



CAMBRIDGE
**MIDDLE
SCHOOL**

School Charter and Strategic Plan

2023-2025





Introduction

Ko Maungatautari te maunga
Ko Waikato te awa
Ko Te Kooutu te puna wai
Noo Koroki, Kahukura, Hauaa
Ko Te Oko Horoi te kaainga
Ko Te Kura Takawaenga o Keemureti te whaanau.
Tihei Mauriora!

Cambridge Middle School is a public school located in Cambridge in the heart of the Waikato. We have 665 ākonga on our roll and are proud to be a Middle School catering for ākonga from Years 7-10. 81% of our ākonga identify as NZ European, with 10% Māori and the additional 9% of ākonga identify as Asian, Pasifika, MELAA and other European. We have strong partnerships with and a commitment to our Mana Whenua; Ngaati Koroki Kahukura and Ngaati Haua, and our Kahui Ako Te oko Horoi.

The Emerging Adolescent and the Cambridge Middle School Philosophy:

At CMS we believe the emerging adolescent is a very special and unique age group to teach. Research indicates that these years are second only in developmental learning to the first 3-5 years of life and also states that the middle years of learning is the time when young people begin to make choices as individuals that will impact significantly on their lives. This is why we have a strong philosophy of providing a diverse range of opportunities for children to explore widely and we deliver them through our key HERO values of Happiness, Excellence, Relationships and Opportunity.

We have a strong passion and commitment to developing programmes that support the academic, sporting, social and cultural development of our ākonga. It takes a balance of teaching knowledge, relationship building, caring and humour to be successful with middle school children. Children of this age are developing self-identity, opinions and an understanding of the world around them, and it takes people with a specific skill set and understanding to nurture them. Our responsibility is to provide a high quality education within a safe, respectful and supportive environment. We teach through a conceptual curriculum framework that provides meaningful and enriching experiences that link learning to real life and aim to engage and motivate our ākonga. Alongside this approach we deliver targeted programmes specifically designed to address the diverse needs of our ākonga in core learning areas.

We have high expectations of ākonga achievement in all facets of school life and believe all learners need to be supported to develop skills and find their passion to become life-long learners. Our teachers are focused on high standards of teaching and learning. We are committed to providing high quality professional learning programmes for our staff to ensure we offer a curriculum, as well as physical and online environments that support innovative learning. Promoting this in a positive, safe and caring environment will ensure all ākonga are prepared as effectively as possible, to become confident and connected citizens, who contribute positively to the Cambridge community.

Ngā mihi nui,

Daryl Gibbs
Principal

Bob White
Presiding Member of CMS Board

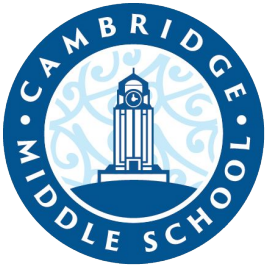


Vision

CONNECT · INSPIRE · GROW

Values





Principles

These underpin our Cambridge Middle School curriculum and are based on the following:

- Learners at the centre
- The social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching of all ākonga
- Assessment for learning
- Building horizontal connections



National Education and Learning Priorities

Our School Board are committed to ensuring that all ākonga have equitable opportunities and barrier-free access to education by ensuring that the National Education and Learning Priorities are linked strongly with our vision, values and Strategic Plan.

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable



Te Ao Māori & Cultural Diversity

Cambridge Middle School will nurture the bicultural and multicultural nature of New Zealand society.

Our school will reflect this diversity by:

- providing opportunities for our ākonga and staff to share their culture and heritage openly within the school
- exploring traditions and values of other cultures through curriculum contexts
- developing ākonga appreciation and respect for others, through the school HERO values
- meeting the needs of ESOL ākonga

Our school will reflect the unique position of Māori by:

- providing all ākonga with learning opportunities about Māori culture and language
- ensuring a localised focus on our curriculum (sharing local stories and histories)
- respecting and honouring the traditions of Māori ākonga and their whānau
- employing staff who are proud of their Māori whakapapa where suitable personnel are available
- provide additional instruction in te reo Māori
- Engaging with our Māori whānau
- supporting the development of our kapa haka performance group
- Ensuring Māori representatives on the School Board will promote the growth of tikanga and te reo Māori across the school
- Operating consistently with the principles of and honoring the intent of Te Tiriti o Waitangi:
 - Partnership - iwi, hapu, whānau, Te Ōko Horoi, Ngaati Koroki Kahukura, Ngaati Haua
 - Protection - language, knowledge (curriculum), transmission of knowledge (pedagogy)
 - Participation - access to resources, visibility of Māori language and culture



Role of the School Board

The Cambridge Middle School Board and Senior Leadership Team will communicate regularly, and consult annually, with the community. This consultation will help us to target any areas for improvement and highlight things we are doing well as a school. Responses will help to inform our strategic planning for continuing to improve learning outcomes for ākonga.

Some of our processes for communication and consultation are:

- Whānau Hui to be held at various times throughout the year;
- The PTA of Cambridge Middle School meets twice during the term. Meetings are advised by way of the school newsletter;
- Online questionnaires distributed via our website, facebook or an email link (hard copies are also made available);
- The Principal and staff are always available to meet with parents and whānau. There is an open-door policy;
- There will be regular reporting to parents/caregivers on ākonga achievement, progress and welfare;
- Our website and Facebook page allows parents and whānau to communicate with the school;
- A newsletter will be sent via email and published on our website twice per term (hard copies will also be made available where necessary).

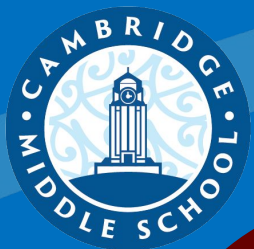
SCHOOL CHARTER

The Charter and Strategic Plan will be reviewed regularly and updated by the end of each year, then presented to the School Board for ratification and sent to the Ministry of Education by 1st March.

Te Oko Horoi Kāhui Ako

Cambridge Middle School is a member of the Te Oko Horoi Kāhui Ako. During 2022, Te Oko Horoi Kāhui Ako revised its priorities and achievement challenges. The three cornerstones of the Kāhui Ako's work will be Walking towards Te Ao Māori - Embracing the Curriculum Refresh - Uplifting Learners. Cambridge Middle School and the Kāhui Ako will continue to work with Mana Whenua throughout 2023 to help realise the goals and aspirations of local iwi (*See Revised Te Oko Horoi Achievement Challenge*).

Through Te Oko Horoi we are able to access external consultants to develop capability in teaching and leadership, as well as support leadership and collaborative coaching. Inquiry groups allow our lead teachers to engage in robust discussions with other leaders from our Kāhui Ako. The resourcing provided for our within school teacher roles have allowed a group of teachers to take a lead role in our curriculum development.



STRATEGIC PLAN 2023



Ako *Developing Capability*

We have a highly competent and committed team

Goals

DCa. Develop leadership and teacher capability with targeted professional learning programmes, coaching and shared texts
DCb. Embed a strong, positive culture based on our HERO values

2023 Outcomes

DCa) a. All staff will have developed their knowledge, understanding and practice of: curriculum and assessment, collaboration, coaching, Te Ao Māori, Leadership (where applicable), School culture of learning, PB4L
DCb) a. We have a strong, positive, values based culture at CMS with a focus on wellbeing and learning to support staff and ākonga
b. The school pastoral care systems are embedded and have a positive impact on ākonga wellbeing

Marautanga *Curriculum*

We have a curriculum that is relevant, engaging and challenging

Goals

CMa. Successfully implement a localised conceptual curriculum as the foundation for learning at CMS
CMB. Create targeted programmes to engage all learners, with a focus on priority learners

2023 Outcomes

CMa. The conceptual curriculum has a localised lens, is collaboratively planned and the Kath Murdoch inquiry cycle is being used consistently
CMB) a. All staff are using robust planning and evidence to target learner needs.
b. All ākonga will be achieving at, or making accelerated progress towards, their expected curriculum level

Whanaungatanga *Community*

We have strong partnerships between home and school and with our wider community

Goals

CWa. Deliver effective wellbeing and pastoral care support and initiatives through a PB4L approach
CWb. Develop and strengthen relationships with whānau and the wider community to support learning and wellbeing

2023 Outcomes

CWa)a. ākonga engagement, achievement and wellbeing is improved through a PB4L approach
b. The role of the Pouarataki has increased the access to wellbeing supports for our ākonga
CWb)a. Whānau partnerships to support learning are strengthened by regular meetings, communication, reporting using Seesaw, and celebrations
b. CMS is actively involved in the community and has strong relationships with Mana Whenua and local organisations

Te Ao Māori

Our culture and community are committed to the development of te reo and tikanga Māori

Goals

TAMa. Further develop and strengthen staff knowledge and understanding of te reo Māori and tikanga
TAMb. Strengthen whānau partnerships to inform our learning process

2023 Outcomes

TAMa) a. All staff will strengthen their knowledge and understanding of te reo Māori, tikanga and culturally responsive practice
b. The CMS curriculum is localised and has been developed in partnership with Mana Whenua
TAMb. Strong whānau partnerships enhance and inform our learning process

*Our Strategic Goals are underpinned by our HERO values and our school vision of Connect * Inspire * Grow. We live these through our ākonga, Staff and Leadership Profiles.*



We have a highly competent and committed team

Ako

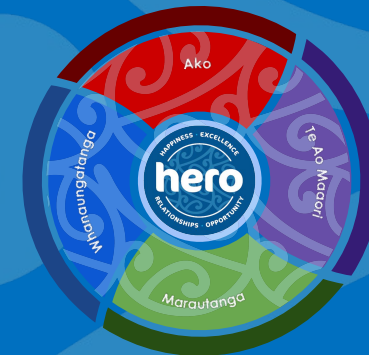
Developing Capability



DCa. Develop leadership and teacher capability with targeted professional learning programmes, coaching and shared texts	<p>DCa.</p> <ul style="list-style-type: none">• All staff will use selected professional texts regularly in meetings and conversations• Leading by Learning framework, reflective conversations and teacher observations/walk throughs will support the Professional Growth Cycle of all staff• Staff will engage in PLD in areas of school-wide focus and also individual PLD where appropriate• All staff will develop their capability and professional understanding of effective collaborative practices in a variety of contexts - coaching, planning, and teaching	<p>All staff will have developed their knowledge, understanding and practice of:</p> <ul style="list-style-type: none">- curriculum and assessment- collaboration- coaching- Te Ao Māori- Leadership (where applicable)- School culture of learning- PB4L
DCb. Embed a strong, positive culture based on our HERO values	<p>DCb.</p> <ul style="list-style-type: none">• School culture will be explicitly developed through the use of the ākonga, staff and leadership profiles, shared professional texts and professional learning• Staff culture is planned for and tracked:<ul style="list-style-type: none">-staff engagement surveys-promote a culture of learning-cultivate teacher leadership - utilise strengths-targeted wellbeing initiatives e.g. positive team building and celebration practices• Continue to develop our wellbeing centre and processes to support the increasing variety of ākonga needs	<p>a. We have a strong, positive, values based culture at CMS with a focus on wellbeing and learning to support staff and ākonga</p> <p>b. The school pastoral care systems are embedded and have a positive impact on ākonga wellbeing</p>

We have a curriculum that is relevant, engaging and challenging

Curriculum *Marautanga*



CMa. Successfully implement a localised conceptual curriculum as the foundation for learning at CMS

CMa.

- WST and SLT will lead the implementation and continued development of the conceptual curriculum
- All staff will participate in PLD to develop their understanding of the Understanding by Design process/principles and the Kath Murdoch inquiry cycle to deliver a conceptual curriculum
- We will work closely with our Kāhui Ako and Mana Whenua to ensure a localised lens is woven through our curriculum
- Unpack and understand the refreshed NZC Te Mātaiahō to ensure coherence with CMS curriculum

a. The conceptual curriculum has a localised lens, is collaboratively planned and the Kath Murdoch inquiry cycle is being used consistently

CMb. Create targeted programmes to engage all learners, with a focus on priority learners

CMb.

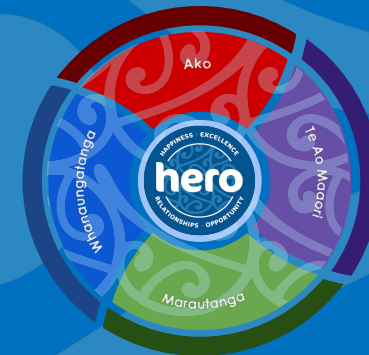
- All staff will continue to participate in PLD to ensure the use of robust planning and evidence to specifically target the needs of their learners (observations, moderation, progression, assessment and reporting)
- A full time SENCO is employed to ensure that all priority learners are identified and supported with specialised programmes targeted to their needs
- We will continue to develop a wide range of innovative enrichment and extension programmes to support our learners
- Investigate Assessment for Learning (AFL) strategies to enhance and further develop our school wide Assessment Framework.

b. All staff are using robust planning and evidence to target learner needs.

c. All ākonga will be achieving at, or making accelerated progress towards, their expected curriculum level

We have strong partnerships between home and school and with our wider community

Whanaungatanga *Community*



CWa. Deliver effective wellbeing and pastoral care support and initiatives through a PB4L approach

CWa.

- Develop our PB4L programme to be engaging and meaningful, and aligned to our conceptual curriculum
- Continue to develop the role of Pouarataki (ākonga wellbeing and pastoral care) to enable more in-depth support for ākonga and whānau in need
- Use survey data from ākonga, whānau and teachers to identify factors affecting ākonga wellbeing and engagement to improve our processes

a. Ākonga engagement, achievement and wellbeing is improved through a PB4L approach

b. The role of the Pouarataki has increased the access to wellbeing supports for our ākonga

CWb. Develop and strengthen relationships with whānau and the wider community to support learning and wellbeing

CWb.

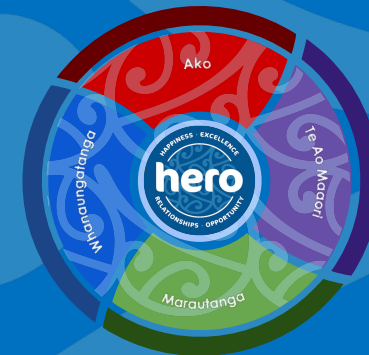
- Engagement throughout the year - Whānau Hui, ākonga conferences, learning celebrations and whānau information evenings
- Regular communication with whānau, centred around ākonga learning by reporting in real time using Seesaw, and monitoring home engagement
- Planning explicitly engages our community to become actively involved in ākonga learning and look for ways for our ākonga to give back
- We have a strong focus on growing and strengthening partnerships with organisations that support wellbeing and learning

b. Whānau partnerships to support learning are strengthened by regular meetings, communication, reporting using Seesaw, and celebrations

c. CMS is actively involved in the community and has strong relationships with Mana Whenua and local organisations

Our culture and community are committed to the ongoing development of te reo and tikanga Māori

Te Ao Māori



TAMa. Further develop and strengthen staff knowledge and understanding of te reo and tikanga Māori

TAMa.

- Provide PLD opportunities to develop te reo Māori and culturally responsive practice through appointment of a kaiarahi and our Kāhui Ako
- Develop te reo Māori curriculum to provide enhanced learning opportunities for all learners and in particular Māori ākonga

a. All staff will strengthen their knowledge and understanding of te reo Māori, tikanga and culturally responsive practice

b. The CMS curriculum is localised and has been developed in partnership with Mana Whenua

TAMb. Strengthen whānau partnerships to inform our learning process

TAMc.

- Partnering with Ngaati Koroki Kahukura, Ngaati Haua and Te Oko Horoi Kāhui Ako to develop local curriculum and include local stories and history
- Teachers are explicitly planning for ways to engage whānau in the learning process
- Feedback and engagement related to learning will be sought from whānau at Whānau Hui and through the use of Seesaw

b. Strong whānau partnerships enhance and inform our learning process