



2023 HIBS CHARTER



**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 2023 – 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
DP Curr – Deputy Principal - Curriculum	AP Jnr – Assistant Principal – Junior School
DP Ops – Deputy Principal - Operations	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 2023			
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.			
Strategic Focus 2023			
Curriculum <i>NAG 1</i> Foster student achievement.	Strategic Plan <i>NAG 2</i> Self-review, report to parents.	Personnel <i>NAG 3</i> Be a good employer.	Finance and Property <i>NAG 4</i> Manage and enhance the financial resources of the School to meet educational needs.
Health and Safety <i>NAG 5</i> Provide a safe physical and emotional environment for students.	Special Character Enhance the special character of the School under the Key principles.	Community Partnerships Positively promote the School in the community.	Information Technology Progressing technology to advance teaching and learning.

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

ANNUAL GOALS 2023

NAG 1 Improve Academic Achievement Improvement Plan – Domain: Learning	
Strategic Goals: Consistently improve outcomes for all students, particularly Māori, Pasifika and students with special needs.	
Annual Goal: Maintain the UE pass rate at Level 3 gained in 2021.	Annual Target: Achieve a UE pass rate of 93% or greater in 2023
<p>Baseline data: Across the past 6 years our average UE pass rate has been 86.6%. In 2020 and 2021 our pass rate was 92.6% and 93% respectively. In 2022, we had a UE pass rate of 88.5%. We are anticipating a 90% pass rate once the updated NZQA data is published.</p> <p>In 2022, the UE pass rate across All Schools was 49.5%, across Boys in All Schools, 43.2%, across Boy's in Boy's Schools, 53.8%, across Decile 10 Boy's Schools, 70.9% and across Girls in Decile 10 Schools, 84.9%. When compared to these other school groups HIBS achieves remarkably well.</p> <p>Our Year 13 cohort is academically strong, gaining a combined Merit and excellence endorsement of 79.5%. In 2022, 40.9% of ākongā gained NCEA L2 endorsed with excellence. Of those ākongā five ākongā gained 6 subject Excellence endorsements, there were 6 ākongā who gained 5 subjects, four who gained 4 subjects, seven who gained 3 subjects and 10 who gained 2 subjects endorsed with excellence. Among this group 3 ākongā also gained a Scholarship, one of these tama gained 2 scholarships and one was an Outstanding. All ākongā who have returned to Year 13 passed NCEA Level 2. None of those ākongā returning required the LRC to pass Level 2 despite the challenges of COVID and hybrid teaching and learning.</p>	
Key Improvement Strategies:	
<p>Actions – <i>What will we do?</i></p> <p>Communication with students regarding course selection to ensure placement in correct courses.</p> <p>HoDs align Dept Goals with school wide annual goals.</p> <p>HoDs complete Department AoV for year previous to identify strengths, challenges and consider next steps as appropriate.</p> <p>Encourage HoDs and staff within Depts to identify previous student achievement as it pertains to their current L3 students (use Ed Potential where possible).</p> <p>Reflect on students' strengths and weaknesses as preparations are made for Teaching and Learning.</p>	<p>Outcomes</p>

Determine and raise awareness of goals with staff in general and HOD's specifically.

Departments set goals specific to their courses as they relate to this annual goal.

Consider resourcing, support, teaching and learning.

Subject staff discussing goals in classroom situations with students.

Ensure neurodiverse students have SAC allocations and their subject teachers are aware of these and strategies that support their learning in classes.

Hold Awards Assembly to acknowledge and award certificates and badges to students who have achieved NCEA with either Merit or Excellence and HIBS Awards Assemblies for top 30% motivation in each year group.

Shared message/s from Principal to students regarding lifting their effort to maintain their achievement.

Identify Māori and Pacific students and track their progress.

Individual academic goal setting with all students. Consider and create their goal(s) at school and at home prior to their Interim Report.

Share goals with parents in mid-year report.

Review individual goals at the start of Term 3 following the mid-year report. Revise if needed.

Share goal review with parents in the end of year report.

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.

Targeted PLD/Mtgs with teachers of high needs learners.

<p>Identify SAC, apply for Special Assessment Conditions for eligible students.</p> <p>Track student achievement of Literacy early in Year 13 to identify 1. who has yet to gain their Literacy credits, and, 2. identify in which L3 subjects these can be attained in.</p> <p>Track student achievement (Monthly from end Term 2). Follow up, track and communicate with higher risk students regularly.</p> <p>Identify students tracking less positively compared to their peers.</p> <p>Raise awareness with the Executive Principal, Housemasters, subject teachers, parents.</p> <p>Offer opportunities for regular scholarship study.</p>	
<p>Resourcing:</p> <ul style="list-style-type: none"> • Schedule time for DP Curriculum 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 Department achievement data (Ed Potential new in 2023) • 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. • Focus on provision of scholarship learning opportunities. <p>Continued support (staffing, allocated Staff Meeting time) for the HoD of Learning Support.</p>	
<p>Monitoring:</p> <ol style="list-style-type: none"> 1. Departments will revisit and monitor their specific goals as their Level 2 course(s) progress. 2. Tracking NCEA Level 2 credits as data is recorded. 3. Academic discussions with students as they are progressing through the year. 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. 5. Sharing academic achievement data with staff regularly from end Term 2, Whānau Rōpū, community (Newsletters) and the BoTs. <p>Department Analysis of Variance documents.</p>	

Reasons for the variance – *Why did it happen?*

Evaluation – *Where to next?*

Analysis of Variance 2023

**NAG 1 Improve Academic Achievement
Improvement Plan – Domain: Learning**

Strategic Goals:

Consistently improve outcomes for all students, particularly Māori, Pacific People and students with special needs.

Annual Goal:

Maintain a combined L1 (2022) Merit and Excellence endorsement rate of 83% at L2

Annual Target:

Achieve a combined Merit and Excellence endorsement rate at Level 2 of at least 78% or greater

Baseline data:

Over the last 6 years our combined endorsement rate at Level 2 has dropped off by an average of 11.6% from the combined endorsement rate achieved by each cohort 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 2023. During the aforementioned 6 years, in 2020 the drop off from L1 to L2 was only 2.5%. In 2021-2022 the L1 combined endorsement dropped 6.3% from an 85.8% combined endorsement rate to 79.5% at L2. Our L1 students in 2022 gained a combined endorsement rate of 83%.

Our current data for the 2023 L2 cohort suggests that they are capable of maintaining a combined endorsement rate closer to that which they achieved in L1. However, their Excellence endorsement rate at L1 was 37%. Excellence endorsement on average across the previous 5 years at L1 was 42.2%. In addition, just 3 students gained 4 or more course endorsements with Excellence at L1. A further 6 students gained 3 courses endorsed with Excellence and 6 gained 2 courses endorsed with Excellence. This data indicates that while ākongā achieved successfully in NCEA overall, they weren't gaining the higher achievement within their courses.

Key Improvement Strategies:

Actions – *What will we do?*

- Ensure ākongā are in the most appropriate courses for their future direction and current learning needs.
- Determine Annual Goals with Principal/BoT – considering feedback from HoDs.
- Raise awareness of annual goals with staff in general and HoDs specifically.
- Departments set goals across thier Depts/courses as they relate to the annual goal.
- Individual senior academic goal setting and review. Share goals and review with parents/whanau in written reports.

Outcomes

<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>Identify and track Māori and Pacific student progress.</p> <p>Analyse Motivation data Term 1, 2 and 3 to highlight possible higher risk ākongā.</p> <p>Recognise and celebrate achievement in Motivation Assemblies throughout the year.</p> <p>Provision teacher PLD as required (school goals and or teacher needs)</p> <p>Teachers and or DP Curriculum (where 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 (from T 2) regarding Māori achievement data.</p> <p>Targeted interventions by DP (assembly - students, Newsletters- parents/whānau, highlight components for UE, Study Skills/Exam Technique session/s etc)</p> <p>Scholarship classes offered before school/lunchtime and afterschool including opportunities for L2 students</p> <p>SAC identified for students with learning differences. Supported and resourced to ensure students achievement isn't compromised.</p>	
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Resourcing:

- Schedule time for DP Curriculum to track and analyse data, and review and provide feedback to seniors regarding their academic goal setting
- Allocated time for staff development of their teaching goals and actions throughout the year.
- Support for HoDs to access and use department achievement data (Ed Potential)
- Funding for required resourcing allocated within Dept budgets
- PLD to support areas of development across school and within Depts
- 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 (additional staffing 2023).

Monitoring:

1. Departments will revisit and monitor their specific and school goals as their Level 2 course(s) progress.
2. Tracking NCEA Level 2 credits as data is recorded.
3. Academic discussions with students as they are progressing through the year.
4. Academic Goal setting and review. Publish in written reports to whanau.
5. 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 2023.
6. Sharing academic achievement data with staff, Whānau Rōpū, community (Newsletters) and the BoT's regularly from end Term 2.
Department Analysis of Variance documents

Reasons for the variance – *Why did it happen?***Evaluation – *Where to next?***

Analysis of Variance 2023

NAG 2: Strategic Focus 2023-2024

What are we trying to achieve? How will we know?	2023	2024
Wellness Enhance the Mental Wealth of our students and staff Raise awareness, strengthen resiliency and build capability to manage challenging situations.	Implement the HIBS Wellbeing programme, based on Te Whare tapa Wha model in Tutor Groups. Review following second year revised implementation and refine again to better meet the needs of tama. 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. Implement changes identified from the review in 2022 to the Goal Setting processes in the Junior School.	Review changes made in 2023 to the Learning Planner. Identify a method to determine the extent of the value of the process to students. Implement the further reviewed programme, including updates as these are made available.
Physical Wealth Enhance physical wealth of students- 1. Develop capabilities 2. Increase physical activity.	Look for new initiatives that will support existing programmes. Continue to resource equipment (including non-traditional equipment) for interval and lunch time breaks.	
Digital Wealth Increase students' ability to use technology appropriately (self-manage), keep safe (learn strategies), raise awareness of the	Respond to digital developments and needs as required. Continue to grow opportunities for digital assessment in both the junior school and senior school. 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. Continue to grow opportunities for digital assessment in both the junior school and senior school. Review implementation of opportunity

<p>impact of technology use on wellbeing.</p>		
<p>Māori Strategy Physical Raise visibility, recognise and integrate the unique place of tangata whenua at HIBS</p>	<p>Continue on with this project from where we finish off in 2022.</p> <p>Confirming plans for the establishment of the waharoa.</p> <p>Establish a plaque for Mātairangi (our pou whenua) with name, meaning and provenance.</p> <p>Continue to develop student understanding and knowledge (kawa) around preparation and implementation of the hāngī process, 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>Continue on with this project from where we finish off in 2023.</p> <p>Finalise plans for the establishment of the waharoa. Start the construction process.</p> <p>Maintain the area and develop further as needed.</p> <p>Continue to develop student understanding and knowledge (kawa) around preparation and implementation of the hāngī process, 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>Kawa 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>Implement Aotearoa New Zealand histories into our teaching programmes.</p> <p>Review the impact of the implementation of our learning in this area.</p> <p>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>Learning (Staff and Students) Practice and develop the use of Te Reo and tikanga Māori</p>	<p>Continue to review the impact of staff professional learning development to identify next steps for implementation.</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 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 Mātauaranga Māori (promotion and acknowledgement of Māori knowledge).</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 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 Mātauaranga Māori (promotion and acknowledgement of Māori knowledge).</p>
<p>Learning Support Consistently improve outcomes for all students, particularly students with special learning needs</p>	<p>Provide individual support/PD to staff.</p> <p>Gather feedback from teachers about the effectiveness of the training.</p> <p>Review progress with implemented Literacy skills with SLD ākonga.</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>

	Gather feedback from ākonga, teachers and parents/whānau. Revise programme to strengthen for the second year and implement across the SLD Learning Support programme.	
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Strategic Plan 2023

<p>Curriculum – NAG 1 Foster student achievement.</p>	<p>Use Analysis of Variance to determine School and Department Goals.</p> <p>Implement senior academic goal setting with a focus on individual progress and achievement. Review goals following mid-year written report.</p> <p>Acknowledge ākonga success.</p> <p>Use motivation data to inform academic discussions about progress and achievement.</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 overall.</p> <p>Analyse core subject achievement data from Year 7-9 to inform teaching and learning.</p> <p>Review the use of CEM data and course achievement data for the Year 11 cohort to identify strengths, weaknesses, information for kaiako and resourcing needs.</p> <p>Underachieving ākonga and those at risk of underachieving will be identified and appropriate interventions implemented.</p> <p>Continue to implement opportunities for digital assessment in the junior school.</p> <p>Prepare for full implementation of external digital exams for 2023/2024.</p> <p>Support newly appointed Literacy and Numeracy Coordinators as they support Departments (specifically English & Mathematics) to develop teaching and learning which fosters ākonga progress and achievement towards the NCEA co-requisite.</p> <p>Continue to prioritise support for kaiako as they develop literacy and numeracy within their teaching and learning.</p>
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	<p>Continue to prepare for the implementation of the revised NCEA at Level 1 and Level 2.</p> <p>Provision and access to PLD for kaiako to support the implementation of Mātauranga Māori within teaching and learning.</p> <p>Continue to liaise with our Māori whanau rōpu regarding integration of Mātaunga Maori in teaching and learning.</p> <p>Support the implementation of the Aotearoa NZ Histories Curriculum.</p> <p>Foster and support staff to provide enhanced access to scholarship programmes.</p>
<p>Strategic Plan – NAG 2 Self-review, report to parents</p>	<p>Self Review</p> <p>Implement external HIBS review in 2023 (bi-annually).</p> <p>School and Departments complete Analysis of Variance following publication of NCEA Results (Feb 2024).</p> <p>Appraisal and Inquiry</p> <p>Review and implement Appraisal processes, responding to kaiako needs and NCEA and curriculum changes.</p> <p>Reporting</p> <p>Establish and implement parent/teacher interviews which reflect parent/teacher feedback from 2022.</p> <p>Written Reports</p> <p>Report in a timely way to best reflect next steps of ākongā to support continued progress and achievement.</p> <p>Moderation</p> <p>Respond to feedback from MNA visit where appropriate.</p> <p>Amend assessment and reporting documentation to ensure coherence with the revised NZQA rules, schedules and guidelines.</p>

	<p>External Moderation</p> <p>Maintain high quality external moderation standards.</p> <ul style="list-style-type: none"> • Self review of Department moderation practices. • Principal’s Nominee complete bi-annual checking processes within and across Departments.
<p>Personnel – NAG 3 Be a good employer.</p>	<p>Every endeavour will be made to attract and recruit staff who best fit the Special Character of HIBS.</p> <p>Provide significant pastoral support and resources in order to ensure that classroom teachers can focus on student learning.</p> <p>Identify and address poor staff performance through targeted improvement plans.</p>
<p>Finance & Property – NAG 4 Manage and enhance the financial resources of the School to meet educational needs.</p>	<p>Continue to improve the physical environment of the school so that all facilities are safe and fit for purpose.</p> <p>Implement Maintenance Schedule.</p>
<p>Health & Safety – NAG 5 Provide a safe physical and emotional environment for students.</p>	<p>Continue HIBS culture of Encouragement & Expect Excellence to develop positive relationships within the school by creating and maintaining a safe and comfortable working environment.</p> <p>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.</p> <p>Ensure all staff, students, contractors and Board(s) are informed of, understand and accept their responsibility for Health and Safety.</p> <p>Respond appropriately to advice for MOE/MOH regarding Covid-19.</p> <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>Special Character 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>Reintroduction 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 the co-curricular activities that provides opportunities for Internationalisation, eg. MUNA, the Ethics Olympia.</p>
<p>Community Partnerships 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>Information Technology Beyond the Classroom (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 optimise school processes, eg. Communication, content delivery, storage, backup</p>

Analysis of Variance for 2022 Strategic Goals

ANNUAL GOALS 2022

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Strategic Goals: Consistently improve outcomes for all students, particularly Māori, Pasifika and students with special needs.			
Annual Goal: Maintain a combined L1 (2021) Merit and Excellence endorsement rate of 85% at L2		Annual Target: Achieve a combined Merit and Excellence endorsement rate at Level 2 of at least 77% or greater	
<p>Baseline data: 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>			
Key Improvement Strategies:			
When:	What: (examples)	Who:	Indicators of Progress:
January 2022	Communication with students regarding course selection to ensure placement in correct courses.	VHU/JMO HoDs to identify	Students in appropriate courses
February 2022	Determine strategic Goals with Principal/BoT Raise awareness of strategic goals with staff in general and HoDs specifically. Departments set goals in their courses as they relate to this annual goal. (25 Feb - Dept mtgs) Expectation is that all learners gain at least 14 credits or more in each of their courses	Principal / BOT DP Curriculum HoDs Year 12 subject teachers Careers / Vocational Pathway HoD HoD Learning Support	<ul style="list-style-type: none"> • Achievement data (current and historical) • Pass rates for Internal Ach Standards Internal Evidence Exam results. • Practice results for externals (end of topic tests) • Course endorsements at L1 • Externally achieved credit total (%) • Benchmarks/milestones for portfolios • Motivation Grades • Housemaster targeting of lower end motivation grade achievers and academic counselling.

<p>March 2022</p>	<p>Subject staff discuss possible/suitable goals for their subject with their classes/individuals. Individual Goal setting at Yr 11, 12 and 13 Including Achievement Standards they can gain to achieve the required credits.</p>	<p>DP - Curriculum Teaching staff (Yr 12) Students Careers Advisor</p>	<p>Students reflect on their goals with VH during goal setting/tracking/academic conferencing. Feedback at L2 focused on maintaining their L1 endorsement and strategies to achieve this. Teacher contact home re assessments starting/coming to an end. Positive tracking data</p>
<p>March- November 2022</p>	<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 DP Operations 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 Māori, 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>Scholarship classes offered before school/lunchtime and afterschool including opportunities for L2 students</p>	<p>VHU</p> <p>Pastoral Team / HM</p> <p>HoDs, subject teachers at Year 13 CJO, HM, (tutors) Yr 13 teachers, RBE, VHU</p> <p>VHU</p> <p>Teaching staff (HoDs)</p>	<p>Term 2, 3 and 4 achievement and progress data.</p> <p>Tracking Term 2/3/4. Pass rates Internal Evidence Exams (IEE) results. Student goal discussions. Motivation grades (Term 1 and 3).</p> <p>Targeted learning interventions supporting learning progress and achievement. Teaching as Inquiry outcome reflections.</p> <p>Positive implications for the boys in their subject classes.</p>

Monitoring:

1. Departments will revisit and monitor their specific goals as their Level 2 course(s) progress.
2. Tracking NCEA Level 2 credits as data is recorded.
3. Academic discussions with students as they are progressing through the year.
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.
5. Sharing academic achievement data with staff regularly from end Term 2, Whānau Rōpū, community (Newsletters) and the BoTs. 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 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

Raising the achievement of the combined Merit and Excellence endorsements at Level 2 was an optimistic goal to work towards. On average (previous six years), the drop off in endorsements between Level 1 and Level 2 was 16.3%. We aimed to reduce this decrease to 8% or less in this 2022 Level 2 cohort. To achieve this, we needed to gain a combined endorsement of 77% or more at Level 2. The analysis of the first round of data released from NZQA identified that we gained a Level 2 combined endorsement rate of 79.5%, achieving and surpassing our target of 77% by 2.5%.

NAG 1 Improve Academic Achievement			
Improvement Plan – Domain: Learning			
Strategic Goals: Consistently improve outcomes for all students, particularly Māori, Pacific People and students with special needs.			
Annual Goal: Maintain the UE pass rate at Level 3 gained in 2021.		Annual Target: Achieve a UE pass rate of 93% or greater in 2022.	
<p>Baseline data: 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.</p> <p>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.</p>			
Key Improvement Strategies:			
When:	What: (examples)	Who:	Indicators of Progress:
January 2022	Communication with students regarding course selection to ensure placement in correct courses.	VHU/JMO/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.	VHU/HoDs/Staff	Achievement data
	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.	VHU/HOD’s	Pass rates for Internal Standards Internal Evidence Exam (IEE) results (T4)
	Departments set goals specific to their courses as they relate to this annual goal.		Practice results for Externals, eg. End of topic tests
	Consider resourcing, support, teaching and learning. Subject staff discussing goals in classroom situations with students.	RBE/Teachers	Benchmarks/milestones for portfolios/tasks Portal and reporting feedback to whanau Motivation grades and awards.

	<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>	TGO	Updated testing/progress
March/ 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 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 – November 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 DP Operations, Housemasters, subject teachers, parents.</p> <p>Make connections with home where students are tracking less positively.</p>	<p>HoD Learning Support/VHU/LSC</p> <p>VHU HoDs, Subject Teachers, HoD Learning Support/LSC DP Ops/Housemasters VHU, subject teachers TGO, 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 cohorts' progress and achievement at the same time.</p> <p>School and home working on strategies together.</p>

	<p>Identify Māori, Pacific People and students with learning differences and prioritise resources, connections with home and Learning Support staff where required.</p> <p>Māori Whānau Rōpū hui – sharing Māori academic achievement and STEM achievement.</p> <p>Possible links to staff Teaching goals.</p> <p>Staff contacting home when students miss an Internal AS.</p> <p>Staff offering catch up sessions at lunchtime for students.</p> <p>Highlight progress in Assembly, and Newsletters</p> <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. Identify and target possible Scholarship candidates. Foster and incentivise Scholarship pre school classes</p>	<p>Whānau Rōpū, TGO, SGO</p> <p>VHU Teaching Staff</p> <p>VHU/Academic Capt</p> <p>RBE</p> <p>Teachers/Lyanne HoDs/Teachers TGO, VHU, HoDs</p>	<p>Targeted learning interventions supporting learning progress and achievement.</p> <p>Teaching goal outcome reflections. Parents/whanau aware</p> <p>Reflect on progress and achievement</p>
<p>Monitoring:</p> <ol style="list-style-type: none"> 1. Departments will revisit and monitor their specific goals as their Level 3 course(s) progress. 2. Tracking NCEA Level 3 credits as data is recorded. 3. Academic discussions with students as they are progressing through the year. 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. 5. Sharing academic achievement data with staff regularly from end Term 2 and the BoTs. 6. Department Analysis of Variance documents. 			
<p>Resourcing:</p> <ul style="list-style-type: none"> • Schedule time for AP to track and analyse data, review and give feedback to all senior students on their initial goals • 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 • Support HoDs as they plan and run Scholarship programmes • 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 and resourcing for the HoD of Learning Support. 			

Analysis of Variance

Gaining a University Entrance pass rate of 93% was aspirational. This cohort of students had experienced disruption in every year of their senior qualifications caused by COVID. Unfortunately, we did not quite achieve our goal. Our initial NZQA data indicated that we had a UE pass rate of 89.7%. Whilst we missed our target of 93% by 3.3%, this cohort did extremely well when compared to the wider national data. We are currently waiting for updated UE achievement data for two ākonga who just missed gaining UE in 2022. The UE pass rate across All Schools was 49.5%, across Boys in all Schools 43.2%, across Boys in Boys Schools 53.8%, across Decile 10 Boys Schools 70.9% and across Girls in Decile 10 Schools with 84.9%. When compared to these other school groups we did remarkably well despite not quite reaching our goal. The Board and School will continue to target the 93% UE pass rate in 2023, applying the same actions identified in 2022. These were in large successful across the cohort. Further academic conversations with those intent on gaining UE but in a higher risk category are required from early in Term 3, when student academic goals are being reviewed.

Goals Reviewed 2022

ANALYSIS OF VARIANCE FOR 2022 STRATEGIC GOALS

The following strategic goals, set for 2022, were achieved in the 2022 school year. The Principal's Reports to the Board of Trustees, throughout 2022, 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.

- 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.
- Implement the revised and reduced Wellbeing programme during Monday Tutor time.
- Tutors and Year 13's supporting the programme development.
- Continue the implementation, promotion and review of School TV, targeting appropriate and topic content for the school community

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

- Consolidate and expand elite physical programmes.
- Explore and expand physical opportunities for 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.

- Develop the digital assessment framework further.
- Continue to develop e-learning frameworks for effective pedagogy, safety online and assessment.
- Investigate BYOD opportunities to prepare staff and students for e-learning – **decision to keep status quo and invest in some more laptops in-house**

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

- 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.
- Continue to develop student understanding and knowledge (kawa) around preparation and implementation of the hāngī process, pou and the pare. Some of the responsibility for sharing this knowledge will be given to our senior students.
- Facilitate opportunity for staff to be involved in the hāngī process (Teacher Only Day/ Year 10 Hāngī).
- Provide staff PLD on the correct pronunciation of student and staff names (Māori, Pacific and Chinese names).

- Begin to consolidate our journey in the implementation of Mana Ōrite mō te Mātauaranga Māori (promotion and acknowledgement of Māori knowledge).
- Projects - Review and establish possible options for implementation (additional piupiu funded by PSA funding project.)

Māori Strategy – *Kawa*

- Continue to foster and support our Māori whānau as they implement the Māori Strategy.
- Prioritise implementing Aotearoa New Zealand histories into our junior teaching programmes – *Across all four Junior year levels, 95% of the Aotearoa New Zealand Histories Curriculum content is being implemented in the classroom. The final change is the addition of a new term-long unit in Year 10 in 2024 which will cover the New Zealand Land Wars. The reason for the delay is to allow the current Year 10 cohort to have the chance to complete the Treaty of Waitangi unit that we have traditionally taught in Year 10 (and which has now been moved to Year 8 to fit in the New Zealand Wars unit).*

The administrative side (updated/new unit plans, new department documents) is about 35% complete, with a scheduled completion date of December 2024. The reason for the delay is that this side involves not only the changes brought about by the Aotearoa New Zealand Histories Curriculum, but also the new requirements to teach literacy and numeracy explicitly in Social Studies as well as the recently released new Social Studies Curriculum.

Learning (Staff and Students)

- Continue to review staff professional learning development to identify next steps for implementation. Possible options include Whaitiri Poutawa, Neavin Broughton, Bus Tour etc.
- Maintain financial resourcing to support Te Ao Māori across the kura.
- Consult with HIBS Whānau Committee and review Cultural North Island trip. Plan subsequent cultural trips based on the review of the 2021 trip - 2023.
- Encourage and support staff financially to participate in Te Ao Māori courses/programmes.

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

- Offer a range of options across the year including, preparing for success, assessment and behavioural management.
- 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.
- Implement opportunities to develop targeted Literacy Strategies in 2022 with SLD ākongā.
- Identify progress and report progress to parents.
-

Curriculum – NAG 1 - Foster student achievement

- Use Analysis of Variance to determine School and Department Goals.
- Review and amend the senior academic goal setting process, maintaining a focus on achievement.
- Implement opportunities to acknowledge ākongā success.

- Use motivation data to inform achievement/progress.
- Ākonga will be encouraged to challenge themselves to strive for endorsements.
- Maintain NCEA pass rates at Levels 1, 2 and 3. Strive to increase the proportion of ākonga achieving Merit and Excellence.
- Establish a framework for ākonga extension by enhancing access to Scholarship programmes
- Target junior core subject achievement data to identify areas of higher need. Consider and implement interventions as required.
- Gather core subject achievement data from Year 7-9 to measure ākonga progress and inform teaching and learning.
- Review the use of CEM data for the Year 11 cohort to identify strengths, weaknesses, information for kaiako and resourcing needs.
- Raise awareness of high needs ākonga with kaiako.
- Underachieving ākonga and those at risk of underachieving will be identified and appropriate interventions implemented.
- Implement opportunities for digital assessment in the junior school.
- Maintain and grow involvement in the Digital examinations.
- Provision PLD for teachers and develop teaching and learning courses in response to:
 - directions identified in the Education and Training Act 2020
 - NELP
 - NCEA changes (Literacy and Numeracy implementation in 2023)
 - Curriculum Refresh
 - Scholarship – establish a review of scholarship provision

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

- Review and implement Appraisal processes, responding to any further changes proposed by the Teachers Council.
- Consider new MOE/ERO development/Teachers Council/School/Teacher needs.
- All parent/teacher interviews for 2022 will be online (COVID) and these will be followed by a review process.
- Report to our parents and whānau regarding ākonga progress and achievement.
- Maintain high quality external moderation standards.
- Self-review of Department moderation practices.
- Principal's Nominee complete bi-annual checking processes within and across Departments.
- Respond to feedback from MNA visit (2021).
- 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 and introduce the overarching principle of ‘love God - love people’
- Continue to refine and develop the four weeks ‘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.
- Maintain our provider obligations under the Code of Practice for International Students.
- Re-introduction of the Internationalisation Certificates at Year 10 and 13 and its attached programme to be launched in 2022, Term 2 – *Yes for Year 10 students in 2022. Seniors to be launched in 2023.*
- Review the status of enrolling International Students at HIBS – *the Board has decided that international students at HIBS is not a focus for the next five years.*
- To promote co-curricular activities that provides opportunities for Internationalisation for example MUNA, the Ethics Olympia

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 - Teaching and Learning

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

Information Technology - Beyond the Classroom (Wider Community)

- Continue to develop systems to support communication with the wider community - *ongoing*
- Continue to develop new systems to support parent involvement in student learning and activities - *ongoing*.

Information Technology - Teaching and Learning

- Continue to develop digital assessment guidelines and protocols - *ongoing*
- Continue to develop pedagogy to enhance universal design for learning - *ongoing*
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Information Technology - Professional Development

- Continue to develop resources to support development of staff digital literacy - *ongoing*
- Continue to explore and implement collaborative systems for staff - *ongoing*

Information Technology - Technology and Infrastructure

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

The Following Strategic Goals Set For 2022 were not achieved in the 2022 school year

Wellness – Review targeted Goal Setting in the Junior School. Focus is on Habits of Mind.

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

Māori Strategy Physical

- Due to the priority of other school projects, the pathway is set to be started in and around 2024-26.
- Establish a plaque for Mātairangi (our pou whenua) with name, meaning and provenance.

Kawa

- Utilise knowledge from John Henare’s Treaty of Waitangi PD session to help guide our teaching practices – *in progress*.

Learning (Staff and Students)

- 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 – *Rather than mini workshops, a more individualised approach was taken including mentoring teachers with specific struggles or areas where they needed support.*

Learning Support

- Consistently improve outcomes for all students, particularly students with special learning needs. 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) – *Following review, renewed process highlighted in the manageability of implementation was more effective with individual Teacher PLD.*

Curriculum – NAG 1 - Foster student achievement.

- Promote opportunity for ākonga to enter Manu Korero-speech making contest in English and Te Reo Māori - *While we had successful students studying Te Reo Māori in the Senior School, a discussion with Matua Steve indicated that our Māori tama weren’t at the level of competing in Mana Korero. Our Te Tiriti tama are required to present using only Te Reo Māori and this was a significant challenge at this level.*