

OTAGO BOY'S HIGH SCHOOL

2024 Annual Report



Day 1 2024.

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Rector's report

It is my pleasure to present the Otago Boys' High School Annual Report for 2024 – my 10th year in the role of Rector. This year, what stood out most was that the successes our young men achieved were the direct result of the strength of our school and wider community. We could, with justification, feel a deep sense of pride in the boys of Otago Boys' High School.

Like most years, 2024 seemed to pass in the blink of an eye. It felt as though we had only just begun, and yet, we found ourselves already at the penultimate night for our senior students. Despite the speed at which the year progressed, I believed it to be one of our best. Throughout the year, the school had felt strong, united, and full of purpose. After 30 years in education, and two decades in senior leadership, I had learned that each year brings its own share of issues and challenges. Nonetheless, I remained convinced that this year stood out positively among many.

At the close of last year, I spoke about the growing role of our school as the "fourth emergency service" for many families. That role only deepened in 2024. On a daily basis, we encountered families facing very real and significant challenges, often with no other place to turn but their son's school. Our pastoral team—deans, counsellors, and leaders—worked under consistent pressure, striving to deliver high-quality educational outcomes in a world that too often prioritised blame and judgement over kindness and compassion. As educators, we knew our role went far beyond teaching. To educate is to nurture, to challenge, and to provide meaningful opportunities for growth. Young men, in particular, need development—they seek challenge, adventure, structure, and support. What we delivered at OBHS was perhaps best encapsulated in a message I received last weekend from a departing Year 13 student:

"My time at Otago Boys' High School was an incredibly special and memorable part of my life. I did not expect it to have such a profound influence on how I developed. I would certainly not be the person I am today if I had not made the decision to attend OBHS. I wanted to acknowledge and thank you personally for the role you had in facilitating this, creating a strong, supportive environment. The approach you take to leading the school—doing what is difficult but right, and always in the best interest of the students—made all the difference. OBHS will stay with my soul for the rest of my life."

While I appreciated these words deeply, I acknowledged that my role was minor compared to the collective efforts of our more than 100 staff—teachers, support personnel, administrators, and hostel staff. Their dedication was the true engine behind our school's ongoing success.

The contribution of our staff in 2024 was immense. They delivered excellent classroom practice, led tutorials and support sessions during lunchtimes and after school, and gave up countless hours for extracurricular commitments. Many weekends and evenings were spent away from their own families to support yours. As both a Rector and a parent, I saw firsthand their unwavering commitment and passion for their work.

One major challenge we navigated this year was the introduction of the new NCEA Level 1 achievement standards. These reforms were poorly rolled out, and at a presentation by the Minister of Education, Erica Stanford, it was made clear that even she recognised the lack of clarity and support that schools received. Our staff, like their colleagues across the country, were left to work through an unclear and often frustrating transition. Despite this, they rose to the challenge, rolled up their sleeves, and carried on—just as they always had. For that, I again offer my sincere thanks.

I also extended my gratitude to our Board of Trustees, the OBHS Foundation, and our PTA. Their leadership, fundraising efforts, and strategic support enabled us to pursue our shared vision: to develop confident, resilient young men with a sense of purpose. Their

volunteerism—and the support of so many parents—underscored the strength and value of our OBHS community.

We were fortunate this year to receive continued backing from various local and national trusts. Their support allowed us to upgrade key facilities, including the pool and the sudatorium, and to assist families in financial need. We remained incredibly grateful for their generosity.

From a property perspective, we began long-anticipated upgrades to the Shand building and undertook significant accessibility improvements in Term 2. Although these projects were still in progress, the early results were promising, and I was pleased with how smoothly the work had progressed so far.

As always, it was my privilege to address our departing Year 13 students one final time. This cohort held a special place in my heart. I looked forward to following their lives and careers with great interest and pride. They began their high school journey in 2020, amid the upheaval of the COVID-19 pandemic. Despite the unusual and often difficult circumstances of those early years, they had adapted, persevered, and ultimately thrived. To them, I offered the following parting message:

Being a man in 2024—and beyond—requires effort, commitment, and purpose. It is not a title to be claimed lightly; rather, it is earned through choices, actions, and character. As one speaker recently joked, "Any man can grow facial hair—that's not an achievement!" Your journey now is to build character, not image.

You enter a world where change is rapid and values are frequently tested. Your duty is no longer to represent Otago Boys' High School, but to represent yourselves—your character, your families, your friends, and your future communities. Do that with pride and honour.

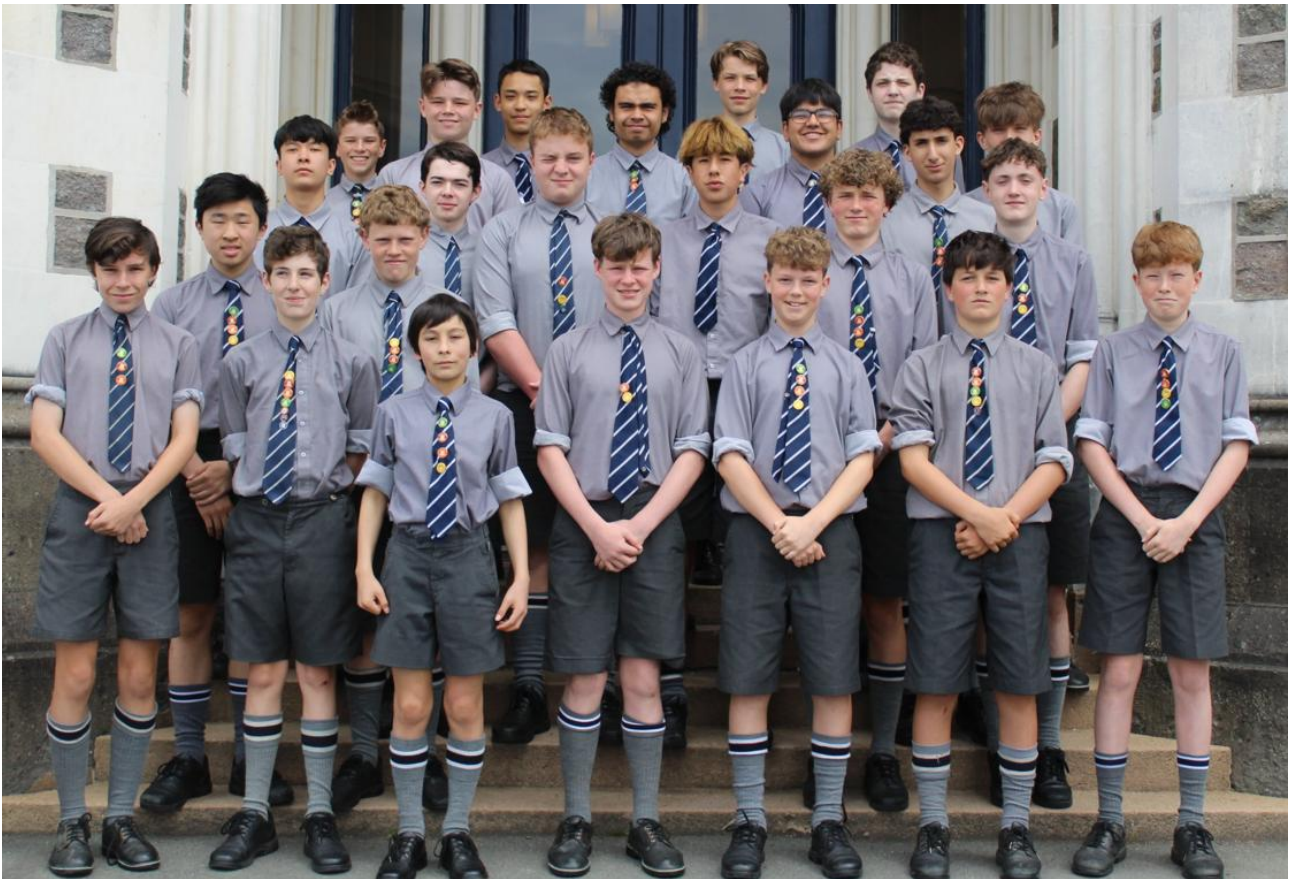
Being a man is an opportunity. Being a good man is a responsibility. The ancient Greeks spoke of *Eudaimonia*—a life lived well—and the Romans of *Arete*—fulfilling one's full potential in body, mind, and soul. These ancient ideals still hold relevance today.

To help guide your journey, I encouraged our young men to embody seven virtues:

1. **Manliness** – in the truest sense: to be nurturing, respectful, and a builder of others.
2. **Courage** – the balance between fear and recklessness; being dependable and strong.
3. **Industriousness** – to be consistent, to work hard, and to get the job done.
4. **Resolution** – to develop mental strength and habits that sustain long-term effort.
5. **Self-Reliance** – to think independently and stand strong when no one else is coming.
6. **Discipline** – to turn ideas into action, day after day.
7. **Honour** – to remain true to oneself when no one else is watching.

The good news is that these virtues are always within reach. The sun rises again. Where you may fail today, you may succeed tomorrow. That is the essence of growth.

To all members of the Otago Boys' High School whānau—students, parents, staff, and supporters—thank you for making 2024 such a memorable and successful year.



2024 OBHS School Board Members

Board member names

Mark Kirkland (Presiding Member)

Malcolm Couling (Deputy Presiding Member & Parent Representative)

Peter Kindiak (Parent Representative)

Melanie Jutal (Parent Representative)

Kate Anderson (Parent Representative)

Maria Zammit (Staff Representative)

Freddie Hore/ Will Pyper (Student Representatives)

Richard Hall (Rector)

Statement of variance: OUR progress against targets.

ANNUAL GOALS YEAR 2024

The following table is our report to our community on our progress towards our 2023 Annual Goals. These goals are made in connection with our Strategic Plan, our progress,(or otherwise) against the previous goals and the requirements of the Ministry of Education. Our headings are as follows. **GOAL:** the where we want to get to; **TARGET:** the specific outcome we want in YEAR; **THROUGH:** the specific actions we will take to get there; **TOOLS:** the school-wide or community wide tools we will use or develop; **WHO:** who will take responsibility; **BY:** when this will happen; **RESULTING IN:** what outcome we will have; **REVIEW:** the ongoing self-review and how we will improve or extend.

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	Support of HoD/TiC's from SLT to: Continue re-write of Yr 9 and 10 Curriculum Units, using the OBHS Curriculum model and templates. Use of new National Curriculum Frameworks where they exist or are being developed, especially local curriculum and	Internal PLD SLT Support National Curriculum where available HoD/TiC Meetings Staff Feedback	A consistent and coherent curriculum framework aimed at the OBHS boys. Support through improved frameworks for teachers to deliver the appropriate curriculum. Better Yr 9 and 10 data for schoolwide analysis and targeted support. Established an ASPIRE group - Top 10% GPA at Yr 9 and 10. Improved Yr	C	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. Strong links to local curriculum and Mātauranga Māori. 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. ASPIRE group created using 0-8 assessment data and a programme run. Greater clarity for parents from the previous curriculum levels. This is mainly due to a clarity of language. Engagement with the new OBHS curriculum overall shows an upward trend. ● All students are showing higher effort levels in 2024 compared to 2023.

	<p>Matauranga 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 all departments in Yrs 9 and 10. New NCEA Level 1 curriculum implemented through new assessments. Students actively supported to achieve well.</p>		<p>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 Literacy Connections which meant improved teacher development and connection.</p>		<ul style="list-style-type: none"> ● Māori and Pasifika students' progress has not improved in line with their increased effort. ● 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. <p>Yr 10 2024: Key Year 10 Insights:</p> <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
Support all Priority learners to achieve excellent	Appointment of Numeracy and Literacy Coordinators to	Writer's Toolbox OBHS Yr 9 paragraph	Improved teacher practice.	C	Well above Literacy and Numeracy CAA results and co-requisite results from trial year and well up on national data.

<p>educational outcomes.</p> <p>Naming of priority groups; Māori Pasifika Learning Support</p>	<p>support departments.</p> <p>Data tracking in Yrs 9-10 using the 0-8, PAT, EASTTL with a focus on priority groups.</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>Staff meetings PLD on corequisite</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>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>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</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. 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="1361 770 2004 1157"> <p>2023 and 2024 CAA National vs OBHS Data- Year 10</p> <table border="1"> <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>58</td> <td>64</td> <td>76</td> </tr> </tbody> </table> </div> <p>5 Otago Boys' High School (OBHS) Year 10 Performance (2023 vs 2024):</p> <ul style="list-style-type: none"> ○ Reading improved from 75% to 81%, a 6% increase. ○ Writing saw a major improvement from 39.5% to 77%. 	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	58	64	76
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	58	64	76																					

	Update and centralise academic enrolment information on KAMAR for new students		average Literacy and Numeracy results for boys, especially priority boys.		<ul style="list-style-type: none"> ○ 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 progress in writing support or engagement. <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.	Use of Assemblies - Prominent Values assemblies in Yrs 9 - 10. Social media posts that show our values	Assemblies tie in with Old Boys' Foundation Stymie The school flag	Goal setting and enhanced feedback to students Story telling Wednesdays, staff sessions highlighting a wide	C	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. Values badges were given out in 4 separate assemblies, culminating with the awarding of

	<p>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>Gay Straight Alliance</p> <p>Christian Group</p> <p>Muslim Students</p>	<p>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>		<p>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!). 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>
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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	A review of the hostel staff professional learning.	<p>Effective staff meetings</p> <p>REACH</p>	<p>Improved Hostel staff knowledge and safe practice.</p> <p>Strong connection from the staff to the</p>	C	A significant restructure and processes of the leadership and pastoral staff in School House. Different leadership structures trialled in Term 2 and 3.

	<p>Consistency practice.</p> <p>Sourcing and providing PLD opportunities.</p>	<p>Structures</p> <p>Polson Higgs</p> <p>ABSNZ</p>	<p>House and to the boys in the House.</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>
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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
<p>Teachers focused support to be highly skilled practitioners</p>	<p>Support and connection to the extra-curricular.</p> <p>Clear staff wellness practices that enhance connection.</p>	<p>OBHS Foundation</p> <p>OBHS Staff Wellness plan</p> <p>Middle Leaders HIT strategies</p> <p>SCT</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 brainstorms 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 of support for extra-curricular connection and recommendations made.</p>

<p>Opportunity for growth through PLD. 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>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>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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Evaluation and analysis of the school's students' progress and achievement

School Achievement 2024 Data Analysis

INTRODUCTION

This report centres on the examination of data about the academic progress and achievements of Otago Boys' High School students in the 2024 academic year. The primary focus for seniors is on the National Certificate of Educational Achievement (NCEA) results. The analysis includes comparisons across all year groups, evaluating trends from previous years and benchmarking against national metrics. Additionally, a detailed breakdown of academic outcomes by ethnicity, particularly Māori, NZ European, and Pasifika, is provided.

The report introduces various methods for monitoring the effort and ability of junior school students. Along with 'Effort' and 'Progress' data from our interim reports and PAT assessments, emphasis is also placed on the importance of the recent Literacy and Numeracy corequisites assessments.

*All data is sourced from the NZQA portal, exceptions are noted.

Junior Data

Junior data analysis will use two data sets:

1. Progress Report data for both Effort and Progress
2. NCEA Corequisite Literacy and Numeracy Data

Course Progress Grades

The *effort* grades of interim reports, which are collected every three weeks, enable us to get teacher judgement on the attitude of boys towards their learning, the *progress* grade enables us to measure the teacher's judgment on students' progress towards meeting expected learning outcomes for various courses. The grades range from 0 to 5. Grade 5 is challenging to attain, requiring students to consistently exceed expectations.

Course Progress Comparison

	Year 9			
	2023 Effort	2023 Progress	2024 Effort	2024 Progress
All boys	3.71	3.54	3.79	3.60
Maori	3.46	3.32	3.51	3.31
Pasifika	3.44	3.27	3.54	3.28
Hostel	3.7	3.55	3.7	3.52
Day Boys	3.7	3.53	3.80	3.61

Course Progress Comparison

	Year 10			
	2023 Effort	2023 Progress	Effort	Progress
All boys	3.72	3.58	3.77	3.59
Maori	3.55	3.44	3.71	3.60
Pasifika	3.38	3.22	3.34	3.19
Hostel	3.76	3.6	3.72	3.55
Day Boys	3.71	3.58	3.79	3.61

Year 9 Analysis

- All Boys:
 - 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.
- Māori Students:
 - Effort increased slightly from 3.46 to 3.51, indicating a small improvement in engagement.
 - However, progress remained nearly the same (3.32 in 2023 vs. 3.31 in 2024).
- **Pasifika Students:**
 - Effort increased from 3.44 to 3.54, a notable rise.
 - Progress showed only a marginal increase (3.27 to 3.28), similar to Māori students, indicating a gap between effort and achievement.
- Hostel Students:
 - Effort remained the same at 3.7, showing consistency.
 - Progress dipped slightly from 3.55 to 3.52, though still aligning with the overall school trend.
- Day Boys:
 - Effort improved significantly from 3.7 to 3.80, the highest among groups.
 - Progress increased from 3.53 to 3.61, suggesting that effort is leading to better academic outcomes for this group.

Key Year 9 Insights:

- 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.

Year 10 Analysis

- All Boys:
 - Effort increased from 3.72 to 3.77, reflecting continued engagement.
 - Progress remained steady at 3.58 in 2023 and 3.59 in 2024.

- Māori Students:
 - Effort increased significantly from 3.55 to 3.71, showing a strong improvement in engagement.
 - Progress also rose significantly from 3.44 to 3.60.
- Pasifika Students:
 - Effort decreased slightly from 3.38 to 3.34, making them the only group with a decline.
 - Progress also declined from 3.22 to 3.19
- Hostel Students:
 - Effort dropped slightly from 3.76 to 3.72, but still remained high.
 - Progress also dipped from 3.60 to 3.55, suggesting a slight decline in performance.
- Day Boys:
 - Effort increased from 3.71 to 3.79, showing improvement.
 - Progress also improved from 3.58 to 3.61, mirroring the trend in Year 9.

Key Year 10 Insights:

- Māori students showed the most significant improvement in both effort and progress.
- Pasifika students saw a decline in both effort and progress
- Day boys had the most consistent growth across both effort and progress.

Literacy and Numeracy

By 2028 the CAA Lit/Num assessments will be required for students to gain any level of NCEA achievement. Up to the end of 2027, students may fulfil the literacy and numeracy requirements of Level 1 NCEA through the traditional method of achieving tagged literacy and numeracy standards. The Numeracy CAA, Common Assessment Activity, (10 credits), Reading CAA (5 credits), and Writing CAA (5 credits) were administered digitally within a 90-minute designated assessment slot, and students used their own devices. Two exam windows for these assessments were used in 2024.

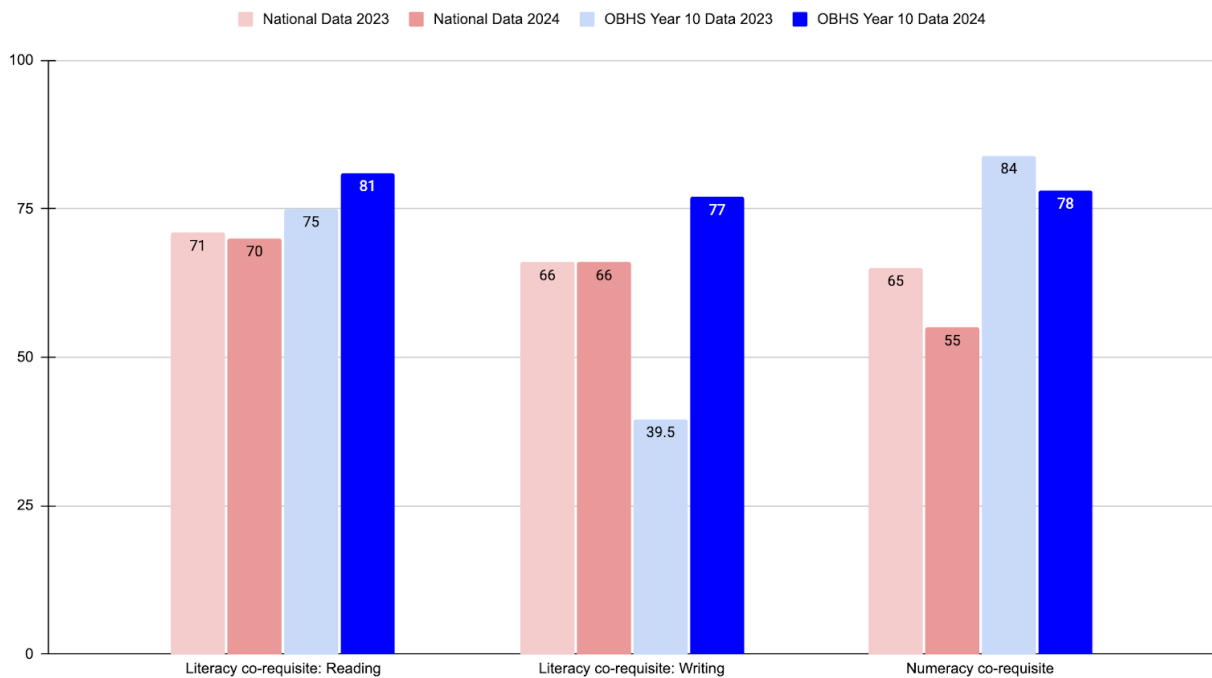
During the May assessment window, we enrolled two top-set Year 10 classes in the literacy assessments, with a larger number of 'ready' Year 11 students participating in the numeracy assessment. In the second assessment window in November, the remaining Year 10 students underwent the numeracy assessment. Additionally, all remaining Year 10 students, except for those in the ESOL programme, participated in the Reading and Writing co-requisite assessment.

Literacy and Numeracy Co-requisite OBHS Comparison to National Data*

	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	54	84	78

2023 and 2024 CAA National vs OBHS Data- Year 10



Analysis:

Otago Boys' High School (OBHS) Year 10 Performance (2023 vs 2024):

- Reading improved from 75% to 81%, a 6% increase.
- Writing saw a major **improvement from 39.5% to 77%**.
- Numeracy slightly decreased from 84% to 78%, a 6% decline.

Key Comparisons

- 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 progress in writing support or engagement.**

Conclusion

- 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.

The decision to make both numeracy and literacy, particularly writing, a school focus for 2024 and beyond reflects a commitment to addressing the identified challenges within this data. The creation of both a literacy and numeracy coordinator moving forward and the implementation of the Writer's Toolbox platform has supported the issues of poor writing results.

National and Ethnic Comparisons for Literacy and Numeracy Corequisite:

2023 and 2024 Year 10 Numeracy

- Out of the students who completed the numeracy assessment, 84% met the standard in 2023, and 78% in 2024—both above the national average.
- Maori students performed in line with the cohort, surpassing the national average.
- Pasifika students performed below the national average. It's worth mentioning that the low number of Pasifika students makes it challenging to draw definitive conclusions from this data.
-

2023 and 2024 Year 10 Literacy: Reading

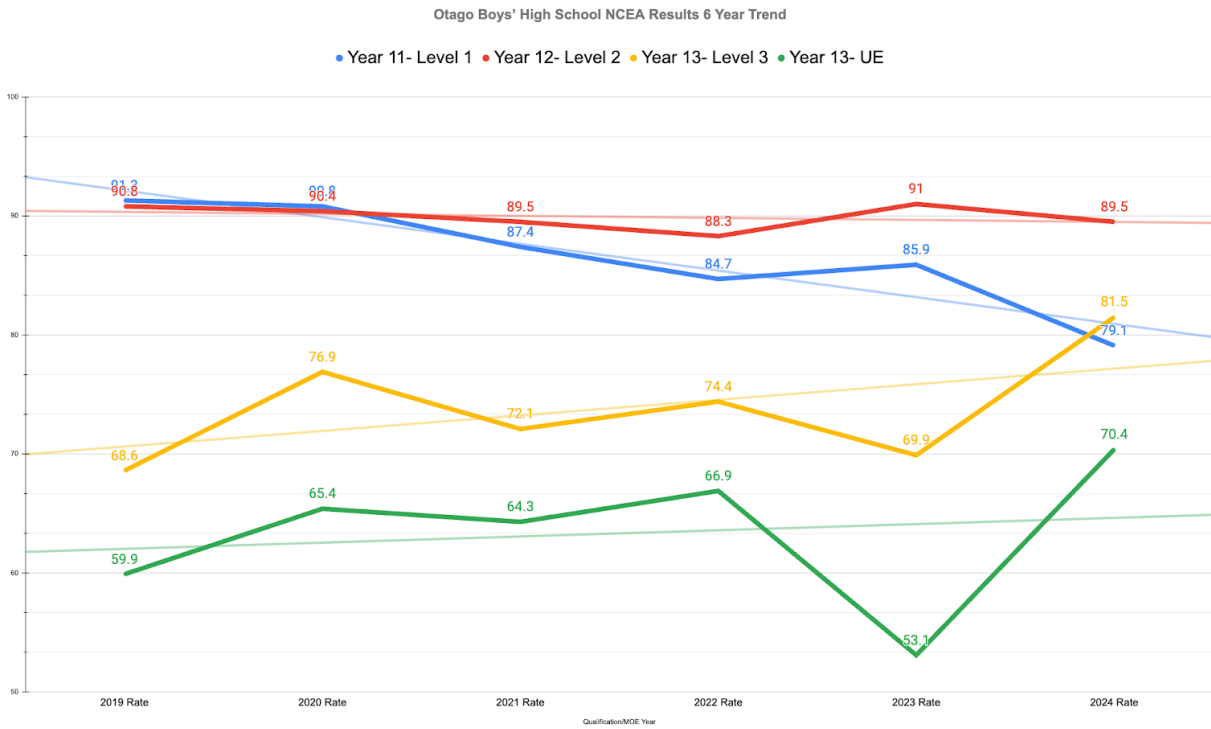
- Out of the students who completed the reading assessment, 75% met the standard in 2023, increasing to 81% in 2024—both above the national average.
- Māori students performed 9% lower than the cohort in this assessment in 2023; however, this gap dropped considerably in 2024 to just a 2% difference. The Māori failure rate was 21%, compared to the national rate of 29%.
- Although Pasifika students performed below the cohort, they achieved higher results at OBHS than the national average.

2023 and 2024 Year 10 Writing

- Between 2023 and 2024, the pass rate rose from 39% to 77%, a significant increase.
- Māori students performed significantly below the cohort level in this assessment, with only a 25% pass rate in 2023. However, this rose to 79% in 2024, representing a 54% increase in pass rates for the Writing assessment for Māori students.
- Pasifika student pass rates also increased slightly (4%).

Senior Data

Otago Boys High School 5-Year NCEA Pass Rate Trends

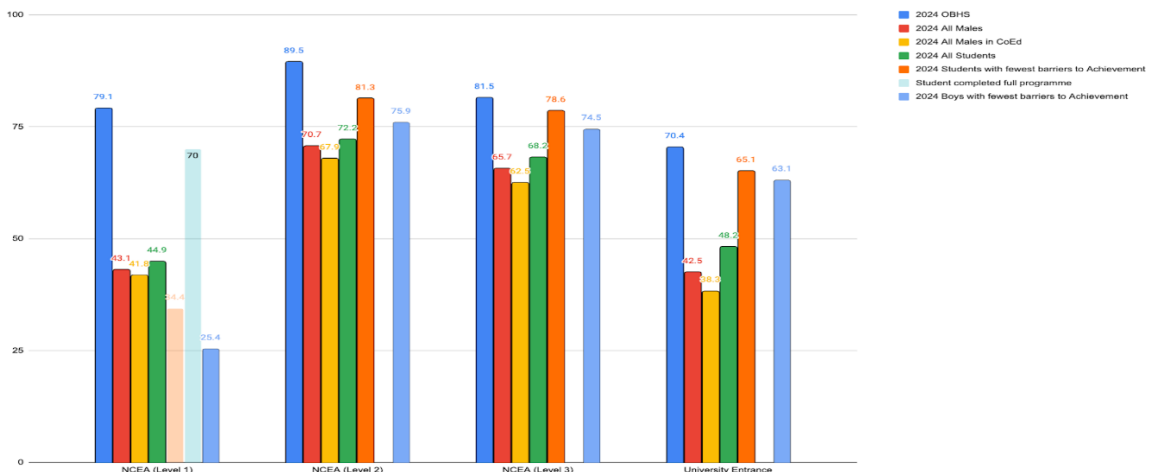


Analysis of 2024 Qualification Achievement Rates

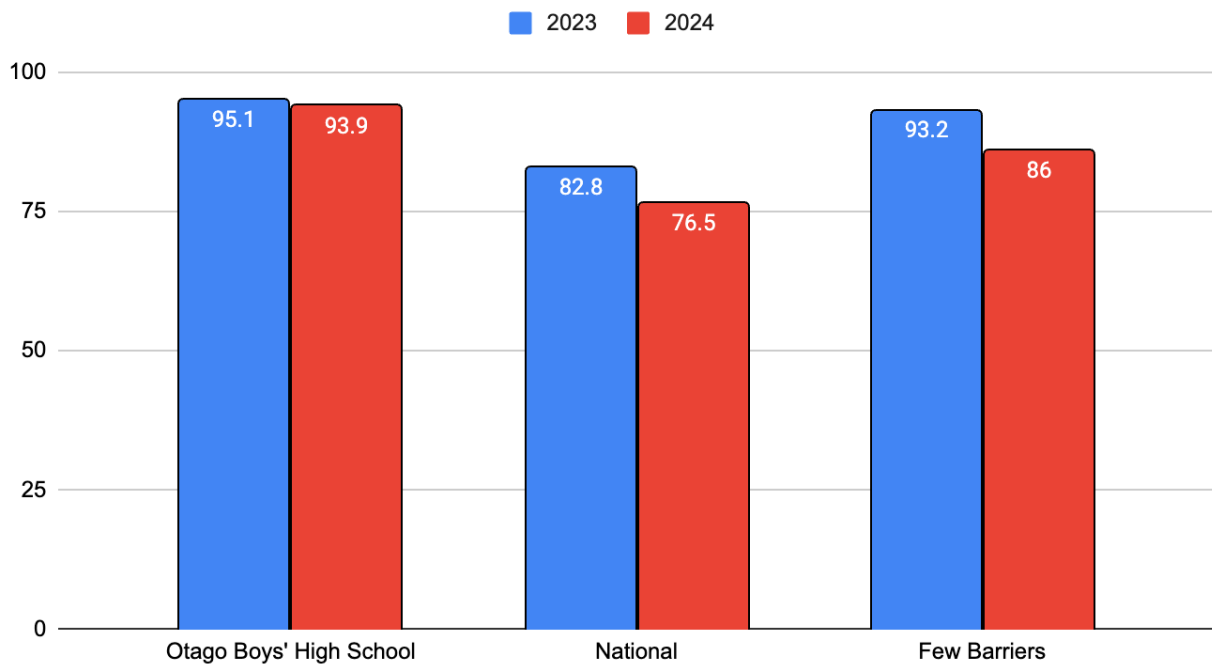
Key Observations from 2024 Data:

- NCEA Level 1: 79.1% (Lowest in six years, continuing a downward trend)
- NCEA Level 2: 89.5% (Slight decline from 2023 but remains stable overall)
- NCEA Level 3: 81.5% (Significant increase from 69.9% in 2023, highest in six years)
- University Entrance: 70.4% (Major recovery from 53.1% in 2023, highest in six years)

Otago Boys' High School NCEA Pass Rates vs National



Otago Boys' High School Literacy at Year 11



OBHS Summary of Academic Achievement Compared to Boys National Data

	OBHS			All			All Boys			All Boys Schools			All Boys Co-Ed		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
1	82.8	85.9	79.1	63.6	60.5	44.9	62.1	58.8	43.1	73	69.8	49.1	59.1	56	41.8
2	87.7	91	89.5	74	72.5	72.7	72.2	70.9	70.7	81.3	79.7	81	69.6	68.5	67.9
3	74.4	70.6	81.5	67.2	66.8	68.2	64.5	63.7	65.7	73	74.4	76.4	61.7	60.2	62.5
U.E	64.7	53.8	70.4	50.3	49.7	48.2	42.7	42.4	42.5	54.3	55.4	55.3	38.4	37.9	38.3

Analysis:

Key Observations & Trends

1. OBHS Continues to Outperform All National Groups

- **OBHS pass rates remain higher than the national averages for all students, all boys, and boys in co-ed schools.**
- The gap is most **significant at Level 1 and UE**, where OBHS students outperform national averages by a large margin.

2. Level 1 Pass Rates Have Declined Nationwide

- OBHS dropped from **85.9% in 2023 to 79.1% in 2024**, mirroring a national decline. No unexpected.

3. OBHS Shows Strong Recovery at Level 3 and UE in 2024

- **Level 3:** OBHS jumped from **70.6% in 2023 to 81.5% in 2024** (+10.9%), while national rates remained steady.
- **UE:** OBHS had a major improvement from **53.8% to 70.4%** (+16.6%), far exceeding national trends.

4. Single-Sex Boys' Schools Perform Better Than Co-Ed Schools

- **All Boys' Schools consistently outperform boys in co-ed schools** across all levels.
- However, OBHS still outperforms single-sex boys' schools in **Level 1, Level 2, and UE** in 2024.

Conclusion

- **OBHS students continue to excel academically**, significantly surpassing boys in both co-ed and single-sex schools.
- **The biggest improvement is at Level 3 and University Entrance in 2024**, showing strong senior-year performance.

NCEA Pass Rate Comparisons OBHS vs Boys Data from Higher Equity Schools

Level	OBHS	Co-Ed schools- boys only		Single Sex schools- boys only	
	Pass Rate (%)		Difference	Pass Rate (%)	Difference
1	79.1	41.8	37%	49.1	30%
2	89.5	67.9	21.6%	81	8.5%
3	81.5	62.5	19%	76.4	5.1%
U.E	70.4	38.3	32.1%	55.3	15.1%

Overall Trends

- Otago Boys' High School (OBHS) outperforms both co-educational (boys-only) and single-sex (boys-only) schools across all levels.
- The largest gaps in pass rates appear at Level 1 and University Entrance (UE), where OBHS has significantly higher success rates.
- The smallest difference is at Level 3, though OBHS still maintains an edge over both groups.

Key Observations

1. OBHS performs significantly better than boys from higher equity co-ed schools
 - Largest gap at Level 1 (+37.3%) and UE (+32.1%), suggesting stronger academic support and achievement at OBHS.
2. OBHS also surpasses boys in single-sex schools but by a smaller margin
 - The gap narrows at Level 2 (8.5%) and Level 3 (5.1%), suggesting that other boys' schools still perform well at higher levels.
3. Higher UE pass rates at OBHS
 - 70.4% of OBHS students gain University Entrance, compared to only 38.3% in co-ed schools and 55.3% in single-sex schools.

Conclusion

- OBHS students consistently achieve higher pass rates than boys in both co-ed and single-sex higher equity schools.
- The strongest advantage is at Level 1 and University Entrance.
- While single-sex boys' schools have better results than co-ed schools, OBHS still leads in all comparisons.

Comparison of Pass Rate 5-Year Trend for Ethnic groups (*Māori, Pasifika, NZ European and Asian*)

Level 1	2019	2020	2021	2022	2023	2024
Māori	84	80	84.6	85.7	81.1	72.2
European	92	93	88.1	86.3	89.4	80.5
Pacific Peoples	100	82	90	75	88.9	38.9
Asian	93	92	90	72.2	90	86.4
Level 2	2019	2020	2021	2022	2023	
Māori	66	83	94.4	81.8	90.9	82.9
European	93	91	93.2	90.3	91.1	91.4
Pacific Peoples	75	94	75	85.7	100	75
Asian	88	100	92.3	88.9	88.2	89.5
Level 3	2019	2020	2021	2022	2023	
Māori	53	69	68.4	81.3	66.7	76.2
European	67	75	70.8	78.1	71.3	81
Pacific Peoples	64	83	83.3	36.4	63.2	75
Asian	83	93	90.9	91.7	60	85.7
UE	2019	2020	2021	2022	2023	
Māori	53	50	52.6	75	55.6	52.4
European	60	64	64.6	71.1	53	69.5
Pacific Peoples	42	50	44.4	36.4	52.6	58.3
Asian	67	86	90.9	75	50	78.6

Analysis:

Level 1:

- Pacific students: A dramatic decline is evident, from 88.9% in 2023 to just 38.9% in 2024. This is an alarming drop that may indicate major issues such as reduced support, attendance, or wider socioeconomic factors affecting performance.

Level 2:

- Māori students: The pass rate fell from 90.9% in 2023 to 82.9% in 2024, which, while still relatively high, shows a decline. It remains above the 2019-2022 figures, suggesting some resilience despite a drop.
- Pacific students: A sharp decrease from 100% in 2023 to 75%.

Level 3:

- Māori students: A positive trend is observed, with an increase from 66.7% in 2023 to 76.2% in 2024. This suggests improved retention and achievement at the senior level, possibly due to targeted support initiatives.
- Pacific students: A notable increase from 63.2% in 2023 to 75% in 2024 marks a strong recovery from the previous year's low. This improvement is encouraging and may indicate the success of interventions or stronger student motivation.

University Entrance (UE):

- Māori students: A slight drop from 55.6% in 2023 to 52.4% in 2024 keeps the rate relatively stable but below the peak of 75% in 2022. This suggests ongoing challenges in meeting UE requirements.
- Pacific students: A positive trend is evident, with an increase from 52.6% in 2023 to 58.3% in 2024. While still below Asian and European counterparts, this increase suggests progress in university readiness.

Key Takeaways:

- The most concerning trend is the sharp drop in Level 1 pass rates for both Māori and Pacific students, particularly the Pacific group, which fell by 50 percentage points.
- Level 2 results declined for both groups, though Māori students still maintained a relatively strong performance.
- Level 3 and UE outcomes showed improvement for Pacific students, while Māori students had mixed results with a positive trend at Level 3 but a slight decline in UE.
- The data suggests that while senior students may be improving, foundational achievement at Level 1 requires urgent attention, particularly for Pacific students. This could reflect issues in early secondary engagement, preparation, or external factors impacting learning.

2024 Pass Rates by Ethnic Group- All Boys, All Equity Levels

Qualification	Ethnicity	2024 Rate	Boys National	Boys in Boys Schools	Boys Few Socioeconomic Barriers
Year 11 NCEA (Level 1)	Māori	72.2	37.5	46.6	29.8
	European	80.5	49.5	54.3	31.6
	Pacific Peoples	38.9	31.8	38.9	21.3
	Asian	86.4	36.2	33.3	14.2
Year 12 NCEA (Level 2)	Māori	82.9	63.4	79.4	85.1
	European	91.4	76.2	85.4	83.2
	Pacific Peoples	75	61.9	73.9	81.7
	Asian	89.5	65.9	71.1	61.8
Year 13 NCEA (Level 3)	Māori	76.2	57.3	70.7	76.3
	European	81	68.7	79.4	80
	Pacific Peoples	75	63.8	74.4	80.1
	Asian	85.7	64.6	71.4	64.4
Year 13 University Entrance	Māori	52.4	25.3	40.6	55
	European	69.5	47.2	60.2	67.3
	Pacific Peoples	58.3	24.5	36.9	52.4
	Asian	78.6	49.3	60.1	58.5

Analysis:

Analysis of 2024 Pass Rates by Ethnic Group – All Boys, All Equity Levels

This analysis focuses on Māori and Pacific Peoples' pass rates in comparison to national trends, boys in boys' schools, and those facing fewer socioeconomic barriers.

Year 11 – NCEA Level 1

- **Māori students:**
 - The overall pass rate (72.2%) is significantly higher than the national boys' average (37.5%) and the rate for boys in boys' schools (46.6%).
 - However, Māori boys with fewer socioeconomic barriers had a much lower pass rate (29.8%), suggesting that other factors may influence success beyond just socioeconomic status.
- **Pacific students:**
 - A concerning result, with an overall pass rate of just 38.9%, closely aligning with the national boys' average (31.8%).
 - The pass rate for Pacific boys in boys' schools was also 38.9%, showing no added advantage from being in this environment.

- Boys with fewer socioeconomic barriers had the lowest pass rate (21.3%), indicating deeper challenges in early secondary achievement.

Year 12 – NCEA Level 2

- **Māori students:**
 - A strong overall pass rate of 82.9%, significantly above the national boys' rate (63.4%) and boys in boys' schools (79.4%).
 - Māori students with fewer socioeconomic barriers performed well (85.1%).
- **Pacific students:**
 - A pass rate of 75%, higher than the national boys' average (61.9%) and aligned with boys in boys' schools (73.9%).

Year 13 – NCEA Level 3

- **Māori students:**
 - A pass rate of 76.2%, higher than the national boys' average (57.3%) and boys in boys' schools (70.7%).
- **Pacific students:**
 - A solid pass rate of 75%, exceeding the national boys' rate (63.8%) and closely matching boys in boys' schools (74.4%).

Year 13 – University Entrance (UE)

- **Māori students:**
 - A UE pass rate of 52.4%, significantly above the national boys' average (25.3%) and boys in boys' schools (40.6%).
 - Those with fewer socioeconomic barriers performed slightly better (55%).
- **Pacific students:**
 - A pass rate of 58.3%, more than double the national boys' average (24.5%) and much higher than boys in boys' schools (36.9%).

Key Takeaways:

1. **Māori students consistently outperform national and boys' school averages** across all levels, particularly at Level 2 and Level 3. Their UE pass rate is more than double the national boys' average, indicating strong academic engagement in senior years.
2. **Pacific students show weaker performance at Level 1 but improve significantly at Level 2 and Level 3.** Their UE pass rate is particularly strong compared to the national average.

Comparison of NCEA Pass Rates: Hostel vs Day Boys

	Total Hostel	School pass-rate	Raw Hostel	Hostel pass-rate
Year 11- Level 1	36	79.1	31	86%
Year 12- Level 2	27	89.5	25	93%
Year 13- Level 3	16	81.5	13	81%
UE		70.4	12	75%

Analysis:

- **Level 1:** Hostel pass rate (86%) is higher than the school-wide pass rate (79.1%).
- **Level 2:** Hostel students achieve a 93% pass rate, exceeding the school's 89.5%.
- **Level 3:** Hostel pass rate (81%) closely matches the school rate (81.5%).
- **University Entrance (UE):** Hostel students have a 75% pass rate, higher than the school's 70.4%.

Overall Trend: Hostel students perform strongly across all levels, with particularly high success in Level 2 and UE.

Comparison of Course Endorsements: Hostel vs Day Boys

Course Endorsements							
	Total Students	Hostel		School	Hostel		School
		Merit Endorsed	Merit Endorsed %	Merit Endorsed %	Excellence Endorsed	Excellence Endorsed %	Excellence Endorsed %
Year 11	36	8	22%	34	1	3	17
Year 12	27	5	19%	29	2	7	15
Year 13	16	3	19%	24	1	6	14

Analysis:

Level 1: 22% of hostel students achieved Merit endorsements compared to 34% school-wide, while 3% earned Excellence endorsements versus 17% school-wide.

Level 2: 19% of hostel students received Merit endorsements (school-wide: 29%), and 7% achieved Excellence (school-wide: 15%).

Level 3: 19% of hostel students gained Merit endorsements (school-wide: 24%), with 6% earning Excellence (school-wide: 14%).

NCEA Scholarship

The attainment of scholarships by our students is a consistent annual goal for us. In 2024, our students gained 18 scholarships, down 3 on last year.

This achievement is in line with our 5-year average of 18. Despite the absence of supported scholarship classes for some subject areas this year our students still secured scholarships in these subjects, showing the positive impact of the townwide scholarship programme. Recognition must also go to a range of teachers for the substantial effort and support they provide to their students. Many went above and beyond, dedicating well over 20 hours to assist Year 12 and 13 students. While success was not always gained through

achieving a subject scholarship, the residual impacts of this higher-level learning undoubtedly benefited students in their regular NCEA assessments.

Number of Subjects	Number of Students	Number of Yr 12	Number of Yr 13
12	12	4	8

National and Ethnic Comparisons for Literacy and Numeracy Corequisite: 2023 Year 10

How we have given effect to Te Tiriti o Waitangi

Being an effective and committed Treaty partner is important to Otago Boys' High School. For us commitment to Te Tiriti is shown as equity, equity of resource, of opportunity and equity of results. The visible nature of culture, shown in the classrooms and in the language supports this.

We achieve equity this through a variety of initiatives and connection. Our work with CORE education, since 2020 has included a significant amount of learning for staff relating to being more culturally competent. As a school, the Annual Goals reflect the purpose, to raise the academic achievement of Māori students and this has been and will continue to be a focus. In 2024 Māori students achieved well, were given a range of opportunities and developed to a satisfactory level. Importantly they feel connected to their school.

Culturally, through Board funds the support of Wairua Puho and the whanau class have allowed us to engage with the Māori community and give support our students who have a passion in that area.

Māori students are also well represented and supported financially in sport. The majority of Māori students in our school play at least one sport, with many participating in two. Basketball and Rugby are the most popular. Ki o rahi, a Māori strategy game was introduced in 2021, and has grown in numbers to where now there is an OBHS led Dunedin after school competition.

- Since 2016 our new students and staff are welcomed into the school with powhiri, an important starting point and statement to the school that this introduction through belonging is who we are.
- Since 2023 we have extended the use of karakia, to where it is now spoken in and by students in our senior and junior assemblies. This same karakia has been used in staff briefings since 2014 and Board meetings since 2021.
- The new school haka is another outward showing of our commitment to be better. Gifted by our previous Assistant Principal and Māori Dean, Mr Vai Mahutartiki, our new haka now espouses the school values in a Māori context.
- The introduction in 2022 of a senior Māori Te Ao Haka class, as part of a national pilot has been a real success. Students gained a connection to tikanga and academically outperformed in this subject than others. The combination of theory and practical application of knowledge connected well with our revised Junior Curriculum structure.
- This year's senior Māori academic results were some of our best, and we believe show the connection to the mahi undertaken in a range of areas.
- Ensuring equity through School Board funds, into school curriculum experiences (camps, school trips), support through the OBHS Foundation and local charities for Māori whanau has been a priority. The School Board has also given funds to our IT Department to ensure that students do not miss out.
- NELP 1, an environment free from racism is a key component of our school. STYMIE, the online anonymous reporting tool gives students the opportunity to safely report issues. In 2023, there were no reported issues in STYMIE with racism towards Māori.

- Steps have been made with our local curriculum, with Science and Social Science leading the way. The OBHS Cultural Narrative, completed in 2020 remains an important document in our school, and will be used as part of the process for our redeveloped Music block.

Statement of compliance with employment policy.

Otago Boys' High School is a great employer. Strides have been made in the last 6 months with staff wellbeing a key part of our identity.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Through safe employment practices.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>We have no programme, but we are an equal opportunities employer.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Yes</i>
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	<i>If I could find one to appoint I would, we are desperately short in this area. My main Māori teacher has been promoted to Deputy Principal of another school, so I think we are definitely promoting the aims and aspirations of Māori.</i>
How have you enhanced the abilities of individual employees?	<i>Through Professional Learning opportunities.</i>
How are you recognising the employment requirements of women?	<i>I am not sure what this question means, in a practical sense within the context of a school. Women are hired, supported and valued, the same as all employees.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We struggle. Our site is not friendly to people with disabilities and the Capital Works Team have failed over the last three years to provide the required environment for a student of ours with significant disabilities. Best you ask them.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?	Y	

Financial statements.

The following is a summary of the financial statements that must be included in your annual report.

- **Independent auditor's report signed and dated and a Statement of responsibility signed and dated**

Added separately to the Portal was the signed and stamped financial reports. These included:

- A Statement of comprehensive revenue and expense
- A Statement of changes in net assets/equity
- A Statement of financial position
- A Statement of cash flows
- The notes to the financial statements

Kiwisport funding

Kiwisport funding is used in the school to provide administrative support to sport. Part of the role of this administration is to source locally raised funds to provide equity of opportunity for students to participate in local, regional and national sporting opportunities. In 2024 83% of our students participated in at least one sport. Otago nationally retained its spot as the highest proportion of both students and teachers engaged in sport.

