

**East Otago High School Annual Plan 2024
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.	Literacy support to continue for identified students.	BSG to continue to lead this initiative. All staff use the tool across curriculum areas.	Term 1	\$8500 per year	Using writers toolbox across Y7 to Y10. One session of PLD has taken place with staff. Staff PLD on structured literacy T3 has taken place.
		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.	Increased support to full time literacy support for 2024. Increased tis to .6 for Term two onwards. Increased further to full time for literacy support
		Peer Reading	BSG, IAD	Term 3	NA	Students have been identified and shared with staff. Has not been completed this year. Need to look at

						better timing for 2025.
		Reading Challenge	BSG	All Year	NA	Reading challenge has been introduced to students at assembly. Completed by BSG. Was well received
	Improvement in NCEA Certificate and Subject endorsements.	Small group s working with TA's (Students who struggle in the classroom	IAD, TAs	Term 1	NA	Startup with maths and English. Employed extra staff for Numeracy support. TAs also supporting at Y9/10. Continued into Term 4, which was not originally planned.
	Improvement in NCEA external results	Tutorials and Homework club established.	All NCEA staff.	Term 1	NA	Homework started in Term 1. Academic prefects are offering tutorials to junior students. Also helping in classes.
		Study skills lessons in Rawhiti time.	CSK, RCE	Term 1 - 3 During study time	NA	CSK has been teaching student skills in Y11 Study time.
	Increased number of students achieving UE and participating in scholarships	Students identified and supported to get endorsements and scholarship. Staff mentors?	HMC/NCEA staff	Term 1	NA	Students have been identified in term 1. They are now being tracked. SLT led 3 way conferencing in Term 4 to plan for the remainder of 2024.

	Increased opportunities in vocational pathway	Farm cadet course run with Agriculture students.	WRC	All year	Transport costs. Relief for WRC to attend some days.	We have been approved as a trade academy. The programme has now started. Students are gaining US credits. Has been very successful with most students gaining L2 credits toward their agricultural certificate.
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Strategic Goal 2 - Connection

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	Complete week 3 Term 2. Now completed. 03/07/24
		Investigate costs and plans for Technology block or gym toilet renovations	Stefan Box - The Logic group and Reece building consultants	Term 1/2	5YA	10YPP and cyclical maintenance plan have been completed and submitted to the MOE. Has now been approved by MOE. To start in 2025. Disability project will be completed first in 2025.

	All students will be engaged in a responsive, local curriculum that is inclusive of and meets their diverse needs.	Explore how Mana Orite mo te matauranga will be weaved throughout the curriculum in Year 7-10 and NCEA.	SLT, Mana Whenua	Term 2		Implemented Matariki activities across the school. Attend Hui Ako Kapahaka performance with the Eastern District schools, organised by the Runanga. Large group attended the Waka welcome at Karitane. Two students have been nominated for Mana Pounamu. Staff member attending national Maori Staff conference in Auckland. SLT undertaking Te Reo PLD course. Attended Polyfest very successfully. Celebrating Maori Language week with activities across all levels.
		Local Runuka PLD opportunity	HIJ, SDS	Term 1	Cost to be confirmed.	Some staff have attended PLD provided by the Runanga. Some staff attended a PLD session at the primary school based on learning Te Reo.
	Continued Te Reo	HIJ, Nikki Crossan		Term two onwards		A key member of

	Maori and Tikanga PLD					the Runun ga passed away during the term. This held back development. Some staff attended a PLD day at the Marae on local curriculum.
	Students are given more opportunities to be involved in local and national competitions, as well as academic, cultural and sporting opportunities.	Subject specific competitions/events attended.	HOD's	Term 1-4	Transport costs, entry forms	Y9/10 students involved in International maths competition. Junior maths competition. Y7/8 students involved in University of Otago Maths competition. Y12 student applied for and was selected to attend Science camp in London, UK. Two students have attended leadership camps in Rarotonga. A student leader is at a UN conference in Wellington. Attended clash of colleges competition based on Agriculture. Attended Get to Go competition in Dunedin, came 2nd out of 26 teams. OE based. Y10/11 students

						attended Science local curriculum activities. Building drifters to measure ocean current. Two Y12 students attended a leadership forum in Dunedin. One of those students was selected to become one of the leaders in 2025.
		Otago Polyfest attended.	HIJ	Term 3		Attended successfully. Very positive feedback from the community.
		Extravaganza	All staff	Term 2		Organisation started in term 1. Coordinator appointed. Practice started week 2 Term 2. Is happening as calendered.
		International celebration of diverse EOHS community.	Cultural Prefects, SLT.	Term 2	TBC	Mufti days for charities across NZ, such as Pride week, Pink Ribbon etc. White ribbon riders here this week. We held Gumboot Friday to aid the I am Hope Charity.
		Matariki celebration EOHS and contributing schools	All staff, student	Term 2-4	TBC	Had good Matariki activities but did not have the contributing schools

						this year. Plan is for 2025.
	Students show pride in the school and the wider community.	National sports competitions attended (Touch, Netball, Hockey)	Staff and students	Term 1-4	TBC	Large number of students qualified for the South Island Secondary Athletics in Timaru. Attended Otago netball tournament. Attending South Island tournaments for netball and hockey. Y9/10 netball attending netball tournament in Chch during the holidays. Hockey and netball attended tournament week in T3. Y7/8 touch team attended the Koru Games in Chch.
		Plan for China Trip in 2025.	SLT, IAD led	Term 1-4	TBC	Meeting held in T4
		Mentoring programme (TNT).	Head Students	Term 1-4	119 per month - Hail	Head students has started TNT programme. A Y12 student has applied for funding and gained \$5000 from the Otago Community Trust for a mentoring programme. To be continued in 2025.

		Coaching opportunities for students through Netball, Touch and Volleyball run by community members to upskill students.	Whanau, Students, Staff	Term 1-4		Students attended a coaching clinic in Dunedin. Credits were also gained.
		Positive promotion of the school through social media platforms.	Support Staff, SLT, Staff and Head Students.	Term 1-4		Students have been updating social media platforms continuously. Positive feedback from the community. Positive community feedback throughout the year. We have had a number of positive newspaper articles throughout the year.

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	Wellbeing survey has gone out to all staff. 19 replies. This will be shared with staff and the BoT. Wellbeing surveys went out to all students. We discussed the results as a staff and came up with strategies to address some
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						concerns. Need to survey parents in 2025.
		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	Well-being highlighted each week with staff. At activity time, anti anxiety programme has operated. Guest speaker Jazz Thornton spoke to the school on anti-bullying. Wellbeing surveys went out to all students. Next steps to analyse. Ran Loves Me Not programme with Y12. Had standard drinks programme for Y12/13. Purchased Rob Copes Cyber Educational programme. Have run activities with students and held a parent evening to present the resources, which was well attended
		Restorative practices (restorative conversations and conferencing) further developed	Rich Matla, Greg Jansen	Term 3	Kahui ako funded	Continuing to develop skill level within staff by implementing restorative meetings where appropriate.

		through PLD with staff, SLT/Deans.				
		PB4LSW - Tier 2 introduced	IAD	Term 1-4	Ministry Funded.	Applied for and gained \$2000 of extra funding for Tier 2. Dean attended Tier Two course in T3. Trialled Tier Two interventions.
		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	3 hours staffing	Attendance has improved for 2023. Have appointed an attendance officer for 2024. Close relationship with Waitaki attendance officer Attending attendance Hui at St Kevin's in Term 4. Attendance up slightly from 2023.
		Tuturu used across the school through Rawhiti Time (Year 9-13)	IAD, HIJ OLK	Term 1-4		Tuturu PLD session with staff in Term Two and three. Staff member attended a conference. Promotional review of Tuturu has been completed with East Otago High School being named in the report.
		Health topics covered in Rawhiti time (Year 11-13)	IAD, HIJ OLK	Term 1-4		Standard drinks presentation.

		Loves me not programme Y12	HMC. Oamaru Police	Term 2		Loves me not with Y12 has taken place. Health nurse has also participated in Loves me not.
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.	MNK	Term 1-4	NA	Wider number of staff have presented at PLD sessions. The focus has been to follow the direction of the strategic plan. Extended this PLD through locally funded PLD from the MOE. We gained 60 hours of PLD to target numeracy and the corequisites, therefore up-skilling staff. Maths PLD has been completed. A successful outcome with staff being up-skilled and better ready for 2025.
		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.	Meetings attended. TOD with St Kevin's focussing on UDL. Completed teacher only day with St Kevin's on UDL. Staff PLD sessions led up to this which

						were run by SLT. Completed further in-school PLD in Term 3 and 4.
		Extend SCT programme to work with four new teachers	MNK	Term 1-2	nil	SCT has been working hard with all new teachers. Programmes are in place. For first year teachers.

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 (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	All Staff and Students	Better formal writing produced by students.

	to all students in the school and used by teachers in all subject areas.		
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.

2024 Annual Target: The students in Literacy Support will make accelerated achievement, resulting in one or more 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"> 2024 has seen EOHS implement three structured interventions for those struggling with literacy. Continued literacy support sessions where students meet with their literacy support teacher, once a week for half an hour in a small group or 1:1. GET Group Year 11 - Literacy Level 1. Accelerated Learning in Literacy - a Ministry led initiative where we targeted at risk Year 10 students. 29 students ended the year in Literacy Support 27 students have been PROBE (Prose Reading Observation, Behaviour and Evaluation) assessed to determine their current reading age 2/27 (7.4%) of identified students made two and a half years of acceleration during 2024. 2/27 (7.4%) of identified students made two 	<ul style="list-style-type: none"> Students who showed an increase in their reading age by 1 - 2.5 years have had regular attendance, which has a positive impact on the progression of teaching and learning in literacy. The improvement shown has had an impact in the classroom and has seen students' with increased self confidence within the classroom environment. With their growing confidence classroom teachers have observed growing independence in completing tasks involved with reading and writing. One of the Year 7/8 literacy support students was reluctant to accept help but, with perseverance and the choice of activities with high appeal, engagement was encouraged and progress gained. Classroom teachers have commented that students who have attended literacy support in 2024 have developed a more positive attitude 	<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 2025 will be identified through e-asTTle and PAT: Punctuation and Grammar diagnostic testing by mid-late February and a timetable for Literacy Support developed and shared with staff and student whanau. Utilise our Whitstone Kahui Ako to screen and identify at risk students with specific learning difficulties. 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.

<p>years of acceleration during 2024.</p> <ul style="list-style-type: none"> • 1/27 (3.7%) of identified students made more than one and a half years of acceleration during 2024. • 18/27 (66.7%) of identified students made one year's acceleration in literacy during 2024. • 1/27 (3.7%) of identified students made six months of acceleration in literacy during 2024. • 2/27 (7.4%) of identified students remained at the same reading age during 2024. • 1/27 (3.7%) of identified students arrived at EOHS in May and was unable to carry out a PROBE test - EOY the student was able to carry out a Listening Comprehension PROBE at a reading age of 9.0 - 10.0. • 1/29 of identified students was a Year 13 student who ended 2024 gaining Level 3 and UE Literacy. • 1/29 students of identified students' is highly dyslexic and completed a running record on an unseen title from 'Ready To Read Phonics Plus' - Tupu Seedling/"Weka In A Flap". 	<p>towards improving their reading and writing. This plays a huge part in individual students' engagement, acceleration and achievements.</p> <ul style="list-style-type: none"> • 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 8 who has made little progress across 2024 is a highly dyslexic student. The student tries very hard in literacy support and has a strength with using assistive technology to assist him in the classroom environment. He had a change of teacher this year which has had an impact on his engagement and behaviour. Moving into Year 9 we will look at different strategies to assist this student to ensure engagement and learning occurs. • One Year 7 student who arrived at EOHS in May has made slow progress and remains an instructional reader, has a high absence rate and at times when is at school removes himself from the classroom environment which creates challenges to his learning. • One Year 7 made no movement in their reading age, and arrived at EOHS in June. She has severe difficulties with her phonological processing and has a poor working memory. • One Year 9 student who has remained at the same reading level is an ESOL student who midway through the year made the move from Y8 to Y9. This student has low levels of English, but is an incredibly hard worker. He is beginning to show evidence of working at L3 of the curriculum. His reading fluency is increasing, his comprehension/understanding is lagging behind. • The CORE 5 Reading Programme has remained compulsory for 22 students (three of these students joined CORE 5 in July at the request of the classroom teacher and are not on the literacy support programme) 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 	<ul style="list-style-type: none"> • 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. • Continued lessons on basic vocabulary and grammar in the classroom and in literacy support. • Continue with 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. • 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. • Teach spelling patterns to those with gaps
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higher engagement in CORE 5 outside of school hours for some students again this year.

- Students continue to be acknowledged and rewarded 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.
- 'Writer's Toolbox' remains a complementary programme used across all areas of the curriculum in 2024 to strengthen basic skills.
- 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 - Helperbird has been introduced this year as a new assistive technology provider.
- 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.

through a structured literacy approach, in an explicit, progressive way.

- Using a mix of spelling instructions and decodable texts (using a progressive scope and sequence).
- 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 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.

		<ul style="list-style-type: none"> 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. 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). 2025 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"> 1/10 (10%) of identified students made two years of acceleration during 2024. 7/10 (70%) of identified students made more than one year of acceleration during 2024. 1/10 (10%) of identified students remained at the same reading age and showed no progress in the six months they have been at EOHS. 1/10 (10%) of identified students was unable to engage in the 5.0 - 6.0 PROBE when he arrived 	<ul style="list-style-type: none"> Classroom teachers commented that the 2024 literacy support students have progressed phenomenally in their reading age. This progress has reflected on their self confidence within the classroom setting with growing independence in being able to complete tasks involving reading and writing. Feedback from classroom teachers has said that work that is done in literacy support relates to topics being covered in the classroom, this gives the literacy support students empowerment with their prior knowledge. It allows students to experience success in 	<ul style="list-style-type: none"> Ten Year 7 students will continue in the Literacy Support programme in 2025 as they enter Year 8. CORE 5 Reading Programme 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.

in May to EOHS, but has ended the year carrying out a Listening Comprehension PROBE at a reading age of 9.0 - 10.0 with 70% reading comprehension.

situations that previously they felt like failures in.

- One Year 8 students receive immense support from home - both students use CORE 5 at home and use audiobooks and are read to out loud. This support plus school support has seen this student increase his reading age by 2.5 years.
- One student who arrived at EOHS in May unable to engage in a 5.0 - 6.0 PROBE, can carry out a listening comprehension PROBE has major gaps in his absence across the year Term 4 saw higher attendance and this was reflective in his EOY results. At times when the student is at school he removes himself from the classroom environment which creates challenges to his learning.
- One Year 7 student made no movement in her reading age, and arrived at EOHS in June. She has severe difficulties with her phonological processing and has a poor working memory. She has a high probability of having dyslexia after being tested by Danielle Powell from our Whitestone Kahui Ako in July 2024.
- The majority of students have indicated they enjoy small groups and would like to continue the same structure in 2025 (with similar levels of confidence and ability) or 1:1 support and stated it gave them confidence with reading and writing in class. There are a couple of male students who remain reluctant to accept support, although have proven to make progress when assistance is accepted.
- 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

- Continuation of implementation of decoding strategies
 - * **Cross Check** - did the word you said look right? Sound right? Make sense?
 - * **S-T-R-E-T-C-H it out** - sound out the word s-l-o-w-l-y.
 - * **Chunk it up** - Look for chunks in the word that you may know ie. fan tas tic
 - * **Cover it up** - solve one piece at a time.
- Continue pre-teaching of key vocabulary and definitions to low level literacy students prior to unit being started in class.

	<p>classroom setting when a new topic is introduced.</p> <ul style="list-style-type: none"> 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 2024 and this was reflected in teacher comments and feedback from students who are a part of Literacy Support. 	
<p><u>Year 8</u></p> <ul style="list-style-type: none"> 1/8 (12.5%) of identified students made two and a half years of acceleration during 2024. 	<ul style="list-style-type: none"> One Year 8 students receive immense support from home - this student engages in CORE 5 at home and uses audiobooks and are read to out loud. This support plus school support has seen 	<ul style="list-style-type: none"> Six Year 8 students will continue in the Literacy Support programme in 2025 as they transition into Years 9/10 module learning programme and adjust to the learning expectations in Year 9.

<ul style="list-style-type: none"> • 1/8 (12.5%) of identified students made one and a half years of acceleration during 2024. • 5/8 (62.5%) of identified students made one year's acceleration in literacy during 2024. • 1/8 (12.5%) of identified students remained at the same level at the end of 2024. 	<p>this student increase his reading age by 2.5 years. He will be leaving EOHS at the end of 2024.</p> <ul style="list-style-type: none"> • One student who did not show an acceleration across 2024 is a highly dyslexic student. The student tries very hard in literacy support and has a strength with using assistive technology to assist him in the classroom environment. He had a change of teacher this year which has had an impact on his engagement and behaviour. Moving into Year 9 we will look at different strategies to assist this student to ensure engagement and learning occurs. • Classroom teacher's have indicated that overall confidence has grown among Year 8 students' as they continue to develop their skills in literacy. They are attempting to decode unfamiliar texts. They have shown in the classroom environment that they are developing skills in using inference, and are able to make insightful connections between text and real-world contexts. • Classroom teachers have noticed student's vocabulary is expanding, which has aided overall comprehension. Some support is still required for some students with more complex ideas. • Year 8 students in CORE 5 continued to show greater engagement and higher achievement in 2024 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 programme and the class programme has continued to complement each other and 	<ul style="list-style-type: none"> • One Year 8 student has graduated from Literacy Support and one Year 8 student is leaving EOHS and entering another High School for Year 9. • Continue lessons on basic vocabulary and grammar in the classroom and in literacy support. • Continue 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 in basic skills. • 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
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	<p>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. 	<ul style="list-style-type: none"> * <u>Cross Check</u> - did the word you said look right? Sound right? Make sense? *<u>S-T-R-E-T-C-H it out</u> - sound out the word s-l-o-w-l-y. *<u>Chunk it up</u> - Look for chunks in the word that you may know ie. <u>fan tas tic</u> *<u>Cover it up</u> - solve one piece at a time.
<p><u>Year 9</u></p> <ul style="list-style-type: none"> • 1/6 (16.7%) of identified students made two and a half years of acceleration during 2024. • 1/6 (16.7%) of identified students made two years of acceleration during 2024. • 3/6 (50%) of identified students made one year's acceleration in literacy during 2024. • 1/6 (16.7%) of identified students remained at 	<ul style="list-style-type: none"> • All six Year 9 students were offered reader/writers for EOY exams/assessments. Five of the six students accepted. 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. • Five of the six of these Year 9 students have received teacher aide assistance across some classes over the year. This alleviates stress for students. 	<ul style="list-style-type: none"> • All six Year 9 students will continue in the Literacy Support programme in 2025 as they transition into Year 10. • Continue reading and comprehension interventions in 2025. • Continue to offer small group situations to these literacy support students and support where required. • Continue lessons on basic vocabulary and

<p>the same level at the end of 2024 (ESOL student).</p>	<ul style="list-style-type: none"> ● One Year 9 student who gained two and a half years acceleration has shown that progress is tied to her attendance. At the beginning of the year her results indicated that she was below the standard for a Year 9 student. With improved attendance in the middle of the year, she has shown real progress. ● One Year 9 student who gained two years of acceleration has shown his progress is attributed to the close support he has been given in working with small groups. Writing remains a focus for this student, who in 2025 will continue to work in small groups with a TA where he can share ideas and have a recorder of information. ● One student who remained at the same level in his reading is ESOL. He has low levels of English, but is an incredibly hard worker. His reading fluency is increasing, while his comprehension/understanding is lagging behind. With continued support, we aim to increase vocabulary and understanding. ● One Year 9 student who gained one year's acceleration is slowly progressing. He struggles to settle on tasks and is reluctant to accept help. Although he has shown slow progress he remains below what is expected of a Year 9 student. When he accepts support, he can show progress. ● One Year 9 student who gained one year's acceleration struggles to stay focussed on any one task and has complex needs (which means this will be an ongoing issue). Unsupported this student functions at Level 2 on the NZC. With support, he can produce work between L3 and L4, depending on the task at hand. 	<p>grammar in the classroom and in literacy support.</p> <ul style="list-style-type: none"> ● Continue to offer 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' to scaffold basic skills across curriculum. ● 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. ● Continue to offer these literacy support students tasks which are structured - i.e. persuasive writing, as opposed to creative writing. ● Continue to use "Literacy Essentials' in Year 9/10 English classes to assist students in
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		<p>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.</p>
<p><u>Year 10</u></p> <ul style="list-style-type: none"> • 3/4 (75%) of identified students made one year's acceleration in literacy during 2024. • 1/4 (25%) of identified students made a six month acceleration in literacy during 2024. • Five Year 10 students were involved in the Accelerated Learning in Literacy - a Ministry led initiative where we targeted at risk Year 10 students. 	<ul style="list-style-type: none"> • One Year 10 student remains below the curriculum level you would expect of a Year 10 student going into Year 11, although this student has worked hard and has shown progress. This student would benefit from the GET Group programme in 2025. • One Year 10 has made reasonably good progress with her reading, but her writing is still well below where it needs to be. She needs help with her planning and struggles to stay focussed and follow the structures needed in her writing. This student would benefit from the GET Group programme in 2025. • One Year 10 student continues to make gains and is growing in confidence. We hold hope that she will be able to pass the co-requisite exams, though she may struggle at first with the writing. We will continue with a structured approach to literacy and enter her for the co-requisites in May. Depending on how she gets on with those, we may need to consider the GET Group in the second half of the year, if that is an option. • One Year 10 student struggles with confidence linked to anxiety, which puts extra pressure on her when preparing for the co-requisites. We recommend that she continue to be offered support and we hold off entering her for the GET Group. Instead entering her for co-requisites. We may need to revisit that in July when the results are released. • These four Year 10 students continue to have reader/writers for EOY exams/assessments. • Four out of the five Year 10 students involved in the GET Group made gains across 2024, 	<ul style="list-style-type: none"> • All four Year 10 students will remain in Literacy support in 2025. • In 2025 we will continue to offer small group support to these students in class time. • Continual collegial discussions with HOD English and check ins on these students in 2025. • Continue lessons on basic vocabulary and grammar in the classroom and in literacy support. • Continue 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

		<p>aid in learning and teaching in basic skills.</p> <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"> This year saw a change in structure for the Year 11 students involved in Literacy Support. A new group was created - GET Group Literacy Level 1. These sessions were four periods a week in the students' English period. The students had to complete three reading, three writing and a teamwork activity. This programme contributed to the students being able to gain Level 1 Literacy and gaining 10 credits. As of 31st May one student passed the literacy co-requisite and left the group. Three more students joined the group in July. Of the six students who ended the year in the group - four passed Level 1 Literacy and two students ended the year with incomplete work. 	<ul style="list-style-type: none"> Four Year 11 students began the programme in March/April. Across the year three of the students have gaps in their attendance which created a barrier to their learning and had an impact of completing their tasks. Attitude was another factor in one student, who passed all the assessments and chose not to hand the last one in and decided not to show up to the teamwork task. 	<ul style="list-style-type: none"> Depending on funding we hope to run the 2025 GET Group next year. Ten students have been targeted in hope of five for the first part of the year, and five in the second part of the year. Continue to support these students by offering them 'real world' activities to improve the chances of engagement.
<p><u>Year 13</u></p> <ul style="list-style-type: none"> 1/1 student achieved the NCEA Level 3 and gained UE Literacy. 	<ul style="list-style-type: none"> This student showed hard work and perseverance throughout 2024 and her results are a true reflection of this. 	<ul style="list-style-type: none"> The Year 13 has been accepted at Otago Polytech to train as an Occupational Therapist.

Strategic Goal: Improving Student Achievement

Annual Objective: Improve external grades for students.	Targets: <ul style="list-style-type: none"> To improve overall merits and excellences in Y12 and Y13. Improve Merits to 35% overall and Excellences to 10% overall
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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	Ensure students are in subjects of interest and ability. Explore what other schools are doing to ensure the success of students sitting externals.	KFY,HMC, IAD KFY	Students have full timetables. List of strategies developed.
Term One - Four	Study skills taught through Rawhiti time to senior students on a regular basis.	HMC, SHB	Improved internal grades throughout the year.
Term One - Four	Tutorials established early. Homework club after school	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: 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%
2024	NA	NA	11.8%	11.8%	12.5%	0%

When:	What: (examples).	Who:	Indicators of progress:
Start of Year.	Students identified for Gateway and Trade courses which best fit their vocational pathways.	GLJ,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	KFY, IAD, HMC, All staff.	Retention in school of students at risk

	Tuaka-Teina to accelerate the progress of target students.		of not achieving NCEA.
All Year	Tutorials. Homework club	All staff.	Improved student achievement.

Strategic Goal: Improving Student Achievement - Vocational Pathways

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

Strategic Goal: Improving Student Achievement

Annual Objective: Improve external grades for students.

Targets:

1 Students attempting scholarship 50% of students gaining UE.

2. 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.

3. Farm cadet course to extend into Level 2 with Level One and Two Agriculture students.

Community garden set up and maintained by Ag and Farm Cadets.

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

5. Improved percentage of students working at the expected curriculum level for literacy and numeracy by the targets below for each year level.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
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<p>1. No students attempted scholarship but 81% of Y13 students gained UE, which is well above the set target</p> <p>2. 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. The excellence target at L2 was realistic based on the past results of the cohort as 12% gained excellence in Y11 2023. The target was met with 12% gaining excellence in 2024. However, the merit result in 2023 was 37% and the target of 25% of merits for L2 should have been met but was not, with only 12% gaining merit endorsements in 2024. In L3 12.5% gained merit endorsements which did not reach the target, while there were no excellence endorsements gained at L3. Both targets were not reached.</p> <p>3. The farm cadet course was successfully applied for and started in 2024. There were 9 Y11/12 students who were a part of the programme, two left throughout the year to employment opportunities. We have had a close relationship with the primary ITO and farmers in the Eastern District. Students are working towards the National Certificate in Agriculture. The community garden project is moving forward with a number of community meetings being held in 2024. Funding has</p>	<p>The target for scholarship was unrealistic as the capability was not there in this cohort. The higher than expected UE pass rate was due to the hard work of staff to get them over the line with the literacy requirements.</p> <p>The targets were not realistic based on the cohorts 2023 performance. The L3 target of 10% gaining excellence endorsements was totally unrealistic as there were no excellence endorsements gained in 2023 by the same cohort at L2. High absences at both L2 and L3 have played a part in not reaching the realistic targets</p> <p>No variance as this was a successful outcome</p> <p>The community garden has not been successfully completed as the project was bigger than anticipated. It is on-going and funding that has</p>	<p>We are looking at a two year programme for scholarship, beginning with Y12 students in 2025 to better prepare them for their Y13 scholarship year.</p> <p>This is a difficult issue to solve as we have limited resources and flexibility. We have identified students who were potentially going to gain excellences and merit endorsements but have not specifically followed up on mentoring them through the year. There could be a mentor programme starting in Term Two to help students with planning, organisation and tutoring in specific subject areas.</p> <p>To continue to strengthen the relationship with the Primary ITO and Farmers in the district. Continue to work towards the two year national certificate in 2025.</p> <p>To continue with the garden project and have it successfully running by the end of 2025.</p>
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<p>been applied for and successfully gained. A plan is in place to continue with the project in 2025.</p> <p>4. To improve overall merits and excellences in Y12 and Y13. Improve Merits to 35% overall and Excellences to 10% overall The target was reached for overall L2 excellences, with 16% of all assessments being at the excellence level. For L2 merits the target was not reached,, with only 21% of all standards being at the merit level. For L3 only 6% of all assessments were at the excellence level, while 19% were at the merit level.</p> <p>5. Year 10. Reading: Baseline data was 16% of students were at the expected reading level at the beginning of 2024, with the target of 52% at the expected level at the end of 2024. The target was met with 51.72% at or above the expected level, this would be rounded to 52%. This is a particularly pleasing result with 59% having moved up from the start of the year.</p> <p>Writing: Baseline data was 20% were at the expected level at the beginning of 2024. Target was not quite met with 41% at or above the expected level. However, 72% have improved their result from the beginning of the year to the end of the year</p> <p>Numeracy: Baseline data was 10% were at the expected level at the start of 2024. The target was 50% at the expected level by the end of the year. This target was not</p>	<p>been gained will help to see it to a successful conclusion.</p> <p>Although the excellence target for L2 was met, again, the overall intention of the targets was unrealistic based on previous results. Similar to the certificate endorsement target, absences played a large part in not meeting most of these targets.</p> <p>No variation required as the target was met</p> <p>This target fell 11% short but the result was still quite an improvement from the beginning of the year to the end of the year. We have been focussing on writing more, rather than using devices, which has helped. However, despite considerable literacy support we will need to focus more on writing in 2024</p> <p>On retrospect, 50% at the expected level was an unrealistic target. We have undergone considerable changes to the Maths department in 2024. We were not able to appointment an HOD</p>	<p>In 2025, it would be recommended to be more specific in setting baseline targets for merits and excellences, rather than a one global target across two levels. Mentoring can play a part in improving results and should be introduced in 2025, particularly as Y12 will be sitting NCEA for the first time at Level Two.</p> <p>Continue with the literacy support programme. This has had a considerable impact on results for 2024. We were able to use spare staffing to employ a literacy support teacher full time throughout 2024. Next year we will look at a peer reading programme that did not get underway this year.</p> <p>A little disappointing but not surprising, looking at the cohort. There will be a more intensive focus on students writing in books, rather than using devices. We will look at more PLD for staff to use writing strategies across the curriculum. We are also looking at being involved in a literacy contract with Evaluation Associates in 2025.</p> <p>Continue to support the maths department with targeted PLD and encourage visits to other schools. Ensure the SCT is involved in helping the second year teacher to plan and implement</p>
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<p>met with 31% at the expected level. However, 48% have made improvements in numeracy outcomes.</p> <p>Year 9 Reading: Baseline data was 41% at the expected level at the beginning of 2024. The target was set for 71% to be at the expected level by the end of the year. This target was exceeded with 83% at the expected level by the end of the year. This was a pleasing result.</p> <p>Writing: Baseline data was 26% were at the expected level at the start of 2024. The target was 54% to be at or above the level by the end of the year. This target was nearly reached with 50% being at the expected level or above.</p> <p>Numeracy: Baseline data was 29% were at the expected level at the start on 2024. The target was 65% would be at or above the level by the end of the year. The target was not reach with 42% of students at or above the level at the end of the year</p> <p>Year 8: Reading: The target of 60% was exceeded, as 68% reached the level or above. The reading target was the only target met at this year level, and this was largely due to the excellent work of the literacy teacher.</p>	<p>and had a first year teacher as our key maths teacher. We did successfully apply for PLD hours to support numeracy in term 3 and term 4. This was very successful and has had an impact on results. I believe the results would have been lower without that PLD.</p> <p>Target exceeded, no variation required</p> <p>The variation of 4% on the target is one student. Although it could be said the target could have been a little higher as the cohort are capable of achieving this.</p> <p>This was a disappointing result but not surprising, considering the lack of numeracy teaching expertise at the school. We did address this by employing a past HOD of maths and applying for and gaining 60 hrs of numeracy PLD. Both initiatives did help but there were significant gaps</p> <p>The literacy teacher had a large part to play in reaching this target. The target could have been exceeded even further if we had addressed some issues, such as Peer Reading and having one teacher for all English periods for all three classes.</p>	<p>appropriate programmes of work. We will ensure the specialist teacher is teaching all maths from Y9 to Y12, supported by the Principal, teaching at Y13 and helping to guide other levels.</p> <p>This was a pleasing result that has come about by significant targeting through literacy support and programmes of work. We will continue to track down this path in 2024, with more peer reading programmes incorporated into the calendar.</p> <p>Again, we will continue to offer literacy support and target individuals for one on one let up programmes with our literacy support teacher. PLD for staff will also be included in the school PLD programme while departments will focus on actual handwriting rather than using devices.</p> <p>Continue to strengthen the numeracy teaching in the school with targeted PLD for staff and more specific PLD for maths staff. With the HOD not being maths centered, this has had an impact, through no fault of theirs. We will be looking at programmes of work, planning and delivery of both maths and numeracy across the school.</p> <p>Having split English teachers in one of the three classes is being addressed for 2025, with one teacher taking all 5 periods of English for each of the three classes. Peer reading needs to be more of a focus for 2025. This fell by the wayside due to other pressures of school. Peer mentoring did help some but was targeted and not across the board.</p>
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Writing:

Baseline data at the start of the year was low, at 30%, with the target being 55%. Unfortunately we did not reach that target, having only 41% of the students at the level or above by the end of 2024.

Numeracy:

The baseline data was a very low 17% at or above the level at the start of 2024, The target of 50% was a step too far based on some of the issues we encountered in 2024. At the end of this year, we reached 23% of students at or above the level. A disappointing result but not unexpected.

Again, having a targeted literacy teacher on full time for 2024 has helped to raise the outcomes, despite not reaching the target. Due to the small cohort, one student not racing the target added a higher proportion of percentage than normal.

We are fighting a systemic lack of basic number knowledge as, unless students have a natural affinity for Mathematics, it is impossible to get them to the required level in the two-year time frame we have them. All students have made improvements since the beginning of Year 7 but time is needed to develop the necessary understanding of basic mathematical concepts.

We had a new teacher to the department and we were unaware of her previous lack of experience in teaching mathematics until near the end of the year.

The small number of students at this year level means that if one student fails there is a disproportionately large percentage decrease.

Within each streamed class, differentiated tasks were provided to scaffold learning. Having access to a Mathematical support person as part of a 60 hours co-requisite PLD focus allowed Year 7 & 8 teachers to receive valuable professional development. There are ample resources available and concrete materials to aid the understanding of mathematical concepts.

Having access to a Mathematical support person as part of a 60 hours co-requisite PLD focus allowed Year 7 & 8 teachers to receive valuable professional development. There are ample

Continue with our policy of using less I.T and continue with more physical writing in 2025. At only a 11% improvement, we will need to investigate the strategies in place and how to improve those for 2025

In 2025 we are required to embed the new maths curriculum. We have opted for the Oxford set of resources, which will require considerable PLD for staff involved. We have applied for PLD support in the form of Evaluation Associates, as well as maths tutoring at the Y7/8 level. The maths tutoring is on a case by case proposal with only 2000 students in the country gaining that support. We do not expect to be selected.

Maths TODs are available and have been applied for. The first one is in Term 1 with online support being offered.

The maths department has been weakened by the lack of a qualified HOD, hence direction needs guidance in 2025. Our new Principal for 2025 onwards is a past HOD of maths and will be able to help in this area. I feel we will be in a stronger position in 2025.

<p>Year 7: Reading: The start of year baseline data showed 30% of students at or above the level required, with a target of 60% at or above the level set for the end of 2024. This target was achieved with considerable credit being 73% of students at or above the level</p> <p>Writing: The baseline data of 25% was a very low one, hence the target of 50% was set. We achieved that target with 55% of students at or above the level for the end of 2024.</p>	<p>resources available and concrete materials to aid the understanding of mathematical concepts.</p> <p>The literacy teacher worked with students identified as “At Risk” and CORE 5 reinforced necessary reading skills. The Head of English and the school librarian provided a variety of reading challenges, which were enjoyed by the majority of the students. All the English units covered this year had an emphasis on reading and writing. No student has gone down in any of the results, with some significant improvements as some students went up by two or more levels.</p> <p>“Speech to Text” was encouraged to allow less able students to express themselves, but not all students were keen to use this facility. This affected their achievement. The literacy teacher focused on writing skills with individuals as necessary. Those students who took ownership for their own learning and displayed a positive attitude, accepting help, made impressive gains. The literacy teacher’s adaptability in fitting with classroom events meant that students had the maximum time with her but also did not miss out on essential classroom teaching. The literacy teacher also related the work she did to topics being covered in the classroom, so her literacy students felt empowered with their prior knowledge. This allowed them to experience success in situations that they previously often felt like failures in. Having writing as an integral component of other subjects such as “mini writes” for Social Studies reinforced the importance of writing and allowed for specific skills to be developed.</p>	<p>In 2025 we need to continue the approach of 2024, keeping in mind that the literacy teachers’ hours will be reduced as staffing is not at the same level. However, the introduction to peer reading and keeping a strong emphasis on reading challenges should help maintain this strong outcome.</p> <p>Continue with our policy of using less I.T and continue with more physical writing in 2025. With a 30% improvement in 2024, this policy and the use of Speech to text needs to continue. With reduced hours for the literacy teacher, we will need to be smart on how we best use her in 2025.</p>
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<p>Numeracy: The baseline data of 28% at or above the level was a very low one. The target of 65% was a very challenging one to meet but to The credit of all concerned, we reached 57% at or above the level for the end of 2024</p>	<p>Homework tasks supported both reading and writing development. Formal English skills were taught weekly.</p> <p>The targets were met but the boys underachieved in comparison with the females, as did Maori students. However, two Maori males were students who failed to attend class regularly due to issues beyond the class teachers', and the school's, control.</p> <p>No student has gone down in any of the results, with some significant improvements as some students went up by two or more levels.</p>	<p>In 2025 we are required to embed the new maths curriculum. We have opted for the Oxford set of resources, which will require considerable PLD for staff involved. We have applied for PLD support in the form of Evaluation Associates, as well as maths tutoring at the Y7/8 level. The maths tutoring is on a case by case proposal with only 2000 students in the country gaining that support. We do not expect to be selected.</p> <p>Maths TODs are available and have been applied for. The first one is in Term 1 with online support being offered.</p> <p>The maths department has been weakened by the lack of a qualified HOD, hence direction needs guidance in 2025. Our new Principal for 2025 onwards is a past HOD of maths and will be able to help in this area. I feel we will be in a stronger position in 2025.</p>
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<p>Strategic Goal: Develop School Culture</p>			
<p>Annual Objective: Students are given more opportunities to be involved in local and national competitions, academic, cultural and sporting.</p>		<p>Annual Target:</p> <ol style="list-style-type: none"> 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 	
<p>When:</p>	<p>What: (Examples)</p>	<p>Who:</p>	<p>Indicators of progress:</p>

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.

Strategic Goal: 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.

Strategic Goal: Develop School Culture

Annual Objective: Maintain and develop school property into a 21st century teaching

Targets:

1. Complete C Block renovations.
2. Complete Portacom instalment.
3. Complete A Block toilet renovations
4. Plan C or D Block redevelopment.

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>1. Complete C Block renovations C Block renovations were completed at the end of Term One 2024. The completion exceeded our expectations as the whole inside of the block was painted and most of the whiteboards were replaced. Autex was added to many of the rooms that was not originally planned for. The block has become a show piece to bring guests to.</p> <p>2. Complete Portacom Installment Portacomms were ready to use 5 weeks before C Block was completed, so hardly of any use. This was particularly frustrating and caused by delays with council requirements and access issues. They have since been removed from the school.</p> <p>3. Complete A Block toilet renovations: This was completed early in Term 4. It took much longer to complete but is a satisfactory outcome></p> <p>4. Plan C or D block development The plan for this was completed in 2024. A disability project has also been started in 2024.</p>	<p>Variations did include a later completion that was originally stated as it was Term Two before we got the project signed off. This was out of the schools hands due to compliance issues.</p> <p>Portacomms were incredibly frustrating. We had minimal use of these, despite them being on our grounds for 6 months. It took many months to get action from Portacom and the ministry of education</p> <p>There was some variation on the timeline as the job became greater than first estimated, due to subfloor rot and wall rot. It was difficult for staff but they were very accommodating.</p> <p>The 10YPP and 5YA have been completed this year and signed off by the ministry of education. This has been a significant amount of work but is now ready to go for 2025. D block and the toilets in the gym are a focus for the 10YPP. One aspect we were asked to decide on was securing the seven skylights in roofs around the school. We opted to secure them ourselves, rather than add them to the</p>	<p>C Block has since had new furniture and classrooms have been modernized with lighting and TV sets. There is further work to be completed in C Block for a disability project, starting in December 2024. This involves widening of doors and automated doors for wheelchair access.</p> <p>These have gone, nothing further to evaluate as it was outside of our control</p> <p>Now the block has been completed, we need to look at a suitable purpose for the outside area adjacent to the staffroom and toilet block. This could be a focus for 2025.</p> <p>The school is looking in very good shape at the moment. Once we start work on D Block and the gym toilet area in 2025, that should further enhance our environment. This does need to start early in 2025. The ministry of education property advisor, Ferdi Koen, has offered to meet our new Principal and go over property in more detail.</p>

property plan. The work has been completed, they are now safe so anyone on the roof cannot fall through the skylights. That saved us many thousands of dollars in our property plan. On top of that there has been a disability project which involves both C and B blocks. This is about to start early in December 2024 and hopefully completed by the start of term one 2025. Once the disability project is complete, we can then move on with the 5YP.

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.
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 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	IAD, OLK, HIJ	Less pastoral entries of bullying.

	proactive approach to 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.
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Strategic Goal: Development of Staff and Student Wellbeing
Annual Objective: Maintain and develop school property into a 21st century teaching

- Targets:
1. 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>Target: To increase the number of students agreeing, strongly agreeing and neutral to the wellbeing questions in the EOHS student survey.</p> <p>Analysis of survey results are below. All questions were an improvement from 2023, with some particularly strong results. The survey was broken into 3 level groups. This gave us a good understanding of where each level grouping was at.</p>	<p>This was a positive outcome, although some of the survey questions were worded slightly differently to the 2023 survey. This was because the 2023 survey could not be found. The questions were similar and generally had a positive outcome. There was a considerable variation in result between the levels. Y7/8 students were a lot more positive than other levels. This is something to evaluate further. The Teachers Treat all Students Fairly question was low with Y9/10. Again, something to evaluate</p>	<p>The overall survey results were very positive. However, the variation between levels is concerning and does need addressing. This could be a focus for 2025. In particular the fair treatment of students by teachers seems to need addressing. I was particularly pleased with students treating each other with respect. The 22% improvement shows we are heading in the right direction. The bullying questions were a variation from 2023 to 2024 but still shows a big improvement in students' perception of how we are dealing with bullying. The big challenge for 2025 and beyond is to get more consistency across the levels, as Y9 to Y13 are not as positive as Y7/8. Worth noting is the retention of Y8 students into Y9 for 2025 is the best it has been for many years. I believe the positive results in the wellbeing survey have contributed to students staying for 2025.</p>

Analysis of Wellbeing Survey

Year	I am happy with the level of communication from the school.	Teachers are interested in my culture or family background.	<p>The rules for student conduct are consistently applied.</p> <p>Teachers treat all students fairly</p>	<p>I am satisfied with the opportunities offered to help me achieve to the best of my ability.</p> <p>I enjoy being at school</p>	The school actively celebrates academic, sporting and cultural successes.	<p>I believe the school adopts a proactive approach against all forms of bullying.</p> <p>Behaviours like</p>	Students treat each other with respect.
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					Teachers praise when doing well	bullying and hitting are not Ok at school	
2023	55.9%	38.1%	44.1%	56%	66.7%	39.2%	25%
2024 Y7/8	80%	75%	89%	60%	82%	97%	66%
2024 Y9/10	59%	40%	39%	65%	72%	93%	38%
2024 Y11-Y13	55%	53%	28%	45%	72%	85%	36%
Overall 2024	65%	56%	52%	57%	75%	91%	47%
Variation	+9%	+18%	+8%	+1%	+9%	+52%	+22%

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

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. Was completed throughout the year.
Term 1	Rawhiti/Form Teachers to work with students and families to support better attendance and engagement.	HMC Form teachers	Contact made with families. Appointed an attendance officer for 2024.
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. This was not actioned.
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. Many roles were taken up by students.
All Year	Development of fun activities to engage students throughout the year. House competitions, Lunchtime activities.	All staff	Improvement in attendance. Less pastoral entries. Not successfully completed. Pastoral entries have risen but only by a small number of male 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
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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%

Strategic Goal: Development of Staff and Student Wellbeing

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

Improve attendance across the school. The students identified below will make improvements on their attendance in 2024

Outcomes: What happened?

Reasons for the variance: Why did it happen?

Evaluation: Where to next?

Target:
Disappointingly, we did not reach most of the set targets for 2024. Y7 was left off as we could not set a target based on a cohort we did not know.

Level	Male Target	Male 2024	Female Target	Female 2024	Maori Target	Maori 2024
Y8	90%	83%	90%	85%	90%	71%
Y9	85%	89%	87%	80%	90%	86%
Y10	86%	85%	93%	92%	88%	79%
Y11	87%	84%	85%	84%	85%	90%
Y12	87%	91%	90%	87%	88%	86%
Y13	85%	85%	88%	80%	80%	73%

Only four of the set targets were reached or exceeded.

Despite running an attendance competition throughout the year, our attendance has slipped markedly. This could be due to a high number of illnesses throughout the year but also a number of truant students who needed attendance intervention via the attendance officer. Poor attendance of maori students in Y8 and Y13 is cause for concern and needs discussion. The targets were possibly set too high based on the 2023 figures. We did employ an attendance officer for three hours per week to follow up on attendance and seek reasons for that absence. He was very effective on finding out why they were away but not effective in improving their actual attendance. This was no fault of his but the mindset of those not attending. At times we lacked family support, which is difficult to combat.

For 2024, we need to look at strategies to markedly improve attendance. In 2023 we ran a house competition which helped but that was not run in 2024. We could look at community input on how to better improve our attendance statistics. A survey of our Whanau and Community was not undertaken in 2024 and needs to be a key part of attendance strategies. Forman Rawhiti teachers need to take a more proactive role in following up on absences as we will not have an attendance officer for 2025, due to staffing restraints. The use of the North Otago Attendance officer has been helpful but is the ambulance at the bottom of the cliff. We need to work on avoiding needing her input.

Strategic Goal: 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 Maturanga Maori into units of work..

When:	What: (Examples)	Who:	Indicators of progress:
Term One	Improve understanding in the delivery of literacy across the curriculum	All staff. BSG,	Ran PLD sessions on key literacy strategies which can be incorporated across the curriculum. Sessions on structured literacy have been run throughout the year.

	<p>Develop connections from the community and other schools to help the integration of Maturanga Maori</p> <p>Have peer conversations, reviewing progress through the term in regards to literacy and Maturanga Maori integration</p>	<p>All staff SLT</p> <p>All staff, SLT, HIJ</p>	<p>Send 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 Maturanga 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 Maturanga 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>

Strategic Goal: Development of Staff and Student Wellbeing
Annual Objective: Maintain and develop school property into a 21st century teaching
Targets:
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 Maturanga Maori into units of work..

Outcomes: What happened?	Reasons for the variance: Why did it happen?	Evaluation: Where to next?
<p>Target: . Staff to complete PLD on staff capability led by SCT over 4 terms.</p>		

There were a number of PLD sessions involving staff up-skilling, therefore enhancing staff capability. There was a major focus on UDL which was led by the WSL, rather than the SCT. We attended a teacher only day with St Kevin's College on UDL. Other PLD term based across the terms, In term one we had "engagement in the classroom", led by SLT, Tuturu who led a whole school approach by evaluating where we are at and what we need to move forward. There were two sessions on literacy and numeracy upskilling for all staff. In term two we continued with UDL, completing two sessions with all staff, led by Core Education. The remainder of term two included a number of sessions based around skills, such as technology up-skilling and using writers toolbox. As this term was our major production term, we dedicated some time to that. In term 3 we continued with Tuturu, UDL and literacy approaches for all staff. Term 4 still involved UDL with Core Education and a number of skill based sessions.

Target: 2. Staff to observe and provide feedback to a peer

Staff have had many opportunities to visit other classes in 2024. This has been taken up by most staff and has been a positive aspect to teacher development. All staff have had at least one formal lesson observation which has provided written feedback to help with their Professional Growth Cycle. The SCT has taken a positive role in visiting new staff and staff who need advice and guidance throughout the year. Both written and verbal feedback have been given by the SCT.

Target 3. Integrate Matauranga Maori into units of work.

Two members of SLT undertook a series of PLD in Te Reo Maori to help with their pronunciation and how better to incorporate this into the classroom.

The variation to this target was based around not using the SCT for the sessions. She was used a couple of times but not as the central deliverer of the PLD to enhance staff capability.

There was a mix of internal delivery and guests who were invited in to deliver some PLD.

UDL was a focus for our PLD as this was a Kahui Ako initiative and goal for 2024. This is still a work in progress and has not come to a conclusion in 2024.

This target has not been well tracked in 2024. If it was to continue in 2025, there would need to be formalization of who did what and when. The maths department ended up getting the most support for 2024, as we were successful in gaining 60 hrs of PLD, which was provided by Fiona Shepherd. She carried out both lesson observations and demonstration lessons to aide personal development.

The loss of one of the Runanga's stalwarts earlier in the year did slow down our connection with them. There was a planned Teacher Only Day for

UDL should continue to be a part of our PLD plan for 2025 although the new curriculum and in particular the new maths curriculum will become important aspects of our PLD direction for 2024. The current strategic plan comes to an end in 2025, therefore new goals and direction can be set, guided by the new Principal. It will give her the opportunity to shape her own direction around her own strategic plan. There is also a new SCT for 2025. He will take time to get used to the role but should be used to run some sessions with staff. 2025 will be a challenging year with a new Principal, New Deputy Principal and new SCT. It will take time to set the direction of the PLD plan.

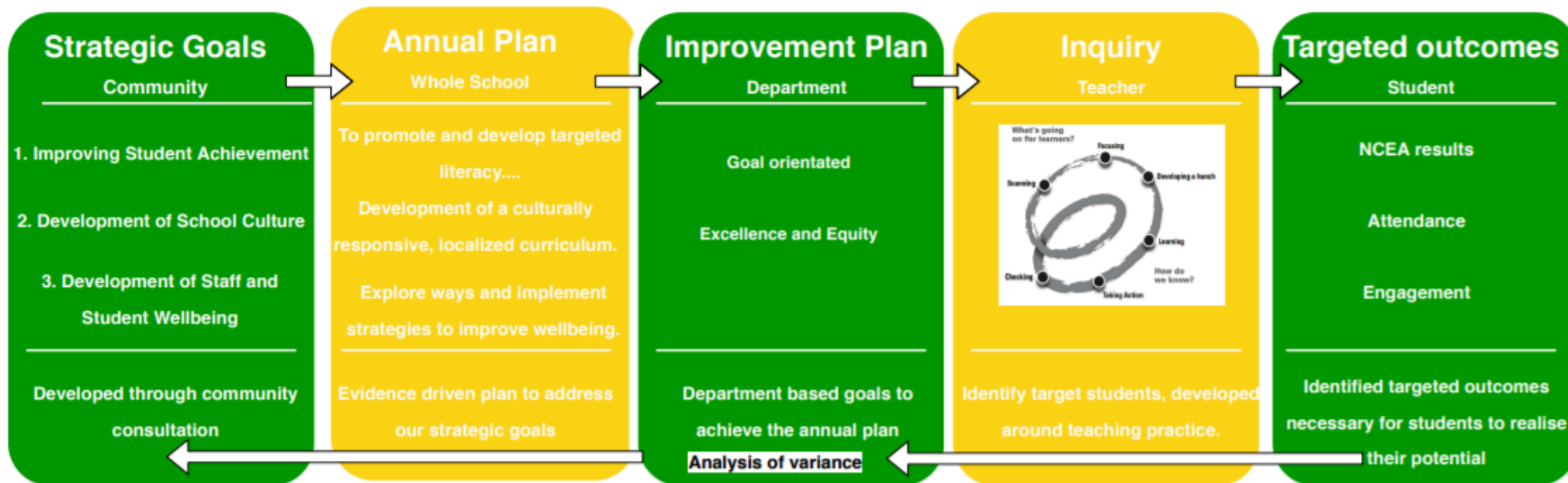
Discuss whether this target is to continue in 2025. A survey done on staff wellbeing earlier in 2024 showed there was a good relationship between staff and SLT. Therefore the culture of classroom visits could be continued without staff feeling threatened.

The new Principal could look at reevaluating a teacher only day at the marae in 2025. Once settled, she would know the focus and be able to

We sent a number of staff to the local Marae on PLD days where local curriculum was taught so that it could be incorporated into the classroom. We also sent one staff member to Auckland for a “teachers of Te Reo Maori “ conference. She was the only teacher from Otago there. There were many resources and ideas that came from the conference. The teacher took a PLD session with all staff to share what she had learnt. Resources were also shared with staff and ideas developed on how to incorporate this into programmes of work. We have a new Te Reo Maori teacher for 2024, who is continuing for 2025. She took the Kapa Haka group to Polyfest and is working on developing Te Reo Maori across the school.

all staff at the Puketeraki Marae, but this did not happen in 2024. The smaller PLD days with a few staff did help though. Staff have been saying Karakia in their classes most days and are working on personal development with their Te Reo Maori.

form a relationship with members of the marae. Local curriculum could certainly be a focus for that day. In 2025, our new teacher of Te Reo Maori is teaching all the classes from Y7 to Y10. She has been asked if she would be interested in being the teacher in charge of the department in 2025, something she is considering. We will continue to develop our understanding of local curriculum and work on forming strong relationships with the local runanga.



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.