



# GISBORNE BOYS' HIGH SCHOOL CHARTER

## Our Vision

EDUCATION FOR BOYS, EDUCATION ABOUT BOYS  
COURAGE KNOWS NO DEFEAT - TOA HINGA KORE, TOA MATE KORE

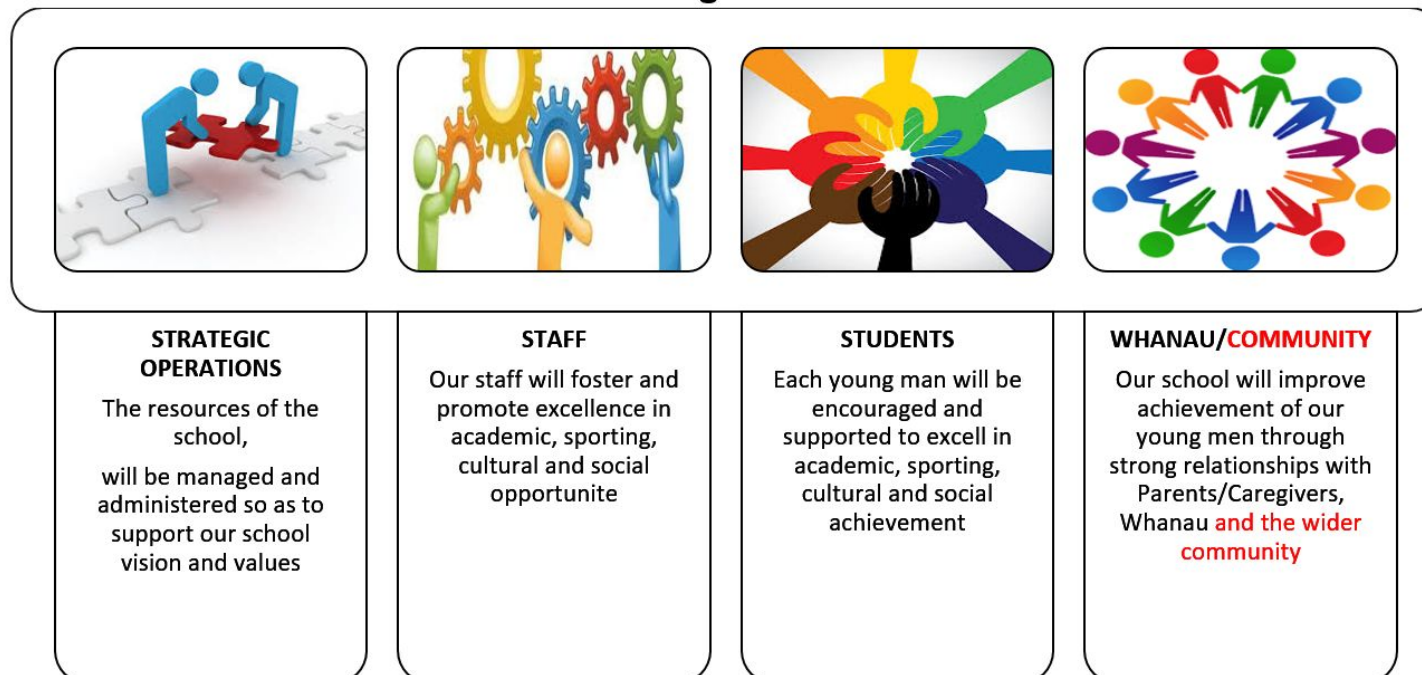
## Our Mission Statement

Challenging young men to develop and achieve their potential

## Our Values

Respect Honesty Loyalty Perseverance Courage

## Strategic Goals Overview





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## STRATEGIC PLAN-(3-5 YEARS)

| Year                     | 1. STRATEGIC OPERATIONS   | 2. STAFF   | 3. STUDENTS   | 4. WHANAU/COMMUNITY  |
|--------------------------|---|--|---|--|
| <b>Year 1<br/>(2018)</b> | 1.1-Review operation costs and streamline budget costs to reduce deficit<br>1.2-Access alternate funding stream to increase income outside of MOE funding<br>1.3-Complete existing 5YP- P1 and P2 issues that need addressing<br>1.4-Start new 5YP as part of 10YP (2017-2027)<br>1.5-Establish Health and Safety Committee | 2.1- Explore future curriculum opportunities at GBHS<br>2.2- Review current Professional development<br>2.3-Establish Professional Learning communities<br>2.4- Establish teacher appraisal around new ' <b>Code of professional responsibility and Standards for the teaching profession</b> '<br>2.5- Embed culturally responsive pedagogy across all curriculum areas<br>2.6- Work with COL's and develop stronger teacher efficacy across the schools. | 3.1- Improve student achievement<br>3.2- Use Junior data consistently to inform staff across curriculum areas<br>3.3- Develop student leadership<br>3.4- Conduct review of Sport @ GBHS<br>3.5- Develop strategic plan for sport @ GBHS<br>3.6-Conduct review of Performing Arts @ GBHS<br>3.7- Develop a strategic plan for Performing Arts @ GBHS | 4.1 - Explore further ways of connecting whanau with their sons' learning/development<br>4.2 Explore further ways of connecting whanau with their sons learning/development<br>4.3 - Review connection with Old boys and develop a strategic plan that effectively engages them with the school<br>4.4 - Strengthen networks with Iwi and develop strategic input<br>4.5 - Review networks with other outside agencies and develop strategic input |
| <b>Year 2<br/>(2019)</b> | 1.1-Implement streamlined budget with reduced deficit<br>1.2-Accumulate alternate funding stream to increase income outside of MOE funding<br>1.3-Implement 5YP as part of 10YP (2017-2027)   | 2.1- Implement reviewed curriculum opportunities at GBHS<br>2.2- Implement reviewed Professional development programme<br>2.3- Work with COL's and develop stronger teacher efficacy across the schools.   | 3.1- Improve student achievement<br>3.2- Implement strategic plan for sport @ GBHS<br>3.3- Implement strategic plan for Performing Arts @ GBHS  | 4.1 - Implement strategic plan that effectively engages Old boys with the school<br>4.2 - Implement strategic input form networks with Iwi<br>4.3 - Implement strategic input with networks with other outside agencies  |
| <b>Year 3<br/>(2020)</b> | 1.1-Implement budget with minimal deficit<br>1.2-Accumulate alternate funding stream to increase income outside of MOE funding<br>1.3-Implement 5YP as part of 10YP (2017-2027)   |  |   |  |
| <b>Year 4</b>            | 1.1-Implement budget with NO deficit  |  |   |  |



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| <b>(2021)</b>        | 1.2-Use alternate funding stream to for support strategic BOT initiatives<br>1.3- Implement 5YP as part of 10YP (2017-2027)  |  |  |  |
| <b>Year 5 (2022)</b> | 1.1-Implement budget with NO deficit<br>1.2-Use alternate funding stream to for support strategic BOT initiatives<br>1.3-Implement 5YP as part of 10YP (2017-2027) |  |  |  |



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**GOAL:** the where we want to get to; **TARGET:** the specific outcome we want in 2018; **THROUGH:** the specific actions we will take to get there; **RESULTING IN:** what outcome we will have; **WHO:** who will take responsibility; **BY:** when this will happen; **HOW:** how we will achieve this; **REVIEW:** the self-review and how we will improve or extend.

## ANNUAL GOAL 1: STRATEGIC OPERATIONS: The resources of the school, will be managed and administered so as to support our school vision and values

| TARGET   | THROUGH   | RESULTING IN  | WHO                        | BY          | HOW   | REVIEW   |
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| <b>1.1-Review operation costs and streamline budget costs to reduce deficit</b>      | a. An updated budget review that looks to refine excess costs/overheads | Reduction in current deficit  | KE, Finance Committee (TR) | Term 1 2018 | Look at current costs and look to modify these key focus areas e.g. Admin cost (printing, postage), Extra BOT funded initiatives, staffing. | <p><b><u>FEB</u></b><br/>KE reviewed current budget and was able to find \$51,000 within the current budget to reduce the deficit.</p> <p><b><u>MARCH</u></b><br/>Accounts are currently being audited and will provide a more accurate indicator of profit and loss for the financial year.</p> <p><b><u>APRIL</u></b><br/>Awaiting audited accounts</p> <p><b><u>MAY</u></b><br/>Audit complete for 2018</p> |
| <b>1.2-Access alternate funding stream to increase income outside of MOE funding</b> | a. Increasing the number of international students                      | Increased funding to cover operational deficit and fund strategic BOT initiatives | Michelle/Marg (TR)         | All Year    | Increase International students from 10-12 to 20. Create a strategic marketing plan moving forward to attract students to the school.       | <p><b><u>MARCH</u></b><br/>Michelle attended an international students expo in Auckland and made some positive connections with agents. 2-3 German students will be looking to attend GBHS as a result of this connection.</p>   |



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|  |  |  |  |  |  | <p>Michelle will travel to Germany this month to continue to promote overseas students having a GBHS experience.</p> <p><b><u>APRIL</u></b><br/>Michelle returned from international visits to Europe. A positive marketing venture with interest not only in Germany but also France. There has been a significant shift from Internationals seeking purely education-academic opportunities to Education Tourism. Further discussion will be had with GGHS to develop a local tourism opportunity for students travelling to NZ.<br/><a href="#">International Report</a></p> <p><b><u>MAY</u></b><br/><a href="#">International Meeting Agenda</a></p> <p>Michele continues to work closely with GGHS and international agents to access international students. Tr will meet with Jan Kumar and Wendy from GGHS to ensure we are strategically working together to provide a best fit for the recruitment and retention of international students.</p> |
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|  | <p>b. Source grants/targeted funding to resource ongoing vision of the school</p> | <ul style="list-style-type: none"> <li>• Resourced sports teams</li> <li>• Positions to support the development of sport and culture</li> </ul> | <p>BOT/ (TR)</p> | <p>All Year</p> |  | <p><b><u>FEB</u></b><br/> RA and TR met with PTA who are targeting raising funds for shade sails and outdoor basketball area.</p> <p><b><u>MARCH</u></b><br/> KE applying for grants and funding for capital items such as laser cutters for the tech dept.</p> <p><b><u>APRIL</u></b><br/> PTA first fundraiser was successful raising \$7470 dollars for outdoor shade sails and basketball area. Students were given opportunity to raise these funds and 46% of the students engaged in the process. The challenge was set for next year to aim for 70%-80% student engagement in this event.</p> <p>TR is looking at the current course fees and co-curricular fees we are charging students. These have not been changed in a number of years and do not reflect the current cost. There is definitely room to increase these fees to cover the increasing cost of curriculum and co-curriculum delivery.</p> |
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| <p><b>1.3-Complete existing 5YP- P1 and P2 issues that need addressing</b></p> | <p>a. Prioritise P1 and P2 requirements</p>   | <p>Safe and compliant work spaces</p>                                    | <p>Property Committee/Property Manager (TR)</p>       | <p>All Year</p> | <p>Prioritise current 5YP to include 1P and 2P items. Source a Consultant and Project Manager to oversee key developments.</p> | <p><b><u>MARCH</u></b><br/>New 5YP approved by BOT in line with P2 requirements and ensure we are compliant with our current work place. Next 5YP ensures the school is well heated and cooled to ensure we have classrooms that are conducive to learning.</p> <p><b><u>APRIL</u></b><br/>New 5YP approved by MOE. Newly formed property committee met informally- . Andrew Turner, John Radburn, Graem Hyde, Debbie Kernohan. This group will meet once a month to continue forward planning the property development of GBHS.</p> <p>MAY</p> |
| <p><b>1.4-Start new 5YP as part of 10YP (2017-2027)</b></p>                    | <p>a. Liaising with our property consultant, property manager and project manager establish a clear working plan moving forward</p> | <p>Functional, safe learning environments for teachers and students.</p> | <p>BOT, Property committee, property manager (TR)</p> | <p>All Year</p> | <p>Use Consultant and Project Manager to guide through this process.</p>   | <p><b><u>MARCH</u></b><br/>Tech block heat remediation and contingency underway to ensure all done before winter.</p> <p><b><u>APRIL</u></b><br/>John Radburn invited to be part of the Property Committee to be</p>  |



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|  |  |   |  |               |   | <p>held each month on a Monday of BOT meeting.<br/>Finalisation of property consultant, project manager to be appointed for works.</p> <p><b><u>MAY</u></b><br/>List of projects to be discussed and prioritised moving forward as part the future development of GBHS.</p>   |
| <p><b>1.5- Establish Health and Safety Committee</b></p> | <p>a. Establishing key individuals to oversee/monitor the health and safety of our school</p> <p>b. Formally appoint a lab manager</p> <p>c. OHS committee becomes operational</p> | <p>Monthly meetings that report to the BOT each month to ensure the safety and wellbeing of our staff and students.</p> | <p>(GT), Science, Outdoor Ed, Technology Property Manager,</p> | <p>Term 1</p> | <p>GT to discuss this with suggested committee members find an agreed meeting time before BOT meeting-lunchtime/after school 1x per month</p> | <p><b><u>MARCH</u></b><br/>Meeting held 1/3/18<br/><a href="#">link to minutes</a><br/>A few issues raised with HY. Waiting on response.<br/>Trial evacuation held 15/3 - went well, Fire safety officer to address staff on a Tuesday PL meeting. GT attended H&amp;S rep training. next meeting 23/3</p> <p>Work ons; greater urgency for trial evacuations.<br/>When Hy has staffing - better responses to H&amp;S requests. Safety signage still to go up.</p> <p>Lab manager: proposal to BOT</p> <p><b><u>APRIL</u></b></p> |





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|  |  |  |  |  |  | <p>lab manager appointment made. Time allowance negotiated with FW and implemented.</p> <p>Tech technician proposal ready for discussion at next HS meeting. TR has spoken with HY re HY taking responsibility for managing H&amp;S requests as part of his management role.</p> <p>New evacuation procedures disseminated to staff by email. Opportunity for for Fire safety officer to speak with staff in programme for term 2</p> <p><b>MAY</b></p> <p>Casual use agreements amended with specific H&amp;S clauses. currently out for consultation. H&amp;S committee rep purpose disseminated to staff.</p> <p>New evacuation scheme approved by fire service. This was triggered by new alarm system.</p> <p>Request for consideration - Technician for technical</p> <p><a href="#">Link to proposal from TN</a></p> <p><b>June</b></p> <p>Debbie now has the amended casual use agreements (item 8</p> |
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|  |  |  |  |  |  | <p>amended to reflect specific hires).<br/>Mahunga casual use agreement still in train.</p> <p>SLT to review evacuation procedures before lockdown practice. Consulting with HY re support worker actions.</p> <p>EVAC procedures reviewed by SLT. minor changes made - ready for formal roll out to staff. (minor issue with HY waiting on a response from Tim Geisler re alarms)</p> <p>New evac posters ready for rooms</p> |
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## ANNUAL GOAL 2: STAFF- Our staff will foster and promote excellence in academic, sporting, cultural and social opportunities

| TARGET   | THROUGH  | RESULTING IN  | WHO            | BY          | HOW  | REVIEW   |
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| <b>2.1-Explore future curriculum opportunities at GBHS</b> | a. A stocktake of our curriculum development of our GBHS curriculum map and the opportunity to | Clear pathways identified. Identify further opportunities in the curriculum addressed and | SLT/HOD's (RA) | Term 3 2018 | Establish Academic Advisory group that collate staff, student and parent feedback. | <b>MARCH</b><br>RA- meeting with HODs and TICs of each department to discuss:<br>1. NCEA moderation for 2018 |



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|  | <p>link to the learning outside of the school</p> | <p>supporting individualised learning pathways.</p> |  | <p>Exploration of other models used by schools.</p> <p><i>Consider the community /regional needs of major sector employers in light of recent developments. What are the needs of our economy?</i></p> <p><i>Consultation and discussion with Turanganui a Kiwa and Ngati Porou Iwi to explore the economic needs of industries within our Roopu.</i></p> <p>Connecting with contributing schools to identify strengths and weaknesses of yr 9 intake.</p> <p>Build on the curriculum review done term 2 2017</p> <p>Investigate provision of an enhanced junior curriculum to better reflect the NZ curriculum, to broaden students' opportunities and expose students to new experiences.</p> | <p>2. Possible changes to standards offered within courses and assessment programmes in accordance with 2017 NCEA results and 2017 external moderation outcomes.</p> <p>CN - An initial meeting in 2018 was held between TR, CN and Mark Ngata and Ken Houkamau from Ngati Porou Seafoods. We agreed to continue work started in 2017 with an initial focus on careers expo - and how this might extend into curriculum development. They were pleased with the development we have made in our curriculum with Agribusiness and High Performance Sport. We will continue to meet to discuss ways they may be able to support our curriculum development.</p> <p><b>APRIL:</b><br/>Ongoing meetings with HODs re modifications to courses and assessment programmes after reflecting on 2017 NCEA results and external moderation feedback.</p> <p><b>MAY</b><br/>Junior Curriculum Review commenced</p> |
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| <p><b>2.2- Review current Professional development</b></p>    | <p>a. Feedback from staff re current professional development model strengths/weaknesses.</p> <p>b. Introduction of an alternative model where staff PL is determined via teacher voice and PL groups established</p> | <p>Shared understanding of staff professional development needs</p>                 | <p>SLT/HOD's/Staff (SW)</p> | <p>Term 1 2018</p> |  | <p><b>FEBRUARY</b><br/>Continued with Staff PL on Tuesday mornings which was led by SLT.</p> <p><b>MARCH</b><br/>CR, JE, SW started the review process - teacher voice was gathered<br/><a href="https://docs.google.com/forms/d/1JSLkVCmMyCf8JiTmG7enO_0uT6-oASxB10H3pJl-blk/edit?ts=5ae65505#responses">https://docs.google.com/forms/d/1JSLkVCmMyCf8JiTmG7enO_0uT6-oASxB10H3pJl-blk/edit?ts=5ae65505#responses</a><br/>Collation of Teacher Voice<br/><a href="https://docs.google.com/document/d/1fiBpxIFf_iqxL3-XvcCQC8OcZKN8LKLrviFjOKcfV4/edit?tshttps=5ae6579d">https://docs.google.com/document/d/1fiBpxIFf_iqxL3-XvcCQC8OcZKN8LKLrviFjOKcfV4/edit?tshttps=5ae6579d</a><br/>Strategic Goal was updated<br/><a href="https://docs.google.com/document/d/1W2L0LQOid0ogN5UZnF8feXPRdTTlaCKP2pD1Dq1IrAE/edit">https://docs.google.com/document/d/1W2L0LQOid0ogN5UZnF8feXPRdTTlaCKP2pD1Dq1IrAE/edit</a><br/>Job description attached<br/><a href="https://docs.google.com/document/d/11BhKSTMj_ZWPz_k0ylQkB2ZCa_kglwpY12BHg3Rr8f-U/edit">https://docs.google.com/document/d/11BhKSTMj_ZWPz_k0ylQkB2ZCa_kglwpY12BHg3Rr8f-U/edit</a></p> <p><b>MAY</b><br/>Homework task set for staff on classroom - this will set up possible inquiries<br/>PL Schedule for term shared with staff</p> |
| <p><b>2.3-Establish Professional Learning communities</b></p> | <p>a. Based on Professional development feedback establish Professional learning communities</p>  | <p>Greater teacher efficacy through collaboration and sharing of best practice.</p> | <p>SLT/HODs/Staff (SW)</p>  | <p>Term 2 2018</p> |  | <p><b>FEBRUARY</b><br/>Nothing to report</p> <p><b>MARCH</b><br/>Nothing to report</p> <p><b>APRIL</b></p>   |



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|   |   |  |                     |             |   | <a href="https://docs.google.com/document/d/1QteMTvhpmWWZ6i6ryyJN_32YQG-vQezi5r3fV3IEvTI/edit?ts=5ae6584f">https://docs.google.com/document/d/1QteMTvhpmWWZ6i6ryyJN_32YQG-vQezi5r3fV3IEvTI/edit?ts=5ae6584f</a><br>PL for Term 2 -<br>Literacy/Numeracy e-learning Strategies<br>(CR facilitating CN SLT support)<br>HOD/Leadership Support<br>(TR/JE facilitating)<br>Digital Technologies - Traditional versus 21st century Applications.<br>(Kerry N-Garrett facilitating - RA SLT support)<br>Write That Essay<br>(CC, DP and YU facilitating)<br>Google Classroom<br>(TM and VB facilitating GT SLT support)<br>Culturally Responsive Pedagogy<br>(SW facilitating)<br><b>MAY</b><br>Met with staff throughout week to clarify as required.<br>Departmental meetings modelled. One department still focussed on admin rather than learning. |
| <b>2.4- Establish teacher appraisal around Standards of the Teaching Profession</b> | a. Clear outline of the <b>Standards of the Teaching Profession</b> | Clear guidelines and performance indicators for staff to enable further development of their | SLT/HODs/Staff (SW) | Term 1 2018 | Explore model for implementation from Education Council Hui<br>Utilise ePortfolios to support the appraisal and attestation process | <b>FEBRUARY</b><br>SLT run PL with whole staff - introducing Standards of the Teaching Profession.<br><b>MARCH</b>   |



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|  |                                   | professional strengths and weaknesses. |                 |          | Ensure teacher registration are current | <p>SW, JE, CR, CN, MG attended Education Council PL re Codes and Standards.</p> <p>Staff PL led by the above to introduce the standards for the teaching profession. Exemplars from GBHS constructed in small groups</p> <p><a href="https://docs.google.com/document/d/17eSF2V8dONt9aEVVbVV_EOv5qsuNdU-KiYtbLVKMKZU/edit#heading=h.gjdgxs">https://docs.google.com/document/d/17eSF2V8dONt9aEVVbVV_EOv5qsuNdU-KiYtbLVKMKZU/edit#heading=h.gjdgxs</a></p> <p><b>APRIL</b></p> <p>Codes and Standards kahoot with Staff during PL. Exemplar shared and discussed in small groups</p> <p>SW met with Sheldon from Inbox Design to redesign parts of the ePortfolio - Leave and PL applications now through ePortfolios</p> <p><b>MAY</b></p> <p>Looked at functions of e portfolio and planned changes to be actioned by end of term to meet appraisal requirements.</p> <p>Weekly phone conference with Inbox design to modify knowledgebase to ensure when it is rolled out with staff in term 3 all functions are operational.</p> |
| <b>2.5- Embed effective and culturally</b> | a. The shared understanding of Te | Culturally responsive and relational   | TK Leaders (SW) | All Year |   | <b>FEBRUARY</b>   |



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| <b>responsive pedagogy across all curriculum areas</b>                                | Kotahitanga-culturally responsive relational pedagogy  | pedagogy that enhances the learning environment for both students' and teachers.   |                  |          |   | Weekly Hui with Te Kotahitanga Team - SW, JE, CR, CC, TM and zHP<br><b>MARCH</b><br>ePortfolios updated to include 2018 observations, goal setting. Facilitators meeting each Wednesday to discuss individual goals with FB and FF to PL for term 2.<br><b>APRIL</b><br>Weekly Hui to wrap up observations. Tracking sheet started. Needs a bit of refinement so will include this in the May report.<br><b>MAY</b><br>Tracking sheets updated. Inquiry proposals checked and reworked to ensure requirements met. Staff who have not completed the form emailed. |
|   | b. The shared understanding of cultural competencies <ul style="list-style-type: none"> <li>● within teaching spaces</li> <li>● within the school</li> <li>● within the community</li> </ul> |  | TK Leaders (SW)  |          | T1 - Developing kawa with core subject classes and within PE and Tikanga classes. |   |
| <b>2.6- Work with COL's and develop stronger teacher efficacy across the schools.</b> | a. Working with current COL established this year- Taha Hinengaro to identify key areas of support and development across our community of schools.  | A clearer shared understanding across the learning communities of student and staff needs to develop and implement strategic | COL coaches (TR) | All Year | a. <b>securing resourcing for lead teachers within/ from our school.</b>          | <b>MARCH</b><br>The COL has called for applications for COL leaders across schools to be appointed for Term 2. There is no real clear strategic plan for these roles but the COL leaders will formulate these out of the  |



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|  |  | impact in our learning environments. |  |  |  | <p>appointment process around the candidates selected. TR will forward info to staff and give opportunity for staff to apply. TR will meet with Jan Kumar GGHS to seek greater clarity around the expectations of COL moving forward.</p> <p><b><u>APRIL</u></b><br/>4 x staff have applied for the across schools COL position- FW, NG, YU, AR. We will wait to see the outcome of their application.</p> <p><b><u>MAY</u></b><br/>Darcy Fawcet was appointed to the across schools COL position. He will formally begin this position on the 18th June. The 5x Internal School positions have yet to be advertised.</p> |
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## ANNUAL GOAL 3: STUDENT- Each young man will be encouraged and supported to excel in academic, sporting, cultural and social achievement

| TARGET  | THROUGH   | RESULTING IN  | WHO  | BY            | HOW   | REVIEW   |
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| <b>3.1- Improve student achievement Improve whole school achievement at NCEA Level 1, 2 and 3.</b><br><b>TARGETS 2018</b><br>Level 1 Literacy- 95%<br>Level 1 Numeracy- 95% | a. Academic coaching and goal setting of the whole senior cohort. | Students being more engaged in their learning and owning their learning (Student Self-efficacy) | Form Teachers (CN/ RA) in connection with Tu Whanau? | All Year 2018 | Academic Coaching Day for Form teachers to meet with senior students and facilitate goal setting and tracking. <a href="#">Using senior planners.</a> | <b><u>MARCH:</u></b><br>2017 NCEA results analysed and reviewed. Goals set for 2018 based on 2017 results, with consideration given to previous years' targets and results, programmes and interventions |





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| <p>Level 1- 85%<br/>Level 2- 85%<br/>Level 3- 65%<br/>UE- 35%</p> |                                  |  |  |                    | <p>Utilise similar format for subject promotion term 3/4</p> <p>Growing leadership opportunities for senior boys to actively encourage mentoring - relational growth and to assist VFT with administrative needs- building the mana of our senior students.</p> | <p>planned, student aspirations and the academic strength of the cohort.</p> <p><a href="#">Link to 2017 Results and 2018 Targets</a></p> <p>CN - <u>Academic coaching</u> of Year 13 and Year 12 students has taken place in first few weeks. Students were asked to review their results from 2017 and look for areas of strength or weakness and to make judgements about their own study and preparation and to examine the difference between internal and external results.</p> <p><b>APRIL:</b> CN - Planners updated for Term 2 - Staff asked to contribute again to facilitating ' planning for success' - get boys to monitor progress through these.</p> |
|   | <p>b. Targeted interventions</p> | <p>Strategic groups of students identified by data are tracked and supported i.e. ethnicity, literacy, numeracy, UE.</p> | <p>(RA) David Lindup?GT?<br/>TP - Kura Reo<br/>UI - Pasifika</p> | <p>Term 2 2018</p> | <p>Identify most at risk 32 senior boys (students not reaching their potential) – one per form class, mentored by form teacher per term. Identified by credits to date/data tracking on KAMAR<br/>Identify, track and monitor Kura Reo and Pasifika</p>         | <p><b>MARCH</b><br/>By the end of term 1 we should have enough indicative results to identify students at risk.<br/><b>APRIL:</b><br/>Lp has met with each senior year level at form-period assemblies to outline expectations and targets.<br/><b>MAY:</b><br/>Ra nd Dp are using the Estimated Credits to date to guide a strategic</p>   |



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|  |                               |  |   |             | students - set goals, identify pathways.   | plan in targeting how our students re tracking.  |
|  | c. Estimated Credits Database | Effective tracking of students and interventions to be put in place. | (RA)/ David Lindup? Darcy? Staff/Students | Term 2 2018 | <p>Create estimated credit to date for senior curriculum teachers to identify the expected credits they foresee their students gaining in their subject areas. Student involvement??</p> <p>Construct easy language report that presents data accessible by portal. Forms basis of conversations</p> | <p><b>MARCH</b><br/>Teachers will be asked to estimate students' credits after considering Term 1 results for each senior student.</p> <p><b>APRIL:</b><br/>Teachers to complete estimated credits in Kamar markbooks. Ra/Lp to investigate alternative analysis programme.</p> <p><b>MAY</b><br/><a href="#">Estimated Credits to Date</a></p> <p>Tr, Lp and Ra discussed students at risk and strategies for each group</p>  |
|  | d. Academic writing programme | Improved academic writing for boys                                   | Staff (CN)                                |             | <p>Regathering the Writing Committee (CC, DP, DE?, someone from each major department)</p> <ul style="list-style-type: none"> <li>Targeted rollout - eg. staff will be expected to complete X number of activities using WTE and to mark online.</li> </ul>  | <p><b>MARCH</b><br/>CN - We have explored adding a member from each department (with the exception of maths) to the writing committee. WTE staff have visited and conducted PL with specific staff from English and Social Science (and others who wanted it) as well as running workshops for Year 10 Social Science classes (every Year 10 student) and Year 11 English classes on Creative writing (appx two thirds of the cohort - those in more academic classes with a</p> |



# GISBORNE BOYS' HIGH SCHOOL CHARTER

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|  |   |   |                            |                    |   | <p>greater need for writing skills). It was a successful visit and positive upskilling all round.</p> <p><b><u>APRIL</u></b> -<br/>CN - Second visit by WTE staff who caught up with teachers exploring the programme and worked with further senior classes.</p> <p><b><u>MAY</u></b><br/>This role has now been delegated to one of the PLC groups to focus on moving forward. Staff involved in this group are: (CC, DP and YU facilitating)</p> |
| <b>3.2- Use Junior data consistently to inform staff across curriculum areas</b> | <p>a. Collation of entrance data and entrance testing to stream students</p>                                      | <p>Greater collective efficacy with 'student profiles and 'student centred' learning.</p>       | <p>SLT/Deans/HODs (SW)</p> | <p>Term 1 2018</p> |   | <p><b><u>FEB</u></b><br/>Entrance data received from contributing schools/Entrance Exam/Other relevant information entered on KAMAR<br/>All PAT data entered - need to get Asttle data updated.</p>   |
|  | <p>b. Literacy/numeracy data entered on KAMAR to help guide teachers with curriculum development and delivery</p> | <p>Clear student profiles and support for staff and students in delivering their programmes</p> |                            |                    | <p>Easy reading report for teachers that collates that data</p> | <p><b><u>FEBRUARY</u></b><br/>e-asTTLe assessments in Year 9 and 10 Numeracy and Literacy (Reading) administered through English and Maths classes. English dept handed out Individual Learning Pathway reports to each student and went through the results with their classes.</p> <p><b><u>MARCH</u></b></p>   |



# GISBORNE BOYS' HIGH SCHOOL CHARTER

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|  |  |   |                             |  |   | Results imported into Kamar and merged into reports. These were discussed at the Junior report evening with parents.  |
| <b>3.3- Develop student leadership</b> | a. Appoint Form leaders<br><i>(focus on Y12 Senior Leaders )</i>               | More leadership opportunities for students outside of the prefect group | Form teachers/students (CN) |  | Form teachers and students identify the most appropriate student leader in their form class to carry the role of 'Form leader'. This group of 32 students will be acknowledged at assembly and meet in their House groups as part of the student leadership group moving forward. | Senior Leader applications have been taken and AR is looking at the spread of these boys across VFCs so that this can be rolled out in T2.<br><b><u>MARCH</u></b><br>Y13 students used as part of the Year 9 Mahanga camps as leaders and mentors. Reports back suggest they were exceptional.<br><b><u>APRIL</u></b><br>Nothing to report<br><br><b><u>MAY</u></b><br>Nothing to report                    |
|  | b. Senior Leadership Development in Senior School (Prefects & Year 12 Leaders) | Student leadership development  | (CN)                        |  | Developing a GBHS Student Leadership Model - (co-constructed) with the students concerned   | <b><u>MARCH</u></b><br>CN - Started this process last year with the current prefects at their Leadership camp in Term 4. we have used the British Army leadership Doctrine as our model (mainly because of the remarkable similarities in our values as the basis for developing our leadership behaviours and roles and responsibilities).<br><br><a href="#">Link to Leadership model - GBHS Prefects</a> |



# GISBORNE BOYS' HIGH SCHOOL CHARTER

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|  |                                     |   |          |     |   | <p>Prefects have started working through their roles and responsibilities with a focus on School Environment and dealing with the litter situation at school using the Action Centred Leadership process.</p> <p><b>APRIL</b><br/>           CN - Leadership opportunities to be provided for Year 12 leaders at TU Tane camps.<br/>           Plan for term 2 includes leadership seminars also.</p>                          |
|  | c. Prefects 'Last Word' in assembly | Student self-efficacy/Power sharing/Tuakana voice                               | (TR)     | T 1 |   | <p><b>FEBRUARY</b><br/>           CN - Prefects ran the Tabloid Sports day (with assistance from CN and MR) - Dylan Hall - chief MC - Prefects visible - power sharing with staff.</p> <p><b>MARCH</b><br/>           The Last words have begun in the Principal's assemblies. A roster of prefects has been set up and prefects speak on the value(s) of the term. This has been well received by the staff and students.</p> |
|  | d. 'Leadership focus' in            | Leadership growth in the junior school with a focus on how we assist others and | (CN), MR | T4  | Year 10 leaders identified and placed in classes with a leadership /high performance focus. | <p><b>MARCH</b><br/>           CN - Work has been started with this class looking at the Senior Leadership model and discussing</p>  |



# GISBORNE BOYS' HIGH SCHOOL CHARTER

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|   | targeted Tu Tane classes  | give to our community  |                                |                      | <p>-Self efficacy<br/>-Empathy<br/>- Community Involvement</p> | <p>what this might look like for a junior student with less responsibility. A lot of discussion and practical implementation is around self efficacy / organisation and taking leadership roles within the class group (eg. taking control of group warm ups - social responsibility)</p> <p><b>APRIL</b><br/>CN - Leadership model used as a starting point for essays considering Identity and leadership with the peer group using the WTE online tool.</p>  |
| <p><b>3.4- Conduct review of Sport @ GBHS</b></p> | <p>a. Steering committee to gauge feedback from staff, students and parents</p> | <p>Clear outline of key areas to further develop enhance sport at GBHS</p> | <p>(TR) CN, MR, JF, SW zSM</p> | <p><b>Term 1</b></p> |  | <p><b>MARCH</b><br/><b>CN - Meeting held to establish a plan for review.</b><br/>Initial meeting looked at what data we have and the gaps we need to fill in order to review sport effectively.<br/>#We have - Wellbeing Survey from last year - Sport Gisborne Data from end of year - Discussion document from CN / MR 2016.<br/>#The gaps we see need filling are</p> <ul style="list-style-type: none"> <li>- Student survey - more specific than the general Well Being data</li> <li>- An audit of the chief sporting codes</li> </ul> <p>#Work to be done on survey questions and audit template -</p> |



# GISBORNE BOYS' HIGH SCHOOL CHARTER

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|  |  |  |  |  |  | <p>accessing input from Sport Gisborne.</p> <p><b><u>APRIL</u></b><br/>         Questions written for review but no further action taken on survey until T2 now.</p>   |
| <p><b>3.5- Develop strategic plan for sport @ GBHS</b></p> | <p>a. Based on feedback from key stakeholders (staff, students, parents) a 3-5 year strategic plan be drawn up and administered by the GBHS Sports Committee</p> |  | <p>(TR), CN, MR, JF, SW,<br/>         Deb, Peter S, RA</p>       |  | <p><b>Form Student Sport Council - to engage student voice / leadership.</b></p> | <p><b>CN - Review to be completed before we can start this strategic plan.</b></p> <p><b><u>April</u></b><br/>         CN - Some ideas prepared for the development of Wednesday School sport for T2. Needs to be addressed at SLT and with Sports Coordinator.</p>  |
| <p><b>3.6-Conduct review of Performing Arts @ GBHS</b></p> | <p>a. Steering committee to gauge feedback from staff, students and parents</p>  | <p>Clear outline of key areas to further develop enhance Performing Arts at GBHS</p> | <p>(GT), LP, Maria, Kapa Haka?<br/>         Pasifika, Other?</p> |  |  | <p><b><u>MARCH</u></b><br/>         Google form set up and shared. Contact made with MTG and Unity theatres. Picture starting to form.</p> <p><b><u>APRIL</u></b><br/>         Nothing to Report</p> <p><b><u>MAY</u></b><br/>         proposal aired at SLT meeting. Next steps rely on curriculum review from RA</p> |



# GISBORNE BOYS' HIGH SCHOOL CHARTER

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|  |   |  |   |  |   | <p><b><u>JUNE</u></b></p> <p>Ra has started consultation processes wrt curriculum review</p>  |
| <p><b>3.7- Develop a strategic plan for Performing Arts @ GBHS</b></p> | <p>a. Based on feedback from key stakeholders (staff, students, parents) a 3-5 year strategic plan be drawn up and administered by the GBHS Performing Arts Committee</p> |  | <p>(GT), LP, Maria, Kapa Haka?<br/>Pasifika, Other?</p> |  | <p>Development of performing arts facility</p> <p>Full use of itinerant music funding</p> | <p><b><u>MARCH</u></b></p> <p>Meeting before end of term planned but not held yet.</p> <p><b><u>APRIL</u></b></p> <p><a href="#">link to minutes</a></p> <p><b><u>MAY</u></b></p> <p><a href="#">Performing Arts Goal</a></p> <p>proposal aired at SLT meeting. Next steps rely on curriculum review from RA</p> <p><b><u>June</u></b></p> <p>Ra has started consultation processes wrt curriculum review</p> |
|  |   |  |   |  |   |   |

## ANNUAL GOAL 4: WHANAU/COMMUNITY- Our school will improve achievement of our young men through strong relationships with Parents/Caregivers, Whanau **and the wider community**

| TARGET  | THROUGH  | RESULTING IN  | WHO             | BY              | HOW  | REVIEW  |
|---|--|---|-----------------|-----------------|--|---|
| <p><b>4.1- Establish strong connection with GBHS Old boys and</b></p> | <p>a. Working group of key Old Boys to develop a strategic plan that</p> | <p>Stronger up to date connections/reconnections with Old Boys in the local</p> | <p>(CN), TR</p> | <p>All Year</p> | <p>Using the current Old Boys data base, staff 'old boys' create several strategic</p> | <p><b><u>FEB</u></b></p> <p style="text-align: center;">Nothing to report</p> |





# GISBORNE BOYS' HIGH SCHOOL CHARTER

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| <p><b>develop a strategic plan that effectively engages them with the school</b></p> | <p>strengthens the connection to their school</p> | <p>and wider community to their school with the opportunity to give back and support the next generation of students.</p> |  |  | <p>forums throughout the year to engage Old Boys 'Friend Raising'</p> <ul style="list-style-type: none"> <li>● Grow an Old Boys committee using the strongest platform we currently have.</li> <li>● Meet with old boys / host old boys meetings in other regions in connection with school events / fixtures.</li> <li>● Use School Website as a tool to gather, register interest from old boys.</li> </ul> | <p><b><u>MARCH</u></b><br/>           CN - Has contacted a number of Old Boys who had expressed an interest at last years Old Boys dinner to be involved in re-establishing the 1st XV Old Boys committee. This will form a platform to springboard other interested groups. Meeting to take place after Easter.</p> <p><b><u>APRIL</u></b><br/>           CN - Meeting took place in the first week of the Holidays.<br/>           A Very positive group including CN, TR, Tracey Troon and fourteen old boys with 3 apologies.<br/>           Minutes attached.</p> <p><a href="#">OLD BOYS Meeting Minutes</a></p> <p>Dates confirmed for Friend Raisin - Old Boys' gathering alongside 1st XV games. (All old boys invited) in Napier, Wellington, Rotorua and Auckland for this year.<br/>           Old boys (from different decades to drive database collection from their groups.<br/>           Mr Craig Clarke - looking into database engagement and collection with CN and Ms Troon.</p> |
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# GISBORNE BOYS' HIGH SCHOOL CHARTER

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| <p><b>4.2 Explore further ways of connecting whanau with their sons learning/development</b></p> | <p>Utilising the skills and ideas of the <b>Tu Whanau</b> Lead Group parents and staff.</p> | <p>Greater involvement of parents in their sons' learning at GBHS.</p> | <p>(RA)</p> | <p>All year</p> | <ul style="list-style-type: none"> <li>● Modifying existing Tu Whanau programmes to better involve parents.</li> <li>● Develop strategies to involve 'hard-to-reach' parents in their sons' learning at GBHS</li> </ul> | <p><b><u>MARCH</u></b><br/>           Tu Whanau hui held in Week 2 of 2018<br/>           Lead Group convened<br/>           Reading Together evening postponed until re-envisioned.</p> <p><b><u>APRIL</u></b><br/>           Consultation with English department and Cr re integrating Reading Together into lower band year 9 English classes.<br/>           Year 9 report evening leveraged to strategically reconnect parents with form teachers. Parental involvement to be assessed from attendance.</p> <p><b><u>MAY</u></b><br/>           Tu Whanau Lead Group meeting:<br/> <a href="#">Minutes:</a></p> <p>PTA Meeting:<br/> <a href="#">PTA Minutes</a></p> <p><b><u>JUNE</u></b><br/>           We finally held the postponed Year 9 Learning Together evening (renamed from Reading Together). It was postponed while we considered the Tu Whanau Lead Group's recommendations for getting parents involved. In the past we have held an open evening for year families, with an average of 25 families attending. This year we targeted our lower 4 year 9 English classes, and we pulled out all the stops to get parents along (see attached documents) and we got</p> |
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# GISBORNE BOYS' HIGH SCHOOL CHARTER

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|   |   |   |                                     |   | <p>54 students - over twice our usual turnout - and all from our target group. Over 60% of the students' families attended.</p> <p><a href="#">Tu Whanau Learning Together Plan</a></p> <p><a href="#">Tu Whanau Learning Together Schedule</a></p> <p><a href="#">Summary of Tu Whanau Learning Together evening for Lead Group</a></p>   |
| <p><b>4.3- Strengthen networks with Iwi and develop strategic input</b></p> | <p>a. Identify key local Iwi connections and discuss ways we can better work together strategically moving forward.</p> | <p>Greater local Iwi involvement and engagement in GBHS to support our young people</p> | <p>TP, KA, HL, (CN), RA, JE, SW</p> | <p><b>Consolidate the work / plan we have currently done with Ngati Porou Iwi (through relationships with the Seafoods arm) in</b></p> <ol style="list-style-type: none"> <li><b>1. Career Ops</b></li> <li><b>2. Curriculum</b></li> <li><b>3. Language Growth</b></li> <li><b>4. Sport Ops</b></li> </ol> <p><b>Extend these conversations to include Turanganui a Kiwa Iwi - Rongowhakaata, Ngai Tamanuhiri and Te Aitanga a Mahaki.</b></p> | <p><b>MARCH</b></p> <p>CN - An initial meeting in 2018 was held between TR, CN and Mark Ngata and Ken Houkamau from Ngati Porou Seafoods.</p> <p>We agreed to continue work started in 2017 with an initial focus on careers expo - putting key local industries in front of Year 11 students (a plan had been made with the GBHS careers department involved.) The industries discussed are aquaculture, apiculture, forestry, agriculture - farming, language, administration, possibly tourism. This will then inform discussions around curriculum - if student outlook on career pathways change.</p> <p>Sponsorship of GBHS 1st XV was continued as per past 5 years - continuing sporting opportunities in this area. Ngati Porou Seafoods were pleased with developments made introducing Agri Business to the</p> |

