

Timaru Boys' High School 360 Charter and Annual Plan 2023



TIMARU BOYS' HIGH SCHOOL

CHARTER 2023

PURPOSE

The purpose of the School's Charter is to establish the mission, aims, objectives, directions and targets of the Board that give effect to the Government's National Education Guidelines and the Board's priorities.

The Charter includes the following:

A. AIMS OF THE SCHOOL

1. To motivate our young men to attain personal excellence and become engaged lifelong learners and achievers, enabling them to contribute positively to their community. (The School Mission).
2. To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture, and to ensure that Māori students have the same opportunities and access to learning and achievement as all other learners.

B. ANNUAL OPERATION PLAN 2023

This plan establishes for 2023 the School Management's Objectives and Operational Plan through the *School Goals 2023*

C. SCHOOL TARGETS 2023

The School Targets are integral to the Annual Plan.

D. STRATEGIC PLAN 2023-2025 (plus Appendix - Māori Student Achievement Plan)

This long term plan establishes the Board's Vision, Mission, Values and Strategic Goals.

Signed: 

Brent Isbister: Chair of the Board of Trustees

Date: 28/03/23

Signed:

On behalf of the Minister of Education

Date:

Section B:

Timaru Boys' High School

Annual Plan 2023

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

Goal 1. Deliberate and skilled teaching supporting engaged and successful students.

Strategic Priorities	Actions	Who's responsible?	When?	Measure Success?
Renew our focus on students achieving to their true potential	<ul style="list-style-type: none"> Higher academic expectations communicated consistently in the class/ assemblies/ parental communication/ social media/ etc Organise Y13 study groups/ support groups in Y13 with examination focus 	Rector/Depts Rector/Depts	Term 1 Term 3	Endorse Improvement Endorse Improvement
Support teachers to develop new skills	<ul style="list-style-type: none"> Reboot SOLO - school wide Focus Develop skills in relationship-based learning, 'Teaching to the North East' 	AR Wellbeing AR T&L	T 1-4 T 2-4	Solo in all depts SLT Walkthroughs
Expand Careers' education throughout the school	<ul style="list-style-type: none"> More guest speakers in the senior school - especially recent old boys 	Careers HOD AR T&L	T2-4	Speakers
Ensure equity in learning for all students	<ul style="list-style-type: none"> Ensure all students have adequate learning tools Create a Pacific Student Achievement Plan after a wide ranging period of consultation. 	Dep Rector Rector/AR Welling	T1 T2-3	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? See Base Data on Final Page
Create and support new wellbeing practices	<ul style="list-style-type: none"> • A renewed focus on serious attendance issues, especially Māori and Pacific students - TBHS truancy officer • High impact presentations and workshops for students and staff on wellbeing and resilience 	AR Wellbeing Rector	T2-4 T1-4	Attendance targets Survey staff/students
Strengthen bi-culturalism in all areas of school life	<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 (see appendix of TBHS Strategic Plan 2023-2025) • Survey all Māori students on their sense of belonging and wellbeing at TBHS 	AR Wellbeing AR Wellbeing Rector AR Wellbeing	T1-4 T1-4 T1-4 T2	Progress reports Survey staff/students Progress reports Survey Results
Value diversity in language, culture and identity	<ul style="list-style-type: none"> • External agencies deliver more diversity directed programmes • Greater celebration of diversity in school events 	AR Wellbeing Rector	T2-4 T1-2	Events Feedback
Build on the strengths of our existing culture	<ul style="list-style-type: none"> • Prefects actively promote a sense of belonging and 'safe place' for all boys • Increase the number of Arts and Cultural activities offered at TBHS 	MF Arts Co DR	T1 T1-4	Survey staff/students Events offered
Reinvigorate PB4L	<ul style="list-style-type: none"> • Asst Rector Wellbeing to lead PB4L team - review programme, plan changes and implement reboot 	AR Wellbeing	T1-4	Review completed report written T4
Encourage and support parental engagement	<ul style="list-style-type: none"> • Course Selection evenings expanded for all students • More opportunities for all parents to meet classroom teachers 	AR/DR Rector	T1-4 T1-4	Evenings in place Evenings in place

Goal 3: Investing in our future

Strategic Priorities	Actions	Who's responsible?	When?	Measure Success? See Base Data on Final Page
Invest in a more extensive Arts and Culture extra-curricular programme	<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 Invest in our school haka by contracting professionals to train the boys. 	Rector/BM DepR/ArtsCo DepR/ArtsCo AR Wellbeing	T1 T2-3 T1-4 T1-4	Appoint made Report Events Students proficient at Haka
Further develop Thomas House	<ul style="list-style-type: none"> Create new ways to promote Thomas House 	DOB/Rector	T4	Marketing Plan implemented

Section C: School Targets 2023

Year 10 Students Numeracy and Literacy results	In 2023 the percentage of all Year 10 students exceeding NCEA Literacy will be 75% In 2023 the percentage of all Year 10 students exceeding NCEA Numeracy will be 75%
NCEA Level 1 Achievement	In 2023 the percentage of all Year 11 boys achieving Level 1 will increase to 90%
NCEA Level 2 Achievement	In 2023 the percentage of all Year 12 boys achieving Level 2 will increase to 90%
NCEA Level 3 Achievement	In 2023 the percentage of all Year 13 boys achieving Level 3 will increase to 75%
University Entrance	In 2023 the percentage of all Year 13 boys achieving Level UE will increase to 60%
Certificate Endorsements	In 2023 the percentage of Certificate Endorsements in Levels 1-3 will increase by 10% (in relation to the entire Year Group role rather than those who passed)
Maori Students NCEA Achievement	In 2023 the percentage of Maori Students achieving NCEA Levels 1, 2, 3 and UE will increase by 10 percentage points.
Student Attendance	In 2023 the percentage of all students attending regularly will increase by 10% In 2023 the percentage of Māori students attending regularly will increase by 10%



TIMARU BOYS' HIGH SCHOOL

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

CHARTER AND
STRATEGIC PLAN

2023 - 2025

ANNUAL PLAN

2023



DEVELOPMENT



Section D:

Timaru Boys' High School

Strategic Plan 2023-2025

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>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

Goal 1. Deliberate and skilled teaching supporting engaged and successful students.

Strategic Priorities	Actions	Who's responsible?	When?	Measure Success? See Base Data on Final Page
Renew our focus on students achieving to their true potential	<ul style="list-style-type: none"> Higher academic expectations communicated consistently in the class/ assemblies/ parental communication/ social media/ etc Celebrate academic improvement at any level in all ways Organise study groups/ support groups in senior classes for advanced achievement Share expertise where there is already success in the school 	<p>Rector/Depts</p> <p>Rector/Depts Depts</p> <p>AR T&L</p>	<p>23</p> <p>23-25 23-25</p> <p>23-25</p>	<p>Endorse Improvement</p> <p>Endorse Improvement Endorse Improvement</p> <p>Endorse Improvement</p>
Support teachers to develop new skills	<ul style="list-style-type: none"> Reboot SOLO - school wide Focus A renewed focus on inclusion of te reo and Māori cultural contexts Differentiated learning used school wide, especially in the junior school Develop skills in relationship-based learning, eg Teaching to the North East 	<p>AR T&L</p> <p>AR Wellbeing</p> <p>AR T&L</p> <p>AR T&L</p>	<p>23-25</p> <p>23-25</p> <p>24-25</p> <p>23-25</p>	<p>Solo in all depts</p> <p>SLT Walkthroughs</p> <p>Diff in all depts</p> <p>SLT Walkthroughs</p>
Expand Careers' education throughout the school	<ul style="list-style-type: none"> More guest speakers in the senior school - especially recent old boys Expand Careers section in Mana Tangata More Careers PD for teachers Review our offerings of non-achievement standard courses - what other opportunities are there? 	<p>Careers HOD</p> <p>Careers HOD</p> <p>AR T&L</p> <p>Dep Rector</p>	<p>23-25</p> <p>23-25</p> <p>23</p> <p>23</p>	<p>Events</p> <p>Curriculum written</p> <p>PD Slots</p> <p>Review Completed</p>
Ensure equity in learning for all students	<ul style="list-style-type: none"> A renewed focus on serious attendance issues, especially Māori and Pacific studentS - TBHS truancy officer Reduce/eradicate curriculum charges where possible 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. 	<p>AR Wellbeing</p> <p>Rector</p> <p>Dep Rector</p> <p>Rector</p> <p>Rector/AR</p> <p>Welling</p>	<p>23</p> <p>23-25</p> <p>23-25</p> <p>23</p> <p>23</p>	<p>Attendance improves</p> <p>Charges lower</p> <p>Review</p> <p>Report</p> <p>Plan created</p>

Goal 2 Creating a culture of wellbeing, belonging, participation and resilience throughout the school community.

Strategic Priorities	Actions	Who's responsible?	When?	Measure Success? See Base Data on Final Page
Create and support new wellbeing practices	<ul style="list-style-type: none"> Expand the school-based response to truancy - someone working out of TBHS High impact presentations and workshops for students and staff on wellbeing and resilience Offer staff more targeted PD on student wellbeing Support form teachers to deliver wellbeing learning material Offer more varied opportunities for Staff wellbeing 	AR Wellbeing Rector AR Wellbeing AR Wellbeing Rector	23-25 23-25 24-25 23-24 24-25	Attendance targets Survey staff/students Staff WB survey Events Events and feedback
Strengthen bi-culturalism in all areas of school life	<ul style="list-style-type: none"> School spaces reflect bi-culturalism 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 	Rector AR Wellbeing AR Wellbeing Rector	25 23-25 23-25 23	SLT Walkthroughs Progress reports Survey staff/students Progress reports
Value diversity in language, culture and identity	<ul style="list-style-type: none"> External agencies deliver more diversity directed programmes Specially designed diversity programme delivered in Form Classes Recent Old Boys deliver messages of acceptance to students Greater celebration of diversity in school events 	AR Wellbeing AR Wellbeing SLT SLT	23-25 24-25 23-25 23-25	Events Survey staff/students
Build on the strengths of our existing culture	<ul style="list-style-type: none"> Prefects actively promote a sense of belonging and 'safe place' for all boys Increase student participation in sports by introducing new sports and more tournaments for existing sports. Increase the number of Arts and Cultural activities offered at TBHS 	MF Sports Dir Arts Co DR	23-25 23-25 23-25	Survey staff/students Progress reports Progress reports
Reinvigorate PB4L	<ul style="list-style-type: none"> Asst Rector Wellbeing to lead PB4L team - review programme, plan changes and implement reboot 	AR Wellbeing	23	Completed and in operational end of 23
Encourage and support parental engagement	<ul style="list-style-type: none"> Course Selection evenings expanded for all students More opportunities for all parents to meet classroom teachers Create a Pacific Student Achievement Plan after a wide ranging period of consultation. 	AR/DR Rector Rector	23 24-25 23	Evenings in place Evenings in place Completed end of 23

Goal 3: Investing in our future

Strategic Priorities	Actions	Who's responsible?	When?	Measure Success? See Base Data on Final Page
Provide courses and spaces for all learners	<ul style="list-style-type: none"> Expand the space available for Technology, especially workshops Identify areas that can become flexible learning spaces Seek closer ties with local industries Partner with ITOs where appropriate 	Rector Rector AR T&L AR T&L	23-24 24-25 24-25 24-25	Expansion complete Review property Review complete Review complete
Invest in a more extensive Arts and Culture extra-curricular programme	<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	23 23 24-25 24	Appoint made Report Events Review complete
Further develop Thomas House	<ul style="list-style-type: none"> Develop a 10 year plan outlining the upgrading/rebuilding of remaining dormitories and dining room. Create new ways to promote Thomas House 	DOB/Rector DOB/Rector	23-25 23	Plan completed Marketing Plan implemented

Appendix:

Timaru Boys' High School Māori Student Achievement Plan 2023 - 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
Teachers develop and practise te reo me ngā tikanga Māori in the classroom	<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 	Ongoing 2023-2025
Teachers set and maintain high expectations for Māori students	<ul style="list-style-type: none"> - Incorporate tikanga into vertical form experience - Increased use of te reo and tikanga in the classroom 	2024 Ongoing 2023-2025
Students recognise their culture in the learning material and learning activities	<ul style="list-style-type: none"> - 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 	Ongoing 2023-2025 2024 2023 Ongoing 2023-2025
	<ul style="list-style-type: none"> - Employ more Māori staff where possible - Far greater use of Māori student voice 	Ongoing 2023-2025 2023
	<ul style="list-style-type: none"> - Actively challenge any racism (casual or otherwise) in any sphere of the school - in the classroom or beyond 	2023

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 	<p>Ongoing 2023-2025</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"> - Regular Thursday PD sessions on culturally responsive practice 	<p>Ongoing 2023-2025</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"> - ‘Know your Learner’ activity is modelled and worked through at the beginning of the year - teaching and learning is personalised 	<p>Ongoing 2023-2025</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"> - Teachers focus on building relationships with Māori students that recognise them as Māori - ‘Teaching from the North East’ 	<p>2023</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 	<p>2023</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 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? 	<p>2023</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"> - Use the basis of the student learning group to develop leaders and peer mentors 	<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 	<p>2024-2005</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"> - Conduct course selection sessions specifically for Māori students 	<p>2023</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"> - Initiate Māori old boys mentoring where possible 	<p>2023</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) 	Ongoing 2023-2025
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"> - SLT and BOT actively seek collaboration with representatives of the Whānau group to co-construct strategies on issues of attendance, engagement and achievement 	Ongoing 2023-2025
The school recognises the important role Whānau has to play in the success of Māori	<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. 	Ongoing 2023-2025
All teachers, form teachers and Deans build strong relationships with Whānau	<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 - Blessing new classrooms workspaces 	Ongoing 2023-2025

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 2023-2025
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 2023-2025
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>2023</p> <p>2024</p> <p>2023 - 2024</p> <p>2024</p> <p>Ongoing 2023-2025</p> <p>2023</p> <p>2023</p> <p>2023</p>