



Sabbatical Report Term 3, 2007– Grahame Duffy

Focus

- Latest developments in Boys' education.
- What environmental factors create success in Boys' Education.
- To observe good practice.

Acknowledgement

I would like to acknowledge the support of the Ministry of Education in making this sabbatical possible and the Board of Trustees of Hutt International Boys' School for their support.

Executive Summary

The sabbatical focus involved being able to look at other Schools both Co-educational and single sex but with emphasis on best practice for boys. Important in the visits and study was to focus on the leadership factors that contribute to a successful environment for learning for boys.

The Board of Trustees of Hutt International Boys' School also needed a new Strategic Plan for 2008-2011 and asked that from this sabbatical a new strategic plan would be in place.

Purpose

- To research and evaluate leadership in year 7-13 boys' schools in order to best position students at Hutt International Boys' School in becoming successful leaders in our community.
- What leadership factors at a year 7-13 boys' school contribute to a School's success.
- What are the latest developments in boys' education?
- What environment factors create success in boys' education?
- To observe good practice.

Background

Hutt International Boys' School is 16 years old and has created a culture of excellence and encouragement along with state of the art buildings. The school is working towards enhancing an educational philosophy of leadership for boys within the special character.

In 2006 ERO's recommendation to the Board of Trustees was to further strengthen the linking of self-review, professional development within the cycle of strategic planning to enhance the process of continuous school improvement. This sabbatical leave will help address this recommendation.

At Hutt International Boys' School, the Board of Trustees along with the Senior Management team have spent the last 5 years working through a major building programme developing an environment specifically for boys. The physical environment has been credited for ease and maximum flow through the school. Initiatives such as no corridors, no bells, small classes, no lockers and a tuckshop in full view of the staffroom, have all been put in place to create a safe environment (NAG 4). All have proved successful. Along with the vertical tutor groups, a focus on literacy and numeracy and a positive view of NCEA has seen Hutt International Boys' School's academic results to the forefront of NZ boys' education.

Quote from the Education Review article –

“Hutt International Boys' School was established 16 years ago and is still building facilities for its roll of 650 boys from Years 7 to 13. The bulldozers are busy with the groundwork for a new chapel and auditorium. But the pedagogic foundations are firmly in place. “We've been able to create a school which works for boys”, explains Duffy. “We've been able to take all the traditions which we think work, and apply them.” Hutt International Boys' School has a strong house structure, pastoral care and holds assemblies; but, in counterpoint to tradition, has ditched lockers, corridors and even the school bell in favour of an open-plan, quadrangular layout. Bags are left lying neatly outside classrooms during lesson time, with no fear of theft thanks to the school's policy of mutual respect.”(Education Review).

As Hutt International Boys' School is a school of special character, emphasis has been placed on connectedness i.e. boys to men with spiritual direction in their lives.

Also Hutt International Boys' School has endeavored to foster good role models through its staff, guest speakers and specific events targeting boys and their dads/male guardians.

The Board of Trustees feel it is now time to evaluate these changes in terms of what is happening for boys at a national and international level.

Activities Undertaken

The following schools were visited –

St Paul's School, Colet Court, Hammersmith, London

St. Paul's School (Secondary)

Colet Court (Primary)

- 2 Schools – Junior 5yrs to 13yrs
- Headmaster Junior, High Headmaster Senior
- Separate Schools but share facilities including hall, pool, gym, library, fencing gym, squash courts and tuckshop which operates at separate times for each School.
- Fees 4,000 pounds a term lunch included
- Lockers on the way out
- Admission by entrance test only
- Consistently top 3 in London
- Borders Thames River, London where annual Cambridge /Oxford rowing boat race is held

Barnwell School, London, I spent half a day teaching Year 9 and 10 students. The school was community based.

Barnwell School

Stevenage

London

- 30 mins. by train from central London.
- I spent half day teaching year 9 & 10 English classes with Kylie Lincoln ex HIBS staff member
- Barnwell is about to be merged with another School close by
- Run by Local council
- Relocated after world war 2 from central London as slums were not rebuilt and people relocated
- School buildings need work. Very little Capital expenditure
- Lot of facilities shared with community
- High percentage of single parent families
- Lunch at 2 separate times to relieve congestion in tuckshop
- Academic Results good.

Emmanuel College, Gold Coast, Australia

- 1300 students, all levels, 5yrs to 18yrs +
- Fees about the same as Hutt International Boys' School
- New School about the same age as Hutt International Boys' School
- Non-Denominational Christian School
- Academic results well above the national Average
- Selective entry policies
- Boys participate in cooking and dancing
- Very similar in many ways to Hutt International Boys' School
- Campus site still being developed

Oxford University with detailed visit to Brasenose College

- 39 Colleges, Range from 450-1000 students
- A lot of individual students supported by Alumni (lots of Ex students' money)
- No woman at University until 1920
- Cambridge University took women in 1944
- 30,000 students, 16,000 undergraduate students
- Exact beginning date not known
- Well known Graduates M Thatcher, Ghandi, J Tolkien, E Heath
- 1249 University College is the oldest
- 1765 New College Quadrangle design. Copied all over the world
- Famous people C. Lewis, T Blair, B Clinton
- Alumni Brasenose, William Webb Ellis

Brasenose College

- Tutors meet students once or twice a week for in-depth motivation
- 3 enrolments for every place
- Academic year 3 x 8 week terms
- Finals in May/June. Academic gowns worn for exams to indicate year level

Trinity College, Dublin site visit and Book of Kells visit

Bishop Mc Nally High School, Canada

Liz Greyson Counsellor

A day was also spent with the counsellor of Bishop McNally High School, Catholic School in Canada. As Hutt International Boys' School combines Chaplaincy and Counselling, work was required to understand the two roles and clearly define these.

- 1200 boys and girls
- Catholic
- Diploma exams country wide Sept –Jan /Feb-June
- Externally assessed 50%, Internal 50%, moderated by peer teachers at provincial level
- No fees

- Parents must be Catholic to enroll
- Boys only separated in Phys. Educ.
- Very few male teachers
- Multicultural school, 54 Nationalities
- Lot of subjects trade based e.g. School has its own hair studio
- Attendance a problem
- RE classes every 2nd day
- Day – 4 times 90 minute periods. Yr 12 students have 4 frees a week. Tutorials offered half an hour before school
- Sports offered – Basketball, Rugby and Golf
- Chaplain only available for mass & sacraments
- Vertical groupings in school
- Gifted/bright separated, 24 in class same teacher for majority of subjects
- Average class size 38
- Option of summer school if failing.
- Very little capital investment in buildings
- Catholic management decide qualifications offered
- S.R.O. School Resource Officers patrol grounds during day. Police officers clearly visible in School
- YMCA facilities based at School

Findings

Schools do realize and understand that boys learn different than girls. In order to cater for lunchtime activities and tuckshop requirements, the majority of schools I visited ran different times for senior and junior lunchtimes.

Schools that I observed realized that sport outside of school hours played an important role in the school culture and the peer group relationships within a school.

Families today are struggling with effective parenting and this directly influences a child's motivation and behaviour at school.

Boys need clearly defined limits and these need to be enforced consistently and fairly.

Boys need male role models in their lives.

Schools of special character are able to set a spiritual direction in boy's lives that help them during difficult times.

Boys need a safe environment where it is okay to make mistakes without ridicule.

Peer groups have the biggest influence in a teenage boy's life.

Implications

Hutt International Boys' School now has a strategic plan for 2008 – 2011 with focus groups clearly defined in areas of interest for boys' education.

Hutt International Boys' School rejoined the International Boys' School Coalition aiming for good staff representation at the 2008/09 conference to be held in NZ.

Focus groups have been established at Hutt International Boys' School in the following areas –

- Boys' Education (researching, evaluating and applying best practice in Boys' Education)
- ICT integration into teaching
- Boys' Literacy
- Differentiated Curriculum

Conclusion

The Strategic Plan has been written and sent to the Board of Trustees for approval. The focus is to develop a high quality differentiated learning environment for boys.

Reference

NZ Education Review Vol. 12, No. 18, May 18th, 2007, page 9. Hutt International Boys' School Feature Article Top of the Page Joanne Harris

Reading

Parenting for Character equipping your child for life – Andrew Mullins – Finch Publishing Pty Limited 2005 Australia

Connecting Teenage Boys, spirituality and Religious Education – Kath Engebretson 2007 St Paul's publications

A Strategy for Winning – Carl Mays Lincoln-Bradley Publishing group copyright 1991



Strategic Plan

2008 – 2010

Executive summary

This document is the Hutt International Boys' School (HIBS) Strategic Plan for the 2008 – 2010 period. Annual plans will be derived from this plan.

Vision

We aspire to provide a world-class learning environment for boys where every student strives to reach his true potential through:

- A focus on academic and creative achievement
- Personal development opportunities which include leadership, social and ethical skills
- An international perspective, with a focus on the Pacific Rim
- An awareness of the process of commerce
- The development of the enquiring mind
- Adherence in life to a Christian ethic

Strategic focus

Our strategic focus during the term of this plan will be to develop a high-quality differentiated learning environment for boys. We will apply our resources and measure our performance in six key areas:

- Special character
- Community partnership
- Curriculum and personnel
- Property & finance
- Safe environment
- Self-review

Compliance

The Strategic Plan upholds the National Educational Guidelines and should be read in conjunction with the School Charter.

The Strategic Plan has been developed on the foundation of the six National Administrative Guidelines (NAGS) along with the Special Character of the School.

Approved:

Chairman, Board of Trustees

Principal

Strategic Plan Overview

Hutt International Boys' School: Long Term Plan 2008-2010			
Vision The primary aim of the School is to provide an environment where each student strives to reach his true potential through: <ul style="list-style-type: none"> • A focus on academic and creative achievement • Personal development opportunities which include leadership, social and ethical skills • An international perspective, with a focus on the Pacific Rim. • An awareness of the process of commerce. • The development of the enquiring mind. 		Values Partnerships: Build and value partnerships between School and family. Excellence: Strive for excellence in all aspects of School life. Safety: Provide a safe, caring environment in which students can develop self esteem, self control and integrity. Pastoral care: Foster pastoral care through personal, spiritual and social opportunities. Knowledge: Value knowledge through teaching and learning processes. Treaty of Waitangi: Honour the principles in the Treaty of Waitangi.	
Curriculum NAG 1 Improve academic achievement.	Personnel NAG 3 Be a good employer.	Finance and Property NAG 3 & 5 Manage and enhance the financial resources of the School to meet educational needs.	Board process NAG 6 Implement a programme of self-review.
Health and Safety NAG 5 Provide a safe, caring environment in which students can develop.	Special character Enhance the special character of the School under the Key principles	Community Liaison Positively promote the School in the community. Roll growth Maintain roll number	

Board of Trustees: Plan of Action

Goal: to enhance the special character of the School

Focus: Special Character

Objective	Action	When	Who
Chaplaincy Team model is fully developed	Team appointed and operating effectively	Ongoing	BOP Principal
Appropriate policies for monitoring and safeguarding special character in place	Formal review and necessary adjustments implemented	2009	BOP BOT Principal
Function and use of Chapel and its future role in the School clearly defined	Establish clear operational procedures	2008	Chaplaincy team SMT
Support the IT focus through Key Principle 4 of special character documentation	Monitor the development of IT against the Key principle of special character	Ongoing	Principal Chaplaincy Team
Focus Special Character on boys' learning and values education	Special Character enhances developmental stages of Boys' learning	Ongoing	Dir Curr HOD's

Board of Trustees: Plan of Action

Goal: To enhance the School's standing in the community

Focus: Community partnerships

Objective	Action	When	Who
Raise HIBS' profile and strengthen links with the local community	Initiate local community service projects Be family inclusive by holding appropriate junior school community days Investigate provision of scholarships to support needy junior students	2009	BOT SMT
Partnerships with common interest groups established and operational	Identify groups Appoint liaison person Co-ordinate important information	Ongoing	All Staff
Community awareness of Boy's education model high	Develop systems to promote awareness of, and support for, Boys' education model		
Archival system in place	Hire an Archivist Fund the development of a formal archival system	2009	SMT
Strong links with other school communities	Initiate more interaction between HIBS/Chilton/St Orans senior students sharing classes (facilities based)	2008	Exec Principal
Strong communications links with parent body	Develop interactive website for parents	2010	SMT

Board of Trustees: Plan of Action

Goal: To improve academic achievement

Focus: Curriculum and Personnel

Objective	Action	When	Who
Ensure NCEA curriculum is aligned with NZQA policy	Review and implement curriculum changes Effective teaching and learning programmes	Ongoing	Dir Curriculum HOD's
Set-up School-wide focus groups for Boys' learning	Research and discuss initiatives of boys' education and differentiated learning	2009	Dir Curriculum
Strategies to cater for individual learning needs of students in place	Enhance strategies for: Recognising gifted and talented students Recognising students requiring support and underachievers Developing differentiated teaching programmes to cater for different abilities and learning styles	Ongoing	Dir Curriculum HOD's
(Use of) IT is fully integrated into teaching programmes	Staff PD programme in place Best practice techniques and approaches researched	Ongoing	SMT
HIBS positioned as one of the leading NZ boys' schools	NCEA results consistently in top 5	Ongoing	All Staff
Staff appointment procedures meet MOE and BOT policy requirements	Police Vetting IEA contracts in place Job descriptions in place	Ongoing	BOT Principal
All staff and Board members fully aware of Special Character	Develop and deliver induction programme	Ongoing	Chair, BOP Chair, BOT Principal
BOT complies with all relevant employment legislation and PPTA contracts	Annual review of PPTA contracts and relevant legislation	3 yr PPTA contract	BOT

Board of Trustees: Plan of Action

Goal: To manage financial and property resources effectively

Focus: Finance and Property

Objective	Action	When	Who
Maintain buildings in high condition	Develop 5-year maintenance plan	2010	BOP Business manager
Bus stop and Admin carpark developed	Items completed	2008	BOP
Science Quad in artificial surface	Quad redeveloped	2009	BOP SMT
Long-term land & buildings development plan in place	Conduct feasibility study Develop long-term plan	2009	BOP BOT
Hazard register in place	Documentation processed	2010	Principal
Effective business systems deployed and operational	Review Greentree system and upgrade if necessary	2008	Business manager
ICT network and systems operating effectively	Review manpower and expertise requirements ICT Plan developed	Ongoing	BOT SMT

Board of Trustees: Plan of Action

Goal: To provide a safe and caring learning environment

Focus: Health and Safety

Objective	Action	When	Who
Provide a safe social, physical, emotional and spiritual environment (NAG 5)	Review environment and make adjustments	Ongoing	Exec Principal Dir Jnr School HM/Chaplain
Upon completion of the development of the HIBS site compile an Emergency evacuation policy	Develop procedure	Trial each term	Exec Principal
Resource pool of Boys Ed theory and best practice in place	Research carried out and presented to staff	Ongoing	Boys Ed learning groups
Rejoin and develop Boys' Ed coalition focus	Conference PD	2008	Principal Chair, BOT
Appropriate health teaching and career guidance systems in place	All levels reviewed	2009	PE Dept Careers Advisor

Board of Trustees: Plan of Action

Goal: To implement a programme of self review

Focus: Board Process

Objective	Action	When	Who
BOT well informed about learning effectiveness	HOD presentations to BOT meetings	Ongoing	Principal Chair, BOT
BOT compliant with all legislation as required by MOE	Annual legislation review	Ongoing ERO review	Principal BOT
Be a good employer	Contracts in place Performance assessment systems in place	Ongoing	BOT
HIBS adequately resourced to meet strategic objectives	Develop budgets to meet priorities especially in boys' education focus area	2009	BOT SMT

Background

Charter

There are five vision statements that are the basis for the HIBS charter:

- Academic and creative excellence
- Personal development, including leadership, social and ethical skills
- An international perspective, with a focus on the Pacific rim
- Awareness of the process of commerce
- Development of an inquiring mind

Academic and Creative Excellence

To focus on academic achievement by:

- Equipping students with the skills and knowledge to achieve at their highest level of academic potential;
- Offering a broad education that balances academic, business, technological, social and creative endeavours;
- Involving students in a wide range of challenging and creative activities; and
- Providing on-going opportunities for students to study at higher level learning institutions.

Targeted outcomes include:

- In its academic outcomes, HIBS will be positively discriminated and positioned competitively against the single-sex independent and state secondary school providers in central New Zealand
- HIBS will develop leading-edge creativity and thought leadership among staff and students
- The professional development and “best-in-class” competence of the staff will be a key driver in building demand for positions at HIBS
- HIBS staff will be sought for their educational creativity and expertise
- HIBS staff will be encouraged and rewarded with opportunities for self-development
- HIBS’ parents will be the major promoters of the School because of pride in its successful engagement with their sons

Personal Development

To enhance personal development by:

- Encouraging and motivating students towards setting and achieving high personal goals;
- Recognising students as individuals and treating them as such;

- Developing the ethics, values, understanding and skills the students will need to become full contributing citizens by:
 - Building a sense of social responsibility;
 - Encouraging involvement in the wider community; and
 - Developing an understanding of the wide range of different cultural groups in New Zealand, including the unique place of Maori and an appreciation of the Treaty of Waitangi;
- Encouraging students to develop their leadership skills and their use of initiative and enterprise;
- Fostering students' awareness of and sense of responsibility for their physical and social development.

Targeted outcomes will include:

- The development of all students in leadership and management skills will be evaluated and reported, with the engagement of qualified community leaders and organisations for the evaluation of seniors
- Regular surveys among students will reveal:
 - Strong ownership of personal progress
 - Belief that they have the ability and support to achieve personal success
 - Belief and supporting evidence that they contribute to the success of HIBS
 - Willingness to speak up and (courteously and rationally) contest any matter that is not aligned with their beliefs

International Perspective

To broaden international awareness by:

- Encouraging awareness of New Zealand's particular role in the Pacific;
- Developing international understanding across the curriculum;
- Encouraging students to learn other languages;
- Providing access to other cultures through communication links and exchange visits; and
- Providing opportunity for students to acquire internationally portable qualifications.

Understanding of Commerce

- Encouraging a positive attitude towards commercial enterprise by providing the opportunity for students to participate in a variety of commerce and business studies programmes.
- Embracing the rapid pace of technological change.
- Building closer links between the school and business.

Targeted outcomes will include:

- HIBS' staff will promote creative and managed risk-taking rather than security-oriented thinking;

- HIBS' staff and students will be knowledgeable about and interested in developments in the entrepreneurial and general corporate business environments;
- HIBS will be recognised as a leading school in its focus on commercial realities; and
- The right balance will be found and sustained at HIBS between academic and philosophical freedom on the one hand and the economic demands for educational outputs on the other

Enquiring Mind

The first four objectives will foster the development of an enquiring mind. Specifically also the school will aim to:

- Give students a knowledge and understanding of learning and thinking processes;
- Developing skills in analytical thinking, philosophical and scientific method, and problem solving skills directed at the future;
- Encourage students to use critical thinking processes in all aspects of the curriculum.

Targeted outcomes will include;

- The programme at HIBS will be delivered in a style and at a rate to suit the individual learner
- Through surveys of all people associated with HIBS we will ensure that the learners and their parents are experiencing satisfaction in their learning and are developing an interest in discovery and research through their learning

Special Character

To foster the objectives of the school's special character as outlined in the definition below:

Definition of Special Character

The Hutt International Boys' School is a composite year 7 to 13 boys' school established by the Hutt Independent Boys' School Incorporated Society as Proprietors. The School offers parents, primarily from the Hutt Valley and northern environs of the Wellington region, a choice of education with a special character, as already provided for girls. The special character of the school has been determined by the Proprietors as one in which the School offers single sex education for pre adolescent and adolescent boys in a multi-denominational, Christian, year 7 to 13 environment with broad based creative, business and academic programmes; subject to the school's charter requirements and the national education guidelines.

The special character of the school is determined by the philosophical and religious beliefs and values held by the Proprietors and interpreted by them from time to time through policy statements in accordance with the rules of their constitution.

The School, although electing to be multi-denominational, has a code of conduct that is based on strong Christian principles and maintains an affiliation with the Anglican Church and with Anglican traditions through an active programme of interdenominational spiritual education based on Christian doctrine. This code aims to ensure that the rights of all others both within the school and with the community at large

are respected and protected. The concepts of humility and tolerance to others will be instilled within the school.

The essential beliefs and values comprising the special character are:

- The inculcation of a strong moral code based on Christian ethics;
- The teaching of religious studies that will support boys in building their own multi-denominational religious and spiritual beliefs;
- Holding of services under the guidance of a Minister of Religion or Priest at appropriate times during the year;
- Educating adolescent boys in a continuous interactive school of religious character;
- A requirement that parents will actively participate with the school in supporting and enhancing the total education of their son(s) within a school of special character.

Values

Partnerships

Build and value partnerships between School and family.

Excellence

Strive for excellence in all aspects of School life.

Safety

Provide a safe, caring environment in which students can develop self esteem, self control and integrity.

Pastoral Care

Foster pastoral care through personal, spiritual and social opportunities.

Knowledge

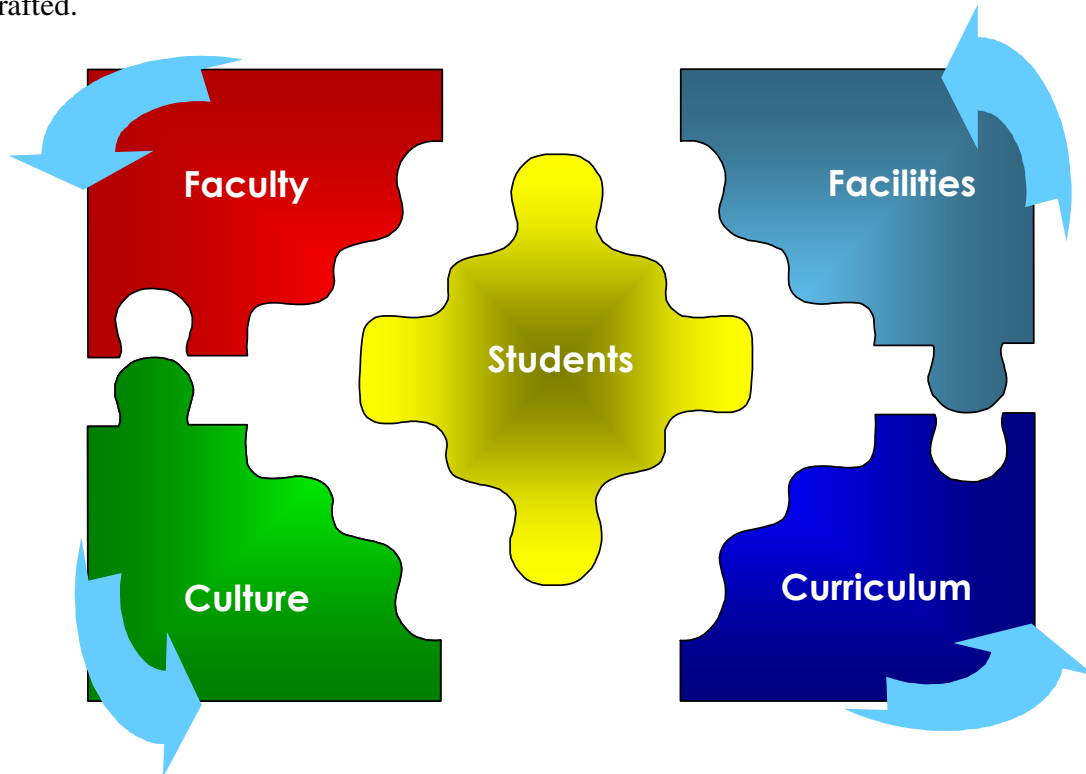
Value knowledge through teaching and learning processes.

Treaty of Waitangi

Honour the principles in the Treaty of Waitangi.

Student-centric environment

The school environment can be characterised by a number of components, all of which provide an underpinning towards the desired outcomes. At HIBS the focus is on the student and that provides the hub around which the Strategic and Annual Plans are crafted.



Our Commitment

HIBS is a place with a vision for the future. One which is firmly based on the values of family, friendship and faith.

High standards are fostered by providing students with as many examples of excellence as possible. We distinguish between the adequate and the outstanding. Mediocrity is not tolerated.

At HIBS your son will be encouraged to develop to his full potential. We set high standards in every aspect of school life and our students are expected to be the very best they can be. Everything we do is based on fostering excellence to prepare your son for a successful future.

Our Approach

The Board believes that effective stewardship and guardianship of the activities of HIBS will ensure that the school continues to evolve to meet emerging needs. Review of charters, strategic plans and annual plans will be on-going so that a process of continual improvement and refinement can occur.