INCORPORATED & FOUNDED 1991

Hutt International
BOYS' SCHOOL

Strategic Plan

2008 – 2010

Table of abbreviations contained in this document

HIBS – Hutt International Boys' School	NAGs – National Administration Guidelines
SMT – Senior Management Team	HOD – Head of Department
BOT – Board of Trustees	BOP – Board of Proprietors
Dir of Curr – Director of Curriculum	Dir Jun School – Director of Junior School
Exec Principal – Executive Principal	HM – Housemaster
NZQA – New Zealand Qualifications Authority	NCEA – National Certificate of Educational Achievement
PPTA – Post Primary Teachers' Association	PE – Physical Education
IT – Information Technology	ICT – Information Communication Technology
ERO – Education Review Office	MoE – Ministry of Education

Executive summary

This document is the Hutt International Boys' School (HIBS) Strategic Plan for the 2008 – 2010 period. Annual plans will be derived from this plan.

Vision

We aspire to provide a world-class learning environment for boys where every student strives to reach his true potential through:

- A focus on academic ,sporting and creative achievement
- Personal development opportunities which include leadership, social and ethical skills
- An international perspective, with a focus on the Pacific Rim
- An awareness of the process of commerce
- The development of the enquiring mind

Strategic focus

Our strategic focus during the term of this plan will be to develop a high-quality differentiated learning environment for boys. Our emphasis will be to implement and evaluate progress in relation to six key domains.

- Special character
- Community partnership
- Curriculum and personnel
- Property & finance
- Safe environment
- Self-review

Compliance

The Strategic Plan upholds the National Educational Guidelines and should be read in conjunction with the School Charter.

The Strategic Plan has been developed on the foundation of the six National Administrative Guidelines (NAGS) along with the Special Character of the School.

Approved:

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Chairman, Board of Trustees Principal

Strategic Plan Overview

<table>
<tr><th colspan="4">Hutt International Boys' School: Long Term Plan 2008-2010</th></tr>
<tr><td colspan="2">Vision
The primary aim of the School is to provide an environment where each student strives to reach his true potential through:
• A focus on academic and creative achievement
• Personal development opportunities which include leadership, social and ethical skills
• An international perspective, with a focus on the Pacific Rim.
• An awareness of the process of commerce.
• The development of the enquiring mind.</td><td colspan="2">Values
Partnerships: Build and value partnerships between School and family.
Excellence: Strive for excellence in all aspects of School life.
Safety: Provide a safe, caring environment in which students can develop self esteem, self control and integrity.
Pastoral care: Foster pastoral care through personal, spiritual and social opportunities.
Knowledge: Value knowledge through teaching and learning processes.
Treaty of Waitangi Promote understanding of the principles in the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.</td></tr>
<tr><td>Curriculum NAG 1
Improve academic achievement.</td><td>Personnel NAG 3
Be a good employer.</td><td>Finance and Property NAG 3 & 5
Manage and enhance the financial resources of the School to meet educational needs.</td><td>Board process NAG 6
Implement a programme of self-review.</td></tr>
<tr><td>Health and Safety NAG 5
Provide a safe, caring environment in which students can develop.</td><td>Special character
Enhance the special character of the School under the Key principles</td><td colspan="2">Community Liaison
Positively promote the School in the community.
Roll growth
Maintain roll number</td></tr>
</table>

Board of Trustees: Plan of Action

Goal: to enhance the special character of the School

Focus: Special Character

Objective	**Action**	**When**	**Who**
Chaplaincy Team model is fully developed	Team appointed and operating effectively	Ongoing	BOP Principal
Appropriate policies for monitoring and safeguarding special character in place	Formal review and necessary adjustments implemented	2009	BOP BOT Principal
Function and use of Chapel and its future role in the School clearly defined	Establish clear operational procedures	2008	Chaplaincy team SMT
Support the IT focus through Key Principle 4 of special character documentation	Monitor the development of IT against the Key principle of special character	Ongoing	Principal Chaplaincy Team
Focus Special Character on boys' learning and values education	Special Character enhances the spiritual emotional social and physical well being of every student	Ongoing	Dir Curr HOD's
Enhance Internationalisation at HIBS	Appropriate policies and exchanges in place	Ongoing	Director of Internationalisation

Board of Trustees: Plan of Action

Goal: To enhance the School's standing in the community

Focus: Community partnerships

Objective	**Action**	**When**	**Who**
Raise the profile of HIBS and strengthen links with the local community	Initiate local community service projects Increase opportunities for students to engage with their local and national communities Provide further opportunity for families to participate in the social cultural and academic life at HIBS. Investigate provision of scholarships to support students	2009	BOT SMT
Partnerships with common interest groups established and operational	Identify groups Appoint liaison person Co-ordinate important information	Ongoing	All Staff
Community awareness of Boy's education model high	Develop systems to promote awareness of, and support for, Boys' education model within the local and international community		
Archival system in place	Employ an Archivist Fund the development of a formal archival system	2009	SMT
Strong links with other school communities	Facilitate increased opportunities for senior students from neighbouring schools of a similar nature to share resources information and social learning opportunities.	2008	Exec Principal
Strong communications links with parent body	Develop interactive website for parents	2010	SMT

Board of Trustees: Plan of Action

Goal: To improve academic achievement

Focus: Curriculum and Personnel

Objective	**Action**	**When**	**Who**
Ensure NCEA curriculum is aligned with NZQA policy	Review and implement curriculum changes Implement the necessary changes to teaching and learning programmes as result of review findings.	Ongoing	Dir Curriculum HOD's
Set-up School-wide focus groups for Boys' learning	Establish school-wide focus groups to evaluate the differentiated learning initiatives. Make changes as necessary on the basis of these evaluations	2009	Dir Curriculum
Implement strategies to cater for individual learning needs of students in place	Enhance specific strategies for: Recognising gifted and talented students Recognising students requiring support and underachievers	Ongoing	Dir Curriculum HOD's
(Use of) IT is fully integrated into teaching programmes	Staff PD programme in place Best practice techniques and approaches researched	Ongoing	SMT
HIBS positioned as one of the leading NZ boys' schools	NCEA results consistently in top 5 boys' schools of similar decile in New Zealand.	Ongoing	All Staff
Staff appointment procedures meet MOE and BOT policy requirements	Police Vetting IEA contracts in place Job descriptions in place	Ongoing	BOT Principal
All staff and Board members fully aware of Special Character	Develop and deliver induction programme	Ongoing	Chair, BOP Chair, BOT Principal

Effective use of ICT is promoted not only in teaching but in life skills	ICT strategy reviewed regularly. Broadband and web technology is used to maximum advantage. HIBS ICT performance is benchmarked against other Schools.	Ongoing	SMT Manager ICT
BOT complies with all relevant employment legislation and PPTA contracts	Annual review of PPTA contracts and relevant legislation	3 yr PPTA contract	BOT

Board of Trustees: Plan of Action

Goal: To manage financial and property resources effectively

Focus: Finance and Property

Objective	**Action**	**When**	**Who**
Maintain buildings in high condition and continue site development.	Develop 5-year maintenance plan. Complete Auditorium forecourt. Develop playing field between tennis courts and library.	2010	BOP Business manager
Bus stop and Admin car park developed	Items completed	2008	BOP
Evaluate science Quad development	Quad redeveloped	2009	BOP SMT
Long-term land & buildings development plan in place	Conduct feasibility study Develop long-term plan	2009	BOP BOT
Hazard register in place	Documentation processed	2010	Principal
Effective business systems deployed and operational	Review Greentree system and upgrade if necessary	2008	Business manager
ICT network and systems operating effectively	Review capability, resourcing and expertise requirements ICT Plan developed	Ongoing	BOT SMT

Board of Trustees: Plan of Action

Goal: To provide a safe and caring learning environment

Focus: Health and Safety

Objective	**Action**	**When**	**Who**
Provide a safe social, physical, emotional and spiritual environment (NAG 5)	Review environment and make adjustments	Ongoing	Exec Principal Dir Jnr School HM/Chaplain
Upon completion of the development of the HIBS site compile an emergency evacuation site policy.	Develop procedure Achieve maximum possible natural disaster, pandemic readiness capability	Trial each term	Exec Principal
Access and respond to up-to-date, relevant theories about Boys' education.	Research carried out by and presented to staff	Ongoing	Boys Ed learning groups
Develop and maintain strategic relationships with other schools that cater for boys specifically	Rejoin and develop Boys' education coalition focus and attend relevant conferences	2008	Principal Chair, BOT
Appropriate health teaching and career guidance systems in place	All levels reviewed	2009	PE Dept Careers Advisor

Board of Trustees: Plan of Action

Goal: To implement a programme of self review

Focus: Board Process

Objective	**Action**	**When**	**Who**
BOT maintain a strategic overview of the ongoing effectiveness of curriculum and teaching programmes delivered at HIBS.	HOD presentations about learning effectiveness to BOT meetings BOT play an active governance role in the self review process	Ongoing	Principal Chair, BOT
BOT compliant with all legislation as required by MOE	Annual legislation review	Ongoing ERO review	Principal BOT
Be a good employer	Contracts in place Performance assessment systems in place	Ongoing	BOT
HIBS adequately resourced to meet strategic objectives	Develop budgets to meet priorities especially in boys' education focus area	2009	BOT SMT

Background

Charter

There are five vision statements that are the basis for the HIBS charter:

- Academic and creative excellence
- Personal development, including leadership, social and ethical skills
- An international perspective, with a focus on the Pacific rim
- Awareness of the process of commerce
- Development of an inquiring mind

Academic and Creative Excellence

To focus on academic achievement by:

- Equipping students with the skills and knowledge to achieve at their highest level of academic potential;
- Offering a broad education that balances academic, business, technological, social and creative endeavours;
- Involving students in a wide range of challenging and creative activities; and
- Providing on-going opportunities for students to study at higher level learning institutions.

Targeted outcomes include:

- In its academic outcomes, HIBS will be positively discriminated and positioned competitively against the single-sex independent and state secondary school providers in central New Zealand
- HIBS will develop leading-edge creativity and thought leadership among staff and students
- The professional development and "best-in-class" competence of the staff will be a key driver in building demand for positions at HIBS
- HIBS staff will be sought for their educational creativity and expertise
- HIBS staff will be encouraged and rewarded with opportunities for self-development
- HIBS parents will be the major promoters of the School because of pride in its successful engagement with their sons

Personal Development

To enhance personal development by:

- Encouraging and motivating students towards setting and achieving high personal goals;
- Recognising students as individuals and treating them as such;
- Developing the morals , ethics, values, understanding and skills the students will need to become full contributing citizens by:

  Building a sense of social responsibility;

Encouraging involvement in the wider community; and

Developing an awareness of the wide range of different cultural groups in New Zealand, including the unique place of Maori and an appreciation of the Treaty of Waitangi;

- Encouraging students to develop their leadership skills and their use of initiative and enterprise;
- Fostering students' awareness of and sense of responsibility for their physical and social development.

Targeted outcomes will include:

- The development of all students in leadership and management skills will be evaluated and reported, with the engagement of qualified community leaders and organisations for the evaluation of seniors
- Regular surveys among students will reveal:

  Strong ownership of personal progress

  Belief that they have the ability and support to achieve personal success

  Belief and supporting evidence that they contribute to the success of HIBS

  Willingness to speak up and (courteously and rationally) contest any matter that is not aligned with their beliefs

International Perspective

To broaden international awareness by:

- Encouraging awareness of New Zealand's particular role in the Pacific;
- Developing international understanding across the curriculum;
- Encouraging students to learn other languages;
- Providing access to other cultures through communication links and exchange visits; and
- Providing opportunity for students to acquire internationally portable qualifications.

Understanding of Commerce

- Encouraging a positive attitude towards commercial enterprise by providing the opportunity for students to participate in a variety of commerce and business studies programmes.
- Embracing the rapid pace of technological change.
- Building closer links between the school and business.

Targeted outcomes will include:

- HIBS' staff will promote creative and managed risk-taking rather than security-oriented thinking;
- HIBS' staff and students will be knowledgeable about and interested in developments in the entrepreneurial and general corporate business environments;
- HIBS will be recognised as a leading school in its focus on commercial realities; and

- The right balance will be found and sustained at HIBS between academic and philosophical freedom on the one hand and the economic demands for educational outputs on the other

Enquiring Mind

The first four objectives will foster the development of an enquiring mind. Specifically also the school will aim to:

- Give students a knowledge and understanding of effective learning and thinking processes;
- Developing skills in analytical thinking, philosophical and scientific method, and problem solving skills directed at the future;
- Encourage students to use critical thinking processes in all aspects of the curriculum.

Targeted outcomes will include;

- The programme at HIBS will be delivered in a style and at a rate to suit the individual learner
- Through surveys of all people associated with HIBS we will ensure that the learners and their parents are experiencing satisfaction in their learning and are developing an interest in discovery and research through their learning

SPECIAL CHARACTER

To foster the objectives of the school's special character as outlined in the Special Character Key Principles below:

SPECIAL CHARACTER KEY PRINCIPLES

"Train up a child in the way he should go and in keeping with his individual gift, and when he is old he will not depart from it."

Proverbs 22:6 (Amplified Bible)

Key Principle 1:

HIBS is a single sex school for pre adolescent & adolescent boys from years 7 - 13

<u>Supporting Statement</u>

HIBS recognises the increasing evidence that the single sex environment is beneficial to boys, in particular if the school culture is one that fosters acceptance and tolerance of others and encourages pursuit of excellence.

Clearly the "years 7 - 13" environment is beneficial as it permits students to remain in the same school environment from intermediate age through to the end of secondary school. This is particularly true with the strong pastoral care framework HIBS has established which is relational rather than authoritarian and encourages self discipline rather than a punishment based system.

Key Principle 2:

HIBS is a Christian based school, and within this environment, welcomes students from all cultures, religions and faiths. HIBS maintains an affiliation to the Anglican Church.

Supporting Statement

Through an active programme of Christian education based on Christian doctrine HIBS provides young men residing in a predominantly secular society the opportunity to establish their own spiritual identity based on the Christian faith. These include but are not limited to care for others, the importance of the family unit, honesty, integrity, loyalty, the pursuit of excellence and recognising that each individual has value and divine purpose regardless of race, gender, academic or physical ability. These are the aspects of the Christian faith that we continually strive to inculcate within our Special Character.

The affiliation to the Anglican Church comes by way of our Commencement Service at the Cathedral, involvement of the Bishop in special services and events and educational aids provided by the Anglican Schools office.

Key Principle 3:

HIBS has a code of conduct based on strong Christian principles instilled within the School.

Supporting Statement

HIBS has a code of conduct based on the Christian principles of respect, the protection of the rights of others, humility, understanding and tolerance. The HIBS Community (Boards, staff, students and their families) will be encouraged to apply these principles to all relationships at school and at home

An active programme of Christian spiritual education based on biblical truths forms part of the HIBS learning outcomes.

Key Principle 4:

HIBS delivers broad based creative, business (with its associated technology) and academic programmes subject to the School's Charter requirements and the National Education Guidelines.

Supporting Statement

HIBS through fostering "excellence and encouragement" expects the highest standards of achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values as determined by our Special Character) as expressed in National Curriculum Statements.

HIBS encourages a positive attitude towards a business and commerce focus. HIBS provides its students opportunity to participate in and embrace technological change.

Key Principle 5:

HIBS provides all students opportunities to demonstrate service and charity in a variety of contexts, including international communities within the Pacific Rim.

Supporting Statement

We desire to instil in our students the understanding that each of us has a responsibility toward our brothers and sisters locally, nationally and internationally. Service opportunities provide students insight into the lives of others and ideally lay the foundation for a lifetime of service and sacrifice on behalf of others.

Key Principle 6:

HIBS provides all students opportunities to develop knowledge and understanding of differing cultures and languages, and, through its international perspective, identifies global issues to enrich the learning process across the curriculum.

Supporting Statement:

We desire to equip our students with the knowledge, understanding and tolerance to compete successfully and respectfully/sensitively on the world stage. Society is becoming increasingly multicultural and employment opportunities extend around the globe. We endeavour to ensure our students are adequately equipped to seek any opportunity.

Key Principle 7:

HIBS has a requirement that parents/caregivers actively participate with the school in supporting and enhancing the total education of their son(s) within a school of Special Character.

Supporting Statement

Enrolling your son at HIBS indicates your acceptance to actively partner with the school in encouraging him to take up every opportunity offered academically, socially, emotionally and spiritually to develop to his full potential. Your participation by personal encouragement, attendance at special services and awards events, House events and camps (where appropriate) are just some of the ways to support your son in these strategic years of his life.

Investment in your son, invests into, and benefits the wider HIBS community for "it takes a community to raise a young man into adulthood".

The Special Character of the School is determined by the philosophical and religious beliefs and values held by the Proprietors and interpreted by them from time to time in accordance with the rules of their constitution.

The Board of Proprietors is responsible for the delivery, monitoring and safeguarding of the Special Character of the school through policy statements which can be viewed at the Administration Centre as required.

Values

Partnerships

Build and value partnerships between School and family.

Excellence

Strive for excellence in all aspects of School life.

Safety

Provide a safe, caring environment in which students can develop self esteem, self control and integrity.

Pastoral Care

Foster pastoral care through personal, spiritual and social opportunities.

Knowledge

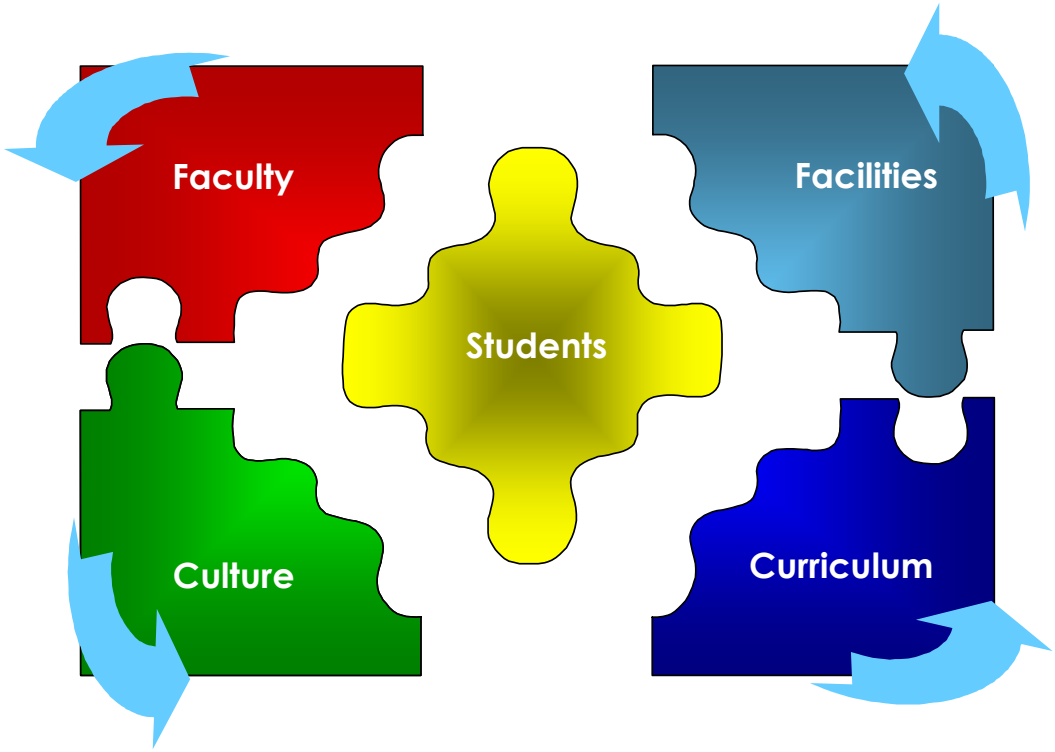
Value knowledge through teaching and learning processes.

Treaty of Waitangi

Honour the principles in the Treaty of Waitangi.

Student-centric environment

The school environment can be characterised by a number of components, all of which provide an underpinning towards the desired outcomes. At HIBS the focus is on the student and that provides the hub around which the Strategic and Annual Plans are crafted.



Our Commitment

HIBS is a place with a vision for the future. One which is firmly based on the values of family, friendship and faith.

High standards are fostered by providing students with as many examples of excellence as possible. We distinguish between the adequate and the outstanding. Mediocrity is not tolerated.

At HIBS your son will be encouraged to develop to his full potential. We set high standards in every aspect of school life and our students are expected to be the very best they can. Everything we do is based on fostering excellence to prepare your son for a successful future.

Our Approach

The Board believes that effective stewardship and guardianship of the activities of HIBS will ensure that the school continues to evolve to meet emerging needs and respond innovatively to the future demands of society for education. Review of charters, strategic plans and annual plans will be on-going so that a process of continual improvement and refinement can occur.