

Napier Boys' High School - Annual Plan 2024

Focus	Specific (SMART) Goals		How objective will be carried out
<p>Strategic Goal 1 Meet vocational aspirations for all students</p> <p><i>Junior Curriculum pathways align with assessment and the reshaping of NCEA</i></p>	<p>1.1 All students will work toward achieving at least the minimum level required to obtain their NCEA or an equivalent qualification by the end of the academic year.</p>	<ul style="list-style-type: none"> ● That 85 percent of HBHS students gain NCEA L2. ● That 75 percent of HBHS students gain NCEA L3. ● To close the L3 achievement gap between Māori/Pasifika and European/Asian students to within ten percentage points. ● To improve our NCEA L2 Merit and Excellence endorsements to 25 percent and 15 percent respectively. ● To improve our NCEA L3 Merit and Excellence endorsements to 20 and 15 percent respectively. Develop and implement tailored support strategies that cater to the diverse learning needs of students 	<ul style="list-style-type: none"> ● Use historical data to determine academic needs. ● Develop a tracking system to keep teachers, students and whanau informed about academic progress. ● Create individualized learning plans for students who need additional support, focusing on areas that require improvement to meet NCEA standards. ● In 2024 and 2025 we will engage in ongoing external professional development for teachers with curriculum responsibilities so that they are able to revise and/or develop programmes of learning based on a knowledge-rich curriculum model that reflects the ongoing changes to the New Zealand Curriculum and NCEA. This builds on our schoolwide focus from 2021–3 on integrating mātauranga Māori across the curriculum. ● Offer after-school tutoring or extra classes for subjects where students commonly struggle. This could include peer tutoring programs or professional tutors. ● Continuously monitor student progress through regular assessments and provide feedback. This helps in adjusting learning plans and strategies as needed. ● Keep parents and guardians informed about their child's progress and strategies being implemented. Encourage their involvement and support at home. ● Provide teachers with training and resources to effectively support students in achieving their qualification goals. This might include workshops on differentiated instruction and student engagement strategies. ● Implement inclusive teaching practices that cater to diverse learning styles and needs, ensuring all students have equal opportunities to succeed. ● Recognize the importance of mental health in academic achievement and provide well-being support to students, such as counselling services or stress management workshops. ● End-of-Year Review of achievement.
	<p>1.2 Redesign the junior curriculum to enhance literacy and numeracy skills, incorporating an innovative learning environment that supports equitable opportunities, collaborative learning, technology integration, inquiry-based approaches, and community-school partnerships.</p>	<p>Ensure the curriculum redesign aligns with the goal of preparing students for future academic challenges and equips them with essential skills for the 21st century.</p> <p>A committee is organised and student and community voice has been collected and analysed to help inform curriculum development.</p>	<ul style="list-style-type: none"> ● Form a committee of curriculum experts, and stakeholders (parents) to review and redesign the junior curriculum with a focus on literacy and numeracy. Integrate innovative teaching methods and content that reflect current educational best practices. ● Provide teachers with training in innovative teaching strategies, technology integration, inquiry-based learning, and collaborative teaching methods. ● Incorporate BYOD technology tools and digital platforms to enhance learning and teaching experiences, such as educational software for literacy and numeracy, and collaborative tools for project-based learning. ● Inquiry-Based Learning Implementation: Develop lesson plans that encourage inquiry-based learning, where students actively explore and investigate real-world problems, fostering critical thinking and problem-solving skills. ● Establish partnerships with local iwi, organisations, businesses, and educational institutions to provide resources, expertise, and real-world learning opportunities for students. ● Ensure that courses, the learning environment and resources are accessible to all students, regardless of their background or abilities. This includes providing necessary accommodations and support for diverse learners. Remove barriers. ● Implement a system of regular assessments and feedback to monitor student progress, identify areas needing improvement, and adjust teaching strategies accordingly.

<p>Seamless Curriculum for vocational pathways. Align and Strengthen</p>	<p>1.3 Enhance support and information for students regarding academic pathways, including tertiary, vocational training, and career opportunities. Students need to be enrolled in a learning pathway relevant to their ability and future aspirations. Knowledge about academic pathways is crucial for students to make informed decisions about their future education and careers.</p>		<ul style="list-style-type: none"> • Conduct surveys or focus groups to understand students' current level of knowledge and their informational needs regarding academic pathways. • Expand the availability of career and academic counselling (Deans and Tutors), ensuring that all students have access to individualised guidance. • Organise regular information sessions, workshops, and seminars featuring speakers from colleges, vocational schools, and various industries. • Integrate career education into the curriculum (Year 10), helping students understand the relevance of their studies to different career paths. • Utilise the school's alumni network for mentorship programs, career talks, and networking opportunities for students. • Involve parents in the information process through meetings and newsletters, providing them with resources to support their children's career planning. For example, during the goal setting interviews and appointments with Deans. • Collaboration with External Organizations: Partner with tertiary providers, businesses, and trade organizations to provide students with up-to-date and diverse information. • Use academic tracking system to identify student progress. Use tutor teachers to have informed conversations. • Continuously monitor the effectiveness of the information and support provided and collect feedback from students to make necessary adjustments.
<p>Strategic Goal 2 Meet Māori academic aspirations</p> <p>Improve Māori aspirations and connections. Continue focus on culturally responsive and relational pedagogy</p>	<p>2.1 Improve the system for identifying and tracking student academic progress across all levels. Accurately tracking academic progress is essential for timely identification of learning gaps and intervention, ensuring all students receive the support they need to succeed.</p>	<p>Use data and stakeholder voice to help identify what is working and what is notworking for all learners. Regular tracking updates are sent to Deans and Tutor at least twice a term.</p>	<ul style="list-style-type: none"> • Provide comprehensive training for teachers and staff on how to use the tracking system effectively. • Ensure regular and accurate entry of student academic data into the system, including grades, test scores, and other relevant performance indicators. • Provide parents with access to the tracking system and communicate regularly about their child's progress. • Regularly monitor the data to identify trends, patterns, and areas where students may be struggling. • Develop and implement early intervention strategies for students identified as at risk of falling behind. Investigate the ideas of introducing predictive grades. • Hold regular meetings with teachers, support staff, and administrators to review academic progress data and discuss intervention strategies. • Involve students in tracking their own progress and setting their academic goals, fostering a sense of ownership and responsibility for their learning (for example My Mahi, Goal setting Days, Tutor teacher catch-ups)
<p>Pathways from Y9-13 make all options viable</p>	<p>2.2 Develop and strengthen relationships between the school and the local iwi. Building strong ties with the iwi is essential for fostering a sense of community, cultural understanding, and respect for local traditions and values.</p>	<p>Establish at least three new collaborative initiatives or events with the iwi by the end of the school year and increase iwi involvement in school activities.</p>	<ul style="list-style-type: none"> • Appoint a staff member or create a committee responsible for liaison with the iwi and community relations. • Set up regular meetings with iwi leaders to discuss collaboration opportunities and ways the school can support the iwi's goals. • Work with iwi members to integrate their history and culture into relevant parts of the school curriculum - Mātauranga Māori. • Host cultural events and celebrations in collaboration with the iwi, such as Matariki (Māori New Year) celebrations, which invite wider community participation. • Encourage student participation in iwi-led projects, community service, and cultural learning experiences. • Include iwi representatives in the school's governance structures, such as the board of trustees, to ensure their ongoing involvement and input. • Maintain open and regular communication with the school community and the iwi about initiatives and collaborations. • Regularly collect feedback from the school community and iwi representatives to assess the effectiveness of the initiatives and make necessary improvements. • Document and share stories of successful collaborations and cultural events to celebrate achievements and inspire ongoing commitment.

<p>Cross curricular oversight of Māori world</p>	<p>2.3 Integrate Mātauranga Māori across all subjects and year levels in the school curriculum. Incorporating Mātauranga Māori is crucial for acknowledging and respecting the cultural heritage of New Zealand and providing a more inclusive and comprehensive education</p>	<p>Aim to have Mātauranga Māori concepts and perspectives included in all subject units by the end of the academic year.</p>	<ul style="list-style-type: none"> • Offer professional development opportunities for teachers to learn about Mātauranga Māori and its application in various subject areas. • Review the current curriculum to identify areas where Mātauranga Māori can be authentically integrated. • Partner with the local Māori community, elders, and experts to ensure accurate and respectful representation of Mātauranga Māori. • Develop and provide access to teaching resources that incorporate Mātauranga Māori, including books, digital media, and guest speakers. • Encourage teachers to adopt inclusive teaching practices that respect and reflect Māori cultural values and perspectives. • Implement student-cantered projects and activities that explore Mātauranga Māori, encouraging active participation and deeper understanding. • Establish a system for monitoring the integration of Mātauranga Māori and collecting feedback from teachers, students, and the Māori community. • Organize school-wide events and activities that celebrate Māori culture and knowledge, such as Matariki celebrations, kapa haka performances, marae visits, Tuia Awards. • Regularly evaluate the effectiveness of the integration and make ongoing improvements based on feedback and outcomes. • Maintain open communication with all school stakeholders, including parents and the wider community, about the goals and progress in integrating Mātauranga Māori
<p>Strategic Goal 3 Excellence in wellbeing –</p> <p><i>Values reboot 'Ladder to Manhood'</i></p>	<p>3.1 Increased awareness and understanding of the "Ladder to Manhood" - school values across the entire school including staff, students, and the community.</p>	<p>Aim to have at least 90% of the school community demonstrate a clear understanding and active engagement with these values, as measured by surveys, participation in related activities, and feedback sessions. Ensure that the values are integrated into the educational and social fabric of the school, reflecting its commitment to character development and community engagement.</p>	<ul style="list-style-type: none"> • Create and distribute comprehensive materials (like, posters, and digital content) that clearly articulate the school values. • Incorporate these values into the curriculum and classroom activities. Teachers can weave these values into their lessons, discussions, and student projects. • Year 9 'Ladder to Manhood'. Run student workshops focusing on the values and how to effectively communicate and model them in their daily interactions. • Organise (PLD) sessions that concentrate on the values and effective methods for communicating and exemplifying them in daily interactions with students. • Encourage students, such as Prefects, to develop and lead projects or initiatives that embody the "Ladder to Manhood" values, fostering a sense of ownership and deeper engagement. • Organise regular events and assemblies where these values are highlighted and celebrated, with participation from students, staff, and community members. Develop a Deans values schedule for assemblies. • Communicate regularly with parents and the wider community about these values. Host events, workshops, or meetings to involve them in understanding and supporting these principles.
<p>Staff Wellbeing, pride and working at NBHS. Workload valued</p>	<p>3.2 Increase staff well-being by enhancing work-life balance and reducing work-related stress. Align initiatives with the needs and preferences of the staff, enhancing their professional experience and personal well-being.</p>	<p>Engage in a purposeful planned Well-being PLD at least once a term. Carry out a well-being staff survey.</p>	<ul style="list-style-type: none"> • Begin the academic year with a well-being survey to understand the current stress levels and needs of the staff. • Organise workshops focused on stress management, time management, and work-life balance. These could be led by experts in the field of mental health and organizational management. This can be aligned with the Well-being committee. • Look at reducing school initiatives and balancing the school calendar to better manage workload. • Schedule regular check-ins with staff members to provide support, gather feedback, and make adjustments to strategies as needed. • Health and Wellness Activities. Organize activities such as yoga classes, mindfulness sessions, or group exercises to promote physical and mental well-being. <p>Conduct another well-being survey at the end of the academic year to measure the effectiveness of the initiatives and plan for further improvements.</p>

<p>Strategic Goal 4 Excellence in Teaching and Learning - <i>Classroom Management</i></p>	<p>4.1 Enhance classroom behaviour management across the school. Good classroom behaviour is essential for creating a conducive learning environment and positively impacts academic performance.</p>	<p>Aim to reduce behavioural incidents by 30% and increase positive behaviour recognition by 50% by the end of the school year. Reduce the number of students being sent to the Deans during teaching time.</p>	<ul style="list-style-type: none"> • Conduct professional development sessions focused on positive behaviour management strategies, conflict resolution, and communication skills. • Update the school-wide behaviour policy make sure everyone understands expectation and ensure it is clear, fair, and consistently applied across all classrooms. • Use student voice to increase their ownership and understanding of expected behaviours. • Implement systems that recognise and reward positive behaviour, such as a point system, praise, or special privileges. • Keep parents informed about their children's behaviour and involve them in behaviour improvement plans.
<p><i>Lit/Num</i></p>	<p>4.2 Increase the literacy and numeracy proficiency of students in the junior school. The goal is to also support and prepare students for the CAA. Enhancing literacy and numeracy skills is fundamental for students' academic success and is a key foundation for future learning.</p>		<ul style="list-style-type: none"> • Begin with baseline assessments to identify students' current literacy and numeracy levels. This will help in tailoring interventions appropriately. • Organize workshops and training sessions for teachers focused on effective literacy and numeracy teaching strategies. • Curriculum Integration. Ensure that literacy and numeracy are integrated across all subjects, not just in language and math classes. • Utilise differentiated instruction strategies to meet the diverse learning needs of students, ensuring that all students can access the curriculum at their level. • Engage parents and caregivers in their child's literacy and numeracy development through regular communication, workshops, and providing resources for home use. • Continuously monitor students' progress through formal and informal assessments and provide feedback to students and parents. • Acknowledge and celebrate improvements and achievements in literacy and numeracy, both big and small, to motivate students.
<p><i>Differentiation in the classroom</i></p>	<p>4.3 Implement a comprehensive differentiation strategy in all classrooms to cater to the diverse learning needs of students across all levels. Differentiation is crucial in addressing the diverse learning styles and abilities of students, ensuring that each student has access to personalized learning experiences.</p>		<ul style="list-style-type: none"> • Conduct workshops and training sessions on differentiation strategies, such as tiered assignments, learning stations, and flexible grouping. • Promote team teaching and collaboration among teachers to share best practices and resources for differentiation. • Encourage teachers to incorporate differentiation into their lesson planning, ensuring that each lesson has elements tailored to different learning needs. • Implement a system of regular assessment to monitor student progress and adjust teaching strategies accordingly. This could include both formal tests and informal observations. • Regularly evaluate the effectiveness of the differentiation strategies used and make adjustments as needed. This could be through teacher feedback, student surveys, and academic performance data.
<p><i>Junior Assessment</i></p>	<p>4.4 Implement a standardised grading rubric across all departments for junior student reporting to ensure consistency and clarity in academic data recording. A standardised grading rubric ensures fairness, transparency, and better communication</p>	<p>Achieve 100% adoption of the grading rubric by all departments and a positive response from at least 75% of teachers, students, and parents regarding the clarity and effectiveness of the new reporting system by the end of the academic year.</p>	<ul style="list-style-type: none"> • Collaborate with department heads, and teachers, to develop a comprehensive, fair, and clear grading rubric. For example, using NAME or curriculum levels. • Use COL teachers Rob and John investigate best practice by researching what other schools are doing. • Conduct training sessions and workshops for teachers to familiarize them with the new rubric and address any concerns or questions. • Initially implement the rubric in a few departments as a pilot project to gather feedback and make necessary adjustments. • Develop a clear communication plan to inform students, parents, and staff about the new reporting system and its benefits. • Establish a system for collecting feedback from teachers, students, and parents about the rubric and its implementation.

	of student progress to students, and parents.		<ul style="list-style-type: none"> • If the rubric is to be used within a digital reporting system, ensure that technical support is available for users encountering difficulties. • Provide teachers with templates and guides for reporting that align with the new rubric, aiding in consistency and clarity. • Include the use of the grading rubric as a part of ongoing professional development for teachers.
Learning Support	4.5 Develop and implement a new learning support structure and program tailored to meet the diverse needs of students with learning challenges. Align the program with the goal of providing equitable education and supporting the academic and social-emotional development of all students.	Achieve a comprehensive support system in place, evidenced by a 25% improvement in the academic performance and engagement of students with learning needs, as measured by assessments and teacher observations. Use student voice surveys to monitor progress.	<ul style="list-style-type: none"> • Conduct a thorough assessment to identify the specific learning needs and challenges faced by students. This might involve surveys, interviews with teachers, students, and parents, as well as reviews of academic performance data. Decide on the best course of action based on this evidence. • Investigate current best practices in learning support, including successful programs in other schools and recommendations from educational researchers and specialists. • Involve teachers, parents, and students in the planning process. Their input can provide valuable insights and help ensure the programme meets actual needs. • Provide PLD for teachers and support staff on strategies to assist students with learning challenges, including differentiated instruction, use of assistive technology, and behaviour management techniques. • Secure necessary resources, such as specialised teaching materials, technology tools, and additional staff if needed, to support the program. • Have a learning focus of literacy and numeracy. • Implement pilot programme that has a focus on reading and writing. For example, Writers Toolbox. Monitor and collect feedback and data to determine where the programme is improving learning outcomes. • Engage with parents and the wider community to create a supportive network for students. This could include workshops for parents, partnerships with local organisations, and mentorship programs. • Continuously monitor the program's effectiveness through regular assessments, feedback from teachers and students, and academic performance data.