CHRISTCHURCH BOYS' HIGH SCHOOL

STRATEGIC PLAN 2024

CBHS

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CBHS

ALTIORA PETO – I SEEK HIGHER THINGS

Te Kura Kahurangi

MISSION

Developing fine young men for a modern world. CBHS boys are morally courageous. They strive for personal and community success.

BLUE BLACK VALUES

Commitment

Bravery

Honour

Service

VISION

To be courageous, deliberate and purposeful in creating a culture, interactions and behaviours that advance care for others and responsibility for self.

STRATEGIC PRIORITIES

- Through the deliberate application of the CBHS' Teaching profile and CBHS' Blue-Black Values lift learning and achievement.

- Through the deliberate application of CBHS' Blue Black Values to be purposeful in enhancing our inclusive culture and developing healthy male role models.

- Ensuring a health and safety environment where the wellbeing of our boys and staff enables them to thrive.

ANNUAL PLAN

CBHS

STRATEGIC PRIORITY

Through the deliberate application of the CBHS' Teaching Profile and CBHS' Blue-Black Values lift learning and achievement.

THIS LOOKS LIKE

Explicit teaching resulting in high student work ethic and achievement, reflected in NCEA and co-requisite results.
CBHS' teaching philosophy is recognised as being based on deliberate interactions that reflect purposeful relationships and high expectations.

SPECIFIC MEASURES

1. NCEA Endorsements
2. Ask Your Teams (AYT) questions. (i) There is a clear focus on effective teaching at this school (Parent);
   (ii) Our school has a clear focus on effective teaching (staff);
   (iii) My teachers talk to me about my learning (students).
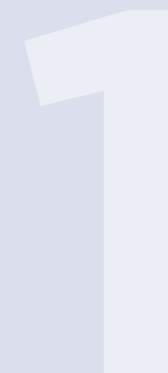
SPECIFIC ACTIONS

	ACTIONS	WHO AND HOW	ACTIONS AND ACHIEVEMENTS IN 2024	ACTIONS AND ACHIEVEMENTS IN PAST MONTH
1	Alignment of CBHS Teaching Profile with Blue-Black Values	BMM and Committee.		
2	Regular communications of teaching and learning expectations and celebration of academic effort and achievement.	HLN. Newsletters, assembly (something academic/ classroom expectations every assembly).		
3	Deep dive into endorsement rates at CBHS using statistical and qualitative data.	BOT and SLT. Potential engagement of external reviewer.		
4	Ensure orderly school.	Classroom Teachers supported by Deans and SLT. Collective teacher efficacy around Blue-Black values and CBHS Teaching Profile.		
5	Improved Academic Monitoring and Communication	SLT, identification of at-risk students with interventions (not rescues), review of weekly note		
6	Ensure Main Block rebuild is complete by year end	BOT and SLT - constant attention to accountability of MOE delivery team		

ANNUAL PLAN

CBHS

STRATEGIC PRIORITY

Through the deliberate application of CBHS' Blue-Black Values to be purposeful in enhancing our inclusive culture and developing healthy male role models.

THIS LOOKS LIKE

Explicit teaching, leadership and communication to our boys of how to be inclusive and healthy male role models.

SPECIFIC MEASURES

1. Ask Your Teams (AYT) questions. (i) I am aware of and support the school's values (Parents);
(ii) Our school is inclusive and values diversity of culture, identity and language (Staff);
(iii) I know what the school's values are and try to follow them (Students).

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SPECIFIC ACTIONS

	ACTIONS	WHO AND HOW	ACTIONS AND ACHIEVEMENTS IN 2024	ACTIONS AND ACHIEVEMENTS IN PAST MONTH
1	Persistent reference back to and use of Blue-Black Values.	All staff lead by SLT. Basis for restorative conversations.		
2	Use of external expertise to engage the CBHS community in conversations about healthy male role models.	HLN, visits to CBHS by Andrew Reiner, Richie Hardcore and others. Headmaster dialogue with community.		
3	Proactively embrace the moral purpose of being a boys' school.	BOT and SLT. Positive messaging about healthy men.		
4	Challenge alcohol culture.	HLN and DNC, Engagement with community re harm of alcohol.		
5	Alignment of co-curricular with school mission, vision and values.	BND. Greater participation and the engagement of great people alongside our boys. Being specific and relentless about the purpose of co-curricular activities.		

ANNUAL PLAN

STRATEGIC PRIORITY

Ensuring a health and safety environment where the wellbeing of our boys and staff enables them to thrive.

THIS LOOKS LIKE

Systems, controls and reporting that support a Health, Safety & Wellbeing (HSW) culture.

SPECIFIC MEASURES

2. Ask Your Teams (AYT) questions. (i) My child feels safe at school (Parents);
   (ii) I feel safe at school (Staff);
   (iii) I feel safe at school (Students).
3. Implementation of Ernest & Young Limited (EY) recommendations.

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SPECIFIC ACTIONS

ACTIONS		WHO AND HOW	ACTIONS AND ACHIEVEMENTS IN 2024	ACTIONS AND ACHIEVEMENTS IN PAST MONTH
1	Implementation of EY recommendations	BOT, SLT with engagement from entire staff. Coaching by Michelle Gillman engagement of additional resource.		
2	Development of specific and tangible HSW controls	BOT SLT with engagement from staff.		
3	Engagement of staff in HSW culture	BOT, SLT transparency and consultation with staff.		
4	Review complaints policy and processes.	BOT, SLT engagement with staff in review of current policy and process. Establishment of a complaints register.		

The Annual Plan updates reported to the Board of Trustees (BOT) at their meetings throughout 2023 are presented below with an additional analysis section.
The Dashboard of Indicators attached completes the Analysis of Variance.

ACTION PLAN - MĀORI ACHIEVEMENT OBJECTIVE: IMPROVE MĀORI STUDENT AREA DATA COMPARED TO THE REST OF CBHS

GOALS	HOW (TASKS)	RESPONSIBLE	SUCCESS INDICATORS	TRACKING (UPDATES IN BOLD)
Enhancement of cultural capital of CBHS Māori students	a) Promotion of Māori role models b) Introduce mentoring of Year 9 Māori students c) Targeted tracking of Māori students. Group that meets in Terms 1, 2 and 3 to identify Māori students who need support and ensure it is provided d) Ensure recognition of Māori student leadership e) Employment and support of new position Kaitautoko Ākonga	a) Headmaster b) Assistant Principal Curriculum c) Headmaster d) Headmaster (in consultation with Māori community) e) Headmaster	a) Visible Māori examples of success demonstrated to students b) Mentoring is established, is sustainable and is evaluated c) Māori AREA Data d) Māori student leadership is provided for and recognised e) The Kaitautoko Ākonga has formed strong connections (a trusted social contract) with Māori ākonga and whānau	1. Year 9 mentors (Mātāmua) in place. Community welcome successful and attended by approx. 40 families (key learning has been around how to make contact and connection) 2. Kaitautoko Ākonga has been visible and making connections and interacting on student behalf e.g., through sports registration process or assisting whānau in meeting with Careers Department 3. Student Leadership Group established 4. Māori Department very cohesive and empowered. We are seeing enhanced visible leadership 5. Student Leadership Group meeting regularly and also mentoring younger students 6. Student leaders have requested acknowledgment of tribe when achievement recognised 7. House haka competition 8. College Match haka 9. Tuakana Teina tutoring by Year 12 of Year 9 for haka 10. Specific careers support for Māori students 11. Continued public leadership from monitors in assembly 12. Biographies of Māori old boys in assembly 13. Kaitautoko Ākonga has formed strong connections. Often acting as a support person for students 14. Appearance on Te Ao Māori (Māori TV) of HOD Te Reo
Representation	a) Establishment of a cultural reference group for BOT b) Co-option of BOT member from CBHS Māori community	a) BOT b) BOT	a) Group meets regularly and provides input to the BOT b) Co-option	15. Co-option successful in 2022. Co-opted Trustee has met with Māori Department 16. Industrial action preventing meetings 17. Letter from Kaitautoko Ākonga to whānau regarding results 18. Kōmiti Māori hui every 3 weeks usually (30 students in attendance) 19. Kaitautoko Ākonga meetings 20. Fish and Chip evening for Māori community 21. Communication with Māori community of AREA Data and positive achievements highlighted
Treaty of Waitangi Obligations	a) Strengthen connection with Ngāi Tūāhuriri b) Enhance CBHS community understanding of Treaty of Waitangi	a) Headmaster b) Headmaster	a) Connection with Ngāi Tūāhuriri is formalised b) Improvement in Ask Your Teams score	22. Headmaster and Kaitautoko Ākonga have attended professional development at Tuahiwi re Ngāi Tūāhuriri history and tikanga and are enrolled in future session re Ngāi Tahu Treaty Settlement 23. Open dialogue with Ngāi Tūāhuriri including introduction of Kaitautoko Ākonga with Education lead 24. Teacher Only Day Planning for March 5 includes "the why of Te Tiriti o Waitangi" to be presented by Headmaster 25. HOD Te Reo leadership of Christchurch Girls' High School training at Tuahiwi 26. Ngāi Tahu History at assembly
Staff Capability	a) CBHS Professional Growth Cycle to specifically include goals for making progress in Te Reo me ngā tikanga Māori	a) PGC coordinator	a) Teachers complete PGC successfully	27. Te Ao Māori goals have been included in Teacher PGC 28. Staff including all Mātāmua are enrolled in Te Reo Māori course 29. Continued message of connection first e.g., Pete Chaplin PD for staff 30. Kaitautoko Ākonga to lead revised Mātāmua programme in 2024 31. Impressive step up from Te Reo staff in absence of HOD Te Reo 32. Additional Te Reo teacher employed for 2024 (also teaching Biology)

ANALYSIS OF ACTION PLAN - MĀORI ACHIEVEMENT

In 2023 through deliberate steps the school strengthened its support of the success of Māori students as Māori. By this we mean promoting both identity and success. There has been a notable positive shift in staff buy-in to Te Ao Māori and we have a very strong and enthusiastic group of Māori staff who have taken an active and visible role in supporting and challenging students and in raising the profile of Te Ao Māori at CBHS. The active support from the BOT and leadership has been appreciated and has provided momentum for positive growth.

ANALYSIS OF VARIANCE

ACTION PLAN - TEACHING INTERACTIONS OBJECTIVE: INCREASE THE MEANINGFUL IMPACT OF TEACHING INTERACTIONS AT CBHS

GOALS	HOW (TASKS)	RESPONSIBLE	SUCCESS INDICATORS	TRACKING (UPDATES IN BOLD)
Increase the effectiveness of teaching interactions at CBHS	a) Define the principles of effective teaching at CBHS through the adaption of the Te Kotahitanga Teaching Profile as the CBHS Teaching Profile (CBHS ETP) b) Implement, support and maintain and continually improve teaching interactions that meet the expectations of the CBHS ETP	a) Headmaster (with support of CBHS Effective Teaching Committee) b) Headmaster (with support of CBHS Effective Teaching Committee)	1. CBHS ETP aligns with Te Kotahitanga ETP and Teaching Council Standards for the Education Profession 2. Teachers understand and commit to the CBHS ETP 3. CBHS teaching observation, appraisal and professional conversations align with the CBHS ETP	1. Draft CBHS ETP written and being reviewed. ERO profile report has provided a very strong opportunity for this group 2. CBHS Teaching Profile written and shared with staff 3. Staff input sought for how we can support staff with implementing the ETP. This has led to messages to boys about the importance of manners and not arguing when caught out e.g., if you're eating in class and get told off, don't deny or argue just apologise and move on 4. Further promotion of ETP to community through newsletters and Open Day 5. Positive discussion post Headmaster trip to Wellington Principals' Forum and Staff consultation on values on a more consistent teaching practice at CBHS. Currently being incorporated into strategic and MSB planning

(Success Indicators to be measured through teacher and student voice collected through Ask Your Teams, focus groups and other means as determined by the Effective Teaching Committees.)

ANALYSIS OF PLAN: EFFECTIVE TEACHING INTERACTIONS

Teaching at CBHS remains strong. Conversations in 2023 and feedback from teaching staff has identified the importance of collective teacher efficacy. John Hattie describes collective teacher efficacy as the "number one" impact. Collective teacher efficacy is the combined belief that it is us (the teachers) that make the difference. Hattie talks about the power of staff believing they make the difference and this being fuelled by evidence that they are. Discussions at CBHS have led to the work on Blue-Black Values for 2024. There is a corollary that undermining teacher impact has a negative effect. In 2023 the school was distracted from making an impact through teaching through poorly implemented interventions such as the MOE's curriculum and NCEA changes. Though the school has positively embraced improvements in HSW systems the impact of Worksafe was also harmful.

Effective teaching is well defined, the school and its staff need the space to focus on this. We have changed the balance of the Senior Leadership Team to provide a greater focus on curriculum and teaching. We are nervous about the impact of NCEA Level One changes, especially in Term Three, on teachers' capacity to teach.

Roll Data (March 1)	2017	2018	2019	2020	2021	2022	2023	2024
Total Roll Head Count	1403	1405	1414	1430	1389	1360	1428	1459
Total Roll FTE	1325.6	1305.2	1393.8	1409.2	1388.6	1358.2	1426.2	1452.4
Out of Zone Percentage	43.4	44.8	42.2	41	41.4%	41.8%	38.80%	33.93%
Adams House Roll	135	131	135	135	137	134	136	136
Māori Roll	163	163	153	148	173	167	182	186
Pasifika Roll	35	24	21	30	44	51	58	65
Year 9 Roll	278	277	309	287	281	275	316	294
Year 10 Roll	276	275	287	310	286	278	290	327
Year 11 Roll	285	279	287	300	307	282	285	308
Year 12 Roll	292	294	281	282	279	294	284	299
Year 13 Roll	253	277	249	251	236	229	253	231
STP FTEs	26.4	44.8	39.8	33.2	6.8	3.2	1.2	10.4
International FTEs	51	55	53	63	36	18	42	58
Y9 Ballot (intake year)	2017	2018	2019	2020	2021	2022	2023	2024
Total Applicants	486	449	435	510	523	482	511	481
Y9 Ballot In Zone Enrolments (including Adams House)	159	149	110	152	143	141	242	156
Y9 Ballot Adams House Enrolments accepted	30		28	28	30	28	32	28
Y9 Ballot OZ OB Father	39	26	38	37	24	29	35	43
Y9 Ballot OZ Current Brother	34	36	38	42	37	41	34	33
Y9 Ballot OZ Past Brother	6	9	10	11	14	16	12	7
Y9 Ballot BOT Employee	2	3	2	1	1	2	1	1
Y9 Ballot Priority Entry	230	223	198	243	219	229	243	240
From Ballot	79	91	117	45	75	64	30	50
Withdrawals	66	68	57	47	49	53	24	58
Late Into Zone	30	30	44	41	31	34	67	55
NCEA Achievement - Enrolment based (note 2013 data roll based)	2017	2018	2019	2020	2021	2022	2023	2024
% Year 11 Achieving Level 1	82.1	84.8	79	86.1%	88.7%	89.60%	82.8	
% Year 11 Achieving Level 1 Māori	71.9	73.7	85	65.6%	74.4%	86.50%	82.1	
% Year 11 Achieving Level 1 Pasifika	50	66.7	89	60.0%	71.4%	53.80%	68.4	
% Year 12 Achieving Level 2	93.2	88	88	89.4%	89.6%	87.30%	84.4	
% Year 12 Achieving Level 2 Māori	87.2	76.7	76	80.0%	84.6%	73.00%	83.3	
% Year 12 Achieving Level 2 Pasifika	33.3	71.4	75	87.5%	33.3%	66.70%	64.3	
% Year 13 Achieving Level 3	75.9	81.7	77	80.3%	79.4%	74.70%	75.7	
% Year 13 Achieving UE	60.9	66.7	56	66.5%	64.3%	59.90%	58.3	
% Year 13 Achieving Level 3 Māori	65.4	68.8	61	72.0%	63.6%	58.80%	73.1	
%Year 13 Achieving UE Māori	38.5	56.3	39	60.0%	48.5%	52.90%	38.5	
% Year 13 Achieving Level 3 Pasifika	44.4	75	60	90.0%	66.7%	22.20%	69.2	
%Year 13 Achieving UE Pasifika	33.3	37.5	0	40.0%	44.4%	0	30.8	
Level 1 Excellence Endorsement Rate	20	18.3	18.6	11.5%	15.2%	12.90%	9.7	
Level 1 Endorsement Rate	53.5	58.8	57.1	44.4%	49.4%	53.50%	50.4	
Level 2 Excellence Endorsement Rate	21.2	21.4	18.5	19.8%	9.4%	17.30%	7.7	
Level 2 Endorsement Rate	46.7	48.6	45.4	41.4%	31.7%	47.50%	37.7	
Level 3 Excellence Endorsement Rate	13	19.9	15.7	12.4%	11.8%	13%	10.7	
Level 3 Endorsement Rate	37.5	43.2	37.6	34.3%	34.5%	35.80%	36	
No. of scholarships	27	17	12	21	11	6	13	
Incoming Year 9 academic Data	2017	2018	2019	2020	2021	2022	2023	2024
Year 9 e AsTTle no. of student below level 4 literacy on entry	57	71	79	88	70	73	82	40
Year 9 CEM Maths Mean	49	56	45	50	42	48	42	
Year 9 CEM English Mean	49	49	49	48	47	45	46	
Year 9 MidYis Mean %ile	55	Data no longer collected						
Year 9 PAT Maths Mean %ile	71	62	66	63	63			
Year 9 e AsTTle no. of student below level 4 mathematics on entry	NA	NA	NA	NA	NA	NA	65	86
Stand Downs (Raw Numbers)	2017	2018	2019	2020	2021	2022	2023	2024
Total	22	19	20	40	70	26	41	
Māori	3	5	3	6	11	3	11	
Pasifika	1	1	0	2	4	1	0	
Suspensions (Raw Numbers)	2017	2018	2019	2020	2021	2022	2023	2024
Total	5	10	5	8	12	10	4	
Māori	3	2	0	1	1	0	2	
Pasifika	0	0	0	1	1	0	0	
Financial Data	2017	2018	2019	2020	2021	2022	2023	2024
Surplus CBHS (includes Adams House)	885,671	33,877	338,174	409339	207816	467646	300705	
Surplus Adams House	34,929	(401,845)	68,409	141144	335479	344237	259083	
Donation	599,277	611,454	611,326	606723	613899	601699	639811	
Donation Amount	$630	$630	$640	$650	$660	$680	$710	
Board Contribution to Teacher Salaries			$619,000	$429,000	$262,000	$163,000	$207,000	
Donation collection rate	70%	72%	70%	69%	69%	68.50%	65.31%	

Attendance	2017	2018	2019	2020	2021	2022	2023	2024
School attendance rate overall	89.29	88.3	90.5	76.4%	93.2	90.05	79.1	
Māori attendance rate	86.86	84.59	79.3	73.9%	91	87.88	76.7	
Pasifika attendance rate	86.14	85.64	84.5	73.0%	90.1	85.5	74.7	
Y9 attendance rate	91.79	91.53	92	79.7%	93.9	92.95	89	
Y10 attendance rate	89.29	87.67	90.4	77.0%	93.3	89.64	87.5	
Y11 attendance rate	90.14	90.97	87.2	76.5%	93.6	91.73	73	
Y12 attendance rate	87.97	86.93	84.7	73.6%	94.1	86.72	67.4	
Y13 attendance rate	86.74	85.12	81.7	74.1%	91.6	88.4	65.9	
School unjustified absence rate overall	2.09	2.06	1.3	1.6%	0.9	2.18	3.3	
Māori unjustified absence rate	3.14	3.4	2.4	2.3%	1.4	2.94	4.3	
Pasifika unjustified absence rate	4.35	3.73	3.4	3.7%	1.9	5.08	5.3	
Y9 unjustified absence rate	0.91	1.39	1.2	70.0%	0.8	0.97	1.8	
Y10 unjustified absence rate	1.29	1.86	1.6	1.0%	0.9	1.45	2.9	
Y11 unjustified absence rate	1.74	1.23	1.2	1.5%	1	2.21	2.8	
Y12 unjustified absence rate	2.69	2.15	1.6	1.6%	1.1	3.32	7.8	
Y13 unjustified absence rate	4.29	3.82	1.8	3.3%	1.4	3.99	5.7	
Retention Data	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
Y9 - Y13 Percentage is retention rate in their Y13 year	89.74	86.95	92.57%	91.61%	84.89%	82.67	81.88%	83.97%
Timetable policy data	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
School average class size	25.2	25.2	24.2	24.2	23.9	23.6	25	24
Average class by dept								
Maths	26.7	26.2	25.3	26.5	25.4	25.7	27.3	25.5
Eng	25	24.2	25.5	24.7	25.1	25.8	25.0	24.7
Science	25.5	25.8	25	24.9	24.1	24.2	25.1	23.6
Tech	22.5	22.9	22.4	22.7	22.8	22.6	23.4	23.1
Phys ed and Health	27.9	26.6	25.7	25.9	25.1	24.6	25.7	24.3
Languages	22.3	22.6	19.4	21.1	19.3	18.6	22.4	20.9
Music	24	24.3	24.9	24.1	26.1	22.2	23.3	23.1
Art	24.4	24.2	24.1	21.8	23.6	21.7	23.4	19.9
Social Science	25.9	28.3	25.6	25.3	25.3	24	26.5	25.6
Commerce		23.1	22.9	22.9	23.7	23.2	26.0	26.9
ESL		12.2	16.5	16.5	10.7	15.5	12.2	17.7
Literacy								6.7
Transition		20.3	18.8	18.8	14.8	13	15.0	17
Average class size by year level								
Y9	27.7	27.6	27.7	25.8	27.5	27.3	27.9	24.6
Y10	27.4	26.7	25	25.2	23.6	23.7	25.6	24.3
Y11	24.3	24.8	23	24.3	23.7	23.6	25.0	25
Y12	22.5	23.3	21.4	21.9	21.4	21.5	23.0	22
Y13	21.9	21.7	18.6	19.1	18.2	18.4	20.0	19
Number of teachers with a class size over 26 (rounded)	28	25	18	10	15	15	28.0	22
Percentage of teachers with class size average over 26		31.3	20.1	11.4	16.8	18	32.2	24.4