

# HIBS CHARTER 2022



**Kia mau Ki ngā mātāpono o te hōnore, te pono, te whakapono me te rato  
Hold fast to the principles of Honour, Integrity, Belief and Service**

# CHARTER OF HUTT INTERNATIONAL BOYS' SCHOOL

Hold the Vision: *Encourage & Expect Excellence*

**Hutt International Boys' School promotes excellence in a school of special character, that provides for individuals uniquely, demands accountability for targeted goals, expects all actions and deeds to be afforded integrity, and encourages strong family and community relationships in a safe learning environment founded on Christian principles.**

Aim of Hutt International Boys' School

The primary aim of the School is to provide an environment where each student strives to reach his true potential through:

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

Each one of these objectives as follows:

## 1. Foundation of Christian teachings

Creating a Christian environment through:

- Teaching and affirming the values of Christianity as demonstrated by Jesus Christ
- Exploring faith issues and exposing students to the fundamentals of the Christian faith.
- Identifying key Christian teachings of social justice and stewardship and being actively involved in community service.
- Creating a supportive environment where people experience God's love through seeing faith in action in our community.
- Exploring the way in which Christian values can be used as a framework for decision-making thereby gaining a greater understanding of how the principles underpinning Christianity can be applied.
- Developing awareness of the fundamental questions of life brought to the fore by human experiences and how Christian teachings relate to them.

## 2. Academic, Sporting and Creative Excellence

To focus on achieving excellence by:

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

### **3. Personal development**

To enhance personal development and foster pastoral care by:

- Encouraging and motivating students towards setting and achieving high personal goals.
- Recognising students as individuals and treating them as such.
- Developing the ethics, values, understanding and skills the students will need to become full contributing citizens by:
  - (a) building a sense of social responsibility.
  - (b) encouraging involvement in the wider community.
  - (c) developing an understanding of the wide range of different ethnic groups in New Zealand, including the unique place of Māori 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.

### **4. Enquiring Mind**

Also, the School will aim to:

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

### **5. International Perspective**

To broaden international awareness by:

- Encouraging awareness of New Zealand's particular role in the Pacific.
- Including international contexts in the delivery of the curriculum in order to prepare students to be global citizens.
- Introducing students to foreign languages and encouraging the future study of these.
- Providing access to other cultures through communication links and exchange visits.

### **6. Understanding of Commerce**

To develop an awareness of the processes of commerce by:

- 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 in relation to the delivery of commerce concepts in the curriculum.
- Building closer links between the School and business.

# Special Character of Hutt International Boys' School

Definition of Special Character, as stated in the Deed of Integration.

- (a) The Hutt International Boys' School is a composite Year 7-13 boys' school established by the Hutt Independent Boys' School Incorporated Society as Proprietors. The School offers parents, primarily from the Hutt Valley and northern environs of the Wellington region, a choice of education with a special character, as already provided for girls.
- (b) The special character of the School has been determined by the Proprietors as one in which the School offers single sex education for pre-adolescent and adolescent boys in a multi-denominational, Christian, Year 7-13 environment with broad-based creative, business and academic programmes; subject to the School's Charter requirements and the National Education Guidelines.
- (c) 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 through policy statements in accordance with the rules of their constitution.
- (d) The School, although electing to be multi-denominational, has a code of conduct that is based on strong Christian principles and maintains an affiliation with the Anglican Church and with Anglican traditions through an active programme of interdenominational spiritual education based on Christian doctrine. This code aims to ensure that the rights of all others, both within the School and within the community at large, are respected and protected. The concepts of humility and tolerance to others will be instilled within the School.

## Essential Beliefs and Values comprising the Special Character

The essential beliefs and values comprising the special character are:

- i. the inclusion of a strong moral code based on Christian ethics.
- ii. the teaching of religious studies that will support boys in building their own multi-denominational religious and spiritual beliefs.
- iii. holding of services under the guidance of a Minister of Religion or Priest at appropriate times during the year.
- iv. educating boys in a continuous interactive Year 7-13 boys' school of religious character.
- v. a requirement that parents will actively participate with the School in supporting and enhancing the total education of their son(s) within a school of special character.



## Strategic Plan 2022 – 2024

*‘Uphold the HIBS culture of excellence within a climate of educational and societal change’*

**Table of abbreviations contained in this document**

|   |  |
|---|--|
| HIBS – Hutt International Boys’ School                    | NAGs – National Administration Guidelines              |
| SLT – Senior Leadership Team                              | HOD – Head of Department                               |
| BOT – Board of Trustees                                   | BOP – Board of Proprietors                             |
| Dir.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                            |
| Dir. Int. – Director of Internationalisation              | Dir. Year 10 – Director of Year 10                     |
| SAC – Special Assessment Conditions                       | PLD – Professional Learning and Development            |
| BYOD – Bring Your Own Device                              | LMS – Learning Management System                       |
| SMS – Student Management System                           | KAMAR – Name of HIBS Student Management System         |
| N4L (POND) – Network for Learning (Ministry of Education) | SLD – Student Learning Differences                     |

## Strategic Plan Overview

| Hutt International Boys' School: Long Term Plan 2022  |   |  |  |
|---|---|--|--|
| Hutt International Boys' School defines excellence in a school of special character, which provides for individuals uniquely, demands accountability for targeted goals, expects all actions and deeds to be afforded integrity, and encourages strong family and community relationships in a safe learning environment founded on Christian principles. |   |  |  |
| <b>Strategic Focus 2022</b>   |   |  |  |
| <b>Curriculum</b><br><b>NAG 1</b><br>Foster student achievement.  | <b>Strategic Plan</b><br><b>NAG 2</b><br>Self-review, report to parents.                          | <b>Personnel</b><br><b>NAG 3</b><br>Be a good employer.                          | <b>Finance and Property</b><br><b>NAG 4</b><br>Manage and enhance the financial resources of the School to meet educational needs. |
| <b>Health and Safety</b><br><b>NAG 5</b><br>Provide a safe physical and emotional environment for students.   | <b>Special Character</b><br>Enhance the special character of the School under the Key principles. | <b>Community Partnerships</b><br>Positively promote the School in the community. | <b>Information Technology</b><br>Progressing technology to advance teaching and learning.  |

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## NAG 1: Curriculum: Foster Student Achievement - Annual Achievement Goals

### ANNUAL GOALS 2022

|  |  |   |                                 |
|--|--|---|---------------------------------|
| <b>NAG 1 Improve Academic Achievement Improvement Plan – Domain: Learning</b>  |  |   |                                 |
| <b>Strategic Goals:</b> Consistently improve outcomes for all students, particularly Maori, Pasifika and students with special needs.  |  |   |                                 |
| <b>Annual Goal:</b> Maintain a combined L1 (2021) Merit and Excellence endorsement rate of 85% at L2   |  | <b>Annual Target:</b> Achieve a combined Merit and Excellence endorsement rate at Level 2 of at least 77% or greater. |                                 |
| <p><b>Baseline data:</b> Over the last 6 years our combined endorsement rate at Level 2 has dropped off by an average of 16.3% from the combined endorsement rate each cohort has achieved at Level 1. While, this drop off is common nationally given the increase in the academic rigor of the courses at Level 2, we would like to reduce the percentage of drop off our current Level 2 cohort experience in 2022. During the aforementioned 6 years, in 2020 the drop off from L1 to L2 was only 2.7% dropping from a 77.3% combined endorsement rate at L1 to a 74.6% drop off at L2.</p> <p>Our current data for the 2022 L2 cohort suggests that they are capable of maintaining a combined endorsement rate closer to that which they achieved in L1. In 2020, 44% of the credits our tama gained across L1 - 3 were derived from external standards. This is reflected in the high number of students gaining course endorsements. Given this data we aim to reduce our endorsement drop off rate to 8% or less at L2 in 2022.</p> |  |   |                                 |
| <b>Key Improvement Strategies:</b>   |  |   |                                 |
| <b>When:</b>   | <b>What: (examples)</b>  | <b>Who:</b>   | <b>Indicators of Progress:</b>  |
| January 2022   | Communication with students regarding course selection to ensure placement in correct courses. | VH/JM<br>HoDs to identify   | Students in appropriate courses |



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| February 2022       | <p>Determine strategic Goals with Principal/BoT</p> <p>Raise awareness of strategic goals with staff in general and HoDs specifically.</p> <p>Departments set goals in their courses as they relate to this annual goal. (25 Feb - Dept mtgs)</p> <p>Expectation is that all learners gain at least 14 credits or more in each of their courses</p>   | <p>Principal / BOT</p> <p>Assistant Principal</p> <p>HoDs</p> <p>Year 12 subject teachers</p> <p>Careers / Vocational</p> <p>Pathway HoD</p> <p>HoD Learning Support</p> | <ul style="list-style-type: none"> <li>• Achievement data (current and historical)</li> <li>• Pass rates for Internal Ach Standards Internal Evidence Exam results.</li> <li>• Practice results for externals (end of topic tests)</li> <li>• Course endorsements at L1</li> <li>• Externally achieved credit total (%)</li> <li>• Benchmarks/milestones for portfolios</li> <li>• Motivation Grades</li> <li>• Housemaster targeting of lower end motivation grade achievers and academic counselling.</li> </ul> |
| March 2022          | <p>Subject staff discuss possible/suitable goals for their subject with their classes/individuals.</p> <p>Individual Goal setting at Yr 11, 12 and 13</p> <p>Including Achievement Standards they can gain to achieve the required credits.</p>   | <p>Director of Curriculum</p> <p>Teaching staff (Yr 12)</p> <p>Students</p> <p>Careers Advisor</p>   | <p>Students reflect on their goals with VH during goal setting/tracking/academic conferencing.</p> <p>Feedback at L2 focused on maintaining their L1 endorsement and strategies to achieve this.</p> <p>Teacher contact home re assessments starting/coming to an end.</p> <p>Positive tracking data</p>   |
| March-November 2022 | <p>Track student achievement (monthly) L2 credits from end of Term 2.</p> <p>Identify students tracking less positively compared to their peers. Raise awareness with Executive Principal and Housemasters, subject teachers and Learning Support HoD.</p> <p>Teachers and or VH (if needed) make connections with home where students are tracking less positively. Identify Maori, Pacific students with learning differences/needs and prioritise resources, connections with home and learning support where required. Update Whānau Rōpū termly regarding data for Māori tama.</p> <p>Targeted interventions by AP (assembly - students, Newsletters- parents, highlight components for UE, Study Skills/Exam Technique session/s etc)</p> | <p>VH</p> <p>Pastoral Team / HM</p> <p>HoDs, subject teachers at Year 13</p> <p>CJ, HM, (tutors) Yr 13 teachers, RB, VH</p> <p>VH</p>                                    | <p>Term 2, 3 and 4 achievement and progress data.</p> <p>Tracking Term 2/3/4.</p> <p>Pass rates</p> <p>Internal Evidence Exams (IEE) results.</p> <p>Student goal discussions.</p> <p>Motivation grades (Term 1 and 3).</p> <p>Targeted learning interventions supporting learning progress and achievement. Teaching as Inquiry outcome reflections.</p>  |

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|   | Scholarship classes offered before school/lunchtime and afterschool including opportunities for L2 students | Teaching staff (HoDs) | Positive implications for the boys in their subject classes. |
| <b>Monitoring:</b> <ol style="list-style-type: none"> <li>1. Departments will revisit and monitor their specific goals as their Level 2 course(s) progress.</li> <li>2. Tracking NCEA Level 2 credits as data is recorded.</li> <li>3. Academic discussions with students as they are progressing through the year.</li> <li>4. HoD analysing individual teacher's achievement data and data from across common courses to pinpoint strengths and next steps – these may link to Teachers individual goals for 2022.</li> <li>5. Sharing academic achievement data with staff regularly from end Term 2, Whānau Rōpū, community (Newsletters) and the BoTs.</li> <li>6. Department Analysis of Variance documents.</li> </ol> |   |                       |  |
| <b>Resourcing:</b> <ul style="list-style-type: none"> <li>• Schedule time for AP to track and analyse data</li> <li>• Allocated time for staff development of their Teaching goals and actions throughout the year.</li> <li>• Support for HoDs to access and use department achievement data</li> <li>• Funding for required resourcing allocated within Dept budgets</li> <li>• Targeted review at HoD meetings to raise profile and importance of goals and progress towards them during the year.</li> <li>• Continued support for the HoD of Learning Support.</li> </ul>  |   |                       |  |
| <b>Analysis of Variance 2023</b>  |   |                       |  |

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| <b>NAG 1 Improve Academic Achievement<br/>Improvement Plan – Domain: Learning</b>   |  |   |   |
| <b>Strategic Goals:</b> Consistently improve outcomes for all students, particularly Maori, Pacific People and students with special needs.   |  |   |   |
| <b>Annual Goal:</b> Maintain the UE pass rate at Level 3 gained in 2021.  |  | <b>Annual Target:</b> Achieve a UE pass rate of 93% or greater in 2022. |   |
| <b>Baseline data:</b><br>With the exception of 2018 and 2019, five of the past seven years we have gained a UE pass rate in excess of 90%. In 2014 we were just .2% short of the 90% and in 2018 we dropped to 83.1% pass rate and in 2019 to 80.4%. We experienced extenuating circumstances within our student body during the earlier part of 2018 which impacted the wellbeing of our school community and in particular students in our Yr 13 cohort. Since that time our focus has been aligned more strategically on wellbeing. However, we found that refocusing our emphasis back to our vision ‘Encourage and expect Excellence’ and targeted individual Goal Setting, feedback and review implemented again in 2020, helped us achieve the UE goal we had set for our Year 13 cohort in 2020 and 2021.<br><br>Our current data on our 2022 Yr 13 cohort reflects positively heading into the year. They gained an overall endorsement rate of 69.5% at L2 in 2021. This was 3.9% lower than the 73.4% gained by our 2020 cohort at L2. In NCEA Level 1, they gained 96.7% pass rate and a total endorsement rate of 85%. Given this data we aim to maintain our UE pass rate of 93% for this cohort. |  |   |   |
| <b>Key Improvement Strategies:</b>  |  |   |   |
| <b>When:</b>  | <b>What: (examples)</b>  | <b>Who:</b>   | <b>Indicators of Progress:</b>  |
| January 2022  | Communication with students regarding course selection to ensure placement in correct courses.   | VH/JM/HoDs  | Students in the right courses for 2022.   |
| February 2022   | Encourage HoDs and staff within Depts to identify previous student achievement as it pertains to their current L3 students.<br><br>Reflect on students’ strengths and weaknesses as preparations are made for Teaching and Learning. Determine and raise awareness of goals with staff in general and HOD’s specifically.<br><br>Departments set goals specific to their courses as they relate to this annual goal.<br><br>Consider resourcing, support, teaching and learning. Subject staff discussing goals in classroom situations with students. | VH/HoDs/Staff<br><br>Assistant Principal VH HOD’s<br><br>RB/Teachers    | Achievement data<br><br>Pass rates for Internal Standards Internal Evidence Exam (IEE) results (T4)<br><br>Practice results for Externals, eg. End of topic tests<br><br>Benchmarks/milestones for portfolios/tasks<br><br>Portal and reporting feedback to whanau<br><br>Motivation grades and awards. |

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|                             | <p>Ensure neurodiverse students have SAC allocations and their subject teachers are aware of these and strategies that support their learning in classes.</p> <p>Hold Awards Assembly to acknowledge and award certificates and badges to students who have achieved NCEA with either Merit or Excellence.</p> <p>Shared message from Principal to students regarding lifting their effort to maintain their achievement.</p>  | GO  | Updated testing/progress  |
| March/<br>April 2022        | <p>Individual academic goal setting with all students. Consider and create their goal(s) at school and at home prior to their Interim Report.</p> <p>Share goals with parents in mid-year report.</p> <p>Review individual goals at the start of Term 3 following the mid-year report. Revise if needed.</p> <p>Share goal review with parents in the end of year report.</p>  | Students/parents<br>AP  | <p>Success in assessments</p> <p>Student reflections on their goal achievement.</p> <p>Staff discussions with students about their learning goals in courses.</p>   |
| March –<br>November<br>2022 | <p>HoD Learning Support share with staff, students with Learning Differences and higher learning needs. Look at strategies to support these students in class. Target specific courses aligned with their needs/interests and abilities.</p> <p>Targeted PLD/Mtgs with teachers of high needs learners.</p> <p>Identify SAC, apply for Special Assessment Conditions for eligible students.</p> <p>Track student achievement (Monthly from end Term 2) Identify students tracking less positively compared to their peers.</p> <p>Raise awareness with the Executive Principal, Housemasters, subject teachers, parents.</p> | <p>HoD Learning Support/VH/LSC</p> <p>VH<br/>HoDs, Subject Teachers,<br/>HoD Learning Support/LSC<br/>CJ/Housemasters<br/>VH, subject teachers<br/>GO, BOT and teachers linking with the HIBS</p> | <p>Students achieving, feeling supported and engaged in their learning.</p> <p>Students accessing SAC for their assessments and class situations where required.</p> <p>Utilise SAC enabled technology in assessments (digital predominantly) allowed by NZQA.</p> <p>Achievement data tracking globally and individually and comparisons with previous</p> |



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| <ul style="list-style-type: none"> <li>Allocated time for staff development of their Teaching goals and actions throughout the year.</li> <li>Support for HoDs to access and use staff/department achievement data</li> <li>Support HoDs as they plan and run Scholarship programmes</li> <li>Funding for required resourcing allocated within Dept budgets</li> <li>Targeted review at HoD meetings to raise profile and importance of goals and progress towards them during the year.</li> <li>Continued support and resourcing for the HoD of Learning Support.</li> </ul> |
| <b>Analysis of Variance 2023</b> <ul style="list-style-type: none"> <li></li> </ul>  |

## NAG 2: Strategic Focus 2022-2024

| What are we trying to achieve?<br>How will we know?   | 2022   | 2023  | 2024   |
|---|--|---|--|
| <b>Wellness</b><br>Enhance the Mental Wealth of our students and staff<br><br>Raise awareness, strengthen resiliency and build capability to manage challenging situations. | Evaluate the effectiveness of the Learning Planner (Years 7 - 9). Review implementation and trial of Learning Journal. Refine the Planner to reflect boys' learning and focus on the areas of most importance.<br><br>Implement the revised and reduced Wellbeing programme during Monday Tutor time.<br><br>Tutors and Year 13's supporting the programme development.<br><br>Continue the implementation, promotion and review of School TV, targeting appropriate and topic content for the school community.<br><br>Review targeted Goal Setting in the Junior School. Focus is on Habits of Mind. | Implement changes to the Learning Planner.<br><br><br>Review following second year revised implementation and refine again to better meet the needs of tama.<br><br><br>Three-year implementation review of School TV application. Is this resource still 'fit for purpose', are there other more appropriate options to target appropriate topic content for the school community. | Review changes made in 2023 to the Learning Planner.<br><br>Identify a method to determine the extent of the value of the process to students.<br><br>Implement the further reviewed programme, including updates as these are made available. |

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|  |  | Implement changes identified from the review in 2022 to the Goal Setting processes in the Junior School.  |   |
| <b>Physical Wealth</b><br>Enhance physical wealth of students-<br>1. Develop capabilities<br>2. Increase physical activity.  | Consolidate and expand elite physical programmes.<br><br>Explore and expand physical opportunities for students not involved in physical activity.   | Look for new initiatives that will support existing programmes.<br><br>Continue to resource equipment (including non-traditional equipment) for interval and lunch time breaks.   |   |
| <b>Digital Wealth</b><br>Increase students' ability to use technology appropriately (self-manage), keep safe (learn strategies), raise awareness of the impact of technology use on wellbeing. | Develop the digital assessment framework further.<br><br>Continue to develop e-learning frameworks for effective pedagogy, safety online and assessment.<br><br>Investigate BYOD opportunities to prepare staff and students for e-learning.   | Respond to digital developments and needs as required.<br><br>Continue to grow opportunities for digital assessment in both the junior school and senior school.<br><br>Following the investigation determine ideal outcomes for BYOD opportunities being investigated. Gain SLT approval to implement opportunity.     | Respond to digital developments and needs as required.<br><br>Continue to grow opportunities for digital assessment in both the junior school and senior school.<br><br>Review implementation of opportunity  |
| <b>Maori Strategy</b><br><b>Physical</b><br>Raise visibility, recognise and integrate the unique place of tangata whenua at HIBS   | Due to the priority of other school projects, the pathway is set to be started in and around 2024-26.<br><br>Complete the consultation process of the waharoa with staff and students before beginning the designing stage. This project will be led by a sub-committee of HIBS Whānau members.<br><br>Establish a plaque for Mātairangi (our pou whenua) with name, meaning and provenance.<br><br>Continue to develop student understanding and knowledge (kawa) around preparation and implementation of the hāngī process, | Continue on with this project from where we finish off in 2022.<br><br>Confirming plans for the establishment of the waharoa.<br><br>Maintain the area and develop further as needed.<br><br>Continue to develop student understanding and knowledge (kawa) around preparation and implementation of the hāngī process, | Continue on with this project from where we finish off in 2023.<br><br>Finalise plans for the establishment of the waharoa. Start the construction process.<br><br>Maintain the area and develop further as needed.<br><br>Continue to develop student understanding and knowledge (kawa) around preparation and implementation of the hāngī process, |



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|  | <p>pou and the pare. Some of the responsibility for sharing this knowledge will be given to our senior students.</p> <p>Projects - Review and establish possible options for implementation (gear for kapa haka, building plan/possible PSA funding project.)</p>  | <p>pou and the pare. Some of the responsibility for sharing this knowledge will be given to our senior students.</p> <p>Projects - Review and establish possible options for implementation (gear for kapa haka, building plan/possible PSA funding project.)</p>   | <p>pou and the pare. Some of the responsibility for sharing this knowledge will be given to our senior students.</p> <p>Projects - Review and establish possible options for implementation (gear for kapa haka, building plan/possible PSA funding project.)</p>   |
| <p><b><i>Kawa</i></b><br/>Acknowledge and understand the histories and heritage and culture of Te Tiriti o Waitangi partners</p> | <p>Continue to foster and support our Māori whānau as they implement the Māori Strategy.</p> <p>Prioritise implementing Aotearoa New Zealand histories into our junior teaching programmes.</p> <p>Utilise knowledge from John Henare's Treaty of Waitangi PD session to help guide our teaching practices.</p>  | <p>Continue to foster and support our Māori whānau as they implement the Māori Strategy.</p> <p>Implement Aotearoa New Zealand histories into our teaching programmes.</p> <p>Review the impact of the implementation of our learning in this area. Share the recording of this presentation with any new teachers of HIBS.</p>   | <p>Continue to foster and support our Māori whānau as they implement the Māori Strategy.</p> <p>Review and implement Aotearoa New Zealand histories into our teaching programmes.</p> <p>Continue to develop our learning in this area. Share the recording of this presentation with any new teachers of HIBS.</p>   |
| <p><b><i>Learning (Staff and Students)</i></b><br/>Practice and develop the use of Te Reo and tikanga Māori</p>                  | <p>Continue to review staff professional learning development to identify next steps for implementation. Possible options include Whaitiri Poutawa, Neavin Broughton, Bus Tour etc.</p> <p>Facilitate opportunity for staff to be involved in the hāngī process (Teacher Only Day/ Year 10 Hāngī).</p> <p>Provide staff PLD on the correct pronunciation of student and staff names (Māori, Pacific and Chinese names).</p> <p>Support and invest in our Māori Language teacher. Seeking opportunities to grow his professional practice and knowledge and assist him to continue to establish connections to other schools.</p> | <p>Continue to review the impact of staff professional learning development to identify next steps for implementation.</p> <p>Review and access opportunities for staff to be involved in the hāngī process.</p> <p>Continue to support staff in making sure we are using the correct pronunciation of student and staff names (Māori, Pacific, Chinese etc.).</p> <p>Review 2022 and implement any changes required to support and invest in our Māori Language teacher. Seeking opportunities to grow his professional practice and</p> | <p>Continue to review the impact of staff professional learning development to identify next steps for implementation.</p> <p>Continue to review and access opportunities for staff to be involved in the hāngī process.</p> <p>Continue to support staff in making sure we are using the correct pronunciation of student and staff names (Māori, Pacific, Chinese etc.).</p> <p>Review 2023 and implement any changes required to support and invest in our Māori Language teacher. Seeking opportunities to grow his professional practice and</p> |

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|  | <p>Maintain financial resourcing to support Te Ao Māori across the kura.</p> <p>Consult with HIBS Whānau Committee and review Cultural North Island trip. Plan subsequent cultural trips based on the review of the 2021 trip.</p> <p>Encourage and support staff financially to participate in Te Ao Māori courses/programmes.</p> <p>Begin to consolidate our journey in the implementation of Mana Ōrite mō te Mātauranga Māori (promotion and acknowledgement of Māori knowledge).</p>  | <p>knowledge and assist him to continue to establish connections to other schools.</p> <p>Review financial resourcing in light of our needs in continuing to support Te Ao Māori across the kura.</p> <p>Continue with planning where needed.</p> <p>Continue to encourage and support staff financially to participate in Te Ao Māori courses/programmes.</p> <p>Review our journey as we implement Mana Ōrite mō te Mātauranga Māori (promotion and acknowledgement of Māori knowledge).</p> | <p>knowledge and assist him to continue to establish connections to other schools.</p> <p>Review financial resourcing in light of our needs in continuing to support Te Ao Māori across the kura.</p> <p>Continue with planning where needed.</p> <p>Continue to encourage and support staff financially to participate in Te Ao Māori courses/programmes.</p> <p>Review our journey as we implement Mana Ōrite mō te Mātauranga Māori (promotion and acknowledgement of Māori knowledge).</p> |
| <p><b>Learning Support</b><br/>Consistently improve outcomes for all students, particularly students with special learning needs</p> | <p>Support staff with neurodiverse students in their classes. Develop mini workshops that provide PLD including targeted and proven strategies for staff across targeted areas (Dyslexia, Attentional Difficulties etc).</p> <p>Offer a range of options across the year including, preparing for success, assessment and behavioural management.</p> <p>Work collaboratively with the English Dept to determine how best to support our neurodiverse learners develop key literacy skills which will enhance their capabilities and preparedness for the Literacy Standards.</p> | <p>Review effectiveness of workshops on staff professional practice and knowledge. Gain feedback on outcomes for students following PLD.</p> <p>Gather feedback from parents/whānau about the effectiveness and value of the workshops.</p> <p>Offer same workshops (where successful) and adapted and developed workshops across SLD and content areas.</p> <p>Review progress with implemented Literacy skills with SLD ākongā.</p>  | <p>Review process, and revise based on learner needs, parent/caregiver feedback, staff developing needs.</p> <p>Gather feedback from Literacy Standard achievement and Non-Achievement. Adjust/develop Literacy Strategies and roll out new strategies for the next year level.</p>  |

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|  | <p>Implement opportunities to develop targeted Literacy Strategies in 2022 with SLD ākonga.</p> <p>Identify progress and report progress to parents.</p> | <p>Gather feedback from ākonga, teachers and parents/whānau. Revise programme to strengthen for the second year and implement across the SLD Learning Support programme.</p> |  |
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## Strategic Plan 2022

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| <p><b>Curriculum – NAG 1</b><br/>Foster student achievement.</p> | <p>Use Analysis of Variance to determine School and Department Goals.</p> <p>Review and amend the senior academic goal setting process, maintaining a focus on achievement.</p> <p>Implement opportunities to acknowledge ākonga success.</p> <p>Use motivation data to inform achievement/progress.</p> <p>Ākonga will be encouraged to challenge themselves to strive for endorsements.</p> <p>Maintain NCEA pass rates at Levels 1, 2 and 3. Strive to increase the proportion of ākonga achieving Merit and Excellence.</p> <p>Establish a framework for ākonga extension by enhancing access to Scholarship programmes</p> <p>Target junior core subject achievement data to identify areas of higher need. Consider and implement interventions as required.</p> <p>Gather core subject achievement data from Year 7-9 to measure ākonga progress and inform teaching and learning.</p> <p>Review the use of CEM data for the Year 11 cohort to identify strengths, weaknesses, information for kaiako and resourcing needs.</p> <p>Raise awareness of high needs ākonga with kaiako.</p> <p>Underachieving ākonga and those at risk of underachieving will be identified and appropriate interventions implemented.</p> <p>Promote opportunity for ākonga to enter Manu Korero-speech making contest in English and Te Reo Māori.</p> <p>Implement opportunities for digital assessment in the junior school.</p> <p>Maintain and grow involvement in the Digital examinations.</p> <p>Provision PLD for teachers and develop teaching and learning courses in response to</p> <ul style="list-style-type: none"> <li>● directions identified in the Education and Training Act 2020</li> <li>● NELP</li> <li>● NCEA changes (Literacy and Numeracy implementation in 2023)</li> <li>● Curriculum Refresh</li> <li>● Scholarship – establish a review of scholarship provision</li> </ul> |
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| <b>Strategic Plan – NAG 2</b><br>Self-review, report to parents  | <b><u>Appraisal and Inquiry</u></b><br>Review and implement Appraisal processes, responding to any further changes proposed by the Teachers Council.<br>Consider new MOE/ERO development/Teachers Council/School/Teacher needs.  |
|  | <b><u>Reporting</u></b><br>All parent/teacher interviews for 2022 will be online (COVID) and these will be followed by a review process.<br>Report to our parents and whānau regarding ākonga progress and achievement.  |
|  | <b><u>NCEA Moderation</u></b><br>Maintain high quality external moderation standards. <ul style="list-style-type: none"> <li>• Self-review of Department moderation practices.</li> <li>• Principal's Nominee complete bi-annual checking processes within and across Departments.</li> </ul> Respond to feedback from MNA visit (2021).<br>HOD(s) attend Best Practice Workshop and other PLD reflective of staff needs.  |
| <b>Personnel – NAG 3</b><br>Be a good employer.  | Every endeavour will be made to attract and recruit staff who best fit the Special Character of HIBS.<br>Provide significant pastoral support and resources in order to ensure that classroom teachers can focus on student learning.<br>Identify and address poor staff performance through targeted improvement plans.   |
| <b>Finance &amp; Property – NAG 4</b><br>Manage and enhance the financial resources of the School to meet educational needs. | Continue to improve the physical environment of the school so that all facilities are safe and fit for purpose.<br>Implement Maintenance schedule.   |
| <b>Health &amp; Safety – NAG 5</b><br>Provide a safe physical and emotional environment for students.                        | Continue HIBS culture of Encouragement & Expect Excellence to develop positive relationships within the school by creating and maintaining a safe and comfortable working environment.<br>Work closely with the Health and Safety Committee and Board(s) to ensure adherence to current Health and Safety legislation and associated regulations with a focus on continuous improvement.<br>Ensure all staff, students, contractors and Board(s) are informed of, understand and accept their responsibility for Health and Safety.<br>Respond appropriately to advice for MOE/MOH regarding Covid-19. |

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|   | <p>Ensure that Health and Safety is an agenda item at all SLT, Department and Board meetings and the student representative regularly updates students on Health and Safety matters and encourages student participation.</p> <p>Maintain building Warrants of Fitness throughout the school.</p>   |
| <p><b>Special Character</b><br/>Enhance the special character of the School under the Key principles.</p> | <p>Continue to promote school wide implementation of the HIBS DNA Values and introduce the overarching principle of 'love God - love people'</p> <p>Continue to refine and develop the four weeks 'Building Men of Character' Programme at Level 1, 2 and 3.</p> <p>Review how Māoritanga is reflected in our special character.</p> <p>Review the links between Pasifika culture and our Special Character.</p> <p>Maintain our provider obligations under the Code of Practice for International Students.</p> <p>Re-introduction of the Internationalisation Certificates at Year 10 and 13 and its attached programme to be launched in 2022, Term 2.</p> <p>Review the status of enrolling International Students at HIBS</p> <p>To promote co-curricular activities that provides opportunities for Internationalisation for example MUNA, the Ethics Olympia</p> |
| <p><b>Community Partnerships</b><br/>Positively promote the School in the community.</p>                  | <p>Review and develop targeted relationships with other local schools to broaden HIBS students' understanding of Māori culture, and its integration within the curriculum by HIBS teachers.</p> <p>Be family/whānau inclusive by holding a range of school/community events throughout the year.</p> <p>Create opportunities for HIBS to be showcased on the local and international stage.</p>   |
| <p><b>Information Technology</b><br/>Beyond the Classroom<br/>(Wider community)</p>                       | <p>Continue to develop systems to support communication with the wider community.</p> <p>Continue to develop new systems to support parent involvement in student learning and activities.</p>  |
| <p>Teaching and Learning</p>  | <p>Continue to develop digital assessment guidelines and protocols.</p> <p>Continue to develop pedagogy to enhance universal design for learning.</p>   |
| <p>Professional Development</p>   | <p>Continue to develop resources to support development of staff digital literacy.</p> <p>Continue to explore and implement collaborative systems for staff.</p>  |
| <p>Technology and Infrastructure</p>  | <p>Continue to develop the wired and wireless network for greater bandwidth.</p> <p>Continue to explore new technology to optimize school processes. e.g. communication, content delivery, storage, backup</p>  |

## Analysis of Variance for 2021 Strategic Goals

### ANNUAL GOALS 2021

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| NAG 1 Improve Academic Achievement Improvement Plan – Domain: Learning   |   |   |   |
| Strategic Goals: Consistently improve outcomes for all students, particularly Maori, Pasifika and students with special needs.   |   |   |   |
| Annual Goal: Maintain the UE pass rate at Level 3 gained in 2020.  |   | Annual Target: Achieve a UE pass rate of 92% or greater in 2021.  |   |
| <b>Baseline data:</b><br>With the exception of 2018 and 2019, four of the past six years we have gained a UE pass rate in excess of 90%. In 2014 we were just .2% short of the 90% and in 2018 we dropped to 83.1% pass rate and in 2019 to 80.4%. We experienced extenuating circumstances within our student body during the earlier part of 2018 which impacted the wellbeing of our school community and in particular students in our Yr 13 cohort. Since that time our focus has been aligned more strategically on wellbeing. We found refocusing our emphasis back to our vision ‘Encourage and expect Excellence’ and targeted individual Goal Setting, feedback and review helped us achieve the UE goal we had set for our Year 13 cohort in 2020.<br><br>Our current data on our 2021 Yr 13 cohort reflects positively heading into the year. They gained an overall endorsement rate of 73.4% higher than our Level 3 cohort in 2020 by 8.7%. In NCEA Level 1, they gained 97.7% pass rate and a total endorsement rate of 77.3%. Given this data we aim to maintain our UE pass rate of 92% for this cohort. |   |   |   |
| Key Improvement Strategies:  |   |   |   |
| When:  | What: (examples)  | Who:  | Indicators of Progress:   |
| January 2021   | Communication with students regarding course selection to ensure placement in correct courses.  | VH/JM<br>HoDs to identify   | Students in appropriate courses   |
| February 2021  | Determine strategic Goals with Principal/BoT<br>Raise awareness of strategic goals with staff in general and HoDs specifically.<br><br>Departments set goals specific in their courses as they relate to this annual goal. (Feb Dept mtgs)<br><br>Expectation is that all learners gain their 14 credits in their course. | Principal / BOT<br>Assistant Principal<br>VH<br>HoDs<br>Year 13 subject teachers<br>Careers / Vocational<br>Pathway HoD | <ul style="list-style-type: none"><li>Achievement data</li><li>Pass rates for Internal Ach Standards Internal Evidence Exam results.</li><li>Practice results for externals (end of topic tests)</li><li>Benchmarks/milestones for portfolios</li><li>Motivation Grades</li><li>Housemaster targeting of lower end motivation grade achievers and academic counselling.</li></ul> |





**Monitoring:**

7. Departments will revisit and monitor their specific goals as their Level 3 course(s) progress.
8. Tracking NCEA Level 3 credits as data is recorded.
9. Academic discussions with students as they are progressing through the year.
10. HoD analysing individual teacher's achievement data and data from across common courses to pinpoint strengths and next steps – these may link to Teachers individual goals for 2021.
11. Sharing academic achievement data with staff regularly from end Term 2 and the BoTs.
12. Department Analysis of Variance documents.

**Resourcing:**

- Schedule time for AP to track and analyse data
- Allocated time for staff development of their Teaching goals and actions throughout the year.
- Support for HoDs to access and use staff/department achievement data
- Funding for required resourcing allocated within Dept budgets
- Targeted review at HoD meetings to raise profile and importance of goals and progress towards them during the year.
- Continued support for the HoD of Learning Support.

**Analysis of Variance**

Gaining a UE passrate of 92% or greater was an optimistic goal to set. However, we focused on our key improvement strategies across our kura and monitored student progress. Despite COVID interruptions at a key time of the year, we successfully achieved this goal in 2021 gaining a UE passrate of 93%. This was an impressive achievement when you compare it to 2021 UE Passrates in All Schools - 51.1%, to Boys in all Schools - 42.6%, to Boys in Boys Schools - 54.1%, to Decile 10 Boys Schools - 70.8% and to Decile 10 Girls Schools - 85%.

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| <b>NAG 1 Improve Academic Achievement</b>  |  |   |   |
| <b>Improvement Plan – Domain: Learning</b>   |  |   |   |
| <b>Strategic Goals:</b> Consistently improve outcomes for all students, particularly Maori, Pasifika and students with special needs.  |  |   |   |
| <b>Annual Goal:</b> Maintain or lift the Level 3 2020 total endorsement rate at Level 3 in 2021.   |  | <b>Annual Target:</b> Maintain or lift the total endorsement rate from (Level 3) 2020 of 43.3% to 50% or greater at Level 3 for 2021. |   |
| <b>Baseline data:</b><br>Previous Achievement of this cohort<br>Level 1 2019 97% pass rate, 77.3% total endorsement<br>Level 2 2020 100% pass rate 73.4% total endorsement<br>With this slight drop off in total endorsement rate between Level 1 and 2 we think aiming for a total Level 3 endorsement of 50% or greater is a suitable goal for our current Level 3 students. |  |   |   |
| <b>Key Improvement Strategies:</b>   |  |   |   |
| <b>When:</b>   | <b>What: (examples)</b>  | <b>Who:</b>   | <b>Indicators of Progress:</b>  |
| February 2021  | Encourage HoDs and staff within Depts to identify previous student achievement as it pertains to their current students.<br>Reflect on students’ strengths and weaknesses as preparations are made for Teaching and Learning.<br><br>Determine and raise awareness of goals with staff in general and HOD’s specifically.<br><br>Departments set goals specific to their courses as they relate to this annual goal.<br><br>Consider resourcing, support, teaching and learning.<br>Subject staff discussing goals in classroom situations with students.<br><br>Hold Awards Assembly to acknowledge and award certificates and badges to students who have achieved NCEA with either Merit or Excellence. | VH/HoDs/Staff<br><br><br>Principal MH<br>Assistant Principal VH<br>HOD’s<br><br><br>VH  | Achievement data<br>Pass rates for Internal Standards<br>Internal Evidence Exam (IEE) results (T 4)<br>Practice results for Externals, eg. End of topic tests<br>Benchmarks/milestones for portfolios/tasks<br>Portal and reporting feedback to whanau<br>Motivation grades and awards. |



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|   | <p>Share information with parents regarding successful strategies for supporting their son's at home/parent workshop.</p> <p>Highlight progress in BoT Report from start Term 3.</p> <p>Excellent Effort Awards posted home 3 weekly.</p> | VH |  |
| <p><b>Monitoring:</b></p> <ol style="list-style-type: none"> <li>7. Departments will revisit and monitor their specific goals as the Level 3 courses progress.</li> <li>8. Tracking of NCEA Level 3 credits as data is recorded.</li> <li>9. Highlight to parents' access to their son(s) achievement on the Portal (in real time) and Assessment Planners emailed to students and parents/caregiver (up-dated on Portal)</li> <li>10. Tracking of Maori, Pasifika and students with learning differences more specifically, liaising and working with HoD Learning Support/LSC/Parents.</li> <li>11. HOD's analysing individual teacher's student achievements data with teachers and across common courses to pinpoint strengths/weaknesses – these may link to Teaching goals for 2021.</li> <li>12. Sharing academic achievement data with the BoT (Feb 2021`) and BoT/staff from start of Term 3.</li> <li>13. Department Analysis of Variance.</li> </ol>   |   |    |  |
| <p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>• Scheduled time for Assistant Principal to track and analyse data and review and give feedback to all individual students on their goals.</li> <li>• Allocated time for staff development (assembly/Teacher Only Days) of their teaching goals for the year.</li> <li>• Support for HODs to access and use staff/department data.</li> <li>• Funding for required resourcing allocated within the Department budget.</li> <li>• Targeted review at HOD meetings to raise profile/importance throughout the year.</li> <li>• Continued resourcing for KAMAR identified person to support tracking, identification and developments of online goal setting possibilities and potential of current platform.</li> <li>• Allocated time for Housemasters to work with higher 'at-risk' students</li> <li>• Allocated time and continued discussion with HoD learning Support / LSC re students with Learning Differences and/or SAC requirements</li> </ul> |   |    |  |
| <p><b>Analysis of Variance</b></p> <p>Again, raising the achievement of the combined Merit and Excellence passrates at Level 3 was always going to be challenging. Tracking and key improvement strategies as noted above allowed us to work with our tama to support their continued progress. Celebrating achievement and Motivation through awards ceremonies, Encouraging and Expecting Excellence and supporting effective teaching in our kura helped ensure that we were working towards this goal throughout the year. Targeted support for ākonga with Specific Learning Differences in regard to accessing SAC and ensuring staff were supporting a diverse range of learners in the classroom ensured our tama progressed and achieved across their courses. Our goal was to lift the combined endorsements to 50% or greater and early results indicate we achieved this gaining a combined endorsement passrate of 51%.</p>  |   |    |  |

## Goals Reviewed 2021

### ANALYSIS OF VARIANCE FOR 2021 STRATEGIC GOALS

The following strategic goals, set for 2021, were achieved in the 2021 school year. The Principal's Reports to the Board of Trustees, throughout 2021, described how these goals were achieved. These reports are available on request.

#### **Wellness - Enhance the Mental Wealth of our students and staff. Raise awareness, strengthen resiliency and build capability to manage challenging situations.**

- Implement the Learning Planner Programme for Tutor Group time.
- Continue the implementation, promotion and review of School TV, targeting appropriate and topic content for the school community.
- Targeted Goal setting in the Junior School focused on Character Strengths and Habits of Mind. Proven areas that increase Academic success and wellbeing.

#### **Physical Wealth - Enhance physical wealth of students, develop capabilities, increase physical activity**

- Implement and review developed elite programmes.
- Implement, review and expand opportunities to engage students not involved in physical activity.

#### **Digital Wealth - Increase students' ability to use technology appropriately (self-manage), keep safe (learn strategies), raise awareness of the impact of technology use on wellbeing.**

- Continue to review the digital restrictions implemented.
- Target safe practices to highlight with students around the use of the internet and time spent on devices.
- Look at ways to trial digital assessment into the junior school examinations to prepare a greater number of students as they enter the senior school for digital assessment.
- Continue to support opportunities for senior students to be involved in external digital assessment and provide resources to cope with increasing numbers.

#### **Maori Strategy – *Physical* - Raise visibility, recognise and integrate the unique place of tangata whenua at HIBS, Maori Strategy – *Kawa* - Acknowledge and understand the histories and heritage and culture of Te Tiriti o Waitangi partners, Maori Strategy – *Learning (Staff and Students)* - Practice and develop the use of Te Reo and tikanga Māori**

- Established a Management Unit for our Te Reo Māori teacher to acknowledge the mahi that they do.
- Held a formal acknowledgement of Matariki in a school assembly. This was followed with the establishment of Mātairangi (our pou whenua) near our hāngī pit with an official community unveiling with support from the mana whenua. A school celebration followed this with kai included.
- Recognition of Mātairangi is now a part of the school's mihi whakatau/ whaikōrero.
- The chair of the HIBS Whānau Committee represented the Whānau Rōpū on the BOT, BOP and was also a member of the principal's appointment committee.
- Undertook an inaugural haerenga of Te Ika a Māui with the senior Te Reo Māori students and whānau. These included sites of significance to Te Ao Māori and sites connected to members of our HIBS whānau.
- Continued to implement the pōwhiri process and develop understanding within our kura. Our ākonga also played a significant role in the process.
- Began the process of writing a Māori waiata that reflects our mihi whakatau.

- Farewelled founding members of our HIBS Whānau Committee.
- Met with HODs to discuss cultural concepts.
- Parent and new chair of the Whānau Committee (John Henare) held a PD session with staff on anchoring the Treaty of Waitangi.
- The International Service Team of 2021 travelled to Irāmoko Marae to enhance their knowledge and understanding of Te Ao Māori while also providing service through means of various building/ art projects.
- Our HIBS Kapa haka group were invited to perform at the Regional Kapa Haka Competition. In addition, this group took part in the annual HuttFest event.
- Began the early stages of implementing a future waharoa at HIBS.
- A survey was sent to Māori whānau of HIBS about what was the most important thing for their tama at our school. This was shared with HODs, SLT and the Whānau Committee.
- Continue to foster and support our Māori whānau as they implement the Māori Strategy.
- Continue to integrate and normalise the pōwhiri and mihi whakatau into the school. Continue to develop students and staff to lead these processes.
- Continue to implement staff professional learning and development to identify next steps for implementation of staff knowledge of Te Reo and tikanga Māori.
- Invite guest speakers into our school for staff and student development.
- Continue to invest in our Māori Language teacher. Seeking opportunities to grow his professional practice and knowledge and assist him to continue to establish connections to other schools.
- Plan subsequent cultural trips based on the review of the 2021 trip.

#### **Learning Support - Consistently improve outcomes for all students, particularly students with special learning needs**

- Adopt a new testing regime for Special Assessment Conditions (SAC) applications, review and amend applications as required for 2021 to NZQA based on new criteria.
- Support staff teaching targeted students achieving well below and below curriculum level, to experience success for their students in NCEA.
- Investigate effective programmes to support student learning.
- Participate in and support the mathematics staff and students as they implement the MOE PLD contract focusing on differentiation in the classroom.

#### **Curriculum – NAG 1 - Foster student achievement**

- Review and amend the goal setting process.
- Use motivation data to inform achievement/progress.
- Target junior core subject achievement data to identify areas of higher need. Consider and implement interventions as required.
- Raise awareness of high needs students with teachers.
- Students will be encouraged to challenge themselves to strive for endorsements.
- Implement opportunities to acknowledge student success.
- Underachieving students and students at risk of underachieving will be identified and appropriate interventions implemented.
- Maintain NCEA pass rates at Levels 1, 2 and 3. Strive to increase the proportion of students achieving Merit and Excellence.
- Review the use of CEM data for the Year 11 cohort to identify strengths, weaknesses, information for teachers and resourcing needs.
- Gather core subject achievement data from Year 7-9 to measure student progress and inform class placement.
- Ensure implementation of strategies to cater for individual learning needs.
- Remain involved with current digital assessments and consider further involvement.
- Review involvement in the English Digital Trial and Pilot exams.



- Develop Teaching and Learning Courses in response to NCEA changes.

#### **Strategic Plan – NAG 2 - Self review, report to parents**

- Implement new Professional Growth Cycle processes, responding to any further changes proposed by the Teachers Council.
- Consider new MOE/ERO development/Teachers Council/School Needs.
- Trial online parent/teacher interviews.
- Continue to review reporting processes.
- Maintain high quality external moderation of standards.
  - Continual self-review of Department moderation practices.
  - Continue checking processes within and across Departments.
- Respond to feedback from MNA visit.
- HOD(s) attend Best Practice Workshop and other PLD reflective of staff needs.

#### **Personnel – NAG 3 - Be a good employer.**

- Every endeavour will be made to attract and recruit staff who best fit the Special Character of HIBS.
- Provide significant pastoral support and resources in order to ensure that classroom teachers can focus on student learning.
- Identify and address poor staff performance through targeted improvement plans.

#### **Finance & Property – NAG 4 - Manage and enhance the financial resources of the School to meet educational needs.**

- Continue to improve the physical environment of the school so that all facilities are safe and fit for purpose.
- Implement Maintenance schedule.

#### **Health & Safety – NAG 5 - Provide a safe physical and emotional environment for students.**

- Continue HIBS culture of Encouragement & Expect Excellence to develop positive relationships within the school by creating and maintaining a safe and comfortable working environment.
- Work closely with the Health and Safety Committee and Board(s) to ensure adherence to current Health and Safety legislation and associated regulations with a focus on continuous improvement.
- Ensure all staff, students, contractors and Board(s) are informed of, understand and accept their responsibility for Health and Safety.
- Respond appropriately to advice for MOE/MOH regarding Covid-19.
- Ensure that Health and Safety is an agenda item at all SLT, Department and Board meetings and the student representative regularly updates students on Health and Safety matters and encourages student participation.
- Maintain building Warrants of fitness throughout the school.

#### **Special Character - Enhance the special character of the School under the Key principles.**

- Continue to promote school wide implementation of the HIBS DNA Values.
- Continue to refine and develop the 6 week 'Building Men of Character' Programme at Level 1, 2 and 3.
- Review how Māoritanga is reflected in our special character.
- Review the links between Pasifika culture and our special character.

- Implement staff review of Relay for Life (RFL). **EMAILED to seek clarification 25/2**
- Review the success of RFL at the new venue following 2019. (no RFL in 2020)
- Maintain our provider obligations under the Code of Practice for International Students.
- Support new Internationalisation initiatives.

#### **Community Partnerships - Positively promote the School in the community.**

- Review and develop targeted relationships with other local schools to broaden HIBS students' understanding of Māori culture, and its integration within the curriculum by HIBS teachers.
- Be family/whānau inclusive by holding a range of school/community events throughout the year.
- Create opportunities for HIBS to be showcased on the local and international stage.

#### **Information Technology - Beyond the Classroom (Wider community)**

- Continue to develop systems to support communication with the wider community. e.g. Facebook, website, school app.
- Continue to develop new systems to support parent involvement in student learning and activities. e.g. Xero, Kindo

#### **Information Technology - Teaching and Learning**

- Continue to Develop digital assessment guidelines and protocols.
- Continue to develop pedagogy to enhance universal design for learning.

#### **Information Technology – Professional Development**

- Continue to develop resources to support development of staff digital literacy.
- Continue to explore and implement collaborative systems for staff. e.g. OneNote, Google Classroom, TurnItIn and ASSAY

#### **Information Technology – Technology and Infrastructure**

- Continue to develop the wired and wireless network for greater bandwidth.
- Continue to explore new technology to optimize school processes. e.g. communication, content delivery, storage, backup

The Following Strategic Goals Set For 2021 were not achieved in the 2021 school year

**Wellness - Enhance the Mental Wealth of our students and staff. Raise awareness, strengthen resiliency and build capability to manage challenging situations.**

- Target a speaker(s) for Teacher Only Day, Parent Evenings etc to support wellbeing focus. Implications of COVID stopped targeted speaker from attending early PLD for staff (January) from Australia when COVID was impacting Australia.

**Learning Support - Consistently improve outcomes for all students, particularly students with special learning needs**

- Increase Reader Writer numbers. Target specific personnel (School Community) to become Reader/Writers and support through suitable professional learning and development. No increased numbers and then a big drop off with COVID and new job placements.

**Curriculum – NAG 1 - Foster student achievement.**

- Promote opportunity for students to enter Manu Korero-speech making contest in English and Maori. There were no Māori tama who were at the level to enter the competition and the pakeha tama in taking Te Reo Māori would still have to develop to present their korero in Te Reo Māori to compete with full immersion participants.