

East Otago High School

Te Kura Tai Rawhiti Ki Otakou



AOV

Charter, Strategic Plan and Annual Plan 2021
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 172 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 opportunities 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 the community also continue to develop with whānau and employers enjoying the open door policy of the school. Local contexts in curricula have been encouraged to support the learning needs within the community, whilst providing a pathway to 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 to 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 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 30.2% 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 students, 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 was undertaken in Term 1 2018. It was undertaken by a highly respected ex Principal, Mr Trevor McKinlay.

Staff:

- The Senior Management Team meet formally each week
- Staff consultation occurred throughout 2021 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 a 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 2021.
- Senior students assist the Palmerston Primary School with Kapa Haka practice each week and we will look to extend this into other contributing schools.
- Calendered Whanau 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 2020, 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 2021.
- 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 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 the 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 are 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 to be a 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.	Embedding of local Maori language and tikanga into core curriculum areas.	Embedding of local Maori language and 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 are manageable.</p> <p>Develop partnerships with caregivers and/or key stakeholders in the development of a locally responsive curriculum.</p>	<p>Embedding 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 manage 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 the 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 the well-being of students and staff. (Mindfulness, Growth Mindset, 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 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 Goal 1: Improving Student Achievement

Outcome	What?	How?	Who?	By When?	Costs	Progress
1.1 All students are 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.	KFR, MNK, WNM, BSG	Term 2.	Unknown	New HOD has had PLD on Boys Literacy in Term 3
		Consistent literacy approach across curriculum areas.	KFR, MNK, WNG, All Staff	Term 2.	Nil	While no specific PLD literacy strategies have been made available to all staff from the Literacy support teacher in the staffroom.
		Literacy support for most at risk students.	WNG, FDR	All Year.	0.4 staffing	A new literacy support teacher was employed in Term 2.
1.2 Improving numbers of Merits and Excellences in NCEA. Target a specific %.	Students that achieved Merit and Excellence in 2020 + students that went close identified,	Year level meetings. Mentoring programme with vertical forms introduced to work	All staff	Throughout the year.	Nil	Tutorials were set up in Term 3 and continued into lockdown. Study

1.3 Improving boys' achievement in all curriculum areas.	tracked and supported. Year 11 students in 2021 that are capable are identified, tracked and supported.	with limited numbers of seniors each. Tutorials set up. Study skills and Goal setting classes. Tracking Sheets established.				skills delivered at Rawhiti time. Organised by Ian Adamson and Helen McIntyre.
	Boys to improve in their academic success across all curriculum areas at East Otago High School.	Units of work developed which are relevant for boys through the Year 9/10 options.	All staff	Throughout the year.	Unknown	Engagement of Year 9/10 boys better in 2021 through the use of a modular option system.
		Mentoring students across the year.	KFY	Term 1	Nil	Mentors set up at the start of Term two.
		Peer mentoring established of Senior boys with Junior.	KFY	Term 1	Nil	9 junior boys are receiving mentoring. Only 3 senior boys are mentors.
		Boys sent to leadership opportunities throughout the year.	CRM	Throughout the year.	Unknown	All Head Students sent to a leadership conference in Term 2.
		Male speakers brought in to school. Males from the community paired with students.	CRM,JLG	Throughout the year.	Nil	Nick Chisholm brought into school Term 2. Mike King planned for Term 3 but had to cancel due to Covid.
	Work opportunities/	JLG	Term 1.	.2 cost on each	6 Male students at	

		<p>courses provided for most at risk students.</p> <p>Year 9/10 Options to give student agency.</p> <p>BEP (Boys engagement programme to be continued in 2021).</p>	<p>All staff</p> <p>CRM</p>	<p>Term 1</p> <p>Term 3/4</p>	<p>student off the operational grant.</p> <p>Increased budgets for each department to set up options.</p> <p>Unknown - Dependent on type of activities.</p>	<p>Polytechnic course on Fridays. 6 students completing a Forestry course.</p> <p>Second lot of options have been completed with planning for 2022 underway.</p> <p>The need for our Year 9/10 boys is certainly lower than last year. Boys participation in the Rite Journey programme and associated camp may be all that is required this year.</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 needs.</p>	<p>All staff to integrate culturally and geographically responsive practices into their units of work.</p>	<p>Culturally responsive PLD for all staff on Wednesday morning PLD. Specifically targeting authentic Te Reo in the class.</p>	<p>All staff</p>	<p>Throughout the year.</p>	<p>Nil.</p>	<p>Nola Tipa was employed by the Waitaki secondary schools to improve engagement and attendance for Maori students. Nola has run a PLD session for culturally responsive practices. The local Runuka (Puketeraki) have been contacted and</p>
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<p>2.2 Caregivers will be actively involved in their children's educational journey.</p>	<p>Rite Journey programme to develop Year 9/10 students into socially empathetic citizens.</p> <p>Continuation of Hail to improve communication of key events in 2021.</p>	<p>2 year programme developed as a stand alone subject but integrates Health topics.</p> <p>Training of curators and contributors. Newsletters pushed out through Hail. Timetabled articles for all curriculum areas.</p>	<p>KCL, HIJ, CRM, HCH</p> <p>Whole staff, Head student.</p>	<p>February 1st.</p> <p>February/March.</p>	<p>\$1500 one off training + \$390 annual fee.</p> <p>\$119 per month.</p>	<p>are working with us on the naming of B Block and opening of this space.</p> <p>The Year 9/10 programmes of work have specifically been designed to improve engagement of students and where possible include cultural and geographical contexts.</p> <p>3 staff completed the training at the start of the year. One staff member has since resigned leaving only one female to take the large group of girls. Investigating a potential community member that would be willing to help for the remainder of the year.</p> <p>Head students have created items for our newsletter on a regular basis. Facebook remains the best type of social media for</p>
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	<p>Real time reporting for Year 11-13 students after each internal assessment. Mid year and End of year reporting for Year 7-10.</p> <p>3 way interviews/ learning conversations.</p>	<p>Head Students identified and given rights to contribute through Hail, Facebook and Instagram.</p> <p>Reports created through Kamar.</p> <p>Close the school for instruction to have 3 way learning conversations with their vertical form teachers.</p>	<p>Administration staff, SLT, Deans to proofread to ensure quality.</p>	<p>Ongoing for Year 11-13. End of term 2 and 4 for year 7-10.</p> <p>Term 1.</p>	<p>Nil</p> <p>\$150 for dinner for the staff.</p>	<p>parents. Instagram has been used only on a limited basis. BOT article would be the next step.</p> <p>Junior reports completed in Term 2 in time for student led conferences. Real time reports have been available for all students and their whanau throughout the year after each assessment.</p> <p>Over 90% attendance across the school with some Form teachers getting 100%. Great feedback from parents about this initiative. Imperative to have a follow up one each year in Term 3 but this year due to Covid Rawhiti/Form teachers will have to review goals and send this via email to parents.</p>
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	<p>Whanau Hui's on a regular basis. (4 minimum per year).</p>	<p>HIJ to send out agenda and invitations in a timely fashion. Change in focus for 2021 to be more of a reciprocal learning space. Fun for students to play games.</p>	<p>HIJ Lauana Thomas (Resource teacher for Maori in Otago).</p>	<p>Once or twice a term.</p>	<p>\$150 for kai across the year.</p>	<p>Was tracking well with 2 for the first half of the year. Covid in Term 3 but should have another in Term 4. A change in the way these have been run giving students the chance to hangout in the gym has been positive. A parent from this group has now joined the BOT.</p>
	<p>Look for opportunities to invite the community into school.</p>	<p>Community Hangi. Matariki Celebration Gala Day, Golf day.</p>	<p>CRM,KFY,HIJ, Parents</p>	<p>Term 2,3.</p>	<p>Unknown - dependent on koha or charge to students and families.</p>	<p>Community Hangi was prepared and delivered as part of our Matariki celebration. Golf day may be planned for Term 4 as part of the student council fundraising oir PTA event.</p>
	<p>Workshops for parents established to help with school work.</p>	<p>Needs of parents established through a survey. This could be help accessing the parental portal, google suite, homework, study skills, cyber safety.</p>	<p>CRM,KFY, SPL</p>	<p>Term 2,3.</p>		<p>A Netsafe event was run in Term 2 with limited attendance from families. This could have been due to a breakdown in communication through Hail. A second event was planned and advertised through our contributing</p>

						Primary Schools but fell in the Lock Down. Will look to run again next term or early 2022
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Strategic Goal 3: Development of Staff and Student Wellbeing

<p>3.1 Staff and students manage their school commitments so they enjoy their teaching and learning.</p>	<p>NZCER survey to be adapted so that it is specific to our school. From this identify key areas of development. Survey to be completed at the start and end of the year.</p> <p>Wellbeing Committee to meet regularly in 2021.</p>	<p>Explicit teaching of school values through Vertical Form structure to improve areas of concern.</p> <p>The Wellbeing committee to come up with new initiatives to develop wellbeing of students and staff.</p>	<p>All Vertical Form teachers.</p> <p>LSS,CRM,Wellbeing Committee.</p>	<p>All Year.</p> <p>Term 1</p>	<p>Unknown</p> <p>Nil</p>	<p>Wellbeing Surveys created for staff and students will be delivered at the start of Term 4. Wellbeing for staff was gauged during lockdown - reasonably positive with one area identified about how they can access support.</p> <p>Wellbeing was reviewed by staff at a staff meeting and following SLT meetings PLD sessions were to be held Bi-weekly, reduction in staff briefings from 4 - 3. Minimise new initiatives and see through current ones recommended. Wellbeing committee will be</p>
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	Reduce external examination stress.	<p>Assessment practices reviewed. All senior students to have completed an internal for each subject by the end of Term 1 if applicable. All internals to be completed by the end of Term 3.</p> <p>Students supported to prepare to their best ability through tutorials. Academic counselling by subject, form and teachers.</p>	All staff	<p>Term 1 & 2</p> <p>Term 1,2,3,4</p>	<p>Nil</p> <p>Nil</p>	<p>reestablish with PB4I-SW with our new AP.</p> <p>All NCEA teachers have completed one internal by the end of Term 1.</p> <p>Study skills to be delivered through Rawhiti times. Tutorials set up by all relevant staff teaching NCEA subjects.</p>
	Vertical Form Structure.	Created to have one teacher to develop a positive relationship with students and their families during Year 9-13. Tuakana Tein developed through senior students working with junior students.	All staff.	Start of the year	\$500 budget	Rawhiti teachers are working with small groups of students Year 9-13. The success of these groups is dependent on the relationship they are capable of creating with the students. Student led conferences worked well. This is

		PB4L PLD focuses on a consistent, fair approach to dealing with behaviour in the class.	PB4L committee	April 1st	Nil	an area that needs further development. Rich Matla has visited our school twice throughout the year to deliver PLD sessions to our staff and Otago Boys/St Kevins.
		Restorative practices PLD to be further explored.	All staff	Term 2	Nil	Ongoing through SLT on the Wednesday
		Growth mindset PLD for staff and students across the year.	MNK	Term 3	Nil	Was set for week 6 in Term 3 when we were put into lockdown. Rescheduled for 2022

Strategic Goal: Improving Student Achievement			
Annual Objective: Improve the number of students at the expected numeracy level in Years 7-10.		Target: Improve the number of students at the expected level by the targets below.	
Baseline Data: Start of 2021			
Year Level	% at expected level start of 2021	Expected level at the start of 2021	Target: 2021
7	59%	Achieving at Level 3 of the curriculum.	70% at the beginning of Level 4 of the curriculum or higher.

8	50%	At the beginning of Level 4 of the curriculum.	70% at the end of Level 4 of the curriculum or higher.
9	62%	At the end of Level 4 of the curriculum.	75% at Level 5 or higher.
10	31%	At the beginning of Level 5 of the curriculum.	50% mastering level 5.

When:	What (examples):	Who:	Indicators of progress:
Term 1	Testing to establish where students are against the expected curriculum areas	MNK,CSK,CWR,HCH,BDJ,HCH,WNM	Completed and targets set.
Term 1	Year 9/10 options created to excite the students and engage them in the learning.	WNM,BDJ	Units ready at the start of the year.
Term 1	Year 7/8 students placed into classes of ability for specialised instruction at their level.	CSK,MNK,CWR, HCH	Groups established early.
Term 2	PLD to develop numeracy across curriculum areas.	All staff	PLD attended and reflected upon.
Term 3	Review of Year 9/10 option and effectiveness in developing numeracy	BDJ,WNM	Student feedback, test results.
Term 4	Review of Year 9/10 option and effectiveness in developing numeracy.	BDJ,WNM	Student feedback, test results.

Annual Objective/Targets: Improve the number of students at the expected numeracy level in Years 7-10.

Outcomes: What happened?

Reasons for the variance: Why did it happen?

Evaluation: Where to next?

<p>Year 7 Overall 82.33% of students are at the beginning of Level 4 of the curriculum or higher.</p> <p>2.94% achieving at Level 1 14.70 % achieving at Level 3 47.05% achieving with Mastery at Level 3 23.52% achieving at Level 4 11.76% achieving with Mastery at Level 4</p> <p>Year 8 Overall 80.63% were at the end of Level 4 of the curriculum or higher.</p> <p>9.67% achieving at Level 3 9.67% achieving with Mastery at Level 3 70.96% achieving at Level 4 9.67% achieving with Mastery at Level 4</p>	<p>The goals for 2021 were exceeded. This was achieved through sensible streaming of classes so that students were able to work at the level they were at and find continual success and progress throughout the year. Potentially these results could have been even better if the following factors are considered.</p> <p>There was an unavoidable personnel change during the year. The new teacher was unfamiliar with the teaching of Mathematics. Due to inexperience with this subject not all the students were given the opportunity to work at the higher level they were capable of. At times, negative attitudes and behaviour from the students were confused with inability to complete the work. There were some personality issues between teachers and students that led to behaviour issues and disruptions to learning – not just for the students involved but also for the classes as a whole.</p> <p>Some students changed classes to minimise the personality issues but this meant that they may not have been working at the higher level they were capable of. This also meant there was a disruption to their learning due to the changes.</p> <p>Some students' grades dropped by the end of the year. This could be explained by the teacher's inexperience in making overall teacher judgements, and a reluctance to acknowledge that some students were very able, due to their behaviour choices.</p> <p>Lockdown impacted on the Mathematics programme. Not all students engaged in online learning.</p>	<p>Consistency is key for the younger students. With the appointment of a new Year 7 & 8 teacher it is hoped to minimise the changes to teaching personnel within the Year 7 & 8 department.</p> <p>Making use of the Social worker at the Year 7 & 8 level may help increase the attendance of some students. Attendance equals achievement and progress.</p> <p>Being more proactive in engaging boys in the lesson is important. Creating lessons that have relevance, variety, practical tasks and challenges will increase the males' achievements.</p> <p>Making effective use of the Resource teachers of Learning and Behaviour to develop teaching practice within the department would help to minimise the behaviour issues.</p> <p>Accessing appropriate PLD for those teachers working with a Down Syndrome student will help to provide the best learning experiences for him.</p> <p>Having teacher aides within the department and providing both them, and the associated teachers, with PLD will ensure that the best use is made of them to the students' benefit.</p>
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<p>Year 9 Overall 69% at Level 5 or higher 13% at Level 4 52% at the beginning of Level 5 13% at Level 5 4% Mastered Level 5</p> <p>Year 10 29% at Level 4 67% at Level 5 4% Mastered at Level 5</p>	<p>Following Lockdown one student did not return to formal schooling. Another had extended absences. There were some changes in the students, with some leaving during the year and others arriving from other schools. This had an impact on the results as well.</p> <p>The introduction to a half year optional programme with composite classes allowed the department to be creative in the context that Mathematics was taught. While most students took Mathematics as an option in both terms it was a challenge to pitch to the appropriate level for each student. Department members are working at the best delivery model to ensure all students reach their personal excellence catering for extension and remediation opportunities. Year 10 students did not reach the levels that were hoped for this year, perhaps due to the composite nature of the class.</p>	<p>In 2022 we will enter our second year of the half year optional programme. Mathematics teachers will be focusing on extending all students to their personal excellence. A better understanding of the PACT tool in conjunction with e-asTTle and OTJ should allow staff members to be more accurate and consistent at making curriculum judgements for students.</p>
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Strategic Goal: Improving Student Achievement

Annual Objective: Improve the numbers of students at the expected curriculum level for literacy

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

Baseline Data: Start of 2021

Year Level	% of students at the expected curriculum level for literacy	
	Reading	Writing
7	80.7%	66.9%
8	73%	42.2%
9	63%	66.6%
10	59%	64%

Students receiving Literacy support 2020

Year Level	Male	Female	Maori
7	4	1	1
8	3	3	2
9	0	2	1
10	1	1	0
11	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	MNK,KFR,WNG	Target students identified. Timetabled

	students.		support.
Term One	Year 9/10 half year options created to make English (and all other curriculum areas) more engaging.	Senior teaching staff.	Feedback from students through the year. Decrease in pastoral entries for disruptive behaviour
Term One	Specific focus on Writing for students within the Year 7/8 area of the school.	KFR, MNK, CSK, HCH,	Better formal writing produced by students.
Term Two	Explicit PLD of strategies to engage boys in reading and writing.	KFR,CSK	PLD plan includes provision for this.
Term Two and Three	PLD for consistent literacy approach across all curriculum areas.	KFR,WNG,MNK, CSK	PLD plan includes provision for this.
All Year	To develop “teaching as inquiry” practises to monitor, evaluate and review target student progress.	All staff	Target student sheets shared with all staff. Participation in PLD with Waitaki Kahui Ako

Annual Objective: Improve the numbers of students at the expected curriculum level for literacy

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>End of Year Data Year 7: Writing</p> <p>2.94 % of Year 7 students are below Level 1 5.88 % of Year 7 students are at Level 1 23.52 % of Year 7 students are at Level 2 20.58% of Year 7 students are at Level 3 23.52 % of Year 7 students are at Level 4 23.52 % of Year 7 students are at Level 5</p>	<p>2021 was a year of change for the Year 7 and 8 English department. It was hoped that creating a specific writing time and using the expertise of the Head of English for one of the classes would increase students' writing abilities, as this was an identified need at the Year 7 & 8 level. However,</p>	<p>Results show that Literacy is a two –year programme with Year 8 students building on the skills and knowledge learnt in Year 7. It takes Year 7 students time to adjust to the expectations and to the high school system.</p>

<p>End of Year Data Year 7: Reading</p> <p>2.94 % of Year 7 students are below Level 1 2.94 % of Year 7 students are at Level 2 17.64 % of Year 7 students are at Level 3 47.05 % of Year 7 students are at Level 4 29.41 % of Year 7 students are at Level 5</p> <p>End of Year Data Year 8: Writing</p> <p>16.12 % of Year 8 students are at Level 2 6.45 % of Year 8 students are at Level 3 58.06 % of Year 8 students are at Level 4 19.35 % of Year 8 students are at Level 5</p> <p>End of Year Data Year 8: Reading</p> <p>12.90 % of Year 8 students are at Level 3 22.58% of Year 8 students are at Level 4 64.51% of Year 8 students are at Level 5</p> <p>End of Year Data Year 9: Writing</p> <p>9% of Year 9 students are at Level 3 27% of Year 9 students are at Level 4 36% of Year 9 students are at Level 5 32% of Year 9 students are above Level 5</p>	<p>lack of experience in teaching younger students impacted on the success of this.</p> <p>In addition, there were unavoidable personnel changes during the year. One form class had three changes of English teachers within the year, while another had four. Some of the students had difficulty dealing with these changes and the teachers needed time to establish themselves with the students, and the programme of work. One class had a consistent teacher for English for the year and this class achieved higher results overall, in comparison with the other classes.</p> <p>During the year the Literacy teacher changed as well and it took time for the new person to become familiar with the programme and to create a workable relationship with the students she worked with – our at-risk students.</p> <p>Some students (boys predominantly) took advantage of the inexperience of new teachers to disrupt classes and become off task.</p> <p>The changes of teachers was compounded by Lockdown. This meant that the English programme was interrupted and needed to be adapted. The Lockdown coincided with the arrival of two new teachers, unfamiliar with the programmes of work. Not all students engaged in online learning. Following Lockdown one student did not return to formal schooling. Another had extended absences. There were some changes in the students, with some leaving during the year and others arriving from other schools. This had an impact on the results as well.</p> <p>For Year 9 Reading, 68% of the students are at or above where they are expected to be and 5% are 'well below'. In Writing, 68% are at or above the standard while 9% are 'well below'. The writing statistics are slightly worrying as the Year 10</p>	<p>This year we will try to keep consistency in staffing. We have a dedicated teacher of English for each of the Year 7/8 composite classes. There are currently no classes that are shared between teachers. The Literacy Support teacher will be testing all the new Year 7 students this year and passing on all information to the core teachers. Students identified through this process will be offered a slot with the Literacy Support teacher and put on to the Core 5 programme. The Core 5 programme will have a dedicated period for all students to ensure they meet the suggested time requirements for the year.</p> <p>The SCT will be working closely with the PRT to ensure that delivery of literacy is best practice.</p> <p>Added to the Year 10 next steps will be that both Year 9 and 10 will have specific targeted teaching of essay writing and encouraged to follow plans using TAKO/PEER paragraph structures. This will be covered in whole staff PD and students will</p>
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End of Year Data Year 9: Reading

5% of Year 9 students are at Level 3
27% of Year 9 students are at Level 4
36% of Year 9 students are at Level 5
32% of Year 9 students are above Level 5

End of Year Data Year 10: Writing

4% of Year 10 students are at Level 3
16% of Year 10 students are at Level 4
16% of Year 10 students are at Level 5
64% of Year 10 students are above Level 5

End of Year Data Year 10: Reading

12% of Year 10 students are at Level 3
24% of Year 10 students are at Level 4
28% of Year 10 students are at Level 5
36% of Year 10 students are above Level 5

writing was higher than reading, so this will require a different approach. Concerns regarding this data in terms of how much it can be relied upon are covered in the Year 10 comments.

For Reading, 64% of the Year 10 students were working at or above the expected levels with 12% working well below. For Writing, 80% were working at or above the expected levels with 4% working well below. On the face of it, these results are very encouraging. However, there are some concerns with the evidence gathering behind this data, as well as the 'bluntness' of the PaCT tool itself. By this, I mean that although PaCT allows you to see what level a student is working at, it is a little harder to ascertain 'where' within that level they are working. To be secure in an OTJ, we have to have evidence that can be produced to prove that the students are at a particular level - i.e. a graded portfolio with two-three pieces of writing. That evidence should also allow a judgement to be made using the BPA suffix - i.e. a student at 5B (basic, just within the level) and a student working at 5A (advanced) can both be said to be working within Level 5, but they are clearly at different stages. A change of staff in the middle of the year, while it cannot be helped, was also less than ideal. Unfamiliarity with the PaCT tool on the part of the new staff, as well as adjusting to the semesterisation system - where many students do not take English for the full year - further complicates things.

have detailed breakdowns of this available in Google Classroom. I will also take the opportunity to give the Year 9s writing workshops while the Year 10s are out of school at the end of the year. It may be possible to target all Year 9s and run this separately from option lines. I will explore this in the second half of the year.

The most immediate solution to the above concerns is to create a folio (ideally digitally stored) of students' work that can be easily accessed and allow for confident OTJs. Google Classroom lends itself to this extremely well, and where students hand write something it is easy enough to scan and store a digital copy of the work. The new Year 9-10 option teachers shall work more closely with the Year 7-8 teachers when using PaCT, as the 7-8 teachers have a wealth of experience to share. The HOD of English will also undertake training/upskilling in using the rich data provided by PaCT more effectively and thus be able to use it in targeting specific areas of weakness. The semesterisation challenges can be addressed with a whole school approach to literacy. The HOD: English will work with other staff in introducing literacy initiatives throughout the year. One such initiative, scheduled for whole staff PD in Week 4, will be to share essay writing plans which can be followed across different learning areas. This will allow for greater consistency and less confusion on the part of the students if different departments are using the same language. I will also work closely with SENCO and Literacy Support to ensure that the identified students receive the support they need and that the support is 'joined up'. The HOD of English regularly sits down with the Literacy Support teacher to go through NCEA standards

		<p>and this will also start to be the case with the Years 9/10 units. Where there is a TA/Literacy support person attached to a student/class, the support person will be a member of the Google Classroom for that class and will be encouraged to offer opinions/advice on the adaptation and delivery of material from a student perspective. Another initiative to target reading specifically and encourage the development of reading for pleasure and build up reading 'stamina' will be to introduce an 'EOHS Reading Challenge'. Students, beginning in Term 1 with the Year 9/10 WHO option, will be given library/reading time and will record the books they read on a reading log. Depending on the number of books they read, they will be awarded a certificate - i.e. 5 books read = a bronze certificate. It is hoped that this will translate into house points to gain 'buy in' from reluctant readers. There will also be staff reading challenges to promote a culture of reading. Both of these initiatives were successful at Blue Mountain College and over time, resulted in more students achieving UE literacy by the time they reached Year 13.</p>
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<p>Target: The students identified below will make accelerated achievement resulting in more than one years progress in literacy.</p>		
Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Overall:</p> <p>16 students in total for 2021 Literacy Support.</p> <p>10/16 (62.5%) of identified students made 6 months acceleration during 2021.</p>	<p>Students that gained 6 months acceleration are high need students, one ESOL student, 3 students identify as/have been diagnosed with Dyslexia.</p> <p>Poor phonemic awareness identified across a number of students (especially at Year 7 level).</p>	<p>Continued PROBE testing across Year 7 and new students Year 8-13 to EOHS in February 2022.</p> <p>At the beginning of the year, to complement PROBE testing for accurate screening, complete phonological</p>

<p>4/16 (25%) of identified students made one year's acceleration in literacy during 2021.</p> <p>2/16 (12.5%) of identified students made more than one year's acceleration in literacy during 2021.</p>	<p>Difficulty for students to achieve 100 minute target set for CORE 5 Reading Programme. Some students are unable to access the programme at home (no devices/limited internet).</p> <p>Variable attendance for students shows an impact on continuity of teaching and learning.</p> <p>Change of teacher mid way through a Term - building relationships and gaining students trust was a key area across Term 2/Term3.</p> <p>The online Literacy Support offered to students during COVID-19 Lockdown in August 2021 was taken up by some students.</p> <p>Lessons continued to complement students' classroom programmes by engaging and teaching pre-vocabulary and pre-reading activities over various subjects.</p> <p>Students continue to be provided with differentiated texts/ choice of audio books in some classes.</p> <p>Assistive technologies continue to be offered to students - many choose against using these opportunities (e.g magnifiers, text to speech systems, green/blue screens).</p> <p>Continued 1:1 and small group support through shared and guided reading increased students' reading and writing, vocabulary, concentration and increased knowledge and showed a great confidence in themselves.</p> <p>Students' individual effort and engagement continues to strengthen their achievements.</p>	<p>awareness and word check screening tools (attached).</p> <p>At the beginning of the year students complete the 'How Do I Learn Best' questionnaire (attached) - assists in gauging how our students learn and better equipped to group and teach accordingly.</p> <p>From these screening tools, implementation of explicit teaching can take place to support students' literacy development and increase foundational skills for spelling and reading that have been identified.</p> <p>Engage students in reading for enjoyment by using resources such as National Library and Dunedin Public Library - sourcing relevant and topical decodable books and audio books which can be used by students for their own pleasure and in class silent reading time.</p> <p>Continue to work with whanau to promote home literacy/reading - (links to above point).</p> <p>Engaging students in class - copying notes vs highlighting key concepts/terminology AND/OR adding to notes (discussions to be had with classroom teachers).</p> <p>Continued shared and guided reading sessions to support comprehension - aligned to complement students classroom subjects. This will assist in increasing students vocabulary, foster their concentration and increase knowledge and confidence in the classroom setting.</p> <p>Continue varied text and language challenges.</p> <p>Working memory activities - these activities aid our students in being able to hold information long enough to use it. This plays an important role in concentration and following instructions.</p> <p>Continue to use CORE 5 Online Reading Programme (15 licences). Teachers, students and whanau continue to take responsibility for ensuring sessions achieved</p>
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		<p>each week in the Core 5 programme - (the 100 minute per week goal remains hard to achieve for all students; look at how we can adjust this to an achievable goal and be rewarded accordingly).</p> <p>Continue to liaise closely with staff to ensure consistency in literacy planning and teaching.</p> <p>Continue to connect reading and writing strategies across the EOHS Literacy Support programme - e.g using graphic organisers for reading and writing, use literature to demonstrate writing techniques, use writing to explore literary techniques, use writing to demonstrate their comprehension of reading.</p> <p>Students to be included in the Literacy Support programme during Term 1 2022 will be identified by mid-late February and a timetable for Literacy Support developed and shared with staff and student whanau.</p> <p>Continue to utilise SWPB4L values and reward system to encourage student engagement.</p> <p>Students and all teachers take responsibility to ensure all students turn up punctually for their support sessions.</p> <p>RTLB assessment/support sought for students with significant literacy delays.</p> <p>Offer students in class support - direct literacy assistance within the students' class learning.</p> <p>EOHS literacy strategies identified in PLD during Term 4 2020 will be incorporated into all teacher's planning and reinforced across the school.</p> <p>All staff continue to incorporate dyslexia/dyspraxia friendly strategies across all planning and teaching.</p> <p>Continued presentation of key vocabulary to be displayed on classroom walls - topic specific; highly effective literacy strategy to improve literacy skills.</p>
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		<p>ESOL/ differentiated texts/audio texts/assistive technologies will continue to be offered and incorporated routinely in teaching programmes for identified students.</p> <p>Focus on word recognition - the process by which students learn to identify words and word parts. Word recognition is often the only way to learn and read irregular words. It is highly connected to reading comprehension and is essential to independent reading</p> <p>Focus on language comprehension - is the students' ability to extract meaning from written and oral language. The components of language comprehension include vocabulary knowledge, background knowledge and sentence structure.</p> <p>These two above components lead to a student being able to understand and interpret what they are reading (reading comprehension) and this is our goal! Using the above strategies.</p> <p>2022 Literacy Support session times to be guided by the number of students identified as having literacy difficulties and their level of needs - to be discussed with SENCO and timetabled accordingly.</p>
<p><u>Year 7</u></p> <p>5/6 of the identified students made a 6 month acceleration in their literacy progress.</p> <p>1/6 of the identified students achieved more than one year's progress in literacy.</p>	<p>One student who made 6 months progress is ESOL and is gaining more confidence and higher vocabulary recognition.</p> <p>Four students who made 6 months progress have indicated they are dyslexic/have been diagnosed as dyslexic.</p> <p>One student who made 6 months progress has a significantly low reading age; a referral to the RTLit/RTLb will likely be made end 2021/early</p>	<p>Six students will continue in the Literacy Support programme in 2022 as they enter Year 8.</p> <p>One student will be referred to the RTLb to investigate possible learning disabilities.</p> <p>Early words and Core 5 programmes will continue to be offered for students yet to develop core reading skills - phonological awareness, phonics vocabulary, structural analysis, automaticity/fluency, and comprehension.</p>

2022 for class support - outcome pending.

Majority of students have indicated they enjoy small groups (with similar levels of confidence and ability) or 1:1 support and stated it gave them confidence with reading and writing in class. One student has stated that he would gain more from 1:1 support.

Continued close liaison with the Year 7/8 teachers has ensured the Literacy Support programme and the class programme has continued to complement each other and students could see relevance.

Class teachers commented that the students transferred their learning from the Literacy Support programme into their class learning and utilised learning aids (e.g. creative writing learning mats, note taking graphic organisers, reading strategies taught in the Core 5 online reading programme).

Differentiated texts and assessments offered throughout the year (where applicable) has ensured students are learning at their required pace and measured at their level. It offers students an opportunity for more engagement.

Students have indicated that working in small groups and/or 1:1 that is linked directly to specific classroom learning and related topics has been beneficial and aided them and meant they have the confidence to contribute in the classroom setting.

All students struggled to achieve the 100 minutes/week/student required to make the planned progress with the Core 5 online reading programme.

Students were proud of their achievements

Getting year 13's to read with the year 7's to help raise their confidence.

	and gained confidence over 2021.	
<p><u>Year 8</u></p> <p>3/7 of the identified students made more than six months' acceleration.</p> <p>3/7 of the identified students made more than one years acceleration.</p> <p>1/7 of the identified students made a two year acceleration.</p>	<p>Two Year 8 students were in the Literacy Support programme at parents request - consultation with classroom teachers happy with their progress. These students indicated as having learning and confidence difficulties - alongside low ability in reading comprehension, making inferences, decoding words longer words using phonological awareness skills, and parents wanting to engage students to read with pleasure.</p> <p>The student who made the two year acceleration has been identified as having a major swing in attitude in his classroom behaviours and work ethic according to his classroom teachers. He gained more confidence over the year and has seen the benefit that Literacy Support has on his own growth to becoming a fluent reader.</p> <p>The students engaged well with the programme and valued the support offered. 1:1 and small group options ensured specific learning needs of each student were met.</p> <p>Continued close liaison with the Year 7/8 teachers has ensured the Literacy Support programme and the class programme has continued to complement each other and students could see relevance.</p> <p>Class teachers commented that the students transferred their learning from the Literacy Support programme into their class learning and utilised learning aids (e.g. creative writing learning mats, note taking graphic organisers, reading strategies taught in the Core 5 online reading programme).</p> <p>Differentiated texts and assessments offered</p>	<p>5/7 Year 8 students are leaving EOHS at the end of 2022.</p> <p>Two students will continue in the Literacy Support programme in 2022 as they transition into Years 9/10 module learning programme and adjust to the learning expectations in Year 9.</p> <p>Core 5 Reading Programme will continue to be offered in Term 1 for students yet to develop core reading skills - phonological awareness, phonics vocabulary, structural analysis, automaticity/fluency, and comprehension and then reviewed.</p> <p>Getting year 13's to read with the year 8's to help raise their confidence.</p>

	<p>throughout the year (where applicable) has ensured students are learning at their required pace and measured at their level. It offers students an opportunity for more engagement.</p> <p>Students have indicated that working in small groups and/or 1:1 that is linked directly to specific classroom learning and related topics has been beneficial and aided them and meant they have the confidence to contribute in the classroom setting.</p> <p>All students struggled to achieve the 100 minutes/week/student required to make the planned progress with the Core 5 online reading programme.</p> <p>Students were proud of their achievements and gained confidence over 2021.</p>	
<p>Year 9</p> <p>One Year 9 student opted to not continue with Literacy Support at the end of Term 2. Over the year she indicated wanting to make a return and came back for a couple of lessons.</p>	<p>Continued discussions with classroom teachers and student to engage in</p>	<p>Discussions with student and parents ongoing - hope for a return to Literacy Support in 2022</p>
<p>Year 10</p> <p>1/1 of the indicated students made a six month acceleration.</p>	<p>Student indicated that she preferred 1:1 support over in class support.</p> <p>This Year 10 student has high anxiety levels and low self confidence in herself and her abilities.</p> <p>1:1 work directly related to class work and tasks - able to gain more insight and understanding. Able to introduce key vocabulary and discuss.</p>	<p>The Year 10 student will remain in Literacy support in 2022.</p> <p>The students Term 1/2 Literacy Support goal will be to work towards completing and achieving the 'Achievement standard 90852 (4 credits) - Explain significant connection(s) across texts, using supporting evidence' in Term 1</p> <p>Continual collegial discussions with HOD English and check ins on this Year 10 student.</p>

	<p>A few absences which impacts continuity of teaching and learning.</p>	
<p>Year 11 2/2 of identified students achieved NCEA Level 1 literacy.</p>	<p>One student had a high absence due to an overseas trip and COVID - 19. Gap in learning Term 3 but made progress Term 4 and reached her goal of gaining NCEA Level 1.</p> <p>1:1 work directly related to class work and tasks - assistance and guidance in formal assessments as gaps in these identified by classroom teachers.</p> <p>The students valued the Literacy Support programme and overall worked conscientiously. One student needs continual support</p> <p>The student now utilises a wider range of literacy strategies independently (e.g. audio books, chunking texts/tasks, highlighting key words, visual note taking, etc.). Application for special assessment conditions was successful.</p>	<p>The two Year 12 students will remain in Literacy Support in 2022.</p> <p>In Literacy Support both these students will work on the Level 2 - Connections Study Once completed and achieved the above standard they will be assisted and supported in their classroom Level 2 - Personal Reading Standard.</p>

Strategic Goal: Improving Student Achievement

Annual Objective: Improve external grades for students.

Target: 20% or less of students ABS or SNA in Year 11 and 12.
10% or less of students ABS or SNA in Year 13.

Baseline Data:

Year Level	ABS/SNA	Not Achieved	Achieved	Merit	Excellence
11	32%	24%	33%	10%	1%
12	36%	37%	20%	7%	0%
13	14%	35%	30%	19%	2%

When:	What (examples):	Who:	Indicators of progress
Term One	<p>Ensure students are in subjects of interest and ability.</p> <p>Explore what other schools are doing to ensure the success of students sitting externals.</p>	<p>KFY,CRM,KTE</p> <p>CRM</p>	<p>Students have full timetables.</p> <p>List of strategies developed.</p>
Term Two	<p>Ensure that students are enrolled in externals that they are definitely going to sit and are suitable for their ability.</p>	<p>Subject teachers.</p>	<p>External standards entered on Kamar.</p>
Term Three	<p>HOD and SLT to go through each student and the standards that they are sitting. This could be done at a curriculum meeting. September 1st.</p> <p>Practice examinations in week 9. Results closely monitored and</p>	<p>HOD's, SLT</p> <p>Subject teachers.</p>	<p>External standards moderated for suitability and Kamar updated.</p> <p>Students passing their practice examinations.</p>

	support given to those students most at risk of failing end of year examinations.		
Term Four	Tutorials and preparation for examinations. External study advisor to come in and do some workshops.	Subject Teachers.	Will attend NCEA exams and sit all papers.

Improve external grades for students.

Year Level	ABS/SNA	Not Achieved	Achieved	Merit	Excellence
11	12%	24%	45%	11%	9%
12	17%	14%	50%	17%	3%
*13	21%	32%	16%	21%	11%
All students	14%	23%	42%	13%	8%

*One student removed from statistics - Health School

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Significant improvements have been made with fewer students ABS or SNA in their external examinations for Year 11 and 12. We saw better Achieved, Merit and Excellence grades across the year levels.</p>	<p>Better identification, communication and collaboration with students and whanau about external examination papers that students should be sitting to meet their academic goals. The results were pleasing given the disruptive year that the students had due to Covid. Teachers were able to work in a more targeted way to support students to navigate external examinations.</p> <p>An increase in absences at Year 13 can be attributed to students gaining the credits they needed before the external examinations.</p>	<p>Further work is needed to dispel the myth that EOHS students can not sit external examinations. More time preparing students for their examinations is needed and earlier in the year. More work developing study skills, time management, organisation will need to be delivered by both subject and Rawhiti teachers. Growth mindset</p>

Strategic Goal: Improving Student Achievement

Annual Objective: Increase the number of students who will achieve Merit or Excellence endorsements.

Target: 25% of students will gain NCEA certificate endorsement at Level 1, 2 and 3

Baseline Data: 16.67% of students in 2020 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
2019	21.4	7.1	18.8	6.3	0	25
2020	18.8	6.3	6.3	0	57.1	0

Year 11-13 Students:

Boys	23	Girls	32	Maori	20	Pasifika	2
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/form teachers allocated to each student to monitor students over the year. Meet mentors and goal setting achieved on mymahi.		All staff.		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.

Annual Objective: Increase the number of students who will achieve Merit or Excellence endorsements. Target: 25% of students will gain NCEA certificate endorsement at Level 1, 2 and 3		
Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Year 11 2 Merit Endorsements, 1 Excellence Endorsement (24 students) 13%</p> <p>Year 12 1 Merit Endorsement (21 Students) 5%</p> <p>Year 13 1 Excellence Endorsement (9 Students) 11%</p> <p>All Students = 5 9%</p>	<p>One of the strengths of the school is providing opportunities through courses for students to gain new skills and the associated credits that go towards their NCEA qualifications. This gives the students a sense of security that they are progressing towards their specific qualification by the end of the year. Does this also create some apathy towards putting their best effort forward in all subjects? Key subject areas (English, Science) had new teachers to the school that needed to develop relationships and gain trust with the students to get the best out of them.</p>	<p>A big focus this year for all subject areas to push for Merit and Excellence grades in their subjects. This will form part of their annual plan goals and will take a school wide effort to achieve. Teachers of NCEA need to unpack standards clearly and work through exemplars of Merit and Excellence work to prepare students better for both internal and external work. Careful selection of students into courses that offer additional credits needs to be achieved so that motivation remains high.</p>

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 certificate endorsements.	
Baseline Data: 2 Boys achieved Merit or Excellence endorsements in 2020.				
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
2019	83.3	83.3	50	0

2020		52.6		75		0		0	
Year 11-13 Male Students									
Year 11	18	Year 12	6 (1 removed)	Year 13	2 (1 removed)	Maori	6 (1 removed)	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/vertical form teachers allocated to each student to monitor students over the year. Meet mentors and goal setting achieved on mymahi.		KFY, KTE, KFR, SHB, WNM, HIJ		Students have a mentor/form teacher 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 come into 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.

Annual Objective: Improvement in boys' achievement in NCEA.		
Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Year 11 6/7 (86%) students gained NCEA Level One</p> <p>Year 12 13/13 (100%) students gained NCEA Level Two</p> <p>Year 13 2/2 (100%) students gained NCEA Level Three</p> <p>UE 1/2 (50%) students gained university entrance</p> <p>Endorsements 1/22 (5%) gained a certificate endorsement</p> <p>Overall, boys achieved in greater numbers at each NCEA level qualification. One student failed to gain NCEA Level One due to huge absences to support a family members illness and associated headspace. One student at Year 13 did not attend school due to mental health issues.</p>	<p>The school does a lot to track all students as they progress through the year. Courses are selected that will give the students the best opportunity to gain their qualifications. Vocational pathways were set up for each student to ensure that their interests were followed. A number of our Year 11 male students (5) gained Level 2 by the end of the year through a combination of vocational courses, targeted Literacy and Numeracy classes, and close monitoring.</p> <p>Only one student gained an NCEA endorsement over the three year levels.</p> <p>We lose a number of students to Boys schools in Year 9 which dilutes the academic talent available when the few remaining get to the senior school.</p>	<p>Subject and course endorsements are always the focus for all students.</p> <p>Higher expectations of the male students, targeted support for NCEA endorsements needs to be the consistent focus for all subject areas. HOD's will need to ensure that these students are a priority in their annual goals and come up with an action plan to reach this.</p>

Strategic Goal: Development of School Culture			
Annual Objective: Development of a culturally responsive local curriculum.		Target: Develop the authentic use of Te Reo by staff in the delivery of their courses. More staff members using Te Reo, Often and Always in class.	
Baseline Data: 53.8% of staff use Te Reo Sometimes in class. 15.4% Always . 30.8% Often .			
When:	What: (examples)	Who:	Indicators of progress:

Term one	Whanau Hui at the start of the year to plan significant events. Matariki, Maori Language week, Hangi, future Whanau Hui	HIJ, Maori Prefects.	Camp complete.
Term One	Kaiarahi appointed (Nola Tipa) to work with students and whanau on attendance and engagement. Nola will also work with staff in developing culturally responsive practices.	Nola Tipa.	PLD completed each term.
Term One	9 students participating in Waka Ama training.	Lex Whitaker	Participation in training sessions.
Term Two	Matariki celebration involving contributing schools. Year 6 students involved in workshops across the day culminating in a Kapa haka performance of EOHS students.	HIJ, Puketeraki Marae members, Contributing schools.	Planning complete in Term 1.
Term Two	Culturally Responsive PLD in Wednesday PD slot to create integrated units of work for 2020 in Years 7-10.	All staff.	At least two units of work completed in 2021 which has elements of cultural authenticity - cross curricular.
Term Four	Community Hangi planned and delivered.	Community.	Community attendance at Whanau Hui's and Hangi. Identify whanau members that can facilitate the laying down of a hangi.
All Year	PLD on a Wednesday morning to introduce new instructional words with correct pronunciation. Continued development of Karakia, Song and Haka by staff and students.	HIJ, Maori Prefects, All staff.	Te Reo is more consistently used throughout the year in authentic settings.

Annual Objective: Development of a culturally responsive local curriculum. Target: Develop the authentic use of Te Reo by staff in the delivery of their courses. More staff members using Te Reo, **Often** and **Always** in class.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>How often do you use Te Reo in class? 71.4% Sometimes 14.3% Often 14.3% Always 0% Never</p> <p>Are you confident using Te Reo in front of students? 57.1% If I am prepared to do so. 21.4% Yes 21.4% No</p>	<p>We have seen a decrease in staff members' confidence to use Te Reo in class. While we have continued to use PLD as a vehicle to improve our collective knowledge and confidence in this space we had the introduction of three new staff members that at different points of the years have not gone through the extensive PLD other staff members have had during the last three years. With another lockdown in 2021 attention of teachers shifted (and rightly so) to continuing to develop their confidence and ability to deliver courses online.</p>	<p>More explicit use of Te Reo in staff meetings, briefings etc. PLD slots dedicated to developing a tool kit of instructional maori words and phrases. Role modelling of these new phrases by leaders in the school (teachers and students). Challenging/encouraging staff to use instructional words and phrases. Development of the new NZ/Aotearoa histories curriculum across the school.</p>

Strategic Goal: Development of School Culture			
Annual Objective: Caregivers will be actively involved in their children's educational journey		Targets: 90% of caregivers attend the 3 way meetings for learning conversations in Term 2	
Baseline Data: No baseline data for 3 way meetings as this is a new initiative.			
When:	What: (examples)	Who:	Indicators of progress:
Term 1	Real time reports completed for all senior students. FI's change in focus for 2021. School Loop App embedded.	All staff. Community.	Reports completed before the end of each term for each class. Information for parents given before changes made to FI's. Uptake of caregivers with App on phone.
Term 2	3 way interviews Further embedding of Seesaw in year 7/8.	All Staff. Year 7/8 teachers. KFY.	Completed in Term 2. Parents engaging with Seesaw.
All year.	Monitor reports for quality and workload of staff. Monitor access to the parental portal.	CRM,KFY, Admin staff, Deans.	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.

Annual Objective: Caregivers will be actively involved in their children's educational journey. Target: 90% of caregivers attend the 3 way meetings for learning

conversations in Term 2		
Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
88% of students had a parent present for the student led conferences at the start of the year. Unfortunately due to the Covid lock down the Term 3 student-led conferences were not conducted in the same manner with Rawhiti teachers contacting home and offering conferences through meetings after school, Google Meets, or telephone.	The Year 7/8 form rooms had a better hit rate 94% than the Year 9-13 Rawhiti teachers 85%. This could be due to the fact that the home room teachers of Year 7/8 students have more contact with students and families than the Rawhiti teachers. Rawhiti time was also a new initiative and the teachers were learning a new set of skills, systems and processes. The majority of families were appreciative of the new initiative and stated that the depth of understanding they got about the students' learning, goals they had set and how to achieve them. An important aspect was the ability to close the school for the day to ensure that all staff and students had the time and space to conduct these meetings.	Student led conferences will be conducted in Week 8 of Term One and Week 8 of Term 3. It is vitally important that the second meeting in Term 3 is conducted in a similar way to the Term One conferences, prioritising a day for this to occur.

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.			
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 March	53%	54%	48%	48%	56%	48%	51%

agreement							
2019 November agreement	47%	49%	44%	32%	58%	48%	52%
2020 November agreement	58%	42%	40%	33%	58%	48%	52%

When:	What: (examples)	Who:	Indicators of progress:
Term 1	PB4L classroom and all setting expectations revisited.	All staff/PB4L committee.	Updated expectations.
Term 1	Portfolios for student leaders established. More leadership and ownership from students. Greater student input into the running of the school.	Student leaders, SLT.	Improved wellbeing survey results.
Term 1	PB4L PLD looking at what teachers can do to create an environment of mutual respect and positive learning.	SLT, PB4L Committee.Pastoral team.	Consistent approach from all teachers in the classroom and all setting expectations.
Term 1	Year 9/10 half year options.	All staff.	More engagement of students. Less pastoral entries.
Term 1	Restorative practices PLD on 1st April.	All staff.	Less pastoral entries.
Term 1	Respect/Responsibility/Motivation explicitly taught in all form classes.	Vertical form Teachers, reiterated in classes.	Improvement in respect shown in all classes. Reducing numbers of disrespectful pastoral issues.
All Year	Peer mentoring by students of 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	Adapted learning/behaviour plans created for most at risk students.	Senco, All staff.	Staff know students and their background better. Develops positive relationships with students.

	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.
October 2021	92%	55%	45%	32%	61%	55%	70%

To increase the number of students agreeing and strongly agreeing to the wellbeing questions in the NZCER student survey.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
We saw improvements in 6/7 areas that we were tracking. The largest improvement was an increase of 33% 'Everyone thinks our school values are important' The decrease by 1% was ' Students treat teachers with respect.	Over the last three years we have been working hard to ensure students have agency in their learning. We have done this by ensuring students are part of focus groups, involved in employment processes, and given more choice in subject selections Year 9-13. The new Year 9/10 half year modules have proven to be a hit with students resulting in greater engagement and fewer pastoral entries for these students.	A greater focus on 'Respect' in 2022 is needed. This will be done by explicit teaching of respect to students through Rawhiti/Form times. This will also be drilled through formal gatherings, SW-PB4L rewards and prizes, Rite Journey classes (Year 9/10). Special Principals awards for our values.

Strategic Goal: Development of Staff and Student Wellbeing

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

Target: Improve attendance across the school. The students identified below will make improvements on their attendance in 2021

Baseline Data: 2020

Year Level	Whole	Male	Female	Maori
Year 7	90.4%	91.5%	89.5%	89.3%
Year 8	87.8%	93%	85.2%	82.7%
Year 9	85.2%	83.8%	88.2%	83.8%
Year 10	82.2%	76.8%	84.6%	72.1%
Year 11	83.5%	83.9%	82.6%	82.2%
Year 12	91.4%	91.5%	91.3%	87.6%
Year 13	87.1%	89.8%	86.4%	72.7%
Whole School	86.8%	87.6%	86.2%	83.2%

Year Level	Male	Female	Maori
Year 8	1	3	2
Year 9	0	2	0
Year 10	0	1	1
Year 11	4	2	2
Year 12	3	1	1
Year 13	0	1	0

When:	What: (examples)	Who:	Indicators of progress:
Term 1	Identify target attendance students and contact home to set an attendance goal.	KFY,KTE,CSK,HIJ Form teachers.	Attendance goals have been set.
Term 1	Social worker to work with students and families to support better attendance and engagement.	SPL	Contact made with families.
Term 1	Appointment of a Kaiarahi in the Waitaki district. Kaiarahi to make contact with Maori students and their families most at risk	Nola Tipa	Contact made with families.
Term 1	85% or higher attendance rate for participation in extracurricular and interchange competitions.	BOT	Only students with 85% or higher attendance to represent the school.
All Year	Rock On Hui for most at risk students.	CRM,KFY, HIJ, outside agencies.	Hui held at least once a term.
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.

Year Level	Whole	Male	Female	Maori
Year 7	92.3%	91.4%	93.4%	91.1%

Year 8	89.9%	90.6%	89.3%	87.5%
Year 9	89.9%	92.2%	88.6%	89.3%
Year 10	84.9%	83.1%	85.6%	86.6%
Year 11	87.1%	84.7%	88.0%	88.9%
Year 12	86.9%	86.5%	87.6%	87.1%
Year 13	89.0%	90.8%	88.2%	84.7%
Whole School	89.0%	89%	88.7%	87.7%

Individual identified students monitored in 2021

Gender	Ethnicity	2020	2021
Year 9			
Male	NZ European	66	85
Female	NZ European	62	77
Female	NZ European	71	60
Year 10			
Female	Māori	76	71
Female	NZ European	78	90

Year 11			
Male	NZ European	76	76
Male	Māori	69	81
Male	Māori	64	90
Male	NZ European	81	86
Female	NZ European	65	80
Year 12			
Male	NZ European	61	88
Male	Māori	75	73
Female	NZ European	75	76
Year 13			
Female	NZ European	81	85

Annual Objective: Explore ways to develop the well-being of students and staff. Target: Improve attendance across the school. The students identified below will make improvements on their attendance in 2021

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
Overall attendance across the school improved over 2% points. Only one year level (Year 12 had a decrease. This cohort however had improved their attendance from last year. Maori Attendance made	Having a dedicated social worker following up on absences and making connections with our most at risk families has seen a positive shift. The Kaiarahi position in the first two terms enabled us to develop	We have applied, and been successful, in getting the social/community engagement role to continue into 2022. This is a combined role with Palmerston Primary School which will ensure that families are

<p>considerable improvements in 2021</p> <p>10/18 students improved their attendance in 2021 and remained at school. 3/18 students regressed in their attendance in 2021. 4/18 students improved their attendance until they left school. 1/18 students regressed in their attendance until leaving for work experience.</p>	<p>trust with whanau from our Maori families which was leveraged to improve attendance and engagement. Improved communication by our Rawhiti teachers also created more accountability for students and their attendance.</p> <p>It does need to be noted that there have been a number of quite significant factors affecting the role of individual students in 2021. These include students with severe mental health issues, significant physical issues, challenging family environments and the Government directive that people should stay at home if they have any sign of illness. In addition, covid hesitancy within whanau groups has been noticeable. The number of students who have been required to have a covid test this year has been surprisingly high. All these factors need to be considered when looking at individual student attendance records. Some students have made a remarkable positive turn around as the year has progressed. These students have found that, with their improved attendance rate, they have become much more engaged in their learning. As a direct correlation their level of success in all aspects of school life has also improved. A great deal of the success with these students has been developing relationships with their Rawhiti/Form teachers, subject teachers, and of course the introduction of the community/social worker who has worked very closely with these families and students. The most at risk students have been working on literacy and numeracy in small groups with the social worker which has seen them attaining NCEA qualifications and improved attendance at school.</p>	<p>giving the support earlier in their education.</p>
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BOT Chairperson Signature:

Principal's Signature:

Date: 01/03/2021

