

School Charter

Strategic and Annual Plan for

Shirley Boys' High School

2015-2019

Key Timeline and Deadlines (NAG's 1, 3, 4, 5 will be reported on every month)

January	Update Charter and Targets to show changes	
February	Ratify Budget, Share Charter with Community, and Review Systems for monitoring of School Progress.	Reference NAG 2, Nag 4, Nag 6
March	1 March, Analysis of Variance due to MOE	Reference NAG 2.
April	Review Progress towards goals	
May	Prepare for major Mid-Year Review	
June	Report to Parents, analysis of Mid-Year Data	Reference NAG 2, major progress report.
July	Review Progress towards goals	
August	Review Progress towards goals	
September	Consult with Community and Whanau and Review Progress towards goals	
October	Charter, targets, budget and Review Progress towards goals	
November	Analysis of Variance, Review Progress on Targets, Analysis of Data. Consider setting new Charter targets, Budget reviewed and new one organised.	Reference NAG 2, Major progress report
December	Finalise Variance, Charter, next year's goals	Reference NAG 1, NAG 2, NAG 3, NAG 6

The School Charter, Strategic Plan and Annual Plan was developed after consultation with staff, (initiatives were called The Way Forward and Blue Skies) with students, (School Council), with Old Boys, Whanau and with the general parent community (CORE's Education Positioning System was the tool used by the school to determine community opinion)

Introduction

Mission Statement

“Shirley Boys’ High School, Kiwi Soul Global Vision”

Explanation

Shirley Boys’ High School will provide a balanced and supportive environment where young men learn and grow. Growth is commonly and simply expressed by the Students of the school as “BTB” “Better Than Before”.

By providing a balanced and supportive environment at Shirley Boys’ High School, all young men can pursue personal success in academic, cultural and sporting endeavours. This culture of leadership and growth will empower the boys to set themselves the lifelong goal of continuous improvement, so as to meet the demands of the world in which they will live.

In our school the focus is on developing The Shirley Man, the student enters the school as a young boy but emerges after five years, deeply connected to his Kiwi roots, but also with a strong focus on the world, its issues and its opportunities for personal growth.

Being a Kiwi is what makes a New Zealander unique, therefore in Shirley Boys’ strong emphasis is placed on learning about our turangawaewae and through that coming to understand what it means to be a New Zealander. This involves learning about our bicultural heritage and connecting to it, while never losing sight of the fact that New Zealand is a player on the world stage and therefore strong connections to the world, must be forged as well.

There are two gifts every boy must be given, the first is connections to his “Roots” hence “Kiwi Soul” the second is “Wings” the ability to leave the nest and fly, hence “Global Vision”.



Ako - To Learn

Tuakana Teina - The relationship between older and younger

Aoraki- Our Mountain



Values

While the school has kiwi roots it also aims to prepare its students for the world stage. Young people grow through being challenged and inspired. To deal with this our students must therefore be courageous, determined, curious and resilient. Each boy is an individual, so growth is expressed differently, reflecting the uniqueness of each boy.

Value	Explanation	Connection to NZ Curriculum
Curiosity and Opportunity	Curiosity is encouraged and the development of analytical skill, so when opportunity arises it is recognised and grasped.	"Is a successful lifelong learner"
Personal Resilience	Personal resiliency is strengthened through community support and through living in a disciplined environment.	"Is socially and emotionally competent, resilient and optimistic about the future"
BTB and Improvement	Boys recognise that continuous effort allows continuous growth.	"Participates and contributes confidently in a range of contexts (cultural, local, national, global) to shape a sustainable world of the future."
Positivity and The Community	Boys live in a community, they support it and it supports them in their endeavours	
Manaakitanga	Kindness, respect and care are hall marks of our community	"Is confident in their identity, language and culture as citizens of Aotearoa New Zealand"

Principles and School Character

Shirley Boys' High School is a state, single sex, Decile 6, year 9-13 secondary school, first established in 1957. Its roll is 1250 boys, it is a disciplined environment in which the school body, staff and students, conduct themselves with pride in what the school has already achieved and focus on achievements to come, at all times.

- Academic achievement is encouraged and above national averages are the normal expectation. Very high achievement in all fields of human endeavour is admired and encouraged
- The concept of ako is essential. It describes a teaching and learning relationship, where the teacher is constantly learning. Teachers learn from their students; by reflecting on their own practice; and by being informed by the latest research.
- Learning occurs both inside and outside the classroom and will embrace innovative learning practice.
- High quality innovative teaching is encouraged and supported by professional learning and development.
- Co-curricular activities, in sport or cultural endeavour, are a crucial part of the school's character. These enrich staff and students' lives through the challenges and experiences that they provide.
- These co-curricular activities occur throughout the day and weekend. School sport and trainings take place before and after school each day. This creates the unique character of Shirley Boys' as the school is used for these activities on Monday to Friday from 7:00am until 9:00pm. The school is also regularly used on a Saturday for co-curricular activities between the hours of 9:00am and 5:00pm.
- Students are drawn from all parts of the city which adds to the diversity of the school.
- It is an ethnically diverse school:
 - Pākehā: 61%
 - Māori: 17%
 - Pacific: 7%
 - Asian: 5%
 - Other ethnicities: 10%
- Shirley Boys recognises the bi-cultural nature of its community. It has one of the highest numbers of Māori students in Christchurch. The cultural narrative about the new site and local area will provide guidance for the future of the school.
- Parents of students will be actively involved in their son's school and co-curricular life, and boys' will stay in the school for 5 years.
- Shirley Boys' values environmental sustainability and kaitiakitanga. We are guardians of the land and protect the mana of the land for those who will follow at Shirley.
- The school is a family; students work with staff in an environment of easy familiarity, there is pride in the fact that the school reflects best of being a "kiwi" which is best described as living in a supportive family like structure where there is lots of energy and an environment of empathy for all. Parents of students are active in their support of the school, both inside and outside the classroom.
- Shirley Boys' will work with the Otakaro Learning Cluster and if another cluster needs to be established in the new location, there is a willingness to collaborate.
- There is an effort to have at least one formal assembly for the whole school each week. These are designed to reinforce the values of the school and celebrate success.
- A House system exists. Form classes are vertical which supports our tuakana-teina model. This refers to a relationship that is an integral part of Māori society where older more experienced tuakana help less experienced teina.
- During the year, there are several days when the school has alternative activities; these include Athletics Day, Tabloid Sports, Cross Country, and special events such as The Mid-Winter Swim.

- Shirley Boys is a community school, it reflects its whanau, and acknowledges the role that old boys and former staff play. They have shaped and continue to shape the culture of the school.

School and Curriculum

The school currently adopts a traditional method of curriculum delivery, 25 periods a week, (nearly one hour a period) is devoted to curriculum delivery. The classes are streamed at junior level with literacy and numeracy needs dealt with according to the level of identified ability. Classes are for the most part horizontal in configuration. A full range of subjects cover the national curriculum essential learning areas, and specialised options are offered from year 11 onwards.

We have been involved in professional development options such as assessment to learn and literacy and numeracy options as well. CORE is currently engaged in helping us with BYOD development for all staff.

The major focus at this point in time is getting all staff to orientate their teaching towards being able to deliver in a modern innovative flexible learning environment. Accordingly the following needs to be taken into consideration.

- There is no doubt that we will change some aspects of our curriculum, the following highlight possible outcomes.
- Period lengths are likely to get longer, up to 100 minute periods are a possibility
- A more general structure is possible, one that allows pathways to be created for each student.
- We will look at a structure that allows more traditional approaches to teaching and learning to be able to continue, along with approaches that are more flexible, ones that allow groups of teachers to plan and execute lessons with a team approach.

The Learning environment will allow this to happen.

While teachers orientate their teaching towards delivery in a modern innovative flexible learning environment, they also need to ensure that the curriculum remains rich and allows the development of programmes and environments that:

- are learner focused and flexible;
- are open to participation and collaboration, consider the local community to be part of the learning environment;
- develop strong relationships and grow the resilience of young men;
- use technology to support innovation;
- incorporate assessment for learning;
- encourage students to see themselves as part of a bigger world

Teaching and Learning structure

Shirley Boys' High School has a commitment towards providing its students with a balanced and flexible curriculum which meets a wide range of needs and abilities. The curriculum is designed to assist boys to achieve success, to acquire knowledge and understanding, to develop and master skills, and to provide the means to achieve their full potential. Shirley Boys' is committed to the continuous improvement of our curriculum and learning opportunities by providing learner focused, flexible and innovative programs. We will continue to provide the best learning pathways for boys based on best evidence and good practice.

The curriculum at Shirley comprises two broad areas. Firstly, the programme of classroom instruction and learning which occurs between 8.30 am and 3.00 pm. Secondly, the programme of various sporting, cultural and special interest activities. Students are encouraged to take part in a wide variety of school activities. The curriculum is designed to enable students to have the opportunity for success in all the essential learning and essential skill areas of the New Zealand curriculum. It will make it possible for students to be prepared for tertiary education, employment and leisure and social activities, enabling them to take an active and positive role in the economic and social life of New Zealand.

The key aspirations of the teaching and learning programme are:

1. The requirements of the relevant Education Act and the New Zealand Curriculum will be adhered to.
2. The curriculum will work towards the main goal of preparing learners to take an active and positive role as adults in the economic and social life of New Zealand.
3. The curriculum will be future focussed and prepare students for the ever changing needs of the 21st century.
4. Curriculum objectives and local goals in the Charter will guide the curriculum.
5. A supported learning programme will be in place to address the needs of students who demonstrate a need.
6. Gifted and talented students will be given an opportunity to both extend and enrich their performance.

The goals and objectives of the teaching and learning programme are:

1. To provide suitable courses for students of all abilities.
2. To encourage students to experience a wide range of subjects.
3. To develop a curriculum which reflects the special interests and urban environment of our community.
4. To encourage courses which take advantage of the close links between the school and its community.
5. To provide sport, recreational and cultural opportunities.
6. To provide a timetable structure which allows all students to learn at their most appropriate level.
7. To provide continuing educational opportunities.
8. To promote culturally responsive practice throughout the school.

Heads of Departments are responsible for developing and maintaining the curriculum delivery plan (scheme) for their subject. This is done in consultation with other members of the department. The Senior Leadership Team member responsible for curriculum will act as an adviser. Curriculum schemes of work are available to every teacher in that Department and must be revalidated by the HOD every year. The school-wide Departmental Review and Appraisal system ensures that curriculum delivery is reviewed and recommendations for improvement noted and acted upon.

In 2015 teachers have been trialling different approaches to support student learning. They include:

- A Year 9 class which learns English and Social Studies in a collaborative programme. They also have a double period built into their timetable.
- Year 11 Maths have been working collaboratively with two classes and two teachers.

- The Health and Physical Education department have reconfigured two classrooms to provide an innovative learning space.
- Two BYOD classes have been running in Year 9 and another two in Year 10.

There will be further development of these pedagogies in 2016. These include:

- All teachers are expected to trial innovative teaching practices during the year.
- A Year 9 class which learns English and Social Studies in a collaborative environment will continue.
- Double periods will be introduced.
- A continuation of e-learning.
- All Year 9 and 10 students are expected to bring their own device to assist their learning.
- A new temporary building, Ngatahi will be available at the beginning of 2016. This will allow teachers to trial collaborative approaches to teaching with the same classes timetabled at the same time. This will allow teachers to trial ratios of 60 students to 2 teachers, or 30:1 if required.
- Ngatahi will also allow space for four classes in an open space. This will allow the school to trial furniture and configuration of classes.
- Different curriculum areas are investigating ways of creating breakout space so they can trial the use of those areas.

Shirley Boys' High School will evolve over the next three years in order to create a successful transition to the new school. There will be a heightened understanding that the new school will require greater levels of openness and collaboration. Student agency, collaborative learning and teacher practice, teacher-student relationships and increasing connectivity across subject areas will all have an increasing impact on the organisation of our school and the spaces required.

Shirley Boys' High School would like to organise the school around the essential learning areas as there will continue to be a need for curriculum based learning. However, the design of learning spaces needs to allow for evolving changes to the structure of teaching and learning. There will be increased collaboration between subjects and between teachers so the school requires larger, purposeful, agile learning spaces which can be used for discrete subjects or collaborative cross-curricular learning. There will still be a need for individual teaching of classes so enclosed learning spaces for classes of 30 students are also required.

Groups and ratios of students to teachers will be based on learning needs, however co-teaching within the same subject or across curriculum areas will become a predominant feature of the school. For instance groups of 60 to 90 students may work with 2 to 3 teachers where appropriate.

The ability to group students together in Houses will need to be a feature of the school. It is likely that a personalised learning programme will be introduced in the future to focus on the 'soft skills' that young men will need in the future. This learning will occur within Houses as opposed to learning areas, therefore the 13 form classes with a ratio of 23:1 in each House need to be clustered together.

There will be a strong link between Shirley Boys' High School and Avonside Girls' High School. Shirley Boys' will look to maximise the co-location by sharing facilities and investigating shared classes, particularly in the senior school.

Maori Dimension and Cultural Diversity

Shirley Boys recognises the bi-cultural nature of its community. It has one of the highest numbers of Maori students in Christchurch. The Board of Trustees endeavours to honour the principles of the Treaty of Waitangi through its provision for Maori and for others of diverse cultural heritage.

Board Purpose:

1. To acknowledge the unique heritage of Maori as tangata whenua
2. To respect cultural diversity

Guidelines: Reference ERO Educational powerful Connections with Parents and Whanau, 2015

Tikanga Maori

Tikanga Maori is respected and included through school occasions (e.g. Powhiri), curriculum areas and the physical environment, such as art work.

Participation in Maori cultural opportunities is encouraged, e.g. haka, waiata.

Students and staff are given opportunities to learn Tikanga Maori, e.g. Mihi, powhiri protocol

Te Reo Maori

Te Reo Maori will be offered to all students as an optional subject.

Investigation into the development of Maori cultural studies is occurring.

Students and staff will be encouraged to develop knowledge of Te Reo.

Maori Achievement

The school will set goals and targets, monitor, review and report on the achievement of Maori students.

Initiatives to raise Maori achievement will be developed and implemented annually.

Consulting With Our Maori Community

The BOT has a responsibility to maintain a process of consultation with our Maori community.

Consultation takes place through whanau and iwi feedback, specifically, discussion with rangatahi, school whanau and Tuahuriri will regularly occur.

The purpose of consultation is to ensure that Maori aspirations and needs are addressed and The Maori Representative on the BOT is an important person as far as this process of consultation is concerned.

Reflecting Cultural Diversity

Respect and consideration for all cultures is promoted as a core value.

Knowledge of an appreciation for other cultures is encouraged through the curriculum.

The cultural diversity of New Zealand will be given place as a school-wide theme once per year, usually reflected in action on Maori Language week and involving the honouring of our heritage.

Staff and students will develop knowledge about and be culturally responsive to diverse cultures and culturally relevant issues.

Opportunities to learn second language will be provided through the curriculum.

Strategic Plan

This references what The Board wants to achieve in the next 3-5 years. Of major importance to Shirley is The NAGs which focus on high levels of achievement, equality of educational opportunity, developing the knowledge and skills to compete in the modern world, access to qualification systems and increased success for Maori and Pasifika students.

Improvement plan for Learning

NAG 1 Strategic Goals for Student Learning

- A. **COMMUNITY AND WHANAU** - Shirley Boys' High School is the school of choice for boys in eastern Christchurch.
- B. **STUDENTS** - All boys are able to achieve personal success and be Better Than Before
- C. **STAFF** - High quality innovative and collaborative teaching is evident

NAG 2 Self Review

The Board will consult widely and reflect on its practice, modifying this as/when it deems it to be required.

NAG 3 Employer Responsibilities.

The Board will ensure its responsibilities as an employer are understood and fully discharged
Outcome: Quality teaching, leadership and governance to support student learning and wellbeing.

NAG 4, Finance and Property

The Board will ensure financial and property maintenance systems meet Ministry requirements
Outcome: Well-resourced and effectively managed 21 st Century Learning Environment

NAG 5 Health and Safety.

Major Focus Goal

The Board will ensure its policies and procedures meet current legislative requirements
Strategic outcome: Safe and inclusive School Culture

NAG 6: Administration and Compliance.

The Board will ensure its policies and procedures meet Ministry requirements
Outcome: Efficient and Compliant Administration Systems

Annual Review 2015/16

These are the more specific annual aims, objectives, targets, planned actions and resources:

NAG 1 Strategic Goals for Student Learning

Major Focus

A. Community and Whanau

Shirley Boys' High School is the school of choice for boys in eastern Christchurch

Target A1: Improve transitions of students from Primary to the secondary sector

Actions: Shirley Boys' will work with primary schools in the Otakaro cluster, and those likely to be in its new cluster, with a view to removing impediments to successful transitions of students into the secondary sector

Responsibility: Shirley Leadership Team, Learning Committee and H'sOD

Outcomes

- Key Competencies that are central to the cluster learners will be identified.
- Clear and explicit strategies and supporting documents for teachers and schools will be developed.
- An agreement amongst all of the cluster schools on alignment of reports will be developed. This project will involve discussion about assessment and best practice.
- SOLO taxonomy as a planning tool and as a strategy to enhance student self-regulation and learning outcomes will be developed.

Target A2: Develop strategies to resurrect the international Student Programme

The international student programme will be focused on Korea, Thailand, China and Japan

Responsibility: Senior Leadership Team, International Student Director

Outcomes

- Growth in number and quality of new enrolments. In 2016, the aim will be 10 students.
- Strong links between Chisnallwood and Avonside Girls in the international marketing area

Target A3: Improve communication with the school community and potential community

Actions: Communication and media professional advice will be employed

The website will be reworked and cloud based technologies developed to bring the school community together

Responsibility: Senior Leadership Team and Director of E Learning

B. Students

All boys are able to achieve personal success and be Better Than Before

Target B1: Every Year 9 and 10 student will acquire the skills to ensure he is ready for NCEA

Actions: Staff will manage classes and record outcomes on weekly report

Responsibility: Senior Leadership Team, Learning Committee, Teaching Staff

Outcomes:

- 98% of Year 10 students will achieve the graduation certificate
- 96% of Year 11 students will achieve NCEA Literacy and Numeracy
- NCEA Level 1, 85% pass rate
- NCEA Level 2 85% pass rate
- NCEA Level 3 75% pass rate
- Increase NCEA endorsements by 5 at each level
- While it expected that stand down and exclusion levels, will fluctuate from year to year as well as absentee rates, the school trend over time will be for reduction to occur.
- All priority Learners will be tracked/monitored to ensure they are meeting set targets

Target B2: 85% of Maori and Pasifika students will receive NCEA 1 and 2 by 2017

Action 1: All teachers will promote and develop culturally responsive practice

Responsibility: The Learning Committee, H'sOD, Teaching Staff, Senior Leadership Team, Pastoral Committee and The Whanau Committee

Outcomes:

- A school-Wide staff PLG focused on developing culturally responsive practice will occur.
- Programmes of learning that promote progress and achievement of Maori and Pasifika
- Establishment of ways to engage with Maori families and Ngai Tuahuriri

Action 2: Maori/Pasifika students will be tracked/monitored to ensure they are meeting set targets

Responsibility: H'sOD, Teaching staff, Pastoral Committee, Form Teachers

Outcomes:

- Relations are built with students that are supportive and acknowledge their unique cultural experience
- Quantitative and Qualitative data will be collected and analysed to identify barriers to learning
- Connections with whanau and fono will be developed.

Target B3: Every School leaver has a learning and career plan in place

Action: A learning and career plan is developed for every boy

Responsibility: Pastoral Committee and Form Teachers

Outcome:

- Every school leaver goes on to full time employment or further education.

Target B4: Introduction of Chinese into the school curriculum and investigation into development of a cross-curricular theme of sustainability in the Oruapaeroa environment

Action: Rationalise the learning area of Languages.

Investigate the introduction of Chinese language.

Investigation into the development of sustainability across all curriculum areas, and the implementation of a unit initially at Year 9, reflecting this theme in the seven essential curriculum areas.

Responsibility: SLT and Learning Committee

Outcome:

- Chinese will be introduced in 2017
- A decision will be made on whether the current language options can be maintained at the end of 2017.
- A theme will be agreed and a unit written and implemented at Year 9 for 2017.

Target B5: Improve transitions of students from primary to the secondary sector

Action: Shirley will work with its current cluster Otakaro and those likely to be in its new cluster, with a view to removing impediments to successful transitions of students into the secondary sector.

Outcome:

- Identify Key Competencies that are central to the cluster learners
- Develop clear and explicit strategies and support documents for teachers and school.
- Develop an agreement amongst all of the cluster schools on alignment of reports. This project will involve discussion about assessment and best practice
- Develop SOLO as a planning tool and as a strategy to enhance student self-regulation and

Target B6: Increase the number of staff and students engaged in co-curricular activity beyond 70%

Action: Students will be encouraged to take part in co-curricular activity and the staff supported in their endeavours to run co-curricular activity.

Outcome:

- Students will take co-curricular sporting and cultural activity outside teaching hours

C. Staff

High quality innovative and collaborative teaching is evident

Target C1: All staff will develop the skills required to successfully teach students in an innovative learning environment.

Actions: All staff will trial innovative practices in specific areas.

Responsibility: Associate Headmaster, Learning Committee, H'sOD and Teaching staff.

Outcomes:

- A trial timetable will be introduced in 2016 to provide planning time for teachers and double periods.
- Block Week will occur term 1-3 to provide a block of extended learning to create consistency and flexibility.
- All teachers will be required to trial at least one example of innovative practice each term.

- Innovative teaching spaces will be trialled in Ngatahi. And some other parts of the school.
- All teachers will complete a Teaching as Inquiry project as part of their teacher appraisal.

Resurrect International

Target C2: The international Student programme will be resurrected, with particular focus on Korea, Thailand, China and Japan and investigation into the possibility of having Chisnallwood and Avonside as major partners in this endeavour will occur.

Responsibility: The Director of International

Outcomes:

- The numbers of international students will grow to 10 by the start of 2017
- A formal relationship will be forged between Avonside, Chisnallwood and Shirley Boys' High School

NAG 2 Self Review

1: All relevant Board Policies will be reviewed by the end of the year

2: The Strategic Plan for 2015 to 2019 will be produced after extensive staff and parent community consultation, mostly during early 2015

NAG 3 Employer Responsibilities.

These are detailed in the appropriate parts of The Board Manual, (appendix 2 of this document). A brief summary of the key items follows.

Outcome: Quality teaching, leadership and governance to support student learning and wellbeing.		
Strategic priorities	Dimensions	References
Effective Teaching Practice	High expectations for students Teacher Knowledge and reflection Bespoke IEP Learning Culture that reflect bicultural environment Effective student management Effective Assessment Effective Reporting	ERO Evaluation Framework, Effective Teaching 2011 ERO, promoting success for Maori students ERO, Collection and Use of Assessment Information ERO, Managing Professional Learning and Development Educational Council
Leading and Managing the school	Establishing Strategic Goals and directions Self-Review and analysis of assessment data Linking with the broader community	ERO Evaluation Framework, Leading and managing the school

Quality of Governance	Provision of vision, values and strategic direction	ERO Evaluation Framework, Governing The School
Engaging parents, whanau and communities	Review and strategic direction after consultation with the community	ERO Evaluation Framework Engaging Families ERO

NAG 4, Finance and Property

Outcome: Well-resourced and effectively managed 21 st Century Learning Environment		
Strategic Priorities	Key Strategies and actions	Referencing and Review
Financial Resourcing	Alignment of resources and priorities Find external sources of resources.	Finance Committee of The Board
Property Management and Development	Life, Post Earthquake and pre-transfer to a new site	Property Committee of The Board

NAG 5 Health and Safety

All staff will have an increased understanding of Health and Safety requirements for the school, with the strategic outcome being the school will be have a safe and inclusive culture and environment.

1. There will be a safe Physical Environment. This will be achieved through regular monitoring which will be directed through the Health and Safety Policy, developed in 2015. Responsibility for this lies with The Board.
2. A Safety Management Plan, written by The Associate Headmaster will be developed.
3. All staff including new and returning staff will receive training at the beginning of the year about the health and safety procedures. The Associate Headmaster, Health and Safety Committee will be responsible for this.
4. Emergency responses will be practiced regularly, Health and Safety Committee responsibility

NAG 6: Administration and Compliance.

Outcome: Efficient and Compliant Administration Systems		
Strategic Priorities	Evaluative Dimensions	Reference and Review
Compliance with external requirements	Requirements from Legislative, Authorities, Auditor, NZQA, MOE, ERO and Education Council	Ministry of Education STA Principals Council
Effective Administrative Systems	School Calendar, day to day management systems, systems for specific function, (RAMS EOTC etc.) Timetable and Staffing and archiving.	STA Ministry of Education

Appendix 1

Current (February 2016) Overview of Key Development Strategies:

This table summarises key development strategies, when they will be implemented what is involved and who is in charge?

School Wide Focus	2015	2016	2017	2018
Innovative Learning Environment Development	Timetable investigation Team recommendations considered	Timetable investigation Team recommendations implemented	Reconsider Timetable and implement further recommendations if required	Ready for successful entry into the new Shirley Boys'
	Mathematics, PE, Social Science trial	Lessons learned. Introduction of Ngatahi, will allow the spreading of the trial.	All Teachers reflect ILP in their classrooms, whether the environment is Flexible or not.	
	Ready access to the outcomes of the ILP trials will allow practice that is fit for purpose to be developed. Information will be available through Departmental meetings. Also visits to ILP schools will be continued, and as our practice improves, other schools will visit us. MOE initiatives in PD will continue, in 2016, this is "Grow Waitaha" and the use of "Navigator" PD Coordinators will continue.			
	E Learning will be trialled in selected Year 9 and 10 classes. E Learning Coordinator appointed.	All Year 9 and 10 classes will be BYOD, and featuring E teaching and Learning.		
	An E learning Coordinator will be available each year to assist staff and students. CORE will provide technical assistance as well. By 2017, nomination of SBHS staff as CORE Fellows will occur.			
Maori and Pasifika Learning enhanced.	Maori and Pasifika support group established. Whanau Support Group established.	Cultural Narrative investigation continues. Maori and Pasifika homework programme	Investigation of Ka Hikitia or similar, for school wide implementation	

	Maori BOT representative established.	strengthened and Leadership opportunities enhanced.		
	PD for staff made available, local PD from Tuahiwi, and formal PD from tertiary institutions	PD continues. 85% success in NCEA level 2, for all Maori and Pasifika students	PD continues. 85% success in NCEA level 2, for all Maori and Pasifika students	