



CAMBRIDGE HIGH SCHOOL

CHARTER & STRATEGIC PLAN

2018 - 2023

Navigating our school and students on and into the future

- Students will be guided and supported throughout their learning journey.
- Our focus will be upon student outcomes that prepare them for the world beyond school.
- A strong emphasis will be placed upon our core values.
- Māori student outcomes will be valued and supported.



1. CORE PURPOSE AND VISION

Our Core Purpose

To develop fine young people who can navigate easily and competently 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.

Our Core Navigator Strategy

CHS is committed to developing an innovative approach whereby the school, students, staff, parents, and community, take ownership to achieve our core purpose together.

Culture

A high performing school based on a shared vision, operational efficiency, innovation, respect for each other, teamwork, achievement, and contributing to the community

Values

Our school motto “Fortiter et Recte” (Courage to do the right thing) is based upon the core values of respect, responsibility and achievement.

2. OUTCOME

The Cambridge High School learner will be both in person and in the digital world:

- an effective communicator
- a problem solver
- a good citizen
- a creative and critical thinker
- a resilient self-manager
- open minded, respectful and one who relates positively with others.

3. STRATEGIC ISSUES FACING CAMBRIDGE HIGH SCHOOL

1. Student motivation and drive, our students need the requisite motivation and drive in school to be self-confident (and happy) in the years after they leave school.
2. Changing skills for life and work – the world beyond the school gates is changing rapidly, our staff must understand what is happening, and how it affects our students.
3. The school needs to understand the changing needs of employers, ITOs, and tertiary providers and what they want from our students.
4. Teaching the core competencies and soft skills, we need to balance our focus on ‘getting educational results’ with a greater emphasis on enabling students to learn the core competencies and ‘soft skills’.
5. Student roll growth must be managed in order to keep Cambridge High School’s unique culture.

4. TAKING 'PATHWAYS' TO THE NEXT LEVEL DEVELOPING THE NAVIGATOR STRATEGY

CHS has developed a number of initiatives over the past few years, both in the classroom, and between the school and the outside world. We have been innovative by adding on a series of individual programmes to a traditional high school model.

However, in order to step up to the future we need to reconsider our model and focus on building a scenario of what a school would look like that was student outcomes focussed, in addition to being NCEA results focussed. The core idea is that students acquire the skills and knowledge in high school that 'clears the fog' from what their options are in the outside world, and empowers them to feel a level of confidence and clarity to navigate their way through their life and employment choices from 16-28 years old.

We will work with others to develop a 'navigator strategy' to implement the new core purpose and vision – this implies more of an outward focussed school which is better connected to the rapidly changing external environment. We do not want to simply tack on more bits to an old model, but rather to develop over time a school suited to the 21st rather than the 19th and 20th century.

5. EDUCATION AND LEARNING STRATEGIES

Leading the Values

- PB4L is our key vehicle for establishing our core values within the school.
- Deans – their role will be proactive with more time spent on promoting what the school wants rather than dealing with negative behaviours.
- Staff and form teachers will have a real relationship with their students, they will be seen as mentors, working with students to set their goals and they will be a reference point between the school and parents.

Academic/Classroom

- Classroom observations will confirm that students are well motivated and on task.
- Individual students will be observed making real progress each and every period.
- Students will display the valued soft skills, e.g. team work, co-operation, inter personal skills and the ability to work independently.
- Students will take responsibility for their own learning.

Strong Community Relationships

- A strong relationship will be established between employers and the school, employers will understand what schools have to offer, and the school will be aware of the needs of the employer.
- The school will work closely with key players, e.g. Employers Association, Wintec, Ministry of Education, Innovation Hub, Universities, ITOs etc.



- Local Employers and successful past students will be observed presenting at assemblies, acting as role models and mentoring students.

Navigator, Pathways and the Curriculum

Students have real choices based upon their personal interests, learning styles, talents and abilities.

- Able students are extended in key areas from year 9.
- A Gifted and Talented Programme is clearly visible.
- Traditional subjects and pathways will be visible as they meet the needs of many students.
- A contextualised pathway will be observed.
- A cross-curricular project based programme will be made available from year 10.
- The school has a vibrant co-curricular programme where the Arts are seen as being as strong as Sport.
- The school has a highly regarded transition/gateway/trades academy/work experience programme.
- At-risk students undertake a ready for work programme based on skills and knowledge required in the work place.
- Each pathway provided by the school will be seen as equally valuable within our school system.
- Students will be encouraged to stay at school until they are confident to leave.

6. STRUCTURAL CHANGE STRATEGY

- There is more flexibility with the school's time table, there may be a range of time slots used, e.g. 1 or 2 hour periods, and some students may in fact work to a programme which differs from the rest of the school.
- A new faculty based upon contextualised/project learning will be established.
- Boundaries between faculties will be breaking down as faculties work together to deliver student qualifications.
- A strong focus on professional development will ensure that each teacher has a range of teaching techniques aimed at meeting the individual needs of the student.
- Staff will work co-operatively to meet student needs.

7. ASSETS, BUILDINGS AND FACILITIES STRATEGY

- As the school roll grows, new and existing facilities will be designed in order to cater for growing student need.
- Facilities will be utilised fully, often outside what is seen as the traditional school day.
- Innovative learning environments will be created within the school.
- Computer technology will provide students with valuable links to the outside world.

8. HOW WE CONTRIBUTE TO THE NATIONAL EDUCATION PRIORITIES

Cambridge High School will ensure:

- high standards of achievement through quality programmes.
- inclusiveness and equality of educational achievement.
- ongoing review of educational programmes so that they remain up to date.
- a broad and balanced curriculum.
- a planned approach to curriculum delivery.
- special learning needs (remedial, enrichment and extension) are catered for.
- students have access to qualifications.
- all Māori students have opportunities to achieve success, including education through the Māori language medium.
- that it acknowledges and promotes the special place of Māori and Māori culture.
- that it values the diversity of cultures within New Zealand society.

9. HOW WE PLAN TO MEET OUR RESPONSIBILITIES FOR MĀORI STUDENT OUTCOMES

Cambridge High School will:

- ensure that Māori students are happy, confident, proud to be Māori and proud to attend Cambridge High School,
- provide an environment where Māori students learn as Māori and they know that their culture is valued.
- ensure Māori students become successful citizens upon leaving school.
- honour its obligations under the Treaty of Waitangi and take all reasonable steps to provide instruction in both tikanga Māori and te reo Māori, and
- where possible students will experience education in a Māori context.
- will support Tainui and work with the Iwi in order to achieve its education plan.

While at Cambridge High School, Māori students will develop a good sense of hauora; a personal sense of wellbeing. This will be achieved by catering for all aspects of their personal development: hinengaro (mind), wairua (spiritual), tinana (physical), and whanau (social).

10. MEASURABLE TARGETS FOR 2018

In 2018 Cambridge High School will work towards the following goals.

1. In 2017 the school attained its long-term goal in terms of the number of students leaving with NCEA level 2. 90% of all students and 91% of Māori students left with this qualification. It is important that these gains become the norm and that this level of achievement is repeated in the future.



2. The career navigation programme will be extended in Years 9, 10 and 11 classes. This goal reflects the need to make students aware of themselves, their interests and talents and the need to be future focused.
3. Cambridge High School will be an active member in its local Community of Learners. It will support the key goals of improving Māori attainment in general and the attainment of boys with a focus on literacy. The emphasis on 2018 will remain on training staff to be active participants in their Inquiry Cycles.
4. The Cambridge area is experiencing rapid growth and we must be ready for the increase in student numbers. We need to review our present timetable and option structure, develop a pastoral care system that emphasises the student as an individual within the school and press ahead with our property developments to ensure that we have adequate accommodation available for the start of 2019 school year.

12. RATIONALE

The above targets will ensure that Cambridge High School is performing at the highest level for decile 9 schools. These goals encourage academic excellence while ensuring that the school meets the needs of all students.

2018 ACTION PLAN

CURRICULUM (CE/MK)

(NAG 1 (c) iii) Ce/Mk

- The school will build on recent progress around NCEA level 2 and student leaver achievement. 90% of all students and 91% of all Māori school leavers attained this goal in 2017. It is our aim to build on this progress and to make sure that these results become the norm.
- Student attainment regarding University Entrance is below that of other decile 9 schools and this needs to be addressed. An external expert will be engaged to investigate the schools performance and culture in this area with the aim of developing a plan for the future. We will need to work with target students (year 13 students studying only three University Entrance subjects) to make sure that course selection allows them to gain this qualification. They will be mentored during the year and their progress will be closely tracked. The importance of the University Entrance will be highlighted as a viable goal for both year 12 and 13 boys.
- Cambridge High School will continue to be an active member in our local Community of Learning Programme. The emphasis will be based clearly on areas of identified needs namely under achievement of Māori and under achievement of boys. Both issues are a Cambridge wide issue. New in-school staff will be appointed to replace those leaving and they will receive training to bring them up to speed. The emphasis will remain on improving teacher use of the Inquiry Cycle tool and those leading the Inquiry groups will receive coach training.
- The navigator pathway aspect of the Strategic Plan will be further developed in years 9 and 10. The focus in year 9 will be on personality testing to identify student interests and talents. In year 10 it will be on career planning with the aim of improving subject choice as these students move into year 11. Year 10 and 11 students will investigate careers options in a formal manner. The essential skills will be formally assessed and reported on in both years 9 and 10 and planning will take place to allow this to occur in year 11 in 2019. Through Smart Waikato, the school will work with local employers to develop closer ties with our Science faculty with the aim of making junior Science more relevant. Ce/Rn
- An extensive curriculum review was undertaken during 2017. All faculties will reflect on the findings and implement change as appropriate. This will be a major emphasis with faculty goal setting. NAG2 (b) Pm/Ce/Jd/Kt/Ku/Sy/Mk
- Planning will take place to formulate a vision for the introduction of contextualised learning in 2020. This will involve improved student choice in the junior school with a wider range of options, and the introduction of contextualised courses linked to career choice in the senior school. The establishment of a new faculty of contextualised study will also be investigated.
- Building on research undertaken during 2017, a new school timetable will be developed and made ready to implement for the 2019 school year. Changes will enhance student learning, provide greater opportunities for multi-level study, provide all curriculum areas with the same level of teaching time and will allow for more flexibility when allocating staff to classes.

- A growth mindset model will be used to promote a positive mindset for students in year 9 who struggle with literacy and numeracy. This will include not only the literacy and numeracy teachers but the core teachers of the students as well. This is an Innovative Funding Project. Kt
- The school will work towards establishing differentiated learning as an approach to teaching across the junior school. All faculties will be required to display this approach in both years 9 and 10. Ce
- Implement the long term strategic vision for ICT as a teaching and learning tool as expressed in the school's ICT Strategic Plan.
 - BYOD will be introduced into year 12 during 2018 and preparations will be made to introduce it into year 13 in 2019.
 - An emphasis will be placed on providing staff with professional development that will improve their ability to use digital technology as a learning tool.
 - The school will work towards introducing the new Digital Technology curriculum. (NAG1 (a)) Sy/Ce
- Professional Development will be provided for Deans, HOFs then the teachers of senior students and finally junior students with the data processing programme ASSAY3. This programme will greatly increase the schools ability to process student data.

STUDENT WELFARE (Jd/Ku)

- Within the next five years our school roll is expected to reach 1800 students. While majority will come from Cambridge Middle School, approximately a third of our year 9 intake will come from smaller schools or out of town. We need to make sure that students feel safe, that they are seen as an individual and that their individual needs are met. It is proposed to develop a new pastoral care system based on houses and vertical form classes. This in fact will create five schools within Cambridge High School and will allow students to develop closer ties with teachers and students in their house groups. Much of the initial investigation has taken place, however plans need to be formalised by early term 2 so that changes to staffing can be identified during term 3. (Ku)
- The importance of respectful relationships will be highlighted, addressing issues such as family violence, personal relationships and bullying. This approach will be highlighted within the health curriculum, at assemblies, through student interest groups as well as through the provision of information online and in form classes. A strong message will be sent that 'It is OK to ask for help' and a focus will be placed upon fellow students developing a supportive environment. (Jd)
- The development of the Ministry's '*Positive Behaviour for Learning*' (PB4L) programme will remain a priority. There is a need to return to the basics by clearly identifying and teaching student expectations. These need to be identified consistently across the school. The emphasis this year will be on addressing cyber safety and bullying. (NAG 5 (a)) Ku/Ac/Jd
- Student voice: will continue as a key focus with the aim of keeping the SLT informed regarding relevant issues. In 2018 this will include student input into both the new timetable and pastoral care system. (NAG5 (a)) Ku/Jd
- The Mayoral Mentoring system for year 13 students will be redeveloped so that more students can be involved and students will be given the opportunity to investigate a range of career options (NAG1 (c) iii)(Jd).



- The Critical Friend Programme will see 35 at risk students receiving support and mentoring from staff and community members. Jd

MAORI (Ku/Cb) (NAG1 (e))

- Cambridge High School will build upon its expectations being a Kawenata School partnering with Tainui with the aim of supporting their long term objectives. It is their goal to develop Iwi members who are committed to Kingitanga, fluent in Te Reo Māori, strong in tikanga, healthy, well-educated and financially secure. They want all members to transition into meaningful pathways upon leaving school and they want to encourage a greater connection with their local marae. The school needs to develop a programme that effectively meets these expectations.
- The school will investigate introducing Māori in year 9 as a compulsory subject.
- This approach will be used to develop a broad concept that will be extended to meet the needs of all Māori students regardless of Iwi.
- The junior Social Studies curriculum will be reviewed so that all students have a greater understanding of the loss to Māori due to land confiscation and European settlement and the role of the Treaty of Waitangi and the Waitangi Tribunal in addressing these losses. An emphasis will be placed upon using local stories to achieve the above. Mr
- Having 91% of all Māori students leave with at least NCEA level 2 will remain a priority. Mk
- As our new Navigator Pathway is developed Māori students will be given priority in terms of goal setting, subject choice and mentoring. Ku/Ce

STAFFING (Ce/Pm)

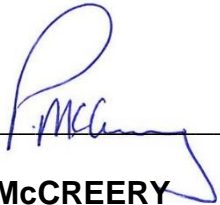
- Staff well being will be a key focus with 50 staff being trained in a Mental Health and Wellbeing First Aid programme. Staff will also be given the opportunity to access wellbeing checks on a wider basis. The issue of day relief which is causing added stress for staff will also be addressed.
- Additional support staff will be employed to address the extra work load around health and safety and the administration of day relief.
- Professional Development areas for 2018 will be focused upon:
 - Supporting staff with the extension of digital technology as a learning tool. Ce/Sy
 - The further development of Community of Learners initiative (COL) with the clear emphasis being on Māori attainment and improving boys' literacy. The first step will be developing the Inquiry and coaching tools. Ce/Ku/Du
 - Middle managers will be targeted so that they continue to grow the skills necessary now and in the future.
 - Delivering an Innovative Learning Project aimed at year 9 literacy and numeracy classes where teachers will engage in action research to facilitate the development of a growth mind set both in and for these students. Kt \$60,000 (NAG3 (a))
- Senior Management will work with staff representatives to investigate identified workplace issues. Pm/Jd

BOARD OF TRUSTEES

- To meet with HOFs to reflect upon their progress in 2017 and their goals for 2018, Term One (NAG2 (b)) Pm/Ce/Mk
- School policies will be reviewed in a timely fashion. (NAG2 (b)) Pm

PROPERTY AND FINANCE (Rc)

- Property projects for 2018 (NAG4 (c)) Rc/Pm
 - Our major priority will be upon the design stage for the new Arts block and its additional seven classrooms. We will be in a position for construction to start in August 2018.
 - Alternative accommodation will be in place to meet the needs of those students and staff affected by the demolition of S Block.
 - The infrastructure upgrade will be scoped so that work can start.
 - A programme will be established to address water tightness issues.
- Our cyclical maintenance programme will be reviewed given the major changes above.
- Prepare annual accounts for 2017 Term One. (NAG4 (b)) Rc
- To develop a budget for the 2019 school Year after consultation with HOFs, related interest groups and the BOT. Term Four. (NAG4(a)) Rc/Pm



PHIL McCREERY
Principal

Date: 23 February 2018



KARL THORNTON
Board Chairman

Date: 23 February 2018