



# Southland Boys' High School Strategic Plan 2021-2022



## Values

### Compassion

Consider the feelings of others. Be fair to all people.

### Honesty

Tell the truth. Live life honourably. Be someone that others can trust. Own up to your mistakes.

### Respect

Follow the "Boys' High Way". Value all people and all cultures. Respect rightful authority.

### Perseverance

Complete the task to the very best of your ability, even if it is difficult. Think about your progress, remain curious and keep trying new ideas.

### Service

Support each other, your school and your community. Work for the common good.

### Responsibility

Make the most of your learning opportunities and help others to do the same. Take ownership of your life. Value your environment. Look after it now and for the future.

## Mission

To motivate and inspire all students to achieve their best, academically, culturally and physically, to become adults who contribute to their community.

## Vision

SBHS is a place where young men learn to think for themselves, define their role and acquire the tools required for the road ahead.

## School Learner Vision

Students at Southland Boys' High School are collaborative learners who are reflective and develop the skills to be adaptable. They have a strong sense of self-belief, creativity and community. They are critical thinkers who believe that building strong relationships as at the forefront of being a 21<sup>st</sup> Century man.



## The Four Key Strategic Foci For improving outcomes for all students

### Teaching & Learning Focus

- Implement a school-wide pedagogical philosophy
- Culturally responsive curriculum delivery
- Priority Group Identification - [by cohort / curriculum level / ethnicity / need]
  - Monitoring expectation and achievement
- Increased Engagement
- GPA
  - Monitor with clear expectations
- Literacy / Numeracy 7-10 Group
  - School-wide Focus
- NCEA Results
  - Pass rate
  - Endorsement
  - Literacy / Numeracy
- Yr 9/10 Hub Classes
- LSC
- Accelerant Coordinator

### Pastoral Well-being Focus

- Individualised plan / pathway
  - Especially Yrs 11-13
- Participation Rates – Co-curricular
  - Sport / Culture monitor and encourage increase
- Multiple pathways available
  - Access
- Relationships
  - Classroom Teacher
  - Tutor
- Focus on Belonging / Respecting
- Restorative and supportive pastoral system
  - House Deans / Syndicate Leaders
  - Senior Master – Pastoral
  - Head of Junior School
- Wellbeing of staff / students
- Student Voice
- Attendance Expectations
  - 80%



### External Focus

- Celebrations inclusive of Community
- Local Schools
- ISSN / ISPG
- Old Boys
- S.I.T
- Marae
- Benchmark in local communities
  - Results
  - Attendance

### Systems & Process Focus

- Clear Procedure
- Policy
  - SchoolDocs
- Transitions
  - Into SBHS
  - Within SBHS
- Reporting to parents in a clear, accurate and specific manner
- Accountable
  - Financially
  - Health & Safety

Every two years, in consultation with the Board of Trustees, the school will implement two targets that sit alongside our business as usual targets. Target one will always have a teaching and learning focus, target two will be selected from the other three key strategic foci and will be resourced accordingly. Two goals which focus annually on these targets will then be developed.

### Target One Teaching & Learning

- Overall increase in the number of students achieving Merit and Excellence grades in NCEA assessments.
- Increase in the number of students with Merit and Excellence endorsements at NCEA levels 1-3
- Clear tracking of students via their GPA with support and acceleration as required



- Teaching and learning focused at Merit and Excellence levels remains a focus. High expectations will be set within classrooms and a targeted improvement of 10% in the number of Merit and Excellence endorsements will be sought.
- Individualised teaching and learning programmes in Years 9 and 10 focused around need and collaboration.
- Students in Year 7 and 8 will be tracked using their GPA with the expectation that they achieve at this level or above. Acceleration and support will be a key focus to support

### What will it look like by the end of 2022?

### In 2021

- Deans and Tutors will be a House based team to further develop the tracking of attendance and inclusion
- A targeted further increase in attendance rates of 5% across the School
- Stand down and suspension numbers reduced by 10% with the development of within School intervention programmes

### Target Two Pastoral Well-being

Strengthening and building on the growing school culture is a key component to the wellbeing of all. Continued work to further reduce the number of stand downs and suspensions will be targeted through intervention and engagement. Whanau and community support will continue to be welcomed and encouraged.

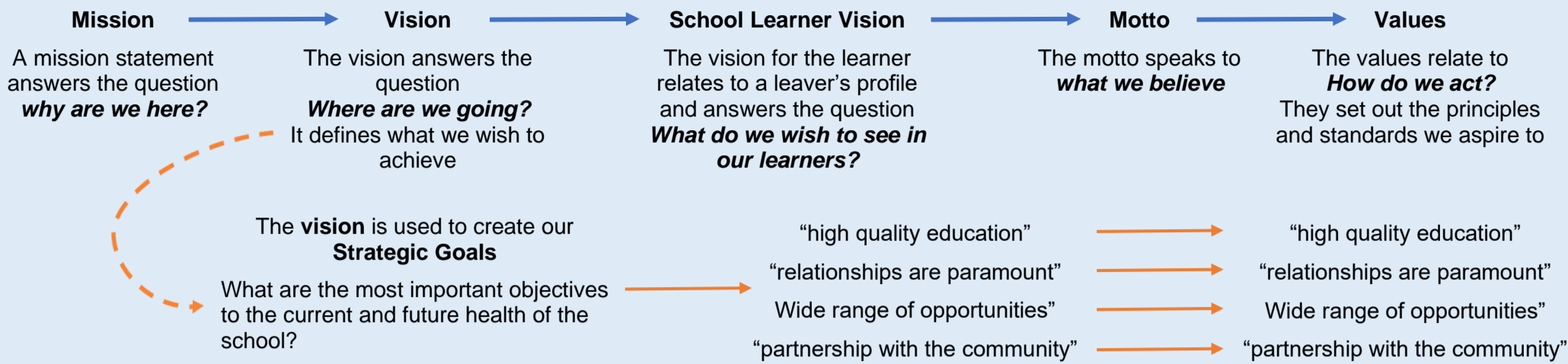


### Motto

*Non scholae sed vitae Discimus – Not for school but for life we are learning*

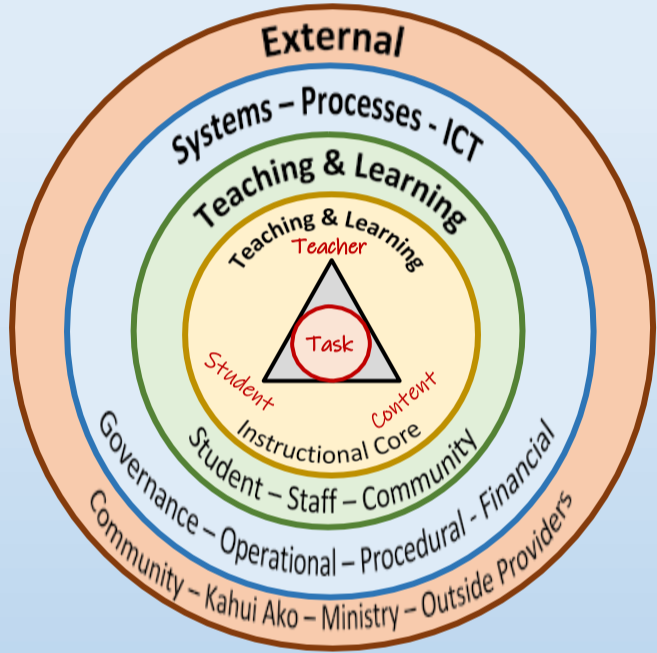
## Unpacking our Strategic Plan

### Level One Mission – Vision - Values



### Level Two Key Strategic Foci

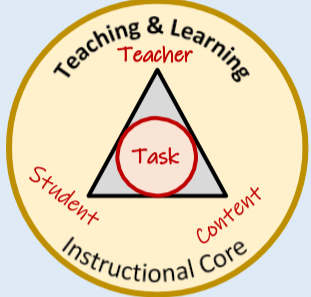
**Theory of Action**  
If we wish to improve outcomes for all students  
**And** teachers have the greatest impact [teaching matters]  
**Then** we must focus on instruction above all else



Each core has several key strategic elements that make up the core. These are focus areas for our annual targets and provide our anchors which align to our school's plans, assessments and evaluations.

- External Focus**  
[for example]

  - Commitment to the Kahui Ako
  - Benchmark percentage of catchment from the area
  - Strong connection with the community and the school
  - Celebration of successes in the community



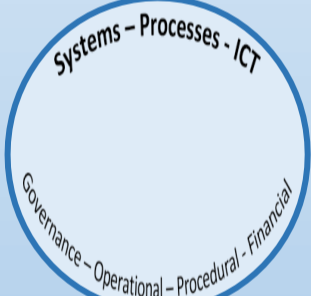
**Teaching and learning is at the center of what we do**

If we wish to improve the outcomes for all students, we must focus on the task relationship between the teacher, student and content. The task that students complete show us how strong the connection is:

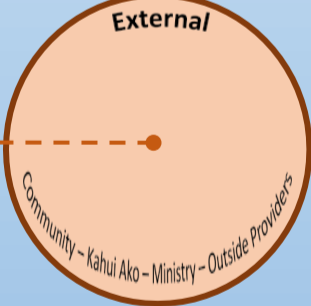
**Task Predicts Performance**



Pastoral **supports the ability of our students to learn.** It is deeply connected to the outcomes for our students. It however, should focus on supporting learning and not the driving force of school strategy. We are an institution for learning, not wellbeing.

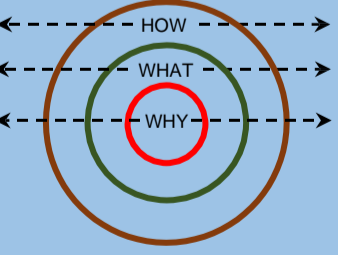


Our systems and processes should be focused on **supporting teaching and learning, and wellbeing.** They should be in place to provide opportunities for our students to succeed and to support our staff in the work that they do.



Some **external factors are often outside of the school's control** and need to be approached with care. Spending energy and resources on factors that the school has no influence over is counterproductive. However, as a school we need to be aware of the power of celebrating the successes of the school with the school's stakeholders.

### Level Three Annual Targets



Each year there will be only **TWO** annual targets. The belief here is that strategy is about placing one or two **informed and educated** bets rather than simply hedging our bets [strategy] over many initiatives that provide a low risk – low return approach.

Each strategy requires the following principles:

1. One must focus on the instructional core.
2. Each must have focus, coherence and synergy [they must relate to one another for a common purpose].
3. Both visionary and problem solving – addresses problems and leads to realizing the vision.
4. Has ownership and enactment throughout the system – everyone understands the target and talks about how their work

**Teaching & Learning**

**What will it look like?  
Where are we heading?**

**Target 2**

Each target must be on a foundation of why do we need to do this [evidence not assumption]: What needs to be completed for this task to be realized and finally how are we going to achieve it? The targets must be SMART – specific, measurable, achievable, realistic and timely.