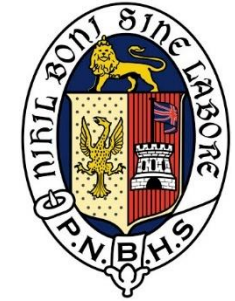




Palmerston North Boys' High School

Strategic Plan 2024 – 2025



Palmerston North Boys' High School Vision:

Hai Whakapakari i Ngā Tamatāne Kia Purapura Tuawhiti | To Develop Educated Men of Outstanding Character

Palmerston North Boys' High School Mission:

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.

Palmerston North Boys' High School Values:

Tū Māia | Courage – Ngākau Mahaki | Humility – Te mahi tahi | Industry – Tū Rangatira | Integrity – Tū Whakahī | Pride – Tū Whakaaute | Respect

Palmerston North Boys' High School Philosophy:

Palmerston North Boys' High 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 students 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 this 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 to 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.

Development of the Palmerston North Boys' High School Strategic Plan 2024 – 2025

Information used to develop this plan:

- Education Review Office feedback from review cycle initiated in 2023
- Annual PNBHS Year 13 Leavers' Survey
- Year 9 – 11 'Feeling Safe at School' survey
- Feedback from parents and other members of our school community
- Feedback from the Student Form
- Information from NZQA and MOE relating to the ongoing Review of Achievement Standards and Curriculum Refresh, in particular the new Literacy and Numeracy requirements for NCEA and localised curriculum
- 'Every Day Matters' attendance reports
- NCEA achievement data
- PAT data
- Canterbury University Entrance test data

Strategic Dimension One: Learning, Achievement and Student Pathways

<p>Strategic Goal 1: Support students to develop the literacy and numeracy skills required for them to achieve NCEA qualifications.</p>	
<p>Desired Outcomes</p> <ul style="list-style-type: none"> • A minimum of 90% of students gain Literacy and Numeracy co-requisites by the end of Year 12 so that they can achieve NCEA qualifications. 	<p>Strategies</p> <ul style="list-style-type: none"> • Appointment of Literacy and Numeracy leaders through Within School Teacher resourcing. • Emphasis on identifying specific Literacy and Numeracy approaches to support learners across all curriculum areas • Specific support programmes for students identified as at risk of not achieving the literacy and/or numeracy standards developed. • Students who are leaving PNBHS without gaining NCEA qualifications are supported in their transition into the workforce or further education.
<p>Strategic Goal 2: Develop localised curriculum content across the curriculum (phased in as part of the Review of Achievement Standards and Curriculum Refresh).</p>	
<p>Desired Outcomes</p> <ul style="list-style-type: none"> • The history and tikanga of Rangitane are reflected across our school curriculum. 	<p>Strategies</p> <ul style="list-style-type: none"> • Continue to develop relationships with Rangitāne so that the integration of mātauranga Māori across the curriculum reflects their aspirations and upholds our responsibilities under Te Tiriti O Waitangi. • Use resources through the Kahui Ako, in particular the Within School Teacher roles, to support the development of localised curriculum content.

Strategic Goal 3: Develop pathways into employment and/or further study for all students.	
<p>Desired Outcomes</p> <ul style="list-style-type: none"> All students have the opportunity to identify potential pathways beyond school and are supported to make appropriate transitions into further education, training or employment. 	<p>Strategies</p> <ul style="list-style-type: none"> Consult with the school community and local employers to ensure that appropriate pathways are available for students. Develop a Careers Strategy so that the provision of careers education for all students is planned and deliberate. Continue to offer a wide range of opportunities for students to engage with tertiary providers and employers.

Strategic Dimension Two: Wellbeing, Pastoral Care and Community Engagement

Strategic Goal 1: Provide a safe and inclusive school environment.	
<p>Desired Outcomes</p> <ul style="list-style-type: none"> Students feel safe, included and supported at school. 	<p>Strategies</p> <ul style="list-style-type: none"> Use survey data to monitor student perceptions of safety and inclusion at school and to inform responses where aspects for improvement are identified. Develop a Student Support Strategy to ensure that the provision of pastoral support meets student needs and supports their wellbeing, growth and development. Continue to provide a wide range of co-curricular activities to support student engagement with school life and support them to develop positive relationships with their peers and teachers.

Strategic Goal 2: Improve the percentage of students who are regularly attending school.

<p>Desired Outcomes</p> <ul style="list-style-type: none">• Annual increase in the percentage of students regularly attending school (90% or higher) and a decrease in the percentage of students attending below 80%.	<p>Strategies</p> <ul style="list-style-type: none">• Communication with the school community to emphasise the importance of regular school attendance, especially the relationship between regular school attendance and student achievement.• Regular Attendance Reports emailed to parents to increase awareness of attendance data.• Regular pastoral, achievement and attendance data provided to Deans and SMT so that students whose attendance is concerning can be followed up.• Each term the Dean of Pasifika Student Achievement and Dean of Māori Student Achievement will email a letter to the parents of those students whose attendance is at 90% or higher.• Sports and Cultural Dean will monitor attendance by students in first teams/groups and students whose attendance is below 90% will be followed up and may be withdrawn from their co-curricular involvement until their attendance improves above 90%.
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Strategic Goal 3: Continue to develop links with our school community so their voice is reflected in our school.

<p>Desired Outcomes</p> <ul style="list-style-type: none">• Members of our community feel informed, welcome and connected to our school through our communication and involvement in school events.	<p>Strategies</p> <ul style="list-style-type: none">• Annual survey of school community to gain feedback on the effectiveness of communication channels.
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	<ul style="list-style-type: none">• Utilise Dean of Pasifika Student Achievement and Dean of Māori Student Achievement to promote opportunities for parental/whānau engagement with school activities.• Ensure that school events incorporate relevant aspects of local tikanga and honour our responsibilities under Te Tiriti O Waitangi.• Use school communication channels to celebrate student achievement and involvement in all aspects of school and community life.
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Any feedback or comment on the Palmerston North Boys' High School Strategic Plan 2024 – 2025 can be made to admin@pnbhs.school.nz