



PRIORITIES

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PRIORITY ACTIONS

SUCCESS INDICATORS (CHECKPOINTS)

LEADING CULTURE

Our culture is driven by positivity and integrity and enables the school community to work together with aroha.

- Staff promote and are accountable to our CBHS staff culture
- Deliver a leadership programme for middle leaders

- Staff culture score in Have Your Say Survey is >65% (November)
- 18 staff complete leadership programme (October)

STAFF DEVELOPMENT

Staff are empowered and supported to adapt and lead with humanity in a changing world.

- A set of ICT staff competencies is developed and taught.
- Staff PD aligns with strategy, has an element of choice and includes ICT, building relationships (Kaitiaki) and behaviour management.
- The 8people programme is introduced to improve individualised mentoring of and feedback to teachers.

- Teacher appraisal shows evidence of competency in ICT and relationship building through deliberate learning conversations (November).
- Assistant Principal of Teaching and Learning is trained in 8 people (August).

RESILIENT RELATIONSHIPS

Relationships across the school community are purposeful. They are based on respect and developed through learning conversations.

- Kaitiaki classes have a consistency of delivery and high quality of direction. Kaitiaki know their students, discuss values, provide support and reinforce the CBHS strategy.
- Deans lead PD for Kaitiaki on PCSchool data.
- Clear messaging and aligned practise regarding the purpose of co-curricular activities.

- Student data shows that the majority of students report that their Kaitiaki know them well (April, October).
- All teaching staff and most non-teaching staff provide evidence of working alongside students outside of classroom settings (November).
- Over 75% of community members indicate that CBHS practice in co-curricular activities aligns with the BOT's policy and the Code of Conduct (September).

FUTURE SUSTAINABILITY

The school invests in its long-term sustainability. We act as stewards for current and future students so that they can benefit from high quality facilities and a wide curriculum.

- Implement future provision for Adams House and other assets as per BDO modelling
- Work alongside the Ministry of Education to ensure that the school redevelopment is able to completed as per entitlement and master plan.
- Identify areas for community support and maintain strong engagement with our community.

- Alongside Ministry of Education have a plan to secure entitlement funding (May).
- Alongside Old Boys and PTA provide opportunities for community engagement (November).
- High levels of newsletter engagement data (April).

DELIBERATE TEACHING AND LEARNING

We are purposeful and deliberate in our teaching of academic skills and character both in and outside of the classroom.

- Mentoring of SLT to intentionally focus on improving teaching and learning through targeted observation, feedback and coaching to increase the quantity and quality of deliberate teaching interactions.
- Literacy is supported through Reading Plus and Teacher Aides in targeted classes.

- Student voice in targeted Reading Plus classes shows improved reading confidence (May, October).
- E-Asttle data shows accelerated reading growth in targeted Reading Plus classes (November).
- Student voice shows that students know why they are doing activities in class (July).