



CAMBRIDGE HIGH SCHOOL

STRATEGIC PLAN 2021 - 2025

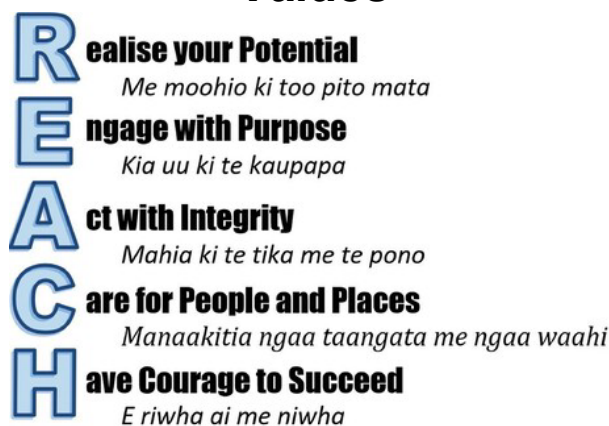
Purpose

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



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.

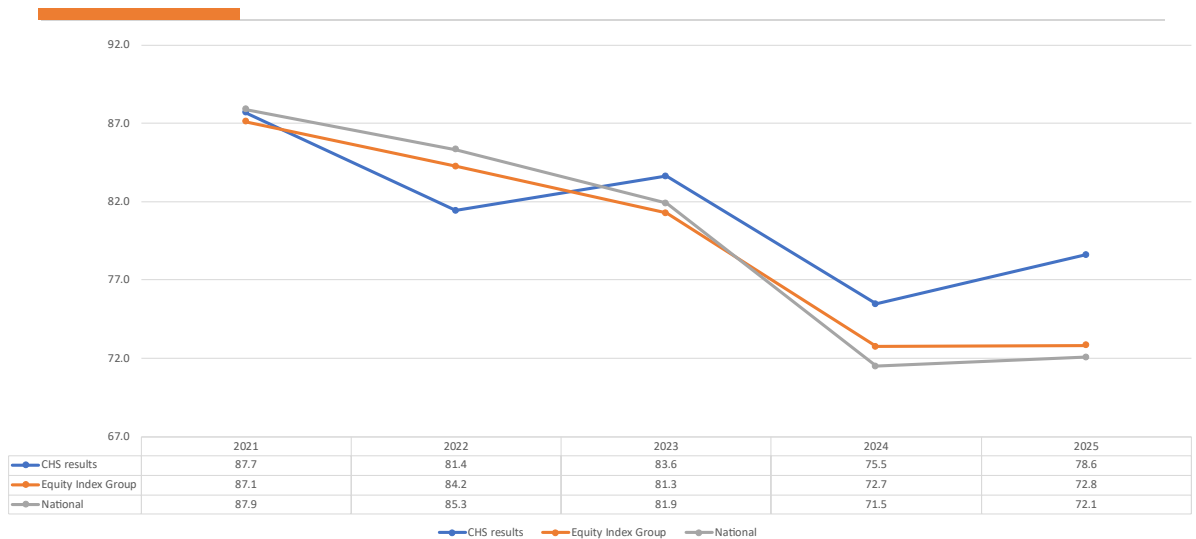
Actions

- 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.*
The results from 2025 showed an 4.5% increase in literacy and numeracy achievement in Level 1. This combination was a result of a schoolwide response to the assessment, including professional development, improved tracking and the adjustment of classes to offer support for students needing assistance. Students who made more than one curriculum level of progress each year to pass the CAA exams are 30% in Numeracy, 10% in Reading and 18% in Writing.
- 1.2 *Level 1 curriculum updated and refined for subject specific and schoolwide programmes.*
Level 1 was reviewed regularly with the HoFs to ensure that the changes were well implemented and that the learning environment for students expected. This is supported by the NCEA analysis (below) which highlights the successful development and implementation of our Level 1 programme.

Achievement rates – Level 1



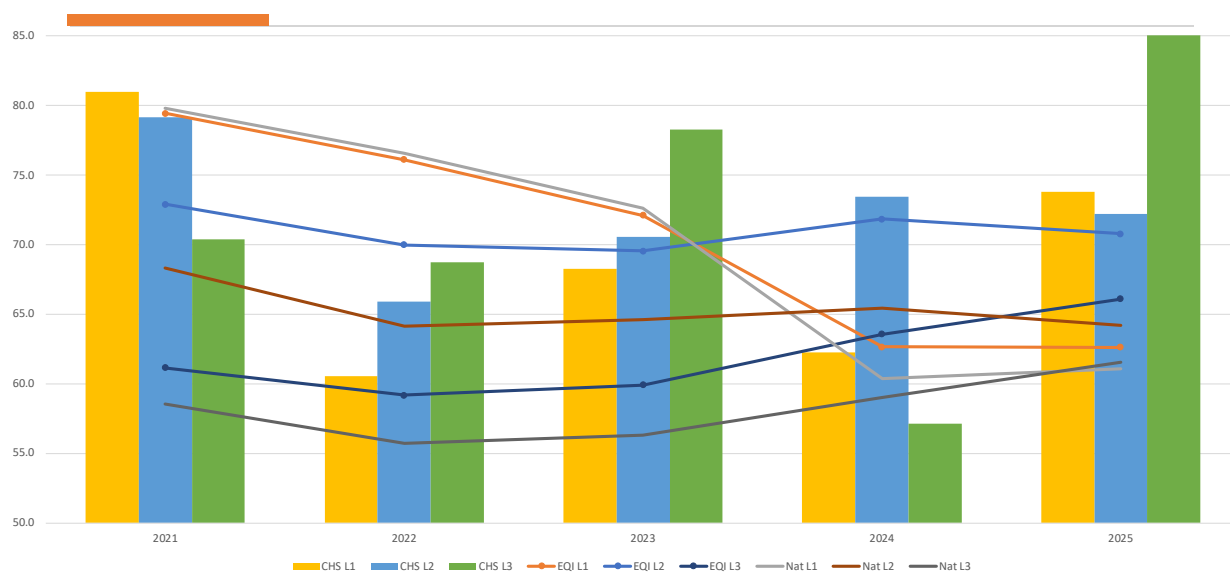
Ongoing evaluation with data supports the delivery of high-quality NCEA assessment following internal policies and processes. Clear and informative communication with the CHS community occurs.

Significant work has been done in this area, sharing with the students and our community expectations around NCEA assessment, the assessment calendar and policies that support a high-quality NCEA programme.

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.

The analysis of academic results from previous years and the internal assessments that we shared with the Board throughout the year highlight a trend of increasing academic achievement for our Maaori students (see graph). This is a great recognition of the work of CHS staff, the school board and its to create a learning environment where Maaori students can enjoy success as Maaori.

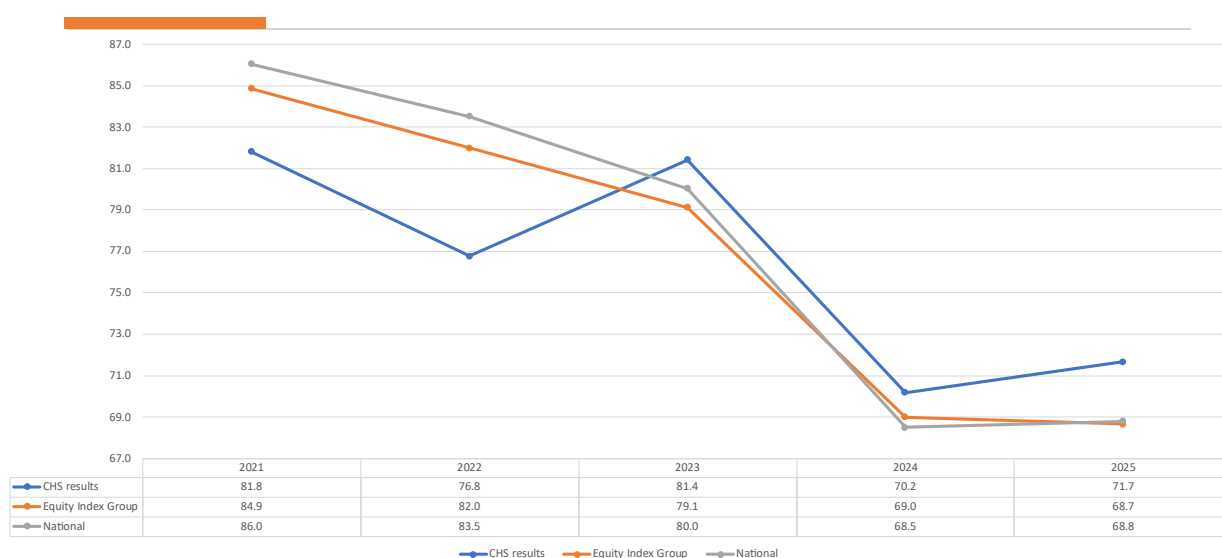
Special emphasis – L1 to 3 Maaori student



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.

Achievement data was monitored throughout the year with the Board and Heads of Faculty. Academic counselling supported the setting of targets and the increase in Level 1 achievement rates is a positive reflection, achieving success in this area of focus.

Special emphasis – L1 Male achievement



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.



This is ongoing with staff contributing nationally and regionally to the change that is occurring in education. CHS supported staff to host and attend PLD and workshops, building connections and networks to support the sharing of information around the change.

- 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.*

The Supporting Us team have begun with the development of the junior tracking system. This is challenging as we are also improving our curriculum design, implementing new curricula and the associated changes in assessment expectations. The senior analysis is becoming embedded with adjustments based on feedback from staff and students being used to increase the usefulness of the academic mentoring and tracking mechanism.

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

This was replaced and has an emphasis on the student approach to learning. The report provides feedback on the extent to which a student engages with school REACH values to demonstrate the characteristics that will see them succeed in their time at CHS.

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

This is an established tool and used as a part of the reporting to the Board.

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

This has resulted in a thorough review of the junior school curriculum design, emphasising 3 main areas; teacher dispositions, curriculum design and reporting. This timely work is underpinning our engagement with the rollout of the new curricula.

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.

This is ongoing as we incorporate changes that are occurring nationally.

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

The delivery of PLD and associated conversations with staff and in faculties has increased the awareness of our curriculum design, the reflection of the national curriculum and its ability to reach all students at CHS. This PLD has been ongoing with staff.

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

This has been successful and is an effective tool to support conversations with students about their progress.

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.

Monthly reports to the Board monitor and track student achievement across CHS with a particular emphasis on our Maaori and male students.

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.*
This is a growth area for CHS and we are greatly for the support of our mana whenua, Kahui Ako and the great work that schools in our community have done to raise the profile and understanding of Te Ao Maaori.
- 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 ensure cohesion with Restorative Practice. NELP 3, Priority 6.*
Restorative Practice was led by two staff who met staff needs through training, developing resources to support restorative practice and leading restorative meetings.
- 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.*
Feedback from students through surveys, focus groups and conversations point to a great range of opportunities for our students. There is significant support for our student involvement, and this has been developed further with the support of external agencies. We have received funding for equipment which will enable our students to be more active in participation during breaks as well as remove financial barriers to



participation in sports or arts.

- 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.
This has been completed and reviewed thoroughly.*

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.*
This is now embedded. Further work will be done in 2026 to align it with the new strategic plan and new teaching standards from the Teaching Council.
- 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.*
This has been well-delivered and is now a sustained mechanism to recognise staff involvement and support of CHS and its community.
- 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 meeting 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.
This is a well-established and effective mechanism to provide for communication between middle and senior leaders at CHS. It is a particularly important mechanism during such a time of change, especially as much of the information about the change is filtered through subject associations.

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. Principal will co-lead Kahui Ako in 2024. NELP 4, Priority 7.*
Completed.
- 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.*
This was delayed, but a new appointment was made at the end of 2025 with a start date in January 2026.
- 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.*
This was fully explored in conjunction with CHS Educational Trust. The decision was made to build on existing opportunities as the resource was not yet available to allocate to the establishment of an alumni foundation. The emphasis will be to make use of existing connections with alumni to enhance the learning environment at CHS.

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.*
This has been successful with a change in approach to duty to provide for greater coverage across the campus.
- 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.*
This has been well-established at CHS and underpins the ability for the SLT to maintain a focus on ensuring that areas of strategic importance remain central to our operations.
- 5.3 *Effective budgeting, planning investment and shared financial stewardship across CHS in conjunction with the Finance committee of the Board.*
CHS appreciates the support of the finance committee in providing financial oversight.
- 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.*
This work is ongoing and has helped identify areas for increased provision alongside exploring ways to maintain a strong pool of candidates for roles. This is very important as the most common outcome for us was to re-advertise for a role in 2025.
- 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.*
This is now completed and CHS looks forward to engaging with the MoE on implementation of this plan to support the growth in Cambridge.

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.

This focus has enabled the school board to fund the increase and improvement of science labs and class space while remedial work is ongoing. As the participation rates continue to increase, CHS has concerns about the ability of the school and town's facilities to meet this need.

GREG THORNTON

Principal

Date: 26.2.24

HELEN MARTENS

Presiding Member

Date: 26.2.24