

## Strategic Goal 1 – IMPROVING STUDENT ATTENDANCE

**Annual Target/Goal:** By the end of the 2026 school year, HIBS will increase the proportion of students attending regularly (90% or more of all school days) from **78% to at least 85%**, with targeted interventions supporting identified priority groups including Māori, Pacific, and students in Years 9 and 10.

**What do we expect to see by the end of the year?** Regulation 9(1)(a)

Higher student engagement as regular attendance (90%+) is a key indicator of student engagement and achievement.  
A reduction in 'Unjustified' absences during Term 2 and 3 (historically the lowest periods)

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Implement an early intervention system where whānau are contacted after <b>two consecutive days</b> of unexplained absence.	Attendance Officer (Data analysis)	<b>Data:</b> Weekly Kamar attendance reports distributed to Housemasters	Throughout the year	Overall regular attendance rate ( <b>90%+</b> ) <b>increases to 85% or higher.</b>
Establish a cross-school Attendance Support Team to analyse weekly data and coordinate targeted follow up	DP Pastoral (Overall oversight)  Deans (Tier 2 intervention)		Throughout the year	A measurable reduction in students with chronic absenteeism (70% attendance).
Partner with local iwi, Pacific communities, and external agencies to provide culturally responsive support for students with persistent absence.	DP Pastoral (Overall oversight)		Throughout the year	Overall regular attendance rate ( <b>90%+</b> ) <b>increases to 85% or higher.</b>

<b>Strategic Goal 1 – IMPROVING STUDENT ATTENDANCE continued</b>				
<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
Provide regular attendance reports and acknowledgements at assemblies, whānau newsletters, and parent meetings.	Principal		Throughout the year	
Offer tailored support plans for students with anxiety, transport barriers, or disengagement.	Housemasters Pastoral Team		Throughout the year	These students are attending school.

## Strategic Goal 2 – IMPROVING YEAR 12 ENDORSEMENTS

**Annual Target/Goal:** To increase the quality of NCEA achievement for the Year 12 cohort by raising the combined Merit and Excellence (M+E) endorsement rate from a baseline of 71.3% (achieved at Level 1) to **75% or greater** at Level 2.

**Rationale:** Historical data shows a positive trend of our students maintaining or improving their results between Level 1 and Level 2, contrary to national trends where achievement often drops due to increased curriculum rigour. In 2024, the cohort saw only a minor 1.2% dip, while the 2025 cohort achieved a 1.5% value-added increase (from 79.2% to 80.7%). This target of 75% aims to continue this "value-added" trend for the current cohort.

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
<p><b>Targeted Academic Tracking:</b> Establish an "Endorsement Watchlist" to identify and support students on the cusp of Merit or Excellence grades.</p>	<p>Deputy Principal (Curriculum)</p> <p>Deans</p> <p>HODs</p>	<p>Staff time for data analysis;</p> <p>KAMAR tracking tools.</p>	<p>Terms 2–4 (Review at Mid-Term and End of Term).</p>	<p>100% of Year 12 students have an NCEA Level 2 progression check at the beginning and end of terms 2-4</p>
<p><b>Curriculum Scaffolding:</b> HODs to review Level 2 course design to ensure clear pathways and explicit teaching for Excellence criteria.</p>	<p>HODs</p> <p>Subject Teachers</p>	<p>NZQA Exemplars and Department meeting time.</p>	<p>Throughout the academic year.</p>	<p>All course outlines and assessment tasks explicitly identify requirements for Merit/Excellence.</p>

Strategic Goal 2 – IMPROVING YEAR 12 ENDORSEMENTS continued				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
<p><b>Mentoring &amp; Feedback:</b> Implementation of high-impact feedback loops where students receive specific coaching on how to move from Achieved to Merit/Excellence.</p>	Classroom Teachers	Professional Learning (PLD) on "Quality Feedback"; NZQA results data.	Throughout the academic year.	Student voice/surveys later in year indicate increased clarity on grade boundary requirements; improved internal assessment results.
<p><b>Strategic Course Provision:</b> Ensure ongoing provision of appropriate courses that align with student strengths to maximise engagement and Merit/Excellence credit accumulation.</p>	Career Advisor HODs DP	NZQA data; Student pathway year level meetings and follow-up interviews where needed	Throughout the year, especially throughout the Term	Analysis of NCEA results at term milestones and final NZQA data shows the cohort is on track for the 75% target.

## Strategic Goal 3 – DELIVER YEAR 7 TO 10 CURRICULUM CHANGES AND IMPLEMENT REPORTING CHANGES TO REFLECT THE NEW CURRICULUM

**Annual Target/Goal:** Continue to ensure HIBS is meeting the new requirements of curriculum and related reporting Regulation 9(1)(a)

### What do we expect to see by the end of the year?

#### Regulation 9(1)(d)

All Y7-10 Departments have updated Schemes of Work (SoW) that explicitly map to the refreshed NZ Curriculum learning areas and progressions.

A new reporting framework is live, providing parents/whānau with clear, 'plain-language' data on student progress against the new curriculum levels.

Evidence of student agency in their own reporting, where students can articulate their progress relative to the new learning intentions.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Conduct a 'Curriculum Audit' across all Y7-10 subjects to identify gaps between current practice and the refreshed curriculum requirements.	Principal DP Curriculum HoDs	External Facilitators (e.g., MoE-funded PLD or independent consultants) for specialised curriculum mapping		Curriculum Documentation: 100% of Y7-10 Schemes of Work are audited and signed off as compliant with the 2026 Ministry requirements.
Facilitate cross-curricular 'Moderation Hui' to ensure consistency in how the new reporting levels are being applied across different departments	Principal DP Curriculum HoDs			Hui occurs
Design and pilot a new Y7-10 report template that moves away from traditional grades toward 'Learning Progressions' or 'Competency-based' feedback	Principal DP Curriculum HoDs IT Staff	Software/SMS Updates: Budget for KAMAR customisation to handle the new reporting data structures.		Parent Feedback: Survey results show 80%+ of parents understand the new reporting format and feel it accurately reflects their son's progress

<b>Strategic Goal 3 – DELIVER YEAR 7 TO 10 CURRICULUM CHANGES AND IMPLEMENT REPORTING CHANGES TO REFLECT THE NEW CURRICULUM continued</b>				
<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
Parent Education Evening: Host a session to explain the curriculum changes and the new reporting format to the HIBS community	Principal DP Curriculum HoDs	PSA to provide catering		Evening occurs
Heads of Department are given time and support to prepare for new courses	Principal DP Curriculum HoDs	Relief Cover: Specific budget for 'release days' for HoDs to work collaboratively on curriculum design, rather than just 'finding time' in the week.  Professional Development Subject association hui Ministry initiatives and hui Looking at term calendars and curriculum responsibilities to ensure balance of workload.	At points throughout the year	ERO visiting in 2026 Staff can benchmark with other schools through subject associations
Ensure that while transitioning to the new curriculum, the academic rigour and 'boys-centric' pedagogy that HIBS is known for remains central to the new schemes of work	SLT		Throughout the year	ERO visiting in 2026 Feedback to SLT HoD feedback at meetings