



CAMBRIDGE HIGH SCHOOL

# STRATEGIC PLAN 2021 - 2025

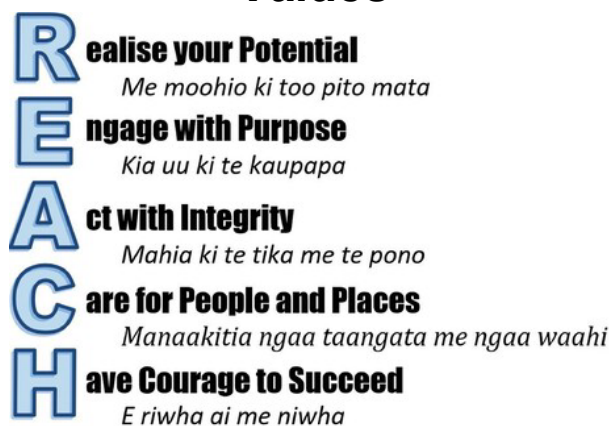
## Purpose

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.
- 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 curriculum will be re-designed to ensure that learning remains relevant for our community with learners at the centre, providing appropriate academic challenge, provision of courses and development of student competencies.
- 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 Improvement in Literacy levels in Year 9 and 10 students consistent with the ERO plan for implementation and review. This report will include targets and ongoing self-review established in conjunction with ERO and progress will be shared with the Board early in term 2 and 4. 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. NELP 1 & 3.
- 1.2 Level 1 curriculum defined for subject specific and schoolwide programmes and information shared by end of Term 1.

Ongoing delivery of high-quality NCEA assessment supported by clear internal policies and processes, clear and informative communication with the whole CHS community.

Maaori student retention and 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.

Engagement with NCEA change package through leaders maintaining active connections with subject groups and regional/national associations to receive timely updates on developments. Termly reporting of updates in NCEA progress reported to the Board. NELP 3 & 4.



- 1.3 Mechanism for the ongoing monitoring of student learning progress in the junior and senior school will be embedded. Goals will be set by the end of Term 1 and termly reflection meetings held with the student's Form Teacher.

Trial use of PAROT (SMS tool) in Term 1, to build a reporting dashboard to support the monitoring of student learning progress and meet Board needs. NELP 1, Priority 2.

- 1.4 The Curriculum Design Group (CDG) will establish a signature pedagogy for CHS by the end of 2024. The CDG will produce a plan for the implementation of the curriculum, including timelines and resourcing needs. NELPs 1-5.

- 1.5 Trial use of PAROT with a soft launch in Terms 1 & 2 to HoFs. Goals set by HoFs in Term 1 using provided templates.

Ongoing review shared with school Board via scheduled presentations, including a particular focus on aakonga Maaori participation and achievement per faculty. NELP 3, Priority 6.

## **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 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 used to identify challenges and respond in a cohesive manner.

### **Measures / Outcomes**

- 2.1 Introduction of Niho Taniwha with Te Whiria Kautawa leadership group. NELP 1, 2 & 3. Priorities 2, 3, 5.
- 2.2 Introduction of Restorative Practice, led by the University of Waikato. Staff-wide training and professional learning throughout the year. Behaviour Action Plan will be reviewed to ensure cohesion with Restorative Practice. NELP 3, Priority 6.
- 2.3 By the end of 2024 a framework will be established articulating the curricular and co-curricular opportunities for students and mechanisms for celebrating success. This



will include resource allocation, management structures and participation targets. NELP 1, Priority 2.

- 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.

### **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.
- 3.2 Staff recognition offerings established with a regular pattern for recognizing milestones. Reinforce the opportunities available to staff and celebrate the benefits for CHS staff and our community. NELP 3.
- 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.

Leadership development programme will be established in 2024 in cooperation with the University of Waikato. NELP 3.



#### **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. Principal will co-lead Kahui Ako in 2024. NELP 4, Priority 7.
- 4.2 The school success in strategic areas is shared regularly with its community through events such as the open evening, publications (Prospectus, Yearbook and video material) and in alignment with the communications.

We will review the current approach and employ staff to implement the communications plan with recommendations made by the end of Term 2. Metrics for measuring ongoing impact and reach will be established by the end of Term 3. NELP 1, Priority 2.

- 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.

#### **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 S-Block and account for construction impact on R & D Block and M Block. 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.
- 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.
- 5.3 Effective budgeting, planning investment and shared financial stewardship across CHS in conjunction with the Finance committee of the Board.
- 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.
- 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.

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.

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**GREG THORNTON**  
Principal  
Date: 26 February 2024

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**HELEN MARTENS**  
Presiding Member  
Date: 26 February 2024