

School Evaluation Report

School Name: Otago Boys' High School

Profile Number: 377

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Context

Situated in the centre of Dunedin city, Otago Boys' High School provides learning for boys from Years 9 to 13. The school's current roll is 840, with 17% Māori, 7% Pacific, 14% Asian and 62% European/Pākehā learners. Its vision is that its boys become confident, resilient men with a sense of purpose, prepared to explore and contribute to a changing world.

There are three parts to this report.

Part A: A summary of the findings from the most recent Education Review Office (ERO) report and/or subsequent evaluation.

Part B: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part C: The improvement actions prioritised for the school's next evaluation cycle.

Part A: Previous Improvement Goals

Since the previous report in May 2023, ERO and the school have worked together to evaluate the impact of a student-centred learning programme on building engagement with learning and encouraging all students to be successful learners.

Expected Improvements and Findings

The school expected to see:

The development of a school-specific learning programme that engages boys in their learning and moves each boy forward, imparting a robust foundation for success in the senior school.

- A clearly defined curriculum structure gives clarity and consistency to planning. This is improving learner engagement and effort in the junior programme.
- The integration of a literacy and mathematics focus into programme planning across learning areas is improving learners' foundational skills.
- Regular reporting and recognition of learners' progress and effort is motivating learners and improving parent and whānau understandings about improved learner outcomes.

Boys having access to powerful learning experiences that build their capabilities and capacities as lifelong learners.

- A school-wide approach using shared effective teaching and learning strategies is engaging boys in learning activities they find increasingly relevant and engaging.
- Learner and teacher feedback is increasingly guiding improvements to lesson design and teaching strategies.

Other Findings

The greatest shift that occurred in response to the school's actions is a commitment to continue to further implement evidence-based high impact teaching strategies which have a direct influence on improving learning outcomes.

Part B: Current State

The following findings are to inform the school's future priorities for improvement.

Learner Success and Wellbeing

Student outcomes are increasingly equitable and excellent.
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- Year 9 and 10 learner achievement in literacy and mathematics is improving, with most learners achieving the National Certificate of Educational Achievement (NCEA) literacy and mathematics co-requisites by the end of year 10; learner performance in writing improved significantly in 2024.
- Most year 11, 12 and 13 learners achieve very well in NCEA Levels 1, 2 and 3 and in University Entrance (UE); learner performance in NCEA Level 3 and UE improved significantly in 2024.
- Junior and senior Māori learners' achievement is equitable.
- Improving levels of attendance are behind the Ministry of Education's national target; a small majority of learners attend regularly.

Conditions to support learner success

Leadership approaches collaboratively implement improvements to school conditions that promote learner success.

- Leaders are strengthening the collection, analysis and response to data to ensure the school knows how well it is improving learner engagement, progress and achievement at all year levels.
- Leaders mentor teachers in developing a range of strategies to make teaching and learning increasingly effective and engaging for their learners.
- Leaders work collaboratively to build staff capacity in having an increasingly positive impact on learner wellbeing, progress and achievement.

Curriculum design and teaching practices reflect clear expectations to raise learner engagement and achievement.

- Respectful relationships between teachers and learners develop settled, positive classroom environments.
- School wide planning develops coherence across year 9 and 10 programmes, including greater alignment with the refreshed *New Zealand Curriculum* and school values; this is leading to programmes which increasingly build students' capabilities as lifelong learners.
- Learners' perspectives are increasingly used to establish the impact of teaching strategies on improving student learning outcomes at all year levels.

The school has effective partnerships with its community which benefit learning and wellbeing outcomes for learners.

- School leadership consults widely with the school community to determine the school's strategic direction and its emphasis on high expectations for learner progress, achievement and wellbeing.
- The school uses effective collaborative pastoral strategies to monitor learners' wellbeing and promptly respond when required to ensure concerns are addressed.
- The board and school leadership are well informed about the effectiveness of learning programmes and achievement trends and apply this information to guide strategic and annual planning.

Part C: Where to next?

The agreed next steps for the school are to:

- embed evidence-based teaching practices to improve learner engagement
- develop literacy and mathematics learning across curriculum areas to enhance learner achievement
- implement strategies to improve and sustain regular attendance.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within six months:

- leaders implement staff professional learning and mentorship in evidence-based teaching approaches that improve student engagement in learning
- leaders review strategies to ensure that there are a range of supports in place to assist learners whose attendance needs to improve

Every six months:

- leaders and teachers review learning programmes to ensure that appropriate teaching practices are used to increase learner engagement and that opportunities are provided to develop literacy and mathematics skills
- leaders and teachers review data to identify trends and patterns and apply this to increase learner attendance

Annually:

- leaders and teachers evaluate the impact of evidence-based teaching initiatives on improving learning outcomes
- leaders and teachers ensure that literacy and mathematics learning is being progressively integrated into curriculum delivery across the school and is leading to improvements in student achievement
- leaders evaluate patterns in attendance and use this information to identify next steps which continue to increase regular rates of attendance.

Actions taken against these next steps are expected to result in:

- consistent, school wide approaches to teaching and learning that improve student engagement
- improvements in literacy and numeracy outcomes
- improved and sustained levels of regular attendance.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools (Acting)

4 June 2025

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home