



# Strategic Annual Plan South Otago High School

2026

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	5 March 2026

## South Otago High School 2026 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 (8.8% 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 who is brave.</i></p>

Improvement Plan - Domain: Learning	
<b>Strategic Goal:</b> To continue to raise the engagement and achievement of all students	
<b>Annual Goal:</b> All students attend school regularly	<b>Annual Target:</b> 80% of students attend 90% or more.

Baseline data Baseline data (Data from Everyday Matters)												
	Term1			Term 2			Term 3			Term 4		
	All	Maori	Pasifika	All	Maori	Pasifika	All	Maori	Pasifika	All	Maori	Pasifika
<b>2024</b>	51%	45%	48%	58%	52%	56%	48%	44%	39%	51%	49%	25%
<b>2025</b>	65%	55%	71%	58%	46%	46%	49%	45%	40%	57%	49%	46%

Key Improvement Strategies		Key Improvement Strategies	
When	What (examples)	Who	Indicators of Progress
<b>End Term 1 2 3 4</b>	Letter to family/Whanau	Attendance Officer	All letters sent indicating attendance under 90% at the end of each term.
<b>When required</b>	Hui with family	Attendance officer, TIC attendance, family, student	Hui held for at risk students
<b>When required</b>	Reduce barriers to attendance	SLT	Financial, clothing support if required
<b>Weekly</b>	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
<b>When required</b>	Newsletter, Facebook	SLT	Highlighting the importance of student attendance
<b>Daily follow up</b>	Text and phone calls daily, aim to send texts	Attendance officer	

	before 9.30 am. All "pink slips" followed up with text		
<b>Sports/Cultural Participation</b>	Weekly Discussion with staff and students on attendance requirements	Staff directly involved	Talk to staff and students who are involved and the students who are at risk of not participating in school activities e.g. sports/cultural.

### 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.

**Annual Target:**

1. Prepare students for the CAA assessments. In Y10 the vast majority attempt the CAA's as part of a possible two year journey.
2. Students in Y11 attempt CAA's and / or complete subjects with Literacy and Numeracy available Monday to Thursday or targeted classes on a Friday
3. Individualise opportunities for Y12 and Y13 students without Literacy or Numeracy

**Baseline data:**

**Year 11**

Numbers of students with literacy and numeracy at the start of Y11 in 2026 (this is the percentage of students that have achieved CAA's in one or two attempts)

Literacy	Numeracy	Lit&Num
43%*	57%	36%

\*(24% have passed one CAA)

\*\*Data from KAMAR records

**Year 12**

Numbers of students with literacy and numeracy at the start of Y12 in 2026.

Literacy	Numeracy	Lit&Num
81.9%	81.9%	77.6

\*\*\* Data from NZQA results

**Year 13**

Literacy	Numeracy	Lit&Num
95.8%	89.6%	89.6%

\*\*\* Data from NZQA results

Key Improvement Strategies		Key Improvement Strategies	
When	What (examples)	Who	Indicators of Progress
Term 1	Y11's without literacy or numeracy at course confirmations had to make choices about either Friday lessons for CAA practice or subject choice to provide opportunity	TU, CA at course confirmation. SC timetable structure and planning.	Increase in number of Y11's with Literacy and Numeracy.
Term 1	Appointments with responsibility for Literacy and Numeracy	Ha, Bu, Ad, Ca	Appointments made
Term 1	Y12 and Y13 have individualised plans for students without Literacy and Numeracy	SC / Deans / Maths / English	Increase in literacy and numeracy success
Term 2	Y10 CAA for literacy and numeracy for those that are capable of CAA achievement or practice of assessment will benefit them Year 11 re-sit	Maths / English dept / PN / SC / TU	Results returned with increase in literacy and numeracy success
Term 3	Y10 CAA for literacy and numeracy for those deemed ready and re-sits from term 2 Year 11 re-sit	Maths / English dept / PN / Dean	Results returned with increase in literacy and numeracy success
Term 1, 2 and 3	Year 11 students aiming for Literacy and Numeracy not via	Deans / Maths / English / SLT	Progress seen or interventions made

	CAA's have progress tracked		
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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> Incorporation of Mana Orite, Mātauranga Māori across the curriculum		<b>Annual Target:</b> To raise the status of Mātauranga Māori and to further the understanding of Te Tiriti o Waitangi. To promote Māori student engagement and acknowledge the importance of Māori achieving as Māori	
<b>Baseline data</b> 19% of students identify as Māori. (96 out of 508) Track Māori students achievement in L1 NCEA, L2 NCEA & L3 NCEA. How many Māori students have gained Achieved, Merit, Excellence in L1 NCEA, L2 NCEA & L3 NCEA and compare with national results.			
<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>
Early in Term 1	Whānau Hui	TU, AL, HA, principal, SLT & teachers are invited	Greater attendance and engagement by whānau
Throughout the year	Professional development for Mātauranga Māori	TU, BB, AL	Improvement in teachers' knowledge and use of Mātauranga Māori in the classroom, lessons and unit plans Teachers embed Mātauranga Māori in their practice HODs include Mātauranga Māori in their planning PLG – Once a month on Friday's looking at Mātauranga Māori
Throughout the year – T1, T2, T3, T4 & during the school holidays	Kapa Haka Performances – Mihi Whakatau, Citizenship ceremonies, ANZAC dawn service, Puaka Matariki Iwikatea, Matariki Parakuihi, Polyfest,	TU, AL, HA, BB, principal SLT,	Having our Kapa Haka be involved in the community and promoting South Otago High School. Bring proud to be part of Kapa Haka, their identity and their culture. Learning Te Reo Māori, waiata and haka.
Throughout the year	Marae visits for students	TU, AL, HA and any other staff member who would like to attend	All students experiencing and enjoying going to the marae, learning Tikanga Māori and being immersed in Te Ao Māori

Term 2	Ngā Manu Kōrero	TU, AL, HA	Students competing and participating in Ngā Manu Kōrero. Students going to tautoko and support our speakers and experiencing what Ngā Manu Kōrero is. (Kapa Haka, Māori Classes)
Term 2	Mana Pounamu	TU, AL, HA, principal, SLT and any other staff member who would like to attend	2 students who are our recipients (tuakana – senior & teina – junior) and their whānau who have achieved well academically, sporting and culturally. Students going to tautoko and support our 2 recipients and seeing other Māori students recipients from Otago Secondary Schools.
Term 2 or Term 3	Māori Trip – Waitangi (Every 2 years), Te Wai Pounamu Trip (Every other year)	TU, HA, AL and any staff member that wants to go	Students are fully engaged with their learning

### Improvement Plan - Domain: Learning

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

**Annual Goal:** Improved engagement and participation of our Pasifika community in education.

**Annual Target:**  
To improve attendance and engagement for Pasifika learners.

**Baseline data**

9% of students identify as Pasifika (44 out of 502)

Track Pasifika students achievement in L1 NCEA, L2 NCEA & L3 NCEA.

How many Pasifika students have gained Achieved, Merit, Excellence in L1 NCEA, L2 NCEA & L3 NCEA and compare with national results.

Attendance data report from Everyday Matters

**Key Improvement Strategies**

When	What (examples)	Who	Indicators of Progress
T1	Hold a Pasifika Fono to meet with Pasifika students and families to discuss the year ahead, all the different events and expectations	TU, TA, PE, Principal, SLT and any staff who are available.	Pasifika Fono occurs and good representation by Pasifika families, students and staff
T1	Investigate barriers to attendance	TU, TA, Principal & Deans	Barriers identified and documented
T1	Host and participate in Pasifika Voices (Otago Secondary School Pacific Island Students Speech Competition)	TU, TA, PE, Principal, SLT and any staff who are available.	Good representation and participation by our Pasifika students. Pasifika families and community involved. Other Pasifika students from other Otago Secondary Schools and their families and communities attend and compete.
T2	Pacific Island Language Weeks – Samoan,	TU, TA, PE & staff participation	Students promote each of the Language Weeks. Students, staff and the community get involved in each of the Language Weeks.

	Kiribati, Cook Island, Tongan, Fijian, Niue		
T3	Otago Polyfest	TU, TA, HA, BB, PE, principal, SLT & staff attending	Regular review of development work during strategic meetings. Reports document work which has been undertaken.
T4	Pasifika Fono to review progress and identify any new issues	TU, TA, PE, principal, SLT & staff attending	Meeting occurs and good representation by Pasifika families. Areas of progress identified and new issue discussed.
T4	Plan developed for 2027	TU & SLT	Development of ongoing support to improve the outcomes for our Pasifika students. Resources are planned and directed as appropriate.

2026

<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 all students (term 3) Skylight data year 9 students ( term1) (2022:70 surveys 84% feel good, 2023:80 surveys 87% feel good, 2024 93% feel good (88 surveys), 2025 (87 surveys 92% 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>
Term 1-4 2026	Data gathering and consultation	HODs/SLT	<ul style="list-style-type: none"> <li>-The gathering of student voice is encouraged</li> <li>-Data is gathered from community/whanau consultations/hui</li> <li>-HOD documenting wellbeing in reviews</li> <li>-Annual Travellers survey all Year 9 students (term 1 week 5)</li> <li>-SOHS student wellbeing survey (term 3) to help with planning and targeted interventions to support students</li> <li>-action planning from survey data</li> <li>-Staff wellbeing development/resources eg staff survey</li> <li>-Sharing of ideas and collaboration</li> </ul>
Term 1-4 2026	Leadership	SLT/HODs/All staff PB4L committee	<ul style="list-style-type: none"> <li>-A team, whole school approach</li> <li>-Strategic meeting regular reporting and updates, next steps</li> <li>-Meeting agenda items</li> <li>-Briefing and communications to staff</li> <li>-PB4L committee meetings, systems shared and developed</li> <li>-HODs supporting a wellbeing approach in their planning, budgeting and reviews.</li> <li>-Staff sharing information/resources with others</li> <li>-Wellbeing communications such as newsletter and facebook</li> <li>-Assembly items students and SLT leadership</li> <li>-Increased korero and discussions around wellbeing</li> <li>-PB4L Regional coordinator networking and support</li> </ul>

			<ul style="list-style-type: none"> <li>-Staff aware of systems, staff manual shared annually</li> <li>-Rewards system monitored and developed</li> <li>-My REP for juniors reporting to whanau</li> <li>-Updating systems of recording and sharing information eg learning support, relief</li> <li>-Year 13 leaders support positive culture through Friday assemblies and theme day, programmes such as peer support and anti-bullying</li> <li>-Tupulaga group and Pasifika awards</li> <li>-Whare ako on site, opening and use</li> <li>-New staff in 2026 will bring new ideas</li> <li>-Deans moving with their year level 9-12</li> <li>-Staff and student inductions, welcoming to school.</li> </ul>
Term 1-4 2026	Programmes	Staff	<ul style="list-style-type: none"> <li>-We will continue to investigate programmes and professional development to support our students and staff.</li> <li>-Transition supports primary to high school/year 8 visits</li> <li>-PB4L developments, students working towards badges</li> <li>-Promotion of Mātauranga Maori</li> <li>-Seeking out new programmes and opportunities that support our wellbeing focus.</li> <li>-New programme/ support for Pasifika students</li> <li>-Speaker presentations eg Attitude</li> <li>-Student leadership -Mentoring</li> <li>-Careers development resources shared, dates and website,</li> <li>-Information out to staff Employee Assistance Programme</li> <li>-Programmes and initiatives investigated and supported that may help students, staff, community wellbeing</li> <li>-Workshops that support wellbeing eg Loves me Not/Travellers</li> <li>-Programmes such as Health support our models of Te Whare Tapa Wha and 5 Ways to Wellbeing.</li> <li>-Programmes such as peer support, health programmes, Police education promote our values and encourage respectful behaviour.</li> <li>-Engagement programme developments</li> </ul>

Term 1-4 2026	Professional Development	SLT/All staff	<ul style="list-style-type: none"> <li>-Opportunities are promoted to staff</li> <li>-Staff sharing professional practice with others</li> <li>-Developments with staff meeting</li> <li>-New school docs policy and procedures to be embedded</li> </ul>
Term 1-4 2026	Supportive culture	SLT and BOT	<ul style="list-style-type: none"> <li>-BOT and SLT reviews of policy and procedures</li> <li>-Staff wellbeing survey feedback</li> <li>-Timetabling arrangements</li> <li>-Health and Safety committee actions</li> <li>-Wellbeing updates shared with staff</li> <li>-Promotion of employee assistance programme</li> <li>-Praise and support for students and staff</li> <li>-Celebrating achievements</li> <li>-Lunchtime and extra curricular activities eg staff vs council</li> <li>-Newsletter items, assembly messages and messages to staff and community promote a wellbeing approach</li> <li>-Departments can budget for and support wellbeing in ways that support students and staff in curriculum areas</li> <li>-Whanau and Tupulaga groups</li> <li>-New work spaces for staff and whare ako</li> <li>-Positive, respectful behaviour is promoted</li> <li>-Liaison with agencies such as Police</li> <li>-Policies and procedures updated and accessible</li> <li>-Communications such as newsletter items regarding supports and people that may be approached when there are concerns.</li> <li>-Action plans for areas of concern eg vape detectors</li> <li>-Inductions, welcoming of new staff and students/whanau to our school.</li> <li>-Staff helping one another and continuing to promote activities to support other staff both within school and in wider community eg events</li> </ul>