



OTAGO BOYS' HIGH SCHOOL ANALYSIS OF VARIANCE - ANNUAL GOALS YEAR 2024

NELP: The connection of the Target to the national NELP priorities.

OBHS Strategic Plan: The connection of the Target to our school Strategic Plan.

TARGET: the specific outcome we want in 2024. **THROUGH:** the specific actions we will take to get there; **TOOLS:** the school-wide or community wide tools we will use or develop; **RESULTING IN:** what outcome we will have; **COMPLETED/INCOMPLETE:** did we get there, if not what is still to do?

COMMENT: the commentary on how we did or did not achieve the target, with specific examples.

NELP 1: LEARNERS AT THE CENTRE – Identify and respond to learner strengths, progress and needs.					
OBHS Strategic Plan – ACADEMIC - High Expectations, high achievement					
TARGET	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT
Deliver the OBHS junior curriculum	<p>Support of HoD/TiC's from SLT to:</p> <p>Continue re-write of Yr 9 and 10 Curriculum Units, using the OBHS Curriculum model and templates.</p> <p>Use of new National Curriculum Frameworks where they exist or are being developed, especially local curriculum and Mātauranga Māori.</p> <p>Connections to local and national curriculum associations (i.e NZATE) encouraged and discussed.</p> <p>Implementation of 0-8 marking schedule across</p>	<p>Internal PLD</p> <p>SLT Support</p> <p>National Curriculum where available</p> <p>HoD/TiC Meetings</p> <p>Staff Feedback</p>	<p>A consistent and coherent curriculum framework aimed at the OBHS boys.</p> <p>Support through improved frameworks for teachers to deliver the appropriate curriculum.</p> <p>Better Yr 9 and 10 data for schoolwide analysis and targeted support.</p> <p>Established an ASPIRE group - Top 10% GPA at Yr 9 and 10. Improved Yr 13 NCEA and UE results.</p> <p>Setting up priority groups to achieve excellent educational outcomes in Yrs 11 - 13.</p> <p>Led to Term 4 school wide ToD that covered; The Science of Learning: Learning and Behaviour Breakthroughs for Boys Growth Culture Structured Literacy Literacy Connections</p>	C	<p>A strong success. The OBHS Curriculum model has been taken from conceptual design, tested, re-worked and implemented across the school. Feedback from staff integrated into their units alongside new national curriculum expectations.</p> <p>Strong links to local curriculum and Mātauranga Māori.</p> <p>New OBHS curriculum model supported by 0-8 assessment for learning design. Excellent data collection, consistency across the school and more meaningful and better understood reporting to parents.</p> <p>ASPIRE group created using 0-8 assessment data and a programme run.</p> <p>Greater clarity for parents from the previous curriculum levels. This is mainly due to a clarity of language.</p> <p>Engagement with the new OBHS curriculum overall shows an upward trend.</p> <ul style="list-style-type: none"> • All students are showing higher effort levels in 2024 compared to 2023. • Māori and Pasifika students' progress has not improved in line with their increased effort.

	<p>all departments in Yrs 9 and 10. New NCEA Level 1 curriculum implemented through new assessments. Students actively supported to achieve well.</p>		<p>which meant improved teacher development and connection.</p>		<ul style="list-style-type: none"> ● Day boys have the strongest growth in both effort and progress. <ul style="list-style-type: none"> ○ Effort improved from 3.71 to 3.79, showing an increase in engagement. ○ Progress also improved slightly from 3.54 to 3.60, aligning with the higher effort levels. Yr 10 2024: Key Year 10 Insights: <ul style="list-style-type: none"> ● Māori students showed the most significant improvement in both effort and progress, while Pasifika students saw a decline in both effort and progress, highlighting a potential disengagement issue. ● Day boys had the most consistent growth across both effort and progress. <ul style="list-style-type: none"> ○ Effort increased from 3.72 to 3.77, reflecting continued engagement. ○ Progress remained steady at 3.58 in 2023 and 3.59 in 2024. <p>The data has been used by our Dean's, SENCO, and DR as Leader of Curriculum to decide readiness for the CAA's, to identify key groups (Pasifika Yr 11 in 2025).</p>
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NELP 2: BARRIER FREE ACCESS – Ensure sound foundation skills through high level literacy and numeracy practices

OBHS Strategic Plan – ACADEMIC - High Expectations, high achievement

TARGET	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT
<p>Support all Priority learners to achieve excellent educational outcomes.</p> <p>Naming of priority groups; Māori Pasifika</p>	<p>Appointment of Numeracy and Literacy Coordinators to support departments.</p> <p>Data tracking in Yrs 9-10 using the 0-8, PAT, EASTTL with a focus on priority groups.</p>	<p>Writer's Toolbox</p> <p>OBHS Yr 9 paragraph</p> <p>Staff meetings PLD on corequisite</p>	<p>Improved teacher practice.</p> <p>Sharing of 'good practice' examples in briefings.</p> <p>Identification of Yr 10 and 11 students who are 'ready' and 'not ready' groups for the CAA.</p> <ul style="list-style-type: none"> ● 0-8 assessment data in Yr10 to identify ● Analysis of 2023 CAA trial results ● Teacher judgement 	<p>C</p>	<p>Well above Literacy and Numeracy CAA results and co-requisite results from trial year and well up on national data.</p> <p>Decision made to purchase for 2025 updated PAT test, to go online to get the information quicker. Upload to KAMAR, share with the whole staff. Expectation is that we are further along earlier with our new students.</p> <p>Writer's Toolbox used well, especially in SS/English. Hostel Yr 9 and 10 used in prep. Less well used in Senior school.</p>

<p>Learning Support</p>	<p>Development of robust Literacy and Numeracy programmes in the Junior school.</p> <p>Targeted pre CAA exam student sessions.</p> <p>Coordination with Mercy Hospital Pasifika homework club. Teacher support at School House.</p> <p>Data disaggregated to priority groups.</p> <p>Update and centralise academic enrolment information on KAMAR for new students</p>	<p>Change to TT structure</p> <p>University of Otago College of Education</p> <p>KAMAR data tracking</p> <p>0-8 assessment structure change</p>	<p>Shifting the senior timetable for selected groups leading into the CAA.</p> <p>Boys with special exam conditions will have their support targeted to help with processes and not just content. Using a laptop etc.</p> <p>Achievement above the national average Literacy and Numeracy results for boys, especially priority boys.</p>	<p>Interesting challenges with AI in the Senior school, particularly Yr 13. Change in OBHS AI policy for 2025.</p> <p>Definite improvement in our results and staff handled the increased focus and structural changes of the CAA's very well. All of the learnings will be taken into 2025.</p> <div data-bbox="1518 379 2161 766"> <table border="1"> <caption>2023 and 2024 CAA National vs OBHS Data- Year 10</caption> <thead> <tr> <th>Category</th> <th>National Data 2023</th> <th>National Data 2024</th> <th>OBHS Year 10 Data 2023</th> <th>OBHS Year 10 Data 2024</th> </tr> </thead> <tbody> <tr> <td>Literacy co-requisite: Reading</td> <td>71</td> <td>70</td> <td>75</td> <td>81</td> </tr> <tr> <td>Literacy co-requisite: Writing</td> <td>66</td> <td>66</td> <td>39.5</td> <td>77</td> </tr> <tr> <td>Numeracy co-requisite</td> <td>65</td> <td>55</td> <td>84</td> <td>78</td> </tr> </tbody> </table> </div> <p>Otago Boys' High School (OBHS) Year 10 Performance (2023 vs 2024):</p> <ul style="list-style-type: none"> o Reading improved from 75% to 81%, a 6% increase. o Writing saw a major improvement from 39.5% to 77%. o Numeracy slightly decreased from 84% to 78%, a 6% decline. <p>Key Comparisons</p> <ul style="list-style-type: none"> ● OBHS Year 10 students outperformed the national averages in all areas in 2024, showing strong improvements in reading and writing. ● National numeracy results declined sharply (from 65% to 55%), whereas OBHS students still maintained a relatively high numeracy rate (78%), despite a small drop. ● The biggest improvement was in OBHS writing, increasing from 39.5% to 77%, suggesting significant 	Category	National Data 2023	National Data 2024	OBHS Year 10 Data 2023	OBHS Year 10 Data 2024	Literacy co-requisite: Reading	71	70	75	81	Literacy co-requisite: Writing	66	66	39.5	77	Numeracy co-requisite	65	55	84	78
Category	National Data 2023	National Data 2024	OBHS Year 10 Data 2023	OBHS Year 10 Data 2024																				
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					<p>progress in writing support or engagement.</p> <p><u>Conclusion</u></p> <ul style="list-style-type: none"> ● OBHS Year 10 students made significant progress in literacy, particularly in writing, while national literacy results remained mostly stable. ● Numeracy results dropped both nationally and at OBHS, but the national decline was more pronounced. ● OBHS continues to perform above national averages, demonstrating strong academic outcomes, particularly in literacy.
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NELP 1: LEARNERS AT THE CENTRE –Places of learning inclusive and free from discrimination

OBHS Strategic Plan - SCHOOL CULTURE - A Safe Place First

TARGET	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT
Opportunity for student voice and student ownership of the school.	<p>Use of Assemblies - Prominent Values assemblies in Yrs 9 - 10.</p> <p>Social media posts that show our values being supported by the boys.</p> <p>OBHS Action Research into Good Man attitudes.</p> <p>Prominent support of gender issues.</p> <p>Permission to attend the Mosque on Fridays.</p>	<p>Assemblies tie in with Old Boys' Foundation</p> <p>Stymie</p> <p>The school flag</p> <p>Gay Straight Alliance</p> <p>Christian Group</p> <p>Muslim Students</p>	<p>Goal setting and enhanced feedback to students</p> <p>Story telling Wednesdays, staff sessions highlighting a wide range of positive student actions.</p> <p>Good Man assembly with guest speaker Callum Bruce (Māori All Black).</p> <p>Values badges awarded for Yrs 9 and 10, positive postcards.</p> <p>Prefect selection round 2.</p> <p>Students celebrating students.</p> <p>Prefects team, wider leadership recognition.</p> <p>Celebration of Good Men, not just Sports Men. Assemblies, House assemblies.</p> <p>Student led Friends First programme.</p>	C	<p>Evidence of student support culture through increased cultural performances and House competitions. OBHS Got Talent, the bench press competition and the Cultural showcase were all delivered by students.</p> <p>Values badges were given out in 4 separate assemblies, culminating with the awarding of Honours badges in Junior Prizegiving. Increased participation by staff in writing positive postcards.</p> <p>'Hoops Army' support expanded to be more than just 1st XV. Significant presence at the 1st XI Hockey final (which we won on penalty strokes!).</p> <p>Gay Straight Alliance has raised awareness of gender issues and given a range of students a safe place to ask questions and to speak.</p> <p>The creation of a student-led, staff supported Christian group was welcomed. All newcomers were encouraged.</p>

					<p>Stymie data shows students are using it, mainly in the Junior school, which is pleasing. Analysis shows patterns related to vaping and to minor disagreements. Issues can be sorted when they are small and students seem to understand this. More maturity shown in the reporting.</p> <p>OBHS Action research into Good Man attitudes supported our involvement in the 4-school Dunedin Community of Practice, looking into the issue of sexual violence. High level of Board and staff support. Staff offered two opportunities to attend workshops.</p>
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NELP 1: LEARNERS AT THE CENTRE –Places of learning inclusive and free from discrimination

OBHS Strategic Plan - SCHOOL CULTURE - A Safe Place First

TARGET	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT
Responsible Sexual Citizenship	<p>Community of Practice with 3 other schools.</p> <p>Engagement with University of Auckland.</p> <p>Attendance at the IBSC Conference.</p> <p>Health curriculum updated.</p> <p>Support for the OBHS/OGHS 'Friends First' programme.</p>	<p>Local and national experts</p> <p>Combining ideas with other single sex schools</p> <p>IBSC resources and evidence</p>	<p>Shared experiences and leadership of a significant societal issue.</p> <p>Involvement of the Boards of the 4 schools to support the school leaders.</p> <p>Experts in the field supporting our school.</p> <p>Positive Junior interactions, replacing the junior dance model. Student led.</p>	C	<p>Our commitment to the Community of Practice in to the prevention of sexual violence remains strong.</p> <p>Attendance at the 4 hui's and support of the applications for funding. Ideas shared with the group and brainstorming sessions. In 2024 \$8,000 was spent on Action Research in the school into Good Man attitudes. Completed with 24 Yr 12 students the research was well received. The employment of an outside facilitator was key. Strong support for these types of continued conversations from our students and leadership.</p> <p>High level of Board and staff support. Staff offered two opportunities to attend workshops, good uptake to both.</p> <p>Friends First programme to be expanded in 2025. Strong support from the Leadership teams of both schools. Reinforcement of Good Man attitudes and respect are key. Focus on sexualised language that demeans women in junior assemblies.</p>

NELP 3:QUALITY TEACHING AND LEADERSHIP - providing leadership and opportunity to build capacity					
OBHS Strategic Plan - SCHOOL HOUSE Thriving Young Men					
TARGET	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT
Investment in School House staff training and people development	<p>A review of the hostel staff professional learning.</p> <p>Consistency practice.</p> <p>Sourcing and providing PLD opportunities.</p>	<p>Effective staff meetings</p> <p>REACH</p> <p>Structures</p> <p>Polson Higgs</p> <p>ABSNZ</p>	<p>Improved Hostel staff knowledge and safe practice.</p> <p>Strong connection from the staff to the House and to the boys in the House.</p>	C	<p>A significant restructure and processes of the leadership and pastoral staff in School House. Different leadership structures trialled in Term 2 and 3.</p> <p>Second Hostel Parent Survey (2022, 2024), received positive feedback from parents. Will do again in 2026.</p> <p>New Director of Boarding was appointed in Term 3 and with the resignation of other key leadership staff (Senior Housemaster and Matron), a final new structure was put in place for Term 1 2025. Consultation and support from other Boarding Schools in Dunedin, spirit of collegiality remains strong.</p> <p>Clarity has resulted in an improved level of commitment and professionalism, the new staff have been inducted correctly and the basic procedures have been well supported. Investment in training continues.</p> <p>School House, staff, students and parents are all significantly more engaged and happier. A full School House roll in 2025.</p>
NELP 3:QUALITY TEACHING AND LEADERSHIP - providing leadership and opportunity to build capacity					
OBHS Strategic Plan - STAFF DEVELOPMENT Investing in Quality People					
TARGET	THROUGH	TOOLS	RESULTING IN	C/I	COMMENT
Teachers focused support to be highly skilled practitioners	<p>Support and connection to the extra-curricular.</p> <p>Clear staff wellness practices that enhance connection.</p> <p>Opportunity for growth through PLD.</p>	<p>OBHS Foundation</p> <p>OBHS Staff Wellness plan</p>	<p>Collegiality, clarity and connection to the school and its purpose.</p> <p>Development of a strong Senior Leadership team, connected to the mission, vision and values.</p>	C	<p>Discussions and brainstorming of our school support structures and financial leavers to support staff engagement. For instance school Board sponsorship of the OBHS Staff Choir, School Board support for 'Rector's Shout', Morning teas once a term and Staff Breakup.</p> <p>OBHS Foundations support for scholarship success, rewarding excellence brainstormed. OBHS Sports review</p>

	<p>Led to Term 4 school wide ToD that covered; The Science of Learning: Learning and Behaviour Breakthroughs for Boys Growth Culture Structured Literacy Literacy Connections which meant improved teacher development and connection.</p>	<p>Middle Leaders HIT strategies SCT PLD</p>	<p>HIT strategies and observation tools that give our teaching staff explicit direction and development in their teaching practices. Review and upgrade of our teacher observation and Professional Growth Cycle documentation.</p>	<p>of support for extra-curricular connection and recommendations made.</p> <p>My 7th iteration of an SLT in 10 years has begun successfully. Time spent with an external facilitator has been worthwhile. This will continue in 2025.</p> <p>HIT strategies shared, reviewed and implemented across the school.</p> <p>Three new internal appointments made, through retirement and refreshment of key roles. For example the appointment of a new Specialist Classroom Teacher has established a Professional Trio's Model, where there are stronger experiences with classroom observations and professional conversations.</p>
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