



CAMBRIDGE MIDDLE SCHOOL

School Charter
Strategic and Annual Plan

Cambridge Middle School

2018 -2020



**Cambridge Middle School 2018 - 2020
Introductory Section - Strategic Intentions**

Mission Statement	Reward in Endeavour
Vision	to: <ul style="list-style-type: none"> ➤ prepare our learners to adapt to our ever changing world. ➤ meet and understand the needs of our emerging adolescent learners within a happy and safe environment. ➤ through PB4L we will uphold our culture of PRiDE. (Participation, Resilience, Integrity, Diversity and Excellence).
Values	Respect. (Whakaute) Honesty. (Pononga) Determination. (Hiringa) Consideration. (Aaronui) Citizenship. (Raraunga)
Principles	These underpin our Cambridge Middle School curriculum and are based on the following:- High Expectations. Treaty of Waitangi. Cultural Diversity. Inclusion. Learning to learn. Community engagement. Coherence. Future focus.
Māori Dimensions and Cultural Diversity	<p>Cultural Diversity. Our policies and practices reflect New Zealand’s cultural diversity and recognise the unique position of Māori culture. We ensure that all reasonable steps are taken to provide instructions in Tikanga Māori and Te Reo Māori for full-time students whose parents request it.</p> <p>Tātaiako led by Arnia Rameka. Identified students are withdrawn for sessions on a Wednesday. Working on pronunciation with staff and assisting staff with class lessons. Involvement of Vinnie Simmonds with staff.</p> <p>Hold a Powhiri on first day of the school year Attend CHS Powhiri if possible Values written in English/Māori and displayed in classrooms School waiata Whakatauki Have Māori art visible around school Mentoring connection between Cambridge Middle School and Cambridge High School Kapa Haka festival both local and WIMSS at Rototuna JHS Term 3 Relationship with Maungatautari Marae and Nga Hau e Whā Whānau group</p>

Baseline Data or School Context	
Students' Learning	<p>This data is viewed with the knowledge that our cohort basically changes every two years.</p> <p><i>Achieving 'At' or 'Above' the National Standard in Reading:</i> Year 7 - 69.2% (up from 67.5% at the beginning 2017); Year 8 - 72% (up from 67.95% at the beginning 2017) Year 7 Māori students - 50%; Year 8 Māori students - 50%</p> <p><i>Achieving 'At' or 'Above' the National Standard in Writing:</i> Year 7 - 53.7% (from 56.8% at the beginning 2017); Year 8 - 63.3% (up from 57.95% at the beginning 2017) Year 7 Māori students -30.6%; Year 8 Māori students - 47.5%</p> <p><i>Achieving 'At' or 'Above' the National Standard in Mathematics:</i> Year 7 - 64% (from 65.6% at the beginning 2017); Year 8 - 72.1% (up from 63.65% at the beginning 2017) Year 7 Māori students - 38.9%; Year 8 Māori students - 55%</p>
Student Engagement	<p>We continue to collect student voice through surveys and one-one conversations between the Senior Leadership Team and students. This allows us to ensure that our curriculum is meeting the needs of the students. It also help to identify where we need to coach/mentor staff who need to develop knowledge and understanding to deliver a robust and engaging programme. Within School Teachers (Kaihoe) will lead the data gathering, analysis and implementation of the coaching programme.</p> <p>Attendance data is currently used for compliance and from a Health and Safety perspective. During 2018 our goal is to map the connection between attendance and student accelerated progress.</p>
School Organisation and Structures	<p>Health & Safety: coordinated and monitored by Deputy Principal. Receive up to date training when necessary.</p> <p>Pupils At Risk (PARS): We hold monthly meetings here at school. In attendance: Principal, DP's, PHN, Police-Community Youth Aid Officer, MOE. Identified student's welfare is discussed and action taken where a concern is voiced. We have a Pupils at Risk register.</p> <p>Community PARs: There is also a meeting each month held at the Police Station. In attendance: Principals/DPs/APs, PHN, Police liaison, Oranga Tamariki, RTLb.</p> <p>Te Puna ō Kemureti: As a member of we currently have three Within School Teachers (Kaihoe) and an Across Schools Teacher recently appointed to the position. We encourage relevant staff to attend meetings and professional development.</p> <p>PB4L: Continue with this into our fourth year. We are now implementing Tier 2. (Our Expectations – PRiDE)</p> <p>ALL: We have now completed our three year contract and we have a leader of literacy who is working to embed the practices and pedagogy across the school.</p>

	<p>ALLiS: There are 7 Cambridge schools within our ALLiS Fusion community. Anna Johnson will convene this group. Six teachers are eligible for Mandarin PD in 2018. Two teachers are on the TPLT programme with Auckland University.</p> <p>BYOD: The school will have 1:2 netbooks/chromebooks in every classroom in 2018. All students/families will need to sign a Cyber Safety agreement to have access to technology. John Parsons has been engaged to support the safe use of technology with students, staff and parents/whānau.</p> <p>Senior Leadership Team: Deputy Principal's oversee Curriculum, Well-being (student and staff), Pastoral Care, Health and Safety, and administration of many aspects of the daily running of the school. Two Assistant Principals responsible for curriculum review, teacher aides, timetable, e-learning, term overview, and to support DP's with pastoral care and tasks when needed.</p>
Review of Charter and Consultation	A full review of the strategic plan will be undertaken in 2018 to begin implementation in 2019. The Mission Statement and Vision will be reviewed in 2019 to ensure alignment with the direction the school is headed in. A collaborative inclusive approach will be undertaken with all stakeholders.

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2020
Students' Learning	<p>All students are able to access The NZC. Progress and achievement will be documented in relation to the New Zealand Curriculum levels.</p> <p>Assessment information is used effectively to support improvement in students' outcomes.</p>	<p>Charter. Annual review of the Charter, and this will be updated.</p> <p>Review and development of strategic plan.</p> <p>Team Leaders to drive regular documented student achievement meetings who in turn will meet regularly with SLT to report on targeted student's progress. EDGE to be fully utilized.</p> <p>Team Meetings will focus on student achievement, teacher inquiry, and be attended by a member of the senior leadership team. These Student Achievement Meetings will be timetabled into our Term Overviews.</p> <p>Teaching as Inquiry will form the basis of teacher appraisal carried out by Team Leaders and DPs. This will be evidenced using our Interlead Performance Management System.</p> <p>On-going school curriculum reviews (led by AP)</p> <p>Literacy Progressions - Literacy Leader to continue to strengthen this throughout 2018.</p> <p>In relation to the New Zealand Curriculum the focus; through Teaching as Inquiry; is always to accelerate student progress.</p>

	<p>Improve outcomes for all students, particularly Māori and boys in writing to align with Te Puna ō Kemureti goals.</p> <p>Accelerated progress of all students, particularly those identified as below expectations.</p> <p>Learning Languages 2018</p>	<p>Coaching and mentoring: Identified coaches to develop teacher capability across the school. The use of school coaches and mentors is to assist staff development for those identified through our Performance Management System who are in need of additional strategies. We will utilise the coaching model that is used by the Te Puna ō Kemureti.</p> <p>This will include; what it means to be a learner at Cambridge Middle School. Inherent in this is:</p> <ul style="list-style-type: none"> • School mission/vision • Values • Key competencies • Careers • PB4L Expectations. PRiDE (Participation, Resilience, Integrity, Diversity, Excellence) • Pepeha, Whakapapa and understanding of tikanga • e-Learning <p>HOD Māori – Arnia employed additional 0.2 (Staff PD, kapa haka, extension Te Reo)</p> <p>Tātaiako: Included in Learning and Teaching and Staff Appraisal</p> <p>Ka Hikitia - Managing for Success.</p> <p>Cambridge Middle School curriculum.</p> <p>Students with special education needs are supported in their learning so that they can progress in relation to The NZC and fully participate in and contribute to their school and this will be in consultation with parents and overseen by a teacher employed to operate this programme. Teacher Aides will also assist operation of this. They have been fully trained the delivery of the ACE programme.</p> <p>The target groups for 2018 are: Writing: all Year 8 students at or below Level 3. Mathematics: all Year 8 students at or below Level 3. Te Puna ō Kemureti achievement challenge is to raise student achievement for all students with a particular focus on Boys and Māori students in the area of writing.</p> <p>ALLiS with Mandarin in 6 classes, moving to 8 in 2019. Fusion to provide a Mandarin teacher and two language assistants. Principal to investigate partnership school options with China to create meaningful learning links.</p>
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Student Engagement	<p>Improve attendance.</p> <p>Focus on Careers</p>	<p>Deputy Principal will closely monitor all attendance. Where there are patterns/concerns, DP to make contact with family. Discuss the connection between attendance and learning. Base line will be 80% attendance for the term. Long term goal is to reduce absences of those causing concern. All students coming to notice of DPs will be discussed at PARs meetings.</p> <p>Careers is part of every class programme. CMS Careers Curriculum to be implemented in 2018.</p>
School finance and property	<p>Operate within annual grants. Continue to develop ILEs.</p>	<p>Continue to finance school's operations from grant while also spending accumulated resources identified in our Furniture and Equipment Replacement Plan.</p> <p>Hall space is struggling with current student numbers. Additional seating consistent with current seating to be purchased. Air conditioning to be installed. Additional staffing provided to support programmes for priority learners. International Student surplus funds channelled into identified resourcing needs. ILE. Funding available to teachers who request changes to accommodate this. (furniture, tools, environment) on a fair and identified basis, and in a coordinated way.</p>
Health and Safety	<p>Regular review. Minimise risks to staff and students.</p>	<p>Practices align to the new Health and Safety Act. The DP has responsibility for this and also a Board member attached. They will attend Ministry PD as required. Seek legal advice on all documents and rewrite where necessary. Our Health and Safety Policy will be rewritten in 2018.</p>
Personnel	<p>Coaching and mentoring.</p> <p>Counselling services.</p> <p>Specialist Teachers</p>	<p>Under our DP's guidance, certain staff will be used as coaches to mentor staff. Interlead will inform SLT of staff requiring additional support. Within School Teachers who have been accredited as coaches through Te Puna o Kemureti will implement coaching.</p> <p>Continue to have annual membership to Vitae. Invite a representative to speak to staff about their service.</p> <p>Due to roll growth, Specialist Teachers to review and adapt programmes to meet student needs within the timeframe of the timetable.</p>

Community Engagement	Devise a communication strategy.	<ul style="list-style-type: none"> ● Continue to keep website current and ensure relevant staff are upskilled ● Google Apps for Education used across the school as a tool to support learning ● Continue with newsletter (both paper and electronic) ● CMS Facebook page ● promoting CMS through community papers, ● Community BBQ ● Student led conferences ● Whānau hui (one per term) ● Community surveys ● Looking into developing a school app
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Annual School Improvement Plan

The Cambridge Middle School Board of Trustees considered and discussed student progress and achievement data from previous years. The Board also reviewed the areas of improvement from the Analysis of Variance and the school-level National Standards data (and also curriculum levels) from 2017.

From the trends and patterns of the data, we have identified our Board needs to focus on improving student progress and achievement in Writing and Mathematics.

To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. These will be reviewed again in Term 4 2018.

ANNUAL AIM 1.

Accelerate the progress in writing of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

TARGET 1.

By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 53.7% to 70%

TARGET 2.

By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 30.6% to 50%

ANNUAL AIM 2.

Accelerate the progress in Mathematics of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

TARGET 1.

By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 64% to 75%

TARGET 2.

By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 38.9% to 60%

Annual Aim 1: Writing- Targets and Planned Actions.

Strategic Goals: To improve outcomes for all students, particularly Māori, and Pasifika, and students with special needs. Accelerate progress of students performing below the expected level of the New Zealand Curriculum.

Annual Aim: Accelerate the progress in writing of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

Target 1: By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 53.7% to 70%

Target 2: By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 30.6% to 50%

Baseline data: Analysis of school-wide Writing data in November 2017, indicated that:
 Target 1: Within this cohort 121 of 266 Year 7 students are identified as 'at or below' Level 3 of the NZC.
 Target 2: Within this cohort, 23 of 33 Year 7 Māori students are identified as 'at or below' Level 3 of the NZC.

Key Improvement Strategies:

When	What (examples)	Who	Indicators of Progress
February	Review all assessment analysed data from 2017. Identify, and make known, targeted students. Data used includes attendance. When looking at attendance, we are looking to see the reasons behind this – Tech Arts day, illness, illness in family etc.	SLT All Teaching Staff Julie	This will form the Targets for the Annual Aims for 2018. Teams will use contributing school data, own OTJ and team moderation to identify students on Student Achievement Tracking document. Julie will oversee attendance data. Identify any trends and make referrals when necessary.
All year	Identified students to be monitored and tracked. Student voice also gathered during class and teacher observations. Attendance monitored to look for possible links to achievement.	All Teaching Staff Julie	Data and samples of work to be discussed regularly at team meetings. Indicators of students success and progress: Students able to talk to their learning. Know their next steps to learning. Able to talk knowledgeably about their learning pathway.
All year	Te Puna o Kemureti Within Schools Teachers to have a focus on Culturally Responsive Practice and the possible reasons why our priority learners are not achieving and possible programmes to support them.	SLT/WST	Seek student and whānau voice, analyse data and identify possible areas to investigate. Work with teachers on the identified areas, use the coaching process to support teachers to make

	<p>Within School Teachers lead dialogue at Whānau Hui to discuss the role whānau can play in developing a home/school learning partnership.</p> <p>Use of Tātaiako when planning.</p> <p>Gareth is a conduit between schools providing valuable information regarding our success in delivery of change programmes.</p>	Gareth G	<p>changes to their practice to make an impact and accelerate progress for our learners.</p> <p>Whānau engaged in the school's endeavour to accelerate learning. Explore alternate methods to engage whānau.</p> <p>Ka Hikitia, Tātaiako and Culturally Responsive research papers to be used to develop, knowledge and understanding. These will guide practice and decision making.</p>
All year	<p>Literacy Leaders to provide professional learning and resources to ensure identified learning gaps are targeted to accelerate learning. Collaborative practices and coaching will be used to support teachers within the team structure.</p> <p>ALL practices will continue to be refined and sustained.</p>	<p>All teaching staff</p> <p>Literacy Leaders</p>	<p>Teacher knowledge and capability will continue to be developed. Individualised support will be delivered where necessary.</p>
All year	<p>English Curriculum review which follows ERO cycle of self review to be completed in 2018.</p>	<p>AP, Literacy Leader</p>	<p>Review completed Term 3. Practices and identified areas updated and reported to the BOT in Term 4.</p>
<p>Monitoring: Teams will meet regularly to moderate samples of work, review data and report/record progress of identified students performing below expected level of the New Zealand Curriculum.</p> <p>The Senior and Middle Leadership Teams will meet regularly to review data and progress. Where there are concerns, further strategies will be investigated and where appropriate, implemented. Regular reporting to whānau and Board.</p> <p>Resourcing: Within School Teachers will focus on exploring Culturally Responsive practices and pedagogies to develop teacher capabilities and inform and guide decision making. An additional 0.2 will be funded for a teacher to support identified Māori learners where/when needed. Team meeting time allocated to collaboratively moderate and discuss to accelerate progress. Release for the Literacy Lead Team to review English Curriculum throughout 2018.</p>			

Annual Aim 2: Mathematics - Targets and Planned Actions.

Strategic Goals: To improve outcomes for all students particularly Māori, and Pasifika, and students with special needs. Accelerate progress of students performing below the expected NZ Curriculum levels for their Year.

Annual Aim: Accelerate the progress in Mathematics of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

Target 1.
By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 64% to 75%

Target 2.
By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 38.9% to 60%

Baseline data: Analysis of school-wide Mathematics data in November 2017, indicated that:
Target 1: Within this cohort 97 of 266 Year 7 students are identified as 'at or below' Level 3 of the NZC.
Target 2: Within this cohort 21 of 33 Year 7 Māori students are identified as 'at or below' Level 3 of the NZC.

Key Improvement Strategies

Timeframe	What (examples)	Led by	Indicators of Progress
Term 1	Follow the same process for analysing data and identifying and monitoring target students as stated in the writing aim above. Attendance monitored to look for possible links to achievement.	All teaching staff Julie	This will form the Targets for the Annual Aims for 2018. Teams will use contributing school data, own OTJ and team moderation to identify students on Student Achievement Tracking document. Julie will oversee attendance data. Identify any trends and make referrals when necessary.
Term 2-4	Bruce Moody PD throughout year (7 days) to upskill teachers in good mathematics practice and pedagogy. He will also run a workshop for the Mathematics Leadership Team to look at our school-wide systems for curriculum delivery, assessment and using the data to inform future change. Maths Leadership Workshops Target Student Mathematics Groups	All teachers Bridget, Alistair and Belle Belle	Classroom teachers to deliver effective programmes that accelerate student achievement. Streamline our Mathematics Curriculum, assessment and data collection, BOT reporting To accelerate our target students achievement levels.

Monitoring: Teams will meet regularly to moderate samples of work, review data and report/record progress of identified students performing below expected level of the New Zealand Curriculum.

The Senior and Middle Leadership Teams will meet regularly to review data and progress. Where there are concerns, further strategies will be investigated and where appropriate, implemented. Regular reporting to whānau and Board.

Resourcing: Bruce Moody PD and Maths Leadership Workshops allocated in budget, mathematics text books to be purchased to meet the growing roll. A component of teacher release has been allocated to ensure delivery of Target Maths Groups.

Additional Key Improvement Strategies to Achieve Strategic Vision - 2018

Property	Short Report	Finance	Short Report
Design plans for Refurbishment of Art Studio and Textile Room. Building to commence in T1 2019.	Last area in this department to be modernised.	Update 10YPP to reflect timeline changes.	Monitor by Principal and Angela. In consultation with BOT Property, caretaker and Principal.
Air conditioning to be installed to the remaining classrooms and boiler decommissioned.	5YA		
Complete roofing upgrade to Hall and Block A.	5YA		
Upgrade furniture in classrooms where possible, on a fair and consistent basis to modernise existing rooms and new ILE spaces.	Colour scheme to be considered.	Furniture and equipment grant has provisions to upgrade and modernise classroom environments.	Ensure classrooms are equipped with modern and functional furniture when new furniture is purchased.

Personnel	Short Report	Community Engagement	Short Report
If any teacher vacancies ensure EEO commitments.	Promotion and roll growth have dictated new appointments.	Health-related survey Term 1. Whanau and curriculum surveys to be completed during 2018.	Align questions to Charter and report back to Board/community.
Continue to refine Performance Management System in line with Education Council (EDUCANZ) and NZEI/PPTA Union guidelines. Align with Teaching as Inquiry pedagogy.	DPs to monitor. Interlead Appraisal system to be used by all staff - supported by Belle.	Hold consultation evenings. Term 2: Priority Learners (SLT and WST) Term 3: Curriculum (Literacy/Health)	Relevant staff will decide focus of evenings based on student data and curriculum review evidence.
Provide counselling service for staff.	Vitae representative to speak to staff. Angela to report on usage.		

Annual Process Aim

Strategic Goals: Our community; parents/caregivers, students, families and whānau are clear about progress and achievement in relation to The New Zealand Curriculum, and that they feel comfortable asking questions about how to support next steps to learning.	
Annual Goal: Teachers and school work actively with whanau and our school community, to gain a better understanding of our students and use this knowledge to personalise their teaching programmes.	Annual Target: By the end of 2018 all whānau feel comfortable with their understanding of their child's progress and achievement in relation to The New Zealand Curriculum and what they can do to support this.
Baseline data: Baseline data shows that certain groups of learners are not achieving in relation to our school-wide data. Whanau of these groups have not always been engaged in their child's learning journey.	

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1,2,3 & 4 Week 6/7	Whānau hui	Arnia/SLT/ WST	Increased numbers attending Whanau Hui Engagement of whanau and their ideas contribute to decision making for learning initiatives across the school, with a particular focus on priority learners.
Term 1, Week 3	Informal opportunity for whanau to meet teachers at Community BBQ.	All teaching staff, PTA	Parent, family and whānau turn up to support their child at this event.

Term 1, Week 5	Parent/teacher interview. An opportunity to engage with whānau and share the teaching and learning programmes at CMS.	Classroom teachers	Parents, families and whānau can speak comfortably about their child's learning environment and have an indication of their child's learning goals.
Term 2-4	Students can actively talk to their learning and articulate their next steps.	SLT	When talking to students about their learning, it is evident that they fully understand where they are up to, and what is required to continue to accelerate/progress their learning. Parents, families and whānau will be able to explain their child's learning progression.
Term 2 & 4	Send out parent, family, whānau community survey with a question specific to the Annual Goal with a specific focus on our Priority Learners.	Principal and BOT	Whānau included in the survey will be able to understand and explain their child's progress and achievement in relation to The New Zealand Curriculum.
Term 3, Week 2	Parent, teacher and student led conferences to be held over two days. Students will be expected to talk to their own learning pathways - what they can do and what they need to do next to accelerate/progress their learning.	Classroom teachers	Whānau are engaged and understand what their child is telling them about their learning and how they are progressing and achieving against the New Zealand Curriculum.
Term 1	Review assessment data collection with Cathie Johnson.	SLT	SLT have a deeper understanding of how to analyse, interpret and apply information extrapolated.
Term 2-4	Follow up sessions with Cathie Johnson to develop assessment understanding and application.	All staff	All staff will have a deeper understanding of assessment information and a clear understanding of the purpose of assessment at CMS.
Monitoring: Engage with whānau through targeted school events such as student conferences, aim to achieve 100% attendance at these events. Increase numbers attending whānau hui and community consultation events. Continue to have our finger on the pulse of the community tone through the BOT, PTA, school and whānau.			
Resourcing: CoL teachers released to focus on Culturally Responsive Practice to investigate programmes to support priority learners. Release time provided to analyse data to inform learning programmes and the focus for community consultation meetings. Acquire the services of an outside provider to support the development of assessment understanding and processes.			