

CAMBRIDGE HIGH SCHOOL STRATEGIC PLAN 2026 - 2030

Purpose

CHS empowers every student to grow, realising their potential in an inspiring and supportive learning environment.

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 Importance

CHS honours Te Tiriti o Waitangi and we acknowledge the place on which our school sits, celebrating our connection with Ngaati Korokii-Kahukura, Ngaati Haua and Waikato Tainui. We are proud to be an integral part of the community, working collaboratively to improve outcomes for the youth of Cambridge.

Strategic Priorities

- Excellence in Learning
- Excellence in Teaching
- Opportunity rich learning environment
- Infrastructure and Resourcing

Excellence in Learning

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

Guiding themes

1. Provide a high-quality learning experience for students that delivers national curricula in a manner that is responsive to the needs of students and our community.
2. Fostering of an aspirational learning environment, enabled by our REACH values, Positive Culture for Learning (PC4L) and the monitoring of student achievement.
3. Develop student agency to take ownership of their learning progression, emphasising growth for academic and vocational success when leaving CHS.
4. Inclusion of the whaanau in the learning journey through reporting and communication.

Actions for 2026

1. Changes in curriculum design will be well implemented through a review of subject offerings and pathways and timetable changes.

Confirmation of new curricula during Term 2 will result in a timeline (in Term 3) for subsequent change in the subjects offered, student learning pathways and associated timetable changes.

2. Student use of academic tracking processes throughout their schooling.

Students will set targets in Term 1 and then evaluate progress towards these targets termly.

Establish a data dashboard for tracking student progress, engagement, and wellbeing indicators.

Model proposed by end of Term 1 ready for use during Term 3 and 4.

3. Definition of the learning journey to provide an easy to access outline of expected student progress across time at CHS.

Model developed by the middle of Term 3 in preparation for broader feedback from community during Term 4.

4. Provide quality feedback to students and their families through assessment and reporting.

The leaders of learning will ensure best practice in assessing and reporting on student progress. This will be reviewed annually through feedback from parents and quality assurance with NZQA.

From 2026, and expanded over time, reporting will be against the revised learning areas using: Progress Markers (expected proficiency at each year level) and Progress Descriptors (Emerging, Developing, Consolidating, Proficient, Exceeding). **Reporting will be based on the expectations of Ministry of Education by the end of Term 2.**

Excellence in Teaching

We inspire success through teaching that is innovative and research informed, ensuring the best academic progress, nurturing curiosity and equipping students for ongoing success.

Guiding themes

1. Purposeful design of a curriculum to achieve optimal progress in our learners within the phase, recognising a diversity of needs within the student body.
2. Ongoing development of teaching capability to ensure maximum impact on student learning as indicated by evidence of student engagement and achievement.
3. Collaborative approach to ensure best practice is shared and there is a consistency of high-quality student experience across Cambridge High School.
4. Relational-based teaching practice that reinforces high expectations of student learning progression and reinforces the REACH values.

Actions for 2026

1. Using high quality forms of practice and pedagogy to ensure maximum value from direct instruction of our knowledge rich curriculum. Indicators will include Scaffolding to the phase, Differentiation, Science of learning principles, Direct instruction model.
Engagement with the curriculum design rubric, national changes in curricula and subject associations will guide ongoing reflections. This will be discussed at least termly during the Head of Faculty meetings.
2. Ongoing improvement in practice reflection and improvement of practice and programmes, driven by annual planning and the professional growth cycle.
Using the updated CHS observation tool and the professional growth cycle to evaluate teacher practice and promote ongoing improvement. The PGC begins with a meeting early in Term 1 and concludes with a review during Term 4.

Ongoing quality assurance and evaluation to improve curriculum design and teaching outcomes.

Preparation for the ERO visit in Term 1 will provide opportunity for self-reflection.

This feedback, combined with curricula changes, will guide school-wide and faculty specific improvement which will be reported on in the annual faculty reports.

3. Engagement with student progress, academic tracking and mentoring as a tool to improve student learning outcomes.

Purposeful and targeted tracking and intervention processes to support students, especially targeted groups, at risk learners and those sitting numeracy and literacy assessment opportunities. This will be led by the SLT working with data provided by analysis tools and the pastoral team to identify and support students.

4. Positive student and staff relationships in a restorative practice and PC4L environment will be used to ensure that students feel connected and valued and expected to realise their potential.

Professional development will be provided at least twice termly to staff to promote this aspirational and relationship-based culture.

Opportunity rich learning environment

We actively reinforce the school's values to build a safe, inclusive and caring learning environment that provides a range of opportunities for students.

Guiding themes

1. Ensure ongoing improvements in attendance rates, recognising that student attendance is vital to make the most of the learning environment.
2. Proactively explore opportunities to increase cultural awareness including deepening the understanding of Te Ao Maaori, international mindedness and cultural awareness within our community.
3. Ensure the range of learning opportunities (inside and outside the classroom) is engaging for students and meets the needs of the community and has a positive impact on students, catering for participation and performance at the highest levels.
4. Building of connections between the community and CHS to encourage volunteers, alumni, study partners and future employers to provide opportunities for students.

Actions for 2026

1. Implement attendance monitoring processes and share with the community.
Review this process for effectiveness at the end of Term 1. Based on data collected in 2025, We aim to see 60% of students in regular attendance, that is students missing fewer than 5 days across a term. Year level data will be analysed for trends, targets established and monitored by the pastoral team.
2. Engagement with Ngaa Poutiaki, leaders of learning and student leaders to develop cultural competency.
Understanding of student experience built during Term 1, which will inform the identification of targeted areas for 2026 and 2027.
3. Establish student and staff voice mechanisms (surveys, forums) to inform decisions about academic and co-curricular programs.
Staff and student feedback will be ongoing and pre-dominantly informal. External agencies will assist with formal data collection.
Participation rates in sports, arts, and cultural activities will be monitored analysing the connection with behaviour referrals, wellbeing and social cohesion.
This will be monitored through KAMAR and supplemented with feedback from

students and their whaanau about the relevance of academic and extra-curricular opportunities at the start of each semester.

4. Communications are improved so that relationships with the community are strong and opportunities are obvious for ongoing involvement in supporting the development of students.

The communication coordinator will review the effectiveness of CHS communications in Term 1 and establish a communication policy through Term 2 to guide information sharing about CHS and its events.

Infrastructure and Resourcing

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

Guiding themes

1. Establish effective communications protocols.
2. Ensure school policies, procedures and Health and Safety are monitored and regularly reviewed with the School Board.
3. Ensure resourcing is sustainable and sufficient to meet the current and future holistic learning needs of students.
4. Plan for the development of facilities and provision of Human Resources.

Actions for 2026

1. Implement a centralized communication platform for staff, students, and parents.

School Bridge will be implemented during Term 1 to provide cohesion to our communication with the community.

2. Senior Leadership Team will lead the ongoing review of the guiding documentation for the school.

The Board will establish this review schedule and finalise changes during scheduled meetings. The SLT will make any updates to practice and procedure resulting from any changes.

3. Work with stakeholders to ensure the budgeting process is aligned to strategic priorities and annual targets.

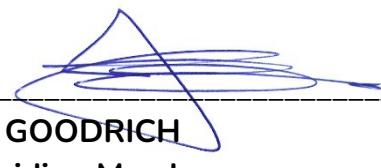
Budget holders meet with school leadership to establish needs for coming year, and this is reviewed against strategic priorities and the forecasted financial situation at the end of Term 3.

4. Property plans and Human Resources provision will be aligned to trends in growth and evidence indicating areas of need.

Growth information from feeder schools, the Ministry of Education and staff feedback will inform review of provision during Term 2 and again in Term 4.


GREG THORNTON
Principal

Date: 9.2.26


JIM GOODRICH
Presiding Member

Date: 9.2.26