



## NPBHS STRATEGIC PLAN 2024 (2025) - 2026

### Background

The purpose of this Strategic Plan is to outline what NPBHS is going to do *differently* to meet the objectives of the Ministry of Education, The New Zealand Curriculum and the NELPs. As a school, we have identified the specific areas we believe we need to address and measure.

### Who we are?

Since 1882 NPBHS has been leading the way in the education of boys in a world class environment. From the famous amphitheatre that is the Gully Ground (the stage for the incomparable full school haka) to the impressive 1600 seat Ryder Assembly Hall, NPBHS is a modern learning environment where traditional standards of achievement and behaviour are expected. Our hostel, with 190 boarders is the heart of the school, not just in terms of culture and standards but because it is also set within the heart of 37 acres of park like school grounds. Our passionate and dedicated staff ensure NPBHS has an innovative and challenging curriculum which combines a testing academic programme with a comprehensive list of extracurricular activities. NPBHS is a school that doesn't just aim for excellence, it expects it.

### Our recipe for success

- 1) Our decisions are made on the basis of *what's best for the students*
- 2) A relevant student centred curriculum delivered by qualified and passionate staff
- 3) We invest in and seek excellence in academia, culture, the arts, sport and building great young men
- 4) An ordered and disciplined environment - the platform for learning and life. Socks up, shirts in and a clean school. Consequences for actions
- 5) Traditions like Tiger jackets, full school haka, full school assemblies, awards and recognition, our motto - Comradeship, Valour and Wisdom, our colours - black, white with a touch of silver and gold. The elements in our crest. A school for boys
- 6) Kia Tu Hei Tauria - To Be The Example is embedded in everything that we do. We strive to be the very best we can be every single day; staff and students
- 7) A thriving hostel of at least 190 students
- 8) No tolerance for and immediate action around things that threaten our safe environment like drugs, violence, inequality and racism
- 9) We generate modest surpluses every year in the hostel and day school
- 10) It is hard, very hard to get a job at NPBHS
- 11) We value our old boys and our wider community



### **Vision - Be The Example (Kia Tu Hei Tauria)**

We set the standard for boys' schools not only in Taranaki but New Zealand. Our students set the standard and our staff set the standard. It's not about following other schools. It's about cutting our path, innovating, leading, being our own school, and one that others aspire to be like - not the other way around. It's not about being arrogant, putting ourselves above others, but focussing on what we do and what we can control.

### **Purpose - Improving the future**

As a secondary school we are required to teach the New Zealand Curriculum. We teach both content and values. We do this, not because the government tells us to, but because we want to set up our students to be successful in life and reach their potential. If they can realise their potential, they will be happy and achieve their goals. Happy, achieving members of our community, with good values, contribute positively to society. People who are contributing to society are making the world a better place. That's why we do what we do. Improving the future is our purpose.

### **Values - Be The Example (Kia Tu Hei Tauria)**

Rather than lengthy value statements and words that no-one can remember, 'Be The Example' (BTE), also clearly defines our values. Be The Example encompasses everything like positivity, self control, determination, respect, social responsibility and integrity to name a few.

Be The Example covers all aspects of school life, including (but not limited to) academic achievement, effort, uniform and how we treat each other. Be The Example applies to not only the students but staff and all those associated with the school. We are all accountable for Being The Example. No one is beyond or above the responsibility of being the very best we can be.



## 'Be The Example' Report Card

N E L P  N A T I O N A L  E D U C A T I O N A L  L E A R N I N G  P R I O R I T Y	#	Measure	Due	Status	N E L P  N A T I O N A L  E D U C A T I O N A L  L E A R N I N G  P R I O R I T Y
	1	NCEA Results L1 = 85% L2 = 85% L3 = 85% (Including Maori-Pasifika)	2026		
	2	<b>Year 9 &amp; 10</b> To have 100% of all year 9 and 10 students improve their e-asTTle Writing results and Mathematics PAT Stanine	2026		
	3	Increase the number of Merit and Excellence grades at each level by 10% annually	2026		
	4	Increase the number of New Zealand Scholarships by 10% annually	2026		
	5	Improve student and maintain staff satisfaction of the school > 90%	2026		
	6	Total number of stand downs reduced to >40 stand-downs (per 1000 students)	2026		
	7	100% of students with attendance >90%. Total and Maori attendance tracked per term	2026		
	8	Students pathways are tracked with leavers data analysed for transition into further training/workforce	2026		
	9	Greater than 90% of students <i>agree</i> or <i>strongly agree</i> that they feel like they belong to NPBHS (Source: NPBHS well-being survey data)	2026		
	10	Teacher certification requirements are met and all teachers are demonstrating a commitment to improve their teaching and classroom relationships	2026		
	11	A teacher/staff development and leadership program has been implemented to foster the growth of internal staff leadership	2026		
	12	Compliance with all legislation and policy (incl H&S / Emerg. Management)	2026		
	13	Triennial Keep Stop Start and Stakeholder Survey	2026		



## What things will help us achieve our vision (KSS)?

KEEP...	STOP...	START...
<ul style="list-style-type: none"> <li>• Our traditions and history like full school haka, tiger jackets, key events, ceremony etc [K1]</li> <li>• Our high expectations for students around behaviour, values and academia [K2]</li> <li>• Excellence was considered a good thing [K3]</li> <li>• Focus on uniform and brand [K4]</li> <li>• Maintaining the facilities and superb grounds [K5]</li> <li>• Ensuring any form of discrimination or bullying is not tolerated [K6]</li> <li>• Commitment to extracurricular activities like sport and culture [K7]</li> <li>• Leadership programme [K8]</li> <li>• Good communications [K9]</li> <li>• Encouraging community service initiatives [K10]</li> <li>• Encouraging and celebrating diversity [K11]</li> <li>• Raising awareness of Te Reo Maori [K12]</li> </ul>	<ul style="list-style-type: none"> <li>• Huia Rōpū<sup>1</sup> [SP1]</li> <li>• Phones in class [SP2]</li> <li>• Poor student behaviour [SP3]</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering a modern, innovative and relevant curriculum (including providing more choice for students) [SRT1]</li> <li>• Focussing on raising our Numeracy and Literacy standards [SRT2]</li> <li>• Focussing on raising the attendance of all students [SRT3]</li> <li>• Focussing on lifting the quality of our results and closing the gap between maori and non-maori [SRT4]</li> <li>• Increasing the focus of strong classroom care/relationships and effective teaching [SRT5]</li> <li>• Focussing more on the health and well-being of our students and staff [SRT6]</li> <li>• Providing more leadership opportunities to minorities and junior students [SRT7]</li> <li>• Raising more funding to meet our growing needs [SRT8]</li> <li>• Maintaining our positive brand in the community [SRT 9]</li> <li>• Focussing more on the career pathways for leaving students [SRT 10]</li> <li>• Providing more opportunities for student voice [SR11]</li> </ul>

Note: Keep Stop Start was our stakeholder (parents, staff, community and student ) consultation in 2023. It is the foundation of our strategic plan / charter.

<sup>1</sup> There was a group of predominantly senior students who did not like Huia Rōpū.



## Actions:

Keep Stop Start (SRT1)	START - Development and review of our modern, innovative and relevant full school curriculum (including providing more choice for students) [SRT1] AR/CT/WT		
<b>Measure</b>	<p>NCEA Results L1 = 85% L2 = 85% L3 = 85% (Including Maori-Pasifika)</p> <p><b>Year 9</b> To improve the curriculum levels of all year 9 boys by at least two sub levels in e-asTTle Writing.</p> <p>To have 85% of all year 9 boys at or above a PAT '5' stanine in Reading Comprehension and Vocabulary (Literacy) and in Mathematics (Numeracy).</p> <p><b>Year 10-11</b> To improve the number of boys achieving the NCEA Numeracy and Literacy Co-requisites (Reading and Writing).</p> <p>To have 85% of our boys achieve the NCEA Numeracy and Literacy Co-requisites by the end of their year 11 academic year (2025).</p> <p>To have 95% of our boys achieve the NCEA Numeracy and Literacy Co-requisites by the end of their year 12 academic year (2026).</p> <p>Total number of stand downs reduced to &gt;40 stand-downs (per 1000 students)</p>	Dec 2025	
Action(s)	By	Status	
1. Review of Junior Curriculum	Mar 2025		
2. Review of PLD future needs	Oct 25/26		
3. Review of Maori Achievement/NCEA upcoming implementation [AR/CT/CL]	Dec 2024		
4. Review of NCEA L1	Sept 2025		



Keep Stop Start (SRT2)	START - Focussing on raising our Numeracy and Literacy standards [SRT2] AR/MO		
<b>Measure</b>	<p><b>Year 9</b> To improve the curriculum levels of all year 9 boys by at least two sub levels in e-asTTle Writing.</p> <p>To have 85% of all year 9 boys at or above a PAT '5' stanine in Reading Comprehension and Vocabulary (Literacy) and in Mathematics (Numeracy).</p> <p><b>Year 10-11</b> To improve the number of boys achieving the NCEA Numeracy and Literacy Co-requisites (Reading and Writing).</p> <p>To have 85% of our boys achieve the NCEA Numeracy and Literacy Co-requisites by the end of their year 11 academic year (2025).</p> <p>To have 95% of our boys achieve the NCEA Numeracy and Literacy Co-requisites by the end of their year 12 academic year (2026).</p>	Dec 2025	
Action(s)	By	Status	
1. Work with Faculty areas to deliver literacy strategies across all learning areas (BTE Proofreading Code, Instructional Vocabulary Guides/Lists, Writing Frames)	Dec 2025		
2. Track student progress regularly re Literacy	Dec 2025		
3. Core class meetings - analysis of data (e-asTTle/PAT) and next steps in teaching and learning	Dec 2025		
4. Parent information evening in term 2- Literacy and Numeracy Co-requisites	T2 2025		



<b>Keep Stop Start (SRT3)</b>	START - Focussing on raising the attendance of all students [SRT3] CL/CT/LU/Jack Kirifi		
<b>Measure</b>	<p>NCEA Results L1 = 85% L2 = 85% L3 = 85% (Including Maori-Pasifika).</p> <p>100% of students with attendance &gt;90%. Total and Maori attendance tracked per term (along with key full school events i.e. Cross country).</p> <p>Total number of stand downs reduced to &gt;40 stand-downs (per 1000 students)</p>	Dec 2025	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
1. Increase attendance of targeted at risk students (Targeted house groups)		Dec 2025	
2. Transition into year 9 program reviewed and linked with best practice		Dec 2025	
3. Review of house competition events to ensure maximum attendance and participation		Oct 2025	
4. Development of Pasifika and Maori attendance plan [CL/CT/LU/Jack Kirifi]		April 2025	
5. Continue to improve attendance strategy with a view to meet ministry goals and reported to BOT [CL]		Ongoing	



<b>Keep Stop Start (SRT4)</b>	START - Focussing on lifting the quality of our results and closing the gap between Maori and non-Maori and Pasifika [SRT4] ALL		
<b>Measure</b>	NCEA Results L1 = 85% L2 = 85% L3 = 85% (Including Maori-Pasifika). Increase the number of Merit and Excellence grades at each year level by 10%.	Dec 2025	
<b>Action(s)</b>	<b>By</b>	<b>Status</b>	
1. Review of Academic Results by Departments and Teachers [AR/CT/WT]	Mar 2025		
2. Review of Academic Results by HoF to SLT Education [HM/AR/CT/WT]	Mar 2025		
3. BTE Plans in place for HOF, Principal's Nominee & PLD leaders [AR]	Dec 2025		
4. Academic mentoring and individual plans in place for all at risk students [AR/CL]	May 2025		
5. Tracking and reporting to BOT of all students (including at risk students and Maori students) [AR]	Ongoing		
6. Tracking of academic performance [AR/CT/CL]	Ongoing		
7. Embedding cultural capability and awareness in Huia Rōpū [HM/HOD Maori]	Ongoing		
8. Deliver and review the year 9 Tikanga course [CT/HOD Maori]	Dec 2025		
9. Increase the number of New Zealand Scholarships by 10% annually	Dec 2025		

<b>Keep Stop Start (SRT5)</b>	START - Increasing the focus of strong classroom care/relationships and effective teaching [SRT5] AR/CL/CT/WT/LU/Jack Kirifi		
<b>Measure</b>	Teacher certification requirements are met and all teachers are demonstrating a commitment to improve their teaching and classroom relationships.	Dec 2025	
<b>Action(s)</b>	<b>By</b>	<b>Status</b>	
1. Faculty reviews, one per term, including full lesson observations of all teachers in the faculty	Dec 2025		
2. Additional assistance is given to teachers who request and/or require it	Ongoing		
3. TOD presentation, 2 per year with focus on classroom care/relationships and effective teaching	Dec 2025		





Keep Stop Start (SRT6)	START - Focussing more on the health and wellbeing of our students and staff [SRT6] CL/AR		
Measure	Greater than 90% of students agree or strongly agree that they feel like they belong to NPBHS (Source: NPBHS well-being survey data).	Dec 2025	
Action(s)	By	Status	
1. Health and well-being delivered via Huia	Dec 2025		
2. Guidance department providing advice and initiatives to improve student/staff well-being	Dec 2025		
3. Wellness committee to provide two events or implement two initiatives per year for staff collegiality	Dec 2025		
4. Wellness committee to report to HM termly regarding future staff focus and needs	Ongoing		

Keep Stop Start (SRT7)	START - Providing more leadership opportunities to minorities and junior students [SRT7] CT/SO/LU/Jack Kirifi		
Measure	Increased leadership opportunities for all students.  Balanced student leadership team.  Total number of stand downs reduced to >40 stand-downs (per 1000 students)	Dec 2025	
Action(s)	By	Status	
1. Documented junior student leadership actions in the Student Leadership Development	Dec 2025		
2. Once a term a leadership presentation to the Maori/Pasifika Huia Rōpū	Dec 2025		
3. Implementation of 2 new leadership opportunities for students; junior and senior	Dec 2025		



<b>Keep Stop Start (SRT8)</b>	START - Raising more funding to meet our growing needs [SRT8] HM/RU/SN		
<b>Measure</b>	Increased untagged income for the school by \$120,000.	Dec 2025	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
1. Increase international student numbers to 40 FTE [RU]		Dec 2025	
2. 100% capacity in the hostel including 40 year 9's for 2024 [SN]		Jan 2025	
3. Implement a donations scheme for old boys [HM/RU]		Dec 2025	
4. Replace the boarders' lounge with a purpose-built academic hub and additional accommodation [SN/HM/RU]		Dec 2026	
5. Marketing plan for letting the school out to the community [SN/RU]		Dec 2025	

<b>Keep Stop Start (SRT9)</b>	START - Maintaining our positive brand in the community [SRT 9] HM		
<b>Measure</b>	Community satisfaction >90%.	Dec 2025	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
1.Improve on the 'Something for Nothing' initiative		Dec 2025	
2. Host at least 8 community-wide events		Dec 2025	
3. Continue our focus on producing quality young men		Dec 2025	



Keep Stop Start (SRT10)	START - Focussing more on the career pathways for leaving students [SRT 10] CT/LU/Jack Kirifi		
Measure	<p>NCEA Results L1 = 85% L2 = 85% L3 = 85% (Including Maori-Pasifika).</p> <p>Students tracked and leavers' data analysed for transition into further training/workforce.</p> <p>100% of students with attendance &gt;90%. Total and Maori attendance tracked per term (along with key full school events i.e. cross country).</p> <p>Total number of stand downs reduced to &gt;40 stand-downs (per 1000 students)</p>	Dec 2025	
Action(s)		By	Status
1. Courses tailored to students' needs and future needs		Dec 24/26	
2. Best practice procedures are designed and reviewed for better student outcomes		Dec 2025	
3. One on one meetings for all 'at risk' students with whanau engagement, NCEA and career pathway plan created and implemented		Dec 24/26	

Keep Stop Start (SRT11)	START - Providing more opportunities for student voice [SR11] AR/CL		
Measure	Students report increased consultation opportunities within satisfaction survey.	Dec 2025	
Action(s)		By	Status
1. Minimum student voice objectives set, met and monitored within teacher professional growth cycle [AR]		Dec 2025	
2. Specific student voice collected on year 9 Tikanga programme [AR/CT]		Dec 2025	
3. Student Council report to BOT via Student Rep		Dec 2025	
4. Individual Maori and Pasifika student lead voice, reported to HM via LU and Jack Kirifi		Dec 2025	

**Codes:** HM - Headmaster, AR - Reid Archer (Deputy Headmaster [2IC]- Education), CL - Matt Cleaver (Deputy Headmaster - Pastoral Care), HP - Andrew Hope (Deputy Headmaster - Infrastructure/Pastoral Care Support), CT - Hemi Coates (Deputy Headmaster - Education), RU - Hugh Russell (Deputy Headmaster/Director of International Students), WT - Dr Janine Wright (Assistant Headmaster - Education, SN - Jamie Stones (Director of Boarding), SO - Michael Somers (Leadership Director), LU - Chris Luke (HOD Maori), MO - Tania Moore/Bernie Perkins (Literacy across the curriculum), Jack Kirifi (Pasifika Lead)