



TIMARU BOYS' HIGH SCHOOL

Te Kura Tuarua o Ngā Tamatāne o Te Tihi-o-Maru

STRATEGIC ANNUAL PLAN 2024



Timaru Boys' High School Annual Plan 2024

Goal 1. Deliberate and skilled teaching supporting engaged and successful students.				
Strategic Priorities	Actions	Who's responsible?	When?	Measure Success?
Support teachers to develop new skills NELPS Ob 3/ Pri 6	<ul style="list-style-type: none"> Differentiated learning used school wide, especially in the junior school Develop skills in relationship-based learning, eg Teaching to the North East Improve student learning through deliberate approach to lesson structure Implement a school wide approach to Junior Writing skills (CAP?) 	AR T&L AR Wellbeing AR T&L Rector	24 24 24 24	SLT Walkthroughs Diff in all depts SLT Walkthroughs CAA Writing scores
Ensure equity in learning for all students NELPS Ob 2/ Pri 5, 6	<ul style="list-style-type: none"> A renewed focus on serious attendance issues, especially Māori and Pacific studentS - TBHS truancy officer Ensure all students have adequate learning tools Fully implement Māori Student Achievement Plan Create a Pacific Student Achievement Plan after a wide ranging period of consultation. 	AR Wellbeing Rector Dep Rector Rector Rector/AR Welling	24 24 24 24	Attendance improves Review Report Plan created

Goal 2 Creating a culture of wellbeing, belonging, participation and resilience throughout the school community.				
Strategic Priorities	Actions	Who's responsible?	When?	Measure Success?
Strengthen bi-culturalism in all areas of school life NELPS Ob 2, 3/ Pri 3, 5	<ul style="list-style-type: none"> Strengthen the mana of the school hakas - every junior student will receive professional tuition Provide staff with expert PD on bi-culturalism Fully implement Māori Student Achievement Plan Introduce daily Form period Karakia 	AR Wellbeing AR Wellbeing Rector Rector	24 24 24 24	All juniors are able to deliver school haka Survey staff/students Progress reports Implemented
Reinvigorate PB4L NELPS Ob 1, 2/ Pri 3, 6	<ul style="list-style-type: none"> Asst Rector Wellbeing to lead PB4L team - review programme, plan changes and implement reboot 	AR Wellbeing	24	Completed and in operational end of 24

Goal 3: Investing in our future				
Strategic Priorities	Actions	Who's responsible?	When?	Measure Success?
Provide courses and spaces for all learners NELPS Ob 5	<ul style="list-style-type: none"> Expand the space available for Technology, especially workshops Identify areas that can become flexible learning spaces 	Rector Rector	24 24	Expansion complete Review complete
Invest in a more extensive Arts and Culture extra-curricular programme NELPS Ob 5	<ul style="list-style-type: none"> Appoint an Arts Coordinator who will concentrate on student participation in our extra-curricular Arts programme Investigate successful Extra-curricular Arts programmes in other boys' schools Look for opportunities to hold more Arts events at TBHS Review Arts infrastructure 	Rector/BM DepR/ArtsCo DepR/ArtsCo Dep Rector	24 24 24 24	Appoint made Report Events Review complete

Timaru Boys' High School Achievement Targets for 2024	
These targets correspond to areas of concern from the previous year	
Literacy/ Numeracy	The percentage of students attaining the CAAs by the end of Year 11 will be at or above: <ul style="list-style-type: none"> Writing - 60% Reading - 75% Numeracy - 75%
NCEA Level 1	The percentage of students attaining NCEA Level 1 will be at or above 75%
Māori NCEA achievement	The percentages of Māori students attaining NCEA in every level will be 10% above the national averages for male Māori students.

Timaru Boys' High School Strategic Plan 2024 - 2025

Vision: A Timaru Boys' High School young man will be aspirational, respectful, and a positive contributor to his community, with an inquiring and independent mind

Mission: We will provide an education with active, varied and progressive learning, grounded in our school values, that supports our young men to attain personal excellence

Learning	Wellbeing	Development
<p>Goal 1 Deliberate and skilled teaching supporting engaged and successful students.</p>	<p>Goal 2 Creating a culture of wellbeing, belonging, participation and resilience throughout the school community</p>	<p>Goal 3 Investing in our future</p>
<p>NELPS Objectives: 1, 2, 3, 4 Priorities: 2, 5, 6, 7</p>	<p>NELPS Objectives: 1, 2, 3, 4 Priorities: 1, 2, 3, 5, 6</p>	<p>NELPS Objectives: 5</p>
<p>Strategic Priorities</p> <ul style="list-style-type: none"> ● Renew our focus on students achieving to their true potential ● Support teachers to develop new skills ● Expand Careers' education throughout the school ● Ensure equity in learning for all students 	<p>Strategic Priorities</p> <ul style="list-style-type: none"> ● Create and support new wellbeing practices ● Strengthen bi-culturalism in all areas of school life ● Value diversity in language, culture and identity ● Build on the strengths of our existing culture ● Reinvigorate PB4L ● Encourage and support parental engagement 	<p>Strategic Priorities</p> <ul style="list-style-type: none"> ● Provide courses and spaces for all learners ● Invest in a more extensive Arts and Culture extra-curricular programme ● Further develop Thomas House

Timaru Boys' High School Māori Student Achievement Plan 2024 - 2025



TIMARU BOYS' HIGH SCHOOL

Two guiding documents which helped shape and inform this draft plan are –

- Timaru Boys' High School Strategic Plan 2023-2025 ([TBHS Strategic Plan](#))
- Ka Hikitia 2020 ([Ka Hikitia - Education Counts 2020](#))

Vision

Timaru Boys' High School will provide a culturally responsive learning environment that supports, engages and inspires our Māori students to achieve to their full potential as Māori

Goal

To accelerate Māori achievement to ensure equity of opportunity and outcomes for all students at Timaru Boys' High School

4 Areas for improvement:

1. The classroom experience for Māori Students
2. The monitoring and mentoring of Māori Students
3. The school's relationships with Whānau
4. The visibility of Māori students and culture in the cultural and physical environment of the school

* There will be overlapping aspects between all of these categories

1. Improving the classroom experience for Māori Students

Critical Outcomes	Projects	Timeline/ Responsibility/ Evaluation
<p>Teachers develop and practise te reo me ngā tikanga Māori in the classroom</p> <p>Teachers set and maintain high expectations for Māori students</p> <p>Students recognise their culture in the learning material and learning activities</p>	<ul style="list-style-type: none"> - Regular Thursday PD sessions which concentrate on practical ways to use te reo and tikanga in the classroom - whole staff visits to local marae - Incorporate tikanga into vertical form experience - Increased use of te reo and tikanga in the classroom - Increased use of Māori contexts and content in the learning material - Development of local curriculum - better use of local Māori resources: Marae, Te Ana Māori Rock centre, Ngai Tahu Education Strategy - Incorporate more te reo and tikanga into Mana Tāngata - Increased use of collaborative learning where appropriate - Employ more Māori staff where possible - Far greater use of Māori student voice - Actively challenge any racism (casual or otherwise) in any sphere of the school - in the classroom or beyond 	<p>Ongoing 2024-2025</p> <p>2024</p> <p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p> <p>2024</p> <p>2024</p> <p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p> <p>2024</p> <p>2024</p>

2. The monitoring and mentoring of Māori Students

Critical Outcomes	Projects	Timeline/ Responsibility/ Evaluation
<p>Manaakitanga is the driving force in all interactions with Māori students</p>	<ul style="list-style-type: none"> - Attendance a real focus - 'Rock On' and other measures directed to Māori student Attendance - Regular Thursday PD sessions on culturally responsive practice 	<p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p>
<p>All staff understand that Māori students, as priority learners, receive specific and extra monitoring and mentoring</p>	<ul style="list-style-type: none"> - 'Know your Learner' activity is modelled and worked through at the beginning of the year - teaching and learning is personalised - Teachers focus on building relationships with Māori students that recognise them as Māori - 'Teaching from the North East' 	<p>Ongoing 2024-2025</p> <p>2024</p>
<p>The school creates opportunities for Māori students to engage in peer mentoring with other Māori students</p>	<ul style="list-style-type: none"> - Extra monitoring and mentoring offered in junior numeracy and literacy - Set up a Māori student learning group, which meets in the whare at key times in the year - senior Māori students and/or parents offer academic peer mentoring - noho marae? - Use the basis of the student learning group to develop leaders and peer mentors 	<p>2024</p> <p>2024</p> <p>2024</p>
<p>Students have a range of appropriate learning pathways that lead to meaningful opportunities once they leave school</p>	<ul style="list-style-type: none"> - Set up other non-school networks for Māori students - eg. interschool networks/ iwi based programmes - Conduct course selection sessions specifically for Māori students - Initiate Māori old boys mentoring where possible 	<p>2024-2005</p> <p>2024</p> <p>2024</p>

3. The school's relationships with Whānau

Critical Outcomes	Projects	Timeline/ Responsibility/ Evaluation
Māori parents feel comfortable in their interactions with the school	<ul style="list-style-type: none"> - Set up a sustainable Whānau Group and a smaller steering committee (leadership rōpū) - SLT and BOT actively seek collaboration with representatives of the Whānau group to co-construct strategies on issues of attendance, engagement and achievement 	<p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p>
Māori parents feel they have a voice as to the best way to ensure the academic achievement of students	<ul style="list-style-type: none"> - Kaiawhina Māori and SLT seek early contact with Māori parents, especially those who do not attend Whānau Group meetings. Investigate using neutral places to meet whānau that don't feel comfortable coming into school. 	<p>Ongoing 2024-2025</p>
The school recognises the important role Whānau has to play in the success of Māori	<ul style="list-style-type: none"> - Run Course Selection and NCEA evenings specifically for Māori families - Seek help, expertise and advice from mana whenua - for school and BOT - Engage with mana whenua about developing a local cultural narrative 	<p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p>
All teachers, form teachers and Deans build strong relationships with Whānau	<ul style="list-style-type: none"> - Blessing new classrooms workspaces 	<p>Ongoing 2024-2025</p>

4. The visibility of Māori students and culture in the cultural and physical environment of the school

Critical Outcomes	Projects	Timeline/ Responsibility/ Evaluation
Māori students are celebrated for their success in all fields	<ul style="list-style-type: none"> - Better celebrate/acknowledge events/days that are important to Māori - Matariki, Waitangi, etc - incorporate hangi into student celebrations 	Ongoing 2024-2025
Māori language and culture are more visible and more integrated into daily life at Timaru Boys'	<ul style="list-style-type: none"> - Improve the number of bi-lingual signs - start at the front of the school and work backwards from there - Incorporate the Māori name of TBHS in all signs and documentation - "Te Kura Tuarua o nga tamatane o Te Tihi-o-Maru" (tbc). 	Ongoing 2024-2025
Māori students feel that their language and culture are valued and respected at their school.	<ul style="list-style-type: none"> - Make the front of the school and foyer more recognisable as being part of Aotearoa - Further develop the te reo whare as a visible representation of Māori culture at TBHS - use as place to showcase photos of Māori oldboys, local iwi history and other taonga - All classrooms are recognisably bi-cultural - Better integrate tikanga protocols into all major gatherings at TBHS – powhiri, assemblies, prize givings, etc - Re-energise and support kapa haka at TBHS - more opportunities for kapa haka at celebrations and events - More opportunities for all students to engage in kapa haka - house competitions/ better training for school haka - Staff waiata and karakia 	<p>2024</p> <p>2024</p> <p>2024 - 2024</p> <p>2024</p> <p>Ongoing 2024-2025</p> <p>2024</p> <p>2024</p> <p>2024</p>