



# Strategic Annual Plan South Otago High School

2024 -25

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

**South Otago High School 2024 - 25**

## Introductory Section - Strategic Intentions

### **Student engagement, leading to improved student achievement.**

To improve student engagement and so support improved student achievement and outcomes South Otago High School will focus on a number of strategies to support these endeavours. In summary these focus areas are:

- **Attendance:** Aiming for all students to have an attendance rate of 90%
- **Stand down and suspensions:** Continued reduction and reliance upon stand downs or suspensions. This will include further investment and utilisation of restorative practices where appropriate.
- **Differentiation of learning:** Continuing the embedding of differentiation of learning across the curriculum. This will be monitored and evaluated through the use classroom observation and feedback.
- **Matauranga Maori:** Building upon the development work which has been undertaken this will continue to be a key area for development. This will be further supported by the senior leadership team who will also undertake professional reading of the Noho Taniwha material and be prepared to share this with the wider staff.
- **Pasifika:** With a growing Pasifika community (8.5% up from 3.1% in 2022) there is urgency to ensure that we are supporting this sector of our community. This work has started in 2023 with good community engagement which will form the foundation for ongoing support and development.
- **Wellbeing:** Whilst wellbeing initiatives may include aspects detailed above this is an area of focus and has a significant impact upon the whole school community.
- **Literacy/Numeracy:** Changes to NCEA and the need to ensure that students are literate and numerate is essential for the long term development of all learners whilst in school and for life beyond education.

<b>Mission Statement</b>	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.
<b>Vision</b>	<ul style="list-style-type: none"> <li>● Learning with respect, excellence and perseverance. Kia Manawanui, kia Hiranga, kia Manawa titi</li> </ul> <p><i>Kia Manawanui - To be open hearted and Respectful</i>  <i>Kia Hiranga - To excel in all you put your mind to</i>  <i>Kia Manawa Titi - A person who perseveres and whom is brave.</i></p>

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

What do we want to achieve	What will this look like	Where are we currently (what does the data say?)	2024	2025
All students attend school regularly	Students will have an attendance rate of 90% or better	2023 Overall attendance rate 76.4% Maori students 72.5% Samoan 63.3% Over 90% attendance 41.45%, 80-90% 31.60% Actions: letters to family/Whanau at the end of each term. Continue to reduce barriers to attendance, e.g course flexibility, kids can, home visits, community consultation Team approach to support student attendance.	<ul style="list-style-type: none"> <li>Continue to develop mentoring initiative with increased use and analysis of data to support student attendance</li> <li>Identify “at risk” students and provide support early in the year.</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with mentors, Deans, family/Whanau to support student attendance</li> <li>Continue to develop courses and flexibility to make courses attractive and relevant to students.</li> </ul>
Embed differentiation of learning across all curriculum areas so that there is a consistent approach	Teachers use a variety of strategies to differentiate the learning within the classroom to support student engagement and participation in learning. This will also provide opportunities to demonstrate and be challenged in their individual learning goals.	Evidence of differentiation in inquiries.  Sharing of differentiation strategies in PLGs and staff PD sessions.	<ul style="list-style-type: none"> <li>Focus quality teaching through PLG’s</li> <li>Build in classroom observations as part of our evaluation strategy</li> <li>Review progress with differentiated learning in the classroom situation</li> <li>Continue to develop and share practice for differentiated</li> </ul>	<ul style="list-style-type: none"> <li>Review of progress to embedding into teaching programs</li> <li>Include in the inquiry learning cycle</li> </ul>

			learning and classroom practice	
Incorporation of Mana Orite, Maturanga Maori across the curriculum and so raise the status of Maori world view and to further the understanding or Te Tiriti o Waitangi	Teachers are familiar with a Maori world view and can demonstrate this in their teaching practice. Curriculum content will reflect the knowledge and beliefs of tangata whenua	Core Education engaged to work with staff. Baseline data collected on current use of Maturanga Maori. Areas of need identified.  Teachers have had regular PD on Mana Orite on Friday mornings.	<ul style="list-style-type: none"> <li>• Focus on embedding in curriculum, delivery</li> <li>• Provision of time/resources to focus on individual curriculum development</li> <li>• Opportunities for departments to focus on Maturanga Maori development and include in department goals</li> </ul>	<ul style="list-style-type: none"> <li>• Review of progress so far.</li> <li>• Develop plan for ongoing development</li> </ul>
Improved engagement and participation of our Pasifika community in education.	Acknowledge cultural differences for our Pasifika community and ensure that support is available to improve outcomes for Pasifika students and their whanau	Provide support for Pasifika through the Pasifika support person.  Introduce the Learning Village programme to support the students English learning programme. ESOL programme to support students Successful completion of students completing VC Samoan NCEA Level 1	<ul style="list-style-type: none"> <li>• Host further community group meetings</li> <li>• Establish Pasifika cultural group for South Otago High School</li> <li>• Invest resources to support language acquisition</li> <li>• Specific focus for mentors to support Pasifika students and maintain contact with whanau</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the Video Conference Samoan NCEA programme.</li> <li>• Through Professional Development develop classroom strategies to continue to engage Pasifika students</li> </ul>

<p>Improve student achievement in Literacy and Numeracy so that students are well placed to be successful in the CAA as they progress through the senior school</p>	<p>Students are supported by the development of both literacy and numeracy strategies which are consistently reinforced by all teachers across the whole curriculum that a student may follow.</p>	<p>Appointment of WST to lead Literacy and Numeracy across the school.</p> <p>Mentors to continue tracking achievement during the year.</p> <p>Departments (mainly Maths and English) to look at junior teaching to ensure this allows for success in CAA.</p>	<ul style="list-style-type: none"> <li>• Continue to develop mentoring initiative with increased use of data to support student achievement.</li> <li>• Review of progress and achievement for students who complete CAA</li> <li>• Highlight and promote attention to detail for literacy and numeracy strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Review of student achievement</li> <li>• Analysis of successes and area for development</li> <li>• Develop strategy going forward.</li> </ul>
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**Strategic Goal 2:** To continue to develop and maintain a positive culture of South Otago High School

What do we want to achieve	What will this look like	Where are we currently (what does the data say?)	2024	2025
All students attend school regularly	Students will have an attendance rate of 90% or better	2023 Overall attendance rate 76.4%  Maori students 72.5% Samoan 63.3% Over 90% attendance 41.45%, 80-90% 31.60%	<ul style="list-style-type: none"> <li>Review of progress with learning support and where to next.</li> <li>Letters to family/Whanau at the end of each term</li> <li>Continue to reduce barriers to attendance, e.g course flexibility, kids can, home visits, community consultation</li> <li>Team approach to support student attendance</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with mentors, Deans, family/Whanau to support student attendance</li> <li>Continue to develop courses and flexibility to make courses attractive and relevant to students.</li> </ul>
Continue to maintain low stand down and suspension rates for all students	Continue the trend of the last 3 years where stand downs and suspensions have been about 24 incidents for the year	Provide a range of alternative strategies to deal with discipline issues	<ul style="list-style-type: none"> <li>Review of PB4L progress</li> <li>Share with community our success and where to next</li> <li>Target behaviour of 1-5% who provide the greatest concern</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with the 'high risk' and develop strategies</li> <li>Review successes of 2024 and where to next.</li> </ul>

			<ul style="list-style-type: none"> <li>• Peer support programme to teach the school values.</li> <li>• Run a trial alternative engagement programme with target Y9 and 10 students.</li> <li>• Review impacts upon programme and the subsequent engagement of participants.</li> </ul>	
Wellbeing	<p>The school tone and atmosphere is positive and supportive towards all in our community. There is a focus on looking after oneself as well as others. By looking after student/staff wellbeing there will be an improvement in student achievement and productivity.</p>	<ul style="list-style-type: none"> <li>• Feedback received from schoolwide survey 170 students 2022 and 129 in 2023</li> <li>• Year 9 students Skylight survey start of each year. (2022:70 surveys 84% feel good, 2023:80 surveys 87% feel good)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with wellbeing goal with inclusion of student voice and participation.</li> <li>• Promote professional development</li> <li>• Investigate further programmes and initiatives eg Cactus/Mana Rangatahi</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop a team approach</li> <li>• Take actions in response to student voice/ community feedback</li> <li>• Continue to support and investigate programmes and initiatives.</li> <li>• Promote professional development</li> </ul>



## Annual plan to achieve strategic goals

Improvement Plan - Domain: Learning		
<b>Strategic Goal:</b> All students attend school regularly		
<b>Annual Target:</b> 90% attendance of all students		<b>Annual Goal:</b>
<b>Baseline data</b> 2023 overall attendance rate 76.4% Māori students 72.5%, Samoan 63.3%. Over 90% attendance 41.45%, 80-90% 31.60%, 70-79% 15.17%, 60-69% 9.4%, under 60% 2.35% 2023 Year group attendance: year 9 80.3%, year 10 78.5%, year 11 76.3%, Year 12 74.9%, Year 13 72.3% 2024 1 <sup>st</sup> January-20 <sup>th</sup> February attendance rate 77.1%, year 9 82.6%, year 10 64.5%, year 11 80.9%, year 12 80.8%, year 13 74.4%		
<b>Key Improvement Strategies</b>		
<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
Letter to family/Whanau	Attendance Officer	All letters sent indicating attendance under 90%
Hui with family	Attendance officer, TIC attendance, family, student	Hui held for at risk students
Reduce barriers to attendance	SLT	Financial, clothing support if required
Mentor, Dean Weekly data to mentors, print out of last 2 weeks attendance. Dean weekly data	All staff	Follow up at mentor time on attendance issues
Newsletter, Facebook	SLT	Highlighting the importance of student attendance
Text and phone calls daily, aim to send texts before 9.30 am. All "pink slips" followed up with text	Attendance officer	

**Improvement Plan - Domain: Learning**

**Strategic Goal:** To continue to raise the engagement and achievement of all students

**Annual Goal:** Improve student achievement in Literacy and Numeracy so that students are well placed to be successful in the CAA as they progress through the senior school

**Annual Target:** to have 90% of the Y11 cohort achieve both Literacy and numeracy requirements for NCEA L1 by the end of 2025

**Baseline data** Year 10- 2023 Literacy passed 76%, Of the 24% who have not passed, 10% 0 credits, 4% 3 credits, 5% 6 credits, 5% 7-8 credits. Numeracy: 59% passed, Of the 41% who did not pass 13% have no credits, 12% 4 credits, 15% 8 credits  
 Year 11 2024: currently 110 year 11 students, 83 students (75% ) have achieved the literacy requirement, 63 students ( 57% ) have achieved numeracy. 20 students have achieved their literacy but not numeracy. There are 26 students who have neither their literacy or their numeracy. There are 6 new year 11 students to the school. The principal nominee is in the progress of updating our Kasmar records ( NZQA completes this by April ). These students have been included in our stats of not achieving Numeracy or Literacy.

**Key Improvement Strategies**

<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 2	Provide additional opportunities for students with few or no credits	Teaching staff, outside agencies	Opportunities made available
Term 2	Y10 CAA for literacy and numeracy for those that are ready	Maths / English dept / PN	Results returned – will provide a guide to school as to the level students need to be at to achieve in CAA and allow more able to be extended
Term 4 (tbc)	Y10 CAA for literacy and numeracy for those deemed ready and re-sits from term 2	Maths / English dept / PN	Results returned
Monitoring for the year	New students to school that dont have Literacy / Numeracy	Y11 – DO to monitor students that need to do CAA or standards tagged with these	Monitor progress during the year and report in Strategic meetings

		Y12 / Y13 – SC to monitor students that do not have Numeracy or Literacy Will need to have GET course standards available	
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<b>Improvement Plan - Domain: Learning</b>			
<b>Strategic Goal:</b> To continue to raise the engagement and achievement of all students			
<b>Annual Goal:</b> Embed differentiation of learning across all curriculum areas so that there is a consistent approach		<b>Annual Target:</b> All classes to have differentiated learning incorporated into their programmes	
<b>Baseline data:</b> Currently teachers have developed some differentiated units but incorporation into classroom practice is not consistent across the school.			
<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
T1	Survey staff to determine engagement	SCT	Survey completed and this informs baseline data and future action
T1-4	Classroom observations and informal feedback	SCT	Observations undertaken and feedback collated and provided with out identifying individuals to the principal
T1-4	Timely reminders of the importance of differentiation in the classroom	Principal/ SCT/ Learning support teacher	Reminders given and offer of support taken up
T2-3	Buddy observations	Peer/ buddy	Peer observation of differentiation in practice. Group sharing of what was observed and sharing back to whole staff.
T3	Review survey with teachers to determine progress and inform next steps	SCT/ Principal	Survey completed and responses inform next steps
T4 and as required	Offer to differentiate learning to lower curriculum levels	Learning Support Teacher	T4, once seniors have left, Learning Support Teacher works with HoD's and TiC's to support the differentiation of course work for the following year.

<b>Improvement Plan - Domain: Learning</b>			
<b>Strategic Goal:</b> To continue to raise the engagement and achievement of all students			
<b>Annual Goal:</b> Incorporation of Mana Orite, Mātauranga Māori across the curriculum		<b>Annual Target:</b> to raise the status of Māori world view and to further the understanding or Te Tiriti o Waitangi. To promote Maori student engagement and acknowledge the importance of Maori achieving as Maori	
<b>Baseline data</b> 17% of students identify as Maori WST survey for staff shows a wide range of knowledge and understanding of Mātauranga Māori			
<b>Key Improvement Strategies</b>		<b>Key Improvement Strategies</b>	
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
T1 Teacher only day	Remind staff of the goal	Jo	Teachers demonstrate understanding
T1-4	Continue the work we are doing towards completing a 'cultural narrative' for our community.	Led by Within School Teachers (WSTs) in partnership with the Kahui Ako, and supported by SLT.	<ul style="list-style-type: none"> <li>• Friday PD run by WTS</li> <li>• HODs include Mātauranga Māori in their planning.</li> <li>• Teachers embed Mātauranga Māori in their practice</li> </ul>
T1	Whanau hui (with food and a kapa haka performance)	Ben, Jo and Mike	Improved attendance by whanau at the hui
T2 June 28 <sup>th</sup> ?	Matariki celebration	Ben, Jo and Mike	Improved attendance by whanau
T1-4 (TBC)	Marae visits for students	Ben and Jo	Māori succeeding as Māori
T1-4 (TBC)	Performances – Polyfest, ANZAC parade, Matariki and at other celebrations when asked.	Ben and Jo	Māori succeeding as Māori

<b>Improvement Plan - Domain: Learning</b>			
<b>Strategic Goal:</b> To continue to develop and maintain a positive culture of South Otago High School			
<b>Annual Goal:</b> Continue to maintain low stand down and suspension rates for all students		<b>Annual Target:</b> to have no more than 26 stand down or suspension events which is equivalent to 2023 and pre pandemic levels.	
<b>Baseline data:</b> In 2023 there were 22 stand downs and 4 suspension events			
<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
T1 W1	Highlight to staff current stats	WT	Staff meeting
T1 and throughout the year	Remind teachers of the need to engage in restorative processes	WT PB4L Team	Friday morning PLG times allocated to review and refine
T1-4	Reminder of good PB4L practice and acknowledgement of good behaviour	PB4L Team	Regular updates and maintain focus on positive behaviour throughout the year.
Throughout the year	Regular discussion at Learning Team meetings of students who are at risk of rising through the pastoral care system	Deans and SLT	Regular meets are held which are solution focussed.
As needed	Alternative to stand down or suspension are considered. Looking to provide students with a 'learning opportunity' rather than being entirely punitive.	SLT/ Deans	Discussion as to alternatives and looking at how to re-engage and maintain engagement in education for young person

<b>Improvement Plan - Domain: Learning</b>			
<b>Strategic Goal:</b> To continue to develop and maintain a positive culture of South Otago High School			
<b>Annual Goal:</b> Wellbeing		<b>Annual Target:</b> Promote learning opportunities and interventions to support wellbeing	
<b>Baseline data</b> SOHS annual wellbeing survey Skylight data year 9 students annually (Yr9 Skylight survey start of each year. (2022:70 surveys 84% feel good, 2023:80 surveys 87% feel good)			
<b>Key Improvement Strategies</b>		<b>Key Improvement Strategies</b>	
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term1/4	Action planning	SLT-BL/JO HODs SC Department Review WT/SC	-Staff meeting agenda items with a wellbeing focus -Briefing items each term -A team approach developed -PB4L systems shared -HODs supporting a wellbeing approach in their planning, budgeting and reviews.
Term1-4	PB4L committee	JO	-Regular meeting times -Training professional development offered to staff (JD/JO) -Regional coordinator networking and support -Staff aware of systems, staff manual shared annually week 1 (BL), week 1 new staff inductions (JO), ongoing PB4L sharing -Rewards system monitored and developed -Restorative Practices further embedded as part of supporting a positive culture
Term 1-4	Student Leadership	JO/BL/JD/WT	-Year 13 leaders support positive culture through Friday assemblies and theme days -Student leaders support mentor groups with values-based learning such as peer support and anti-bullying
Term 1-4	Awareness of bullying prevention and response	SLT All staff	-Positive behaviour is promoted through PB4L system -Programmes such as peer support, health programmes, Police education promote our values and encourage respectful behaviour.

			<ul style="list-style-type: none"> <li>-Bullying prevention and response policy and procedure shared with community annually and available on website.</li> <li>-Communications such as newsletter items regarding supports and people that may be approached when there are concerns.</li> </ul>
Term 1-4	Professional Development	JD	<ul style="list-style-type: none"> <li>-Opportunities are promoted to staff as they come into the school</li> </ul>
Term 1-4	Supportive working conditions	WT, JD, SC, JO, BL	<ul style="list-style-type: none"> <li>-Wellbeing protocols shared with staff (WT)</li> <li>-Timetabling arrangements (SC)</li> <li>-Wellbeing updates term by term collated and shared with staff, promotion of employee assistance programme (BL)</li> <li>-Newsletter items, assembly messages and messages to staff and community promote a wellbeing approach</li> </ul>
Term 1-4	Interventions that support wellbeing	All staff	<ul style="list-style-type: none"> <li>-Programmes and initiatives investigated and supported that may help students, staff, community wellbeing</li> <li>-Workshops that support wellbeing such Loves Me Not (BL) and Travellers to continue (BL/JO)</li> <li>-Programmes such as Health support our models of Te Whare Tapa Wha and 5 Ways to Wellbeing.</li> <li>-Departments can budget for and support wellbeing in ways that support students and staff in curriculum areas</li> </ul>
Term 1-4	Data gathering	SLT	<ul style="list-style-type: none"> <li>-Data is gathered from community consultations, HOD planning, annual Travellers (term 1 week 5) and SOHS wellbeing survey (term 3) to help with action planning and targeted interventions to support students</li> </ul>