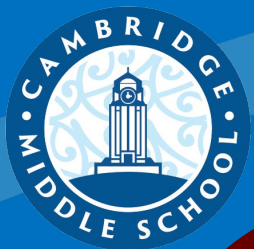




CAMBRIDGE
MIDDLE
SCHOOL

DRAFT - 2026 Strategic Action Plans





STRATEGIC PLAN 2026



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

2026 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 students
- b. The school pastoral care systems are embedded and have a positive impact on student 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 programmes to engage all learners, with a focus on delivering the new curriculum to all learners

2026 Outcomes

- CMa. The conceptual curriculum has a localised lens, is collaboratively planned and uses the Understanding By Design model and the Knowledge and Practices from the NZC
- CMb. a. All staff are using robust planning and evidence to effectively deliver the new curriculum.
- b. All students will be achieving proficiently or making accelerated progress towards their expected curriculum level of phase 3

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

2026 Outcomes

- CWa)a. Student engagement, achievement and wellbeing is improved through a PH4L approach
- b. The role of the Pouarataki has increased the access to wellbeing supports for our students
- 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 me ona tikanga Māori
- TAMb. Strengthen whānau partnerships to inform our learning process

2026 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 Student, 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 student, 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 student needs

a. We have a strong, positive, values based culture at CMS with a focus on wellbeing and learning to support staff and students

b. The school pastoral care systems are embedded and have a positive impact on student wellbeing

**Ako
Developing
Capability**
We have a highly
competent and
committed team

Leadership Development Plan Middle Leaders 2026



Leading Collaborative and Restorative Practice

Key Areas

Collaboration and restorative practice

- Develop collaborative team norms using Leading Learning resources
- Lead and model effective collaborative practice, collaboratively planning for conceptual curriculum/inquiry as a team, solution-focused team conversations
- Facilitate effective meetings focusing on developing capability in the team e.g moderation, teaching practice, PB4L. SLT to regularly attend team meetings to support Team Leader development.

Priority learners and student achievement

- Identify and discuss priority learners regularly at team meetings to ensure targeted planning and teaching to positively impact student achievement and engagement
- Model and lead effective moderation processes

Support and resources

Leading Learning resources
Senior Leadership Team
English and Mathematics teams

Coaching and Mentoring

Key Areas

Reflective conversations

- Termly conversations with Team Leaders will be facilitated by SLT as part of their PGC using the LBL framework when necessary

Understand and apply effective leadership strategies

- PLD during Team Leader meetings to upskill and become more confident in running effective meetings
- Readings from key school texts

Coaching and mentoring

- Lead and support staff through PGG process
- Plan effective conversations to improve practice following the LBL framework
- Lead and support pastoral processes in line with CMS guidelines

Support and resources

Leading By Learning Framework
Key texts
Pastoral Team
SLT

Conceptual Curriculum and Inquiry

Key Areas

Lead and model the new English and mathematics curriculum and the Inquiry process

- Understand and model the changes reflected in the curriculum with Knowledge and Practices
- Model effective 'Understanding By Design' practices to support effective planning
- Support team members to develop their understanding and capability to implement the new English and mathematics curriculum, UBD, inquiry learning and the conceptual curriculum
- Provide input and insights during the planning process for each concept

Deliberate Acts of Teaching

- Deliberate acts of teaching are modelled for team members, where necessary, and support provided for them to upskill in this area

Support and resources

Jay McTighe - "Understanding by Design"
Kath Murdoch - "The Power of Inquiry"
Senior Leadership Team
Ministry of Education resources and PLD
English and mathematics teams

Understand, lead and model the strategic vision and values of CMS

Ako Development Plan 2026



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

2026 Outcomes

DCa. 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 students

b. The school pastoral care systems are embedded and have a positive impact on student wellbeing

Teacher and leader capability

Key Actions

- Collaborative team norms developed
- New planning and assessment guidelines developed and beginning to be implemented in Maths/Literacy
- PCT programme
- Professional Growth Cycle
- Targeted professional learning opportunities - school wide and individual e.g. inquiry
- External PLD - English, mathematics

Key resources:

SLT
Oxford Mathematics
"Teaching Middle Years" text
HERO values
Leading Learning resources
Ministry of Education resources and PLD

Collaboration

Key Actions

Reflective conversations

- Termly conversations facilitated by Team Leader evidenced through each PGC

Collaboration

- Teams planning collaboratively for each concept
- Team norms developed
- Internal PLD

- Team Leaders:

- Plan effective conversations and run effective meetings to improve practice

Key resources:

Leading By Learning conversation framework
SLT

School culture

Key Actions

- Professional Growth Cycle, staff meetings and Team Leader meetings to refer regularly to HERO profiles
- Professional learning community - team meetings to have regular elements of professional learning in them as the focus
- SLT will have a focus on staff wellbeing within the school environment, creating staff events to develop a strong positive culture

Key resources:

HERO values profiles
Professional development plan
SLT

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.

- SLT and lead teachers 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 the new English and mathematics curriculum
- We will work closely with Mana Whenua to ensure a localised lens is woven through our curriculum
- Unpack and understand the new English and mathematics curriculum and revised Te Mātaiahō document to ensure coherence with CMS curriculum
-

a. The conceptual curriculum has a localised lens, is collaboratively planned and uses the Understanding By Design model and the Knowledge and Practices from the NZC

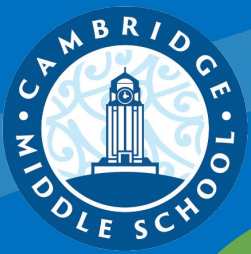
CMb. Create targeted programmes to engage all learners, with a focus on delivering the new curriculum to all learners

CMb.

- All staff will continue to participate in PLD to ensure the use of robust planning and evidence to effectively deliver the new mathematics and English curriculum (observations, moderation, progression, assessment and reporting)
- A 0.8 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 summative and formative assessment strategies to ensure alignment with the new curriculum and assessment guidelines.

a. All staff are using robust planning and evidence to effectively deliver the new curriculum.

b. All students will be achieving proficient or making accelerated progress towards their expected curriculum level of phase 3



Curriculum Development Plan 2026



We have a curriculum that is relevant, engaging and challenging

Conceptual Curriculum

Inquiry Learning

Localised Curriculum

Goals

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

2026 Outcomes

CMa. The conceptual curriculum has a localised lens, is collaboratively planned and uses the Understanding By Design model and the Knowledge and Practices from the NZC

Key Actions

Haydn and Leanne:

- Internally led PLD sessions to collaboratively refine each concept for 2026
- Ensure all staff understand UBD
- Unpack and understand the new English and mathematics documents and implement the curriculum using the Ministry of Education provided resources and PLD
- Support teachers to explicitly teach science through the conceptual curriculum to support the specialist science teacher
- UBD - teams to focus on embedding this in planning

Specialists:

- Develop engaging programmes for Year 7 and 8 learners
- Specialist teachers will link to a Line of Inquiry for each concept where possible
- Internal PLD to support capability

Key resources:

SLT, Leanne, UBD model

Key Actions

Haydn and Leanne:

- Implement the Understand, Know, Do model of inquiry

Specialists:

- Support specialists to understand and use the Design Thinking framework and/or Understand, Know Do model
- Support specialists to realise their vision of 'Creative, Curious and Innovative' through their Year 7 and 8 programmes, aligned to the concept where possible.

Key resources:

Kath Murdoch - The Power of Inquiry
Leanne
SLT

Key Actions

- Each concept to have a focus on Aotearoa as the front loading part of the inquiry
- Connect with local stories through iwi and whānau
- Te Mātaiahikā / Tuia o Ngaa Puukooreo (local stories)

Key resources:

Te Ao Māori support
Mana Whenua
Tuia o Ngaa Puukooreo



Assessment Development Plan 2026



We have a curriculum that is relevant, engaging and challenging

Goals

CMB. Create programmes to engage all learners, with a focus on delivering the new curriculum to all learners

2026 Outcomes

b. All staff are using robust planning and evidence to effectively deliver the new curriculum.

c. All students will be achieving proficient or making accelerated progress towards their expected curriculum level of Phase 3

Planning

Actions

- Use CMS schoolwide plans for efficient and consistent delivery
- Consistent use of Google Classroom and Hāpara
- Implement guidelines for consistent deliberate acts of teaching
- Implement the new maths curriculum using the Oxford maths programme and CMS slides as key resources to ensure consistent delivery.
- Continuing to embed deliberate acts of teaching aligned to structured literacy and Mathematics PLD

Key Resources

- Schoolwide planning templates
- Google Classroom
- Writer's Toolbox/The Code/ORF
- Oxford Maths
- CMS Maths Curriculum
- Danielle/Travis/George Curriculum Leaders

Priority Learners

Actions

- Use data to group students into priority groups
- Target key literacy and numeracy needs for each target group
- All homeroom teachers will identify and plan (own and/or follow schoolwide) deliberate lessons that target priority learners needs
- Priority maths learners will participate in a maths trial for 12 weeks to accelerate their maths outcomes.
- SENCO for Learning teacher to support teachers with planning and assessment (funding and programmes)
- Provide data reports and support plans to School Board

Key Resources

- Sophie - SENCO
- Board additional Learning Support Funding
- All Homeroom Teachers
- Teaching Librarian

Assessment

Actions

- Teachers will report regularly on student progress through reports, Google Classroom, and parent conferences
- Survey parents for feedback about their engagement with their child's reporting tools used at CMS
- Implement the new Mathematics and English curriculum
- Develop and implement new assessment and reporting practices as stated in the new Ministry guidelines

Key Resources

- Reporting templates on Edge and Assay
- Ministry Assessment and Reporting Guidelines
- Whānau, student and teacher voice
- Danielle/Travis/George Curriculum Leaders

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 identify needs and improve our processes

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 students

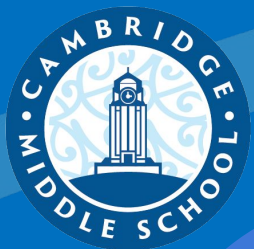
CWb. Develop and strengthen relationships with whānau and the wider community to support learning and wellbeing

CWb.

- Engagement throughout the year - Whānau Hui, student 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 student 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



Pastoral and Community Development Plan 2026



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

Pouarataki

Developing our HERO Culture

Whānau connections with learning

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

2026 Outcomes

CWa) a. Student achievement and wellbeing is improved through a PH4L approach

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

CWb) a. Whānau partnerships to support learning are strengthened by regular meetings, communication, reporting using Google Classroom and celebrations
b. CMS is actively involved in the community and has strong relationships with Mana Whenua and local organisations

Actions

Wellbeing support and mentoring

- Additional staffing will provide the ability to support ākonga on a more regular basis.
- Ākonga needs addressed through GoodSpace Schools survey
- Ākonga receive one to one wellbeing support and/or group support and mentoring sessions
- Ākonga have opportunities to connect with kaiako through various breaktime club initiatives
- Kaiako to receive PD on Sustainable Relational
- Practice in Kura
- Development of strong student leadership rōpū
- Ākonga receive help to locate and connect with appropriate outside agencies

Key Resources

- Data from school-wide surveys to target needs (GoodSpace Schools? T1-T3
- William Pike Challenge

Actions

Pastoral Team

- TL & Staff meetings to ensure a consistent approach
- Establish a pastoral team to support **relational** practice PLD and school-wide approach
- Teachers to report back regularly at Team and staff Meetings
- Focus on all staff following PH4L processes and school expectations in relation to behaviour.
- Analyse and use data to identify areas requiring increased support-and put relevant support in place
- Communicate regularly using school systems to promote and reinforce PH4L processes (edge, newsletter, assembly)

Key Resources

- Visiting other middle schools to look at and discuss their pastoral model
- Looking at other models of behavioural support (Huakina Mai, Restorative Practice, Access PLD to continue learning best practice

Actions

Surveys

- Engagement and Whānau

Whānau Voice Roopu

- Continue to develop this group to support Te Ao Māori and the direction of the school.

Whānau Hui

- To be held in Term 2
- Term 4 celebration of Te Ao Māori

Attendance - work with whānau and ākonga to improve attendance

Key Resources

- Whānau
- Kahurangi/Te Kore
- ~~Kahui Ako~~

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 me ona tikanga Māori

TAMa.

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

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

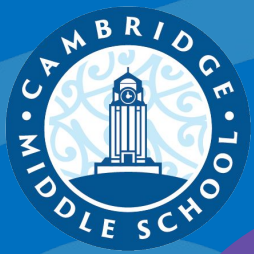
b. The CMS curriculum is localised and is linked to our conceptual curriculum

TAMb. Strengthen whānau partnerships to inform our learning process

TAMc.

- Continue to develop local curriculum and link local stories and history to the conceptual curriculum
- 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

b. Strong whānau partnerships enhance and inform our learning process



Te Ao Māori Development Plan 2026



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

Te Tiriti o Waitangi

Te Ao Māori

Localised Curriculum

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

2026 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 is linked to our conceptual curriculum

TAMb) a. Strong whānau partnerships enhance and inform our learning process

Actions

- Unpacking Te Tiriti o Waitangi so that school leaders have a greater understanding of Te Tiriti o Waitangi and what it means to be Te Tiriti honouring.
- Reviewing conceptual curriculum and school culture/processes to review how we are being Te Tiriti honouring.
- Key school documents to be reviewed to ensure they are Te Tiriti honouring in their intent.

Key Resources

- Kahurangi
- Te Kore
- Tainui
- Mana Whenua
- Whānau

Actions

- Te Kore employed to work with all kaiako and groups of ākonga to increase knowledge and understanding of Te Ao Māori.
- Through lessons, whole school understanding increased for Pōwhiri, Matariki, Waiata and Haka
- Te Reo Maori resources to be developed to support all teachers in their delivery.
- Kahurangi and Te Kore to work regularly with all kaiako to improve their own knowledge and confidence

Key Resources

- Kahurangi, Tainui and Te Kore
- Tahurangi website and resources
- Investigate additional resources for extension
- Education Perfect

Actions

- Ensure we are leading with a Te Ao Māori perspective with concepts such as Survival, Culture and Change
- Connect with Mana Whenua and Kahurangi when planning out new concepts.
- Planning takes into account visiting and learning about local places and resources.
- The conceptual curriculum will have a Te Ao Māori lens with a particular focus during selected concepts (ANZH and Mana Whenua).

Key Resources

- Aotearoa New Zealand Histories Curriculum
- Kahurangi and Mana Whenua
- Kāhui Ako

Annual Aims 2026

The Cambridge Middle School Board regularly considered and discussed ākonga progress and achievement data in 2025. The Board also reviewed the areas of improvement from the Analysis of Variance and curriculum levels from 2025.

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, Reading and Mathematics. With the continued development of a Pastoral Hub at CMS to support ākonga wellbeing (Pouarataki) we are continuing our Wellbeing and Engagement Aim. The goal of this is to continue to improve ākonga engagement and attendance 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 2026 and reviewed in Term 4 for 2027.

Annual Aims	
Strategic Goal: Curriculum/Matauranga: All ākonga will have targeted and engaging programmes with a focus on priority learners	
Annual Aim: Accelerate progress in writing, reading and mathematics for all students achieving below the proficient level for their year group in the New Zealand Curriculum.	
Curriculum Expectations: All students are expected to be achieving at the 'proficient' or 'exceeding' level for their year group in the New Zealand Curriculum by the end of the year.	
Annual Aim 1	Annual Aim 2
Target 1: Writing 1a) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level. 1b) By the end of 2026, all Year 8 Māori ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level.	Target 1 baseline data: Analysis of school-wide data in November 2025, indicated that: a) Within this cohort 150/299 (50%) Year 8 students are achieving within the proficient level of their year group. b) Within this cohort 11/30 (37%) Year 8 Māori students are achieving within the proficient level of their year group.
Target 1.1: Reading 1.1a) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level. 1.1b) By the end of 2026, all Year 8 Māori ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level.	Target 1.1: baseline data Analysis of school-wide data in November 2025 indicated that: a) Within this cohort, 186/300 (62%) Year 8 students are achieving within the proficient level of their year group. b) Within this cohort, 15/30 (50%) Year 8 Māori students are achieving within the proficient level of their year group.
Target 2: Mathematics 2a) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level. 2b) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level.	Target 2 baseline data: Analysis of school-wide data in November 2025, indicated that: a) Within this cohort 169/299 (57%) Year 8 students are achieving within the proficient level of their year group. b) Within this cohort 12/30 (40%) Year 8 Māori ākonga are achieving within the proficient level of their year group.



Annual Aims 2026

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

- Curriculum Lead 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 CMS 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

Haydn/
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

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

- Review all assessment data analysed from 2025. Identify, and plan for accelerating priority learners. SENCO for learning to oversee priority learner programmes. As well homeroom teachers to implement differentiated structured literacy and maths programmes and target learner groups focusing on reading, writing and mathematics
- 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
- SLT and Curriculum leads to focus on supporting staff to implement school wide planning and assessment for structured literacy and maths programmes
- Writer's Toolbox, The Code and ORF strategies implemented across all homeroom teachers to increase capability and understanding of the teaching of reading and 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

Teams will use 2025 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

Tagget

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

Tagget/
Charlott

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

Tagget/
Charlott

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

Tagget/
Charlott

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, mathematics and structured literacy), and also individual/targeted PLD where appropriate (leadership, coaching and curriculum specific)
- Teams Leaders will attend 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 conceptual curriculum and inquiry learning, as well as the new Mathematics and English curriculum areas.
- All staff to understand and begin to implement the new assessment and reporting guidelines

SLT, PLD
providers

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

Tagget/
Daryl

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 2026

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, processes and our school values and ensuring there is a consistent restorative approach across all teachers in the school
- Development of a support hub to strengthen our response to students who require more support
- Pouarataki- further development of counsellor/wellbeing advisor role and supporting a student/certified counsellor
- 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 ākonga conferences).
- Planning explicitly to engage our community to become actively involved in ākonga learning and look for ways for our ākonga to give back
- Learning celebrations to be held during the year
- Surveys to collect voice from ākonga, 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 ākonga learning and achievement with whānau
- Partner with external agencies to best support ākonga wellbeing and achievement

Natalie

Natalie

SLT
(Haydn/
Tagget)

Haydn/
Leanne

Tagget/
Natalie

- Staff are using our PH4L processes, expectation slides and documents to use a common language in their restorative conversations with ākonga, wall displays and team meetings. Children can clearly articulate our values and our PH4L expectations across the school.
- Students will be accessing the Hub for support and will be demonstrating higher levels of engagement, attendance and self regulation. We will then analyse Hub support data to determine needs and how to improve access and the skills and personnel required.
- Attendance for ākonga who work with Pouarataki will increase - if an issue ākonga with low attendance are identified and the Pouarataki and DP will work with them - attendance will increase
- Whānau will be engaged in the school's endeavour to accelerate learning. Alternate methods to engage whānau are being trialled and their effectiveness tracked. All whānau are connected to Google Classroom and 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
- Ākonga achievement and whānau engagement levels will show a positive improvement
- 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 ākonga 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

- Lead Curriculum 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 ākonga

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

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 ākonga working with Natalie to see if the role has a positive impact
- Employ a full time learning assistant to support the SENCO and Pastoral team to provide additional support in the Hub
- Additional Learning Assistant Board 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 ākonga
- PLD budget will provide development of teacher capability for Mathematics, Structured Literacy and Reporting and Assessment
- 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
- 5 day timetable structure will provide valuable opportunities for collaboration and the provision of a wide variety of additional learning opportunities for our ākonga
- Strategic reporting will continue to be developed to develop capability in the Senior Leadership Team



Attendance Aim 2026

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 all students to attend regularly, with a particular focus on students who currently attend between 70-80%. 	Nat	<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 including an incentivised school-wide programme 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. The BOT will discuss the Everyday Matters Report each term and implement any necessary changes to support attendance. Reference to Current Attendance STAR Initiative: We will include the Attendance STAR initiative in our strategies and publish it online in T1, 2026 inline with attendance practices in Aotearoa New Zealand as required by the current government.