CULTURE

WHAT WILL WE DO TO WORK TOWARDS THE VISION?	HOW WILL WE DO IT?	WHO?	HOW WILL WE KNOW WE HAVE MADE A DIFFERENCE OR MEASURE SUCCESS?
Continue the development of the CBHS culture.	The language of the CBHS culture is used frequently.	All staff	Staff focus groups in March, August and November report alignment with the CBHS culture.
	All staff at CBHS live the CBHS culture at work through holding themselves and others accountable (colleagues, students, community) to it including: • Focus of Senior Leadership communication with staff (emails, letters, briefings, full staff meetings) contains the language of the CBHS culture. • BOT, SLT, Guidance and Curriculum meetings begin with an agenda item 'what are we doing for the CBHS culture'.	Reporting HLN	An absence of negative comments and a greater cross department collegiality.
Engage students positively in development and ongoing implementation of the CBHS culture.	Students receive regular and consistent messages about culture and expectations from all staff and each other in all settings (especially assembly and kaitiaki class, curriculum classes and co-curricular activities).	All staff	Student focus groups in April and August report positively on engagement factors i.e. uniform, language, litter, lateness, and on the school culture.
		Reporting Senior School VRN, Junior School BND	AREA data reflects improved attendance, retention, engagement and achievement.
Enhance the involvement of the community in co-curricular activities.	Communicate BOT co-curricular policies and be assertive in their implementation. Ensure the continued alignment of co-curricular activities with the school's values, mission and vision. Investigate and where possible remove barriers to community participation in co-curricular activities.	VRN/DVG/BRS	Community, staff and student focus groups (April and September) report that co-curricular activities: • Promote and enhance the school's values, mission and vision. • Develop fine young men. • Support academic achievement. • Build relationships and community. Community, staff and student focus groups report (April and September) that the co-curricular code of conduct is being met.

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Kaitiaki will know students well, have a programme to enhance relationships and resiliency and work towards growing the CBHS culture.	Kaitiaki Programmes are implemented in the Junior and Senior School. (Junior school focus: connection to school and developing good men, senior school focus: pathways beyond school).	BND/VRN	Student and staff focus groups (April and August) report that there is support for positive relationships, resiliency and culture.
Limit the number of teachers with a class size average over 26 students.	Continue financial prioritisation of class size (budget deficit).	HLN / KTM / BOT	March 1 data shows that no more than 15% of classes in the senior school are over 26 students and only 15% of teachers have a class size average of > 26.
Complete the Caddick and Caldwell Blocks and ensure final design decisions reflect our philosophy of enhancing student and teacher relationships.	Maintain positive and effective relationships with Ministry Of Education and stakeholders. Ensure effective governance and reference to key design principles in decision making.	DNC / BOT Steering Group	Caddick and Caldwell blocks are ready for staff to move in from 1 December.

TEACHING & LEARNING

WHAT WILL WE DO TO WORK TOWARDS THE VISION?	HOW WILL WE DO IT?	WHO?	HOW WILL WE KNOW WE HAVE MADE A DIFFERENCE OR MEASURE SUCCESS?
Further adapt the curriculum to ensure it better supports the learning pathways and aspiration of students who choose alternative options beyond their time at school (ERO).	Investigate student and staff interest subjects in the senior school.	BMM	A recommendation is in place to make curriculum changes for 2021.
	Senior school kaitiaki programme will have a future pathway focus.	VRN / WBR	All school leavers have an identified plan by September.
Use junior achievement data to inform teaching and learning and strengthen student ownership of progress.	Investigation of Power BI.	BMM	Junior data is able to be tracked to show cohort and individual improvement.
	Design a reporting programme through: • Investigation of student input of feedback into PCSchool. • Engagement of staff in design.	BMM	A reporting programme is designed for 2021 that: • Enhances student agency and responsibility for acting on formative feedback. • Continues to share live AREA data with parents. • Enables teachers to provide formative feedback to students and enhances their ability to work alongside them. • Is meaningful and reflects value for effort.
Review the junior curriculum.	The junior curriculum review cycle is in place: • 2020 Science/ Music/ Social Studies • 2021 Maths/ Technology • 2022 English/Art/ PE • 2023 Languages	BMM	Science curriculum review complete April. Music curriculum review complete July. Social Studies curriculum review complete September.
Focus on literacy to enhance access to the curriculum and improve assessment results.	Use Reading Plus programme in targeted classes.	BMM	Improvement in junior school literacy e Asttle and Reading Plus data from February to November.
	Academic verbs in SOLO – shared lists published and used by departments and students.	BMM	
	Continue financial prioritisation of class size and provision of teacher aides.	HLN / KTM / BOT	

STAFF DEVELOPMENT

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Enhance the knowledge and use of the digital systems in the school environment.	Planned professional development in Microsoft Teams with a focus on establishing departmental teams.	ICT lead group	Teams implementation and training competed by end of year.
	Make improvements to Kaitiaki and Deans reports.	ICT lead group	Deans and Kaitiaki report in Week 4 of Term One that they have access to key data to perform their roles.
Staff wellbeing is supported through a planned professional development programme and related activities.	The Appraisal system is developed in line with national guidelines.	FRS/PGC	All staff are appraised by December 2020 under new parameters.
	Implement a PD programme for staff which offers choices relevant to their needs.	BMM	PD programme implemented – staff feedback sought in June and November.
	Include upskilling in IT usage.		