



2024 Analysis of Variance

In 2024 the Annual Plan was tracked at Board Meetings via the Headmaster's report to the Board and the "Annual Plan Tracking Report".

The below analysis is derived from these reports as well as consideration of the Dashboard of Indicators and staff and community input into the Annual Planning process.

The regular reporting to the Board allowed for the completion of the 2025 Annual Plan in November of 2024 despite the final Analysis of Variance being incomplete at that time. `

Recent Boards of Trustees have purposefully and successfully dealt with leadership issues identified by ERO in 2012.

CBHS now has financial resilience and probity, has been successfully rebuilt, has addressed cultural and diversity issues and now has robust systems. As this analysis shows, our next step is to lift high-end academic achievement.



Strategic Priority 1

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

Actions Taken

As reported to the Board in 2024 we have introduced two weekly staff briefings focused on pastoral care and expectations (Blue Black Values) and teaching and learning (CBHS Teacher Profile). These have enabled increased focus on data and accountability across the staff. These briefings have aligned with deliberate messaging in forums such as Assembly, the week ahead and the newsletter with an increased focus on academic messages and our Blue Black Values.

The introduction of the Blue Black values has been used to give us a language to describe our expectations of students. We have also redesigned our MSB system to align with the Blue Black values.

Improvements in data use have been enabled by the briefings described above and through Daily Meetings of the Pastoral Team to make sure that students who need support or intervention receive this. Importantly, for our long-term academic culture, this intervention is not a "rescue" or "credit recovery".

A professional development cycle using CBHS staff as presenters was implemented to target aspects of the CBHS Teaching Profile. External professional development included an SLT tour of North Island Schools and attendance at ABSNZ professional development.

Opportunities to promote and celebrate academic success have been taken in forums such as assemblies and newsletters and new initiatives have included letters home from senior leadership and morning tea celebrations for students. There has also been proactive identification of and communication with families of students at risk of not achieving.

We have undertaken a bow-tie analysis of endorsement data with both HODs and students and have identified areas of control, such as specifically teaching to Merit and Excellence and continuing to promote academic excellence.

In conjunction with communication and data, we have followed up with increased accountability, for example, introducing an SLT 'on call' roster to have SLT visible around the school and regularly visiting classrooms. The cell phone ban has been implemented, and changes have been made to improve the study focus of areas such as the library.

We have applied an increased and more deliberate rigour to teaching appointments and have, at times, made internal timetabling changes due to supply issues with the teacher workforce. The agility of staff, forward planning and robustness of CBHS systems has been an asset when dealing with supply issues.

The Blue Black values and CBHS teaching Profile have also enabled the School to be more confident in and assertive of its identity.



Success Achieved

A review of PCSchool / FACTS Data shows increased use of positive messages by teachers.

Despite the poor quality of resources and support from MOE and NZQA CBHS successfully delivered NCEA Level One and maintained the authenticity of the 'submitted reports.

2024 NCEA Results: (Trends appear in the Dashboard of indicators.)

| | |
|--------------------------------------|------|
| Year 10 CAA Pass Rate Numeracy | 77 |
| Year 10 CAA Pass Rate Reading | 82 |
| Year 10 CAA Pass Rate Writing | 88 |
| % Year 11 Achieving Level 1 | 81.2 |
| % Year 11 Achieving Level 1 Māori | 64.1 |
| % Year 11 Achieving Level 1 Pasifika | 46.2 |
| % Year 12 Achieving Level 2 | 84.5 |
| % Year 12 Achieving Level 2 Māori | 77.1 |
| % Year 12 Achieving Level 2 Pasifika | 63.2 |
| % Year 13 Achieving Level 3 | 76.7 |
| % Year 13 Achieving UE | 61.4 |
| % Year 13 Achieving Level 3 Māori | 76.9 |
| %Year 13 Achieving UE Māori | 57.7 |
| % Year 13 Achieving Level 3 Pasifika | 45.5 |
| %Year 13 Achieving UE Pasifika | 18.2 |
| Level 1 Excellence Endorsement Rate | 13.3 |
| Level 1 Endorsement Rate | 45.1 |
| Level 2 Excellence Endorsement Rate | 11.5 |
| Level 2 Endorsement Rate | 36.6 |
| Level 3 Excellence Endorsement Rate | 4.8 |
| Level 3 Endorsement Rate | 38.1 |
| No. of scholarships | 6 |

Our NCEA Co Requisite Results (CAA) were strong, especially against national averages. These results are unable to be manipulated and reflect positively on the specific reading, writing and numeracy teaching that occurred at CBHS.

Ours students on the learning support register to continue to do well.

Pass rates and endorsement rates are stable though Māori Level One results fell in line with the national trend.



AYT Results

(i) There is a clear focus on effective teaching at this school (Parent)

- 2024 Score 73%
- 2022 Score 68%
- Benchmark Score 74%

(ii) Our school has a clear focus on effective teaching (staff)

- 2024 Score 72%
- 2022 Score 67%
- Benchmark Score 74%

(iii) My teachers talk to me about my learning (students)

- 2024 Score 67%
- 2022 Score 65%
- Benchmark Score 67%

Barriers Faced

Our cohort remain the biggest influence on our NCEA results. The 2024 Year 13 cohort arrived at CBHS in 2020 with twice the number of students than previous years reading below their chronological age.

Analysis of our NCEA results reveals the disparities in NCEA across school and the limited value of comparisons. For example, CBHS still teaches traditional subjects with coherent credits. English is compulsory at Level 2 in CBHS and all our Level 2 English students are entered in the Information Literacy (research and presentation) standard. Nationally only 46% of L2 students sit this standard.

The rebuild continued to stretch staff and make operational conditions difficult.

Steps for 2025

The Annual Plan for 2025 again focuses on specifically addressing endorsement and seeking parent support in steering students towards endorsement grades. We also intend to continue to promote the visibility of the CBHS Teaching profile and our Blue Black Values. We have seconded staff into SLT to increase our leadership capacity, and we intend to introduce cohort specific achievement targets.

Central to the annual plan is the philosophy of explicit and deliberate teaching as witnessed by the interactions between students and teachers. To support us with this we will again engage with like minded schools.

The Main Block is being used a momentum building opportunity.

Over the past decade, the school has dealt with the post-earthquake rebuild, the mosque attacks, Covid, industrial action and the implementation of NCEA and curriculum change. CBHS has also had to deal with long-standing issues revealed by ERO in 2012. This work has been extensive.

The next step for CBHS is a focus on achievement, and over 2025, we aim to develop a direction geared towards greater academic achievement with aligned systemic and structural changes.



Strategic Priority 2

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

Actions Taken

The Blue Black values have been used as a basis for messaging. We have also increased the use of restorative processes and enhanced the capabilities of our Pastoral Team in this area.

With staff we have used and emphasised the concept of collective efficacy (described by John Hattie as the collective belief of teachers in their ability to affect students) to work together with common goals and approaches.

In weekly staff briefing we have shared attendance and late data, positive behavioural comments and students of concern.

Targeted speakers and PD providers have worked with groups of staff, the Headmaster, students and parents. These have included Andrew Reiner, Mike King and Chanel Contos. Messages about good men have been repeated in all forums, e.g., assemblies, and newsletters, and this has led to some positive media coverage, e.g., an assembly on rape language. Chanel Contos' message of "visible accountability" has been embraced by the school.

CBHS has developed confident identity statements that align with our moral purpose as a state boys' school. Improvements in our sporting administration have also enabled us to use sport as a more positive influence and cultural activities such as "Blood Brothers" have contributed to greater inclusivity.

AYT questions

(i) I am aware of and support the school's values (Parents)

- 2024 Score 82%
- 2022 Score 82%
- Benchmark Score 79%

(ii) Our school is inclusive and values diversity of culture, identity and language (Staff)

- 2024 Score 72%
- 2022 Score 66%
- Benchmark Score 75%

(iii) I know what the school's values are and try to follow them (Students).

- 2024 Score 80%
- 2022 Score 75%
- Benchmark Score 76%



Barriers Faced

Two high-profile incidents of student behaviour did impact morale and undermine the efforts made by the majority.

Steps for 2025

Visible signage is part of a step up in our Blue Black Values messaging. This will be accompanied by new communication and branding guidelines and a new website. We have also engaged a communications firm to support us with imaging and video around the Main Block opening which is a significant moment to support CBHS moving forward.

We are collecting data based on teacher comments around CBHS' values in PCSchool to generate celebrations of success and we will have deliberate staff professional development delivered by pastoral leaders on topics such as restorative practice, kaitiakitanga, motivational interviewing and creating a positive culture/environment.

A senior leader has been appointed to make recommendations on the House system. The Monitors have more specific roles, and there will be a focus on courageous and values-based leadership across all leadership levels.



Strategic Priority 3

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

Actions Taken

Significant review and document development took place during 2024, and the school was supported by external consultants. The Board of Trustees reviewed its committee structure and developed a new People and Well-Being Committee, which includes two staff committee members.

CBHS identified six critical risks and held externally facilitated workshops on each of these i.e.,

- (1) Staff Psychosocial Harm
- (2) Student Psychosocial Harm
- (3) Traffic
- (4) Intentional Physical Harm
- (5) Sport and EOTC
- (6) Workshops and Labs

With external support, CBHS also developed an HSW Management System and reporting tools such as the HSW Risk Register and Reporting Dashboard.

Significant work also went into developing an "I need you to know process" and we have engaged an external provider to support us with our complaint and concern process and coaching staff through workplace issues. The Board now receives a compliant register at their meetings.

Engagement with staff identified key cultural themes to enhance HSW, and addressing optionality was top among these. This provides a strong synergy with our work on the CBHS Teaching profile and Blue Black values.

Success Achieved

Enhancement or development of key reporting tools

- Complaints Register
- HSW Dashboard
- HSW Risk Register

Development of Critical Risk Standards and supporting systems and actions.

Closure of Worksafe File and positive acknowledgement by Worksafe of CBHS actions and intended pathway.

Engagement of Fairway for Kāpehu and Speak Up services.

Feedback from WorkSafe commended CBHS' progress in HSW and our intended future actions.



AYT questions

(i) My child feels safe at school (Parents)

- 2024 Score 76%
- 2022 Score 78%
- Benchmark Score 81%

(ii) I feel safe at school (Staff)

- 2024 Score 81%
- 2022 Score 81%
- Benchmark Score 75%

(iii) I feel safe at school (Students).

- 2024 Score 76%
- 2022 Score 74%
- Benchmark Score 75%

Barriers Faced

Absence of support from NZSTA and MOE, financial outlay to seek external expertise and the need to refocus CBHS' resources.

Steps for 2025

In 2025 we will implement HSW software and begin auditing our Critical Risk Standards. Both steps will involve enhanced worker input and will enable further improvements in our preventative and mitigating controls.

Attached Dashboard of Indicators March 2025

[241129 Dashboard of Indicators 2024.xlsx](#)