



OUR PURPOSE

Preparing young men to succeed in their world

OUR MOTTO

Interest omnium, Recte facere – In everyone's interests to act rightly

OUR VALUES

Belonging - Hononga, Better than Before, Character - Tuakiri, Respect - Whakaute, Whānau - Family

OUR PRIORITIES

OUR STUDENTS

Produce high levels of engagement and success throughout the school

- Improve NCEA rates
- Improve rates of attendance
- Increase engagement
- Improve behaviour and reduce pastoral events
- Strong participation in co-curricular
- Good engagement with parents and whānau

OUR STAFF

Provide high quality teaching that engages boys

- Increase focus on literacy
- Have effective teaching with well-planned lessons
- Provide relevant and useful PLD for teachers
- Develop an effective self-review model
- Develop culturally responsive practice

OUR CULTURE

Develop and enhance positive and strong relationships

- Development and recognition of the SBHS culture and values
- Improved cultural responsiveness
- Development of an inclusive staff culture

OUR COMMUNITY

Be a key player in the local community

- Commitment to the Ōtākaro Kāhui Ako
- Strengthen the old boys network
- Clear, accurate and timely reporting to parents
- Enhance communication between school and home
- Encourage and promote environmental sustainability

OUR GOALS

GOAL 1: STUDENT SUCCESS

Have clear and consistently used behaviour and uniform expectations.

GOAL 2: TEACHING AND LEARNING

All teachers will use effective strategies to develop the literacy of boys in Years 9 and 10.

GOAL 3: RELATIONSHIPS

Develop and promote the Shirley Boys' High School values and culture.

GOAL 4: COMMUNITY

Make strong, effective and sustainable connections with our community.

ANNUAL GOALS 2021

	OUR STUDENTS	OUR STAFF	OUR CULTURE	OUR COMMUNITY
PRIORITIES	<p>Produce high levels of engagement and success throughout the school</p> <ul style="list-style-type: none"> • Improve NCEA rates • Improve rates of attendance • Increase engagement • Improve behaviour and reduce pastoral events • Strong participation in co-curricular • Good engagement with parents and whānau 	<p>Provide high quality teaching that engages boys</p> <ul style="list-style-type: none"> • Increase focus on literacy • Have effective teaching with well-planned lessons • Provide relevant and useful PLD for teachers • Develop an effective self-review model • Develop culturally responsive practice 	<p>Develop and enhance positive and strong relationships</p> <ul style="list-style-type: none"> • Development and recognition of the SBHS culture and values • Improved cultural responsiveness • Development of an inclusive staff culture 	<p>Be a key player in the local community</p> <ul style="list-style-type: none"> • Commitment to the Ōtākaro Kāhui Ako • Strengthen the old boys network • Clear, accurate and timely reporting to parents • Enhance communication between school and home • Encourage and promote environmental sustainability
GOALS	<p>Have clear and consistently used behaviour and uniform expectations.</p> <ul style="list-style-type: none"> • Support teachers to be consistent when dealing with students • Develop and consistently use the Gold Standard for classroom expectations • Develop a reward programme for positive behaviour 	<p>All teachers will use effective strategies to develop the literacy of boys in Years 9 and 10.</p> <ul style="list-style-type: none"> • Establish a Literacy Team • Develop common writing strategies • Use facilitated PLD to develop disciplinary reading • Investigate a reading rewards initiative 	<p>Develop and promote the Shirley Boys' High School values and culture.</p> <ul style="list-style-type: none"> • Shirley Boys' High School values will be promoted and celebrated • Celebrate the achievement and success of the Shirley Boys' High School community • Develop culturally responsive practice 	<p>Make strong, effective, and sustainable connections with our community.</p> <ul style="list-style-type: none"> • Hold regular meetings and events for parents/whānau to support their understanding of education and learning • Develop a reporting strategy that ensures effective communication and understanding • Work with students and families/whānau to monitor attendance
TARGETS	<ul style="list-style-type: none"> • Improve NCEA results by 5% at each year level • Increase Merit and Excellence endorsements by 3% • An average shift of 30 points at Year 9 in E-Asttle reading • An average shift of 40 points at Year 10 in E-Asttle reading • Decrease the percentage of students attending school between 70-79% at Years 11, 12 and 13 by 10% 			

Annual Goals 2020 Analysis of Variance

STRATEGIC PRIORITY 1																																																																		
Student Success: Produce high levels of engagement and success in academic, sporting, cultural and service endeavours																																																																		
Target 1.1: Develop strategies to support boys to engage with learning																																																																		
Actions	Measure	Outcome																																																																
<ul style="list-style-type: none"> Increase the focus on literacy through developing consistent practices across the school 	<ul style="list-style-type: none"> A Literacy Learning Team has been established Common strategies have been developed across the school 	<ul style="list-style-type: none"> A common writing strategy is being developed by faculties in 2021 Reading professional learning on disciplinary literacy has been developed for English, Science, Social Sciences and Health and Physical Education through the Ōtākaro Kāhui Ako. 																																																																
<ul style="list-style-type: none"> Ensure learning and assessment is more fit for purpose in Levels 1, 2 and 3 	<ul style="list-style-type: none"> Reduction of NCEA credits being offered in subject areas Improved NCEA achievement rates at Levels 1, 2 and 3 	<p>Overall achievement</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Year level</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2016</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>74.9</td> <td>67.9</td> <td>77.8</td> <td>83.6</td> <td>87.8</td> </tr> <tr> <td>Level 2</td> <td>81.9</td> <td>80.6</td> <td>79.2</td> <td>83.4</td> <td>83.7</td> </tr> <tr> <td>Level 3</td> <td>69.5</td> <td>58.4</td> <td>68.2</td> <td>71.1</td> <td>63.3</td> </tr> <tr> <td>UE</td> <td>47.6</td> <td>41.0</td> <td>46.0</td> <td>42.8</td> <td>45.8</td> </tr> </tbody> </table> <p>Maori achievement</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Year level</th> <th style="width: 10%;">2020</th> <th style="width: 10%;">2019</th> <th style="width: 10%;">2018</th> <th style="width: 10%;">2017</th> <th style="width: 10%;">2016</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>72.5</td> <td>58.2</td> <td>65.4</td> <td>75.9</td> <td>87.8</td> </tr> <tr> <td>Level 2</td> <td>72.7</td> <td>70.7</td> <td>77.3</td> <td>69.2</td> <td>81.1</td> </tr> <tr> <td>Level 3</td> <td>57.6</td> <td>48.3</td> <td>56.5</td> <td>57.1</td> <td>60.0</td> </tr> <tr> <td>UE</td> <td>42.4</td> <td>20.7</td> <td>43.5</td> <td>25.0</td> <td>40.0</td> </tr> </tbody> </table>					Year level	2020	2019	2018	2017	2016	Level 1	74.9	67.9	77.8	83.6	87.8	Level 2	81.9	80.6	79.2	83.4	83.7	Level 3	69.5	58.4	68.2	71.1	63.3	UE	47.6	41.0	46.0	42.8	45.8	Year level	2020	2019	2018	2017	2016	Level 1	72.5	58.2	65.4	75.9	87.8	Level 2	72.7	70.7	77.3	69.2	81.1	Level 3	57.6	48.3	56.5	57.1	60.0	UE	42.4	20.7	43.5	25.0	40.0
Year level	2020	2019	2018	2017	2016																																																													
Level 1	74.9	67.9	77.8	83.6	87.8																																																													
Level 2	81.9	80.6	79.2	83.4	83.7																																																													
Level 3	69.5	58.4	68.2	71.1	63.3																																																													
UE	47.6	41.0	46.0	42.8	45.8																																																													
Year level	2020	2019	2018	2017	2016																																																													
Level 1	72.5	58.2	65.4	75.9	87.8																																																													
Level 2	72.7	70.7	77.3	69.2	81.1																																																													
Level 3	57.6	48.3	56.5	57.1	60.0																																																													
UE	42.4	20.7	43.5	25.0	40.0																																																													

		Pasifika achievement					
		Year level	2020	2019	2018	2017	2016
		Level 1	69.0	40.7	79.2	66.7	80.8
		Level 2	65.0	75.0	63.6	73.9	89.5
		Level 3	73.7	46.2	52.6	66.7	50.0
		UE	15.8	30.8	10.5	22.2	25.0
<ul style="list-style-type: none"> Build the capability of middle leaders to develop culturally responsive practice 	<ul style="list-style-type: none"> Middle leaders have a full understanding of what effective culturally responsive practice looks like Majority of middle leaders will have attended Ngāi Tūāhuriri Education Workshops 	<ul style="list-style-type: none"> Culturally responsive professional learning was a key part of the PLD programme in 2020. Sixteen sessions were held throughout the year. 					
<ul style="list-style-type: none"> Work with students and families/whānau to monitor attendance 	<ul style="list-style-type: none"> Improved attendance statistics for all boys 	<ul style="list-style-type: none"> A weekly attendance register was developed for Form Teachers Form Teachers contacted home regularly to develop links with families and whānau Deans worked with families and whānau to develop a better understanding of reasons for absence. They also worked with the families to re-engage boys into school Pastoral network responded better to the mental health needs of boys Overall, we communicated better and more regularly about the importance of attendance Continued to be involved in Rockon Invited by MOE to develop an attendance project funded through Urgent Response Funding for \$25,000 					

Attendance above 80%

	2020 %	2019 %	2018 %	2017 %
SBHS	69	35	58	74

Attendance above 80% at Year Levels

Year level	2020 %	2019 %	2018 %	2017 %
Year 9	86	72	69	86
Year 10	83	56	62	74
Year 11	64	14	59	72
Year 12	61	14	54	73
Year 13	41	6	39	60

Attendance above 80% by Ethnicity

Ethnicity	2020 %	2019 %	2018 %	2017 %
Asian	88	53	72	82
European	73	36	63	80
Maori	53	28	46	61
MELAA	81	32	69	82
Pasifika	56	19	32	54

STRATEGIC PRIORITY 2**Teaching and Learning: Provide high quality teaching focused on fit for purpose learning.****Target 2.1: Develop programmes and strategies which support all students to learn**

Actions	Measure	Outcome																					
<ul style="list-style-type: none"> Improve the collection and use of diagnostic and achievement data by teachers in Years 9 and 10 	<ul style="list-style-type: none"> Accurate and appropriate E-Asttle testing is completed during Term 1 and end of Term 4 Increased capability of teachers to use data effectively Reporting against curriculum levels is used by all subject areas 	<ul style="list-style-type: none"> Testing was completed consistently in Terms 1 and 4 thereby creating more valid data. PLD session in Term 1. Within School Teacher for Literacy communicated with staff on how to read data. 																					
<ul style="list-style-type: none"> Teachers establish learning programmes and practice which are relevant and engaging to boys' learning 	<ul style="list-style-type: none"> Teachers ability to recognise and teach students with a range of abilities is improved There is an improvement the in E-Asttle results at the end of Term 4 NCEA achievement is raised 	<p>Year 9 E-Asttle</p> <table border="1" data-bbox="1370 639 2033 1315"> <thead> <tr> <th></th> <th>Overall Score Summary (Feb)</th> <th>Overall Score Summary (Oct)</th> </tr> </thead> <tbody> <tr> <td>Average score</td> <td>1479</td> <td>1507</td> </tr> <tr> <td>National average</td> <td>1497</td> <td>1519</td> </tr> <tr> <td>Number of students below national average</td> <td>158</td> <td>132</td> </tr> <tr> <td>Percent of students below national average</td> <td>58%</td> <td>49%</td> </tr> <tr> <td>Number of students in Level 3 or below</td> <td>85</td> <td>65</td> </tr> <tr> <td>Percent of students at Level 3 or below</td> <td>31%</td> <td>24%</td> </tr> </tbody> </table>		Overall Score Summary (Feb)	Overall Score Summary (Oct)	Average score	1479	1507	National average	1497	1519	Number of students below national average	158	132	Percent of students below national average	58%	49%	Number of students in Level 3 or below	85	65	Percent of students at Level 3 or below	31%	24%
	Overall Score Summary (Feb)	Overall Score Summary (Oct)																					
Average score	1479	1507																					
National average	1497	1519																					
Number of students below national average	158	132																					
Percent of students below national average	58%	49%																					
Number of students in Level 3 or below	85	65																					
Percent of students at Level 3 or below	31%	24%																					

		Year 10 E-Astle		
			Overall Score Summary (Feb)	Overall Score Summary (Oct)
		Average score	1547	1555
		National average	1519	1567
		Number of students below national average	56	118
		Percent of students below national average	27%	58%
		Number of students in Level 3 or below	7	5
		Percent of students at Level 3 or below	3%	2%

Target 2.2: Support the development of high-quality teaching

Actions	Measure	Outcome
<ul style="list-style-type: none"> Establish a Curriculum Leadership Team to oversee high-quality teaching 	<ul style="list-style-type: none"> Curriculum Leadership Team set up and meeting regularly 	<ul style="list-style-type: none"> Head of Faculty roles introduced in 2020 and implemented at the beginning of 2021.
<ul style="list-style-type: none"> Provide PLD to support teachers to develop effective teaching programmes 	<ul style="list-style-type: none"> Staff PLD programme is produced and distributed to staff 	<ul style="list-style-type: none"> Programme was developed and shared with staff. Good quality PLD was led by staff.

STRATEGIC PRIORITY 3**Relationships: Develop and enhance positive and strong relationships with all key partners.****Target 3.1: Develop an effective Shirley Man Programme**

Actions	Measure	Outcome
<ul style="list-style-type: none"> • ADOH will provide a clear and comprehensive programme for the year 	<ul style="list-style-type: none"> • A comprehensive programme was in place for the year • Data and strategies to support tracking and monitoring students are developed • Regular House Meetings were held • Resources that guided the programme and are appropriate for year levels were used 	<ul style="list-style-type: none"> • This was done well. A programme was developed each week by the Assistant Deans of House. • Deans developed 'The Beast' which was a dynamic spreadsheet containing engagement data about students. This helped inform Form Teachers and subject teachers about individual students. • House Meetings held every second week • A termly plan was developed. ADOH provided information and resources at House Meetings for the Shirley Man Programme. My Mahi being introduced at the start of Term 3 to assist with the Course Selection process.
<ul style="list-style-type: none"> • The new Shirley Boys' High School values will be promoted 	<ul style="list-style-type: none"> • Majority of staff and students will be able to identify and understand the values • The values have been identified and celebrated throughout the year 	<ul style="list-style-type: none"> • PEB did work on developing the values. These are being displayed around the school for the beginning of 2021. • Values had a higher profile and were referenced more. The Headmaster spoke about values often at School Assembly.

Target 3.2: Develop an inclusive staff culture which enhances wellness and encourages growth

Actions	Measure	Outcome
<ul style="list-style-type: none"> • Establish a culture of care amongst all staff 	<ul style="list-style-type: none"> • Staff have been surveyed and data reviewed about staff culture • Increased levels of support and positive relationships will be evident 	<ul style="list-style-type: none"> • Work in progress. Did a survey before Covid-19 lockdown to get an idea about how staff were feeling. HOD's contacted staff during lockdown to check and connect.
<ul style="list-style-type: none"> • Provide PLD on collaboration for teachers 	<ul style="list-style-type: none"> • Collaborative teaching partnerships have improved 	<ul style="list-style-type: none"> • This did not occur.

STRATEGIC PRIORITY 4**Community: Be a key player in the community and support boys to be successful.****Target 4.1: Strengthen the position of Shirley Boys' High School in our new community**

Actions	Measure	Outcome
<ul style="list-style-type: none"> Communicate regularly with the community about priorities and expectations 	<ul style="list-style-type: none"> Regular meetings and events for parents/whānau are held throughout the year Newsletters and other communication are sent home 	<ul style="list-style-type: none"> Collaborative Trust ran a session in Term 3 for whānau about mental health and anxiety Regular communication occurred in a variety of mediums. Newsletter were regular. In 2020 we did a number of videos for the community, particularly during the lockdown as a different form of communication.
<ul style="list-style-type: none"> Develop a stronger partnership with Ngāi Tūāhuriri 	<ul style="list-style-type: none"> Ngāi Tūāhuriri are involved in Powhiri and other appropriate events throughout the year Board of Trustees and SLT attend Ngāi Tūāhuriri Education Workshops 	<ul style="list-style-type: none"> They have been involved in powhiri and PLD during the year.

Target 4.2: Engage parents and whānau meaningfully in their son's education

Actions	Measure	Outcome
<ul style="list-style-type: none"> Develop a reporting strategy that ensures effective communication and understanding 	<ul style="list-style-type: none"> Reports that include reporting at curriculum levels in Years 9 and 10 have been developed Fortnightly Progress Grades have included the ability to write comments 'Real time' reporting has been established 	<ul style="list-style-type: none"> These were developed and will be implemented by most curriculum areas The ability to write comments on Fortnightly Progress Grades started in February Real time reporting has been developed. Was difficult to implement in Covid lockdown. We also changed our reporting process after Covid-19 lockdown.
<ul style="list-style-type: none"> Hold regular meetings and events for parents/whānau to support their understanding of education and learning 	<ul style="list-style-type: none"> Regular meetings and events for parents/whānau are held throughout the year Information relevant to boys learning and other opportunities at school have been communicated regularly 	<ul style="list-style-type: none"> Collaborative Trust ran a session in Term 3 for whānau about mental health and anxiety Communication regarding attendance was sent home.