



School Charter Strategic and Annual Plan for South Otago High School

2020 -23

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

South Otago High School 2020 - 23

Introductory Section - Strategic Intentions

Mission Statement	South Otago High School, with the support of the community, will provide its students with a broad range of educational experiences and opportunities that challenge and enable them to achieve to the best of their ability.
Vision	<p>A student leaving South Otago High School will:</p> <ul style="list-style-type: none"> ● Be a 21st century learner ● Be creative, energetic and enterprising, with a positive work ethic ● Seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic and environmental future for our country ● Work to create an Aotearoa New Zealand in which Maori and Pakeha recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring ● In their school years, continue to develop the values, knowledge and competencies (especially in numeracy and literacy) that will enable them to live full and satisfying lives ● Be confident, connected, actively involved learners whose curiosity and passion will give them the capacity for lifelong learning ● Have and are able to demonstrate respect for themselves and others ● Have an understanding of the world and their place within it ● Look back on their involvement in their schooling and community with a sense of achievement and pride.
Values	<p>The school values were reviewed as part of the development of PB4L in 2017. The revised school values are:</p> <ul style="list-style-type: none"> ● Respect ● Excellence ● Perseverance
Principles	<p>Core belief held by our School</p> <ul style="list-style-type: none"> ● South Otago High School is a community school aiming to offer courses and activities suitable for all students. ● South Otago High School is committed to academic excellence and realising all students' potential.

	<ul style="list-style-type: none"> • South Otago High School maintains an extensive co-curricular (e.g. sports and cultural) programme and encourages students to participate at the highest level possible. • South Otago High School maintains and encourages links with our local community. • South Otago High School fosters the development of student self-esteem and encourages students to care for each other and the environment.
Māori Dimensions and Cultural Diversity	<ul style="list-style-type: none"> • SOHS has 18% of students identifying as Maori • The demographics of the school are changing, partly due to the changes in visa schemes which has seen a reduction in Filipino students during the last 12 months. Despite this 10% of the school population identifies as being other than NZ European or Mori. • After following the He Kakano project the school has made good progress in re-invigorating the practice. There is strong interest and growth in Kapa Haka. The school has hosted a regional practice event with our contributing schools and this has supported our own within school work. It has also provided learning and leadership opportunities for students. • In 2019 we have seen a significant growth in participation in Kapa Haka and also school wide involvement in cultural activities. • 2020 school year started with a professional development day hosted by Hokonui Runanga
Community of Learning	South Otago High School is committed to the Big River Community of Learning. Evidence of this commitment is shown throughout this document with many of the CoL achievement challenges being incorporated into the Annual Plan.
Positive Behaviour for Learning (PB4L)	<p>The school has developed a plan to 'roll out' to students and the community in 2018. This is seen as a means of working to teach and positively reinforce good behaviour and to make this the norm for students. A Restorative Practice model is being re-taught to staff which focuses on building and maintaining positive, respectful relationships across the school community.</p> <p>Since 2018 we have seen a dramatic decline in the discipline incidents and also the use of stand down and suspensions. The demand/ need to resort to these measures has also declined significantly yet the feedback has been a more positive school environment. Anecdotal feedback and other evidence point to a 'positive, calm and settled' school environment. In 2019/20 there has been a very small turn over of teaching staff at the school.</p>
Well being	With increasing work loads and a number of significant changes in the education sector it is timely to raise the importance of both staff and student well-being. Since 2016, there has been work done to ensure well being by reducing assessment stress for senior students, reduction of meeting commitments for staff and a

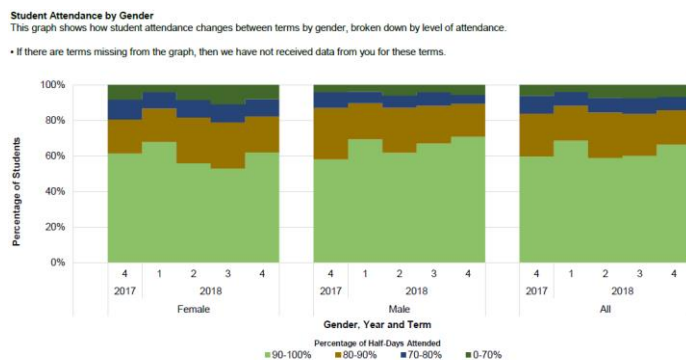
	focus on understanding the ‘tone’ of the school as examples. Looking to the future the school is going to develop a plan to improve the positive work environment for the community of South Otago High School.													
Baseline Data or School Context														
Students’ Learning														
		2016			2017		2018		2019					
	Level 1	A	63.4	A	71.9	A	70	A	64					
		M	13.3	M	24.7	M	20	M	21					
		E	23.3	E	3.5	E	10	E	15					
	Level 2	A	76.0	A	82.8	A	85	A	81					
		M	16.0	M	8.0	M	12	M	11					
		E	8.0	E	9.2	E	3	E	8					
		VP	47	VP	18	VP	19	VP	23					
	Level 3	A	80.3	A	82.8	A	84	A	81					
		M	16.7	M	10.9	M	8	M	10.4					
		E	3.0	E	6.3	E	8	E	8.6					
	NCEA achievement tracked over four years shows that whilst achievement at NCEA has improved to be comparable or better than the national mean the award of endorsements has not improved by a comparable rate. It should be noted that the 2017 Y11 cohort had been identified as being a group who would be challenging to be successful.													
	Student Engagement			13	14	15	16	17	18/19	Total	% of total students	Maori	% of Maori students	Pacific
2016		Stand downs	6	17	17	2	0	0	42	8.2%	22	24.2%	0	0
		Suspension	0	10	13	1	0	0	24	4.7%	10	11%	0	0
		Exclusion	0	0	4	0	1	0	5	0.8%	1	1.1%	0	0

	Total	6	27	34	3	0	0	70	13.7%	33	36.3%	0	0
	Age	13	14	15	16	17	18/19	Total	% of total students	Maori	% of Maori students	Pacific	% of Pacific Students
2017	Stand downs	6	21	9	6	2	0	44	8.4%	9	10.6%	1	11.1%
	Suspension	3	20	9	2	1	0	35	6.7%	4	4.7%	0	0
	Exclusion	2	3	0	0	0	0	5	1.0%	1	1.2%	0	0
	Total	11	44	18	8	3	0	84	16%	14	16.5%	1	11.1%
2018	Stand downs	1	12	11	2	1	0	27	5.7%	7	8.8%	0	0
	Suspension	0	4	0	0	0	0	4	0.8%	2	2.5%	0	0
	Exclusion	0	1	0	0	0	0	1	0.2%	0	0%	0	0
	Total	1	17	11	2	1	0	32	6.8%	9	11.3%	0	0
2019	Stand downs	2	5	9	4	0	0	20	4.5%	6	7.4%	0	0
	Suspension	0	0	0	2	1	0	3	0.7%	0	0	0	0
	Exclusion	0	0	0	0	0	0	0	0	0	0	0	0
	Total	2	5	9	6	1	0	23	5.2%	6	7.4%	0	0

Since 2018 there has been a dramatic shift in stand downs and suspensions. Whilst there has been a 60% decline in stand downs since the peak in 2017 there has been over a 90% decline in suspensions for the same peak time. Also worthy of note is the significant drop in the representation of Maori in these figures from 36.3% in 2016 to 7.4% in 2019. These changes are not simply a change of cohort but is a reflection of genuine change in culture within the school. 2020 will be a year where we widen the scope of our work to continue to develop a positive school environment. This will include:

- Continued development and reflection of PB4L
- Restorative practice refreshment
- Instruction as to the meaning of the school values
- Consistent approach to expectations

- A focus on well being, this will be for all members of our school community, including students, teachers and support staff.
- 2018 data



In term 4 of 2018, 70.8% of male students and 61.9% of female students were attending regularly.

*Attending regularly is attending over 90% of half-days.

2019 data



In term 4 of 2019, 41.9% of female students and 38.8% of male students were attending regularly.

*Attending regularly is attending over 90% of half-days.

Our 2019 attendance data shows that there has been a decline in attendance from 2018. Term 2 appears to be a period of time where attendance does decline. This may be due genuine winter illness. This pattern has continued into term3 and term 4 has not seen the usual recovery. Worthy of note is that Term 1, 2019, had better attendance than in the same period of in 2018. Term 4 showed that the highest rates of absenteeism were among the Year 9 students. When viewing the data for ethnicity, there appears to be little difference between Maori, Pasifika and Pakeha students.

Of concern is still the 20+% of students are absent for the equivalent of one day or more per week across the school year. Of concern is the increasing numbers of students who are absent from school to join in family holidays during term time. This is particularly true in Term1 and Term 4 with some families also choosing to take a break during the winter months.

Whilst the decline in attendance is a concern the overall picture shows that we have better attendance than the national mean.

School Organisation and Structures	Data, anecdotal evidence and feedback suggest that the year has been very settled. NZQA in their review (MNA) praised the school for the changes that had been made. 'Students interviewed value the Friday programme for offering a range of opportunities and allowing them to manage their time' Currently there are no plans for significant structural changes for 2020
Review of Charter and Consultation	In 2020 there will be a formal review conducted with our community to determine the next steps for development. In 2020 we will also review our school vision statement. The aim will be to raise the awareness with staff, students and to ensure the vision statement fits with our community expectations which may have changed since first being initiated. This work was scheduled for 2019 but was not completed due to time constraints and other developmental work.

Strategic Goal 1: To continue to raise the engagement of all students

	2020	2021	2022	2023
Students' Learning <ul style="list-style-type: none"> ● Focus quality teaching through PLG's ● Invest in PLD for differentiated learning ● Involvement with primary colleagues to raise achievement in writing both at primary and secondary level. ● Review and refine option structure ● Review how students work towards NCEA L2 	<ul style="list-style-type: none"> ● Action plan for future development in; option structure, timetable and providing for at risk students ● Review of class profile system and implementation of any changes that may be necessary ● Continue work to reinforce inquiry learning ● Develop and share practice for differentiated learning and classroom practice ● Review of Learning support teacher role and determine what further resources are required to support students who need additional support ● Development work for curriculum based upon the work conducted with contributing schools 	<ul style="list-style-type: none"> ● Repeat NZCER, Me and My School survey ● Introduce and conduct the Well Being @ School Staff survey (To include support staff) ● Review progress with differentiated learning in the classroom situation ● Initiate development work from the Well Being School students survey ● Embed practice for differentiated learning and classroom practice. 	<ul style="list-style-type: none"> ● Action plan for feedback from NZCER, Me and My School survey ● Initiate development work from the Well Being School staff survey ● Review practice on differentiated learning and continue to embed 	<ul style="list-style-type: none"> ● Develop new action plan for school development ● Develop strategies and goals for classroom development of learning strategies

Focus on well being for students to support academic achievement	<ul style="list-style-type: none"> • Complete the Well Being @ School student survey (NZCER) to identify areas for development • Develop action plan from feedback • Have a focus on well being for staff professional development. 			
Student Engagement <ul style="list-style-type: none"> • Continuation of the internal surveys for students started in 2016 • Development of student council involvement to create a positive environment for all students • Introduction of academic mentoring for all students • Development of graduate profile • Reduction of stand down and 	<ul style="list-style-type: none"> • Review of stand down and suspension rates. • Review of procedures and practice for curriculum based trips. • BoT review of the donations issue • Teaching of values for PB4L • Review of progress and determination of next steps for development in: • PB4L • Mentoring programme • Graduate profile, is this still meeting the needs of our learners? 	<ul style="list-style-type: none"> • Review of PB4L progress • Target behaviour of 1-5% who provide the greatest concern • Review of progress with learning support and where to next. • Review early intervention programme and the benefits and challenges • Review of implications for school donations and the engagement of students in education • Refine and review early intervention programme 	<ul style="list-style-type: none"> • Review of progress targeting the 1-5% • Refine and review early intervention programme 	

<p>suspension number</p> <ul style="list-style-type: none"> ● Review of at risk learners and how we engage and enable them to achieve ● Develop strategies to work with family/ whanau to improve student attendance at school. 	<ul style="list-style-type: none"> ● Graduate programme, is this meeting the needs of our community? ● Review of progress with learning support teacher and where to next. ● Develop plan for targeting at risk Y9 students to provide an early intervention 	<ul style="list-style-type: none"> ● Increase involvement in student council activities such as assemblies ● Peer support programme to teach the school values. ● Continue to develop mentoring initiative with increased use of data to support student achievement 		
<p>School Organisation and Structures</p> <ul style="list-style-type: none"> ● Development of PB4L for the school as a whole ● Review of assessment practices and the value to student learning ● Changes to Tutor group structure ● Embed timetable and option structure ● Develop mentoring as a means of raising achievement 	<p>Review progress with :</p> <ul style="list-style-type: none"> ● Mentoring ● Conferencing ● Changes to the senior curriculum option structure ● Vertical tutor groups ● Targeting students as part of the inquiry model to ensure consistency of approach and accountability. ● Student endorsement results. <p>Action plan developed on the basis of review</p>	<ul style="list-style-type: none"> ● Community consultation undertaken to review whole school developments during previous three years. ● Ensure representation of Maori and Pasifika as well as our migrant population in the review 	<p>On-going review and development of initiatives implemented so far.</p>	<ul style="list-style-type: none"> ● Refine and determine value and benefits of existing programmes and initiatives. ● Develop plan based upon revised needs

	<ul style="list-style-type: none"> • Introduction of live reports across whole school 			
Review of Charter and Consultation <ul style="list-style-type: none"> • Development of school values in consultation with community • Review with our Maori community as to how we can best engage our Maori learners and enhance school as a place to attend and gain qualifications 	<ul style="list-style-type: none"> • Initiate community consultation meetings with our wider community • Evaluate the changes that have been made with the senior curriculum to ensure that they are still meeting the needs of our community. • Teaching PB4L values across the school • Implement Tier 2 of PB4L 	<ul style="list-style-type: none"> • Develop plans for implementation based upon the previous community consultation • Adjust and modify school curriculum in conjunction with NCEA changes to meet the needs of the cohorts going through the school • Evaluate progress with PB4L • Review of management governance with regard to the Tomorrow's School review 	<ul style="list-style-type: none"> • Review and plan for next stage of development • Aim to be starting tier 2 of PB4L 	<ul style="list-style-type: none"> • Implement plan based upon needs •
Personnel	<ul style="list-style-type: none"> • Review of resourcing for Learning Support to ensure that staffing is utilised effectively. • Act upon feedback from exit interviews • Evaluate progress with learning support and prepare for future 	<ul style="list-style-type: none"> • Review support structure for support staff 	<ul style="list-style-type: none"> • Continue planning for future needs of the school • Ensure induction process meets the needs of staff and students 	

	needs and expectations <ul style="list-style-type: none"> • Look for career development opportunities for staff who are looking to progress their careers. • Develop support structure for new support staff 		<ul style="list-style-type: none"> • Ensure that PB4L and RP is included in the induction process 	
Property	<ul style="list-style-type: none"> • Complete property development work which is tagged for 2019-20 (Pomahaka block) • Review site accessibility issues, especially the two storey block • Rationalisation of F Block • Review of progress against plan. • Plan for next areas of development • Ensure programmed maintenance is kept up to date or at least justified decisions are made to ensure that 			

	the school is well maintained.			
Finance	<ul style="list-style-type: none"> ● Setting of budget in conjunction with this strategic plan ● Maintain financial plan for expenditure for projects over the next three years which will improve student learning ● Review of the 'donation' policy and the communication with the community ● Ensure the school is resourced within the financial parameters 	<ul style="list-style-type: none"> ● Review of financial planning ● Review of planned expenditure from three year plan. ● Determine new areas for expenditure. ● Review accountability for budget holders and curriculum leaders. 	<ul style="list-style-type: none"> ● Ensure budget meets the needs of the strategic plan 	

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Students' Learning	<p>Improve student achievement in NCEA to support students to gain endorsement at L1,2 and 3</p> <p>Improving literacy of Y9 and Y10 in particular improvement for Boys and Maori students</p> <p>Continue to boost numbers of Y9+10 students gaining Merit and Excellence endorsements with a view to seeing this transition to NCEA</p>	<p>Raise NCEA endorsement to 35% at L1, 2 and 3</p> <p>Maintain progress in student writing at Y9+10 and monitor the transition to senior year levels.</p> <p>Students who gained M or E endorsements at Y10 to be targeted for M or E endorsement at NCEA L1 to maintain positive achievement.</p>	
Student Engagement	<p>Continued reduction of stand down and suspension numbers through the ongoing development of PB4L and use of restorative practices.</p> <p>Continue the good practice to maintain the positive attendance records for students.</p> <p>Reduction of class withdrawals</p>	<p>Reduce stand down and suspension numbers and also referrals from class.</p> <p>Maintain and improve attendance rates set in 2017-18</p> <p>Reduce class withdrawals whilst maintaining good learning environments</p>	

<p>School Organisation and Structures</p>	<p>Develop tier 2 of PB4L in the school.</p>	<p>School wide values have been established and these will frame discussion when talking to students about behaviour</p> <p>The values are:</p> <ul style="list-style-type: none"> • Respect • Excellence • Perseverance <p>Teachers will both teach and model these values and highlight the importance of these values both in their teaching and co-curricular involvement.</p> <p>Staff will be recognising and acknowledging positive behaviour and will actively seek to not this in their dealings with students. In particular they will be looking to ensure that all values are endorsed</p> <p>Students will be recognised by the principal and senior leadership for positive work and development.</p> <p>Teachers will build upon their training to further develop</p>	
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	<p>Further development of mentoring to support students to be successful.</p> <p>Introduction of Graduation Certificate at Year 10, building upon the success of the Y9 graduate profile. Improved monitoring of progress by mentor teachers.</p>	<p>their understanding and expertise in the restorative process.</p> <p>Kamar evidence to show that staff are using processes that are developed by PB4L team</p> <p>Increase engagement through higher community involvement in the school eg attendance at course confirmation, conference day</p> <p>Continue to build upon the success of achievement at Merit and Excellence from 2018</p> <p>Year 10 students, family and whanau will be introduced to the graduate profile and the expectations for the year.</p> <p>Students are expected to demonstrate the PB4L values through their participation in school work, activities and community involvement.</p>	
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		<p>Each component will be monitored by the mentor and provide a framework for guidance and development. Students will negotiate individual targets aimed to extend themselves and show progress.</p> <p>Each component must be completed satisfactorily in order to be awarded a graduation certificate at the end of the year.</p>	
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Strategic Goal : Targeting student learning at Y9+10 through inquiry learning to raise the achievement for both at risk of not achieving and at risk of not reaching their full potential. Use of strategies for differentiated learning to enhance student engagement and achievement			
Annual Goal: Raising the numbers of students in Y9+10 who gain merit and excellence endorsements in their junior courses		Annual Target: Year 10 cohort to maintain or improve the endorsement rate that they currently hold at Y9 (201)	
Baseline data:			
	Merit	Excellence	2020 prediction
2019 Y9	19 (22%)	10(12%)	35M 15E
2019 Y10	48 (40%)	13 (13%)	20M 10E
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1-3	Departments identify at risk students and add them to their at risk list	HOD’s	Students removed from list when target has been reached
Term 1-3	Identification of at risk students in learning teams	Deans	Students removed from list when target has been reached
Term 1	Identification of students in Y9 who gained an endorsement and target learning for Y10. Include monitoring with the student through the mentor teacher	Teacher, mentor	Student, family/whanau aware in first conference of the expectation in terms of achievement.
Term 2-4	Monitoring by class teacher as to progress towards expected level for Y10 students	Teacher mentor	Student, family/whanau actively reflects upon progress

Term 1	Introduce class profiles to highlight students and their learning needs	SLT	Teachers identify, name and select target students for support work. SOAP targets at or above.
Term 1	Introduction of differentiated learning to meet the needs of cohorts of students	SLT/ WST	Teachers actively participate in PLD and incorporate in the inquiry learning
Term1	Targeted students are identified and strategies to meet individual needs are formulated. This may include differentiating the curriculum through contextualisation and or pitching at the appropriate level	Teachers/ Learning support teacher/SLT for appraisal	Teachers have a plan of action to support learning for target students, this should be documented. TAI as part of appraisal to assist with this.
Term 1	Peer review of target intervention and discussion with parent/ caregiver/ whanau as well individual student	Teacher/ buddy	Review of plan at start of intervention, discussion with parent and student
Term 2	Review of progress and evaluation of strategy	Teacher/ buddy	Discussion and documentation of review and evaluation. Data analysed as to progress
Term 2	Peer share and discussion starts	Teacher/ buddy	Sharing of strategies and results as part of staff meeting
Term 2	Review and determination of future target students, possibly during mid year option rotation	Teacher/ buddy	Decision made to continue with target students or if other higher priority students need intervention
Term 2/3	Next strategy developed and review as above	Teacher/ buddy	Progress completed can be identified and what the next steps for the student or identify the next cohort of target students.
Term 3 /4	Review of progress through the year	Teacher	Discussed with appraiser as part of the growth and development for students and identification of support needed in the future, if necessary.
Term 3 /4	Promote junior endorsement badges	Sc	Maintain or improve rates of achievement

Monitoring

As part of appraisal the review will be included as part of the strategy to support individual learners.

Resourcing

Time and money with responsibility for oversight distributed amongst SLT with support from WST

Dedicated Inquiry time to be part of Friday late starts.

Improvement Plan - Domain: Learning						
Strategic Goal: Raising Merit and Excellence endorsement rates at NCEA L1, 2 and 3						
Annual Goal: Raising Merit and Excellence endorsement rates at NCEA L1, 2 and 3 to at least the national mean in 2019. Also to raise the achievement rates of students gaining a vocational pathway endorsement at L2			Annual Target: Students to gain endorsements at least equivalent to the national mean for similar decile Co-ed school			
Baseline data 2018-19 data						
NCEA Level	Merit 2018 (National data)	Excellence 2018 (National data)	Merit 2019 (National data)	Excellence 2019 (National data)	Expected Merit 2020	Expected Excellence 2020
1	20.5 (34.3)	11.0 (20.5)	20.0 (34.8)	14.4 (20.1)	24	12
2	13.4 (25.2)	3.7 (16.5)	13.3 (25.9)	9.3 (16.7)	20	10
3	11.1 (27)	7.9 (15)	8.9 (27)	8.9 (15.1)	10	5
	SOHS Vocational pathway endorsement rate 2016	SOHS Vocational pathway endorsement rate 2017 FEB(OCT)	2018 Vocational pathway endorsement rate	2019 Expected Vocational pathway endorsement rate		
NCEA L2	47%	18% (29%)	19%	22%		
Key Improvement Strategies						
When	What (examples)	Who	Indicators of Progress			
Term 1	Student voice on mentoring	SC	SC to get agreement from staff on what to include in student voice.			

Term 1	Refinement of Friday option patterns Counselling for suitable options are followed by students	MD MD / SC	Students are able to select and develop a strategy to complete their studies (Snr) Student progress with longer learning episodes monitored to see if there is a change in performance. Review of Friday options by mentors end of each term
Term 1	Ensure that options provide best opportunities to engage students and meet their needs	MD and TiC	Courses to have accurate description and ensure rigour of assessment and opportunities for learning. Clear definition of further/ re-assessment opportunities.
Term 1	Promotion of live reports / portal	SC	Letter to go home / newsletter Monitor how many and where people are accessing the revised school web site.
Term 1 and ongoing	Monitoring of attendance for Friday options	Attendance/ Deans/ tutor teachers	Student actively monitored to ensure attendance at school. Contact with home.
Term 1	Course conferencing and data from 2018 to inform goal setting for 2019	SC	After course counselling students to make notes on the portal of what has been discussed Mentors to have data on Y10 Merit and Excellence students to aid with goal setting. 1st Conference to set goals for the year
Term 1	Identification of students in Y10 who gained an endorsement and target learning for Y11. Include monitoring with the	Subject teacher, mentor Sc to provide information on Y9 to Y10 and Y10 to Y11 endorsement to support	Student, family/whanau aware in first conference of the expectation in terms of achievement.

	student through the mentor teacher	targeted work by teachers	
Term 2-4	Monitoring by class teacher as to progress towards expected level for Y10 students	Teacher mentor	Student, family/whanau actively reflects upon progress
Term 1	Live reports school wide	SC	Live reports continued use and development for whole school - KAMAR set up, pd for staff, improved tracking of credits with a view to improving endorsements and promotion to the community of live reporting. Expectations for what will be in the comments to be discussed by staff.
Term 1	1st Conference	SC	Aim for 85% attendance across the school to discuss mentoring programme and discuss family/ whanau involvement. Goal setting and follow up from course conferences. Provide time on Friday morning to follow up on issues arising from Conferences.
Term 2 start	Letter to parents	SC	Letter to be sent home to remind parents to look at the portal for live reports and facebook reminder. On going throughout the remainder of the year
Term 2	Parent teacher interviews	Teachers / HoD / MD	Ensure that students have a plan for the remainder of the year for their subjects, ensure Merit and Excellence and attempting externals is included in this.
Term 2	Live reports monitoring	SC and HoD	SC to check live reports for juniors are being completed. HoD;'s typ check senior live report completion Check in with HoD's regarding workload and any issues arising

Term 2	Information to mentors and monitoring	SC and mentors	SC to provide information on NCEA credits to mentors on the 5 weekly cycle around credits Mentors to use this information as a basis for conversations and goal setting / review.
Term 2 (after Conferences)	Student voice	SC	Start to gain student voice on mentoring.
End of T1,2 and 3	Credit watch	SC	Complete credit watch and identify 'at risk' students to be tracked by Dean and MD
Term 3 start	Letter to parents	SC	Letter to be sent home to remind parents to look at the portal for live reports and facebook reminder
Term 3	Conferences	SC	Aim for increased attendance on the 50% last year. Review of the year with mentors and goal setting for the remainder of term 3 and 4.
Term 2	Information to mentors and monitoring	SC and mentors	SC to provide information on NCEA credits to mentors on the 5 weekly cycle around credits. Mentors to use this information as a basis for conversations and goal setting / review.
Term 3	SOAP achievement breakfast	MD (and SC)	SOAP achievers breakfast for students who are above in SOAP (or are gaining Excellence)
Term 4	Review of changes and adaptations prepared for 2019	Mentors, class teachers, SLT and students	Evaluate achievement data (and at start of 2019 when external results are in).
Monitoring Oversight from SLT. Review of student progress against SOAP and NCEA achievement undertaken as part of review and monitoring.			
Resourcing Time and money with responsibility for oversight distributed amongst SLT.			

KAMAR pd for staff around live reports.

Attendance at KAMAR conference to look at the implications of moving into the cloud

Improvement Plan - Domain: Learning										
Strategic Goal: Based upon the success of raising the student achievement in writing in 2019 for Y9+10 the goal will be to maintain the progress achieved for Y9 to continue into Y10 and also from Y10 to Y11 in 2020 and work towards consistent achievement for all students.										
Annual Goal Maintaining student achievement in writing. The aim is to set students up so that they can be successful in their future education and not be disadvantaged in their future studies.						Annual Target For Year 9 students the target will be to raise this to the achievement of all students from the baseline data by at least 1 level To maintain the progress for Y9 (2019) into Y10 (2020) For Year 10 (2019) students the target will be maintain and extend the student achievement for Y11 (2020)				
Baseline data 2019 data E-Asttle writing term 4										
	3B	3P	4B	4P	4A	5B	5P	5A	6B	6P+
Year 9	TBC	TBC								
Year 10	73	10	12	25	16	10	9	3		
Key Improvement Strategies										
When	What (examples)				Who	Indicators of Progress				
T1/4	All Year 9 and 10 students sit a common assesstment for writing piece to be marked by staff				MD/JO	Comparison of data from T1 - T4				
T1	Appointment of within school teacher roles				Principal/ SLT	Appointment of within school teacher(s) to support this work and lead within school development.				
T2	Developing a common language for expectations across curriculum areas				Cttee with support from HoD	Combined input from departments, within school teachers and the literacy committee				

T3	Monitor progress and develop next steps	SLT/ Literacy ctte	Report back to SLT for planning for 2020.
Monitoring Review at Mid Year and end of year to monitor progress and effectiveness of work undertaken. Also review of the PLD provided to determine if this is meeting our needs.			
Resourcing Time and money with responsibility for oversight distributed amongst SLT. PLD for staff to familiarise with literacy expectations. Development of shared understanding Review of facilities, such as the library, which will support this work.			

Other 2020 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Pomahaka • Update painting plan • SLT/ Deans/ Finance office space • New student lockers 		<ul style="list-style-type: none"> • Maintain and further develop financial reporting • Better information for budget holders • Improve financial planning capability for budget holders 	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> • Undertake external appraisal of long 		<ul style="list-style-type: none"> • Involvement in Clutha development with 	

standing SLT and offer to new SLT staff. <ul style="list-style-type: none"> ● Induction of new staff into South Otago HS. 		interest in education and employment opportunities and transition	
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