

# 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.

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.

Responsibility Motivation

Pride

Respect

## 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><b>Academic Personal Excellence.</b></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.
<b>School Culture.</b>  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.	D Block renovations.	Building projects to be completed within the allotted budgets.

<p>strengths and experiences that exist within it.</p>		<p>be more vibrant and culturally responsive.</p> <p>Roofs to be painted.</p>			
	<p>All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse needs.</p> <p>Give better effect to Te Tiriti o Waitangi</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>Te Mataiaho to be unpacked by staff.</p> <p>Join the MAC Otepoti cluster.</p> <p>Begin using Hikairo Schema for secondary schools.</p>	<p>Year 1 of implementation of NCEA standards with Mana Orite mo te matauranga weaved within.</p> <p>Oceana gold opportunities explored for students.</p> <p>Continued Te Reo Maori and Tikanga PLD</p>	<p>Year 2 of implementation of NCEA standards with Mana Orite mo te matauranga weaved within.</p> <p>Continued Te Reo Maori and Tikanga PLD</p>	<p>Engagement of students.</p> <p>Engagement with local mana whenua/runuka.</p>
	<p>Students are given more opportunities to be involved in local and national</p>	<p>Subject specific competitions attended.</p>	<p>Increased subject specific competitions attended.</p>	<p>Increased subject specific competitions attended with performance goals.</p>	<p>Participation in events by students</p> <p>Improved performance</p>

	<p>competitions, academic, cultural and sporting.</p> <p>Students show pride in the school and the wider community.</p>	<p>Otago Polyfest attended.</p> <p>Footloose production.</p> <p>International celebration of 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</p>	<p>Otago Polyfest and other local kapa haka performances (Hui Ako)</p> <p>Extravaganza</p> <p>International celebration of diverse EOHS community.</p> <p>International travel for students (China?).</p> <p>Mentee become the mentors.</p> <p>School Fair</p> <p>Positive promotion of the</p>	<p>Manu korero participation.</p> <p>Musical production</p> <p>International celebration of diverse EOHS community.</p> <p>International trip - South East Asia</p> <p>Mentee become the mentors.</p>	<p>over a three year period in these areas.</p> <p>International school trips planned for, fundraised and participated in.</p>
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		<p>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>Year 7/8 student leaders established.</p>	<p>school through social media platforms.</p>		
<p><b>Wellbeing.</b></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</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>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>staff, SLT/Deans.</p> <p>PB4LSW - Tier 2 introduced</p> <p>Attendance improved through close tracking of students, pastoral 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>PB4LSW - Tier two embedded.</p>		
<p><b>Staff Capability</b></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</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>

		the achievement challenges. EOHS Whites...			
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### East Otago High School Annual Plan 2024

**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 continue to lead this initiative. All staff use the tool across curriculum areas.	Term 1	\$8500 per year	
		Literacy support to continue for identified students.	FDR.	Students identified from last year's results (Year 8-13) Year 7 students	0.4 staffing per year.	



				tested by week 4.		
		Peer Reading	BSG, IAD	Term 2/3	NA	
		Reading Challenge	BSG	All Year	NA	
		Participation in ALIM and ALL programme.	BSG, IAD	Term 1	Relief costs for EME and BSG to attend PLD	
		Small group s working with TA's (Students who struggle in the classroom	IAD	Term 1		
	Improvement in NCEA Certificate and Subject endorsements.	Tutorials and Homework club established.	All NCEA staff.	Term 1	NA	
		Study skills lessons in Rawhiti time.	CSK, RCE	Term 1 - 3 During study time	NA	
	Improvement in NCEA external results	Students identified and supported to get endorsements and scholarship. Staff mentors?	All staff	Term 1	NA	
	Increased number of students achieving UE and participating in scholarships	Year 13 students identified that are capable of scholarship (1)	HMC/NCEA staff	Term 1		

	Increased opportunities in vocational pathway	Farm cadet course run with Agriculture students.	WRC	All year	Transport costs. Relief for WRC to attend some days.	
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.	Maintain and develop school property into a 21st century teaching environment.	Completion of C Block redevelopment. Complete Portacom for use.	Jeff Dennison builders	Term 1	Ministry Funded Cyclical Maintenance	
				Term 1/2	5YA	
	Investigate costs and plans for Technology block or gym toilet renovations	Stefan Box - The Logic group and Reece building consultants	Term 1/2	5YA		
	Explore how Mana Orite mo te matauranga will be weaved throughout the curriculum in Year 7-10 and NCEA.	SLT, Mana Whenua	Term 2			
All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse needs.		Local Runuka PLD	HIJ, SDS	Term 1	Cost to be	

		opportunity			confirmed.	
	Students are given more opportunities to be involved in local and national competitions, academic, cultural and sporting.	Continued Te Reo Maori and Tikanga PLD	HIJ, Rua McCallum, Nikki Crossan		Term two onwards	
		Subject specific competitions attended.	HOD's	Term 1-4	Transport costs, entry forms	
		Otago Polyfest attended.	HIJ	Term 1-4	NA	
		Extravaganza	All staff	Term 2	NA	
		International celebration of diverse EOHS community.	Cultural Prefects, SLT.	Term 2		
		Matariki celebration EOHS and contributing schools	All staff	Term 2	N/A	
		National sports competitions attended (Touch, Netball, Hockey)	Students and Staff	Term 2	TBC	
		Plan for China Trip in 2025.	SLT, IAD led	Term 2-4	TBA	

	Students show pride in the school and the wider community.	<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>Year 7/8 student leaders established.</p>	<p>Head Student</p> <p>Whanau, Students, Staff</p> <p>Support Staff, SLT, Staff and Head Students.</p> <p>All staff</p> <p>MNK/CSK</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p>	<p>TBC</p> <p>NA</p> <p>119 per month - Hail</p>	
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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 2024.	SLT	Term 1-4	NA	
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		Explore ways to develop the well-being of students and staff. (Mindfulness, Physical, Well-being corner, Well-being committee)	IAD, Students, Staff	Term 1-4	\$500	
		Restorative practices (restorative conversations and conferencing) further developed through PLD with staff, SLT/Deans.	Rich Matla, Greg Jansen	???	Kahui ako funded	
		PB4LSW - Tier 2 introduced	IAD	Term 1-4	Ministry Funded.	
		Attendance improved through close tracking of students, pastoral care (Rahiti/Form teachers, deans new attendance officer for Waitaki district.	Rawhiti/Form Teachers, Deans, Attendance officer.	Term 1-4	Ministry Funded.	
		Tuturu used across the school through Rawhiti Time (Year 9-13)	IAD, HIJ OLK	Term 1-4	NA	
		Health topics covered in Rawhiti time (Year 11-13)	IAD, HIJ OLK	Term 1-4	NA	
		Loves me not programme Y12	HMC. Oamaru Police	Term 2	Nil	

<b>Strategic Goal 4: Staff Capability</b>						
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.	MNK	Term 1-4	NA	
		Involvement in the Whitestone Kahui ako and the PLD provided to improve shared outcomes for students with particular emphasis on UDL	HMC, all staff	Term 1-4	Ministry Funded.	
		Extend SCT programme to work with four new teachers	MNK	Term 1 & 2	nil	

**Strategic Goal: Improving Student Achievement**

Annual Objective: Improve the numbers of students at the expected curriculum level for literacy and numeracy. Based on Year 10 being at Level 5P, Year 9 being 4A, Year 8 at 4P and 3A at Year 7.

**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 2024**

Year Level	% of students at the expected curriculum level for literacy and numeracy					
	Reading Baseline (Start of 2024)	Reading Target (End of 2024)	Writing Baseline (Start of 2024)	Writing (End of 2024)	Numeracy (Start of 2024)	Numeracy (End of 2024)
7	30%	60%	25%	50%	28%	65%
8	35%	60%	30%	55%	17%	50%
9	41%	71%	26%	54%	29%	65%
10	16%	52%	20%	33%	10%	50%

**Students receiving Literacy support 2024**

Year Level	Male	Female	Maori
Year 7	6	3	2
Year 8	4	3	0
Year 9	6	2	2
Year 10	3	1	1
Year 11	5	0	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-Three	School Maths competition (creating excitement in Maths)	IAD	More entries in each competition
Term One	Engage in the Curriculum Insights and Progress Study with Y8 students	SLT MNK Insights group	Progress will be monitored
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:

- To improve overall merits and excellences in Y12 and Y13. Improve Merits to 35% overall and Excellences to 10% overall

Baseline Data: 2023

Year Level	Absent/SNA	Not Achieved	Achieved	Merit	Excellence
11	14%	22.9%	43.4%	27.7%	6%
12	45%	45.8%	41.7%	8.3%	4.2%
13	28%	22%	50%	27.8%	0%
All Year Levels	29%	30.2%	45%	21.2%	3.4%

When:	What (examples):	Who:	Indicators of progress
Term One	<p>Ensure students are in subjects of interest and ability.</p> <p>Explore what other schools are doing to ensure the success of students sitting externals.</p>	<p>KFY,HMC, IAD</p> <p>KFY</p>	<p>Students have full timetables.</p> <p>List of strategies developed.</p>
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	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.

<b>Strategic Goal:</b> Improving Student Achievement						
Annual Objective: Increase the number of students who will achieve Merit or Excellence endorsements.			Target: to have 25% of students who will gain Merit at Level Two and 10% who will gain Excellence. At Level Three, 20% gaining Merit and 10% gaining Excellence level for their NCEA certificate.			
Baseline Data: ?% of students in 2023 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,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, HOD's		List compiled.

Term One	Mentors/form teachers allocated to each student to monitor students over the year. Meet mentors and goal setting completed by the end of Term One.	All staff.	Students have a mentor that they have met. Goal setting completed.
Term One	TNT mentoring programme created by a Head Student (Cassidy Bridger).	Head Student	5 students mentored. Extend to 5 more in Term Three.
Term One	Invite the "Flying High" project to school for Y7/8 science curriculum development	HMC, NHS	10 Sessions with associated lessons are completed for Y7/8 students.
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.	KFY, IAD, HMC, All staff.	Retention in school of students at risk of not achieving NCEA.
All Year	Tutorials. Homework club	All staff.	Improved student achievement.

<b>Strategic Goal:</b> Improving Student Achievement - Vocational Pathways	
Annual Objective: Improve academic outcomes for vocational students	Annual Target: <ol style="list-style-type: none"> <li>1. Farm cadet course to extend into Level 2 with Level One and Two Agriculture students.</li> <li>2. Community garden set up and maintained by Ag and Farm Cadets.</li> </ol>

Baseline Data:

7 Students participated in the Farm Cadet course in 2023

15 farmers or contractors engaged in the programme.

Chris Walker to help with the detail below.

When:	What: (Examples)	Who:	Indicators of progress:
Term One	Become a Trades Academy with the Primary ITO. Funding formula to be agreed to.  Start students on farms within the district.  Start the Units of work towards L2 Agricultural National Certificate	WRC, GLJ, KFY  WRC  WRC	Will have become a trades academy. MOU signed with the Primary ITO  Students will be working on farms gaining skills.  Units will be complete, assessed and moderated.
Term Two	Continue with farm placements and units of work	WRC	Students will be working on farms gaining skills.  Units will be complete, assessed and moderated.
Term One - Four	Continue with farm placements and units of work	WRC	Students will be working on farms gaining skills.  Units will be complete, assessed and moderated.
Term One - Four	Complete first year of Trades Academy with potential 40 credits to gain the national certificate over two years	WRC	Students will have gained the national certificate, or the minimum of 20 credits toward the first certificate for agriculture.

<b>Strategic Goal:</b> Improving Student Achievement			
Annual Objective: Improve academic outcomes for Year 13 students		Annual Target: 1 Students attempting scholarship 50% of students gaining UE.	
Baseline Data: 0 students attempting scholarship in 2023. 47% students gained UE in 2023			
When:	What: (Examples)	Who:	Indicators of progress:
Term One	Students are aware of the requirements of gaining UE.  Appoint new student academic leaders.	HMC, KFY, IAD  KFY	All students can communicate the requirements for UE  Leaders and SLT will create a job description to improve the profile of academic performance.
Term One	Student identified for scholarship and subject/s selected. Tutorials and support put in place. If any.	HMC, KFY, IAD, Subject specific teacher.	Scholarship subject identified for student. Support in place. If any.
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.

<b>Strategic Goal:</b> 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 and the East Otago Hui Ako (long term goal of attending Te Hautonga (Biannual Southland and Otago competition.) 2. Students participating in competitions for each subject area. 3. School Extravaganza	
When:	What: (Examples)	Who:	Indicators of progress:
Term One	House captains to meet and discuss theme, songs, dances and chants. Come up with a plan.	CSK, BSG, Students	Theme selected. Songs, dance routines and chants planned.
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. New teacher (SDS) to help HIJ.	HIJ, SDS	Regular practice and opportunities to perform for school at assemblies.
Term Two	Practice and performance of Extravaganza	CSK, BSG, Students	Performance completed over 3 evenings.

<b>Strategic Goal:</b> Develop School Culture			
Annual Objective: Maintain and develop school property into a 21st century teaching environment.		Annual Target: 1. Complete C Block renovations. 2. Complete Portacom instalment. 3. Complete A Block toilet renovations 4. Plan C or D Block redevelopment.	
When:	What: (Examples)	Who:	Indicators of progress:
Term One	C Block complete and useable Portacom complete and useable	Jeff Dennison Builders, Stefan Box, Ian Clark, KFY	Students and staff using the space.
Term Two	A Block toilet renovations	KFY, Stefan Box, Ian Clark	Complete and ready for use end of Term 2.
Term Three/Four	Plan C or D Block redevelopment.	KFY, Stefan Box, BOT	Plan ready end of the year.

<b>Strategic Goal:</b> 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.
2023	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	All staff/PB4L committee.	Updated expectations.				



	expectations revisited.		
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 2024

## Baseline Data: 2023

Year Level	Whole	Male	Female	Maori
Year 7	88.4%	87.9%	88.9%	86.6%
Year 8	85.9%	87.2%	82.5%	87.1%
Year 9	83.9%	79.2%	90.2%	84.6%
Year 10	81.1%	82.2%	80.2%	77.8%
Year 11	84.5%	82.8%	86.1%	83.2%
Year 12	82.2%	87.3%	80%	75.5%
Year 13	83.8%	72.4%	85%	77.6%

Year Level 2024 targets	Male	Female	Maori
Year 8	90%	90%	90%
Year 9	85%	87%	90%
Year 10	86%	93%	88%
Year 11	87%	85%	85%
Year 12	87%	90%	88%
Year 13	85%	88%	80%

When:	What: (examples)	Who:	Indicators of progress:
Term 1	Identify target attendance students and contact home to set an attendance goal.	KFY HMC Form teachers.	Attendance goals have been set. Attendance form/rawhiti competition to begin
Term 1	Rawhiti/Form Teachers to work with students and families to support better attendance and engagement.	HMC Form teachers	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, 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.

<b>Strategic Goal:</b> Develop Staff capability			
Annual Objective: Develop consistent, high-quality, learning centred education by improving staff knowledge and experience through targeted PLD and honest reflective practice.		Annual Target: 1. Staff to complete PLD on staff capability led by SCT over 4 terms 2. Staff to observe and provide feedback to a peer 3. Integrate Matauranga Maori into units of work..	
When:	What: (Examples)	Who:	Indicators of progress:
Term One	<p>Improve understanding in the delivery of literacy across the curriculum</p> <p>Develop connections from the community and other schools to help the integration of Matauranga Maori</p> <p>Have peer conversations, reviewing progress through the term in regards to literacy and Matauranga Maori integration</p>	<p>All staff. BSG,</p> <p>All staff SLT</p> <p>All staff, SLT, HIJ</p>	<p>Run PLD sessions on key literacy strategies which can be incorporated across the curriculum.</p> <p>Sens key staff to PLD run by Puketeraki Marae. Feedback to staff from that PLD. Work with St Kevin's College via the Kahu Ako.</p> <p>Reflect on progress with literacy and Matauranga Maori initiatives.</p>
Term Two	<p>Attend Teacher only Day with St Kevins College in Oamaru. Develop understanding of the Kahui Ako goals and targets.</p> <p>Continue to develop the integration of Matauranga Maori through cross curriculum and community connections</p> <p>Continue with literacy strategies</p>	<p>All staff</p> <p>All staff SLT, HIJ</p> <p>BSG</p>	<p>Attend TOD in Oamaru Develop connections and understanding/strategies for UDL.</p> <p>Through PLD sessions, continue to develop and implement the agreed strategies</p> <p>Strategies delivered via PLD sessions</p>
Term Three/Four	<p>Continue and reflect on the above both at PLD sessions and in cluster meetings.</p>	<p>All staff SLT Led</p>	<p>Reflections take place. Strategies will be further developed.</p>

