

East Otago High School Strategic Plan 2023-2025

East Otago High School develops resilient learners and recognises the needs of our diverse community to create successful citizens. Students are responsible, respectful, motivated citizens who show pride and contribute positively to society

Personal Excellence

Each student achieves their best academic outcomes through close tracking, quality teaching and students are encouraged to strive for their personal excellence through continual reflection and improvement.

Well-being

Every student and staff member feels valued for their individuality and has a sense of belonging at EOHS.

Responsibility

Pride

Motivation

Respect

Kia kaha ma roto
matauraunga



School Culture

Students, staff and whanau are proud of their connection with EOHS. EOHS has an inclusive culture that is responsive to the local community and leverages from the strengths and experiences that exist within it.

Staff Capability

Develop consistent, high-quality, learning-centred education by improving staff knowledge and experience through targeted PLD and honest reflective practice.

East Otago High School Strategic Plan 2023-2025

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	2023	2024	2025	What will we measure
<p>Academic Personal Excellence.</p> <p>Each student achieves their best academic outcomes through close tracking, quality teaching and students encouraged to strive for their personal excellence through continual reflection and improvement.</p>	<p>All students are progressing and achieving in literacy and numeracy in all curriculum areas.</p>	<p>Specific Year level goals based on testing at the start of the year.</p>	<p>5-10% more students work at or above (follow the cohorts through). Add new Year 7 students and set realistic targets for them.</p>	<p>5-10% more students working at or above. (follow the cohorts through). Add new Year 7 students and set realistic targets for them.</p>	<p>Reading, Writing and Numeracy assessed at three points in the year.</p>
	<p>Improvement in NCEA Certificate and Subject endorsements.</p>	<p>25-30% of students will achieve Merit or Excellence endorsements.</p> <p>Increase % of Excellence endorsements</p> <p>Increase in number of students gaining subject endorsements</p> <p>Participation in new LIT and NUM external standards by Year 9/10</p>	<p>Increased % of students achieving Merits and Excellence.</p> <p>Increase % of Excellence endorsements</p> <p>Increase in number of students gaining subject endorsements</p>	<p>Substitute for a target % of students</p> <p>Substitute for a target % of students</p> <p>Substitute for a target % of students</p>	<p>Progress towards achieving endorsements in subjects and courses.</p> <p>Engagement in curriculum topics.</p>

		students.			
	Improvement in NCEA external results.	10% Excellence 25% Merit	15% Excellence 30% Merit	Substitute for a target % of students.	Progress towards achieving endorsements in subjects and courses. Tracking of credits in subjects towards UE entrance. Engagement in curriculum topics.
	Increased opportunities in vocational pathways	Year 11 Farm Cadet Course implementation	Include Year 12 into Farm Cadet Course	Involvement in a Young Farmer competition run at school by local farmers.	Students complete primary ITO standards. Regular attendance at farm visits and associated field trips.
	Increased number of students achieving UE and participating in scholarships	25% of Year 13 students to gain UE. 1 student in the scholarship programme	30% of Year 13 students to gain UE. 2 students in the scholarship programme	35% of Year 13 students to gain UE.	Early identification of scholarship students. Participation in tutorials and the scholarship programme. Students tracked closely so as to gain UE before the external examinations if possible.
School Culture. Students, staff and whanau are proud of their connection with EOHS. EOHS has an inclusive culture that is responsive to the local community and leverages from the	Maintain and develop school property into a 21st century teaching environment.	Completion of C Block roof redevelopment. Replacement of coal boiler with a wood pallet boiler Entrance to the school renovated to	Plan for C Block interior to be renovated with classrooms connected by break out spaces C Block interior planned for renovation.	C Block renovations.	Building projects to be completed within the allotted budgets.

strengths and experiences that exist within it.		be more vibrant and culturally responsive. Roofs to be painted.			
	All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse needs.	Explore how Mana Orite mo te matauranga will be weaved throughout the curriculum in Year 7-10 and NCEA. Local Runuka PLD 12th May. Farm Cadet course implemented. Continued Te Reo Maori and Tikanga PLD	Year 1 of implementation of NCEA standards with Mana Orite mo te matauranga weaved within. Oceana gold opportunities explored for students. Continued Te Reo Maori and Tikanga PLD	Year 2 of implementation of NCEA standards with Mana Orite mo te matauranga weaved within. Continued Te Reo Maori and Tikanga PLD	Engagement of students. Engagement with local mana whenua/runuka.
	Students are given more opportunities to be involved in local and national competitions, academic, cultural and sporting.	Subject specific competitions attended. Otago Polyfest attended. Footloose production. International celebration of	Increased subject specific competitions attended. Otago Polyfest and other local kapa haka performances (Hui Ako) Extravaganza International celebration of diverse EOHS community.	Increased subject specific competitions attended with performance goals. Manu korero participation. Musical production International celebration of diverse EOHS community.	Participation in events by students Improved performance over a three year period in these areas. International school trips planned for, fundraised and participated in.

	<p>Students show pride in the school and the wider community.</p>	<p>diverse EOHS community.</p> <p>Matariki celebration EOHS and contributing schools</p> <p>National sports competitions attended (Touch)</p> <p>Sports academy</p> <p>International travel options explored for students.</p> <p>Mentoring programme (TNT).</p> <p>Coaching opportunities for students through Netball, Touch and Volleyball run by community members to upskill students.</p> <p>Positive promotion of the school through social media platforms.</p> <p>Pride introduced as a value and explicitly taught and promoted by staff and Head students.</p>	<p>International travel for students (China?).</p> <p>Mentee become the mentors.</p> <p>School Fair</p> <p>Positive promotion of the school through social media platforms.</p>	<p>International trip - South East Asia</p> <p>Mentee become the mentors.</p>	
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		Year 7/8 student leaders established.			
<p>Wellbeing.</p> <p>Every student and staff member feels valued for their individuality and has a sense of belonging at EOHS.</p>	<p>Staff and students happy and proud of being a part of the EOHS Whanau</p>	<p>Use wellbeing survey results from staff and students around personal well-being to set goals for the next three years.</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) further developed through PLD with staff, SLT/Deans.</p> <p>PB4LSW - Tier 2 introduced</p> <p>Attendance improved through close tracking of students, pastoral</p>	<p>Review staff and student responses to see new goals in areas of need.</p> <p>Explore ways to develop the well-being of students and staff. (Mindfulness, Physical, Well-being corner, Well-being committee)</p> <p>Further development of restorative practices for staff.</p> <p>Senior students trained to be peer mediators.</p> <p>PB4LSW - Tier two embedded.</p>	<p>Review staff and student wellbeing initiatives.</p> <p>Review effectiveness of restorative practices and capability of staff and students.</p>	<p>Student and staff retention.</p> <p>Responses in wellbeing survey.</p>

		<p>care (Rahiti/Form teachers, deans new attendance officer for Waitaki district.</p> <p>Tuturu used across the school through Rawhiti Time (Year 9-13)</p> <p>Health topics covered in Rawhiti time (Year 11-13)</p>			
<p>Staff Capability</p> <p>Develop consistent, high-quality, learning centred education by improving staff knowledge and experience through targeted PLD and honest reflective practice.</p>	<p>Activity rich units that are engaging. Teaching practice that is inclusive and responsive to the needs of all students.</p>	<p>PLD planned from SCT that promotes reflective teaching practice. Sharing pockets of excellent teaching and learning.</p> <p>Involvement in the Whitestone Kahui ako and the PLD provided to improve shared outcomes for students through the achievement challenges.</p> <p> EOHS Whites...</p>	<p>PLD planned from HOD's that are subject specific that promotes student excellence.</p> <p>Continued collaboration in Kahui Ako.</p>	<p>Individual PLD plan for all teachers.</p>	<p>Improved academic outcomes for students in NCEA Year 11-13, Lit and Num Year 7-10.</p> <p>Improved teaching capability.</p>

East Otago High School Annual Plan 2023

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

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“Strength through Learning” - Kia kaha ma roto matauranga

Strategic Goal 1: Academic Personal Excellence

Outcome	What?	How?	Who?	By When?	Costs	Progress
Each student achieves their best academic outcomes through close tracking, quality teaching and students encouraged to strive for their personal excellence through continual reflection and improvement.	All students are progressing and achieving in literacy and numeracy in all curriculum areas.	Use of the Writer's Toolbox across the school.	BSG to lead this initiative. All staff use the tool across curriculum areas.	End of Term 1	\$8500 per year	Majority of our 7-10 students have completed Easttle Writing, Ready and Mathematics. All Year 7-10 students now use the writer's toolbox. Ministry of education representatives came in to discuss new requirements/standards on the 27th of April Students identified through testing and the programme has started.
		Literacy support to continue for identified students.	FDR.	Students identified from last year's results (Year 8-13) Year 7 students tested by week 4.	0.4 staffing per year.	
		Peer Reading	BSG, IAD	Term 23	NA	
	Improvement in NCEA Certificate and Subject	Reading Challenge	BSG	All Year	NA	

	endorsements. Improvement in NCEA external results Increased number of students achieving UE and participating in scholarships Increased opportunities in vocational pathway	Participation in ALIM programme. Tutorials and Homework club established. Study skills lessons in Rawhiti time. Students identified and supported to get endorsements and scholarship. Farm cadet course established.	WNM All NCEA staff. HMC, SHB All staff CRM, GLJ	17th March - Balclutha Term 1 Term 1 Term 1 Term 1	Relief costs for WNM to attend PLD NA NA NA Transport costs. Pruning equipment.	Term 2 started. Hells pizza vouchers through the library. Term 2 focus. Discuss at curriculum meeting. Start Wednesday 10th May 4 sessions from Mr Smith. Students identified but what are the next steps? One student is capable of a scholarship. Multiple farming opportunities including silver culture
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Strategic Goal 2: School Culture

Students, staff and whanau are proud of their connection with EOHS. EOHS has an inclusive culture	Maintain and develop school property into a 21st century teaching environment.	Completion of C Block roof redevelopment. Replacement of coal boiler with a wood	Jeff Dennison builders BIG	Term 1 Term 1	Ministry Funded Ministry Funded.	Delayed due to black mould discovery. Completed week 2 Term 2
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<p>that is responsive to the local community and leverages from the strengths and experiences that exist within it.</p>	<p>All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse needs.</p>	<p>pallet boiler</p>					
		<p>Entrance to the school to be renovated to be more vibrant and culturally responsive.</p>	<p>Programmed Maintenance</p>	<p>Term 2</p>	<p>Cyclical Maintenance (TBC)</p>	<p>Quotes received. Plan to complete Term 2 holidays.</p>	
		<p>Roofs to be painted.</p>	<p>Programmed Maintenance</p>	<p>Term 2</p>	<p>Cyclical Maintenance (TBC)</p>		
		<p>Explore how Mana Orite mo te matauranga will be weaved throughout the curriculum in Year 7-10 and NCEA.</p>	<p>SLT, Mana Whenua</p>	<p>Term 2</p>	<p>Koha to be confirmed (\$500)</p>	<p>12th May Hui at Puketeraki.</p>	
	<p>Students are given more opportunities to be involved in local and national competitions, academic, cultural and sporting.</p>	<p>Local Runuka PLD 12th May.</p>					
		<p>Farm Cadet course implemented.</p>	<p>CRM, GLJ</p>	<p>Term 1-4</p>	<p>Transport costs</p>	<p>Increase in numbers of farmers involved from Term 1.</p>	
		<p>Continued Te Reo Maori and Tikanga PLD</p>	<p>HIJ, Rua McCallum</p>	<p>Term 1-4</p>	<p>NA</p>		
		<p>Subject specific competitions attended.</p>	<p>HOD's</p>	<p>Term 1-4</p>	<p>Extracurricular covered by whanau.</p>		
	<p>Otago Polyfest attended.</p>	<p>HIJ</p>	<p>Term 3</p>	<p>Transport and uniform costs</p>			
	<p>Footloose</p>	<p>CSK, BSG</p>	<p>Term 2</p>	<p>\$7000</p>	<p>Rehearsals in full swing.</p>		

		production.	Cultural Prefects, SLT.	Term 2	NA	
		International celebration of diverse EOHS community.	All staff	Term 2	\$500 - Vegetables. Meat donated by families.	29th June Hangi and Matariki celebration.
		Matariki celebration EOHS and contributing schools	Students and Staff	Term 3/4	NA	
		National sports competitions attended (Touch, Netball, Hockey)				
		Sports academy	IAD, Polytechnic students	Term 1-4	\$1000 transport costs	
		International travel options explored for students.	World Challenge	Term 1	Unknown	Finding another school to combine with.
	Students show pride in the school and the wider community.	Mentoring programme (TNT).	Head Student	Term 1-4	\$200	4 students involved.
		Coaching opportunities for students through Netball, Touch and Volleyball run by community members to upskill students.	Whanau, Students, Staff	Term 1-4	NA	Multiple teams have student coaches.
		Positive promotion of the school through social media platforms.	Support Staff, SLT, Staff and Head Students.	Term 1-4	119 per month - Hail	Student leaders adding articles through Hail.
		Pride introduced as a value and explicitly	All staff	Term 1-4	\$500 - Rebranding	Still in planning and consultation.

		taught and promoted by staff and Head students. Year 7/8 student leaders established.	MNK	Term 1	NA	Initial meeting with Year 8 students week 2 of Term 2.
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Strategic Goal 3: Wellbeing

Every student and staff member feels valued for their individuality and has a sense of belonging at EOHS.	Staff and students happy and proud of being a part of the EOHS Whanau	Use wellbeing survey results from staff and students around personal well-being to set goals for the next three years.	CRM	Term 1-4	NA	Complete
		Explore ways to develop the well-being of students and staff. (Mindfulness, Physical, Well-being corner, Well-being committee)	IAD, CRM, Students, Staff	Term 1-4	\$500	Further consultation needed.
		Restorative practices (restorative conversations and conferencing) further developed through PLD with staff, SLT/Deans.	Rich Matla, Greg Jansen	Term 2	Covered through attendance funding.	PLD attended in Term 1.
		PB4LSW - Tier 2 introduced	IAD	Term 1-4	Ministry Funded.	
		Attendance improved through close tracking of	Rawhiti/Form Teachers, Deans, Attendance officer.	Term 1-4	Ministry Funded.	Attendance at the start of Term 2 is still a priority.

		students, pastoral care (Rahiti/Form teachers, deans new attendance officer for Waitaki district.				
		Tuturu used across the school through Rawhiti Time (Year 9-13)	IAD, HIJ OLK	Term 1-4	NA	One PLD session completed in Term 1. 2 more planned for Term 2.
		Health topics covered in Rawhiti time (Year 11-13)	IAD, HIJ OLK	Term 1-4	NA	

Strategic Goal 4: Staff Capability

Develop consistent, high-quality, learning centred education by improving staff knowledge and experience through targeted PLD and honest reflective practice.	Activity rich units that are engaging. Teaching practice that is inclusive and responsive to the needs of all students.	PLD planned from SCT that promotes reflective teaching practice. Sharing pockets of excellent teaching and learning. Involvement in the Whitestone Kahui ako and the PLD provided to improve shared outcomes for students through the achievement challenges.	MNK All staff across the Kahui Ako	Term 1-4 Term 1-4	NA Ministry Funded.	3 PLD sessions complete by Week 2 of Term 2.
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Strategic Goal: Improving Student Achievement

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

Targets:

- Improved percentage of students working at the expected curriculum level for literacy and numeracy 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 2023

Year Level	% of students at the expected curriculum level for literacy					
	Reading Baseline (Start of 2023)	Reading Target (End of 2023)	Writing Baseline (Start of 2023)	Writing (End of 2023)	Numeracy (Start of 2023)	Numeracy (End of 2023)
7	73%	85%	18%	50%	23%	50%
8	85%	90%	33%	60%	70%	90%
9	88%	90%	59%	70%	59%	70%
10	58%	80%	29%	50%	46%	60%

Students receiving Literacy support 2023

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

12	0	1	0
13	0	1	1

When:	What: (examples)	Who:	Indicators of progress:
Term One -Four	Identify through testing students in need of literacy support. Timetable set up to work with these target students.	MNK,BSG,FDR	Target students identified. Timetabled support.
Term One	Year 9/10 half year options refined to make English/Mathematics (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 7-10 area of the school. Writers toolbox introduced to all students in the school and used by teachers in all subject areas.	All Staff and Students	Better formal writing produced by students.
Term One	PLD for consistent literacy and numeracy approach across all curriculum areas.	All Staff	PLD plan includes provision for this.
Term One -Four	PLD to improve teacher capability. Reflective practice couple with peer and group critic.	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 Three	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.

Strategic Goal: Improving Student Achievement

Annual Objective: Improve external grades for students.

Targets:

- 25% of external grades at Merit level.
- 10% of external grades at Excellence level.

Baseline Data:

Year Level	Absent/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 Year Levels	21%	24%	33%	19%	3%

When:	What (examples):	Who:	Indicators of progress
Term One	Ensure students are in subjects of interest and ability. Explore what other schools are doing to ensure the success of students sitting externals.	KFY,CRM,HMC, IAD CRM	Students have full timetables. List of strategies developed.
Term One - Four	Study skills taught through Rawhiti time to senior students on a regular basis.	HMC, SHB	Improved internal grades throughout the year.
Term One - Four	Tutorials established early. Homework club after school established in Term 2.	SLT, HOD's	Numbers attending tutorials and homework club increases.
Term Two	Ensure that students are enrolled in externals that they are definitely going to	Subject teachers.	External standards entered on Kamar.

	sit and are suitable for their ability.		
Term Three	<p>HOD and SLT to go through each student and the standards that they are sitting. This will be done at a curriculum meeting..</p> <p>Practice examinations in week 7. 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>
Term Four	<p>Tutorials and preparation for examinations.</p> <p>External study advisor to come in and do some workshops.</p>	Subject Teachers.	Will attend NCEA exams and sit all papers.

Strategic Goal: Improving Student Achievement						
Annual Objective: Increase the number of students who will achieve Merit or Excellence endorsements.			Target: 30% of students will gain NCEA certificate endorsement at Level 1, 2 and 3			
Baseline Data: 26% of students in 2022 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:						
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, IAD		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		All staff.		Students have a mentor that they have met. Goal setting completed.

	completed by the end of Term One.		
Term One	TNY mentoring programme created by a Head Student.	Head Student	5 students mentored. Extend to 5 more in Term Three.
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. Homework club	All staff.	Improved student achievement.

Strategic Goal: Improving Student Achievement			
Annual Objective: Improve academic outcomes for Year 13 students		Annual Target: 1 Student attempting scholarship 40% of students gaining UE.	
Baseline Data: 0 students attempting scholarship in 2022. 18.2% students gained UE in 2022			
When:	What: (Examples)	Who:	Indicators of progress:
Term One	Students are aware of the requirements of gaining UE.	HMC, KFY, IAD	All students can communicate the requirements for UE
Term One	Student identified for scholarship and subject/s selected. Tutorials and support put in place.	HMC, KFY, IAD, Subject specific teacher.	Scholarship subject identified for student. Support in place.
Term One - Four	Strategic meetings held to discuss progress of Year 13 cohort to UE.	HMC, KFY, IAD, NCEA teachers	Students on track to achieve 14 credits in 3 approved subjects.
Term One - Four	Tutorials and Homework club established	HMC, SLT, NCEA teachers	Students on track to achieve 14 credits in 3 approved subjects.

Strategic Goal: Develop School Culture			
Annual Objective: Students are given more opportunities to be involved in local and national competitions, academic, cultural and sporting.		Annual Target: 1. Participate in Otago Polyfest. 2. Students participating in competitions for each subject area. 3. School musical production in Term 2.	
When:	What: (Examples)	Who:	Indicators of progress:
Term One	Auditions for Footloose musical in Term one. Rehearsal started.	CSK,BSG, Students	Cast confirmed. Rehearsal held on a regular basis.
Term One - Term Three	HOD's identify subject specific competitions that students can attend.	HOD's	Competitions identified and students informed of these opportunities.
Term One	Kapa Haka group established. Goal of attending Polyfest established. Outside tutor used to help TIC.	HIJ	Regular practice and opportunities to perform for school at assemblies.
Term Two	Performance of production 22nd -24th of June	CSK,BSG, Students	Performance completed over 3 evenings.

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, strongly agreeing and neutral to the wellbeing questions in the EOHS student survey.
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Baseline Data:

Year	I am happy with the level of communication from the school.	Teachers are interested in my culture or family background.	The rules for student conduct are consistently applied.	I am satisfied with the opportunities offered to help me achieve to the best of my ability.	The school actively celebrates academic, sporting and cultural successes.	I believe the school adopts a proactive approach against all forms of bullying.	Students treat each other with respect.
2022	55.9%	38.1%	44.1%	56%	66.7%	39.2%	25%

When:	What: (examples)	Who:	Indicators of progress:
Term 1	PB4L classroom and all setting expectations revisited.	All staff/PB4L committee.	Updated expectations.
Term 1 - Term 4	Increased communication from the office and SLT about upcoming events and student successes.	Support staff and SLT	Positive feedback from students and whanau.
Term 1 - Term 4	Health lessons introduced into Rawhiti time which covers the schools proactive approach to bullying.	IAD, OLK, HIJ	Less pastoral entries of bullying.
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, PB4I 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/Pride 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.
Term 2	International day established.	All staff and students.	Shared kai and cultural games to celebrate the diversity within the school.
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.

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 2023

Baseline Data: 2022

Year Level	Whole	Male	Female	Maori
Year 7	79.1	77.2	81	89.5
Year 8	80.5	82.6	75.7	84.9
Year 9	83.1	77.4	91	90.4
Year 10	88.6	87.9	89.2	88.7
Year 11	89.7	90.9	88.6	87.5
Year 12	83.6	89.7	81.3	79.8
Year 13	88.3	64.2	90.7	78.5

Year Level	Male	Female	Maori
Year 8	0	1	1
Year 9	2	0	1
Year 10	1	1	1
Year 11	1	1	0
Year 12	0	3	2
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.	CRM Form teachers.	Attendance goals have been set.
Term 1	Rawhiti/Form Teachers 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	New attendance officer for the Waitaki district employed to work with EOHS and whanau.	Lesley Hooper Simpson	Regular contact with Lesley. Improved attendance of students.
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.

