



# CAMBRIDGE HIGH SCHOOL

## STRATEGIC PLAN 2022 - 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

<b>R</b>	<b>Realise your Potential</b> <i>Me moohio ki too pito mata</i>
<b>E</b>	<b>Engage with Purpose</b> <i>Kia uu ki te kaupapa</i>
<b>A</b>	<b>Act with Integrity</b> <i>Mahia ki te tika me te pono</i>
<b>C</b>	<b>Care for People and Places</b> <i>Manaakitia ngaa taangata me ngaa waahi</i>
<b>H</b>	<b>Have Courage to Succeed</b> <i>E riwha ai me niwha</i>

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 Track and support all student academic progress towards secondary school qualifications, with a special emphasis on targeted groups.
- 1.2 Focus on improving student literacy, especially written literacy at Years 9 and 10.
- 1.3 Prepare for curriculum changes, including the curriculum refresh, inclusion of New Zealand Histories and the NCEA change package.
- 1.4 Review and analyse Maaori student academic performance at Year 11.
- 1.5 Continue to imbed culturally responsive practices across the school and within the classroom.
- 1.6 Further develop the role of the within-school Kahui Ako Team to drive the use of evidence-led professional development to enhance learning for staff and students, including the support of our Form Time programme.
- 1.7 Develop a longer-term eLearning plan based on emerging requirements and additional learning opportunities.

### Measures / Outcomes

- 1.1 Establish an academic mentoring programme that supports students to identify, set and track progress towards their academic targets. This programme will emphasise a quality of performance in assessment over a quantity of credits.
- 1.2 Improvement evident in Literacy levels in Year 9 and 10 students as tracked by the Writers' Toolbox and evidenced in asTTLe data from Year 9 and 10 students.
- 1.3 Implementation Plan for NCEA changes developed and progress towards key objectives evaluated with faculty leaders. This will include preparation for Numeracy and Literacy co-requisites and maximising the use of Accord days for preparation. The use of the PACT tool will assist the tracking of student readiness for assessment. NZ History curriculum documentation written and ready for delivery within the Social Studies Faculty.
- 1.4 Report of Maaori learning experience in each faculty will be prepared for the SLT and ongoing analysis shared with the Board of Trustees throughout the year, focused on understanding the situation and guiding resource allocation.
- 1.5 Integration of maatauranga Maaori and Kahui Ako framework for culturally responsive practice in the curriculum and evidenced in classroom practice through lesson observations and other feedback.
- 1.6 Kahui Ako Team are supported by SLT to lead staff development in key areas as guided in the strategic plan. The Kahui Ako Team will implement this training and use staff and student feedback to measure impact.
- 1.7 Key areas of need going forward are identified in a report for the BoT in time to guide staff and student training and infrastructure needs for 2023.

## Projects

- Report annual literacy trends in Year 9 and 10 students and work with ERO to implement proven methodologies to address literacy levels in this targeted group and assess impact.
- Report to the BoT the Plan for implementation of NCEA change package by 2023.
- Utilise the data collected from Kahui Ako on CHS learner progression to shape the ongoing action plan. This plan will link with the PB4L (Positive Behaviour for Learning) programme.
- Engage with our at-risk students and priority groups in the junior school to prepare them for ongoing and meaningful engagement beyond Year 11 at CHS.
- Develop a goal setting approach academic mentoring to encourage students to achieve excellence in learning.

## **2. OUR CULTURE INCLUDING SPORTS, ARTS & WELLBEING**

**CHS with the community, will actively reinforce the school's values and build a safe, inclusive and caring environment that supports students and staff.**

### Actions

- 2.1 Through our project team articulate and reinforce the CHS culture and behaviours that are articulated by PB4L and supported by school leadership.
- 2.2 Develop and implement a Wellbeing Programme to strengthen our CHS community.
- 2.3 Develop a framework for promoting and supporting Arts and Sports at all levels in the school co-curricular activities.
- 2.4 Form Time will positively reinforce the school culture and support student development as they progress through CHS.

### Measures / Outcomes

- 2.1 Outline of the culture and behaviours expected at CHS to enable the purpose and vision shared frequently for all members. Including a re-launch of PB4L and the CHS values, implementation of a reward scheme and clear guidelines for expected behaviour at CHS (including the BAP and cell phone policy as examples)
- 2.2 Student Wellbeing is enhanced through Health and PE and the articulation and implementation of a Form Time plan, in conjunction with Kahui Ako team members. Staff Wellbeing is regularly monitored, and targeted initiatives implemented in response to emerging concerns. A review will be conducted into the need for a Wellbeing officer at CHS.
- 2.3 Co-curricular Annual Plans in Arts and Sports continue to be implemented and new ways of promoting opportunities and success are trialled.
- 2.4 Improvements in the value of the Form Time programme evidenced in student feedback.

## Projects

- Work with key Form Time staff to develop and deliver a student focused Wellbeing Programme as part of the Form Class system.
- Development of an annual plan and associated guide for staff in the effective use of the Form Time slot.
- Analyse student / staff satisfaction survey with Co-curricular and House activities and prepare associated action plans.

## **3. LEADERSHIP AND DEVELOPMENT**

**CHS culture nurtures ongoing learning and growth.**

### Actions

- 3.1 We are all members of the CHS learning community and this recognises the need for ongoing development individual capabilities and growth.
- 3.2 Through professional development programmes, increase staff capacity to ensure progress on Key Strategic Priorities.
- 3.3 Reinforce the importance of a leadership framework in promoting leadership skills.

### Measures / Outcomes

- 3.1 Goal setting, coaching and development opportunities exist for staff and resourced by a training toolkit and ongoing support.
- 3.2 Effectiveness measured in improved evidence on our Key Strategic Priorities.
- 3.3 The Teaching Council Leadership Framework will be promoted with staff. This will be tailored to provide a specific definition of effective leadership at CHS.

## Projects

- Develop and introduce a training programme to support the form teacher structure including partnering/learning from another secondary school that has a well-functioning form teacher programme.
- Design and deliver phase 2 of our Professional Development programme based on progress in our Key Strategic Priorities.
- Develop a school-wide student leadership programme.

## **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,

Waikato University, ITOs (Industry Training Organisations), Waikato Tainui, Kahui Ako, primary industry providers, local businesses, Waipa Council, sports and cultural organisations, volunteer organisations, charities.

- 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 incoming students and alumni (for both local and international students) to realise our purpose.

#### Measures / outcomes

- 4.1 Progress with partnerships reported on monthly in Principal's report to the Board of trustees.
- 4.2 The school success in strategic areas is shared regularly with its community.
- 4.3 Establish and survey our leavers and alumni group of students.  
Build relationships with international students prior to and after studying at CHS.

#### Projects

- Develop and report on progress against annual Partnership Plan, focussing on priority mutually beneficial partnerships e.g. opportunities to work with mana whenua, Kahui Ako, the Waikato University's School of Education Research and Learning Centres - EPL, TEMS and ELRL.
- Develop CHS alumni group and relationships with key international student groups.

### **5. CHS OPERATIONS**

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

#### Actions

- 5.1 Human resource planning, recruitment and resource allocation that prepares CHS for growth.
- 5.2 Developing the long-term plan for school investment in facilities and asset management.
- 5.3 Maintaining financial sustainability.
- 5.4 Communications from school and sharing opportunities for students well shared and presented. Public optics maintained.
- 5.5 Self-review programme articulated to support ongoing improvement.

#### Measures / outcomes

- 5.1 Support staff area sufficient to resource ongoing needs of the school.
- 5.2 Annualised plan established based articulating the immediate priorities for the school.
- 5.3 Effective budgeting, planning investment and shared financial stewardship across CHS.



- 5.4 Review the effectiveness of our communications plan and cohesion of the school message.
- 5.5 Continuous plan of analysis developed to identify and support areas of improvement.

Projects

- Ongoing construction work and the implementation of the school master plan
- IT strategy and development of a 5-year plan addressing infrastructure and capital investment needs.

---

**GREG THORNTON**  
Principal

Date: 2 May 2022

---

**HELEN MARTENS**  
Board Chair

Date: 2 May 2022