

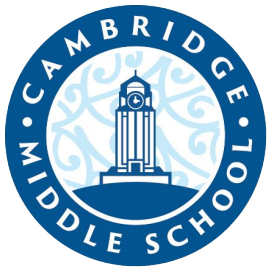


CAMBRIDGE
MIDDLE
SCHOOL

School Charter and Strategic Plan

2025-2027





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 673 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

Vanessa Markwell
Presiding Member of CMS Board



Vision

CONNECT · INSPIRE · GROW

Values

h	e	r	o
HAPPINESS HĀKOAKOA	EXCELLENCE PANEKIRETANGA	RELATIONSHIPS WHANAUNGATANGA	OPPORTUNITY WHEAKO
We provide an environment where everyone's identity is nurtured and they are cared for and safe.	We encourage the pursuit of our personal best in environments that are engaging and innovative.	We create a sense of belonging through valuing diversity, kindness and respect.	We offer a variety of meaningful and enriching experiences to enhance our lives.
<i>"Mauria te pono"</i>	<i>"Whāia te iti kahurangi"</i>	<i>"Aroha atu, aroha mai"</i>	<i>"Tūwhitia te hopo"</i>
Believe in yourself, to be authentic, to be honest	Strive for excellence	If kindness is sown then kindness you shall receive	Feel the fear and do it anyway

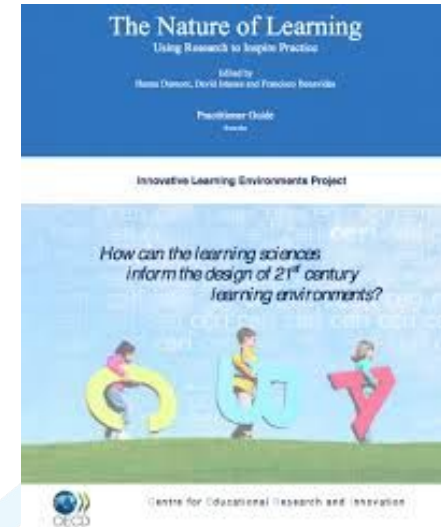




Principles

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 with a Te Ao Māori lens
- 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 Te Ao Māori across the school
- operating consistently with the principles of and honoring the intent of Te Tiriti o Waitangi:
 - Partnership - iwi, hapu, whānau, Te Oko 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;
- 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).

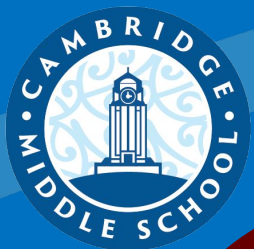
SCHOOL CHARTER

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. 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 2025 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 2025



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

2025 Outcomes

- DCa) a. All staff will have developed their knowledge, understanding and practice of: curriculum and assessment, collaboration, reflective conversations, 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

2025 Outcomes

- CMa. The conceptual curriculum has a localised lens, is collaboratively planned and uses the Understand, Know, Do model
- 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 PH4L approach
- CWb. Develop and strengthen relationships with whānau and the wider community to support learning and wellbeing

2025 Outcomes

- CWa)a. To maintain high standards of ākonga engagement, achievement and wellbeing through a whole school PB4L approach
- b. Additional staffing to support the role of the Pouarataki has increased the access to well-being supports for our ākonga
- CWb)a. Whānau partnerships to support learning are strengthened by regular meetings, communication, reporting, 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 me ona tikanga Māori

Goals

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

2025 Outcomes

- TAMa) a. All staff will strengthen their knowledge and understanding of te reo me ona tikanga Māori and culturally responsive practice
- b. The CMS curriculum is localised and has been developed in partnership with Mana Whenua
- TAMb)a. 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

- DCa.
- 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 - reflective conversations, planning, and teaching

All staff will have developed their knowledge, understanding and practice of:

- curriculum and assessment
- collaboration
- reflective conversations
- Te Ao Māori
- Leadership (where applicable)
- School culture of learning
- PB4L

DCb. Embed a strong, positive culture based on our HERO values

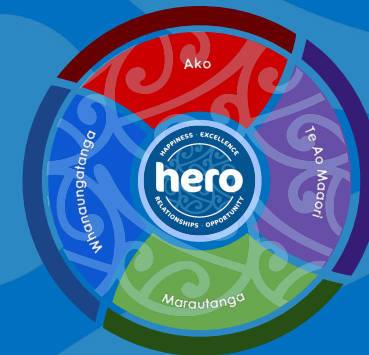
- DCb.
- School culture will be explicitly developed through the use of the ākonga, staff and leadership profiles, shared professional texts and professional learning
 - Staff culture is planned for and tracked through:
 - staff engagement surveys
 - embed a culture of learning
 - cultivate teacher leadership - 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

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

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 and embed 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 will use the UKD model from the refreshed NZC
- 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 and the common practice model to ensure coherence with CMS curriculum

a. The conceptual curriculum has a localised lens, is collaboratively planned and uses the Understand, Know, Do model

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
- Implement effective formative assessment strategies to enhance and further develop our school wide Assessment Framework.

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

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 PH4L approach

CWa.

- Continue to develop and implement our PH4L programme to be engaging and meaningful, and aligned to our conceptual curriculum
- Provide additional staffing to continue to support the role of Pouarataki (student wellbeing and pastoral care) to enable more in-depth support to students and whānau in need
- Use survey data from students, whānau and teachers to identify factors affecting student wellbeing and engagement to improve our processes and identify needs

a. To maintain high standards of ākonga engagement, achievement and wellbeing through a whole school PH4L approach

b. Additional staffing to support 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
- Utilising online tools to support this and the purpose based on reporting feedback from whānau
- 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

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

b. 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 me ona tikanga Māori

Te Ao Māori



TAMa. Further develop and strengthen staff knowledge and understanding of te reo me ona 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 me ona tikanga Māori 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 Hava 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 whānau focus groups

a. Strong whānau partnerships enhance and inform our learning process

Annual Aims 2025

The Cambridge Middle School Board regularly considered and discussed ākonga progress and achievement data in 2024. The Board also reviewed the areas of improvement from the Analysis of Variance and curriculum levels from 2024.

From the trends and patterns of the data we have identified, our School Board needs to focus on continuing to improve ākonga progress and achievement in Writing and Mathematics. With the continued development of a role at CMS to support ākonga wellbeing (Pouarataki) we continuing our Wellbeing and Engagement Aim. The goal of this is to continue to improve ākonga engagement in school and their access to wellbeing supports.

To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. These will be reviewed regularly throughout 2025 and reviewed in Term 4 for 2025.

Annual Aims	
Strategic Goal: Curriculum/Matauranga: all ākonga will have targeted and engaging programmes with a focus on priority learners	
Annual Aim: Accelerate the progress in writing and mathematics of all ākonga achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).	
Annual Aim 1	Annual Aim 2
Target 1: Writing 1a) By the end of 2025 all Year 8 ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4 1b) By the end of 2025 all Year 8 Māori ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4	Target 2: Mathematics 2a) By the end of 2025 all Year 8 ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4 2b) By the end of 2025 all Year 8 Māori ākonga achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4
Target 1 baseline data: Analysis of school-wide data in November 2024, indicated that: a) Within this cohort 191/342 (56%) Year 7 ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC. b) Within this cohort 29/41 (71%) Year 7 Māori ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC.	Target 2 baseline data: Analysis of school-wide data in November 2024, indicated that: a) Within this cohort 161/342 (47%) Year 7 ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC. b) Within this cohort 29/41 (71%) Year 7 Māori ākonga (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC.

For students in Year 7 the preferred curriculum level is to be transitioning from 'at' Level 3 to 'early' Level 4.
 For students in Year 8 the preferred curriculum level is to be transitioning from 'early' Level 4 to 'at' Level 4.
 For students in Year 9 the preferred curriculum level is to be transitioning from 'at' Level 4 to 'early' Level 5.
 For students in Year 10 the preferred curriculum level is to be transitioning from 'early' Level 5 to 'at' Level 5.



Annual Aims 2025

Key Improvement Strategies: Writing and Mathematics - Planned Actions

What (examples)

Led by

Indicators of Progress

Curriculum - Marautanga

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

- Within School Teacher to continue to focus on supporting staff to implement an engaging and relevant school curriculum, with a focus on increasing teacher confidence and capability in their delivery through the inquiry cycle and UBD
- Conceptual curriculum - conceptual themes are engaging, challenging and relevant for our ākonga with strong local curriculum links.
- Teams will plan collaboratively with a focus on developing authentic Performance Tasks

Bridget/
Leanne

Ākonga voice will show a positive shift in engagement and enjoyment levels. Teacher capability and confidence will increase and we will also see a positive shift in ākonga achievement.

Conceptual curriculum will be localised and relevant to our ākonga - ensure local lens and the implementation of ANZH curriculum where relevant.

Teams are planning collaboratively. Teacher voice will demonstrate that they have an increased understanding of the conceptual curriculum and how to plan and deliver inquiry learning effectively using UBD with Performance Task outcomes.

CMb. All learners will have targeted and engaging programmes with a focus on priority learners

- Review all assessment data analysed from 2024. Identify, and plan for accelerating priority learners. SENCO for learning to oversee priority learner programmes. As well homeroom teachers to implement differentiated structure literacy and maths programmes and target learner groups focusing on writing
- Identified ākonga to be monitored and tracked. Ākonga voice also gathered during class and teacher observations
- Moderation in literacy and mathematics will continue to be strengthened. Curriculum leaders and SLT to provide professional learning opportunities and resources to ensure learning progressions are utilised, strategies are shared and gaps are targeted to accelerate learning
- Within School Teacher to focus on supporting staff to implement school wide planning and assessment for structured literacy and maths programmes
- Writer's Toolbox PLD, The Code and Oxford Maths implemented across all homeroom teachers to increase capability and understanding of the teaching of writing
- Assessment for Learning framework development will support conceptual curriculum and deliberate acts of teaching. All teachers to implement Assessment for Learning strategies and school wide structured programmes

Tagget/
Sophie

Tagget

Tagget/
Charlott

Tagget/
Charlott

Tagget/
Charlott

Teams will use 2024 school data, OTJ and team moderation to identify ākonga on Ākonga Achievement Tracking document. Priority learner achievement will demonstrate acceleration. We will use ASSAY from our SMS to identify and track all ākonga

Trends will be identified and referrals will be made as soon as a need is identified and we will see an increase in attendance and achievement from these learners

Data and samples of work to be discussed regularly at team meetings. Indicators of ākonga success and progress will be identified

WST and curriculum leaders will have used ākonga voice to support the development of units of work, and progressions will be used consistently across the school to support ākonga learning and next steps

Ākonga voice indicates increased understanding and engagement

Ākonga achievement and engagement levels will show a positive increase

Ākonga able to: talk to their learning; know their next steps to learning; talk knowledgeably about their learning pathway

Developing Capability - Ako

DCa. Develop leadership and teacher capability with targeted professional learning programmes, coaching and shared texts

- All staff will use CMS' key texts regularly in meetings and conversations (Teaching in the Middle Years, The Reflective Leader, 7 Principles of Learning, Tātaiako). Staff will engage in PLD in areas of school-wide focus (conceptual curriculum, inquiry, collaboration), and also individual/targeted PLD where appropriate (leadership, coaching and curriculum specific)
- Teams Leaders will engage in regular reflective conversations to enable them support teachers to make changes to their practice to make an impact and accelerate progress for our learners; and to enhance their understanding and confidence with the developing the capability of the teachers in their team

SLT, PLD
providers

Bridget

PLD, both internal and external, will focus on improving teacher practice and this will be demonstrated by an increase in ākonga achievement and engagement with a focus on our priority learners. Key areas for development in 2025 will be Mathematics and Literacy programmes.

Reflective conversations with Team Leaders will support them to guide their team's confidence and practice to positively impact ākonga learning and engagement.



Annual Aims 2025

Key Improvement Strategies: Wellbeing and Engagement

What (examples)

Led by

Indicators of Progress

Community - Whanaungatanga

- We will continue to develop our PH4L approach school wide by linking it to expectations and our school values and ensuring there is a consistent approach across all teachers in the school
- Pouarataki- further development of counsellor/wellbeing advisor role and supporting student counsellors
- Provide the opportunity, with the Pouarataki, for wellbeing and mentoring workshops ie. mindfulness, friendship, relationships
- Data used includes attendance. When looking at attendance, we are looking to see the reasons behind
- Whānau Hui to discuss the role school and whānau play in developing a positive home/school learning partnership. Explore a variety of methods to engage whānau - learning and cultural celebrations, whānau meetings, learning information evenings, formal and informal opportunities to connect (whānau picnic and ākongā conferences). Whānau Focus Group will be created following expressions of interest in T4 2024.
- Planning explicitly to engage our community to become actively involved in ākongā learning and look for ways for our ākongā to give back to their community in an authentic way
- Learning celebrations to be held during the year
- Surveys to collect voice from ākongā, whānau and staff around wellbeing, engagement and achievement, in/through/out transitions
- Whānau sessions held throughout the year to share information with parents and whānau about literacy, mathematics, conceptual curriculum and online behaviour and support
- Formal points of contact held throughout year to discuss ākongā learning and achievement with whānau
- Partner with external agencies to best support ākongā wellbeing and achievement

Natalie

Natalie

SLT
(Bridget/
Tagget)

Bridget/
Leanne

Tagget/
Julie/
Charlott

- Staff are using our PH4L expectation slides and use a common language in their restorative conversations with ākongā, wall displays and team meetings. Children can clearly articulate our values and our PH4L expectations across the school.
- Increase in areas of support in wellbeing
- More ākongā are opting in to the range of workshops provided
- Attendance for ākongā who work with Pouarataki will increase - if an issue with ākongā with low attendance is identified, the Pouarataki and AP will work with them .
- Whānau will be engaged in the school's endeavour to accelerate learning. Alternate methods to engage whānau are being trialled and their effectiveness tracked. There is an increased attendance at Whānau Hui
- Evidence in the collaborative team planner will show where teachers and teams have accessed the community as a resource throughout the year
- Ākongā achievement and whānau engagement levels will show a positive improvement
- All families talking about learning at home, engaging with ākongā learning in a meaningful way. Evidenced by the whānau and teacher feedback through student led sharing events and formal written reporting to parents and parent/teacher interviews
- Improvements and changes to programmes are made in a timely manner to support engagement and ākongā achievement and transitions. Engagement levels should demonstrate a positive increase
- 100% of whānau either attend in person or are followed up with a phone call
- Increased engagement through attendance e.g. numbers. whānau voice will guide the direction of current and future learning partnership meetings
- External agencies have supported us to target ākongā with wellbeing and/or learning needs and we are able to demonstrate a positive shift in wellbeing/learning achievement data (attendance, engagement, achievement data)

Curriculum - Marautanga

- Within School Teacher to continue to focus on supporting staff to implement an engaging and relevant school curriculum with a focus on increasing teacher confidence and capability
- Conceptual curriculum - conceptual themes are engaging, challenging and relevant for our ākongā

Bridget/
Leanne

- Ākongā voice will show a positive shift in engagement and enjoyment levels. Teacher capability and confidence will increase and we will also see a positive shift in ākongā achievement
- Conceptual curriculum will be localised and relevant to our ākongā

Resourcing to support Annual Aims targets::

- Employ a full time SENCO for Learning to provide guidance for teachers and learning assistants to support our priority learners. Additional learning support to target specific groups and their areas of need by utilising the SENCO for Learning.
- Continued support of Pouarataki role. This is to support the social and emotional needs of learners. We will also track achievement and attendance of ākongā working with Pouarataki to see if the role has a positive impact
- Employ 1.0 FTE towards a full-time onsite counsellor
- Additional Learning Assistant funding to ensure we can meet the needs of all identified learners - not just those who bring funding with them
- Employment of a kaiarahi to support te reo Māori development and to provide extension opportunities for ākongā
- PLD budget will provide development of collaborative and co-teaching practices, and engaging learners through inquiry and Conceptual Curriculum.
- Team leaders will engage in professional learning to develop their capability in coaching and challenging conversations, as well as leading and implementing the curriculum
- Assessment for Learning framework will continue to be developed with implementation of structured literacy and maths programmes, utilising of progressions and focused PLD support
- Connecting with our community, with a particular focus on involving whānau in their child's learning
- 6 day timetable structure will provide valuable opportunities for collaboration and the provision of a wide variety of additional learning opportunities for our ākongā



Attendance Aim 2024

Key Improvement Strategies: Attendance

What (examples)	Led by	Indicators of Progress
Attendance		
<ul style="list-style-type: none"> In alignment with our commitment to fostering a culture of consistent attendance and student success, Cambridge Middle School aims to have 70% of our students attending 90% of the time. To achieve this goal, we will focus on supporting and improving the attendance rates of students who are currently attending 70-80% of the time. 	Julie	<ul style="list-style-type: none"> Identifying Target Group: Focus on Y8 students with attendance rates between 70-80% (25). Support Strategies: Implement targeted interventions and support programs to address barriers to attendance. Monitoring and Progress Tracking: Establish a system for monitoring and tracking the attendance progress of targeted students.

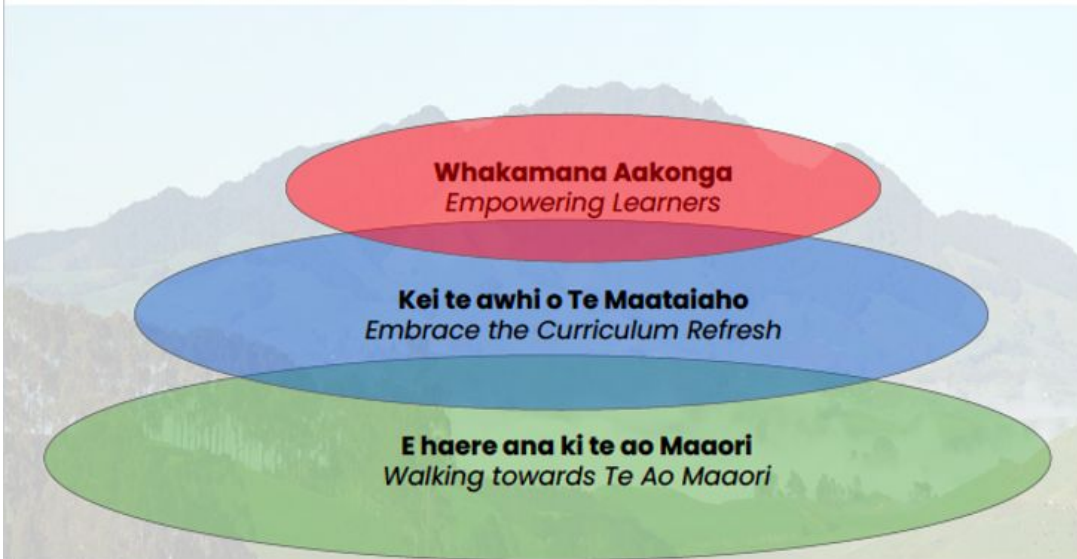
Attendance Aim 2025

Key Improvement Strategies: Attendance

What (examples)	Led by	Indicators of Progress
Attendance		
<ul style="list-style-type: none"> In line with our commitment to fostering a culture of consistent attendance and promoting student success, Cambridge Middle School will continue to strive for 70% of our students attending at least 90% of the time. To achieve this, we will focus on supporting students who currently attend between 70-80%. 	Julie	<ul style="list-style-type: none"> Identifying Target Group: Focus on all students with attendance rates between 70-80%. Support Strategies: Continue to implement targeted interventions and support programs to address barriers to attendance. Monitoring and Progress Tracking: Continue to monitor and track the attendance of targeted students. We will use data to identify trends and adjust strategies as needed. Regular communication with staff and whānau will help keep everyone informed about attendance issues. Reference to Current Attendance STAR Initiative: We will include the Attendance STAR initiative in our strategies to ensure it fits with attendance practices in Aotearoa New Zealand and is ready by 2026, as required by the current government.

Revised Te Oko Horoi Achievement Challenge

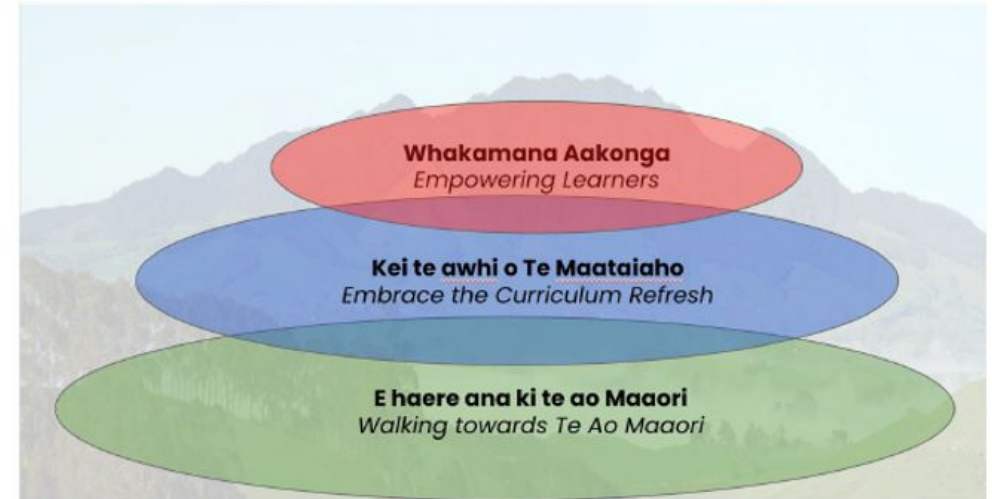
As we reflect on the years that have been, Te Kaahui Ako o Te Oko Horoi has much to celebrate. Moving forward on the cusp of many changes in education, we want to acknowledge Ngaati Korokii Kahukura and Ngaati Hauaa, our partners in co-governance.



What's our why? What outcomes do we want to achieve?

To ensure **inclusive and equitable pathways** for our tamaiti, aakonga and rangatahi, we have identified **Te Ao Maaori** and **honouring Te Tiriti o Waitangi** as the foundation for strengthening our knowledge and practice in our settings.

To further **uplift and empower our aakonga**, improving their **engagement and outcomes**, we will tautoko the design and **implementation of Te Maataiaho** in our kura and centres, bringing to life the **puurakau** of our rohe.



We will bring these intentions to life through genuine actions by...

Term 1	Haerenga
Term 2	PLD Day
Term 3	Celebration Day - Te Wiki o Te Reo Maaori
Term 1-4	Te Ohu Kaaiarahi o te Kaapua Iti

Whaangai ki te Kaihoe will grow and strengthen relationships with each of our kura and centres working alongside our Kaihoe to champion and bring our puurakau to life.

We have secured PLD hours for kura and centres to engage with Rongohia te Hau where the intent is that we will productively disrupt the status quo that has persistently created inequities and disadvantages for Maaori. The combined data will be analysed and used to support our Kaahui Ako planning 2024.