

East Otago High School

Te Kura Tai Rawhiti Ki Otakou



Charter, Strategic Plan and Annual Plan
2019 -2021

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WHO WE ARE?

East Otago High School, situated in Palmerston Otago, is a co-educational Year 7 - 13 State Secondary School with a roll of approximately 155 students. Its catchment area extends as far north as Hampden and Moeraki, into the west to Morrisons and Macraes Flat, and down to Warrington in the south. Palmerston, situated halfway between Dunedin and Oamaru, also lies on the doorstep to Central Otago with State Highway 85 starting from Palmerston and heading to Cromwell from the town centre. The manawhenua of the district come from the two Marae found in Moeraki and Puketeraki (Karitane). Our school has a great deal to do with the Puketeraki Marae and has a Memorandum of Partnership with it.

East Otago High school has a reputation for providing a quality education where academic studies are the number one priority, and students are provided with a wide range of opportunities to develop as well rounded, capable young adults ready to make a valuable contribution to society.

Because of its size, classes at East Otago High School are relatively small, meaning students receive greater individual attention and have opportunity to shine and have their achievements recognised. It is not uncommon for students at the school to lead very busy lives as they often end up participating in a number of sports teams, as well as a multitude of other activities.

East Otago High school has a comprehensive Outdoor Education programme, with access to a lodge owned by the Glenorchy Education Charitable Trust, located in Central Otago. It is an excellent base for our outdoor education programme. Several curriculum areas incorporate outdoor elements within their programmes. Examples include the Ocean Adventure (Year 11 Physical Education) and Ski Assessment (Year 12/13 Physical Education) Mt Cook National Park (Year 12/13 Biology).

The school's philosophy is based around strong relationships built on the school's core values of respect, responsibility and motivation. These values we are seeking to underpin everything we do here at the school. Kei ia akoka te mana, te awe me te kaha (with each student lies the capacity and strength for self-management). The School Wide Positive Behaviour for Learning (SWPB4L) initiative that the school began involvement with in 2011, forms a basis for school wide improvement.

The town's community/whānau is largely based around servicing the surrounding farming district, timber industry, the Macraes mine, as well as the tourism market that sees the town used as a stop off point in their travels. A number of the farming families traditionally send their sons/daughters to boarding school to undertake their secondary schooling. The school's decile status was increased to Decile 6 in 2015 which does not, in our opinion, actively reflect the socio-economic status of the whanau and tamariki that attend our school.

Due to its size, and the dedication of its staff, the school has a real "Ahua orite te Kura ki te whare whānau - family feel." Teachers know every student in the school, their family/whānau circumstances, as well as their individual needs. Links to community also continue to develop with whānau and employers enjoying the open door policy of the school. Local contexts in curricula has been encouraged to support the learning needs within the community, whilst providing a pathway top all three levels of NCEA.

All students and staff, when they start at the school, will become a member of one of four Houses; *Clark, McKenzie, Muir* and *School*. The House system is a key element of the school's pastoral structure, as well as bringing a competitive spirit to the life of the school in sporting and cultural activities, with a shield strongly competed for each year.

MISSION STATEMENT

"East Otago High School strives to develop resilient learners and recognises the needs of our diverse community to create successful citizens."

The sentiments of this statement are captured in our school phrase of **"Strength through Learning" *kia kaha ma roto matauranga***

The school motto:

"vis recte vivere" - Strength Through Right Living – "Ma te tika ka tae mai te kaha ora"

HOW DO WE SEE THIS HAPPENING?

We believe the Mission Statement has been achieved when students demonstrate the following skills:

- Self-Management Skills based on a "can-do" and "give it a go" attitude
- Social and cooperative skills that see students relating to others
- Work and Study Habits that focus on "Thinking".
- Numeracy Skills
- Literacy Skills
- Physical Skills that promote participation and contributing
- Communication Skills including the use of language, text and symbols
- Information Skills
- Attitudes and Values that promote learning and reflect the values of our community.

As you will see the key competencies are implicit in these skills. People use these competencies to live, learn work and contribute as active members of their communities of which school is one. They are also the key to learning in each of the curriculum areas.

THIS IS WHY WE ARE DOING IT...

- To create a safe physical and emotional environment that sees students become participators in all aspects of educational outcomes on offer at our school.
- To help students realise their potential as individuals and develop the values needed to become well-rounded citizens ready for their place in society.
- To respect and recognise the diverse cultural heritage of New Zealand as a developing nation.
- To acknowledge and recognise the unique place of Maori in New Zealand and develop amongst the students an understanding of their heritage, and provide for increased participation and success through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
- To provide a broad education, with very high levels of competence in basic Literacy, Numeracy, Science and Technology.
- To provide a pathway for all students to move onto tertiary education or the workplace, so they may compete successfully in a modern, ever-changing world.
- To provide access to qualifications that are nationally and internationally recognised in a setting that encourages all head down the pathway to their selected career or participation in post-school education.
- To cater for students with special learning needs and allow them to experience success at East Otago High School.
- To provide professional development for staff which includes building their ability to implement the strategies in the Ka Hikitia (Maori) and Te Kete o Aoraki documents.

HOW WILL WE MEASURE OUR SUCCESS?

- East Otago High School will measure its success against specific annual targets, developed from analysed data from the previous year as set out in Department, Annual and Strategic Plans.
- These annual success targets will incorporate Iwi Māori ways of measuring through their values' systems; tiakitaka, manaakitaka, whānaukataka, mōhiotaka, tautokotia.
- In the senior school, data analysis will compare our success against national statistics in NCEA examinations as well as those of similar decile and school types.
- In Years 7-10 students achievement will be tracked using a global tracking system. Targets will be set from this information.
- The development and measuring of these targets will be reviewed by the Board through reports on achievement data, as well as independent auditors i.e. Ministry of Education and the Education Review Office
- Through the development of formative assessment practice from Years 7 – 13.
- By monitoring the number of students leaving school with qualifications, and acting upon any areas of concern.
- By monitoring the success of our school leavers anecdotally.

THESE ARE THE VALUES THAT WE APPLY...

In 2011 the Board of Trustees, staff, students, whānau and community, as part of the School Wide Positive Behaviour for Learning (SWPB4L) initiative, developed three characteristics or core values that encompass what we hold dear.

R – Respectful towards self and others

R – Responsibility

M – Motivation

These characteristics/core values underpin all that we do at East Otago High School and have, over the past years, become part of the embedded culture of the school. Allocated time within in the timetable has been set aside to teach the meaning of these terms as well as the desired teaching and learning practices we set as important at East Otago High School.

CULTURAL DIVERSITY

At East Otago High School we put students first. The principles as found in the revised curriculum page 9 are encompassed throughout this document and embody what we see as important and desirable in all students who attend our school.

East Otago High School is a school with students from many diverse cultures. We have approximately 28% of students identifying as Maori this representing an increasing trend over years. We wish to recognise and value the place of all within our school and increase our understanding of what is important to them. Historically, Maori students achieve a high level of success at East Otago High School.

We recognise the growing number of Maori students attending our school, the legal, acknowledged and rightful place of Te Reo Maori in New Zealand society. We believe we address this in our plans, practices and policies, helping all students to develop an understanding and appreciation of other cultures. Further, we believe we acknowledge and commend the development of our culture by devoting considerable time and resources into such things as our Kapa Haka group. The thoughts and strategies found in the Ka Hikitia document, and more recently the Tataiako document for teachers are inherent in the way we do things at East Otago High School. We have high expectations of all students to achieve success, not only in the classroom, but in the wider experiences of school life. We also have high expectations of our teaching staff and their ability to deliver the curriculum to all students. Each department will set annual goals, as well as school wide goals (stretch targets) being set for academic performance including separate goals for Maori students, individuals and groups in each of their classes.

Instruction in Te Reo is compulsory for all students in Years 7 – 8 and becomes an option for those wishing to continue from Year 9 and Year 10. Over recent years we have had students undertake both Level 1 and Level 2 Te Reo.

A major Hui was held in 2016 involving students, parents/whanau and representatives from the Puketeraki Marae. This was very well attended and did provide an avenue for affirmation of what is going well and suggestions on how we might better meet the needs of our Maori students. Late in 2016 the BOT, along with representatives from other schools in our region re-signed our Memorandum of Partnership with Puketeraki Marae.

East Otago High school continues to incorporate tikaka into all aspects of school life, including the curriculum. One of the strongest examples of this is the Mihi Whakatau held at the beginning of each year to welcome new staff and students onto the school grounds in a way that recognises them as part of East Otago family/whanua and acknowledges Maori traditions/protocol. Our Kapa Haka group has grown significantly over recent years and now perform at many school organised occasions throughout the year. Our Kapa Haka group is an integral and vital part of life at East Otago High School.

INCLUSIVENESS

At East Otago High School we are committed to providing a learning environment where our students become lifelong learners, striving for personal excellence in academic achievement, cultural endeavour and the sporting arena. Values built around relationships are integral to everything we do in the school as well as in our personal lives, and form the basis of what we hold dear.

Because of its size classes at East Otago High School are relatively small, compared to larger city schools. This means we promote a culture of inclusiveness that sees all students or all abilities receive closer individual attention. As a result students have the opportunity to shine and have their achievements and successes recognised. It is not uncommon for students at our school to lead very busy lives as they often end up participating in a wide variety of cultural and sporting activities.

Instead of up to 30 in a class, classes at East Otago High School range from 25 – 15 in Years 7 to 10, and around 20 – 5 in the very important years of NCEA study (Years 11 – 13). Students with particular learning needs, whether they be remedial or accelerated, continue to be mainstreamed while their needs are addressed through differentiated learning. Students who are at risk are identified and assistance is provided to support their learning and interaction within school activities. Where students come with tagged support (ORRS), this is funnelled to ensure their access to the curriculum and educational success. It is fair to say that as a school we feel too many students that struggle with learning arrive at our school without any level of support and schools are expected to provide additional support to these students within their resources which is often nowhere near the level required. This needs to be a Government priority as without additional learning support significant numbers of student, not only at East Otago High School but nationwide, will not be provided with the best possible education.

Staff at East Otago High School, demonstrate a commitment to educate all students, including those with particular learning needs. This commitment goes beyond offering a welcoming environment and extends to ensuring adaptations are made to cater for learning needs and well as the wishes of the family.

HOW WE ARE GOING TO GET THERE?

- Our school will continually develop, implement and monitor learning initiatives that focus on student achievement.
- We will strive for excellence in education and student achievement at both junior and senior levels.
- We will establish measurable academic, sporting and cultural targets with a focus on improved student outcomes.
- Our Board of Trustees, through the senior management team, implements a performance management system designed to promote high levels of staff performance, measured in the context of the new teaching criteria and professional standards, whilst linking into professional development around educational goals.

- Implement the Ka Hikitia & Tataiako documents as part of what is “measurable” against which the school and its Board of Trustees performs.
- We allocate funding, the acquisition and maintenance of property to achieve our educational goals in accordance with assessed priorities.
- As part of its self-review process the Board and Management Team have a very robust three year review cycle that monitors departmental performance, making recommendations for continued improvement and learning outcomes.
- We will provide a safe and stimulating learning environment that promotes student achievement.
- Comply with general legislation relating to school administration.

KEEPING ON TRACK...

We will annually review the strategic plan and construct a new three year and annual plan to ensure that a culture of continual growth is taking place. Policies and procedures will be reviewed on a triennial cycle. The school will also continue to consult with our school community through short surveys, parent teacher interviews, three way interviews and public meetings.

This charter has, by deliberate decision, aimed at improving the status quo by having a strong level of consistency and stability which has been a feature of the last few years. Like all things change is a natural process that occurs over time but we seek evolution rather than revolution. This is because our school is a high achieving and successful school.

Board of Trustees:

- Modifications to this document are made annually to reflect the changing nature of both East Otago High School and education
- Towards the end of 2017 the Board of Trustees agreed to seek an independent review of the school. This has come about due to perceptions of the school in some quarters and the fact that we appear to be losing a higher number of students to schools in Dunedin now. Initial discussions were held towards the end of 2017 and it is intended that the review be undertaken in Term 1 2018. This will be undertaken by a highly respected ex Principal, Mr Trevor McKinlay.

Staff:

- The Senior Management Team meet formally each week
- Staff consultation occurred throughout 2017 in Professional Development sessions held weekly. Among things where staff consultation was sought included Mission and Vision statement and refinement of the Eastern Way

Students:

- Students are surveyed at the start of every year.
- The BOT Student Representatives are involved in all aspects of the Board of Trustees. The BOT has, over a number of years, co-opted a second student representative to the BOT. This provides greater student voice at the highest level of the school.

Parents:

- Parents will be surveyed and invited into the school to be part of important decision making many times throughout the school year.

East Otago Community:

- The school newsletter is widely distributed within the East Otago community and it is a source of considerable information about the school and any initiatives being undertaken.

Maori Community:

- The school now has regular and very positive contact with the Puketeraki Marae and a Memorandum of Partnership between the Marae and the school was signed in 2014 and then re-signed in November 2016
- The Senior Management Team and teacher in charge of Te Reo Maori have appointed Maori prefects for 2019.
- Senior students assist the Palmerston Primary School with Kapa Haka practice each week and we will look to extend this into other contributing schools.
- 4 calendered Whanu Hui each year.

REVIEW : The Charter and Strategic Plan will be reviewed annually, in accordance with the Board's self-review programme, and in order to maintain a three year vision.

SUPPORTING DOCUMENTATION

The following documentation will supports us in fostering excellence in curriculum:

- Annual Plan
- Curriculum Plan
- Triennial Self Review Cycle
- Quality Management System document
- Policies and Procedures around senior assessment practice
- Senior Option booklets
- HOD Handbook
- Staff Handbook
- Timetabling & Class Viability policies & procedures
- Annual Curriculum review
- Annual departmental reports
- Board Assurance statement

The following documentation supports us in fostering excellence in teaching:

- Annual Plan
- Triennial Self Review Cycle
- Monthly reporting to the Board on student achievement
- Professional Development plan
- Performance management system
- HOD Handbook
- Staff and Student Handbooks

The following documentation supports us in fostering excellence in school organisation:

- Triennial Self review programme
- Annual Plan
- Annual budget
- Financial management processes and procedures
- 10 year cyclical maintenance plan
- 5 year property plan
- All policies and procedures
- Term calendar

The following procedures support us in fostering positive community partnerships:

- Fortnightly newsletters
- Providing variety of community activities such as Extravaganza, School Production, Fun Days and Gala type opportunities for the general public
- Hui resulting in closer liaison with the whānau and the Puketeraki & Moeraki Marae.
- Providing community service as shown through the Lions Silver and Gold community service awards. Community service includes helping and supporting local organisations such as the Waihemo A and P Association.
- Providing support to contributing schools e.g. Kapa Haka and reading groups at Palmerston Primary School
- Providing additional support to contributing schools Athletics, Cross Country and Swimming championships
- Regular parental contact through parent/teacher interviews, three way conferences, telephone calls, letters and meetings
- Development of Fortnightly Indicators and real time reporting.
- Open door 'policy'

NATIONAL PRIORITIES

East Otago High School encompasses the National Priorities into its curriculum by:

- Providing a safe physical and emotional environment for its students
- Providing opportunity for success in all of the essential learning areas as outlined in the NZC
- Placing emphasis on literacy and numeracy by requiring strategies to be included in all units planning at Years 7 – 10 and setting specific targets in NCEA. In recent years we have provided some additional literacy support in the form of reading. In 2017, from the start of Term 2, we were able to offer a 0.4 position to a qualified staff member to develop literacy levels from Year 7 and Year 8 in particular but also were able to include some Year 9 and Year 10 students. We will be offering a similar programme in 2019.
- Keeping students, parents/whanau, community and Board up to date with student progress. This was taken a step further in 2014 with the introduction of Fortnightly Indicators. These have been favourably received by parents and students as they identify any change and they do keep parents well informed of progress. Our next step was in 2017 with the introduction of real time reporting for all students in Years 11 – 13, now extended to whole school.
- Setting specific achievement targets for individuals and groups of Maori students.

The NEG's by Summary

1. High standards of achievement
2. Equality of education
3. Development of knowledge
4. Foundation for future learning
5. Broad education
6. Excellence through clear objectives & monitoring
7. Success for all – special needs
8. Access to qualifications
9. Increased Maori participation
10. Cultural diversity

The NAG's by Summary

1. Student achievement
2. Self-review
3. Employer Responsibilities
4. Finance and Property
5. Health and Safety
6. Legislation & Administration

East Otago High School Strategic Plan 2019-2021

Mission Statement: East Otago High School develops resilient learners and recognises the needs of our diverse community to create successful citizens.

Vision Statement: Students are responsible, respectful and motivated citizens who contribute positively to society.

“Strength through Learning” - Kia kaha ma roto matauranga

Strategic Goals	What we want to see	2019	2020	2021	What will we measure
Improving Student Achievement	All students progressing and achieving in literacy and numeracy in all curriculum areas.	70% of students will be at or above their expected curriculum level in literacy.	5-10% more students. Maybe bring in numeracy.	5-10% more students working at or above.	Progress of target students. Literacy focus in all subjects.
	Improving numbers of Merits and Excellences in NCEA	25% of students will achieve Merit or Excellence endorsements.	Increased % of students achieving Merits and Excellence.	Substitute for a target % of students	Progress towards achieving endorsements in subject and courses. Engagement in curriculum topics.
	Improving boys achievement in all curriculum areas.	10 % of boys will achieve Merit or Excellence endorsements. Improvement in boys achievement in NCEA.	Increased % of students achieving Merits and Excellence.	Substitute for a target % of students	Progress towards achieving endorsements in subject and courses. Engagement in curriculum topics.
Development of School Culture	All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse needs.	Development of a culturally responsive local curriculum.	Imbedding of local Maori tikanga into core curriculum areas.	Imbedding of local Maori tikanga into all curriculum areas.	Engagement of students. Engagement with local mana whenua/runuka.

	Caregivers will be actively involved in their children's educational journey.	<p>Develop real time reporting practices across all curriculum areas that is manageable.</p> <p>Develop partnerships with caregivers and/or key stakeholders in the development of a locally responsive curriculum</p>	<p>Imbedding of two-way real time communication with caregivers in all curriculum areas.</p> <p>Look for ways to further extend partnerships.</p>	<p>Review of real time reporting.</p> <p>Review partnerships</p>	<p>PB4L - engagement.</p> <p>Decrease in truancy, stand downs, suspensions.</p> <p>Increase in attendance of parents at school events (interviews, meetings etc)</p>
Development of Staff and Student Wellbeing	Staff and students managing their school commitments so they enjoy their teaching and learning.	<p>Survey staff and students around personal well-being.</p> <p>Identify areas that need improvement.</p> <p>Explore ways to develop well-being of students and staff. (Mindfulness, Physical, Well-being corner, Well-being committee)</p> <p>Restorative practices (restorative conversations and conferencing) introduced in dealing with negative student behaviour SLT/Deans.</p> <p>Restorative conversations..</p>	<p>Survey staff and students around personal well-being. Identify areas that need improvement.</p> <p>Explore ways to develop well-being of students and staff. (Mindfulness, Physical, Well-being corner, Well-being committee)</p>	Review staff and student wellbeing initiatives.	<p>Student and staff retention.</p> <p>Responses in wellbeing survey.</p>

East Otago High School Annual Plan 2019

Mission Statement: East Otago High School develops resilient learners and recognises the needs of our diverse community to create successful citizens.

Vision Statement: Students are responsible, respectful and motivated citizens who contribute positively to society.

“Strength through Learning” - Kia kaha ma roto matauranga

Strategic Goal 1: Improving Student Achievement

Outcome	What?	How?	Who?	By When?	Costs	Progress
1.1 All students progressing and achieving in literacy and numeracy in all curriculum areas.	Specific groups identified and targeted initiatives used to develop literacy.	PLD taken by key staff who will then provide PLD to all staff on what they have learnt. FDB and WNG boys literacy PLD.	FDB and WNG	1st April	\$687.70	
		Consistent literacy approach across curriculum areas.	FDB, MNK,WNG	Term 2	Nil	
1.2 Improving numbers of Merits and Excellences in NCEA	Students that achieved Merit and Excellence in 2018 + students that went close identified, tracked and supported.. Year 11 students from 2018 that are capable identified, tracked and	Year level meetings. Mentoring programme. Tutorials set up. Study skills and Goal setting classes. Tracking Sheets established.	KFY,FDB,KTE, WNM	Throughout the year.	Nil	

<p>1.3 Improving boys achievement in all curriculum areas.</p>	<p>supported. Boys to improve in their academic success across all curriculum areas at East Otago High School</p>	<p>Units of work developed which are relevant for boys. Mentoring of students across the year.</p> <p>Peer mentoring established of Senior boys with Junior.</p> <p>Boys sent to leadership opportunities throughout the year.</p> <p>Male speakers brought in to school. Males from the community paired with students.</p> <p>Work opportunities provided for most at risk students.</p>	<p>KFY,WNM,FDB,KTE, WNM</p>	<p>Throughout the year.</p>	<p>Unknown</p>	
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Strategic Goal 2: Development of School Culture

<p>2.1 All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse</p>	<p>All staff to integrate culturally and geographically responsive practices into their units of work.</p>	<p>Culturally responsive PLD for all staff at Puketeraki Marae.</p> <p>Ongoing PLD at</p>	<p>All staff</p> <p>All staff</p>	<p>April 2nd</p> <p>Throughout year.</p>	<p>\$500</p> <p>Nil</p>	
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<p>needs.</p> <p>2.2 Caregivers will be actively involved in their children's educational journey</p>	<p>Introduction of Hail to improve communication of key events in 2019</p> <p>Real time reporting parameters to ensure termly and timely reporting of student success.</p> <p>Whanau Hui's on a regular basis. (4 minimum per year)</p> <p>Look for opportunities to invite the community in to school.</p> <p>Workshops for parents established to help with school work.</p>	<p>school to strengthen work done at marae.</p> <p>CFPLD to develop an integrated unit of work in Year 9/10.</p> <p>Training of curators and contributors. Newsletters and Yearbook developed and pushed out through Hail.</p> <p>Parameters co-constructed with staff to ensure a manageable workload.</p> <p>HIJ to send out agenda and invitations in a timely fashion.</p> <p>Community Hangi. Cuppa with the Principal established once a term.</p> <p>Needs of parents established through a survey. This could be help accessing the parental portal, google suite, homework, study</p>	<p>KTE,KFY,FDB,BDJ</p> <p>KFY,CRM,FDB,CRR,MDL</p> <p>Whole staff.</p> <p>HIJ Lauana Thomas (Resource teacher for Maori in Otago).</p> <p>CRM,KFY</p> <p>CRM,KFY</p>	<p>Term One, Two</p> <p>March 11th</p> <p>March.</p> <p>Once or twice a term.</p> <p>Term 2,3,4.</p> <p>Term 2,3</p>	<p>Nil</p> <p>\$600 setup, \$119 per month.</p> <p>\$300</p> <p>Unknown</p> <p>Nil</p>	
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		skills, cyber safety.				
Strategic Goal 3: Development of Staff and Student Wellbeing						
3.1 Staff and students managing their school commitments so they enjoy their teaching and learning.	NZCER survey to identify key areas of development.	Wellbeing committee established with initiatives planned and implemented for 2019. Staff and student representatives. Assessment practices reviewed. PB4L PLD focusing on consistent, fair approach to dealing with behaviour in the class	LSS,CRM,Hannah Paton John Taylor,Pb4L committee	Term 2 Term 2 Term 1 & 2	Unknown Nil	

Strategic Goal: Improving Student Achievement

Annual Objective: 70% of students will be at or above their expected curriculum level in literacy, Year 7-10.

Target: The students identified below will make accelerated achievement resulting in more than one years progress in literacy.

Baseline Data: 59% of students are below the expected level for Literacy at the start of 2019.

Students receiving Literacy support 2019

Year Level	Male	Female	Maori
7	4	4	1
8	2	5	4
9	5	4	1
10	9	1	3
11	1	2	1
12	0	1	0

When:	What: (examples)	Who:	Indicators of progress:
Term One	Identify through testing students in need of literacy support. Timetable set up to work with these target students	MNK,FDB,WNG	Target students identified. Timetabled support.
Term One	PLD for "Boys Literacy" Marshall Diggs. April 1st	FDB,WNG	PLD Attended
End of Term One	Review how we authenticate the experiences for boys literacy.	All staff	Gather student voice as evidence of engagement.
Term Two	Explicit PLD of strategies to engage boys in reading and writing.	FDB,WNG	PLD plan includes provision for this.

Term Two and Three	PLD for consistent literacy approach across all curriculum areas.	FDB,WNG,MNK	PLD plan includes provision for this.
All Year	To develop “teaching as inquiry” practices to monitor, evaluate and review target student progress.	All staff	Target student sheets shared with all staff. Inquiry through appraisal.

Strategic Goal: Improving Student Achievement

Annual Objective: 25 % of students will achieve Merit or Excellence endorsements.

Target: To increase the number of students with NCEA certificate endorsement at Level 1, 2 and 3

Baseline Data:: 19% of students in 2018 gained a Merit or Excellence certificate endorsement.

Academic Year	Year 11		Year 12		Year 13	
	Merit	Excellence	Merit	Excellence	Merit	Excellence
2016	26.7	0	18.8	18.8	46.2	7.7
2017	26.7	13.3	16.7	0	18.2	0
2018	37.5	6.3	6.3	12.5	0	0

Year 11-13 Students:

Boys	14	Girls	37	Maori	12	Pasifika	1
When:	What: (examples)			Who:		Indicators of progress:	
Start of Year.	Students identified for Gateway and Trade courses which best fit their vocational pathways.			GLJ,CRM,KFY,KTE		Retention of students at risk of not achieving NCEA.	
Term One	Identify students capable of and at risk of not achieving Merit and Excellence certificate endorsements.			KFY, KTE, CRM, HOD's		List compiled.	

Term One	Mentors allocated to each student to monitor student over the year. Meet mentors and goal setting achieved on Kamar.	KFY, KTEW, BDF, SHB, WNM, HIJ	Students have a mentor that they have met. Goal setting completed.
Fortnightly	Fortnightly indicators	All staff	Improved student achievement through understanding of where they are currently at and what their next steps are as learners.
All Year	Explore ways to effectively use tuaka-teina to accelerate the progress of target students.	CRM,KFY,,KTE, All staff.	Retention in school of students at risk of not achieving NCEA.
All Year	Tutorials	All staff	Improved student achievement.

Strategic Goal: Improving Student Achievement

Annual Objective: Improvement in boys achievement in NCEA.

Target: To increase the number of male students achieving NCEA Level 1, 2 and 3.

Baseline Data:: 0 Boys achieved Merit or Excellence endorsements in 2018.

Academic Year	Year 11	Year 12	Year 13	UE
2016	50	87.5	46.2	38.5
2017	40	64.3	50	37.5
2018	57.1	80	37.5	0

Year 11-13 Male Students 14

Year 11 - 6	Year 12 - 6	Year 13 - 2		Maori	0	Pasifika	0
When:		What: (examples)		Who:		Indicators of progress:	

Start of Year.	Students identified for Gateway and Trade courses which best fit their vocational pathways.	GLJ,CRM,KFY,KTE	Retention of students at risk of not achieving NCEA.
Term One	Identify students capable of and at risk of not achieving Merit and Excellence certificate endorsements.	KFY, KTE, CRM, HOD's	List compiled.
Term One	Mentors allocated to each student to monitor student over the year. Meet mentors and goal setting achieved on Kamar.	KFY, KTE, FDB, SHB, WNM, HIJ	Students have a mentor that they have met. Goal setting completed.
Fortnightly	Fortnightly indicators	All staff	Improved student achievement through understanding of where they are currently at and what their next steps are as learners.
All Year	Explore ways to effectively use tuaka-teina to accelerate the progress of target students.	CRM,KFY,KTE, All staff.	Retention in school of students at risk of not achieving NCEA.
All Year	Tutorials	All staff	Improved student achievement.
All Year	Male speakers to come in to school to talk to boys about achieving as males.	CRM	Improved engagement and achievement.
All Year	Get boys involved in Leadership opportunities and Mentoring other students.	CRM,KFY,KTE	Improved engagement and achievement.

Strategic Goal: Development of School Culture

Annual Objective: Development of a culturally responsive local curriculum.

Target: All teachers to develop a unit of work which is culturally responsive to our local community.

Baseline Data:: 54.5% of teachers have a unit of work currently that is culturally responsive (start of 2019)

When:	What: (examples)	Who:	Indicators of progress:
Term one	TOD Culturally Responsive workshop at Puketeraki Marae.	All staff	Attendance by staff at TOD.
Term Two	Culturally Responsive PLD in Wednesday PD slot to create units of work for 2019.	All staff	At least one unit of work completed in 2019 which has elements of cultural authenticity.
Term Four	Community Hangi planned and delivered.	Community	Community attendance at Whanau Hui's and Hangi.
All Year	Whanau Hui held on a regular basis. Invitations and agenda sent out prior.	HIJ	Attendance at Hui from a wide variety of community members.

Strategic Goal: Development of School Culture			
Annual Objective: Caregivers will be actively involved in their children's educational journey		Target: Develop real time reporting practices across all curriculum areas that is manageable. For full year courses, 1 time a term. Options 1 time a year.	
Baseline Data:: Real time reporting was implemented in 2017 and 2018 where reports were generated for each assessment. This created a work load which was unmanageable and was not followed.			
When:	What: (examples)	Who:	Indicators of progress:
Term 1	Staff consultation of what would be of most value and manageable for staff. Parameters set for all on what is included in the report and the frequency established	All staff.	Parameters established and shared with staff. Reports completed before the end of each term for each class.
Term 2	Introduction of Seesaw in year 7/8.	Year 7/8 teachers. KFY.	Parents engaging with Seesaw.
All year.	Monitor reports for quality and workload of staff. Monitor access of parental portal.	CRM,KFY	Reports complete. High parental portal use.

All Year.	Communication to families about real time reporting through Hail and workshops. Parent workshops on how they can access this information.	CRM,KFY	Increase in activity of parental portal.
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Strategic Goal: Development of Staff and Student Wellbeing

Annual Objective: Survey staff and students around personal well-being. Identify areas that need improvement.	Target: To increase the number of students agreeing and strongly agreeing to the wellbeing questions in the NZCER student survey.
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Baseline Data::

	Everyone thinks our school values are important.	Students are treated fairly.	Students treat each other with respect.	Students treat teachers with respect.	Students have a say in what happens at school.	Learning is made interesting	Teachers are interested in my culture or family background.
2019 agreement	60/114	62/114	55/114	54/113	64/114	55/114	58/114

When:	What: (examples)	Who:	Indicators of progress:
Term 1	PB4L classroom and all setting expectations revisited.	All staff/PB4L committee.	Updated expectations.
Term 1	Respect explicitly taught in all form classes.	Form Teachers, reiterated in classes.	Improvement in respect shown in all classes. Reducing numbers of disrespectful pastoral issues.
Term 1	PB4L PLD looking at what teachers can do to create an environment of mutual respect and positive learning.	John Taylor, PB4I Committee.	Consistent approach from all teachers in classroom and all setting expectations.
Term 2	Restorative practices PLD.	All staff	Less pastoral entries..
Term 2	Responsibility explicitly taught in all	Form Teachers, reiterated in classes.	Improvement in responsibility of

	form classes.		students in class. Reducing numbers of pastoral issues due to refusing to do work..
Term 3	Motivation explicitly taught in all form classes.	Form Teachers, reiterated in classes.	Improvement in engagement and academic success.
All Year	Peer mentoring by students on other students. Mentoring of students by staff in the senior school	Identified senior students.	Improvement in respect., responsibility and motivation shown in all classes. Reducing numbers of pastoral issues. Increased engagement and academic success.
All Year	Co-construct with staff and student fun activities that can be completed across the year.	All staff and Students.	Greater engagement and attendance at school.
All Year	Profiles for each student developed and shared through Kamar	All staff	Staff know students and their background better. Develops positive relationships with students.

Strategic Goal: Development of Staff and Student Wellbeing			
Annual Objective: Explore ways to develop well-being of students and staff.		Target: Form a committee consisting of staff and students to promote wellbeing of EOHS community.	
Baseline Data:: NA			
When:	What: (examples)	Who:	Indicators of progress:
Term One	Establish Wellbeing Committee	LSS and Hannah Paton	Committee has met and brainstormed ideas to improve staff and student well-being.
All Year	Explicit teaching of wellbeing strategies in Form time, Class time.	All teachers	Greater understanding of student and staff about wellbeing. Engagement and attendance

			increases.
All Year	Fun activities to develop well-being introduced at lunchtimes.	Wellbeing committee.	Less pastoral incidents at break time.
All Year	Increase in social events for staff.	Social committee.	Improvement in wellbeing survey.
All year	Review assessment practices to limit assessment pressure by lowering number of assessments (quality not quantity).	All staff.	Better academic results. Improved attendance.
All Year	Increase awareness of strategies to improve wellbeing of staff.	Wellbeing committee.	Better wellbeing results in staff survey. Happier more productive staff.

Strategic Goal: Development of Staff and Student Wellbeing

Annual Objective: Explore ways to develop well-being of students and staff.

Target: Improve attendance across the school. The students identified below will make improvements on their attendance in 2019

Baseline Data: 2018

Year Level	Whole	Male	Female	Maori
Year 7	91	92.5	90	87.75
Year 8	87.75	85.25	89.75	89
Year 9 *	82.67	86	75	71
Year 10 *	83.33	81.67	84.67	79.33
Year 11 *	85	74	89	77
Year 12	75.75	82.5	72.25	63.25
Year 13	65.25	69.25	59.25	62.33*

Whole School	84.25	83.75	84.75	79
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* Indicates that only three terms of data used from Kamar

Year Level	Male	Female
Year 9	4	1
Year 10	3	1
Year 11	2	2
Year 12	1	1
Year 13	0	2

When:	What: (examples)	Who:	Indicators of progress:
Term 1	Identify target attendance students and contact home to set an attendance goal.	KFY,KTE,CSK,Form teachers	Attendance goal has been set.
All Year	Improve accuracy of attendance data including following up of unexplained absences and use of parental portal.	All staff	Increased portal activity. Accurate attendance data.
All Year	Mentoring of students and leadership opportunities.	KFY,KTE,CSK,CRM	Students taking on leadership and mentoring roles.
All Year	Development of fun activities to engage students throughout the year. House competitions, Lunchtime activities.	All staff	Improvement in attendance. Less pastoral entries.

BOT Chairs Signature _____

Principal's Signature _____

Date: _____

