



Palmerston North Boys' High School

CHARTER/ANNUAL PLAN

2023

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1.

PREFACE

THE CHARTER/ANNUAL PLAN OF PALMERSTON NORTH BOYS' HIGH SCHOOL

The purpose of this Charter/Annual Plan is to provide a framework for an excellent and equitable education for all of the young men at Palmerston North Boys' High School through all of its activities.

This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter within the resources and time available to it.

February 2023

2.

SCHOOL COMMUNITY

TYPE OF SCHOOL

Palmerston North Boys' High School, founded in 1902, is in 2023 a state secondary school with an equity index number of 431 and has a roll of more than 1,750 young men. The school has fulltime boarding facilities able to cater for 185 pupils.

The school values its history and traditions that have been built up over the past 121 years and uses this legacy to develop a school and an education system that we believe will equip young men to become good citizens of New Zealand.

THE SCHOOL COMMUNITY

Palmerston North Boys' High School is a community made up of pupils, former pupils, staff, and parents. Each of these groups is represented on the Board of Trustees.

The school draws its pupils from a wide range of socio-economic groups throughout the Manawatu and beyond. It has pupils of many races, cultures, and backgrounds, and no distinction is made in enrolling pupils from any background. A majority of pupils are of European descent, but there are significant minorities of Māori, Polynesian, Asian and other pupils. The school enrolls a limited number of fee-paying International pupils who are integrated into all aspects of school life.

The school has a mixture of pupils from both urban and rural communities. (Urban pupils come from all parts of Palmerston North.) Rural day pupils come from all areas in the Manawatu and beyond. Boarders are drawn from many areas, with significant numbers from inland Rangitikei, Wanganui, Southern and Central Hawke's Bay, Wairarapa and Horowhenua-Kapiti.

The school has an enrolment scheme to limit its roll, with a defined zone.

Teaching staff are selected because of their ability to teach and their willingness to be involved in all aspects of school life. While ability in the classroom is the major concern, all staff are also required to be involved in activities outside the classroom - sporting or cultural. To achieve this, the most suitable person is appointed to each vacancy that occurs, with priority given to appropriately trained and well-qualified teachers.

Support staff are seen as an integral part of the school and are appointed on a similar basis to teaching staff.

Parents and caregivers are encouraged to visit the school, to meet their son's teachers and to be part of the wider school community. Regular communication between the school and parents is encouraged.

The school regards former pupils as an important part of its community and encourages Old Boys to retain links with the school.

3.

VISION

To develop educated men of outstanding character.
Hai whakapakari ngà tamatàne kia purapura tuawhiti.

MISSION STATEMENT

To educate young men by challenging and extending them in academic, sporting and cultural activities to develop the required knowledge, skills, values and character they need to succeed in their lives.

VALUES

Courage – Tù Màià	Industry – Te Mahi Tahi
Integrity – Tù Rangatira	Humility – Ngàkau Mahaki
Pride – Tù Whakahi	Respect – Tù Whakaaute

The school seeks to provide young men with an intellectual and moral education which will enable them to make a valuable contribution to society.

The school aims to develop all pupils in terms of providing the widest opportunities in academic, sporting and cultural activities in an environment which fosters the awareness of growth in personal and social relationships.

The school will achieve its aims by:

- *Offering young men a comprehensive range of educational, vocational and recreational experiences.*
- *Emphasising the successful development of the skills of communication, literacy and numeracy.*
- *Preparing young men for examinations and NCEA assessments and future career opportunities.*
- *Presenting young men with firm and reasonable guidelines for responsible behaviour.*
- *Actively encouraging and developing the qualities of reliability, honesty, concern for others and leadership.*
- *Offering young men a wide range of sporting and cultural opportunities (recreational and competitive) and encouraging them to assume life-long responsibility for their own fitness and health.*

The Board and Rector are guided in their decision-making by the school's policies and procedures, and by the principles of the New Zealand curriculum: high expectations, future focus, community engagement, the Treaty of Waitangi, cultural diversity and learning to learn.

4. School Ethos and Values in Action

The young men of PNBHS will be encouraged to live the values of the school throughout his time at PNBHS, and upon leaving school to live the values throughout his life. The following is a list of guidelines for the expectations of these values in action, which contribute to the ethos for which PNBHS is known:

Character – Be a Man of Outstanding Character:

- Work hard at school, in and out of the classroom.
- Be proactive, positive; show initiative and enthusiasm.
- Have pride in yourself and the school. Be loyal to the school and your PNBHS 'brothers'.
- Be an upstander, not a bystander.
- Pursue excellence – do your best.
- Discipline is important – strong self-discipline provides a lead and sets a good example for others to follow.
- Selflessness – teamwork and cooperation is crucial.
- Courage – do the right thing.
- Be committed to participating in all areas of school life.
- Integrity and honesty is paramount – a man without integrity is lost.
- Be humble, compassionate, courteous and kind – show your worth by your actions and words on a consistent basis.
- Show respect for yourself, for others and for the school environment at all times.
- Leave a mark – add to the reputation of the school.

5. The Curriculum

The school's vision is "To develop educated men of outstanding character (Hai whakapakari ngā tamatāne kia purapura tuawhiti)".

Palmerston North Boys' High School has a clearly articulated vision that aligns itself with the New Zealand Curriculum vision. It is important to the school that its vision is interpreted, understood and implemented. The staff of PNBHS will incorporate the school's vision into all aspects of school life.

The New Zealand Curriculum's directions for learning want "Young people (to be) confident, connected, actively involved, life-long learners" – worthy aspirations for our pupils.

PNBHS staff and departments will ensure the delivery of the New Zealand Curriculum in the teaching and learning at PNBHS. Heads of Department are asked to consider the impact of the NZ Curriculum within their subject area/s to and to document the teaching of the school values, and the key competencies:

- Language, symbols and text
- Managing self
- Participating and contributing
- Relating to others
- Thinking

The NZ Curriculum's eight Essential Learning Area align to our departments and subjects. Management documents and departmental schemes align with the NZ Curriculum and the school's strategic plan.

Educational Pathways

PNBHS is committed to offering a range of educational opportunities and pathways to meet the needs of the young men of the school. Careers Advisors and Deans, in consultation with parents and whanau, support our young men to make well-informed decisions and choices about their courses and potential career pathways. A range of tertiary pathways is offered: university and other tertiary providers such as UCOL; trades academy; transition to employment.

Specific Learning Needs

Young men at risk of not achieving and young men with specific learning needs are supported by a range of teaching staff, including Deans, Mentors, Special Education and RTLB liaison staff, and the Head of Learning Support. Individual Education programmes are designed to meet the needs of a young man.

6. National Education Goals and National Administration Guidelines

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, PNBHS follows the goals of the National Education Goals.

In order to ensure that the National Administration Guidelines are met, the Board of Trustees and the Rector will follow sound governance and management practices with regard to curriculum, employment, finance, property and health and safety matters applying to the school. Further details of these requirements are found in the relevant legislation, appropriate employment contracts, property occupancy documents and other documents promulgated by the Secretary for Education.

National Education Goals

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, Palmerston North Boys' High School sets the following goals in response to the National Education Goals:

- 1 The highest standards of achievement, through programmes which enable all pupils to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

Palmerston North Boys' High School aims to realise all pupils' full potential by providing a range of accelerate, streamed and developmental academic programmes, as well as planned opportunities for informal learning, and vocational learning, each in its way fostering those personal qualities which are the mark of good citizenship.

- 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

To identify Palmerston North Boys' High School pupils' specific abilities in order that the best learning programmes may be available to them.

- 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

Within a learning environment that promotes an understanding and experience of competition, yet remains supportive, provide Palmerston North Boys' High School pupils with the knowledge, understanding and skills needed to succeed in the modern world.

- 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

To encourage parents to support Palmerston North Boys' High School's and their son's efforts in academic, cultural and sporting involvements and to uphold the school's expectations in regard to behaviour and attendance.

- 5 A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science, technology and physical activity.

Implement at Palmerston North Boys' High School the requirements of the New Zealand Curriculum Framework, emphasising basic literacy and numeracy and science and technology.

- 6 Excellence achieved through the establishment of clear learning objectives, monitoring pupil performance against those objectives, and programmes to meet individual need.

Arrange and use examinations and other assessments across all programmes of work to monitor and report on pupil performances and to provide incentives to improve and progress at Palmerston North Boys' High School

- 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

Identify pupils with special learning needs and incorporate them into Palmerston North Boys' High School learning assistance programmes.

- 8 Access for pupils to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

Pupils at Palmerston North Boys' High School will enter New Zealand Qualifications Authority Qualifications, and university papers as appropriate, and they will be encouraged to extend themselves in other academic challenges.

- 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

Study in Te Reo Māori will be available at all levels and involvement in Tikanga will be encouraged at Palmerston North Boys' High School.

- 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledge of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

To have a school community which affirms that, for Māori people, New Zealand is their only ethnic place of standing (turangawaewae) and that the rights and dignity of all people throughout the world are upheld by the pupils of Palmerston North Boys' High School.

National Administration Guidelines

In order to ensure that the National Education Goals are met, the Board of Trustees of Palmerston North Boys' High School and Rector respectively, will follow sound governance and management practices involving curriculum, employment, financial and property matters applying to the school. Further details of these requirements are found in the relevant legislation, appropriate employment contracts, property occupancy documents and other documents promulgated by the Secretary of Education.

- 1 The Board of Trustees of Palmerston North Boys' High School will foster pupil achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The Board of Trustees through the Rector and staff will:

- (i) Develop and implement teaching and learning programmes to provide pupils in Years 9 and 10 opportunities to achieve success in all the essential learning and skill areas of the National Curriculum;
- (ii) Through a range of assessment practices gather information to enable the progress and achievement of pupils to be evaluated. Priority will be given to breadth and depth of learning related to the needs, abilities and interests of pupils, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
- (iii) On the basis of good quality assessment information, identify pupils and groups of pupils:
 - who are not achieving
 - who are at risk of not achieving
 - who have special education needs (including gifted and talented pupils), and
 - they will also identify aspects of the curriculum that require particular attention;
- (iv) Develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified in (iii) above;
- (v) In consultation with the school's Māori community, develop and make known policies, plans and targets for improving the achievement of Māori pupils;

- (vi) Provide appropriate career education and guidance for all pupils in Year 9 and above, with a particular emphasis on specific career guidance for those pupils who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.
- 2 The Board of Trustees with the Rector and staff will:
- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines including curriculum, National Standards, assessment and staff professional development;
 - (ii) maintain an on-going programme of self review, including the evaluation of pupil achievement;
 - (iii) report to pupils and their parents on the achievement of individual pupils, and to the school's community on the achievement of pupils as a whole and groups identified through NAG1(iii) above, including the achievement of Māori pupils against the plans and targets referred to in NAG1 (v) above.
- 3 According to the legislation on employment and personnel matters, the Board of Trustees of Palmerston North Boys' High School will:
- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of pupils;
 - (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
- 4 According to legislation on financial and property matters, the Board of Trustees of Palmerston North Boys' High School will:
- (i) allocate funds to reflect the school's priorities;
 - (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
 - (iii) comply with the negotiated conditions of any current asset management agreement and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for pupils.

- 5 The Board of Trustees of Palmerston North Boys' High School will:
- (i) provide a safe physical and emotional environment for pupils;
 - (ii) promote healthy food and nutrition for all pupils;
 - (iii) comply in full with any legislation currently in force or that may be developed to ensure the safety of pupils and employees.

The Board of Trustees of Palmerston North Boys' High School will comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

7. Student Attendance and Engagement

Attendance data is monitored by the school's pastoral staff. The school's attendance officer is proactive in following up absences at all levels.

In 2022 the concerns about student engagement and attendance was well-publicised throughout New Zealand. In the fourth term of 2022 the PNBHS community was told that attendance must be a focus in 2023 and as such there has been an increase in communication with parents in that regard.

Student voice is gathered through the Student Leadership Group, Student Forum, Mentors, Class Captains, College House Leadership Group and Club Captains.

PNBHS offers its young men a wide range of opportunities to grow academically, in sport and in cultural activities, as well as socially as they travel the path from boyhood to being a young man.

The school has developed its range of courses in recent years to provide more opportunities, particularly in vocational pathways. As an example, the senior construction classes built a complete classroom, providing real-world experience for those interested in trades pathways. As a direct result of that project, four apprenticeship opportunities were made available to young men involved.

8. Academic Achievement

Young men at PNBHS are expected to be actively involved in and responsible for their own learning and academic achievement. The school aims to maintain an overall level of performance in NCEA and other internal and external assessments.

Student achievement data is gathered through a range of norm-referenced assessments:

- Centre for Evaluation and Monitoring (CEM) entrance tests for Year 8s enrolling at PNBHS
- Progressive Achievement Tests (PATs) in reading (comprehension and vocabulary);
- NCEA Levels 1-3. Changes to the NCEA Level 1 programme were made in 2019 and Level 1 is no longer obtainable within the Year 11 year. Instead, the extra time created through the changes, particularly around assessments, means there is more teaching and learning time in preparation for NCEA Level 2.

NCEA data from recent years provides information that Heads of Department can use when setting targets for the year. The 2022 results were as follows:

15.6% of Year 11 students gained NCEA Level 2 (National 1.7%)
73.3% of Year 12 students gained NCEA Level 2 (National 74%)
13.2% of Year 12 students gained NCEA Level 3 (National 1.6%)
70.8% of Year 13 students gained NCEA Level 3 (National 67.2%)
52.7% of Year 13 students gained University Entrance (National 48.2%)

NCEA data for PNBHS is affected by the number of young men studying multi-level courses or, through the accelerate programme, studying a year in advance, i.e. a Year 12 pupil studying at Level 3 or a Year 13 pupil studying at an advanced level such as university papers.

9. Student Holistic Development

School aims to maintain in excess of 90% participation in regular sporting and cultural activities. There are myriad opportunities and there is an emphasis on 'giving things a go'. There is also increasing involvement at high levels, which is encouraged and supported. Sportsmanship and conduct on and off the field are concepts important to the ethos of PNBHS.

The demonstration of the school values, personal effort, resilience and perseverance are important to the school's aim of developing young men of outstanding character. The Barrowclough Programme and Award, and the character education programme promote the importance of good character and provide young men the opportunities to contribute to the school's reputation and to grow.

10. School Organisation and Structures

The Board of Trustees undertakes the governance of PNBHS on behalf of the community. The policies of the school, as endorsed by the Board, ensure that the school is governed effectively and that all young men receive equitable educational opportunities in a safe and secure environment. The Board is made up of members from various sectors of the Palmerston North and wider Manawatu community: a Chairman and Old Boys representatives, four parent representatives, one co-opted member (representing College House, the

school's boarding facility), the Rector, Staff and Student representatives. The Board meets monthly.

The Rector is supported by a management team comprising a Deputy Rector, three Senior Masters and a Director of Teaching and Learning.

The Pastoral Team comprises 16 Deans (Year Level, Māori Student Achievement, Pasifika, Sports & Cultural, International); Student Support staff; two Guidance Counsellors, Leadership Director, Careers staff, Tertiary Advisor, RTLB staff.

The large teaching team, student support staff and co-curricular staff are available to support the young men of the school and work hard to remove any barriers to the opportunities the school offers. There is also a comprehensive administration team.

The young men of the school are led by the Head and Deputy Head Prefects and their team of prefects. The junior class mentors accompany each Year 9 & 10 form class at the daily roll calls.

The College House Manager leads a team of 11 staff specifically focused on the welfare of the more than 180 boarders.

Section B - Strategic Section

1. Strategic Goals

Student Achievement and Development

- Provide a holistic education to enable each young man to achieve to his potential.
- Improved NCEA results at Level 2 and Level 3
- Ensure that the education opportunities enable Māori to achieve success as Māori.

Student Engagement and Participation

- Monitor attendance across the school.
- Support the development of the Character Education programme.
- Support Careers Education at the school.

Student and Staff Wellbeing

- Provide a supportive and safe environment for all students at PNBHS.
- Ensure that the identity, language, and culture of all students, particularly Māori, are affirmed.
- Maintain the School's signatory status under the Code of Practice for the Pastoral Care of International Students.

Co-curricular Programmes

- Provision a range of current and relevant opportunities available to all students.
- Ensure compliance with regard to Alternative Education.

Health and Safety

- Provide a safe and healthy physical and emotional environment for all students and staff, through the Board's Sub-Committee.

Property and Finance

- Maintain a physically safe environment for all students and staff.
- Invest in learning resources, assets and facilities to support best outcomes for students.
- Provide an optimum technological environment for students' learning and administrative processes.
- Maintain Cash Reserves to at least meet the Ministry retention requirement for cyclical maintenance and other provisions.
- Investigate options to generate locally-raised funds for targeted projects and improved educational outcomes.
- Set ratios to total revenue for expenditure categories: Learning Resources, Administration, Property, locally-raised funds.

Personnel

- Retain high quality leadership and teaching staff.
- Employ the highest qualified and experienced staff member.
- Support the Professional Development Plan to ensure optimal staff capability.
- Maintain a robust succession plan.

Community Engagement

- Develop engagement and relationships with iwi and hapū.
- Develop engagement and relationships with our Pasifika community.
- Consult the school community on the strategic direction of the school.
- Uphold the traditions and reputation of the school.

TEACHING AND LEARNING DEVELOPMENT AND IMPLEMENTATION PRIORITIES

TEACHING AND LEARNING 2023 – 2027

Key Result Area	Objective	
NCEA	Ensure the academic ethos of the school is retained. Continually better NCEA results. Challenge pupils to earn merit and excellence grades.	
Academic Extension	Develop a range of pathways for accelerate learners. Provide and encourage appropriate academic extension programmes i.e. tertiary papers for Year 13 Accelerate pupils' programme. Maintain relationship with a number of Universities for Year 13 Accelerates. Maintain an emphasis on Scholarship as an academic qualification.	
Literacy & Numeracy	Focus on the development of literacy and numeracy skills within the core curriculum. Changes to NCEA literacy requirements.	
Vocations	Develop opportunities for pupils at Years 12 and 13 to pursue vocationally oriented courses and qualifications.	
At Risk Pupils	Identify pupils with learning, behavioural, emotional and social difficulties who are not being assisted. Continue, through the Student Support network, to identify and track struggling pupils and provide them with support.	
Reporting	Develop reporting of pupil progress to individual parents, BOT and community. Continue the development of the electronic parent portal. Continue to develop tracking systems that will aid pupil learning.	
Māori /Pasifika Achievement	In consultation with the PNBHS community, develop strategies to aid assessment and learning needs of Māori and Pasifika pupils.	
Capital	D Block replacement; a number of projects that the school would like to pursue: a new sports pavilion, hockey turf, food technology classroom, mechanics workspace, wharenuī, gymnasium...	
Teaching Strategies	Continue to explore and promote a range of teaching strategies that are appropriate to boys' learning and align with the PNBHS ethos. Set school-wide strategies on an annual basis that support the school's annual targets.	

Section C – Annual Strategy – 2023

1. STUDENT ACHIEVEMENT & PROGRESS TARGETS

Key Result Area	Objective	Strategies	Measure	Outcome	Led By
ACADEMIA	<ul style="list-style-type: none"> To increase the number of eligible pupils passing NCEA at Levels 2 & 3 To increase the number of pupils receiving endorsed qualifications 	<ul style="list-style-type: none"> Teaching techniques (school-wide) Professional Discussion (Four-minute walk throughs, appraisal, pupil evaluations, moodle) Teachers using data to improve learning and teaching Teachers being aware of targets Introduction of SOLO taxonomy Development of Professional Learning Groups and teaching inquiry model 	<ul style="list-style-type: none"> Departmental Annual reports and self-review of performance Self-review in staff appraisals 	<ul style="list-style-type: none"> Results surpassing benchmarks of previous years Increased numbers of pupils earning endorsed qualifications 	<p>Management Team</p> <p>Heads of Department</p> <p>Deans</p> <p>Accelerate Programme Co-ordinator</p>
ACADEMIA	<ul style="list-style-type: none"> To improve the academic results of priority pupils in Years 11, 12 and 13 	<ul style="list-style-type: none"> Identify target group of 'at risk' pupils at Year 11 and Year 12 for Achievement Support Programme Implement academic and pastoral mentoring programme to support their progress incorporating regular meetings and parent contact Regular analysis of academic progress towards relevant Level 1 and Level 2 NCEA qualifications 	<ul style="list-style-type: none"> Academic targets realistic and measurable Short term goals checked 	<ul style="list-style-type: none"> 90% of pupils involved in the programme achieve the relevant NCEA qualification Reduction in pastoral issues recorded on KAMAR for these pupils 	<ul style="list-style-type: none"> Howard Pinder David Barwick – Careers Deans Dean of Māori Achievement/Pasifika Dean Stephen Dawson & Brett Greer – Counsellors

Key Result Area	Objective	Strategies	Measure	Outcome	Led By
LITERACY	<ul style="list-style-type: none"> - writing - vocabulary - reading 	<ul style="list-style-type: none"> • Spelling/referencing/marking school wide approach • Academic word lists/tests • SSR/book reviews/Year 9 Library visits/bookmarks/peer mentors 	<ul style="list-style-type: none"> • Pupils using school systems • Test results Paul Nation Vocabulary test twice yearly • SSR audits undertaken 	<ul style="list-style-type: none"> • Improved test results: 5% improvement for Year 9 and 10 from test 1 to test 2 2% improvement for Years 11 to 13 • Reduced number of pupils without an SSR book 	Alex James
NZ CURRICULUM	<ul style="list-style-type: none"> • Managing self – to encourage pupils to be responsible for their own time and to better their personal organisation 	<ul style="list-style-type: none"> • Implement electronic and hard copy systems that support pupil self-management <p>Wall Planner</p> <ul style="list-style-type: none"> • Regular email communication of assessment due dates in the senior school 	<ul style="list-style-type: none"> • Utilise Moodle as a tool to impart school values • Pupil diaries being utilised by each pupil • Utilise Google calendars for key dates and assessments • Wall Planner utilised by pupils • Pupils aware of assessment requirements 	<ul style="list-style-type: none"> • School values in action impacting on learning and learning environment • Pupils learning organisational and self-management skills. • Pupils managing self • Wall Planner aiding pupil organisation. • Increased number of pupils meeting deadlines for the submission of assessment tasks 	<p>Senior Management</p> <p>Heads of Department</p> <p>Deans</p> <p>Leadership Director</p> <p>Director of e-Learning</p>

Key Result Area	Objective	Strategies	Measure	Outcome	Led By
Māori /Pasifika Achievement	<ul style="list-style-type: none"> To increase the number of eligible Māori and Pasifika pupils gaining NCEA Level 1, Level 2 and Level 3 qualifications. 	<ul style="list-style-type: none"> Teachers to be made aware of data that can affect teaching. Teaching strategies varied. Pūhoro/Amanaki STEM Academy Tutoring sessions introduced. Individual pupil performance monitored. Whanau Hui/Fono. Greater emphasis on analysis of NCEA achievement data for Māori and Pasifika pupils in department reports. Ongoing discussion of effective teaching strategies for Māori and Pasifika pupils. 	<ul style="list-style-type: none"> NCEA results. Internal assessment submission and results. Departmental reports noting progress of Māori and Pasifika pupils. Reduction in number of pastoral concerns recorded in KAMAR. 	<ul style="list-style-type: none"> Results surpassing benchmarks of previous five years. Fewer pastoral issues recorded for Māori and Pasifika pupils. 	<p>Dean of Māori Student Achievement</p> <p>Māori Achievement Committee</p> <p>Stephen Dawson & Brett Greer (Counsellors)</p> <p>Pasifika Dean/Mentors</p> <p>Deans</p>

2. PROCESS TARGETS

Key Result Area	Objective	Strategies	Measure	Outcome	Led By
ACADEMIA	<p>To monitor junior pupil performance.</p> <p>To reduce pastoral distractions that negatively impact on learning.</p> <p>To establish good learning habits through holding pupils accountable.</p>	<ul style="list-style-type: none"> • Junior school regular electronic report to parents. • To alter the learning structure to monitor pupil performance. • To use data generated to discuss pupil progress with parents and young men. 	<ul style="list-style-type: none"> • To record the number of pupils receiving three or more 4/5 grades fortnightly. • To record the number of pupils receiving three or more 1/2 grades fortnightly. 	<ul style="list-style-type: none"> • To see a reduction in poor performance and attitude. • To see an increase in good performance and attitude. • To see an improvement in final end of year report attitude grades. 	<p>Junior Deans Grant Sinclair Paul Gibbs</p>

Key Result Area	Objective	Strategies	Measure	Outcome	Led by
LITERACY Raising Academic Achievement.	<p><u>Teachers to:</u></p> <p>Understand the specific literacy demands of the subject.</p> <p>Increase knowledge of subject specific literacy.</p> <p>Model and teach subject specific literacy.</p> <p>Use literacy data to inform the next steps and learning needs of the students.</p> <p>Increase class wide accuracy when reading subject related vocabulary.</p>	<p>Departments identify literacy needs of their subject:</p> <hr/> <p><u>Core Subjects</u></p> <p>Science - Mathematics - English - Social Studies -</p> <ul style="list-style-type: none"> • Teach subject specific vocabulary, contextually. • Explore etymology and morphology of words. • Model and teach relevant reading comprehension strategies. <p>Example - Synthesising – merging new information with existing knowledge to create an original idea.</p> <p>Inferring – ‘read between the lines’ when the author implies something but doesn’t exactly state it.</p> <ul style="list-style-type: none"> • Teach ‘sentence level’ writing skills. • Teach composition writing skills. 	<p>Literacy requirements of all subjects identified and planned for.</p> <hr/> <p>Literacy strategies implemented and informed instructional decisions made.</p> <p>Anecdotal assessment by Teacher.</p> <p>Appraisal feedback based on achievement against identified strategies.</p> <p>Improved results in vocabulary testing.</p> <p>Sample analysis of written responses within evaluation tools (e.g., Common assessments/ examinations).</p>	<p>Improved knowledge of and use literacy strategies Students demonstrate confidence in literacy activities within topic contexts.</p> <p>Lift in test results.</p> <p>Improved student engagement within oral lesson discussion and consequent written work.</p>	Alex James

Key Result Area	Objectives	Strategies	Measure	Outcome	Led By
NZ CURRICULUM Values	<ul style="list-style-type: none"> • To maintain and develop the programmes that enhance the development of educated men of outstanding character • Further develop the Barrowclough Programme and Award • To increase the number of young men opting into the Year 11 Barrowclough Award 	<ul style="list-style-type: none"> • Mentoring Programme further developed • Community Service Programme • To actively promote the award with boys • To use Year 12 pupils to promote the worth of the award • Year 11 form teachers to discuss award • Sports and Cultural Dean to promote award and worth 	<ul style="list-style-type: none"> • Mentors appointed and ongoing support and development of these mentors continues progressively as required • School wide approach – Senior School led; Options further investigated, developed and implemented • Barrowclough Award participation • Attendance at Leadership seminars • Commitment to Barrowclough Award 	<ul style="list-style-type: none"> • Continue to develop best practice formal mentoring programme for PNBHS • Community service concept development continues – projects continue to evolve • More young men through their personal performance in the school emerge as future potential leaders and effective followers in the school 	<p>Anthony Lobb – Leadership Director Senior Management</p> <p>Anthony Lobb – Leadership Director Howard Pinder</p> <p>Deans Anthony Lobb Howard Pinder</p>

Key Result Area	Objectives	Strategies	Measure	Outcomes	Led By
MĀORI AND PASIFIKA PUPIL ACHIEVEMENT	<ul style="list-style-type: none"> To increase Māori & Pasifika pupil participation in school life and to increase the number of positive male Māori role models for younger boys at the school. 	<ul style="list-style-type: none"> To introduce an internal Māori and Pasifika speech competition. To grow the school haka competitions. To encourage more boys to embrace the Barrowclough Award. To publicly celebrate success To introduce school values to boys in Māori. 	<ul style="list-style-type: none"> Boys choosing to participate in competition Boys assisting Year 9 Form classes with haka Seniors enrolling in Barrowclough Award Accolades shared in assembly and in writing School values embraced. 	<ul style="list-style-type: none"> More Māori pupils embracing school life Growing positivity for schooling and environment More young Māori role models stepping forward and supporting younger pupils. 	<p>Josh Strickland</p> <p>Māori Achievement Committee</p> <p>Stephen Dawson & Brett Greer (Counsellors)</p> <p>Faith Esera Dean</p>

Literacy 2023

The school recognises that literacy is essential for successful teaching and learning to occur. Having a whole school approach to literacy, with each subject area teaching specific elements of reading and writing, is essential. Equipping students with subject-based expertise allows them to navigate the specific text types encountered in NCEA and the workplace.

Teaching literacy across the curriculum has three specific aims:

- To broaden the students command of literacy skills by giving them a range of contexts in which to use and practise their skills.
- To teach the literacy skills central to a particular subject.
- To enhance students' understanding of a particular subject and therefore, improve their confidence and motivation.

The school recognises that vocabulary is an essential component of literacy in all subjects. Measurable targets are set for the whole school.

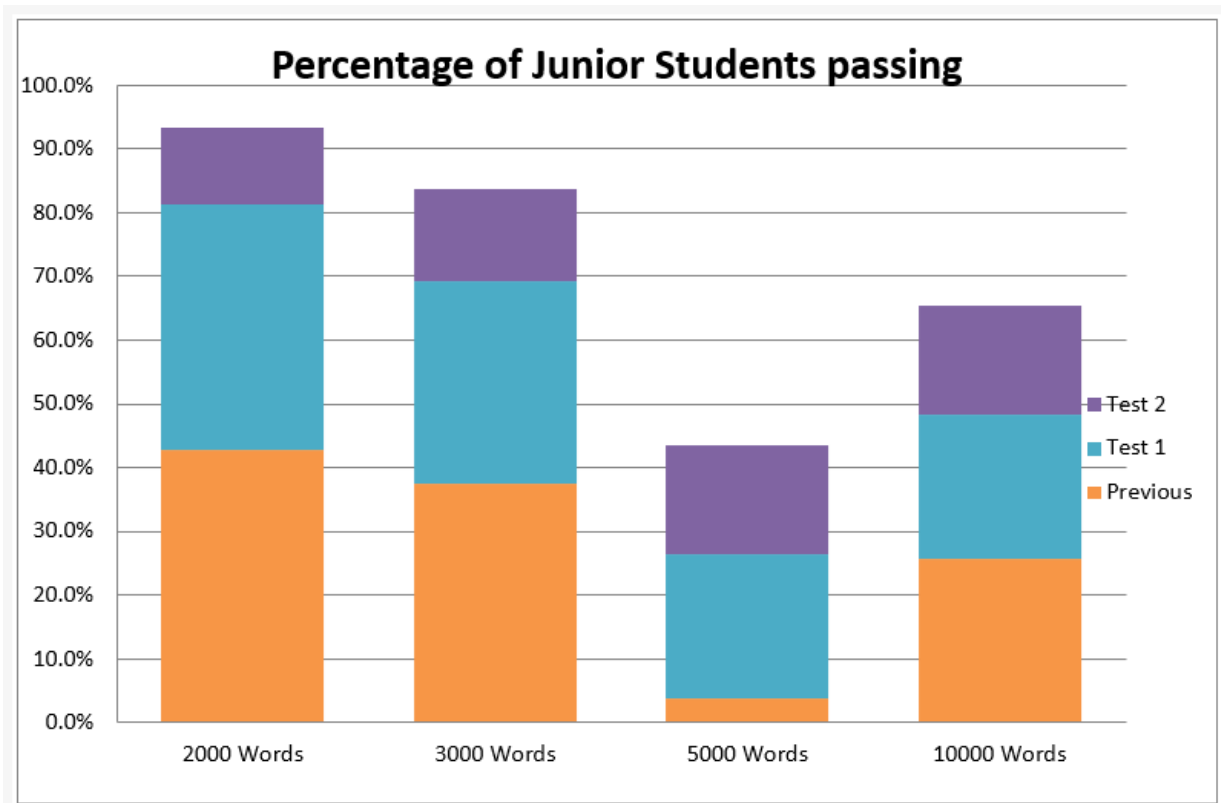
The school used the Paul Nation Vocabulary tests as follows:

Year 9 and 10 students:	2,000, 3,000, 5,000 and 10,000-word tests
Year 11, 12 and 13 students:	10,000, academic and university word tests

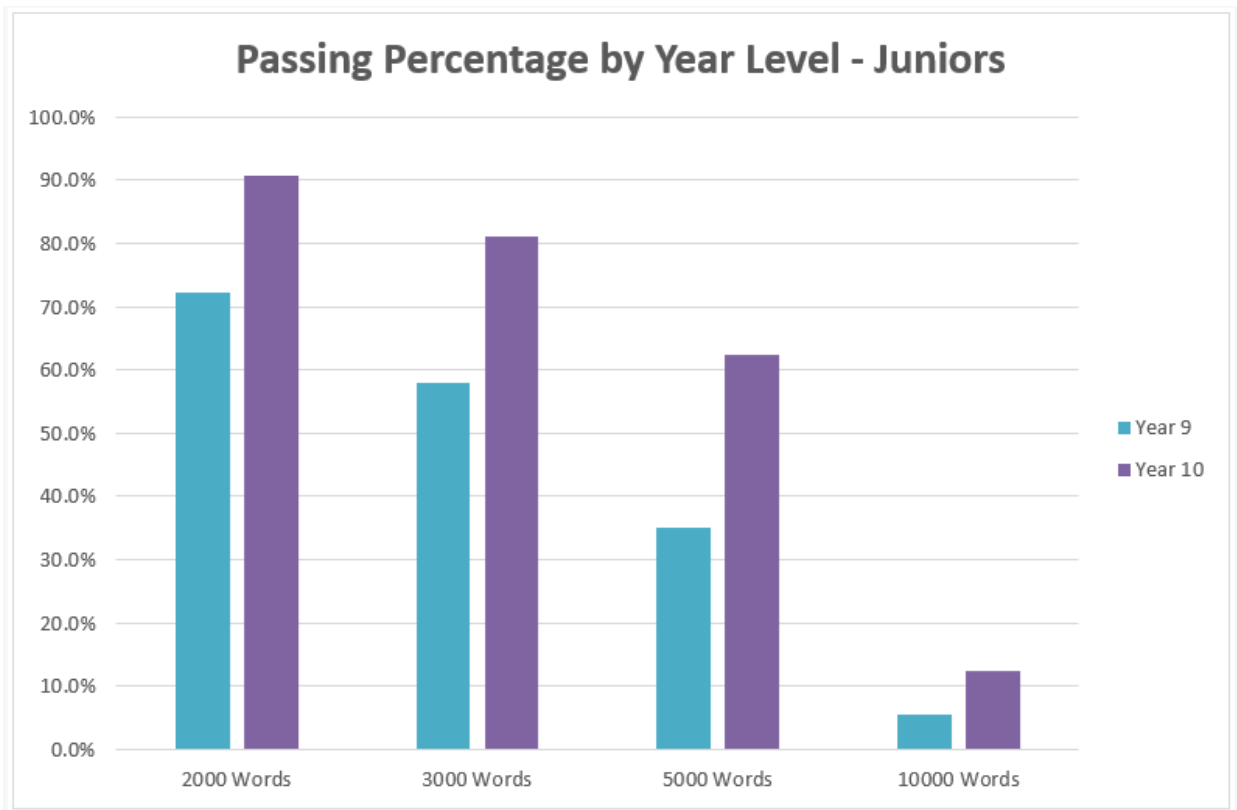
Students were assessed in March and November. The tests cover a comprehensive number of word families and can be used with native speakers and advanced non-native speakers. The testing process provides accurate data and enables the monitoring of students' progress.

For a full table of results, please see the appendix.

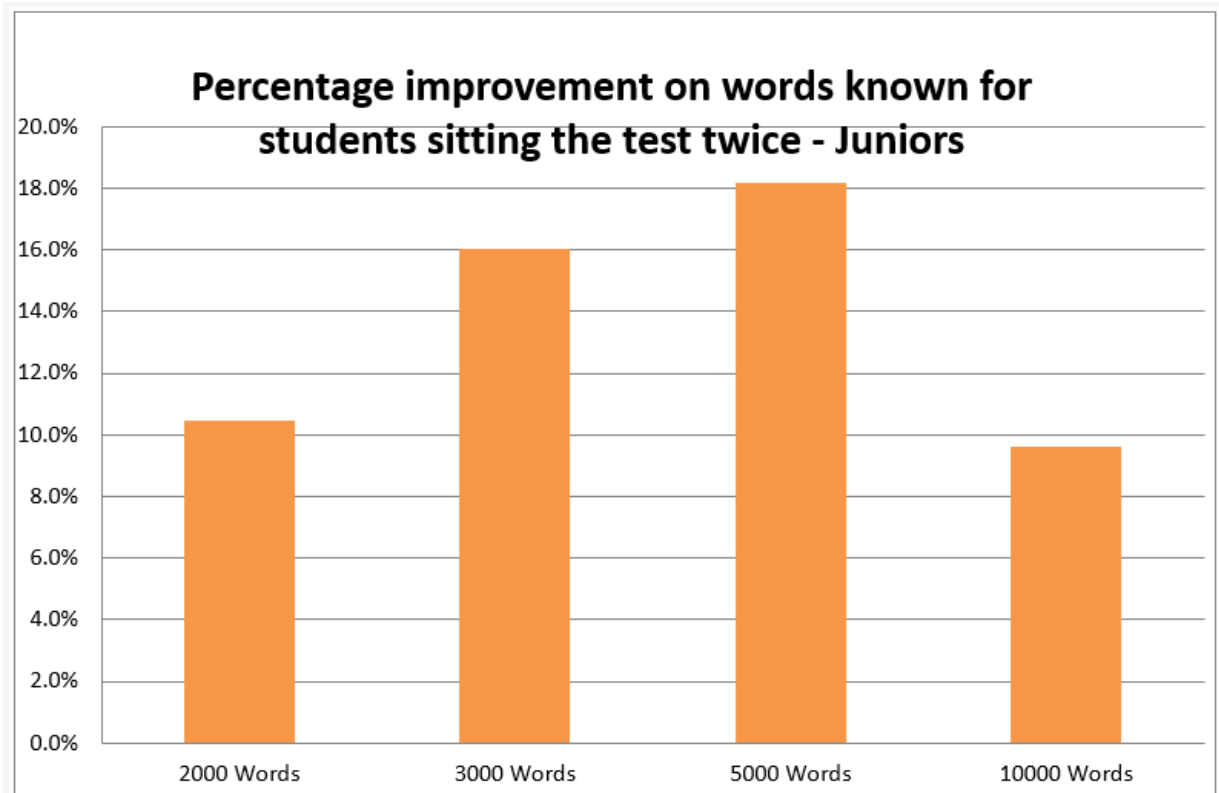
For the junior school, the target of 5% improvement from Test 1 to Test 2 was exceeded for all four tests by Year 9 and 10 students. The biggest improvement for both year groups was in the 5,000-word test. The improvement for this test was 20.3% for Year 9 and 14.9 % for Year 10.



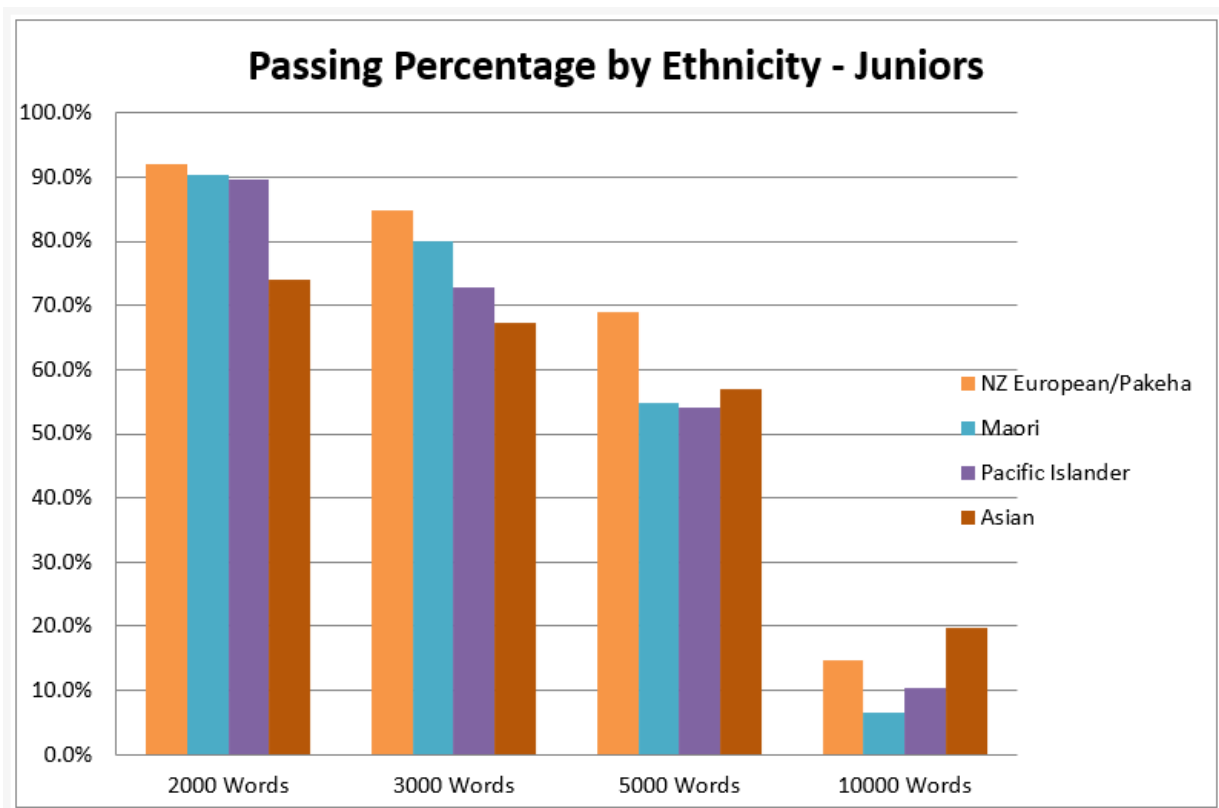
Above: The table shows a 93% pass rate for the 2000-word test, 84% for the 3000-word test, 44% for the 5,000-word test and 66% for the 10,000-word test.



Above: To be expected, the year 10 cohort shows a higher passing percentage in each word test, reflecting the two years they have had to acquire the vocabulary.



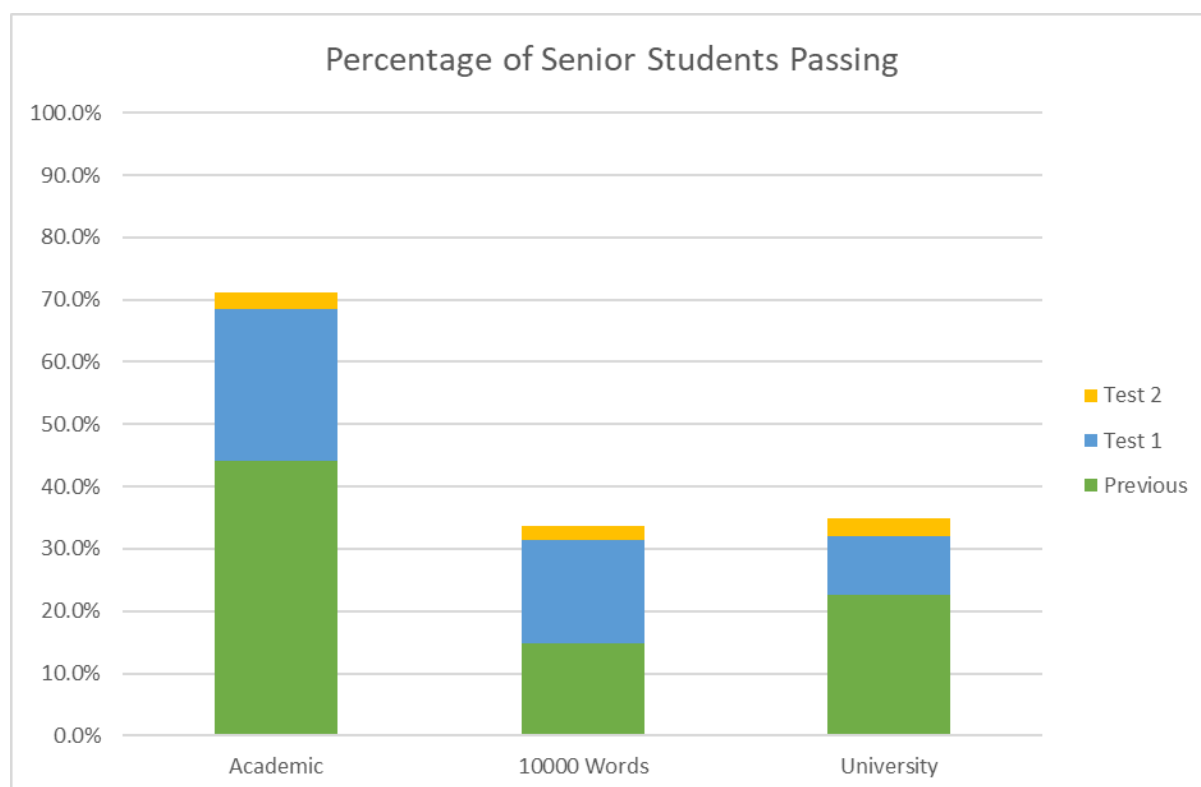
Above: The 5,000-word test had the greatest improvement for students sitting the test twice.



Above: The Māori, Pasifika and Asian 5,000-word test results were pleasing, within 2% of each other. The Asian group rose above the other ethnic groups in the 10,000-word

test, with a passing percentage of 19.8%. At the 10,000-word level, Māori dropped below the Pasifika group for the first time.

Acquiring a pass result at the 10,000-word level is advantageous leading into NCEA Level 1. Given the importance of a robust vocabulary, Māori and Pasifika students should be encouraged to read more and be exposed to meaningful vocabulary building exercises across the subjects.



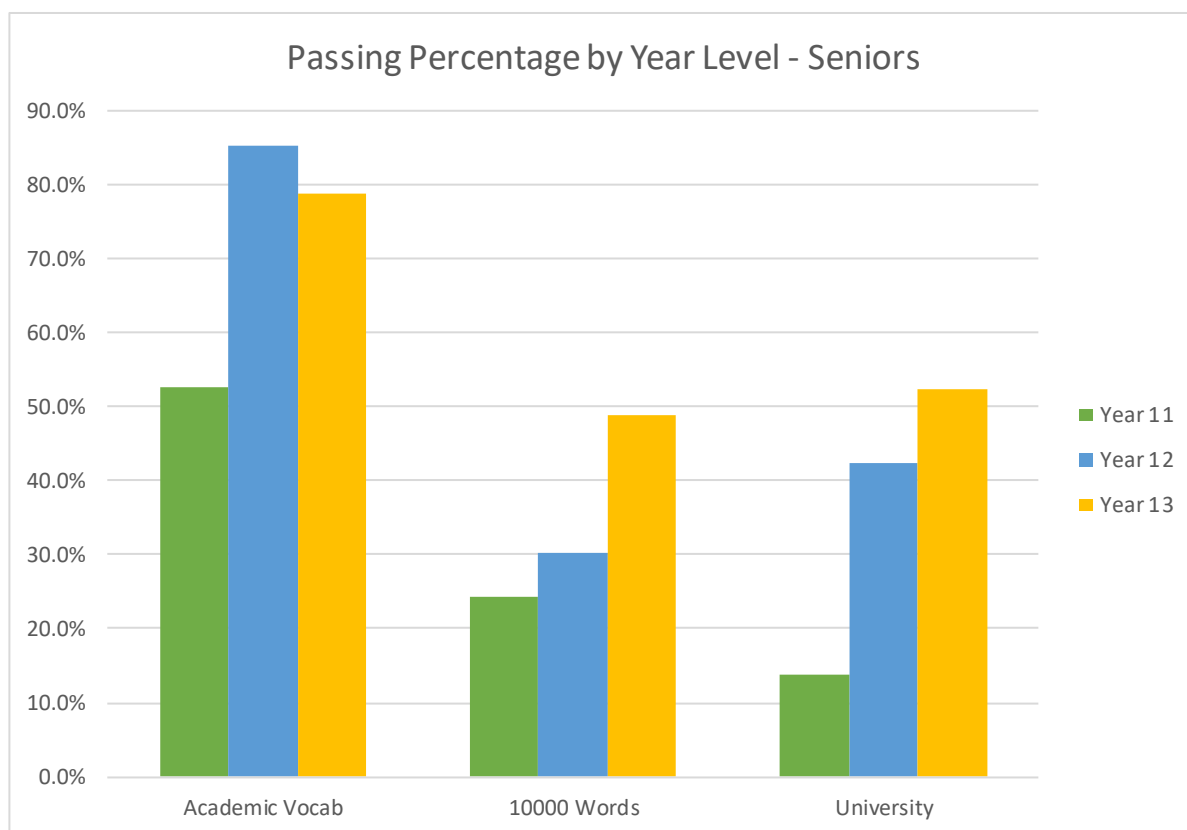
Above: The target for the Senior School was not met for two of the three tests.

However, it is of concern that the 10,000-word test, which is the vocabulary required to sit NCEA, still has a passing percentage below 50% (33.7%). The senior school was the group most affected by the interruptions to the testing programme and the results may not reflect the true vocabulary levels of the cohorts.

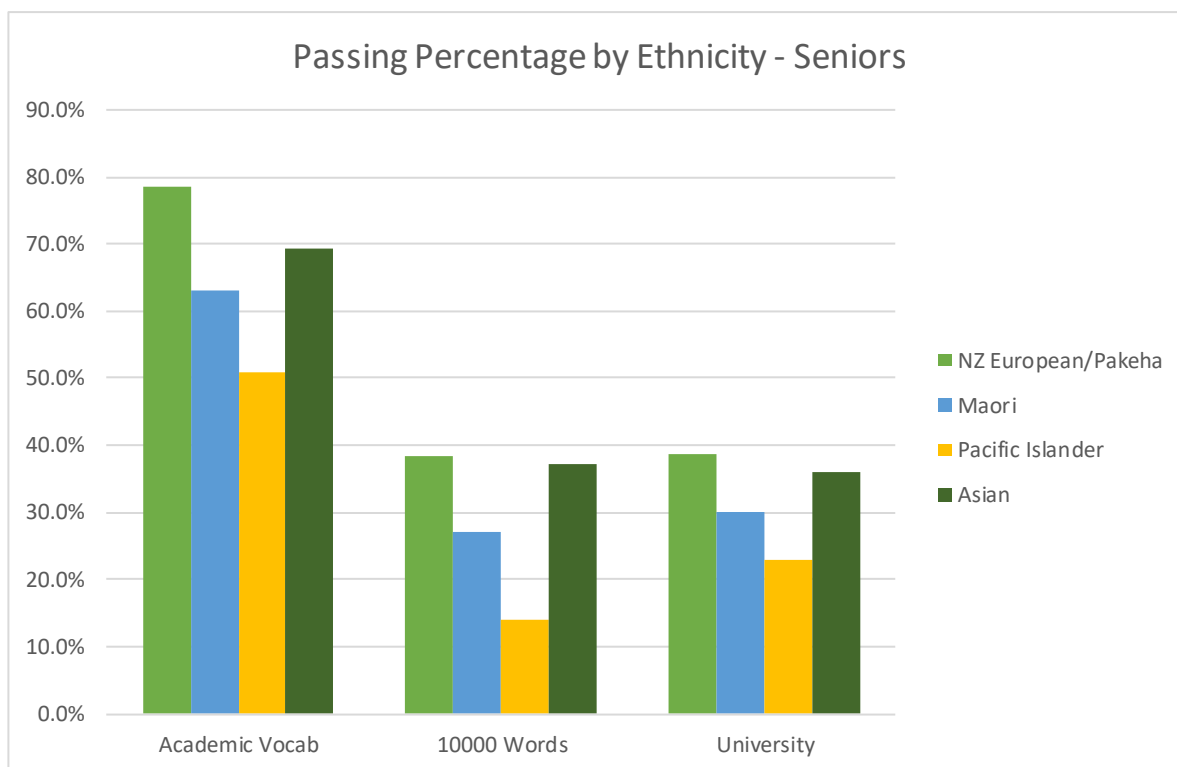
We know that a students' vocabulary is the best predictor of future success and that students with a poor vocabulary at five are more likely to struggle with reading in adulthood and three times more likely to have mental health issues. Responsibility for literacy, therefore, is non-negotiable.

Vocabulary can be acquired through incidental learning so reading volume is very important in terms of long-term vocabulary development.

Exposure to wide reading through the Sustained Silent Reading Programme is a school-based initiative to contribute to vocabulary development. However, an improved percentage pass rate for the 10,000 will need further cross-curricular discussion of words and ways to use context clues to make educated guesses for unknown words. Many departments are now making a concerted effort to improve both subject specific vocabularies, as well as general vocabulary, as they recognise the importance of vocabulary development to academic success.



Above: The target of 50% for 10,000 words in the senior school was not met by any of the senior year groups. Our aim is for all senior students to at least have the 10,000-word level before the external examinations.



Above: NZ European and Asian ethnicity groups share similar levels of pass rates; however, they are both below the 50% target. Māori and Pasifika groups are further behind the target, particularly for the 10,000-word test, 27% and 14% respectively. An emphasis for *all* groups to improve at the 10,000-word level must remain a priority.

The school entry tests continue to provide evidence that larger numbers of students continue to be less literate when they enter Secondary School. Because of this, the school will continue to focus on literacy across the curriculum in 2023. The emphasis will vary depending on choices made in each department but a core literacy strategy in all departments will be vocabulary. Other choices will be based on perceived need but will include reading strategies.

3. CAPITAL IMPROVEMENT AND MAINTENANCE 2023

(A) College House

- (i) Ongoing dorm maintenance – always something to do.
- (ii) Replace walkway coverings
- (iii) Plans for refurbishment of Dorm 1

(B) Major Projects

- (i) Begin 'D' Block project – 5YA. Underway May 2023.
- (ii) Begin Old Boys Pavilion (externally funded)

- (C) Minor Projects
 - (i) Painting of major blocks and focus on maintenance
 - (ii) Grounds maintenance also a focus.

4. PERFORMANCE MANAGEMENT 2023

- (a) Ensure all teaching staff:
 - are aware of their key tasks and responsibilities.
 - set professional development objectives related to focus areas of teaching and management.
- (b) Provide and coordinate professional development for departments and individuals. The establishment of PLGs (Professional Learning Groups) focused on a teaching inquiry.
- (c) Provide professional development for school-wide objectives. In 2023 these include:
 - Teaching strategies – e-Learning, relational teaching and literacy, teaching as inquiry
 - Assessment – use of assessment data to inform teaching practice
 - NCEA Standards Review
 - Academia – raising the level of academic performance

Note: Development opportunities utilising the expertise available from within our own staff and MUCE subject facilitators will be encouraged.

- (d) Maintain an overview on the formative aspects of appraisal and assist where necessary.
- (e) Continue to review appraisal requirements, evaluate documentation and rewrite as necessary. Explore the use of an electronic portal for staff appraisal.
- (f) Ensure summative appraisal is completed and documentation submitted.

5. EQUAL EMPLOYMENT OPPORTUNITY OBLIGATIONS 2023

The Board of Trustees is committed to Equal Employment Opportunity. The Board recognises and fulfils its responsibilities as a good employer.

The Board aims to:

- (a) Ensure equal opportunity for all staff, including senior management, full time and part time teaching staff and support staff.
- (b) Identify and address discriminatory practices, whether in recruitment, promotion, training, personnel practices, allocation of work or in the environment of the workplace, based on gender, race, sexual orientation, marital status, religion, disability or age.
- (c) Appoint and promote entirely on the basis of a person's skills, qualifications, abilities and aptitudes with reference to the special nature of the school as a single sex educational institution.

The Board of Trustees operates an Equal Employment Opportunity Policy.

6. SPECIALLY FUNDED PROGRAMMES

Alternative Education

PNBHS has the management responsibilities for the Alternative Education programme for alienated pupils in the Palmerston North and Feilding regions.

The programmes are presently operated from the Highbury Whanau Centre.

Funding is provided by the Ministry on an allocated pupil places basis, currently this totals 45.

To coordinate the programme the school allocates part time of its RTLB teacher, and the funding for that time is covered within the Ministry's overall funding of Alternative Education.

The financial reporting for this is included within the PNBHS financial statements.

Manawatu Community High School

PNBHS has the management responsibilities for this school that provides education for pupils who are struggling at their home school. The maximum roll for the school is 20.

Funding is provided for the school by the Ministry which treats the school as an attached unit to PNBHS.

The financial reporting for this is included within the PNBHS financial statements.

SECTION D - Procedural Information

1. CONSULTATION WITH SCHOOL COMMUNITY

1. Community consultation occurs through specific functions, surveys, committees, meetings/hui/fono.
2. Consultation with parents will include specific invitations to view and comment on the charter. Parents can receive a copy on request. Communication will be made with parents/caregivers through a wide range of sources.
3. All staff are invited to actively participate in a biannual review day and in staff meetings and professional development day to update its strategic and annual plan.

2. PLANNING YEAR

- Lodge copy of 2023 Charter March 2023
- Lodge copy of 2023 Annual Report in May 2023

3. Definitions

PNBHS The School Palmerston North Boys' High	} }	Palmerston North Boys' High School
BOT The Board	} }	Board of Trustees
EEO		Equal Employment Opportunity
ICT		Information Communication Technology
MOE		Ministry of Education
NAG		National Administration Guidelines
NEG		National Education Guidelines
NZQA		New Zealand Qualifications Authority
PAT		Progress Achievement Test
PD		Professional Development
RTL		Resource Teacher of Learning and Behaviour
SSR		Sustained Silent Reading

NZC

New Zealand Curriculum

MUCE

Massey University College of
Education

ERS

Emergency Response System