



NAPIER BOYS' HIGH SCHOOL CHARTER 2021

***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

Me tika te mahi, kia mataara

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

2021 Roll CHANGES

1/3/2021	Year 9		Year 10		Year 11		Year 12		Year 13		Total		
	NZ	Int	NZ	Int	NZ	Int	NZ	Int	NZ	Int	NZ	%	Int
Asian	6		5	3	6	2	8	2	1	2	26	2.2	9
European	160		149	1	149	3	153	1	111		722	62	2
Maori	96		79		77		48		53		353	30	
MELAA*	0		1		3		1		2		7	0.6	
Pasifika	6		7		2		11		11		37	3.2	
Other	1		0		1		1		1		4	0.3	
Totals	269		245		240		225		181		1160		11
<i>Totals 2020</i>	<i>255</i>	<i>3</i>	<i>246</i>	<i>3</i>	<i>229</i>	<i>6</i>	<i>225</i>	<i>12</i>	<i>163</i>	<i>-</i>	<i>1118</i>	<i>100</i>	<i>29</i>

Cultural Diversity Napier Boys' High School has a diverse student population, with an increasing Māori roll of 30%, a small Pasifika roll, usually around 40 students, and a small number of foreign fee paying students in non COVID years (approx 25 - 35, 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 a focus on Culturally responsive and relational pedagogy
- The implementation of M.A.N.A (Māori Achievement Night Awards); 2020 was the best attended event in three years
- Association with the Pukemokimoki Marae
- Compulsory Tikanga at year 9 and the offering of Te Reo from year 9 – 13 and Tikanga in years 11 - 13
- 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 leadership groups for Māori and Pasifika 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 1200 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 – 35 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 2019 for implementation in 2020. Facilitated strategic planning meetings included surveys and 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 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 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 approximately 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 Leadership 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 Board and Senior Leadership 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. Stage 1 was delivered on 15 February 2021. Stage 2 (four English rooms and a resource area) should be complete by the end of this year.

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 Ormond Block at \$1.72 million
- Staff housing refurbishments (8/8 residences completed)

Current projects in planning include:

- Upgrade of Glendining Block over four years to the standard of Ormond Block; two wings are partially complete as at 1 February 2021



STRATEGIC GOALS 2020—2024

GOAL 1: Meet vocational aspirations of all students

Seamless curriculum for vocational pathways

- ⇒ Align and strengthen (Gateway/Trades Academy/STAR courses/NBHS-own Work Experience course/Sports careers
- ⇒ Separate strands eg:
 - Learner Support line (Literacy/ Numeracy/2 other subjects (choice) + Gateway or Trades or WorkExperience)
 - 3 UE subjects and 2 Vocational subjects pathway from year 12 leading to both options (UE and Trade)

GOAL 2: Meet Māori academic aspirations

Improve Māori academic aspirations/ connections

- ⇒ Pathways from year 9 - 13 make all post school options viable (lifting UE)
- ⇒ Closing gaps earlier at year 9 and 10
- ⇒ Cross Curricular oversight of Māori world view
- ⇒ Working closely with our feeder schools
- ⇒ Māori Identity on campus - buildings, signage, art
- ⇒ Student voice and agency to inform curriculum
- ⇒ Continued focus on culturally responsive and relational pedagogy

GOAL 3: Excellence in wellbeing

A sense of belonging - whanaungatanga

- ⇒ Student pastoral hub (counselling, health services, study centre)
- ⇒ Student voice and agency supported through improved pastoral systems
- ⇒ Staff wellbeing - pride in working at NBHS, work valued
- ⇒ Values reboot - Ladder to Manhood → Good man award → Year 11 → Year 12 peer support training days → Year 13 *Tuakana Teina*
- ⇒ Continued focus on culturally responsive and relational pedagogy

GOAL 4: Excellence in teaching and Learning

- ⇒ Create opportunities for staff to be expert leaders in key areas of teaching practice
- ⇒ Identification and implementation of the most successful classroom strategies, including digital, for boys' learning to support our academic goals
- ⇒ Key competencies of National Curriculum esp. Managing self, Relating to others and Participating and contributing are promoted through all teaching programs and extra curricular opportunities

1. Meet vocational aspirations of all students

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
1.1	Review of pathways	<ul style="list-style-type: none"> Alignment of Trades Academy with School courses Scope of Gateway and school's own work experience program 	Yes	Yes	Term 1	Senior Leadership Senior Leadership/BAR
1.2	Careers review	<ul style="list-style-type: none"> Funding Programs 	Yes	Yes	Term 3	BER Senior Leadership/LAU

2. Meet Māori academic aspirations

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
2.1	Culturally responsive and relational pedagogy	<ul style="list-style-type: none"> Culturally response and relational pedagogical training with first group (<i>Rongohia Te Hau</i> model) 	Yes	Yes	Whole year	RUS
		<ul style="list-style-type: none"> <i>Kia tū rangatira ai</i> project with Dr. Melinda Webber 	Yes	Yes	Whole year	BER
		<ul style="list-style-type: none"> Compulsory tikanga year 9 	Yes	Yes	Whole year	PAK
		<ul style="list-style-type: none"> Basic tikanga and te reo courses (provided in-house) 	Yes	Yes	Whole year	PAK
2.2	Supporting Māori and Pasifika student aspirations	<ul style="list-style-type: none"> Relationship with Pukemokimoki Marae continues; embedded as part of "Ladder to Manhood" 	Yes	Yes	All year	BER
		<ul style="list-style-type: none"> Establishment of Māori transition Dean 	Yes	Yes	Ongoing	TAM
2.3	Māori identity on campus – <u>refer Operational quality</u>					
2.4	Cross curricular oversight of Māori world view	Investigate best practice models in NZ schools	Yes	Yes	Term 3	Senior Leadership
2.5	Closing gaps earlier at y9 and y10	<ul style="list-style-type: none"> Data sharing with Kahui Ako and other feeder schools from y7 Identify needs prior to y9 entry Identify strategies to accelerate learning 	Yes	Yes	Whole year	Kahui Ako team

3. Excellence in wellbeing

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
3.1	School values	<ul style="list-style-type: none"> • “Ladder to Manhood” (year 9) • “Good man” award (year 10) with changes to booklet and community service • Year 11 option to develop • Year 12 peer support training days • Year 13 <i>Tuakana/Teina</i> 	Yes	Yes	Term 1	RUS/TAY Pastoral team
3.2	Student wellbeing	<ul style="list-style-type: none"> • Continued focus on mental health and resilience with specialist support • Student voice re: program • Build into level assemblies 	Yes	Yes	Whole year	SIL/RUS with Pastoral care team
3.3	Staff wellbeing and Interpersonal relationships are an ongoing goal of the school	<ul style="list-style-type: none"> • Staff committee to establish principles for Wellbeing Committee and place of Staff Association • Administer wellbeing budget and consult with staff • Develop coherent program of support 	Yes	Yes	Whole year	SIL
3.4	Monitor and improve NBHS Safe – school’s Health and Safety procedures	<ul style="list-style-type: none"> • Embed changes to H and S committee under Board’s leadership • Continue to Train/upskill all staff in H and S 	Yes	Yes	Ongoing	NEW/Dr. Freudenberg
3.5	Ensure boarding practice is culturally responsive and inclusive of diversity	<ul style="list-style-type: none"> • Monitoring student physical and emotional health and safety • Implement Student Welfare Committee • Review Hostel Dean pastoral care program to ensure we cater for at risk students 	Yes	Yes	All year	JOH

3.6	Encourage the development of “Good Men” in boarding	<ul style="list-style-type: none"> • Phone restrictions applied to year 11 • Provide education to students and parents on current issues such as vaping, relationships etc • Improve leadership opportunities for hostel students 	Yes	Yes	All year	JOH
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4. Excellence in teaching and learning

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
4.1	School achievement targets are monitored	Names, numbers and needs identified, Tracked and monitored	Yes	Yes	Annual	Senior Leadership
4.2	Continue process for monitoring, Tracking and mentoring of students to ensure those at risk of under-achieving are supported	Align with CoL Transition team’s At risk spreadsheet Specific tracking and monitoring by Māori and Pasifika transition deans	Yes	Yes	Ongoing	TAY (with SIL/STA) TAM ASH
4.3	Imbed the use of academic data to differentiate teaching and learning	HoD’s to identify key data School to set up summary markbooks for all teaches and departments with this key data PLD provided re: using this Use of the data a focus of all lesson observations	Yes	Yes	Ongoing	Senior Leadership and HoD’s
4.4	Writing for literacy	Write that Essay part of PLD Literacy module y9 continues	Yes	Yes	Whole year	SWE (BUX/APP)
4.5	Digital fluency	Professional learning time (30 Hours) continues 2021 with differentiated staff PLD opportunities	Yes	Yes	Whole year	RUS/STA
4.6	Gifted and Talented education	<ul style="list-style-type: none"> • Identify register of GAT students • Establish program of opportunities (a second “curriculum”) for these students • Promotion of GATE 	Yes	Yes	Term 1 Term 2 All year	ASH

4.7	Identification and implementation of most successful classroom strategies for boys' learning	<ul style="list-style-type: none"> • Inquiry project • Review Room 101 project • Lead to Strategic Goal 4.1 in 2021 	Yes	Yes	Term 2 – 4	Senior Leadership
4.8	Gap analysis of Key competencies of National Curriculum and action plan	<ul style="list-style-type: none"> • Curricular and extra curricular programs • Esp. managing self, Relating to others, Participating and contributing 	Yes	Yes	Term 3 - 4	SMT and ELA
4.9	Learning Support	Identify learners who qualify for learning support/SAC's by year 11 NCEA, particularly Maori learners	Yes	Yes	Term 1 and 2	DOB (with APP, TAM)
5.0	Ensure quality of extra-curricular programs	<ul style="list-style-type: none"> • Review extra-curricular programs – leadership, delivery and funding • Develop high performance support for Gifted and Talented students eg: S and C programs • Ensure staffing provides both appropriate leadership and management of the extra-curricular life of the school 	Yes Possibly Yes	Yes Yes Yes	Term 2/3 Term 3/4 Term 3/4	Senior Leadership WES mcc BER
5.1	Foster a culture of academic focus and excellence amongst Scinde House students.	<ul style="list-style-type: none"> • Peer tutoring in senior subjects • Celebrate academic success and community service 	Yes Yes	Yes Yes	Term 2 – 4 All year	Asst. HoB JOH

5. Operational quality

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
5.1	Ensuring high quality staff in all aspects of Hostel life	Attendance at Boarding conference. First Aid Courses to be completed by all new Boarding staff/renewals	Yes	Yes	Term 2 Term 2	JOH/ha JOH
5.2	Progress Armour Block replacement	Demolition Stage 2 completed Construction Stage 2 underway Stage 2 completed	Yes Yes Probably	Yes Yes Yes	February March December	SMT/pi
5.3	10YPP SIP projects (\$400K) - Library	<ul style="list-style-type: none"> Upgrade library (heat/cool/water/light) Add archival space 	Yes	Yes	2021	BER/pi
5.4	Ensuring high quality facilities in all aspects of Hostel life	<ul style="list-style-type: none"> Upgrade third wing of Glendining Block (annual until 2023) 	Yes	Yes	Term 3	BER/pi
5.5	Progress Board long-term property objectives	<ul style="list-style-type: none"> Farm Parking and road safety Te Awa Avenue with NCC 	Yes	Yes	Ongoing	Board
5.6	Progress weathertightness remediation across school	Blocks B, AC, PA, MS, P1-3, FF, PL, T, G, H1 and PAV	No	Yes	2020 – 2023	BER/pi
5.7	Replace pool filter shed	Urgent 5YA project under Health and Safety	Yes	Yes	Term 1	BER/pi
5.8	Māori identity on campus	Art – planning for the use of totara in storage Bilingual signage – design, commission and begin rollout across campus Buildings – concepts for wharenuī or marae ātea	Yes Yes Possibly	Yes Yes Yes	Whole year Whole year Whole year	NBHS Whanau NBHS Whanau with PY NBHS Whanau and Board

5.9	Professional development of Housemasters	<ul style="list-style-type: none"> Tiaki Tioahi program via NZBSA – online course; trialled by Head of Boarding 	Yes	Yes	All year	JOH
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6. Finance

	Specific	Measurable	Achievable	Relevant	Timeframe	Who
6.1	Finance Review	Independent review by Crowe Implement recommendations	Yes	Yes	Term 1 and 2	BER, SMT, jo
6.2	New Financial reporting	Implement Xero	Yes	Yes	Term 4	BER, jo
6.3	Ensuring the continued financial viability of Scinde House	<ul style="list-style-type: none"> Maintain strong promotions of the Hostel to prospective parents via annual visits around the region. Use of Social Media and Austin Media to support promotions term 1 All new enrolments to asked to use Direct Debit for fees 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 (175 boarders) Maintain promotion of hostel holiday lets. Consider implementation of fees insurance for all boarding families (school to self insure) 	Yes	Yes	Term 1 Term 2 Term 3 Ongoing Term 3	JOH/BER Finance Finance/Board JOH BER/Board

7.1 Charter targets 2021: Students at risk of not achieving qualification/level

Qualification	Actual pass	At risk	Pakeha actual	Pakeha at risk	Maori actual	Maori at risk	Pasifika actual	Pasifika at risk
Year 9 Read/Write (NZC L4)		30%/25%		17%/20%		25%/30%		33%/33%
Year 9 Numeracy (NZC L4)		24%		21%		26%		33%
Year 10 Read/Write (NZC L5)		25%/20%		20%/17%		28%/22%		50%/50%
Year 10 Numeracy (NZC L5)		15%		13%		20%		50%
Year 11 Level 1		20%		15%		30%		40%
Year 11 Level 1 Endorsements		45%		40%		55%		60%
Year 11 Level 1 Literacy		10%		12%		15%		25%
Year 11 Level 1 Numeracy		12%		8%		20%		25%
Year 12 Level 2		15%		12%		20%		30%
Year 12 Level 2 Endorsements		60%		55%		75%		90%
Year 13 Level 3		25%		30%		30%		30%
Year 13 Level 3 Endorsements		65%		60%		80%		100%
Year 13 University Entrance		40%		40%		55%		50%
NZ Scholarship ¹		30		n/a		n/a		n/a

¹ Target number only, not percentage

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 consistent behaviour management 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, tutor leaders, peer support leaders, sports and cultural captains.

- Recognising the history of the school through student studies, displays, services and ceremonies.
- Being personally accountable, meeting commitments and completing tasks.
- Preparing students for the changing face of career opportunities.

Appendix 5

SELF REVIEW – OVERVIEW – FOUR YEAR PROGRAMME: 2021 - 2024

Term	Programme for Year 1 - 2021	Programme for Year 2 - 2022	Programme for Year 3 - 2023	Programme for Year 4 - 2024	
ONE	Adopt Budget Evaluate 2020 Achievement Information Lodge 2020 Variance Report with MOE. Lodge 2021 Charter with MOE. Implement & Monitor 2021 Targets Adopt	Adopt Budget Evaluate 2021 Achievement Information Lodge 2021 Variance Report with MOE. Lodge 2022 Charter with MOE. Implement & Monitor 2022 Targets.	Adopt Budget Evaluate 2022 Achievement Information Lodge 2022 Variance Report with MOE. Lodge 2023 Charter with MOE. Implement & Monitor 2023 Targets.	Adopt Budget Evaluate 2023 Achievement Information Lodge 2023 Variance Report with MOE. Lodge 2024 Charter with MOE. Implement & Monitor 2024 Targets.	
	<ul style="list-style-type: none"> • Charter due 1 March • Annual Report to Auditors by 31 March • Adopt Headmaster’s Performance Agreement. • 1 March return tabled. • Teacher Registration Audit – reported to Board after 1 March • Set Board annual work plan • Management Reports to Board • Curriculum reviews to Board • Schedule of all Board reporting timeline in the Board Annual Work Plan 				
	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy Officer Fees 2 yearly Review of Health Education Programme (See Curriculum Policy)	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy Officer Fees	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy Officer Fees 2 yearly Review of Health Education Programme (See Curriculum Policy)	Elect Board Chair, Deputy, Committees Confirm Annual Delegations Privacy Officer Fees	

NAG 1 (4 yr Cycle) TERM TWO	NBHS INTERNAL CURRICULUM REVIEW: Mathematics, Languages, Agriculture / Horticulture and Commerce, Uniform, Home Economics	NBHS INTERNAL CURRICULUM REVIEW: English, Physical Education, Social Sciences, Pastoral and Guidance	NBHS INTERNAL CURRICULUM REVIEW: Physics, Chemistry, Music, Art, Computing, Culture, Hostel, Home Economics. Review includes New Curriculum reporting.	NBHS INTERNAL CURRICULUM REVIEW: Music, ICT, Art, English, Physics, Chemistry, Culture, Hostel
	<ul style="list-style-type: none"> • AUDITED ANNUAL FINANCIAL STATEMENTS to MOE 31 May • ENROLMENT SCHEME Review Report to MOE 1 May • June 1st Return • July 1st Return • Management Reports to Board • Curriculum reviews to Board Schedule of all Board reporting timeline in the Board Annual Work Plan			
		BOARD ELECTION (Complete elections, new board orientation; elect chair, deputy, committees and confirm annual delegations)		
	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	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 • September 1st Return • Management Reports to Board • Curriculum reviews to Board • NZQA Moderation report previous year • Schedule of all Board reporting timeline in the Board Annual Work Plan 			

TERM FOUR	Board Performance Annual Review 2021 CHARTER TARGETS Review STRATEGIC GOALS Annual review / adopt school rules for ensuing year	Board Performance Annual Review 2022 CHARTER TARGETS Review STRATEGIC GOALS Annual review / adopt school rules for ensuing year	Board Performance Annual Review 2023 CHARTER TARGETS Review STRATEGIC GOALS Annual review / adopt school rules for ensuing year	Board Performance Annual Review 2024 CHARTER TARGETS Review STRATEGIC GOALS Annual review / adopt school rules for ensuing year
	Draft 2022 Charter and approve Budget Plan 2022 Board elections	Draft 2023 Charter and approve Budget	Draft 2024 Charter and approve Budget	Draft 2025 Charter and approve Budget

POLICY REVIEW CYCLE

The school is now using School Docs and will adopt their review recommendations

Yearly	Every Three Years
Term 1 <ul style="list-style-type: none"> • School Wide Achievement Review • Charter • ELA Review • EEO • Attendance rates whole previous year • Annual Plan • Retention Rates • Performance Management Report previous year – appraisal/Attestation • Professional development • Teacher Registration • Stand downs and suspensions • Triple R – In committee 	<ul style="list-style-type: none"> • Reporting to parents • Strategic Plan • Board organisation (after election) • Staff Induction • Provisionally Certified Teachers • Appraisal, attestation, registration • Guidance/Support systems (including attendance) • Sports Organisation • Library and Information systems • Cultural Organisation • Curriculum Structure • Professional Development Structure

<ul style="list-style-type: none"> • 1st March Return 	<ul style="list-style-type: none"> • Uniform • Leadership • Job Descriptions • Health Consultation (every 2 years) • Emergency procedures
<p>Term 2</p> <ul style="list-style-type: none"> • Curriculum Plan (for following year) • Annual report • Property Plan 5YA • Final Budget • Annual Budget • Faculty Review • NZQA Moderation Report – previous year • Curriculum Plan • Prospectus • Fees for following year • 1st June Return 	
<p>Term 3</p> <ul style="list-style-type: none"> • Property Plan • Mid-year report stand downs and suspensions • 1st July Return 	
<p>Term 4</p> <ul style="list-style-type: none"> • Property Plan • Professional Development Plan • Board Annual Plan for following year • Draft Annual Plan • Draft budgets • Draft PD Plan 	
<p><u>Board</u></p> <ul style="list-style-type: none"> • Fees 	<p><u>Board</u></p>

- Timetable
- Delegations

All policies