



School Charter Strategic and Annual Plan for South Otago High School

2022 -25

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

South Otago High School 2022 - 25 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	<ul style="list-style-type: none"> ● Learning with respect, excellence and perseverance. Kia Manawanui, kia Hiranga, kia Manawa titi <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>
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. ● 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 16.5% of students identifying as Maori ● The demographics of the school are changing, partly due to global pandemic and also the changes in visa schemes which has seen a reduction in Filipino students but an increase of Pasifika (3.6%) from less than .05% previously. Despite this 26% of the school population identifies as being other than NZ European or Maori. This represents a significant growth in non NZ European ethnicity, up from 11% last year

	<ul style="list-style-type: none"> • 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. This has also provided learning and leadership opportunities for students. • The principal has been engaged in the Ministry funded Maori Achievement Collaborative for two years and this has prompted reflections and inspired changes to the operations of the school with a view to improving maori engagement in education. • Significant growth in participation in Kapa Haka and also school wide involvement in cultural activities has continued to flourish and this continues to develop and grow as it is valued by our community • In partnership with the Kahui Ako we will be working towards the completion of a 'cultural narrative' for our community. Once completed this will be available to support the delivery of the curriculum with a Maori perspective •
Kahui Ako/ Community of Learning	South Otago High School is committed to the Big River Kahui Ako (Formerly Community of Learning) Evidence of this commitment is shown throughout this document with acknowledgement of the achievement challenges being incorporated into the Strategic Plan.
Positive Behaviour for Learning (PB4L)	<p>PB4L practices have been established and are having a significant positive impact upon student behaviour and attitudes. New students to the school quickly accept the culture and actively participate in the life of the school.</p> <p>Since 2018 we have seen a dramatic decline in the discipline incidents and also the use of stand down and suspensions. This downward trend has continued for a number of years. 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. Senior students no longer complain about not being respected by junior students and the school has been described as a whanau where people feel they belong.</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. This is particularly relevant following two years where teaching and learning as well as everyday activities have been disrupted due to the global pandemic. Work continues to ensure well being by reducing assessment stress for senior students, reduction of meeting commitments for staff and a focus on understanding the 'tone or culture' of the school.

Baseline Data or School Context										
Students' Learning		2018		2019		2020		2021		2021 National Mean (Decile Mean)
	Level 1 @ Y11	A	78.5%	A	88.2%	A	73.7%	A	74.1%	71.8% (77.4%)
		M	20.5%	M	20.0%	M	30.1%	M	31.7%	32.2% (29.5%)
		E	11.0%	E	14.4%	E	8.2%	E	4.8%	21.1% (18.8%)
	Level 2 @ Y12	A	85.4%	A	89.4%	A	88.7%	A	82.8%	77.2% (79.4%)
		M	13.4%	M	14.5%	M	8.1%	M	11.1%	24.2% (20.7%)
		E	3.7%	E	9.2%	E	12.8%	E	4.2%	17.7% (11.6%)
		VP	19%	VP	23%	VP	12.0%	VP		
	Level 3 @ Y13	A	68.5%	A	75.0	A	73.6	A	72.9%	69.8% (68.7%)
		M	11.1%	M	10.0%	M	11.3%	M	11.8%	25.6% (21.7%)
		E	7.9%	E	8.3%	E	15.1%	E	9.8%	17.8% (12.1%)

This data does not take into account a comparison of retention rates. Currently for the last 5 years we have seen strong retention rates of students returning beyond the compulsory schooling age. Many of these students are opting for vocational type courses of study which limit the opportunity for students to gain Merit and Excellence credits.

Student Engagement		2016	2017	2018	2019	2020	2021
	Stand down	42	43	27	21	13	9
	Suspension	24	36	4	3	1	5
	Exclusions	3	4	0	0	0	0

	<p>Since 2018 there has been a dramatic shift in stand downs and suspensions. At the peak there were 39 suspensions and 44 stand downs in one year compared with just 14 incidents in 2021. These changes are not simply a change of cohort but is a reflection of genuine change in culture within the school. After the disruptions of 2021 we will re-focus our efforts on some of the key developments that we had planned. This will include:</p> <ul style="list-style-type: none"> • 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 <p>Building a culture around the school vision of ‘Working with respect, excellence and perseverance. . Kia Manawanui, kia Hiranga, kia Manawa titi</p> <p>In recent years we have seen a positive shift in student attendance rates. In 2020 and 2021 attendance data is flawed as students were prevented from attending school due to lock down and the school placed an expectation that students who appeared unwell were asked to be kept at home or sent home during the school day.</p> <p>In 2021 the return from lockdown was more challenging with above average numbers of senior students leaving to employment. Whilst disappointing many of these pathways were positive and provided for ‘on the job’ training leading to further qualifications. In 2022 we will be continuing to promote positive attendance at school.</p>
<p>School Organisation and Structures</p>	<p>In 2021 an interim senior leadership team was initiated with the late departure of a senior leader. Whilst this did provide career progression opportunities including one member of staff being appointed to a permanent position it was not without some challenges. Looking to 2022 the aim is to have a more settled SLT which will take time to settle and work efficiently.</p>


Review of Charter and Consultation	<p>Following the community consultation in 2020 there are adjustments to the strategic direction to better meet the needs of students, family/ whanau. A review of the school vision has also been conducted and this will feature prominently in our planning and activities throughout the school organization.</p> <p>The NZCER survey Teaching and School Practices (TSP) was used in 2021 and the results were affirming for the work that has been undertaken. Some minor issues which were highlighted will be part of the consideration for the ongoing development of the school.</p>
---	--

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

	2022	2023	2024
<p>Students' Learning</p> <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 <p>Focus on well being for students to support academic achievement</p>	<ul style="list-style-type: none"> ● Repeat NZCER, Me and My School survey for students ● Initiate Wellbeing goal in strategic plan for 2021 onwards with inclusion of student voice and participation. ● Review progress with differentiated learning in the classroom situation ● Continue to develop and share practice for differentiated learning and classroom practice ● Embed teaching practice for differentiated learning. ● Incorporate revised school vision into future planning documents ● Review of ERO report 'Learning in a Covid World: The impact of Covid 19 on schools' and 'The impact of Covid 19 on teachers and principals' 	<ul style="list-style-type: none"> ● Action plan for feedback from NZCER, Me and My School survey for staff ● 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
<p>Student Engagement</p>	<ul style="list-style-type: none"> ● Review of PB4L progress 	<ul style="list-style-type: none"> ● Review of progress targeting the 1-5% 	

<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 suspension number ● 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"> ● Share with community our success and were to next ● 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 ● Monitor implications for school donations and the engagement of students in education ● Refine and review early intervention programme ● 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 ● Run a trial alternative engagement programme with target Y9 and 10 students. ● Review impacts upon programme and the 	<ul style="list-style-type: none"> ● Refine and review early intervention programme 	
--	---	--	--

	subsequent engagement of participants.		
School Organisation and Structures <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 	Review progress with : <ul style="list-style-type: none"> ● Mentoring ● Conferencing ● Changes to the senior curriculum option structure ● Review of curriculum for Y9+10 and the implications for senior years ● Review Friday programmes ● Vertical tutor groups ● Targeting students as part of the inquiry model to ensure consistency of approach and accountability. ● Student endorsement results. Action plan developed on the basis of review	On-going review and development of initiatives implemented so far.	<ul style="list-style-type: none"> ● Refine and determine value and benefits of existing programmes and initiatives. ● Develop plan based upon revised needs ● 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
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 	<ul style="list-style-type: none"> ● Continue with the 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 	<ul style="list-style-type: none"> ● Review and plan for next stage of development ● Continuing work on tier 2 of PB4L 	<ul style="list-style-type: none"> ● Implement plan based upon needs

<p>school as a place to attend and gain qualifications</p>	<ul style="list-style-type: none"> • Evaluate progress with PB4L 		
<p>Personnel</p>	<ul style="list-style-type: none"> • Review support structure for support staff • Ensure induction process meets the needs of staff and students • Ensure that PB4L and RP is included in the induction process • Provide on going support post lock down and on going pandemic • Develop and ensure use of SWIS to support students and maintain engagement in education 	<ul style="list-style-type: none"> • Continue planning for future needs of the school 	
<p>Property</p>	<ul style="list-style-type: none"> • Engage in the development of the site access programme • Plan for next areas of development <p>Ensure programmed maintenance is kept up to date or at least justified decisions are made to ensure that the school is well maintained.</p>		
<p>Finance</p>	<ul style="list-style-type: none"> • Setting of budget in conjunction with this strategic plan • Review of financial planning 	<ul style="list-style-type: none"> • Ensure budget meets the needs of the strategic plan 	

	<ul style="list-style-type: none">● Review of planned expenditure from three year plan.● Determine new areas for expenditure.● Review accountability for budget holders and curriculum leaders.● Ongoing review of the 'donation' policy and the communication with the community.		
--	---	--	--