school with choices, confidence and a sense of purpose.

Values

R	realise your Potential <i>Me moohio ki too pito mata</i>
E	ngage with Purpose <i>Kia uu ki te kaupapa</i>
A	ct with Integrity <i>Mahia ki te tika me te pono</i>
C	are for People and Places <i>Manaakitia ngaa taangata me ngaa waahi</i>
H	ave Courage to Succeed <i>E riwha ai me niwha</i>

We actively reinforce the school's values to build a safe, inclusive and caring environment that encourages and supports students and staff to develop their key competencies, abilities and talents.

Strategic Priorities

- Excellence in Learning
- Our Culture Including Sports, Arts & Wellbeing
- Leadership and Development
- Partnerships
- Operations

Strategic Importance

CHS remains committed to Te Tiriti o Waitangi and to ensuring its principles guide our practice.



1. EXCELLENCE IN LEARNING

CHS will provide a high-quality learning environment for all students to experience their own learning success.

Actions

- 1.1 Build on success in our cross-curricular literacy and numeracy programmes in Year 9 and Year 10 classes and develop a school-wide strategy for literacy and numeracy success.
- 1.2 CHS will provide a high-quality NCEA programme in all learning areas for all learners/aakonga at CHS.
- 1.3 Student agency in learning further enhanced by use of student goalsetting, learner/aakonga tracker, and academic mentoring.
- 1.4 CHS junior curriculum will be re-designed to ensure that learning remains relevant for our community, with learners at the centre, providing appropriate academic challenge and based on best practice.
- 1.5 Effective review and target setting informed by NCEA achievement data with a focus on excellence in learning and academic performance.

Measures / Outcomes

- 1.1 A consistent cross-curricular approach in literacy and numeracy, with clearly defined faculty responsibilities, results in improvement in literacy and numeracy levels in year 9 and 10 students. The measures of success will be defined in terms of academic performance (co-requisite exams, UE literacy) and staff-wide competency, using student feedback and data to inform teaching practice. Evidence of this will be shared with the board. NELP 1 & 3.

- 1.2 Level 1 curriculum updated and refined for subject specific and schoolwide programmes.

Ongoing evaluation with data supports the delivery of high-quality NCEA assessment following internal policies and processes. Clear and informative communication with the CHS community occurs.

Maaori student achievement data will be discussed with senior leadership and targets set per faculty by end of Term 2. This will be included when reporting to the Board. NELP 1 & 3.

Male student achievement data will be discussed with senior leadership and targets set per faculty by end of Term 2. This will be included when reporting to the Board. NELP 1 & 3.

Continue engagement with NCEA change package through leaders maintaining active connections with subject groups and regional/national associations to receive timely updates on developments. NELP 3 & 4.



- 1.3 Mechanism for the ongoing monitoring of student learning progress in the junior and senior school will be prioritised on a termly basis. The system for junior goalsetting and learning progress to be monitored will be trialled and refined. Goals will be set by the end of Term 1 and termly reflection meetings held with the student's Form Teacher.

REACH reports to replace navigator reports. This will be developed and unpacked with staff.

PAROT is incorporated as part of the monthly reporting structure as required by the Board.

- 1.4 The Curriculum Design Group (CDG) will implement changes to reports, including the necessary professional learning and communication with our community.

The CDG will use feedback from faculty self-evaluation to identify priorities to implement the CHS signature pedagogy, including timelines and resourcing needs. NELPs 1-5.

The CDG will commence staff-wide professional learning to support the signature pedagogy for CHS.

- 1.5 Embed the use of PAROT providing useful and regular information to form teachers with both a pastoral and academic focus.

Ongoing review shared with school Board via scheduled presentations, including a particular focus on literacy and numeracy, aakonga Maaori and male achievement per faculty. NELP 3, Priority 6.

2. OUR CULTURE INCLUDING SPORTS, ARTS & WELLBEING

CHS will actively reinforce the school's values and build a safe, inclusive and caring environment that supports students and staff.

Actions

- 2.1 Review and continue to embed culturally responsive practice in the school culture, especially within the classroom.
- 2.2 Reinforce the aspirational CHS culture and positive behaviours that are articulated by PC4L, Restorative Practice and within the REACH values.
- 2.3 Implement and imbed the new framework to support the Arts and Sports at all levels in the school.
- 2.4 Health and Safety reporting used to identify challenges and respond in a cohesive manner.



Measures / Outcomes

- 2.1 Increase the involvement of our staff and students within Te Ao Maaori through professional learning opportunities and increasing access for students to build their understanding of Te Ao Māori. NELP 1, 2 & 3. Priorities 2, 3, 5.
- 2.2 Continue to imbed Restorative Practice throughout the school led by the University of Waikato. Staff-wide training and professional learning throughout the year. Behaviour Action Plan and school processes and procedures will be reviewed to will be reviewed to ensure cohesion with Restorative Practice. NELP 3, Priority 6.
- 2.3 By the end of 2025 the new framework for Sports and Arts will be implemented with the different curricular and co- curricular opportunities available for students and mechanisms for celebrating success. This includes resource allocation, management structures and participation targets. NELP 1, Priority 2.
- 2.4 Drills will be held termly with feedback opportunities for CHS members. Online H&S reporting system is effective and will be maintained. EOTC approvals will be streamlined by moving online for the staff planning and approval process and parent permission gathering. NELP 1, Priority 1.

3. LEADERSHIP AND DEVELOPMENT

CHS culture nurtures ongoing learning and growth.

Actions

- 3.1 Embed the Professional Growth Cycle and Support Staff appraisal process to support ongoing professional learning.
- 3.2 CHS staff recognition package celebrating professional milestones, long service to CHS and offers opportunities for ongoing study.
- 3.3 Enhance leadership capability and cohesion to support existing school leadership and provide for ongoing improvement and professional development opportunities within staff at CHS.

Measures / Outcomes

- 3.1 Professional Growth Cycle and Support Staff appraisal process will be embedded in CHS with ongoing promotion, goal setting that is aligned with the faculty/department and school key priorities and completion by staff through their faculties/departments. NELP 3.
- 3.2 Staff recognition sustained with a recognition of milestones and sharing learning from study grants. Reinforce the opportunities available to staff and celebrate the benefits for CHS staff and our community. NELP 3.

- 3.3 Maintain a fortnightly meeting schedule between middle leaders and the senior leadership team that provides opportunities for feedback, reflection, and a regular focus on impact in areas of strategic importance. Analysis and evidence for these meetings will be supplied by the Strengthening Us team. This will align with regular reporting to the Board.
Middle leadership development supported through the PGC and SLT relationship.
NELP 3.

4. PARTNERSHIPS

Be Te Tiriti o Waitangi focused. Create and support authentic and meaningful partnerships with students, mana whenua, whaanau, staff and the wider community.

Actions

- 4.1 Develop and maintain mutually beneficial partnerships with key education, community and commercial stakeholders and groups, e.g. Mana whenua, Wintec, University of Waikato, ITOs (Industry Training Organisations), Waikato Tainui, Kahui Ako, primary industry providers, local businesses, Waipa Council, sports and cultural organisations, volunteer organisations, charities, SPANZ, CNISPA and WSSSA.
- 4.2 Use the annual communications plan to share evidence of the school's vision and purpose with the community.
- 4.3 Strengthen relationships with our alumni (for both local and international students) emphasising the effectiveness of our purpose and vision.

Measures / outcomes

- 4.1 Progress with partnerships reported on monthly in Principal's report to the CHS Board. Principal will co-lead Kahui Ako in 2025. NELP 4, Priority 7.
- 4.2 A communication role will be established by the end of Term 1. The focus of this role will be to share the success of the school in strategic areas through existing channels. Metrics for measuring ongoing impact and reach will be established by the end of Term 2. NELP 1, Priority 2.
- 4.3 The purpose and vision of the school depends on ensuring that students (local and international) have valid outcomes on graduation. CHS in conjunction with CHS Educational Trust will develop mechanisms for understanding alumni success beyond school by end of Term 3. NELP 4, Priority 7.



5. CHS OPERATIONS

Strengthening our CHS ability to deliver our purpose and vision; including finance, infrastructure and communication.

Actions

- 5.1 Plan for and respond to Health and Safety implications of property developments.
- 5.2 Establish 'Sprints' within CHS leadership to ensure strategic goals are met.
- 5.3 Maintain financial sustainability.
- 5.4 Human Resources preparation for school growth.
- 5.5 Develop the long-term plan for school investment in facilities and ongoing asset management.

Measures / outcomes

- 5.1 Monitoring of Health and Safety will include construction impact on M Block late in 2025. Duty to be restructured in Term 1 to ensure sufficient across-school cover and a staff duty policy published and prominently shared. This will be reviewed termly to ensure effective ongoing cover. NELP 1, Priority 1.
- 5.2 Sprint routines established and two Sprints completed per annum. Sprint 1 Term 1 Week 7 to end of Term 2. Sprint 2 Term 3 Week 3 to mid-term 4.
- 5.3 Effective budgeting, planning investment and shared financial stewardship across CHS in conjunction with the Finance committee of the Board.
- 5.4 Support and Teaching staff roles are reviewed at end of Term 2 and during Term 4. This allows for future proofing of our staffing and response to increased population demands and the adapt to changing expectations in education. NELP 1.
- 5.5 The master property plan will be used to guide construction work and remediation of buildings. Opportunities will be explored to improve facilities while remediation work is in progress.
Opportunities to improve facilities in collaboration with the community will be explored and a priority list established annually. Viability of projects will be explored through the Board finance committee.

GREG THORNTON
Principal

Date: 3.2.25

JIM GOODRICH
Presiding Member

Date: 3.2.25