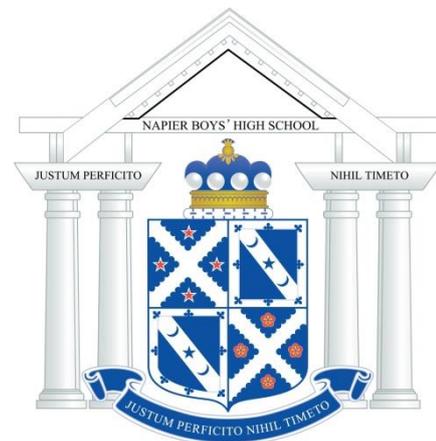


NAPIER BOYS' HIGH SCHOOL

CHARTER 2017



OUR VISION: *Students at Napier Boys' High School will develop into confident, innovative young men who will learn, strive and achieve in a traditional environment, having a strong sense of respect for themselves and others.*

Justum perficito nihil timeto

Do right and fear nothing

Tūwhitia te hopo, e ara e

The Napier Boys' High School Community: Napier Boys' High School is a single sex state school catering for young men from Year 9 to Year 13 with a substantial boarding hostel - Scinde House. The Napier Boys' High School community has a wide range of socio-economic and ethnic groups contributing to a positive social diversity which enhances the character of the school. Students are drawn from all parts of Napier city and outlying areas. The school is inclusive and fosters a caring and safe learning environment for all those who are enrolled according to the school's enrolment scheme. All boys will have a strong sense of attachment to the school, they are proud members of the wider school community, and experience success in a variety of settings.

Apart from the students, other important members of the school community include:

- Staff and their families (present and past)
- The Old Boys of the school
- Parents of students (past and present)
- Friends of the school

All these groups have strong feelings for the school based on the common belief in the qualities and values that contribute to the special character of Napier Boys' High School.

The community expects that the school maintains high standards and emphasises the pursuit of excellence in academic/vocational study, cultural, social and sporting activities. The school is responsive to change, yet delivers teaching and learning in a disciplined environment that develops inquiry, personal reflection, a sense of occasion and respect amongst its students.

OUR VALUES:

- **Honesty – trustworthy and decent in all actions**
- **Integrity – reliable and credible, “doing right and fearing nothing”**
- **Discipline – self-control in formal and informal settings**
- **Excellence – striving to exceed one's personal potential in all things**
- **Self-respect – pride and dignity**
- **Well-rounded – actively involved in a range of pursuits which encourage personal development**
- **Innovative – experiments and takes risks within a supportive environment**

- Diligent – persistent, timely, organised work habits
- Confident - knowing one's strengths and limitations while pursuing goals

INTRODUCTORY SECTION

2017 Roll CHANGES

01/03/2017	Year 9		Year 10		Year 11		Year 12		Year 13		Total		
	NZ	Int	NZ	Int	NZ	Int	NZ	Int	NZ	Int	NZ	%	Int
Asian	0	1	3	3	5	1	6	8	5	4	19	1.6	16
European	188		173		168	4	155	4	112	2	796	66.5	11
Maori	74		76		81		59		46		336	28.1	0
MELAA*	1		0		1		0		1		3	0.25	0
Pasifika	12		7	1	7		8		6		40	3.3	1
Other	1		0		2		0		0		3	0.25	0
Totals	275	1	258	4	264	5	229	12	172	6	1198	100	28
Totals 2016	268	2	273	0	261	8	229	9	178	8	1209	-	27

*Middle Eastern, Latin America, Africa

Cultural Diversity Napier Boys' High School has a diverse student population, with a 28% Māori roll, a small (40) Pasifika roll, and a small number of foreign fee paying students (approx 25, predominantly German and Asian). The school attracts students from both urban and rural sectors many of whom travel considerable distances to enjoy the school's structured learning environment.

Recognition of these groups is an important aspect of preparing NBHS students to live and work in a global society. NBHS reflects this cultural diversity and the unique position of Māori within the school in the following ways:

- Maintaining a well-resourced Māori Studies Department
- The school maintains the principles of the Te Kotahitanga programme in its staff professional development
- Association with the Pukemokimoki Marae
- Offering Te Reo and Tikanga for those students who wish to take this opportunity
- Provision of a dedicated Māori Studies facility
- Recognition of the contribution of Māori heritage and associated Tikanga to the school.
- Involvement of International students in a range of activities
- Support for and from the local Pasifika Community (eg: Polyfest)
- The establishment of senior student groups for Māori ("Te Amorangi") and Pasifika ("Taitai") students.

General Description of the School

The school was established on the Napier Hill in 1872 and moved to its current site in 1926 in order that the students enjoy more spacious surroundings. The school site, now owned by the Board of Trustees, measures 14.7 ha with an adjacent farm block of 13 ha. The palms planted after the 1931 earthquake, punctuate the school's landscape and create a unique setting for the large fields and facilities. Since the fire in October 1991, the school has been significantly upgraded and the modern learning environment is enhanced with a unique Art-Deco style architecture that is a template for future building developments.

Napier Boys' High School is a well-established and respected school, promoting traditional values and enhances these by adapting to changing needs and circumstances. It is a modern secondary school with a rich past that caters for the all-round educational needs of approximately 1230 boys from a diverse range of contributing schools.

The school has a well-established boarding facility - Scinde House that provides for 185 students. Students attend primarily from the East Coast North Island hinterland, with others from further afield (Taupo – Taihape). During holiday periods the facility is a sought after event/conference venue.

The well qualified staff members have a serious commitment to academic excellence, as well as to extra-curricular activities. Their input in the areas of sport, drama, outdoor education, music and art is strength of the school and a genuine point of difference. The school enjoys the services of a dedicated and capable administration, catering, ancillary and grounds staff.

A comprehensive range of academic and vocational subjects are offered at all year levels to satisfy the career expectations of all students. The school also offers experience in a range of national and international examinations and academic competitions.

The school involves groups and individuals from outside agencies through the Health, Gateway, STAR, Careers, Sport and Cultural programmes, and the guidance network.

The school farm (13 ha) adjacent to the school provides a learning environment for a range of educational activities. Horticulture, Viticulture, Forestry, Agriculture and Farm Technology are based on this facility (and its history). In addition the school also owns an Outdoor Education Centre 'Camp Simmons' at Pakaututu on the upper reaches of the Mohaka River, which is used in the summer months as an outdoor base for classes involved in Outdoor Education.

Napier Boys' High School is currently responsible (on behalf of the Napier high schools) for the governance of the Napier Community High School. The school has a maximum roll of 20 students who are referred on a needs basis for varying lengths of time.

Napier Boys' High School is an active member of the *New Zealand Super Eight Schools* which links prominent North Island boys' state secondary schools, expanding opportunities to include contact for sporting and cultural events and staff professional development.



International Students: International students have been an integral part of the schools culture for many years. The Board of Trustees have developed a position that the roll should remain at approximately 25 students. This allows for efficient use of current resources while providing a genuine New Zealand school experience for the students themselves. Fundamental to this experience is the need to balance the origins of the International student roll to ensure a healthy spread of nationalities.

Camp Simmons: 'Camp Simmons' at Pakaututu is the school's own outdoor facility kindly donated to the school by the Simmons family in 1995. The site sits above the Mohaka River and provides a base for EOTC activities.

The Hawke's Bay Holt Planetarium is sited on the school grounds and provides an additional unique learning facility for the school's students as well as students from other schools, visitors and the greater community.

STRATEGIC PLANNING: The current Napier Boys' High School Strategic Plan was developed in 2016 for implementation in 2017. Facilitated strategic planning meetings included gatherings with: board, parents, whanau, staff, and students.

The school is a relatively constant operational entity. Resourcing, roll size, staffing and outputs do not fluctuate markedly year on year. Governance via the Board of Trustees changes every three years. The primary drivers in considering the strategic direction of the school are:

- The demographic setting (age, socio economic mix and ethnicity) of Napier and Hawkes Bay.
- The expectations (and the successes) of the school's wider community i.e. People's perception of all aspects of the school.
- Political decisions with respect to economic and educational priorities.
- Ever changing technologies.
- The local (East Coast) rural economy (and related industries).
- Legislative requirements and the Ministry of Education Educational expectations and initiatives

Given the above, the strategic plan for the school will place the school in a position to continue to be able to enhance opportunities for young men of the region with respect to:

- The educational experiences and programmes that they participate in.
- The place where they learn,
- The people that they interact with during their learning experiences at the school.

The Board of Trustees will review annually, the strategic plan that sets out goals to raise levels of student achievement in all areas of the curriculum (Nag 2). The goals will reflect the ongoing learning needs of the students and the means to address them.

It is the Board's view that a roll of 1200 students provides the school with the resources that allow it to deliver programmes that addresses the needs of its students/community. Each year targets will be set, based on the identified needs of NBHS students. These targets will be evaluated and help inform future goals and targets. The Board will report annually to the Ministry of Education on success in meeting these targets.

The School's Management and Board Committees will compile for the Board's approval, an Annual Plan which details priorities and activities the school will undertake in order to effectively meet its targets. This plan will reflect Ministry of Education requirements, Legislative requirements and the expectations of staff and the wider community.

The School's Strategic Plan and Annual Plan will take into account the broader demands of:

1. The academic needs and aspirations of students and the wider Napier community
2. The Ministry of Education and the Tertiary Education Commission (Gateway; Trades Academy)
3. School Development Plan (and ICT Strategic Plan)
4. Links with other Educational providers in the region particularly the Eastern Institute of Technology.

The BOT and Senior Management will consult with relevant stakeholders when:

1. Reviewing the Strategic Plan
2. Compiling Annual Plan
3. Examining the current situation
4. Setting future goals and objectives
5. Assisting the implementation of plans
6. Monitoring and reporting

In addition, the school's involvement in the Napier City (Mataruahou Kahui Ako) Community of Learning (COL) is also a key strategic component. The Napier City COL is operational now with all staff appointed and working towards the approved challenges.

Property:

The school now focusses on the rebuild of 20 ILE classrooms, including the probable alignment of all science teaching facilities. We are currently nearing the completion of the second masterplan with architects Stephenson and Turner (the first was rejected by the Design Review Panel in 2016) and heading into detailed design. The timeline for construction is early 2018 at this point in time.

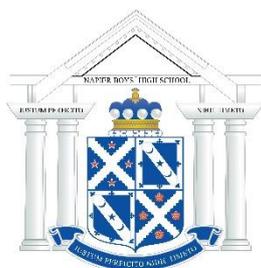
Scinde House: Scinde House is a key component of the school's identity and associated success. Outside of Wellington, it is the only state boys' boarding school on the East coast of the North Island. The closure of a boarding facility in Gisborne reinforces the need to ensure that Scinde House is able to provide for a growing hinterland. Hostel property developments are funded solely from Scinde House fees and letting income. The M.F.Greenwood Educational Trust has been a major benefactor in supporting the developments at Scinde House. The on-going refurbishment and redevelopment of Scinde House is vital for the future viability of the facility. This development must be carefully planned to allow continued occupation (for students and letting), as well as being 'best for boys boarding'.

The Greenwood Block has set the standard for other property projects in the hostel and further developments having been progressed, including:

- Completion of the new Dorm 4/5 (to be named the Ormond Block) at \$1.72 million
- Staff housing refurbishments (6/8 residences completed)

Current projects in planning include:

- Relocation and refurbishment of the boarding administration block to create a large quadrangle between the new Dorm 4/5, dining room and Dorm 3
- Upgrade of the Fox Block annex (4 beds)
- Upgrade of each wing of the Glendining Block over four years to the standard of Dorm 4/5



Key strategic aims

1. Promote and support personal excellence for boys through a broad curriculum which allows for a full range of academic, sporting, cultural, leadership and service opportunities.
2. Promote and support excellent personal wellbeing for boys and staff.
3. Promote, develop and maintain the highest quality facilities and resources through excellent operational performance.

Core strategies to achieve aims

<p>1. Promote and support personal excellence for boys through a broad curriculum which allows for a full range of academic, sporting, cultural, leadership and service opportunities.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Provide subjects and assessment programs to ensure that academic pathways are appropriate and future-focussed for our boys to gain personal excellence • Ensure sporting and cultural programs cater for both participatory and competitive representation • Enhance the leadership opportunities for boys at the school • Encourage service through the maintenance of our traditions such as special assemblies
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	but also our connections to the wider Napier community
2. Promote and support excellent personal wellbeing for boys and staff.	<ul style="list-style-type: none"> • Provide a safe and supportive environment which encourages the development of “Good young men” • Ensure our practices are culturally inclusive, recognising the principles of the Treaty of Waitangi, and respectful of diversity • Create a culture which values professional relationships and recognises that where our staff flourish, our boys will too • Encourage an environment which supports staff to develop as teachers, coaches, tutors and managers, thus benefitting our boys
3. Promote, develop and maintain the highest quality facilities and resources through excellent operational performance.	<ul style="list-style-type: none"> • Ensure the school and hostel remain a thriving centre of excellence for boys with a demand for places • Ensure the school and hostel are sustainably resourced • Facilities and resources are appropriate for the needs of our curricular and co-curricular activities

Strategic boundaries

The school will not initiate any new program:

- Unless it meets our vision
- Unless it is consistent with our values
- Unless there are the resources and training to ensure effective implementation

Appendix 2– Annual plan 2017

1. Monitoring student achievement and welfare

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
1.1	School achievement targets are monitored	Names, numbers and needs for those students at risk of not achieving identified, tracked, monitored and mentored			Whole year	SMT Deans
1.2	Imbed the use of academic data in teaching practices	All teachers have a toolbox of subject specific data in their markbooks to aid with the profiling and differentiation of their classes				SM
1.3	Writing for literacy	Continue PLD with Write that Essay Align this PLD with CoL target (L2 Writing challenge) Diagnostic writing profile of Y8 entrants			Ongoing	RS
1.4	Continue improving transition data as per CoL sub-challenge	Aligns with level 4 maths challenge and comparison of our entrance data with year 8 maths data from Napier IS			Term 4	Deans, BT, SR, SY
1.5	Review school's ICT Strategy including vision for e-Learning	ICT Committee makes recommendations on strategy and future needs			End Term 1	RS
1.6	Implement the vertical pastoral staffing structure and processes:	Role of deans Role of the tutor Use of tutorial Balance of academic and wellbeing			Whole year	RS, plus Senior Masters i/c Houses
1.7	Pastoral process for monitoring, tracking and mentoring of students to ensure those at risk of under-achieving are supported	Senior Master (FT) will develop process and implement through Deans and Tutors – Data, IEP's, parents			Term 1	BT
1.8	Review diagnostic data tools	e-AsTTle vs PAT's MidYIS value added Entrance tests			End Term 2	SM ELA Comm.
1.9	Supporting Maori and Pasifika students aspirations	NBHS Whanau meets twice per term Pasifika Fono re-instituted Cultural groups such as Kapa Haka, Waka Ama, Polyfests are supported within school Relationship with Pukemukemuke Marae is formalised Culturally inclusive practices are reviewed for school events			Whole year	HM
1.10	Providing quality communication between Scinde House administration and hostel families.	Providing hostel information online, including photographs of various activities. (Website and App) Maintaining links with parents and caregivers via email bulletins and regular newsletters.			Whole year	BR

		<p>Beginning of term Year Level family meals and end of Term 1 Yr9 afternoon tea/presentation.</p> <p>Hostel reports (Yr9 end of Term 1 and all year levels at end of year).</p> <p>Provide a profile of House Masters to improve links of communication in the first newsletter for the year and also on the website.</p> <p>Post hostel rules home annually with newsletter.</p>				
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2. Professional Learning Culture

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
2.1	Promote and maintain collaborative staff culture	<p>Review meeting times, use of Mon/Fri mornings and afternoons</p> <p>Establish horizontal, interdisciplinary forums and meeting times for both curriculum development and professional development</p> <p>Establish membership of working Professional Learning Groups (PLG's)</p>			<p>2017</p> <p>2018 onwards</p>	SMT
2.2	Continue to embed new staff appraisal process	<p>Term 2 to 2 cycle</p> <p>Collaborative culture of professional learning embedded focussed on PTC's</p>			2017	RS
2.3	Develop annual Professional Learning and Development plan	<p>Clear cycle of whole staff, group, individual PLD with time allocated; published for the year</p>			Term 1	RS
2.4	Support staff in all co-curricular activities	<p>Create handbook(s) for Co-curricular staff expectations</p> <p>Provide PD for EOTC staff leaders eg: Experiential learning</p>			Term 1	WT

3. Curriculum Pathways

	Specific	Measurable	Achievable	Relevant
3.1	Find and strengthen links to external providers	<p>Trades Academy students have wrap-around support in school to manage their programmes (refer 1.3)</p>		
3.2	Junior Diploma/Assessment	<p>Consider other school examples</p> <p>Prepare NBHS draft model for consultation</p>		
3.3	Gifted and Talented education	<p>Establish programme of enrichment opportunities (a second "curriculum") for these students</p> <p>Promote these offerings widely</p>		
3.4	Learning Support	<p>Establish clear staffing and funding model</p> <p>Re-define Learning Support programme years 1 – 13</p>		
3.5	Timetable review	<p>Ensure timetable is meeting needs of all curriculum areas and staffing is efficiently used</p>		

3.6	Taha Maori connections across the curriculum developed	NBHS Whanau and Pukemukemuke Marae provide support where needed to ensure Maori context is evident in schemes of work		
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4. Enable the development of “Good men”

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
4.1	Review “Ladder to Manhood”	Ensure structures account for new vertical pastoral system and changes to peer mentoring			Term 1	RS
4.2	Promote “Good men” awards	Regular awards through assemblies across year groups; ensure these are recorded on KAMAR for reporting home			Ongoing	SMT Deans
4.4	Improve EOTC /DoE participation	Deliver Bronze DoE through end-of-year 10 programme to improve pool of Silver candidates			Term 4	RS/WY
4.5	Ensure student success is recognised permanently	Ensure KAMAR is developed for the recording and tracking of prizes, awards, honours etc			Whole year	HM PA
4.6	Support staff in all co-curricular activities	Staff handbook on co-curricular staff expectations See 2.5			Term 1	WT
4.7	Providing quality educational and social outcomes for all boarders.	Enhance /foster a culture of academic focus and excellence amongst Scinde House students. Maintain a fully staffed prep supervision service. Study skills programme for exam preparation. Celebrating academic achievement and recognising community service via assemblies and awards Year 9 Orientation programme, involving Prefects and senior students to foster positive relationships. Upholding an affirmative ‘Scinde House Culture’, maintaining a strong presence in Inter House Activities. Maintaining extra-curricular weekend activities in and around Napier, including social activities with Hewitt House; an annual ski trip; and Scinde House teams in competitive events such as adventure races, half marathons, triathlons, and Mountain Biking			Whole year	BR JO

5. Wellbeing of students and staff

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
5.1	Develop NBHS as a hub of well-being	IEP's implemented to monitor students Eg: Cybersafety or Drug education focus in 2017 Identify and use wellbeing measurement tool (Awe) to get baseline index			Whole year	BT RS
5.2	Staff culture review	Identify NBHS staff values Evidence of this is visible in our staffroom, communications, meetings, appraisal documents Whole staff personal development built into PD cycle			Term 2	HM
5.3	Staff wellbeing and interpersonal relationships are an ongoing goal of the school	Staff Association use budget to benefit of all staff SMT include staff welfare goals in all annual plans Staff appraisal has a personal development focus each year			Whole year	HM Staff reps RS
5.4	Tutorials are seen as the place to mentor students from an holistic perspective incl. wellbeing	Tutors are provided with PD, time and resources Ties into 1.3			Whole year	RS
5.5	Staff are provided with the appropriate time to prepare and deliver tutorials, EOTC/Co-curricular programmes	Tutorials are not seconded for other purposes Use and length of assembly times monitored			Ongoing	SM
5.6	Providing systems that ensure student security and safety at all times	Monitoring student's physical and emotional health and safety within the hostel. Continue to monitor Hostel night time security. Continue with use of Boardingware system. Continue with new initiative of a Student Welfare committee. Continue with the Hostel Dean pastoral care programme			Whole year	BR
5.7	Ensuring that all aspects of student health, care and nutrition are appropriately catered for	Provision of catering plan and student feedback (via student council and Deans meetings). Collation of results after each survey for presentation as a summary for Head of Catering. To continue to provide training opportunities for the catering staff on an as needs basis.			Whole year	BR Catering Mgr Matron

6. Operational quality

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
6.1	Staffing – review front office	Create separate office/reception and finance teams; relocate finance; create new Uniform/Stationery shop positions			Term 1	HM/Office Mgr
6.2	Review all fixed-term MU/MMA holders	Move staff with ongoing responsibilities onto permanent contracts Offer MMA's to staff who have projects which align with school goals			Term 1	HM
6.3	Ensuring high quality staff in all aspects of Hostel life	Attendance at Hostel's conference. First Aid Courses to be updated/completed for all House Masters/Matron's due end of 2017 Nursing Registration Courses for Matron. First Aid Courses to be completed by all new Duty Masters. Staff reviews via Survey Monkey with associated feed forward			Ongoing	BR
6.4	Facilities – update 5YA and 10YPP	Contract new consultant Create new 10YPP			Term 1 and 2	HM Property Mgr
6.5	Remediate urgent Armour Block issues	Roof Windows – ventilation and heating Student toilets – new standalone facility Science shelving Hot water – staff toilets Other			Term 1 and 2	Hm Property Mgr
6.6	Progress Te Awa Avenue parking/cycle lane with NCC	Angle parking on Te Awa Avenue Cycleway New perimeter fencing /wall /gates on Eastern boundary			Term 3 and 4	Property Mgr
6.7	Upgrade Pavilion	Paint/carpet/lighting/photos			Term 1	Property Mgr
6.8	Ensuring high quality facilities in all aspects of Hostel life	The construction of the new dorm 4/5. The management of student accommodation during the construction period. New facility opened officially in August On-going general maintenance and upgrading of equipment when needed.			End of Term 2 Term 3 Whole year	Property Mgr BR HM

7. Finance

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
7.1	Restructure Finance team	Align personnel into two roles and relocate to separate office next to Finance manager			Term 1	HM/Office Mgr
7.2	Review financial reporting package	Compare Greentrees to other products such as Xero and MYOB			Term 2/3	Finance Mgr HM
7.3	Ensuring the continued financial viability of Scinde House	Maintain strong promotions of the Hostel to prospective parents via annual visits around the region. All new enrolments to use Direct Debit for fees from start of 2017 Review fees and maintain appropriate levels of fees and funding sources for on-going developments Maintain a high rate of Boarder occupancy. Goal to exceed budgeted occupancy level. Maintain promotion of hostel holiday lets.			Term 1 Term 3 Whole year	BR/HM BR/Finance Mgr Finance Mgr and Hostel Committee BR BR
7.4	Dorm 4/5 replacement financing	Project costs monitored and loan facility managed effectively to budget			Terms 1 – 3	Property Mgr. Finance Mgr.

Appendix 3: Targets - Students at risk of not achieving qualification/level 2017

Qualification	2016 Actual	2017 At risk	2016 Pakeha Actual v Target	2017 Pakeha At risk	2016 Maori Actual v Target	2017 Maori At risk	2016 Pasifika Actual v Target	2017 Pasifika At risk
Year 9 Reading/Writing/Numeracy (NZC Level 4)	n/a	22	n/a	13	n/a	38	n/a	58
Year 10 Reading/Writing/Numeracy (NZC Level 5)	n/a	15	n/a	9	n/a	26	n/a	42
Year 11 Level 1 pass	83.5	10	88.5/92	6	77/73	17	33/65	38
Year 11 Total Endorsements Level 1	54.2	45(10*)	n/a	40(10)	n/a	60(10)	n/a	75(30)
Year 11 Level 1 Literacy	90.7	5	99%	2	95	9	82	28
Year 11 Level 1 Numeracy	90.3	6	100%	3	92	10	90	35
Year 12 Level 2 pass	89.1	8	90.8/94	4	83.7/77	15	67/72	35
Year 12 Total Endorsements Level 2	33	60 (10*)	n/a	55 (15)	n/a	70(20)	n/a	75(30)

Qualification	2016 Actual	2017 Target	2016 Pakeha	2017 Pakeha	2016 Maori	2017 Maori	2016 Pasifika	2017 Pasifika
Year 13 Level 3 pass	77.5	15	78.3/82	10	73.1/74	25	67/70	32
Year 13 Total Endorsements Level 3	40	60(10*)	n/a	50 (15)	n/a	70 (10)	n/a	75 (16)
Year 13 University Entrance	65.9	30(10*)	69.8/72	22	50/65	40	33/65	60
Year 13/12 NZ Scholarship	25	30	n/a	n/a	n/a	n/a	n/a	n/a

Appendix 4 STATEMENT OF DEFINITION - To be a traditional boys' school means for us a focus on:

- Having a formal learning environment where learning occurs in an organised engaging manner.
- Providing a wide choice of academic and vocational options.
- Developing relationships that are welcoming to all and respectful.
- Providing strong role models for males and preparing boys to be 'good young men'.
- Core values of: respect, self discipline, service, integrity, honesty and excellence.
- Acknowledging the 'Good Man Ethos' - *Good men are positive and productive, they make sound decisions for themselves and others*, as well as the need for service to our community.
- Having staff that have empathy for young men, are inclusive and are prepared to help them be safe and succeed.
- Providing a clear and strict discipline structure to protect the right of all students to learn, thereby developing self-management and discipline.
- Using a range of information to place junior students (Year 9 -10) in classes of a similar ability/attitude, and making sure that each student is challenged to learn.
- The promotion and recognition of excellence in performance across all subjects and in all activities outside the classroom.
- Using examinations (school-based and NZQA) as an important component of assessing student progress, and sharing the outcomes with students and their parents.
- Maintaining high standards of school uniform, grooming and behaviour.
- Providing each student with the opportunity for involvement in activities outside the classroom.
- Regular assemblies that recognise important school traditions, values, and the success of students.
- Providing leadership opportunities for students e.g. prefects, house prefects, sports and cultural captains.
- Recognising the history of the school through student studies, displays, services and ceremonies.
- Being willing to make changes if needed but keeping the traditional focus outlined above.
- Being personally accountable, meeting commitments and completing tasks.
- Preparing students for the changing face of career opportunities.

	<ul style="list-style-type: none"> AUDITED ANNUAL FINANCIAL STATEMENTS to MOE 31 May ENROLMENT SCHEME Review Report to MOE 1 May HEADMASTER'S PERFORMANCE APPRAISAL – Interim formative appraisal – July Update 		
	NAG 6 LEGAL REQUIREMENTS	NAG 2: SELF REVIEW	NAG 1 CURRICULUM
	NAG 5: HEALTH AND SAFETY	NAG 5: HEALTH AND SAFETY	BOARD OF TRUSTEES ELECTION (Complete elections, new board orientation; elect chair, deputy, committees and confirm annual delegations)
THREE	HOSTEL SELF REVIEW Parental survey conducted Term 1	NAPIER COMMUNITY HIGH SCHOOL	NAG 5: HEALTH AND SAFETY
	NAG 4 FINANCE AND PROPERTY		
	STUDENT REP ELECTION (Plan and complete) Complete Student Rep Orientation and professional development	STUDENT REP ELECTION (Plan and complete) Complete Student Rep Orientation and professional development	STUDENT REP ELECTION (Plan and complete) Complete Student Rep Orientation and professional development
	<ul style="list-style-type: none"> International Student Policy / NZQA annual attestation (formerly MOE Processes Review) [Filed with NZQA] Provide Professional Development for Student Representative Review / adopt school rules for ensuing year 		
FOUR	Board Performance Annual Review 2017 CHARTER TARGETS Review STRATEGIC GOALS Annual Review	Board Performance Annual Review 2018 CHARTER TARGETS Review STRATEGIC GOALS Annual Review	Board Performance Annual Review 2019 CHARTER TARGETS Review STRATEGIC GOALS Annual Review
	Draft 2018 Charter and approve Budget	Draft 2019 Charter and approve Budget Plan 2019 Board elections	Draft 2020 Charter and approve Budget

<p>Annual Policy review cycle:</p>	<p>Child Protection Policy</p> <p>Health Education policy</p> <p>Health and Safety Policy incl.: Sun safe EOTC Administering Medication to pupils Emergency Crisis Management</p> <p>BOT Constitution Privacy</p> <p>Hostel policies</p> <p>Financial policies incl.: Financial Management Credit Card Theft and Fraud Fund Raising Purchasing Financial Delegation Property Management Payment of BOT Members International Students</p>	<p>Child Protection Policy</p> <p>Health and Safety Policy incl.: Sun safe EOTC Administering Medication to pupils Emergency Crisis Management</p> <p>Napier Community High School</p> <p>Self Review</p>	<p>Child Protection Policy</p> <p>Health and Safety Policy incl.: Sun safe EOTC Administering Medication to pupils Emergency Crisis Management</p> <p>Curriculum policies incl.: Curriculum policy Health Education policy Literacy Education policy Special Education policy Overseas Tours policy</p>
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