



Otago Boys' High School
Strategic Plan – 2017- 2021

Vision, Mission & Values

The Board has reviewed the vision, mission and value statements that articulate the purpose of OBHS and the day-to-day interactions between staff and pupils.

The vision statement was revised to:

Our boys become confident, resilient men with a sense of purpose - prepared to explore, and contribute to, a changing world.

*Arumia ngā tapuwae o Tamatea
Pursue the footsteps of Tamatea*

The Board agreed on an appropriate Māori translation for the vision - "*Arumia ngā tapuwae o Tamatea*". Tamatea is known to be one of New Zealand's greatest explorers. Pursuing the footsteps of Tamatea aligns closely with confident and resilient men exploring and contributing to a changing world.

The mission statement was refined to:

Providing a dynamic, diverse learning environment that is best for boys through tradition, innovation, culture and excellence.



The translation of the crest used by OBHS is "the right education makes the heart as strong as oak". Drawing on the oak tree metaphor the **values** of OBHS remain:

Creating men of oak through: Perseverance, Excellence, Courage, Honour and Respect

OBHS Strategic Goals for 2017 – 2021

After scrutinising OBHS' external and internal environment, five strategic goals were developed by the Board.



Teaching & Learning - 'AKO'

- Steered by and embeds the New Zealand curriculum
- Is teacher-driven, student centred, relational & integrated
- Independent Learning Plans
- Learning capability frameworks
- 'Good practice' in the OB's classroom
- Engagement of students and staff
- Mutual accountability of students & family/whānau, staff, and Board
 - Measuring and monitoring the learning journey
 - Development of measurement and monitoring tools
- Alignment with vocational pathways
- Relationships with external mentors

Staff: the best place to work- NGĀ KAIMAHI

- Valuing and rewarding staff and staff families/whānau
- Professional development building and supporting capability, including:
 - Cultural competency
 - Staff capability framework
- Developing HR structures, processes & competencies
- Recruitment & retention

Learners, whānau & community- NGĀ AKONGA, Ō RĀTOU WHĀNAU ME TE HĀPORI

- Connecting with vulnerable learners and whānau
- Maintaining & sustaining connections with key stakeholders in the community
- Maintain an inclusive school environment
- Maintaining a commitment to providing a rich selection of personal development through sports, culture, leadership and service opportunities

Organisation and resources- NGĀ RAWA

- Sourcing and managing resources to support our strategy
- Aligning the vision of the school with its supportive entities: the Foundation; Old Boys; PTA
- Ensuring the alignment of the hostel vision, mission and values with those of the school
- Development of an organisational design that supports student-centred learning and wider school goals

Infrastructure- NGĀ WHAIHANGA

Ensuring infrastructure is fit-for-purpose with a priority on modernising:

- Information technology infrastructure and equipment
- Teaching space
- School House
- Mt Aspiring Lodge
- Shand
- Rectory
- Recreational space
- Administration space

Background

The Board of Otago Boys High School (OBHS) met on the weekend of 25th and 26th February 2017 to develop a set of strategic goals for the 2017-2021 period.

The weekend workshop allowed time and space for the Board to review the extant vision, mission and value statements of the school. The value statement was revised and the mission statement refined, while the values of perseverance, excellence, courage, honour and respect were maintained.

The Board undertook an external and internal environmental scan. The external scan included a presentation by Assoc. Professor Paul Hansen from the University of Otago. Paul presented on the changing nature of education and employment. He noted that despite the push for greater numbers of science, technology, engineering and mathematics (STEM) students, there are still more enrolments of students in society and culture subjects. He also observed that the cost of tertiary education for boys is relatively low when compared with the returns (in terms of income earning statistics). He also noted that New Zealand education costs are some of the lowest in the world and that on-line courses have a growing presence in the international education marketplace.

An external scan by the Board identified opportunities for the school to integrate and connect with the technology sector and to better involve local businesses in roles as mentors and potential employers. The Board also identified opportunities for alternate revenue streams in making better use of international alumni and the old boys' network. Sustainability and energy efficiencies were seen as valuable areas to explore as both a curriculum topic and a cost-saving opportunity. Key external threats to the school were identified as changing population demographics with an aging city population, and changes in government thinking about education systems and legislation.

An internal scan began with a panel discussion by the senior leadership team. The SLT identified the strengths of OBHS to be staff commitment, the pastoral support system and the boys' pride in the school. The SLT value the development of the all-round boy, the sense of belonging – for boys and teachers – in the school family, the culture of kindness, the tradition, and that OBHS is a good employer.

The internal scan conducted by the Board identified the strengths of OBHS to be staff, the pastoral care system, the variety of activities on offer to the boys, the management and house structures and the old boys' network. The weaknesses relate to the aged buildings, the need for more efficiencies in terms of school processes, the need to grow the boys' confidence and the current links with the Dunedin commercial sector.

The five strategic goals developed by the Board are in the areas of teaching and learning; staffing; learners, whānau and community; organisation and resources; and infrastructure.