

East Otago High School

Te Kura Tai Rawhiti Ki Otakou



AOV Annual Plan 2022

East Otago High School Annual Plan 2022

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 |
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| 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. Consistent literacy approach across curriculum areas. Reading Challenge for students for 2020. House points to be allotted per book each student reads and logs them on the google doc. Kahui ako focus on | BSG, MNK, WNIM BSG, MNK, IAD, All Staff BSG, All students and staff. All staff. | Term 1. Term 1. Term 1 All Year | Unknown Nil \$200 Nil | Meg is participating in writing PLD in May. Writers Tool Box explored September Brian and Malcolm presented workshops for all staff on literacy and numeracy across all curriculum areas Brain has delivered PLD on essay structure in Term 1 |

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| <p>1.2 Improving numbers of Merits and Excellences in NCEA. Target a specific %.</p> | <p>Students that achieved Merit and Excellence in 2021 + students that went close identified, tracked and supported. Year 11 students in 2022 that are capable are identified, tracked and supported.</p> | <p>improved literacy. PLD opportunities across schools Peer Reading Arts prefect - Literacy focus (creative writing)</p> | <p>IAD, FDR, All students and staff CRM, KFY, IAD</p> | <p>Term 2</p> | <p>Nil</p> | <p>Accepted into Kahui Ako. Appointed a WSL - Helen McIntyre. Peer reading to begin in term 2 during Rawhiti time A year 12 student has been appointed Arts prefect with creative writing as their strength. Runs a writing group on Tuesday lunchtimes.</p> |
| <p>1.3 Improving boys achievement in all curriculum areas.</p> | <p>Units of work developed which are relevant for boys</p> | <p>Literacy support for most at risk students. Year level meetings. Mentoring programme with vertical forms Tutorials set up. Study skills and Goal setting classes. Tracking Sheets established. Growth mindset strategies explored in Rawhiti/Form time.</p> | <p>FDR All staff</p> | <p>Throughout the year. Term 1</p> | <p>0.4 staffing Nil</p> | <p>Reading recovery - Rae. Discussion with Brian, Ian and Rachael. Goals for HOD's include increased course endorsements. Growth mindset PLD happened in week 6 term one. Term 2 could see lessons from PLD used at Rawhiti time</p> |
| | | | <p>All staff</p> | <p>Term 1</p> | <p>Unknown</p> | |

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| <p>curriculum areas at East Otago High School.</p> | <p>through the Year 9/10 options.</p> <p>Mentoring of students across the year.</p> <p>Peer mentoring established of Senior boys with Junior.</p> <p>Boys sent to leadership opportunities throughout the year.</p> <p>Male speakers brought in to school. Males from the community paired with students.</p> <p>Work opportunities/ courses provided for most at risk students.</p> <p>Year 9/10 Options to give student agency.</p> | <p>KFY, IAD, CRM, HIJ</p> <p>KFY</p> <p>CRM</p> <p>CRM, IAD</p> <p>JLG</p> <p>All staff</p> | <p>Term 1 established. All year support</p> <p>Throughout the year.</p> <p>Throughout the year.</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> | <p>Nil</p> <p>Nil</p> <p>Unknown</p> <p>Nil</p> <p>.2 cost on each student off the operational grant.</p> <p>Increased budgets for each department to set up options.</p> | <p>Some units of work have a context specifically targeted at male student.</p> <p>Complete Term 2</p> <p>Limited options</p> <p>"I am hope" speaker strong male role model. Ben from the law school</p> <p>Gary talked to Year 9/10 boys in Rite Journey.</p> <p>Numerous work experience placements.</p> <p>Successfully implemented 2022.</p> |
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| | | BEP (Boys engagement programme to be continued in 2022 if the need arises. | CRM | Term 3/4 | Unknown - Dependent on type of activities. | No need for this in 2022. |
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| Strategic Goal 2: Development of School Culture | | | | | | |
| 2.1 All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse needs. | All staff to integrate culturally and geographically responsive practices into their units of work. | Culturally responsive PLD for all staff on Wednesday morning PLD. Specifically targeting authentic Te Reo in the class. PLD on local curriculum design through the Kahui Ako. | All staff | Throughout the year. | Nil. | Ongoing throughout the year. |
| | Rite Journey programme to develop Year 9/10 students into socially empathetic citizens. | 2 year programme developed as a stand alone subject but integrates Health topics. | OLK,HIJ, CRM, KTE | All Year | \$390 + GST | Course completed by 95% of students. |
| | Continuation of Hail to improve communication of key events in 2021. | Training of curators and contributors. Newsletters pushed out through Hail. Timetabled articles for all curriculum areas. | Whole staff, Head student. | All Year | \$119 per month. | Used across the school. |

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| | | <p>Head Students identified and given rights to contribute through Hail, Facebook and Instagram.</p> <p>Live Streaming of events at school through Facebook Live.</p> <p>Reports created through Kamar.</p> | <p>Administration staff, SLT, Deans to proofread to ensure quality.</p> | <p>Year 11-13 reports complete once first NCEA assessment complete. Year 7-10 end of Term 2/4.</p> <p>Term 1 Week 8. Term 3 Week 10.</p> <p>Week 6 Term 1</p> <p>Once or twice a</p> | <p>Nil</p> | <p>Prizegiving live streamed.</p> <p>Complete.</p> <p>Only completed in Term 1.</p> <p>Sports academy has started on week 10 of Term 1.</p> <p>Kaupapa of the</p> |
| <p>2.2 Caregivers will be</p> | <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>Sports academy for Year 7-13 students</p> <p>Whanau Hui's on a</p> | <p>Close the school for instruction to have 3 way learning conversations with their vertical form teachers.</p> <p>Wednesday before school. Students will apply to learn knowledge and skills to help with their individual sports</p> <p>HIJ to send out</p> | <p>Rawhiti/Form Teachers</p> <p>CRM, HIJ, IAD, OLK</p> <p>HIJ</p> | <p>\$150 for dinner for the staff.</p> <p>Unknown. Koha for people travelling from town to present. \$50 per session.</p> <p>\$150 for kai across</p> | | |

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| actively involved in their children's educational journey. | regular basis. (4 minimum per year). | 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. | Lauana Thomas (Resource teacher for Maori in Otago). | term. | the year. | Whanau Hui questioned by a caregiver. Explored in depth by all caregivers. |
| Look for opportunities to invite the community into school. | Workshops for parents established to help with school work. | Community Hangi. Matariki Celebration Gala Day, Golf day. | CRM,HIJ, KFY OLK, IAD | Term 1,2,3,4. | Food for Hangi is a donation from families. | Not this year. |
| | | Needs of parents established through a survey. This could be help accessing the parental portal, google suite, homework, study skills, cyber safety. | CRM,KFY,HIJ, IAD, SPL, Parents | Term 2,3. | Unknown | Brainwave Term 1 - do not do again. |
| Strategic Goal 3: Development of Staff and Student Wellbeing | | | | | | |
| 3.1 Staff and students manage their school commitments so | NZCER survey to be adapted so that it is specific to our | Explicit teaching of school values through Vertical | All Vertical Form teachers. | All Year. | Nil | Values in Year 7/8 interviews. Values touched on |

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| <p>they enjoy their teaching and learning.</p> | <p>school. From this identify key areas of development. Survey to be completed at the start and end of the year.</p> | <p>Form structure to improve areas of concern.</p> | <p>CHY, IAD, Wellbeing Committee.</p> | <p>Term 1</p> | <p>\$200 for small items</p> | <p>in Year 9-13 interviews. Principals commendation introduced.</p> |
| <p>Wellbeing Committee to meet regularly in 2022.</p> | <p>The Wellbeing committee to come up with new initiatives to develop the wellbeing of students and staff.</p> | <p>Group fitness offered to staff and students once a week free of charge</p> | <p>All staff</p> | <p>All Year</p> | <p>Wellbeing packages made by Head students for Covid affected families.</p> | |
| <p>Alleviate assessment pressure of students sitting NCEA.</p> | <p>Students are supported to prepare to their best ability through tutorials.</p> | <p>All staff</p> | <p>All Year</p> | <p>Nil</p> | <p>Pania Croft exercise group starts term 2.</p> | |
| <p>Vertical Form Structure.</p> | <p>Academic counselling by subject, form and teachers.</p> | <p>All Staff</p> | <p>All Year</p> | <p>Nil</p> | <p>Teachers need to pull back on the number of credits offered this year due to covid.</p> | |
| <p></p> | <p>Created to have one teacher to develop a positive relationship with students and their families during Year 9-13. Tuakana Teina developed</p> | <p>All staff.</p> | <p>All Year</p> | <p>Nil</p> | <p>Ongoing</p> | |
| <p></p> | <p></p> | <p></p> | <p></p> | <p></p> | <p>Working well.</p> | |

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| | | through senior students working with junior students. | PB4L committee | Start of the year | \$500 budget | Seeking funding from large and small businesses to improve the rewards. |
| PB4L-SW and Restorative Practices | PB4L PLD focuses on a consistent, fair approach to dealing with behaviour in the class. | Restorative practices PLD to be further explored through the Kahui Ako. | All staff | All Year | Nil | Term 2 revisit restorative PLD. |
| | Growth mindset PLD for staff and students across the year. | | MNK, CRM | Term 1 | Nil | Term one, week 6 complete. |

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| 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 2022 | |
| Year Level | Expected level at the start of 2022 |
| | Target: 2022 |
| 7 | % at expected level start of 2022 54.54% |
| | Achieving at Level 3 of the curriculum. 70% at the beginning of Level 4 of the curriculum or higher. |
| 8 | At the beginning of Level 4 of the curriculum. 85% at the end of Level 4 of the curriculum or higher. |

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| 9 | 80.63% | At the end of Level 4 of the curriculum. | 85% at Level 5 or higher. |
| 10 | 69% | At the beginning of Level 5 of the curriculum. | 70% 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, MGN,BDJ, 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. | MNK,CSK,CWR, MGN | Groups established early. |
| Term 2 | PLD to develop numeracy across curriculum areas. | All staff | PLD attended and reflected upon. |
| Term 2 | 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. | | |
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| Outcomes: What happened? | Reasons for the variance: Why did it happen? | Evaluation: Where to next? |
| <p>Year 7 85% of students are at the expected level for Numeracy.</p> | <p>The goals for the Year 7 students' numeracy level was exceeded and this is due to several factors. At the Year 7 level Maths classes are streamed and this allows for the students to receive the differentiated teaching they need to achieve at the correct level for them. The Mathematics programme is very structured, especially in comparison to what the students have experienced in their respective primary schools, and many of the students thrived in this environment. Smaller classes at the lower level allowed for more individualised teaching. Concrete materials are also a feature of the teaching at the lower level and this allows the students to model and explore their understanding of number. The presence of competent and experienced teacher aides in the lower and mid ability class enhanced the teaching programme.</p> | <p>In 2023 the plan is to increase the contextual nature of Mathematics within lessons so that students will appreciate the relevance of this subject to their own lives. Reinforcing students' ability to explain how they solve problems will be encouraged through peer tutoring, both within, and between classes.</p> |
| <p>Year 8 60% of students are at the expected level for Numeracy.</p> | <p>The goal for the Year 8 students was not achieved. The results of a special needs student and a student with chronic absenteeism has greatly lowered the average for this age group. Although the classes were streamed as for the Year 7 students, behaviour issues made it difficult to ensure every student achieved their potential. In addition, the teachers of the Year 8 classes were less experienced in teaching at an advanced level, and one was a beginning teacher. It took time for this person to develop effective systems within the class.</p> | <p>In 2023 all teachers of Year 8 students are more confident and capable in their role. Systems will be put in place from the beginning of the year to ensure that behaviour management does not dominate teaching practices. Within each streamed class differentiated tasks will be provided to scaffold learning more effectively.</p> |
| <p>Year 9 56% of students are at the expected level for Numeracy.</p> | <p>These results were well below the targets and our expectations for Y9&10. At level 5 they are required to use multi-step problem solving techniques involving literacy. This is a significant jump from level 4. It appears that more pushing towards these greater skills was required. Perhaps too much focus was on competition and other fun activities and not enough focus on practising the skills needed for level 5. There is an interesting expected level for the end of Year 9 which is higher than the expectation for Y10 at the start of the year. At the end of Y9 they are expected to be At level 5 and at the start of the year Y10 are expected to be only beginning level 5. Perhaps it is not realistic for the Y9's to be At L5 at the end of the year and instead this should be changed to beginning level 5. Another factor was a number of very difficult students in</p> | <p>There is an invigorated push for 2023 to promote and encourage students to engage in Maths. There are fortnightly Maths challenges with rewards for worked solutions. There is a remedial group of 4 students that Beth is taking every Maths lesson. We are coordinating the content of the 2 Maths classes so as to ensure there are no gaps throughout the 2 semesters. On Thursdays, period 2, Mac meets with Lennox to discuss progress and strategies. Mac shares resources and ideas to support Lennox with his teaching. Because of the new numeracy and literacy requirements there is greater emphasis on process and communication with problem solving at level 5 in the Maths curriculum. With Lennox we have a hugely more experienced teacher on board in the Maths department. Even</p> |
| <p>Year 10 45% of students are at the expected level for Numeracy.</p> | | |

terms of behaviour and a class size of around 30 which made it harder to advance their skills. There were also some students whose ability was very limited - this took up a lot of teacher time and there were not a lot of learning support hours for these students in Maths. In 2022 the attendance for Y9&10 was very low due to flu and covid. This had a big impact on teaching and learning. Many students lost big chunks of school time and were consequently set back in terms of progress. Also a number of new students arrived during the year. These new students tended to have learning difficulties or attendance issues which may have skewed the results

though he has not had a lot of experience teaching Maths, he knows how to set up excellent routines and is very good with classroom management and motivating students to reach their maximum potential. All of this is a renewed focus for Mac's teaching as a continued effort to improve results.

Strategic Goal: Improving Student Achievement

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

Targets:

- Improved percentage of students working at the expected curriculum level for literacy by the targets below for each year level.
- The students identified below will make accelerated achievement resulting in more than one year's progress in literacy.

Baseline Data: Start of 2022

| Year Level | % of students at the expected curriculum level for literacy | | | |
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| | Reading Baseline (Start of 2022) | Reading Target (End of 2022) | Writing Baseline (Start of 2022) | Writing (End of 2022) |
| 7 | 57% | 85% | 18.18% | 50% |
| 8 | 76.46% | 85% | 47.04% | 70% |
| 9 | 87.09% | 90% | 77.41% | 85% |
| 10 | 68% | 80% | 68% | 80% |

Students receiving Literacy support 2022

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

| When: | What: (examples) | Who: | Indicators of progress: |
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| Term One | Identify through testing students in need of literacy support. Timetable set up to work with these target students. | MNK,BSG, | Target students identified. Timetabled 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 | Staff and Student reading Challenge | All Staff and Students | Increase in students reading books outside of class time. |
| Term One | Specific focus on Writing for students within the Year 7/8 area of the school. | BSG, MNK, CSK, MGN | Better formal writing produced by students. |
| Term One | PLD for consistent literacy approach across all curriculum areas. | All Staff | PLD plan includes provision for this. |
| Term One | Arts prefect assigned to promote and improve creative writing in the school. | Arts Prefect | Writing is promoted as a fun activity. |
| Term Two | Peer Reading | Senior students paired with Junior students to complete reading in activity time. | Tuakana teina. Increase in students reading books outside of class time. |
| 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 |

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| <p>Annual Objective/Targets: Improve the number of students at the expected literacy level in Years 7-10.</p> <ul style="list-style-type: none"> The students identified will make accelerated achievement resulting in more than one year's progress in literacy. | | |
| <p>Outcomes: What happened?</p> <p>Year 7 Reading: 85% of students were at the expected level for reading at the end of the year. Writing 33% of students were at the expected level for writing at the end of the year.</p> <p>Year 8 Reading 88% of students were at the expected level for reading at the end of the year. Writing 59% of students were at the expected level for writing at the end of the year.</p> <p>Year 9 Reading 58% of students were at the expected level for reading at the end of the year. Writing 29% of students were at the expected level for writing at the end of the year.</p> | <p>Reasons for the variance: Why did it happen?</p> <p>Reading: Comprehensive pre testing allowed for a clear picture to be gained of each student's needs and this was used as a basis for all teaching throughout the year. Having a consistent and talented literacy teacher who linked the reading skills she was teaching to class units allowed for prior teaching so less capable students were able to experience success and develop confidence in their own abilities. The use of relevant word banks aided student achievement. The CORE 5 programme aided the lower level readers to progress. Whole school reading challenge promoted positive reading within the school.</p> <p>Writing: Smaller class sizes allow for individualised teaching. Specific goals are set for each student based on as the writing tasks. These are revisited and modified as the year progresses. Associated word study classes encourage the development of writing features such as similes and metaphors. Key teaching points are reinforced through homework tasks.</p> <p>Reading: As for Year 7 plus: Toe By Toe aided a lower level reader to progress. One student was co-enrolled with Te Kura which allowed appropriate resources to be accessed.</p> <p>Writing: As for Year 7 plus: an extension writing programme was run by the HOD and this had a positive impact on selected students' achievements.</p> <p>We have been steadily improving the culture of reading at the school, which will go some way towards explaining the huge gap between reading and writing. That said, writing continues to be an area which challenges our students. Even the basics of spelling, punctuation and grammar is challenging to many of our students. The EOY results were based mostly on a one-shot test,</p> | <p>Evaluation: Where to next?</p> <p>Reading: The literacy teacher will continue to work with students identified as "At Risk". CORE 5 will also continue in the coming year. Units of work will be consolidated to increase the emphasis on reading. We will integrate aspects of "The Code" to develop more overtly the skills associated with reading in less able readers. This will include the specific teaching of phonetics and regular word patterns. Students will be working on differentiated tasks appropriate to their abilities.</p> <p>Writing: The use of "Writers' Tool Box" across the curriculum, and in a variety of contexts, will provide students with specific feedback for their needs, and, hopefully motivate progress. English units are going to have a change of emphasis to increase the time for writing. Using technology such as "Speech to Text" will allow less able students to express themselves. Specific teaching of writing features will continue.</p> <p>Reading: As for Year 7 plus: : "Toe By Toe" will continue in the coming year.</p> <p>Writing: As for Year 7 We will build on the Core Skills literacy lesson one period a week, to bring Years 9 and 10 English students into line with Years 7 and 8, though the 7s and 8s have an extra period of English for this. We will also introduce The Writer's Toolbox to specifically tackle the Writing gap. We will also build on the EOHS Reading Challenge and continue to encourage students to read more for pleasure.</p> |

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| <p>Year 10 Reading 36% of students were at the expected level for reading at the end of the year.</p> <p>Writing 14% of students were at the expected level for writing at the end of the year.</p> | <p>rather than an overall judgement based on work done throughout the year. This was deliberate as the new literacy standards will also be based on a one-off test.</p> <p>This will prove to be especially challenging as these students will be embarking on their NCEA studies in 2023. This was a particularly weak cohort where even the top students struggled with the basics of spelling and punctuation. Again, as with the Year 9s, we were particularly brutal with the marking in terms of using a snap-shot test for the grades. Sadly, this painted a realistic picture of what our students were capable of under test conditions.</p> | <p>As with the Year 9s, the Core Skills lesson, as well as Writer's Toolbox and the EOHS Reading Challenge will make an impact, though it will take time. We will enter those students who are able to access the new literacy standards - both Year 9s and 10s. Once we see who is not up to the standard, we can use the Core Skills classes to target those students specifically to close the gap and develop the skills required to pass the standards. This may need to continue into Year 11, though realistically, there are some students who may never be ready and we will need to develop a strategy to address this.</p> |
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| <p>2022 Annual Target: The students in Literacy Support will make accelerated achievement, resulting in one or more year's progress in literacy.</p> | | |
| <p>Outcomes: What happened?</p> <p>Overall:</p> <ul style="list-style-type: none"> 27 students ended the year in Literacy Support**. <p>**One Y7 student has not been present at school for a majority of the year. Note her reading age was not recorded at the beginning of the year due to her absence</p> | <p>Reasons for the variance: Why did it happen?</p> <ul style="list-style-type: none"> Continuity of teaching staff all year in the classroom and literacy support has been of great benefit to our students. This continuity has allowed us to build positive relationships and aid in the development of students' reading skills. More regular attendance in 2022 of | <p>Evaluation: Where to next?</p> <ul style="list-style-type: none"> Continued PROBE testing across Year 7 and new students Year 8-13 to EOHS in February 2023. Students to be included in the Literacy Support programme during Term 1 2023 will be identified by mid-late February and a timetable for Literacy Support developed |

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| <ul style="list-style-type: none"> • 12/27 (44%) of identified students made more than 1.5 years of acceleration during 2022. • 8/27 (30%) of identified students made one year's acceleration in literacy during 2022. • 5/27 (19%) of identified students made 6 months acceleration in literacy during 2022. • 1/27 (3.5%) of identified students acceleration data unavailable as she was absent for testing. T4 best attendance all year. • 1/27 (3.5%) Y9 student who arrived mid T3 has significant learning delays across all curriculum areas as well as Childhood Apraxia of Speech as well as a severe developmental language disorder. Her reading age remains the same as when she arrived in September. | <p>students across the year has had a positive impact on progression of teaching and learning in literacy.</p> <ul style="list-style-type: none"> • Students' (for the most part) have positive attitudes and want to improve their reading skills. This plays a huge part in individual students' engagement, acceleration and achievements. • Continued PLD to increase knowledge and keep up to date with characteristics of literacy instruction and how to explicitly and systematically teach our at risk students. • Students that gained 6 months acceleration are high need students, one ESOL student, 3 students identify as/have been diagnosed with Dyslexia. • One Year 11 student who gained 6 month acceleration was reading at 14 - 15 and has now graduated PROBE2 and reached 14.5 -15.5. • One Year 10 student who gained 6 month acceleration arrived mid T1 with gaps in her schooling and especially literacy. She has been offered assistance with her tests but has chosen to remain independent - offer of assistance is always available should she choose to accept it. • One Year 10 student who gained 6 month acceleration was new to EOHS at the beginning of the year. She arrived with gaps in her literacy. She joined Literacy Support in T3 and has a reader/writer for class assessments. These changes are showing | <p>and shared with staff and student whanau.</p> <ul style="list-style-type: none"> • Where applicable (at risk students), at the beginning of the year, to complement PROBE testing for accurate screening, complete phonological awareness and word check screening tools. • 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. • Continue to 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. • Continue to work with whanau to promote home literacy/reading - (links to above point). • Engaging students in class - copying notes vs highlighting key concepts/terminology AND/OR adding to notes (discussions to be had with classroom teachers). • 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. |
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| | <p>progress and a growth in her confidence.</p> <ul style="list-style-type: none"> • One Year 7 student has been absent for a majority of the year and has little engagement via home learning so data unable to show acceleration data. • One Year 7 student was unable to complete the PROBE assessment at Decoding Age 5.0 - 6.0 in February 2022 - he has completed Toe By Toe Programme and attended Literacy Support and with support of classroom teachers has been able to complete PROBE in November 2022. • One Year 8 student who gained 6 months acceleration has been a student since Term 2 and came from Māori immersion school. • CORE 5 Reading Programme was made compulsory for one , one hour period a week in 2022. The 100 minute target was reduced to a more manageable 60 minutes. These changes have shown higher participation, and greater student engagement, and greater student engagement. This consistency and more achievable target has shown a greater level of student interaction and achievement. The programme has become more relevant (to their classroom and literacy work) and our students have been able to participate in the learning of CORE 5 more effectively. • Lessons continued to complement students' classroom programmes by engaging and teaching pre-vocabulary and pre-reading activities across classroom subjects. • Students continue to be provided with | <ul style="list-style-type: none"> • Continue varied text and language challenges. • 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. • Continue one period per week allocation for students to complete CORE 5 Online Reading Programme; or similar programme (25 licences). • Continue to liaise closely with classroom teachers to ensure consistency in literacy planning and teaching. • School wide implementation of 'The Writer's Toolbox' will aid in learning and teaching and complement Literacy Support in 2023. • 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. • Continue to utilise SWPB4L values and reward system to encourage student engagement. • Students and all teachers continue to take responsibility to ensure all students turn up punctually for their support sessions. |
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differentiated texts/ choice of audio books in classes.

- Assistive technologies continue to be offered to students - many choose against using these opportunities (e.g magnifiers, text to speech systems, green/blue screens).
- 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.

- RLit and RTLB assessment/support will continue to be sought for students with significant literacy delays.
- Offer students in class support - direct literacy assistance within the students' class learning.
- Classroom teachers will aid literacy support programme by implementing aspects of structured literacy into their classroom programme and as such these programmes will complement each other, there will be more cohesion and students will be able to bring knowledge from support into the classroom.
- The consolidation of students' classroom programme and literacy support by integrating a structured literacy approach will bring students personal knowledge into the classroom and increase students' confidence.
- All staff continue to incorporate dyslexia/dyspraxia friendly strategies across all planning and teaching.
- Continued presentation of key vocabulary to be displayed on classroom walls - topic specific; highly effective literacy strategy to improve literacy skills.
- ESOL/ differentiated texts/audio texts/assistive technologies will continue to be offered and incorporated routinely in teaching programmes for identified students.

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| | | <ul style="list-style-type: none"> • Continue to 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 • Continue to 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. • 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. • 2023 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><u>Year 7</u></p> <ul style="list-style-type: none"> • 7/13 of identified students made more than 1.5 years of acceleration during 2022. | <ul style="list-style-type: none"> • One student has been absent for the majority of the year and has had little engagement in teaching and learning. More regular in the last part of Term 4 and has | <ul style="list-style-type: none"> • 12 Year 7 students will continue in the Literacy Support programme in 2023 as they enter Year 8. |

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| <ul style="list-style-type: none"> • 4/13 of identified students made one year's acceleration in literacy during 2022. • 1/13 of the identified students achieved success at reading PROBE2 Reading age of 5.0 - 6.0 as at November 2022. • 1/13 of identified students data unable to be used as absent in February assessment and absent for majority of the year. | <p>shown growth when present.</p> <ul style="list-style-type: none"> • One Year 7 student was in the Literacy Support programme at parents request - he will remain in Literacy Support for 2023. • Majority of students have indicated they enjoy small groups and would like to continue the same structure in 2023 (with similar levels of confidence and ability) or 1:1 support and stated it gave them confidence with reading and writing in class. • 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 have 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). • Classroom teachers commented that the 2022 literacy support students have gained in confidence in their reading and literacy skills. This has flowed into the classroom environment where they have gained confidence and competence. They have become more independent and less reliant on teachers and also engage in peer support where previously they were highly dependent on the teacher for support. | <ul style="list-style-type: none"> • One of the students that was on CORE 5 will graduate and not return next year, and one will continue on CORE 5 and also join a group for Literacy Support lessons (as per consultation with classroom teacher). • One student participates in 3x 20 minute Sessions a week working through the Toe By Toe phonics programme on top of literacy support. This is a highly structured multi-sensory reading programme where the teacher and the student work through a graded manual. This student will continue with this programme next year alongside his Literacy Support time. He does not do CORE 5 while in the Toe By Toe Programme.. • Classroom teachers will aid literacy support programme by implementing aspects of structured literacy into their classroom programme and as such these programmes will complement each other, there will be more cohesion and students will be able to bring knowledge from support into the classroom. • The consolidation of students' classroom programme and literacy support by integrating a structured literacy approach will bring students personal knowledge into the classroom and increase students' confidence. • CORE 5 Reading Programme (or similar) will continue to be offered for students once a week for students yet to develop core reading skills - phonological awareness, |
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| | <ul style="list-style-type: none"> • 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. • Students were proud of their achievements and gained confidence over 2022 and this was reflected in teacher comments and feedback from students who are a part of Literacy Support. | <p>phonics vocabulary, structural analysis, automaticity/fluency, and comprehension.</p> <ul style="list-style-type: none"> • School wide implementation of 'The Writer's Toolbox' will aid in learning and teaching. • Continuation of implementation of decoding strategies • Cross Check - did the word you said look right? Sound right? Make sense? • S-T-R-E-T-C-H it out - sound out the word s-l-o-w-l-y. • Chunk it up - Look for chunks in the word that you may know ie. <u>fan</u> <u>tas</u> <u>tic</u> • Cover it up - solve one piece at a time. |
| <p>Year 8</p> <ul style="list-style-type: none"> • 3/4 of identified students made more than 1.5 years of acceleration during 2022. • 1/4 of identified students made 6 months | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • All four Y8 students will continue in the Literacy Support programme in 2023 as they transition into Years 9/10 module learning programme and adjust to the learning expectations in Year 9. |

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| <p>acceleration in literacy during 2022.</p> | <p>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> <ul style="list-style-type: none"> • One student who gained 6 months acceleration has been a student since Term 2 and came from Māori immersion school. • Year 8 students in CORE 5 showed a greater engagement and higher achievement in 2022 due to the one hour weekly lessons. • 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. • 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 | <ul style="list-style-type: none"> • Classroom teachers will aid literacy support programme by implementing aspects of structured literacy into their classroom programme and as such these programmes will complement each other, there will be more cohesion and students will be able to bring knowledge from support into the classroom. • The consolidation of students' classroom programme and literacy support by integrating a structured literacy approach will bring students personal knowledge into the classroom and increase students' confidence. • CORE 5 Reading Programme (or similar) will continue to be offered for students once a week for students yet to develop core reading skills - phonological awareness, phonics vocabulary, structural analysis, automaticity/fluency, and comprehension. • School wide implementation of 'The Writer's Toolbox' will aid in learning and teaching. • Continuation of implementation of decoding strategies <ul style="list-style-type: none"> * Cross Check - did the word you said look right? Sound right? Make sense? * S-I-R-E-T-C-H it out - sound out the word s-l-o-w-l-y. * Chunk it up - Look for chunks in the word that you may know ie. <u>fan</u> <u>tas</u> <u>tic</u> * Cover it up - solve one piece at a time. |
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| <p></p> | <p>applicable) has ensured students are learning at their required pace and measured at their level. It offers students an opportunity for more engagement.</p> <ul style="list-style-type: none"> • 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. • Students were proud of their achievements and gained confidence over 2022 and this was reflected in teacher comments and feedback from students who are a part of Literacy Support. | <p></p> |
| <p>Year 9</p> <ul style="list-style-type: none"> • 2/5 of identified students made more than 1.5 years of acceleration during 2022. • 2/5 of identified students made one year's acceleration in literacy during 2022 • One Year 9 student who arrived mid T3 has significant learning delays across all curriculum areas as well as Childhood Apraxia of Speech as well as a severe developmental language disorder. | <ul style="list-style-type: none"> • Four Year 9 students now have reader/writers for EOY exams. This was a positive experience for the students and we will look to keep this in place for formal assessments, and review this with a view to applying for SAC at the end of next year. • One Year 9 student also receives teacher aide assistance for some classes, this has reflected well in respect of her confidence and her grades have improved throughout the year. • One Year 9 student (arrived mid T3, with learning delays) has made minimal progress as the focus has been on relationship building and TA gaining her trust. She is producing work at 2-3 | <ul style="list-style-type: none"> • All four Y9 students will continue in the Literacy Support programme in 2023 as they transition into Year 10 and prepare for NCEA in Year 11 in 2024. • Continue reading and comprehension interventions to prepare for NCEA in 2024. • Closer attention to preparing plans for writing essays (STEM planning sheets, 'A FOREST PIE' & PEER strategies) • Continue to focus on editing skills, grammar, punctuation and paragraph structure. • School wide implementation of 'The Writer's Toolbox' will aid in learning and teaching. |

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| <p>Year 10</p> <ul style="list-style-type: none"> • 1/3 of identified students made one year's acceleration in literacy during 2022. • 2/3 of identified students made 6 months acceleration in literacy during 2022. | <p>curriculum levels below where she should be expected. This student will have a specific programme to address her needs in T1, 2023.</p> | <ul style="list-style-type: none"> • Two of these students need continued guidance and encouragement to utilise speech to text technologies as these students would benefit greatly from this assistive technology. |
| <ul style="list-style-type: none"> • One Year 10 student has indicated that she prefers 1:1 literacy support over in class support. She has made reasonable progress this year. She needs to balance support offered with working independently. • One Year 10 student is still learning to use teacher aide support and needs to be more consistent in accepting support. This student has had some success earlier in the year with speech to text, and we should continue to encourage this assistive technology for this student for Year 11 in 2023. This student will be a candidate for SAC. This student has remained on CORE 5, her attendance has been sporadic over 2022. When she is present she makes good progress. • One Year 10 student has responded well to teacher aide support, but we have to be mindful that this student does not become over-reliant. It is clear she struggles without in class support and gives up too easily. This student needs to be encouraged to believe in her abilities. This student will be a candidate for SAC. | <ul style="list-style-type: none"> • All three Year 10 students will remain in Literacy support in 2023 as they make the transition into Year 11 and aim for Level 1 NCEA. • Two Year 10 students will continue to receive teacher aide assistance during class time in 2023. One will continue to be offered this support. • 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. • Continual collegial discussions with HOD English and check ins on these students in 2023. • Continue reading and comprehension interventions. • Closer attention to preparing plans for writing essays (STEM planning sheets, 'A FOREST PIE' & PEER strategies) | |

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| | <p>Year 11</p> <ul style="list-style-type: none"> 1/1 of identified student/its made 6 months acceleration in literacy during 2022 and has graduated from PROBE2. 1/1 of identified students achieved NCEA Level 1 Literacy. | | <ul style="list-style-type: none"> The Year 11 student needs to be consistent when it comes to accepting support. She will continue to require assistance with written assessments and should ensure she juggles as few assessments as possible. A cross- curricular approach may be needed for her whereby she completes one assessment with support if needed, before beginning with the next one regardless of the subject. 1:1 work directly related to class work and tasks - assistance and guidance in formal assessments as gaps in these identified by classroom teachers. The students valued the Literacy Support programme and overall worked conscientiously. One student needs continual..... 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. | <ul style="list-style-type: none"> Continue to focus on editing skills, grammar, punctuation and paragraph structure. Continue to offer students text to speech assistive technologies. |
| | | | <ul style="list-style-type: none"> This student will remain in Literacy Support for 2023. Yet to be confirmed if Year 11 student will be completed Level 2 Literacy. | |

Year 12

- 1/1 of identified students made 6 months acceleration in literacy during 2022.
- 1/1 of identified students is 1 credit away from having the Reading for UE Literacy, but doesn't have any Writing Credits yet. She is close to finishing them and, should she come back next year, would be able to do them.

- This Y12 student had a high absence rate in 2022 which impacts continuity of teaching and learning.
- While this student started the year well, she struggled to complete many assessments in their entirety due to absence and her inconsistency in accepting help. This student also needs to focus on one assessment at a time and see it through to completion before attempting any others.

- The Year 12 student will remain in Literacy Support in 2023.

Strategic Goal: Improving Student Achievement

Annual Objective: Improve external grades for students.

Targets:

- 10% or less of students ABS or SNA in Year 11 and 12.
- 10% or less of students ABS or SNA in Year 13.
- Increased % of Merit and Excellences in all Year Levels

Baseline Data:

| Year Level | Absent/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 Year Levels | 14% | 23% | 42% | 13% | 8% |

| 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>Growth Mindset sessions for students</p> | <p>KFY,CRM,HMC,KTE, IAD</p> <p>CRM</p> <p>CRM, IAD</p> | <p>Students have full timetables.</p> <p>List of strategies developed.</p> <p>Positive attitude towards study.</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> |

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

Annual Target: Improve external grades for students.

| Year Level | ABS/SNA | Not Achieved | Achieved | Merit | Excellence |
|--------------|---------|--------------|----------|-------|------------|
| 11 | 20% | 22% | 38% | 18% | 1% |
| 12 | 20% | 22% | 26% | 24% | 7% |
| *13 | 24% | 36% | 28% | 12% | 0% |
| All students | 21% | 24% | 33% | 19% | 3% |

Outcomes: What happened?

A significant increase in students that were absent of SNA in 2022. A decrease in Achieved, Merit and Excellence grades.

Reasons for the variance: Why did it happen?

There was significant disruption to learning with Covid removing staff and students from the school for significant parts of the school year. Students had achieved NCEA qualifications before the external examinations and felt fatigued from a difficult year so chose not to attend or sit particular standards.
Extravaganza was placed in Term 3 to give extra time to ensure the performances were to the level expected. This had a marked effect on the time that students had to study for their practice examinations leading to poor performance and a perception that they could not perform in external examinations.

Evaluation: Where to next?

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. Tutorials and homework clubs will need to be set up during the year to really promote academic excellence.

Strategic Goal: Improving Student Achievement

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

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

| Excellence endorsements. | | | | | | | |
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| Baseline Data: 9% of students in 2021 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% | |
| 2021 | 9.1% | 4.5% | 5.6% | 0% | 0% | 16.7% | |
| 2022 | 50% | 8.3% | 13.3% | 6.7% | 12.5% | 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,HMC | | 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, HMC, 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 | | |

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| | | | 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,HMC, All staff. | Retention in school of students at risk of not achieving NCEA. |
| All Year | Tutorials. | All staff. | Improved student achievement. |

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| <p>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</p> | | |
| <p>Outcomes: What happened?</p> <p>Year 11 (21 students) 6 Merit Endorsements, 1 Excellence Endorsement 33%</p> <p>Year 12 (21 Students) 3 Merit Endorsement 1 Excellence Endorsement 19%</p> <p>Year 13 (11 Students) 1 Merit Endorsement 9%</p> <p>All Students 12 students 26%</p> | <p>Reasons for the variance: Why did it happen?</p> <p>An increase in the number of endorsements in Year 11 could be attributed to the success of the Year 9/10 programme where students have shown increased engagement in their learning. Having a positive experience and finding relevance in your learning could lead to great application in NCEA.</p> | <p>Evaluation: Where to next?</p> <p>External grades were very disappointing for the school which could have lifted the endorsements achieved. More focus on preparation for both practice examinations will occur this year. Homework club, tutorials and scholarship students should further promote academic excellence. Improved teacher capability through targeted PLD this year will also help to improve the teaching and academic outcomes for students.</p> |
| <p>Strategic Goal: Improving Student Achievement</p> | | |
| <p>Annual Objective: Improvement in boys' achievement in NCEA.</p> | | <p>Targets:</p> <ul style="list-style-type: none"> To increase the number of male students achieving NCEA Level 1 and UE To increase the number of male students gaining an NCEA certificate endorsement. |

Baseline Data: 1 Boy achieved Merit or Excellence endorsements in 2021. 2 Boys achieved a certificate endorsement in 2022.

| 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% |
| 2021 | 85.7% | 100% | 100% | 50% |
| 2022 | 75% | 100% | 88.3% | 16.7% |

Year 11-13 Male Students

| Year 11 | Year 12 | Year 13 | Maori | Pasifika |
|------------------|---|---------|-------|----------|
| 5 | 3 | 6 | 7 | 2 |
| When: | | | | |
| What: (examples) | | | | |
| Start of Year. | Students identified for Gateway and Trade courses which best fit their vocational pathways. | | | |
| Term One | Identify students capable of and at risk of not achieving Merit and Excellence certificate endorsements. | | | |
| Term One | Mentors/vertical form teachers allocated to each student to monitor students over the year. Meet mentors and goal | | | |
| | Who: GLJ,CRM,KFY,HMC,IAD | | | |
| | Retention of students at risk of not achieving NCEA. | | | |
| | List compiled. | | | |
| | Students have a mentor/form teacher that they have met. Goal setting completed. | | | |

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| | setting achieved. | | | |
| 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, HMC, 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, HMC, KFY | | Improved engagement and achievement. |

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| Annual Objective: Improvement in boys' achievement in NCEA. | | | | |
| Targets: | | | | |
| <ul style="list-style-type: none"> To increase the number of male students achieving NCEA Level 1 and UE To increase the number of male students gaining an NCEA certificate endorsement. | | | | |
| Outcomes: What happened? | | Reasons for the variance: Why did it happen? | | Evaluation: Where to next? |
| Academic Year | Year 11 | Year 12 | Year 13 | UE |
| On male student did not gain Level One NCEA by the end of 2022. Attendance was a factor but also apathy from the student. More pressure from his teachers and Dean could have ensured that he attained NCEA Level One in 2022. | | Greater focus on getting all students in Year 13 to achieve UE (students doing practical courses and gateway this will not be the target). Greater support of at risk male students needed to ensure that NCEA Level One is completed in the | | |

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| 2022 | 75% | 100% | 88.3% | 33.3% | 2 out of 6 male students gained UE. One student had to complete an internal at the start of the year to ensure he gained UE before going to university. | calendar year. Retention of students from Year 8 into year 9 continues to be a focus to keep the higher performing males that will be role models to others. |
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Strategic Goal: Development of School Culture

Annual Objective: Caregivers will be actively involved in their children's educational journey

Target: 95% of caregivers attend the student led interviews in Term 1 and 3.

Baseline Data: 88% of caregivers attended student led interviews in 2021

| When: | What: (examples) | Who: | Indicators of progress: |
|-----------|--|---|--|
| Term 1 | Real time reports completed for all senior students. FI's completed each 2 weeks School Loop App embedded. | All staff. All Staff Community | Reports completed before the end of each term for each class. Grades for each timeframe entered. Uptake of caregivers with App on phone. |
| Term 2 | Student led interviews week 8 Term 1 FI's Mid Year reports for Year 7-10 | All Staff All teachers All teachers | Caregivers participate in student led interviews. Grades for each timeframe entered. Sent out Week 10 Term 2 |
| Term 3 | Student led interviews week 10 Term 3 | All Staff | Caregivers participate in student led interviews. |
| 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. |

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| <p>Annual Objective: Caregivers will be actively involved in their children's educational journey Target: 95% of caregivers attend the student led interviews in Term 1 and 3.</p> | | |
| <p>Outcomes: What happened?</p> <p>This was achieved through having both in person and online meetings with parents. Unfortunately we were not able to have student led interviews in Term 3 due to the loss of learning of students due to Covid.</p> | <p>Reasons for the variance: Why did it happen?</p> <p>Good follow through from Rawhiti and Form teachers to ensure that meetings were held with caregivers.</p> | <p>Evaluation: Where to next?</p> <p>Must have a student led meeting in Term 3 to evaluate goals that were set at the start of the year and make adjustments if necessary.</p> |

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| <p>Strategic Goal: Development of School Culture</p> | |
| <p>Annual Objective: Reduce negative behaviour in the school environment</p> | <p>Targets:</p> <ul style="list-style-type: none"> • Reduction in referrals • Reduction in stand downs and suspensions |

Baseline Data:

| Term 2021 | Number of Referrals |
|--------------|---------------------|
| 1 | 62 |
| 2 | 53 |
| 3 | 27 |
| 4 | 40 |
| Total | 182 |

| Term 2021 | Stand Downs | Suspension | Exclusions |
|-----------|-------------|------------|------------|
| 1 | 5 | 1 | 0 |

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| 2 | 8 | 5 | 2 |
| 3 | 0 | 1 | 0 |
| 4 | 3 | 0 | 0 |
| Total | 16 | 7 | 2 |

| When: | What: Examples | Who: | Indicators of progress: |
|----------|--|--|--|
| Term One | Ka ora Ka Ako - Healthy school lunches. Students with good healthy food in their stomachs will be happier and more able to make good decisions | Kaans catering or Hui/Hapu model | Less behavioural issues |
| Term One | PLD for staff on trauma informed practice | All staff | Staff have a better understanding of students needs and can deliver classes with strategies to de-escalate behaviour problems. |
| Term One | UDL professional development. | All staff | Lessons planning for subject teachers follows the principles of UDL |
| All Year | Restorative practices PLD in restorative conversations | All staff | Relationships are maintained with staff and students when things break down |
| All Year | Activities to be run for students to keep them occupied at lunch times. | Sports Prefects, Arts Prefects, Maori/Pasifika Prefects Sports Coaches, Teachers | Less pastoral incidents at lunchtime. |
| All Year | Pastoral support from Rawhiti/Form teachers who develop a close relationship with their students and families. | Rawhiti/Form teachers. | Less behavioural issues |

Annual Objective: Reduce negative behaviour in the school environment

Targets:

- Reduction in referrals
- Reduction in stand downs and suspensions

| Term 2022 | Number of Referrals |
|-----------|---------------------|
| 1 | 29 |
| 2 | 44 |
| 3 | 53 |
| 4 | 24 |
| Total | 150 |

| Term 2022 | Stand Downs | Suspension | Exclusions |
|-----------|-------------|------------|------------|
| 1 | 3 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 6 | 1 | 1 |
| 4 | 2 | 1 | 0 |
| Total | 9 | 2 | 1 |

Outcomes: What happened?

Decrease in referrals in 2022 (18%)
 Decrease in Stand downs in 2022 (54%)
 Decrease in Suspensions (71%)
 Decrease in Exclusions (50%)

Reasons for the variance: Why did it happen?

Pastoral support from Rawhiti/Form teacher through to Subject teacher, Dean, SLT.
 Competence of teachers in PB4L-SW, Restorative practices.
 Increased engagement through relevant

Evaluation: Where to next?

Continue to develop restorative practices.
 Move to Tier 2 of PB4L-SW.
 Maintain Year 9/10 options (staff accordingly).

| | |
|--|-------------|
| | curriculum. |
|--|-------------|

| 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 agreement | 53% | 54% | 48% | 48% | 56% | 48% | 51% | | | |
| 2019 November agreement | 47% | 49% | 44% | 32% | 58% | 48% | 52% | | | |
| 2020 November agreement | 58% | 42% | 40% | 33% | 58% | 48% | 52% | | | |
| 2021 November Agreement | 92% | 55% | 45% | 32% | 61% | 55% | 70% | | | |
| 2022 November Agreement | 77.4% | 79.8% | 76.2 | 72.6% | 83.3% | 77.4% | 84.5% | | | |
| 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 | | | Student leaders, SLT. | Improved wellbeing survey results. | | | | | |

| | | | | |
|----------|--|--|--|--|
| | ownership from students. Greater student input into the running of the school. | | | |
| 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 | Growth mindset and Gratitude PLD | All staff | Delivered to students in Rawhiti/Form Time | |
| Term 1 | Year 9/10 half year options. | All staff. | More engagement of students. 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 | Restorative practices PLD on Wednesday mornings | All staff. | Less pastoral entries. | |
| 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. | |

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

| | 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. |
|-------------------------|--|------------------------------|---|---------------------------------------|--|------------------------------|---|
| 2022 November Agreement | 77.4% | 79.8% | 76.2 | 72.6% | 83.3% | 77.4% | 84.5% |

Outcomes: What happened?

Reasons for the variance: Why did it happen?

Evaluation: Where to next?

6/7 areas have improved over the course of the year.
The one area that decreased was about our school values being important.

Pastoral support from Rawhiti/Form teacher through to Subject teacher, Dean, SLT.
Competence of teachers in PB4L-SW, Restorative practices.
Increased engagement through relevant curriculum.
Focus on giving all students as many opportunities as possible.

Focus will shift to different areas of the wellbeing survey that need some attention.
Adding "Pride" into the school values to continue students feeling part of a bigger picture at EOHS.

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 2022

Baseline Data: 2021

| 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% |

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

| When: | What: (examples) | Who: | Indicators of progress: |
|----------|---|----------------------------------|--|
| Term 1 | Identify target attendance students and contact home to set an attendance goal. | CRM 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 | 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, HMC | 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. |

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 2022

2022 Attendance

| Year Level | Whole | Male | Female | Maori |
|--------------|-------|-------|--------|-------|
| Year 7 | 85.9% | 87.8% | 81.6% | 87.5% |
| Year 8 | 84.7% | 79.6% | 92.1% | 84.8% |
| Year 9 | 86.5% | 86.2% | 86.6% | 85.3% |
| Year 10 | 86.5% | 86.3% | 86.7% | 79.7% |
| Year 11 | 82.2% | 92.7% | 78.9% | 83.3% |
| Year 12 | 86.5% | 88.2% | 86.4% | 85.5% |
| Year 13 | 68.2% | 66.4% | 70.4% | 64.9% |
| Whole School | 84.4% | 85.4% | 85.4% | 84.2% |

Outcomes: What happened?

Overall attendance last year was significantly lower than in 2021.
 Year 8 - student decreased attendance significantly.
 Year 9 - 2/3 students increased attendance significantly the other student was similar to 2021.
 Year 10 - One student left school system (attendance services to follow up) the other student decreased slightly.


Reasons for the variance: Why did it happen?

The decrease in attendance is in large part due to the disruption of Covid and its lingering effect on students' physical and mental health. Families were more likely to give students the agency not to attend school and take mental health days.

Evaluation: Where to next?

A shift in focus for Rawhiti and Deans to take on the attendance work that was previously performed by the social worker.
 EOHS to closely work with the new Attendance officer for the Waitaki district.
 Develop strong relationships with students and whanau to encourage attendance and develop trust.
 Counsellor to work closely with students and families that are at risk of non attendance.

Year 11 - Male student increased attendance significantly, two females were the same or slightly below 2021 attendance.
Year 12 - 3 students left for employment or polytechnic studies. Male student significantly increased attendance.
Year 13 - Both students decreased attendance.

BOT Chairperson Signature: 

Principal's Signature:



Date: 01/03/2023

