



CAMBRIDGE HIGH SCHOOL

DRAFT STRATEGIC PLAN 2021 - 2025

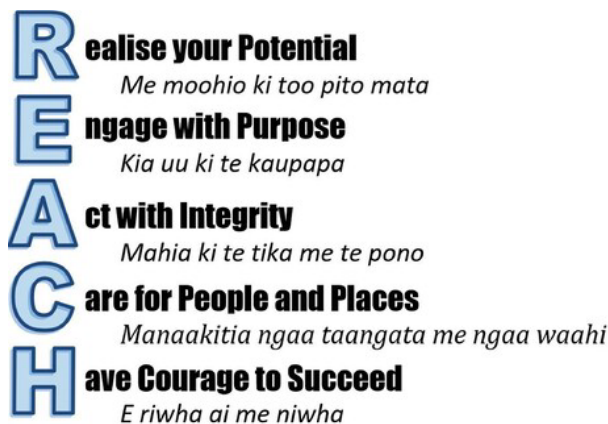
Purpose

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



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 *Cross-curricular literacy and numeracy programmes implemented and monitored in Yr 9 and 10 classes.*
- 1.2 *CHS will be well-prepared for the revised NCEA Level 1 that starts in 2024, including the implementation of an updated curriculum that meets the needs of the new NCEA Assessment package.*
- 1.3 *Build the understanding of Te Maataiaho across CHS in preparation for changes to the Junior curriculum.*
- 1.4 *Student agency in learning further enhanced by use of student goalsetting, learner/aakonga tracker, and academic mentoring.*
- 1.5 *Effective review and target setting informed by NCEA achievement data with a focus on ongoing performance.*

Measures / Outcomes

- 1.1 *Improvement evident in Literacy levels in Year 9 and 10 students consistent with the agreed ERO plan for implementation and review.*
Utilisation of student feedback and achievement data to inform teaching practice.
Progress has been made here and shared with ERO. We are improving results for students and raising the knowledge within our staff. This was evidenced in an increase in literacy and numeracy achievement in our NCEA data. See full ERO report.
- 1.2 *A schoolwide cohesive plan for NCEA implementation of Level 1 2024 and outline for subsequent years will be finalized by the end of Term 3. Changes will be embedded through Term 4.*
New curriculum articulated for subject specific and schoolwide programmes, including identifying the additional resourcing requirements to meet the needs of the new NCEA Assessment package.
Level 1 has been designed and articulated. There was significant discussion across the leadership at CHS about the best way to combine the courses for our students. We explored the difference between providing 3 standards (15 credits) and 4 standards (20 credits). The tension was between fewer standards delivered very well, with sufficient time to ensure high quality learning and the risk that this poses for some of our students and their ability to convert fewer assessments into achieved credits. If we let the learning lead and assessment follow, are we providing sufficient opportunities to ensure success and high-quality outcomes for all of our students. The lack of clarity in expectations and nature of assessments and delays in getting information made this conversation more complex and difficult.
Level 2 has been delayed. Furthermore, we have established a Curriculum Design Group established as the schoolwide curriculum needs which have emerged from these discussions need greater work, particularly in the junior school, to ensure our curriculum has ongoing relevance to our students and our community. This group will review the CHS curriculum offering with a special emphasis on the junior student learning experience.
- 1.3 *Connect middle leaders with training and workshops to build a change plan for the*



implementation of Te Maataiaho. Plan will be outlined by the beginning of Term 4 in preparation for the phased implementation.

This connection is established and staff are engaged with the new document, making progress as information becomes available. We anticipate further updates from MoE.

1.4 *Mechanism for monitoring student achievement progress in the senior school defined by Term 1.*

We report to the Board every meeting about student progress and middle leaders are engaged in goal setting for student achievement. This was reviewed at the end of 2023 and shared with Heads of Faculty. As a result of this process, we saw an improvement in the result of students within the year. This resulted in an increase in our Merit performance and a decrease in the proportion of Not Achieved grades. This has been reported on by SLT to the Board (monitoring) and by the Heads of Faculty in their annual reporting to the Board.

1.5 *Target setting during Term 1 and ongoing measurement against these targets throughout the year. Finalised by the middle of Term 4 in preparation for 2024.*

See above. We monitored student performance as the year progressed, sharing data on student performance. For instance, indications were emerging through the year that students' performance had moved from Merit to Achievement. As a leadership team, we addressed this and the final NCEA results showing an increase in Merit grades. Further analysis available on request.

2. OUR CULTURE INCLUDING SPORTS, ARTS & WELLBEING

CHS with the community, 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 imbed culturally responsive practice across in the school culture, especially within the classroom.*
- 2.2 *Continue to reinforce the CHS culture and behaviours that are articulated by PC4L and within the REACH values.*
- 2.3 *Develop a framework for the definition of an inspiring holistic education including Arts and Sports at all levels in the school.*
- 2.4 *Health and Safety reporting and cross-pillar response to challenges.*

Measures / Outcomes

- 2.1 *Develop a representative lead group and their capacity to lead staff, using the Mauri Ora framework from Poutama Pounamu. Training implemented during Term 1 with the implementation plan articulate by the end of Term 2.*

We have established a group that is representative of the CHS staff and many members whakapapa Maaori. We experienced difficulties with Poutama Pounamu as staff changed over in that organization and our access to PLD funding shifted. The group has a focus on improving staff capacity in te ao Maaori, and shaping CHS so that it continues to offer a space where Maaori can enjoy success as Maaori. We have moved to work with Evaluations Associates and the Niho Taniwha framework. The group have had an influence on what the school looks like, feels like and sounds like (a reference for our mana whenua) of the school. Through this they have developed our range of waiata and karakia, increased the presence of te reo Maaori and introduced a Tainui based story to bring meaning to our school REACH values.
- 2.2 *Introduction of Restorative Practice, led by the University of Waikato team. Staff wide training.*

A full plan is in place for senior and middle leaders to engage in 2023, while all staff will engage throughout 2024. This work aligns nicely with the Niho Taniwha framework.
- 2.3 *By the end of 2024 a framework will be established articulating the curricular and co-curricular opportunities for students. This will include resource allocation, management structures and participation targets.*

This was deferred as more work was needed on understanding the needs and interests of our wide range of sporting and arts groups. This will be completed in 2024.
- 2.4 *The Board will be kept aware of Health & Safety issues that emerge and measures taken to ensure CHS remains compliant.*

This has been very effective in 2023, with ongoing reporting to the Board and the resulting improvements enacted on to provide a compliant and safe campus.

3. LEADERSHIP AND DEVELOPMENT

CHS culture nurtures ongoing learning and growth.

Actions

- 3.1 *Embed the Professional Growth Cycle for ongoing professional learning.*
- 3.2 *Establish a CHS staff recognition package which celebrates professional milestones, long service to CHS and offers opportunities for ongoing study.*
- 3.3 *Leadership training programme developed to prepare our staff for promoted positions.*

Measures / Outcomes

- 3.1 *Launch of Professional Growth Cycle plan during Term 1 which articulates the professional goal (s) learning across the year. Record of this learning completed by the end of Term 4.*
The launch of the PGC was successful. We will now look to embed it into our practice so that the conversations can be ongoing and a natural part of our professional practice.
- 3.2 *Recognition package launched with staff by end of Term 1. This provides for recognition to occur this year and a plan established for 2024 by end of Term 4.*
This was launched in 2023 and well-received by staff. It was a fantastic opportunity for our CHS community to acknowledge the significant contribution our staff have and do make. It also highlighted how far we have come as a kura when we were able to celebrate the significant milestone of 20 years with staff performing the school haka. This has become a natural part of our celebration practice after many staff learnt the haka through our internal professional development – the ‘get up n grow’ sessions on Thursday mornings.
- 3.3 *Leadership training programme established by the end of Term 3 that best prepares our staff to lead in an increasingly complex environment. This will include working with the Teaching Council Leadership Framework, opportunities to connect with local universities and resource allocation to ensure this is sustainable.*
This is a work in progress and currently sits with the University of Waikato as they are keen to be involved. This would enable a much better programme than we have the capacity to design and deliver. This will be followed up on through 2024.

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 Board of trustees.*

Strong relationships are maintained and new connections have been established throughout the year. Our work with Kahui Ako and our mana whenua has been a highlight for the school. Ngaati Korokii Kahukura members are wonderfully supportive in their contribution to CHS and patient and caring in their support of our development. A highlight was the finishing of S block and the Poutama patterning designed by mana whenua artist Eugene Kara, and sand blasted into the concrete exterior.
- 4.2 *The school success in strategic areas is shared regularly with its community. This will be facilitated by the allocation of support staff resource to tasks during Term 1 and 2. Feedback on communications will be sought by the end of 2023.*

The school does an excellent job of providing opportunities for its students. We celebrate their success and promote the ongoing involvement of students, staff and the community in enabling this success. The communication for this is fragmented, however, and we have contracted someone to tidy it up and align this with the communications policy. This work will be completed in 2024.
- 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 explore the potential for an alumni network throughout 2023 to celebrate this success and maintain connections with graduates.*

This is still a work in progress with a collaboration between CHS and CHS Educational Trust. Alumni network is still strong, but informal, with access to alumni for such things as school talks and interpreters when overseas. We are aware that we need to maintain contact with our alumni to ensure that we get feedback on our ability to 'prepare our students for life beyond school'.

5. CHS OPERATIONS

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

Actions

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

Measures / outcomes

5.1 *Mechanisms for ongoing feedback and improvement established during Term 1. Regular reports produced to the Board. Health and Safety meetings with staff are conducted. There will be an annual reduction in Health and Safety reported incidents as a proportion of the school population.*

This is in place and the monitoring is effective and involving the Board.

5.2 *Sprint routines established and two Sprints completed per annum. Sprint 1 T1 W7 to end of T2. Sprint 2 T3 W3 to mid Term 4.*

Sprints are now embedded and used. They provide an ongoing prompt and tracking mechanism to maintain an eye on matters of strategic importance for the senior leadership of the school.

5.3 *Effective budgeting, planning investment and shared financial stewardship across CHS in conjunction with the Finance committee of the Board.*

This mechanism has been very effective and has enabled us to plan for significant projects while maintaining a financially secure position.

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.*

The school role is increasing and the demands on certain positions changing. This is regularly reviewed, and well-considered new employment made. We have increased our receptionist staff for example and that has been very successful, improving relationships with our community and relieving pressure on teaching staff.

5.5 *The master property plan is developed and finalised with the MoE by Term 3. This will be used to guide significant projects and their timelines, including new construction and weathertightness work. Timelines will be annualised and shared with Board in Term 3, in line with budget preparation.*

This sits with the MoE for final sign off. All indications are that this plan will be approved.

GREG THORNTON
Principal

HELEN MARTENS
Presiding Member

Date: 6 March 2023

Date: 6 March 202