

**East Otago High School Annual Plan 2023
Statement of Variance**

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: 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 3	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>Students are given more opportunities to be involved in local and national competitions, academic, cultural and sporting.</p>	<p>pallet boiler</p> <p>Entrance to the school to be renovated to be more vibrant and culturally responsive.</p> <p>Roofs to be painted.</p> <p>Explore how Mana Orite mo te matauranga will be weaved throughout the curriculum in Year 7-10 and NCEA.</p> <p>Local Runuka PLD 12th May.</p> <p>Farm Cadet course implemented.</p> <p>Continued Te Reo Maori and Tikanga PLD</p> <p>Subject specific competitions attended.</p> <p>Otago Polyfest attended.</p> <p>Footloose</p>	<p>Programmed Maintenance</p> <p>Programmed Maintenance</p> <p>SLT, Mana Whenua</p> <p>CRM, GLJ</p> <p>HIJ, Rua McCallum</p> <p>HOD's</p> <p>HIJ</p> <p>CSK, BSG</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 3</p> <p>Term 2</p>	<p>Cyclical Maintenance (TBC)</p> <p>Cyclical Maintenance (TBC)</p> <p>Koha to be confirmed (\$500)</p> <p>Transport costs</p> <p>NA</p> <p>Extracurricular covered by whanau.</p> <p>Transport and uniform costs</p> <p>\$7000</p>	<p>Quotes received. Plan to complete Term 2 holidays.</p> <p>12th May Hui at Puketeraki.</p> <p>Increase in numbers of farmers involved from Term 1.</p> <p>Rehearsals in full swing.</p>
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		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.

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

<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>	CRM	Term 1-4	NA	Complete
		<p>Explore ways to develop the well-being of students and staff. (Mindfulness, Physical, Well-being corner, Well-being committee)</p>	IAD, CRM, Students, Staff	Term 1-4	\$500	Further consultation needed.
		<p>Restorative practices (restorative conversations and conferencing) further developed through PLD with staff, SLT/Deans.</p>	Rich Matla, Greg Jansen	Term 2	Covered through attendance funding.	PLD attended in Term 1.
		<p>PB4LSW - Tier 2 introduced</p>	IAD	Term 1-4	Ministry Funded.	
		<p>Attendance improved through close tracking of</p>	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 Target (End of 2023)	Numeracy (Start of 2023)	Numeracy Target (End of 2023)
7	65%	85%	13%	50%	13%	50%
8	70%	90%	21%	60%	36%	90%
9	88%	90%	35%	70%	50%	70%
10	58%	80%	27%	50%	32%	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 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.

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 will make accelerated achievement resulting in more than one year's progress in literacy.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Year 7</p> <p>Reading - Target 85% 70% of students at the expected curriculum level for reading</p> <p>Writing - Target 50% 57% of students at the expected curriculum level for writing.</p> <p>Numeracy - Target 50% 48% of students at the expected curriculum level for numeracy.</p> <p>Year 8</p> <p>Reading - Target 90% 79% of students at the expected curriculum level for reading</p>	<p>While the target was not met 57% of students improved their reading levels over the year. 35% of the students made no progress (88% of those are at the expected level. Of the 8% (2 students) that dropped) one student was an error in testing and the other student was still at the expected level.</p> <p>Target exceeded. All students improved in their writing. This was a significant focus across the school with the writer's toolbox being a successful piece of software.</p> <p>Target almost met. 91% of students improved their numeracy level in 2023. Only 2 students made no progress (one still at the expected level).</p> <p>Target not met. 54% of the students made improvements in their reading. 43% made no improvements in their reading (73% of these students were at the expected level).</p>	<p>An increased focus on reading will drag the students that did not make any improvement in 2023. Peer reading with older students for 2024 might raise the profile of reading and improve results.</p> <p>Continue the use of the writer's toolbox into 2024.</p> <p>The current strategy for students that are struggling to have smaller classes with more hands-on activities is working to accelerate the learning of these students.</p> <p>Teachers for 2024 to identify the 21% of students that are not at the level and give these students support to accelerate their reading ability. Peer reading with older students for 2024 might raise the profile of reading and improve results.</p>

<p>Writing - Target 60% 38% of students at the expected curriculum level for writing.</p> <p>Numeracy - Target 90% 65% of students at the expected curriculum level for numeracy.</p>	<p>Target not met. While this is disappointing 88% of students have made an improvement in their writing. Two students dropped slightly. Two students did not shift.</p> <p>The target set was not realistic. The target was set with data that was not consistent with the testing done at the start of the year so a change in target would have been wise. 94% of students have improved their numeracy skills in 2023. One student dropped slightly but was still at the expected curriculum level. One student that arrived halfway through did not make any improvement.</p>	<p>Clear identification of students that dropped or did not make improvement. Continue the use of the writer's toolbox into 2024.</p> <p>The current strategy for students that are struggling to have smaller classes with more hands-on activities is working to accelerate the learning of these students. Take the data from the start of the year as the baseline in 2024.</p>
<p>Year 9</p> <p>Reading - Target 90% 76% of students at the expected curriculum level for reading.</p> <p>Writing - Target 70% 30% of students at the expected curriculum level for writing.</p> <p>Numeracy - Target 70% 56% of students at the expected curriculum level for numeracy.</p>	<p>Target not met. This year level results are alarming with 30% of students dropping their reading level from the start of the year. Only 28% of students made progress.</p> <p>The target set was not realistic. The target was set with data that was not consistent with the testing done at the start of the year so a change in target would have been wise. 79% of students made some progress in writing in 2023. This is a good sign that the writing is improving with the use of the writer's toolbox.</p> <p>Target not met. 70% of students improved their numeracy level. The change in Mathematics teachers in Term 3 did not help a significant proportion of these students.</p>	<p>Cross curricular focus on reading for comprehension in 2024 needed. Was there too much focus on writing this year? Rawhiti time could include some SSR time.</p> <p>Continue the use of the writer's toolbox into 2024. Further PLD for teachers on this software.</p> <p>Might have to consider making Mathematics compulsory each semester for all students. Consistency in teaching should also help in this area.</p>

<p>Year 10</p> <p>Reading - Target 80% 42% of students at the expected curriculum level for reading.</p> <p>Writing 25% of students at the expected curriculum level for writing.</p> <p>Numeracy 13% of students at the expected curriculum level for numeracy.</p>	<p>The target set was not realistic. The target was set with data that was not consistent with the testing done at the start of the year so a change in target would have been wise. This year level results are alarming with 7% of students dropping their reading level, 30% not making any movement from the start of the year. On a positive note 63% of students made progress (21% not at the expected curriculum level).</p> <p>The target set was not realistic. The target was set with data that was not consistent with the testing done at the start of the year so a change in target would have been wise. This year level results are disappointing with 35% not making any movement from the start of the year. 65% of students made progress.</p> <p>Target not met. While 69% of students made an improvement in the numeracy level. 19% of students dropped in their numeracy level. 12% of students made no progress. A change in the mathematics teacher for a large number of students has had a significant impact on the progress of students. The environment in this class was significantly different as evidenced by the number of referrals. Attendance was also a significant factor in the students not reaching the expected curriculum level at the end of 2023.</p>	<p>Cross curricular focus on reading for comprehension in 2024 needed. Was there too much focus on writing this year? Rawhiti time could include some SSR time.</p> <p>Continue the use of the writer's toolbox into 2024. Further PLD for teachers on this software.</p> <p>Might have to consider making Mathematics compulsory each semester for all students. Consistency in teaching should also help in this area.</p>
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The students identified will make accelerated achievement resulting in more than one year's progress in literacy.		
Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Overall:</p> <ul style="list-style-type: none"> 29 students ended the year in Literacy Support** **26 students have been PROBE (Prose Reading Observation, Behaviour and Evaluation) assessed to determine their current reading age **Three students have graduated PROBE and read at or above 14.5 - 15.5 (YARC testing to be carried out on 2 students) 6/26 (23%) of identified students made 2 years of acceleration during 2023. 3/26 (12%) of identified students made more than 1.5 years of acceleration during 2023. 11/26 (42%) of identified students made one year's acceleration in literacy during 2023. 6/26 (23%) of identified students made 6 months of acceleration in literacy during 2023. 	<ul style="list-style-type: none"> Continued continuity of teaching staff all year in the classroom and literacy support has been of great benefit to our students. This continued continuity has allowed us to build positive relationships and aid in the development of students' reading skills. Students who showed an increase in their reading age by 1 - 2 years have had regular attendance, which has a positive impact on the progression of teaching and learning in literacy. Students' (for the most part) continue to 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. One Year 7 student was unable to complete the PROBE assessment at Decoding Age 5.0 - 6.0 in February 2023 - he has confirmed Dyslexia. He is completing the Toe By Toe Programme, and has attended literacy support throughout the year and with support of classroom teachers has been able to complete PROBE in November 2023 to a reading age of 5.0 - 6.0. Four Year 7&8 students that gained 6 months acceleration; One student is very quiet in class and reluctant to seek help, one student continues to be an instructional reader (slow progress but making progress), one student has high absences and a negative attitude towards learning, one student has dyslexia tendencies 	<ul style="list-style-type: none"> PROBE testing to be carried out with all Literacy Support students and new students to the school that are identified as being at risk. Students to be included in the Literacy Support programme during Term 1 2024 will be identified through e-asTTle by mid-late February and a timetable for Literacy Support developed and shared with staff and student whanau. 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. Implementation of "Literacy Essentials" in Year 9/10 English classes to assist students in becoming literate and achieve NCEA qualification. Assist students to read to understand and to write to express thoughts and ideas. To be used with Literacy Support students' with one on one support. Increased lessons on basic vocabulary and grammar in the classroom and in literacy support. More closed reading activities in the classroom and in literacy support - in order to teach comprehension and allow students to extract meaning from text by examining carefully how

but has not been tested.

- One Year 10 student who gained 6 month acceleration has had high absences throughout the year and has had personal challenges outside school. This student is taking his work more seriously and is becoming more independent but still requires a lot of support..
- The CORE 5 Reading Programme has remained compulsory for 20 students for one, one hour period per week and remains an integral supplement to our Literacy Support students as it cements reading strategies learnt in class and in Literacy Support lessons. There has been higher engagement in CORE 5 outside of school hours for some students.
- Students are acknowledged and rewarded by classroom teachers for the highest engagement in CORE 5 class each week.
- Students are acknowledged and rewarded by their literacy support teacher weekly for engagement of CORE 5 outside the classroom.
- Each level achieved in CORE 5 is recognised with a certificate and a reward.
- School wide implementation of 'The Writer' s Toolbox' has complemented classroom writing programmes and Literacy Support in 2023.
- Lessons continue to complement students' classroom programmes by engaging and teaching pre-vocabulary and pre-reading activities across classroom subjects.
- Students continue to be provided with differentiated texts/ choice of audio books in classes.
- Assistive technologies continues to be offered to students - a higher use of speech to text has been seen in classrooms, especially in Year 7 &

language is used in text. (Getting students to summarise main ideas and skim and scan for meaning and main ideas.)

- 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.
- Use of differentiated texts in class and Literacy Support - use different texts with different students (reflective of their level), while maintaining the same curriculum learning outcomes. The text choice is based upon the student's level
- 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.
- Engaging students in class - copying notes vs highlighting key concepts/terminology AND/OR adding to notes (discussions to be had with classroom teachers).
- Continue varied text and language challenges.
- Continue 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 (30

8 classes.

- 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.
- Students' home environment plays an important role in our students' literacy development - several of our Literacy Support students have huge home support and engage in practices at home to promote students literacy development - this has been reflective in students progress.
- Gaps in basic vocabulary and grammar are reflective of poor comprehension.
- Attendance matters - gaps in literacy students are reflected in students with lower attendance rates.

licences).

- Continue to liaise closely with classroom teachers to ensure consistency in literacy planning and teaching.
- Continued use of Writer's Toolbox and their learning journey in the classroom and in Literacy Support and upskilling class teachers in its use.
- 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.
- 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.
- 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.
- 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.

		<ul style="list-style-type: none"> ● IEP to be developed for identified students - identify students current performance, specific and measurable goals to be identified by SENCO leader, myself, classroom teacher and whanau and service delivery (where to next). ● 2024 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"> ● 1/8 of identified students made 2 years of acceleration during 2023. ● 1/8 of identified students made more than 1.5 years of acceleration during 2023. ● 4/8 of identified students made one year's acceleration in literacy during 2023. ● 2/8 of identified students made more than 6 months of acceleration during 2023. 	<ul style="list-style-type: none"> ● Classroom teachers commented that the 2023 literacy support students have shown huge improvements in their reading and writing skills over the year. They have shown success in the classroom situation. Many of the students have become more independent and less reliant on teachers. ● Feedback from classroom teachers on 2 students who only accelerated 6 months in their reading was that one student has many absences and at times displays a negative attitude to her own learning. One student is very quiet in class and is reluctant to seek help. ● Classroom teachers have provided feedback that some Literacy Support students have volunteered to read from the class novel and have done so successfully. ● 2 Year 7 students receive immense support from home - both students use CORE 5 at home and use audiobooks and are read to out loud. ● 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 	<ul style="list-style-type: none"> ● Eight Year 7 students will continue in the Literacy Support programme in 2024 as they enter Year 8. ● One student will continue to participate in 3x 20 minute Sessions a week working through the Toe By Toe phonics programme with Ms Howland 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. ● 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. ● Continuation use 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?

it gave them confidence with reading and writing in class.

- Use of dyslexia friendly colour slides with one student has assisted this student and as a result it has been noted that reading has improved.
- Students have indicated Literacy Support has helped them read better and offered them strategies to plan ideas out when writing (and easier with supporting students with new resource Writer's Toolbox).
- Students have commented that having prior knowledge (introducing key vocabulary prior to a new unit) makes them feel more at ease in the classroom setting when a new topic is introduced.
- 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.
- Continuing to offer differentiated texts and assessments 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 2023 and this was reflected in teacher comments and feedback from students who are a part of Literacy Support.

***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. fan tas tic

***Cover it up** - solve one piece at a time.

<p><u>Year 8</u></p> <ul style="list-style-type: none"> • 1/9 of identified students made 2 years of acceleration during 2023. • 4/9 of identified students made one year's acceleration in literacy during 2023. • 1/9 of identified students made 6 months acceleration in literacy during 2023. • Two students have not been tested as yet due to absence. 	<ul style="list-style-type: none"> • One student who gained 2 years acceleration and has been identified as making massive improvements across all his subjects and will not be entering Literacy Support in 2024 - consultation has taken place with parents, classroom teacher and myself. • One student who gained 6 months of acceleration continues to be an instructional reader (slow progress but making progress nonetheless), one student has dyslexia tendencies but has not been tested (this student's writing has shown development and he can now create a range of ideas and is able to get these on the page. He has shown a massive improvement since the start of the year). • Classroom teacher's have indicated that overall confidence has grown among Year 8 students, they are producing writing to a higher standard across the board. Students are writing more logical sentences and are able to provide stories that follow a logical sequence than the beginning of the year. • Classroom teachers have noticed high frequency words are spelt more correctly in students' work and are making more attempts at more complex words. • Year 8 students in CORE 5 continued to show greater engagement and higher achievement in 2023 due to the continued 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 	<ul style="list-style-type: none"> • Four Y8 students will continue in the Literacy Support programme in 2024 as they transition into Years 9/10 module learning programme and adjust to the learning expectations in Year 9. • One Year 8 student has graduated from Literacy Support and four Year 6 students are leaving EOHS and entering other High School's for Year 9. • Implementation of "Literacy Essentials' in Year 9/10 English classes to assist students in becoming literate and achieve NCEA qualification. Assist students to read to understand and to write to express thoughts and ideas. To be used with Literacy Support students' with one on one support. • Increased lessons on basic vocabulary and grammar in the classroom and in literacy support. • More closed reading activities in the classroom and in literacy support - in order to teach comprehension and allow students to extract meaning from text by examining carefully how language is used in text. (Getting students to summarise main ideas and skim and scan for meaning and main ideas.) • 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. • Use of differentiated texts in class and Literacy Support - use different texts with different students (reflective of their level), while
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	<p>programme and the class programme has continued to complement each other and students could see relevance.</p> <ul style="list-style-type: none"> • Class teachers commented that the Year 8 students transferred their learning from Literacy Support and that they have on the whole shown massive improvements over the two years and that the majority of them are able to work independently in all aspects of reading and writing. • Continuing to offer differentiated texts and assessments 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 2023 and this was reflected in teacher comments and feedback from students who are a part of Literacy Support. 	<p>maintaining the same curriculum learning outcomes. The text choice is based upon the student's level</p> <ul style="list-style-type: none"> • Continuation use of 'The Writer's Toolbox' will aid in learning and teaching. • 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.. • 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-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. fan tas tic *Cover it up - solve one piece at a time.
<p><u>Year 9</u></p> <ul style="list-style-type: none"> • 1/4 of identified students made 2 years of acceleration during 2023. • 2/4 of identified students made more than 1 year of acceleration during 2023. • 1/4 of identified students made one year's acceleration in literacy during 2023 	<ul style="list-style-type: none"> • These four Year 9 students now have reader/writers for EOY exams/assessments. 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. • All four Year 9 students have received teacher aide assistance for some classes over the year. This alleviates stress for students. 	<ul style="list-style-type: none"> • All four Year 9 students will continue in the Literacy Support programme in 2024 as they transition into Year 10 and prepare for NCEA in Year 11 in 2025. • Continue reading and comprehension interventions to prepare for NCEA in 2024. • Implementation of "Literacy Essentials' in Year 9/10 English classes to assist students in

- One Year 9 student who gained 2 years acceleration has been in the school since part way through 2022 and came from a Maori immersion school. While at times he is reluctant to accept assistance (despite needing it) when he is in the right headspace, he makes good progress with support.
- One student who made a 6 month acceleration is ESOL and this remains a barrier to her learning and understanding English concepts. We continue to support her and increase vocabulary and understanding.
- One Year 9 student who gained 2 years of acceleration is making extremely good progress and has gone up at least a level in writing attributed to the close support he has been given.
- One Year 9 student who gained 1 year acceleration is slowly progressing, he is Dyslexic and requires a lot of one-on-one support. He is unable to retain new knowledge for too long.

becoming literate and achieve NCEA qualification. Assist students to read to understand and to write to express thoughts and ideas. To be used with Literacy Support students' with one on one support.

- Increased lessons on basic vocabulary and grammar in the classroom and in literacy support.
- More closed reading activities in the classroom and in literacy support - in order to teach comprehension and allow students to extract meaning from text by examining carefully how language is used in text. (Getting students to summarise main ideas and skim and scan for meaning and main ideas.)
- 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.
- Use of differentiated texts in class and Literacy Support - use different texts with different students (reflective of their level), while maintaining the same curriculum learning outcomes. The text choice is based upon the student's level
- Continuation use of 'The Writer's Toolbox' will aid in learning and teaching.
- Continue to prepare plans for writing essays (STEM planning sheets, 'A FOREST PIE' & PEER strategies).
- 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"> •
<p><u>Year 10</u></p> <ul style="list-style-type: none"> • 2/4 of identified students made 2 year's acceleration in literacy during 2023. • 1/4 of identified students made 1.5 years of acceleration in literacy during 2023. • 1/4 of identified students made 6 months acceleration in literacy during 2023. • 1/4 student has graduated PROBE and read at 14.5 - 15.5 (YARC to carried out on student) 	<ul style="list-style-type: none"> • Two Year 10 students are making steady progress, but help is still needed with reading and writing. • One Year 10 student is making progress with support but he struggles without support. • One Year 10 student still requires support and has not made the progress we had hoped for - he has had recent gaps in learning due to being absent from school for a period of time in the past term. This student has dysgraphia tendencies. • One Year 10 student has had high absences throughout the year and has had personal challenges outside school. He has been seen to take his work more seriously and has shown more independence but still requires support. • These five Year 10 students continue to have reader/writers for EOY exams/assessments. 	<ul style="list-style-type: none"> • All five Year 10 students will remain in Literacy support in 2024 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. • Continual collegial discussions with HOD English and check ins on these students in 2024. • Increased lessons on basic vocabulary and grammar in the classroom and in literacy support. • More closed reading activities in the classroom and in literacy support - in order to teach comprehension and allow students to extract meaning from text by examining carefully how language is used in text. (Getting students to summarise main ideas and skim and scan for meaning and main ideas.) • 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. • Use of differentiated texts in class and Literacy Support - use different texts with different students (reflective of their level), while maintaining the same curriculum learning outcomes. The text choice is based upon the student's level • Continuation use of 'The Writer's Toolbox' will aid in learning and teaching.

		<ul style="list-style-type: none"> • Continue to prepare plans for writing essays (STEM planning sheets, 'A FOREST PIE' & PEER strategies). • Continue to offer students text to speech assistive technologies.
<p><u>Year 11</u></p> <ul style="list-style-type: none"> • 1/1 Year 11 of identified students made 1 year's acceleration in literacy during 2023. • 2 Year 11 students have been using literacy support to assist with classwork/assessments - proofreading, structure, grammar, punctuation. 	<ul style="list-style-type: none"> • One Year 11 student has really struggled this year, she requires one-on-one support, but continues to struggle with this support. Literacy plan to be put in place for 2024. • One student came to literacy support later in Term 3 as support for classwork and assessments. This student also now has a reader/writer for EOY exams. She is more confident and successful with this support. This will continue into 2024 for Year 12. • One Year 11 student came part way through the year. He came with huge gaps in his learning and in his attendance. His attendance continued to be low at EOHS and while he was offered literacy support and teacher aide assistance his gaps remained. He has passed his learner's driver's licence which is fantastic. He will require a literacy plan to be put into place if he returns in 2024. 	<ul style="list-style-type: none"> • Three Year 11 students will remain in Literacy Support for 2024. • Liaison with students, SENCO, Senior Dean and HOD English to implement a literacy plan for these students for 2024.
<p><u>Year 12</u></p> <ul style="list-style-type: none"> • 1/1 student graduated PROBE and read at 14.5 - 15.5. • 1/1 of identified students achieved NCEA Level 2 Literacy. 	<ul style="list-style-type: none"> • This Year 12 student has a positive attitude when in class, but still struggles with reaching the level of achievement at Level 2 - is not up to Level 3 English. • This Y12 student has a high absence rate which impacts the continuity of teaching and learning across 2023. • 1:1 work directly related to class work and assessments - assistance and guidance in formal assessments as gaps in these identified by classroom teachers. 	<ul style="list-style-type: none"> • This student will remain in Literacy Support for 2024. • Continual liaising with Senior Dean and subject teachers in regards to keeping up with classwork and assessments.

<p>Year 13</p> <ul style="list-style-type: none"> 1/1 student graduated PROBE and read at 14.5 - 15.5. 1/1 student achieved the Level 3 English speech and should leave with UE Literacy. 	<ul style="list-style-type: none"> This Y13 student continued 2023 with a high absence rate which impacted on her continuity of teaching and learning. 	<ul style="list-style-type: none"> The Year 13 has been accepted at Otago Polytech to train as a Teaching Support person.

<p>Strategic Goal: Improving Student Achievement</p>					
<p>Annual Objective: Improve external grades for students.</p>			<p>Targets:</p> <ul style="list-style-type: none"> 25% of external grades at Merit level. 10% of external grades at Excellence level. 		
<p>Baseline Data:</p>					
<p>Year Level</p>	<p>Absent/SNA</p>	<p>Not Achieved</p>	<p>Achieved</p>	<p>Merit</p>	<p>Excellence</p>
<p>11</p>	<p>20%</p>	<p>22%</p>	<p>38%</p>	<p>18%</p>	<p>1%</p>
<p>12</p>	<p>20%</p>	<p>22%</p>	<p>26%</p>	<p>24%</p>	<p>7%</p>
<p>13</p>	<p>24%</p>	<p>36%</p>	<p>28%</p>	<p>12%</p>	<p>0%</p>
<p>All Year Levels</p>	<p>21%</p>	<p>24%</p>	<p>33%</p>	<p>19%</p>	<p>3%</p>
<p>When:</p>	<p>What (examples):</p>	<p>Who:</p>		<p>Indicators of progress</p>	
<p>Term One</p>	<p>Ensure students are in subjects of interest and ability. Explore what other schools are doing to ensure the success of students sitting</p>	<p>KFY,CRM,HMC, IAD CRM</p>		<p>Students have full timetables. List of strategies developed.</p>	

	externals.		
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 sit and are suitable for their ability.	Subject teachers.	External standards entered on Kamar.
Term Three	HOD and SLT to go through each student and the standards that they are sitting. This will be done at a curriculum meeting.. Practice examinations in week 7. Results closely monitored and support given to those students most at risk of failing end of year examinations.	HOD's, SLT Subject teachers.	External standards moderated for suitability and Kamar updated. Students passing their practice examinations.
Term Four	Tutorials and preparation for examinations. External study advisor to come in and do some workshops.	Subject Teachers.	Will attend NCEA exams and sit all papers.

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.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>37.5% of Y11 (Level 1) students gained Merit Endorsements, while 12.5% gained merit at Y12 (Level 2), No students gained Merit endorsements at Y13 (Level 3). Overall</p>	<p>Although there the goal was met at Y11 for Merit endorsements, overall the numbers were down on 2022 results. Y12 and Y13 results were very disappointing. It is felt that poor attendance played a significant factor in these results. Y12 were particularly disappointing in their attendance.</p> <p>Although both Level 1 and Level 3 reached the set target of 10% for Excellences endorsements, Y12 did not gain any Excellence endorsements. This is concerning as the cohort gained 46% of merit endorsements and 7.7% of Excellence endorsements in 2022. Hence capable of better than they achieved.</p> <p>Apathy was a contributing factor for Y12 in 2023. Reasons for this are had to pin down but needs a wider discussion.</p>	<p>We need to look at academic motivation for NCEA students. In 2024, we have opted not to offer the new Level One NCEA standards as our cohort are very vocational based. We will be looking at better preparation for Level two in 2025, while gaining some Level two credits in 2024.</p> <p>Of the 25 Y11 students in 2024, only 6 have gained the literacy/numeracy co-requisites. Hence this will be a focus for Level One this year.</p> <p>As a staff, we need to discuss motivational techniques across all three levels, looking at how and what we teach. More engaging techniques will be a focus for 2024. Our SCT will play a significant role in mentoring and supporting staff in any strategies that are agreed to.</p>

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%
2023	37.5%	12.5%	15.4%	0%	0%	16.7%
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: Increase the number of students who will achieve Merit or Excellence endorsements.

Targets: 30% of students will gain NCEA certificate endorsement at Level 1, 2 and 3

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Overall, only Y11 met this target with 50% of Y11 gaining an endorsement for their 2023 NCEA certificates. Y12 only had 15% and Y13 16.7% who gained endorsements. Across all three levels, this target was not met. In Y12 and Y13, the figures represent one student in each level of the 15 Y12 and 11 Y13 students.</p>	<p>Students were regularly tracked with their progress throughout the year, meetings were held to discuss strategies to improve results in relation to endorsements. The variance is disappointing and the target has not been met. Again, attendance has been disappointing in 2023, which has played a significant role in the target not being met. We had staffing issues in a key core curriculum area which also played a significant role in the target not being met.</p>	<p>We need to look at more consistency in relation to key staff and approaches to achieving better results. We are employing a mentor/advisor for our new staff who are in key academic roles for 2024. Staff will be discussing strategies on how better to prepare and motivate student to achieve at a higher level or the level they are capable of. Targets to improve endorsements for Y12 and Y13 will be a focus for 2024. Ads Y11 will not be attempting Level One standards in 2024, this target will not be set for them.</p>

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: Improving Student Achievement Annual Objective: Improve academic outcomes for Year 13 students Annual Target: 1 Student attempting scholarship		
Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
1 Student attempting scholarship:		

<p>While the identified student was certainly capable of achieving a scholarship in a number of subjects the decision was made to not do scholarship.</p> <p>45.5% of students gained UE for 2023. This target was met with some considerable effort by staff. This result is the best result for UE for the past four years. Considering the lack of endorsements, staff can be congratulated on achieving this target.</p>	<p>The extracurricular demands on this student were huge in 2023. The student had multiple trainings a week for her chosen sport which required significant travelling from the family farm. Her leadership responsibilities took up what little time she had left.</p> <p>The target was met and exceeded through regular tracking and extra assistance throughout the year.</p>	<p>HOD's need to target specific students early in their time at EOHS. Extension material and support are needed to get them to scholarship level. Support from home is also needed so making contact about these students' abilities and how we can maximise their chances of academic success at school and at home needs to be discussed. A higher profile is needed for students that achieve academic excellence (culture shift).</p> <p>It is not realistic to set this target at a higher level for Y13 in 2024. We will look at maintaining the target as 2023 results for Y12 do not suggest a higher target is realistic. More interviews and goal setting for Y13 in 2023 will help guide our path for individuals.</p>
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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: Develop School Culture		
Annual Objective: Students are given more opportunities to be involved in local and national competitions, academic, cultural and sporting.		
Annual Target: Participate in Otago Polyfest. Students participating in competitions for each subject area. School musical production in Term 2.		
Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
Participate in Otago Polyfest. Achieved. A performance group of the wider Kapa Haka group were selected to participate.	TIC of Maori ensured that the Maori prefects took more ownership of the practice sessions. More time was made available for practices in the weeks leading up to the performance. Discussion was had	Support from the Runuka in the Kapa Haka space. Another teacher to support the TIC of Maori has been appointed for 2024. Budget needs to be set to include the purchase of

<p>Students participating in competitions for each subject area. Partially achieved: Students participated in events for Mathematics, Physical Education and had the opportunity to participate in some English speech competitions.</p> <p>School musical production in Term 2. Achieved. The school production of Footloose was a huge success.</p> <p>National Touch Tournament - (Senior Girls)</p>	<p>at the Hui Whanau about the importance of the students being exposed and motivated by being involved in these events.</p> <p>A number of HOD's have a number of hast and extracurricular responsibilities so this may have well fell off the radar for some. The number of opportunities offered vs the number of staff is huge making it difficult to manage all opportunities and balance the welfare of staff.</p> <p>Kelvin Cummings, Meg Goodman and Brian Strang put a huge amount of time and effort into the creative side of the production. A number (almost all) staff contributed in different aspects of the production.</p> <p>A number of dedicated girls and TIC of Touch trained hard throughout the year and qualified for the nationals through participation in the Otago competition.</p>	<p>a new Kapa Haka outfit. All members of the Kapa Haka group need to go to the performance next year (even if they are not performing) to witness the quality across Otago.</p> <p>In 2024 a discussion with HOD's about promoting their subject areas through participation in local competitions needs to be had with identifiers targets set for competitions.</p> <p>Extravaganza has been put on the calendar for 2024 with the next production in 2025.</p> <p>This group has a number of junior students so it has many years to develop. They should be supported to attend further national competitions in future. This will raise the profile of the school.</p>
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Strategic Goal: Development of Staff and Student Wellbeing							
Annual Objective: Survey staff and students around personal well-being. Identify areas that need improvement.				Target: To increase the number of students agreeing, strongly agreeing and neutral to the wellbeing questions in the EOHS student survey.			
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%
2023	65%	56%	45%	75%	75%	85%	46%
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		Student leaders, SLT.		Improved wellbeing survey results.	

	established. More leadership and 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, 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: Survey staff and students around personal well-being. Identify areas that need improvement.

Targets To increase the number of students agreeing, strongly agreeing and neutral to the wellbeing questions in the EOHS student survey.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>I am happy with the level of communication from the school. 9.1% increase</p>	<p>Better communication from the school office about upcoming events and notices. A number of different platforms used for communication.</p>	<p>Continue to sharpen the pencil on communication as there are always areas to improve. Social media could certainly do with a greater focus for 2024.</p>
<p>Teachers are interested in my culture or family background. 18% increase</p>	<p>School wide focus on positive relationships. Pastoral team using restorative practices Engaging with students at break times and at extracurricular activities. International day for students. Hangi for Matariki.</p>	<p>Continue to celebrate the diversity of students at EOHS and make it a safe place for all Akonga.</p>
<p>The rules for student conduct are consistently applied. 0.9% increase.</p>	<p>A negligible increase this year. Still a lot of students believe that students are not treated fairly.</p>	<p>A review of the pastoral system is required to ensure that the teaching staff and pastoral team are restorative in their practices. This could include reinstating the detention room where restoratives take place and missed work can be caught up.</p>
<p>I am satisfied with the opportunities offered to help me achieve to the best of my ability. Increase 21%</p>	<p>This year has been full of opportunities for the students. Footloose, Polyfest, Touch Nationals, multiple South Island tournament teams, Homework club, Tutorials.</p>	<p>More extracurricular involvement from staff would be beneficial to make these opportunities not fall upon a very few staff. Subject specific competitions need to be pushed harder in 2024.</p>
<p>The school actively celebrates academic, sporting and cultural successes.</p>	<p>This is an area the school does particularly well with frequent assemblies celebrating the</p>	<p>A keener focus on academic excellence should be a focus for assemblies in 2024. Celebrate the</p>

<p>Increase 8.3%</p> <p>I believe the school adopts a proactive approach against all forms of bullying. 45.8% increase.</p>	<p>successes across the school (FI badges, SVA, Attendance, PB4I-SW, AW Familton awards etc)</p> <p>This positive result comes on the back of a challenging year with student behaviour. A number of stand downs, suspensions, alternative education and an exclusion may lead to the perception from students that we work hard to ensure that any negative behaviour will be dealt with and not swept under the table.</p>	<p>moments where students achieve Excellence grades across the school.</p> <p>The behaviour and values entering the school are getting more extreme with time and the staff are having to upskill their practice to manage this. We have introduced restorative and trauma informed practice to help de escalate students that present with challenging behaviour. We will need to continue to revisit these practices through targeted PLD. New staff will need to be inducted into these practices.</p>
<p>Students treat each other with respect. Increase 21%</p>	<p>This is an area of growth that I am most proud of this year. The students have seen a noticeable change in one of our key values - respect. The work by the pastoral team to restore relationships when they have been harmed is significant in this space. The mentoring programme from one of our Head Students can not be underestimated in its impact on the student cohort. Consistent messaging at assemblies, newsletters, Rawhiti/Form time and by teachers.</p>	<p>While there has been a significant increase there is still plenty of room to move in this space. Greater leadership by students role modelling this for others and calling out disrespect when they see it in a positive, proactive way would make huge shifts in this area. Staff also need to ensure that they are respectful with their interactions with students (even when tired and frustrated).</p>

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	Whole 2023	Male	Male 2023	Female	Female 2023	Maori	Maori 2023
Year 7	79.1	88.4	77.2	87.9	81	88.9	89.5	86.6
Year 8	80.5	85.9	82.6	87.2	75.7	82.5	84.9	87.1
Year 9	83.1	83.9	77.4	79.2	91	90.2	90.4	84.6
Year 10	88.6	81.1	87.9	82.2	89.2	80.2	88.7	77.8
Year 11	89.7	84.5	90.9	82.8	88.6	86.1	87.5	87.8
Year 12	83.6	82.2	89.7	87.3	81.3	80	79.8	75.5
Year 13	88.3	83.8	64.2	72.4	90.7	85	78.5	77.6

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.

Strategic Goal: Development of Staff and Student Wellbeing

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Target: Improve attendance across the school. The students identified will make improvements on their attendance in 2023.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Whole school In Year 7-9 we saw improvements in attendance across the whole cohorts (exception Year 9 girls, Maori students in Year 7 and 9). Year 10-13 saw a drop in attendance at all year levels (except one male student in Year 13 whose attendance was still low).</p> <p>Identified students Year 8 (1 female, maori) improved 3% Year 9 (2 male, 1 maori) both improved 8% and 23% Year 10 (1 male, maori, 1 female) both decreased, 4% and 3%. Year 11 (1 male, Pasifika, 1 female) male increase 13% female decrease 15% Year 12 (3 females, 2 maori) 2 students left school for employment (1 maori) 1 student increased 5% Year 13 (1 female) Increase 6%</p>	<p>This year we did not have the services of our ministry funded social worker who chased up our non attenders. Across New Zealand we have seen falling attendance rates as a hangover from the Covid era.</p> <p>Of the identified students only 3 decreased with 2 leaving school for employment. Close monitoring of these students with support provided to ensure that they were engaged with their learning. Courses (outside of school) for the senior students enabled them to engage and in some cases gain employment.</p> <p>The female Year 10 student was travelling from Oamaru and this was so difficult for her that next year she will return to Waitaki Girls.</p>	<p>There may be an opportunity for the school to join up with the contributing schools and come up with an attendance initiative (social worker) that the Ministry of Education would fund. If not we would need to see more chasing up from Rawhiti/Form teachers as well as Deans. Providing meaningful and relevant learning experiences as well as other extracurricular activities to engage the students.</p> <p>Continue to track our most at risk learners. Provide them with meaningful courses that are relevant to them. Provide learning support if needed and give them a mentor (student or staff).</p>