



CAMBRIDGE HIGH SCHOOL

CHARTER & STRATEGIC PLAN

2019 - 2024

Purpose

Develop young people who can navigate competently through their secondary school learning into life beyond school.

Vision

Our students will have a sense of purpose and direction; they will understand who they are and where they are going.

Values

The school motto is Fortiter et Recte (Courage to do the right thing/Tuu Maaia Kia Tika) and is based on three core values:

- Achievement
- Respect
- Responsibility

Strategic Priorities

1. Academic excellence
2. Responsive practice
3. Co-Curricular programmes
4. Culture and well-being
5. Staff retention and development
6. Navigator strategy
7. Communication and relationships
8. Facilities and infrastructure

1 ACADEMIC EXCELLENCE

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

Actions

- 1.1 Continue to track and support students to achieve targeted pass rates in NCEA and other external examinations.
- 1.2 Increase use of data to inform teaching practice.
- 1.3 Prepare to implement a new form class structure to support tracking and mentoring of students (2020).
 - i) Refine self-reflection and goal setting for students.
- 1.4 Investigate structures to support both at-risk and GATE students at all levels.
- 1.5 Achieve improvements in literacy levels and engagement as measured year on year.
- 1.6 Investigate and address the needs of targeted groups with a special focus on boys.

Measures / Outcomes

- 1.1 90% pass rates at NCEA 1, 2, 3.
90% of eligible students pass UE.
Leavers at least 90% level 2 (Maaori & non-Maaori).
Achieve 20 scholarships per year.
- 1.2 Analysis of entrance, subject and examination data. Evidence of use in Enquiry documentation and results.
- 1.3 New form class structure implemented by 2020.
- 1.4 Investigation complete end of 2019.
- 1.5 Improvement evident in Literacy and Numeracy class end of Year 9.
- 1.6 Student satisfaction, informed teaching practice to support academic results.

2 RESPONSIVE PRACTICE

CHS will support teachers to provide learning programmes that are based on student needs and best practice.

Actions

- 2.1 Embed cultural relationships for responsive practice in the school through the use of tools such as Rongohia Te Hau.
- 2.2 As a Kawenata school, Cambridge High School will genuinely partner and collaborate with Waikato-Tainui, supporting their Education Plan.
- 2.3 Implement Write that Essay strategies in pilot classes, and provide PLD for teachers involved.
- 2.4 Further develop the role of the in-school Kahui Ako Team to drive the use of coaching and data, lead PLD, and model good practice to enhance learning and programmes.
- 2.5 Implement the Navigation Stream programme.

- 2.6 Continue to increase learner agency by developing Key Competencies (KC) and implementing differentiated programmes. Implement Key Competencies self-evaluation and feedback to parents in the senior school.
- 2.7 Research and plan for 2020 implementation of Digitech curriculum in Year 9 and 10.
- 2.8 Increase involvement in SSEP - programme to include all Year 10 classes.

Measures / Outcomes

- 2.1 Pre and post WTE analysis and teacher & student voice feedback. Positive movement on Rongohia Te Hau data (classroom observations and teacher voice).
- 2.2 Positive movement on Waikato-Tainui Kawenata school matrix.
- 2.3 Review and consider extending the project to further Year 9 classes.
- 2.4 Increased profile of the Kahui Ako Team i.e leading PLD at Thursday PLD slots, staff meetings, and Reflective Fridays. (Each of the Team coaches 3-4 other teachers, and has teachers observe their practice).
- 2.5 Teacher/parent/student voice confirms engagement and deep learning in the Navigation Stream.
- 2.6 Develop Key Competencies and the differentiation of programmes:
 - All classes complete KC self-evaluation.
 - KC feedback included in senior reports.
 - Personalised programmes and practices are the norm.
 - Maths Faculty PLD project results in increased learner outcomes.
 - Improved Me and My School survey results.
- 2.7 Digital Technologies Curriculum in place for Year 9 and 10 students by 2020
- 2.8 Teacher and student voice (satisfaction) with SSEP.

3 CO-CURRICULAR PROGRAMMES

CHS will actively encourage and support students to develop their key competencies, abilities, and chosen talents, through the implementation of comprehensive co-curricular programmes

Actions

- 3.1 Develop and implement Strategies and Plans for key co-curricular programmes in STEM, sports, arts and culture.
- 3.2 Introduce an information event to inform our school community of co-curricular activities available.
- 3.3 Implement and utilise a new house system to encourage student participation in these activities at all levels (2020).

Measures / Outcomes

- 3.1 Explore options of a Director of Co-curricular activities by the end of 2019.
- 3.2 Annual evening held to showcase co-curricular activities for existing and potential students / parents.
- 3.3 Numbers of students involved in co-curricular activities and favourable student satisfaction.

4 CULTURE & WELL-BEING

CHS will provide an enhanced sense of belonging by creating a diverse, inclusive and safe environment where students have the confidence to be themselves.

Actions

- 4.1 To further enhance student mentoring programmes through a revised form class structure in 2020.
- 4.2 Implement and utilise the house system, to promote school spirit/family throughout and between year levels.
 - i) Develop an extended pastoral system in preparation for the new house system in 2020.
- 4.3 Work towards providing a diverse counselling team.
- 4.4 Introduce more decorative displays and physical signs that reflect the diversity of cultures, talents and faculty areas.
- 4.5 Support the Arts and Culture Committee/Languages and International Faculties to provide opportunities to celebrate diversity at Cambridge High School.

Measures / Outcomes

- 4.1-4.5 Favourable student satisfaction.
- 4.2 New house system planned by end 2019 for implementation 2020.
 - i) 2020 Deans identified by end of Term 2 2019 and PLD provided.
- 4.3 Student Satisfaction.
- 4.4 First piece of decorative display designed and in place end of 2019.
- 4.5 Identifiable celebrations of diversity.

5. STAFF RETENTION & DEVELOPMENT

CHS will be the school of choice for teaching and support staff.

Actions

- 5.1 Continue to build on our staff well-being programme.
- 5.2 Provide all staff the opportunity to have meaningful and regular reviews and reflections with a focus on wellbeing, career development and goal setting.
- 5.3 Tailor Professional Learning Development opportunities to individual needs.
- 5.4 Proactively support all staff to meet professional standards in their annual appraisal and engage in Enquiry to enhance teaching and learning.
- 5.5 Issues identified through HOF annual reports and confidential exit interviews with the Principal.

Measures / Outcomes

- 5.1 Favourable staff satisfaction and staff retention statistics.
- 5.2 Completion of staff review meeting as part of CHS appraisal process.
- 5.3 Track PLD opportunity uptake.



- 5.4 Use an AC report to measure completion school wide.
- 5.5 Identify themes / issues and report to SLT and / or BOT for resolution.

6 NAVIGATOR STRATEGY

CHS will introduce the Navigator strategy to assist young people to navigate competently into life beyond school.

Actions

- 6.1 Communicate CHS's Strategy (Purpose, Vision and Values) as a top priority in the 2019 Communications Plan (for internal and external stakeholders).
- 6.2 Implement the first "Navigation Stream" in 2019 with ongoing PLD support for developing a collaborative, integrated learning context.
- 6.3 Review and plan for resources needed to grow and support the programme.
- 6.4 Track students to determine that the majority of learners have a meaningful pathway upon leaving school.
- 6.5 Establish a Careers Lead Team and upskill teachers in career education, Navigator tools and personality profiling.

Measures / Outcomes

- 6.1 Navigator Programme launched to internal and external stakeholders by end of January 2019.
- 6.2 First Navigator Programme launched in 2019 to be reviewed against a number of student outcomes e.g. retention of students into Year 10, student satisfaction.
- 6.3 Increased interest in joining Navigator stream in 2020.
- 6.4 Career Lead Team is established by Term 1 2019.
- 6.5 Each student has a meaningful pathway identified.

7 COMMUNICATION & RELATIONSHIP BUILDING

CHS will effectively communicate and engage with students, staff, whaanau and the wider Cambridge community to build understanding, trust and relationships.

Actions

- 7.1 Resource, develop and implement a comprehensive annual Communications Plan in the first quarter of 2019. Review and update the Communications Plan by end of Term 3, including the budget for 2020.
- 7.2 Execute plan and measure results. Reflect on effectiveness and review at end of 2019.
- 7.3 Set up CHS digital database and CRM (e.g. VeryConnect).
- 7.4 Utilise surveys with Net Promoter Scores to assess annual stakeholder satisfaction trends.



Measures / outcomes

- 7.1 Appoint a Communications Administrator to implement Communication Plan.
- 7.2 Report on measures of engagement via Facebook hits, newsletters sent, website views.
- 7.3 CRM established and all leavers for current year are signed up by Term 4, 2019.
- 7.4 Favourable Stakeholder satisfaction results.

8 FACILITIES & INFRASTRUCTURE

CHS will provide fit for purpose facilities and infrastructure to enable CHS to be fully resourced to meet its stated goals.

Actions

- 8.1 Implement the Asset Management Plan agreed with the MOE to ensure that all facilities and resources are maintained to meet current and future needs.
- 8.2 Ensure the school is fully compliant in terms of Health & Safety regulations.

Measures / Outcomes

- 8.1 Progress against Annual Asset Management Plan objectives.
- 8.2 Annual monitoring of Health & Safety compliance (protocols – risk management processes by Board and SLT).

GREG THORNTON
Principal

Date: 24 January 2019

KARL THORNTON
Board Chairman

Date: 24 January 2019