

Dunstan High School – Annual Implementation Plan 2025



Mission Statement



We are committed to supporting students to be successful in all aspects of life

Our Strategic Objectives

Personal Excellence	Supportive Environment	Connection with Culture and Community
- Students are actively and successfully engaged in learning that is relevant to their interests and aspirations. - Students have the competencies required to access and succeed in learning and life.	- Dunstan has systems in place that promote engagement and resilience, enhancing the wellbeing of all. - A strong culture of kindness exists. Diversity in all its forms is accepted and supported	- Culturally sustaining practices, with a particular emphasis on te reo and tikanga Māori, are strongly evident across all aspects of school life. - Strong links with Whanau and our wider community to support student wellbeing, learning, engagement and their future pathways.

Dunstan High School – Three Year Vision 2025

Strategic Objectives	2025	2026	2027
Personal Excellence	Maintain current NCEA pass rates and improve merit and excellence endorsements	Maintain current NCEA pass rates and improve merit and excellence endorsements Review Level 1	Merit and Excellence endorsement combined are over 50% of cohort
	Develop an evidence based best teaching model to further develop teaching practices and improve academic outcomes for students	The teaching model developed and integrated into a new 3 year departmental review cycle.	Teaching model refined and personalised PLD for all staff based on identified area for development
Supportive Environment	Develop pastoral system to strengthen learners and whanau connection with Kaiarahi to improve wellbeing and learning outcomes	Implement changes to the learning support area to ensure best practice provision for all learners.	Implement new student leadership processes and development program
	Embed strategies that improve and sustain regular attendance.	Review changes to the attendance system and work towards meeting new government guidelines.	Develop a more collaborative approach with organisations and contributing schools to work towards meeting new government guidelines.
Connection with Culture and Community	Develop pastoral system to strengthen learners and whanau connection with Kaiarahi to improve wellbeing and learning outcomes	Support whanau connection with better communication from the school in multiple ways	Develop more sustainable and meaningful links with businesses and groups in our community to opportunities for our young people
	To review the schools culturally responsive practices and develop a plan for the future development.	Stronger school links with community groups and whanau. Review senior courses	Strong culture of inclusivity in all aspects of school life.

This Analysis of Variance report for the Dunstan High School Board of Trustees evaluates the progress made against the 2025 Annual Implementation Plan targets, drawing on final academic and attendance data.

Strategic Objective 1: Personal Excellence

Annual Target 1: Maintain or improve roll-based pass rates: L1 70%, L2 91%, L3 80%.

Annual Target 2: Improve on 2024 Merit and Excellence endorsement rates.

Measure	2025 Target	2025 Actual	Status
NCEA Level 1 Pass Rate	70%	80.3%	Met
NCEA Level 2 Pass Rate	91%	86.7%	Not Met
NCEA Level 3 Pass Rate	80%	83.7%	Met
L1 Merit Endorsement	> 29.9%	36.2%	Met
L1 Excellence Endorsement	> 2.6%	9.6%	Met
L2 Merit Endorsement	> 18.9%	20.0%	Met
L2 Excellence Endorsement	> 10.8%	8.2%	Not Met
L3 Merit Endorsement	> 22.9%	20.7%	Not Met
L3 Excellence Endorsement	> 7.1%	7.3%	Met
University Entrance	> 52.9%	59.2%	Met

- **Analysis of Outcomes:** The school successfully exceeded targets for Level 1 and Level 3 pass rates. University Entrance achievement also saw a significant rise to **59.2%**, up from 52.9% in 2024.
- **Cultural Equity:** Māori student achievement at Level 2 rose to **87.0%** (20 out of 23 students), showing strong parity with the European cohort (87.1%).
- **Reasons for Variance:** The Level 2 pass rate target was missed primarily due to a sharp decline in **male achievement**, which fell from 91.4% in 2024 to **80.0% in 2025**. In contrast, female students achieved a 93.8% pass rate at Level 2. Additionally, while student conferencing was implemented, some students struggled to identify the specific "how" to achieve their endorsement goals. This process is to be refined and takes time to implement.

Dunstan High School in Otago											
		<u>2021</u>		<u>2022</u>		<u>2023</u>		<u>2024</u>		<u>2025</u>	
		Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
Year 11											
	Level 1 Literacy	124	91.2	113	91.1	132	95.0	90	82.6	109	87.2
	Level 1 Numeracy	124	91.2	118	95.2	134	96.4	99	90.8	118	94.4
	UE Literacy										
	UE Literacy Reading										
	UE Literacy Writing										
	UE Numeracy	124	91.2	118	95.2	134	96.4	99	90.8	118	94.4
Year 12											
	Level 1 Literacy	96	97.0	109	98.2	108	98.2	118	96.7	91	92.9
	Level 1 Numeracy	95	96.0	109	98.2	108	98.2	120	98.4	95	96.9
	UE Literacy	50	50.5	46	41.4	57	51.8	60	49.2	43	43.9
	UE Literacy Reading	51	51.5	54	48.6	60	54.5	71	58.2	54	55.1
	UE Literacy Writing	69	69.7	56	50.5	66	60.0	77	63.1	52	53.1
	UE Numeracy	95	96.0	109	98.2	108	98.2	120	98.4	95	96.9
Year 13											
	Level 1 Literacy	106	97.2	77	98.7	83	96.5	86	98.9	96	98.0
	Level 1 Numeracy	106	97.2	76	97.4	82	95.3	86	98.9	97	99.0
	UE Literacy	79	72.5	58	74.4	52	60.5	62	71.3	80	81.6
	UE Literacy Reading	85	78.0	59	75.6	59	68.6	67	77.0	87	88.8
	UE Literacy Writing	82	75.2	62	79.5	55	64.0	63	72.4	82	83.7
	UE Numeracy	106	97.2	76	97.4	82	95.3	86	98.9	97	99.0

- **Literacy and Numeracy rates well above National Comparisons.** Need to further develop in class support and interventions for Juniors. CAA Workshops and adapted teaching needs to continue.

- **Develop an evidence based best teaching model to further develop teaching practices and improve academic outcomes for students**

A Dunstan specific teaching framework has been developed. It lines up with the ERO teaching framework and the High Impact Teaching Strategies research. The Dunstan Focus 10 will provide a comprehensive framework for teachers to continually develop their teaching practices. Professional learning groups have already been established for 2026 and teachers have set targets in a particular Focus area for research and development in 2026.

Dunstan's FOCUS10	Description
1. Setting Goals - Learning Intentions and Success Criteria	Clear goals are shared with students, so they know what they're learning and why.
2. Structured and Explicit Teaching	Lessons follow a coherent structure with clear explanations, modelling, and scaffolding.
3. Differentiation and Scaffolding	Tasks are tailored to student needs, offering support and challenge.
4. Formative Assessment for Learning	Ongoing checks for understanding inform instruction and feedback.
5. Feedback and Feedforward	Feedback is timely, targeted, and helps students move forward.
6. Student Agency and Ownership	Students are actively involved in their learning through choice and voice.
7. High Expectations and Challenge	All learners are expected and supported to achieve at high levels.
8. Relationships and Classroom Culture	The environment is supportive, respectful, and inclusive.
9. Questioning and Dialogue	Teachers use questioning to promote thinking and discussion.
10. Use of Data and Reflection	Teachers use evidence and reflection to inform next steps.

Strategic Objective 2: Supportive Environment

Annual Target: Improve combined Irregular (29.5%) and Moderate (14.25%) attendance by 8%, increasing the Regular attendance figure from 46.5%.

Definitions of Attendance Categories

- **Regular Attendance:** Students present more than 90% of the term.
- **Irregular Absence:** Students present more than 80% and up to 90%.
- **Moderate Absence:** Students present more than 70% and up to 80%.
- **Chronic Absence:** Students present 70% or less of the term.

Annual Mean Attendance by Category (2021–2025)

Year	Regular	Irregular	Moderate	Chronic
2021	52.50%	27.00%	9.75%	10.50%
2022	42.25%	33.25%	14.50%	10.00%
2023	47.50%	28.50%	12.50%	12.00%
2024	48.50%	27.50%	14.00%	10.00%
2025	56.75%	25.25%	10.50%	7.50%

Key Observations and Trends

- **Significant Gains in 2025:** The 2025 academic year saw the highest mean for **Regular Attendance (56.75%)** and the lowest mean for **Chronic Absence (7.5%)** over the five-year period.
- **Improvement from 2022 Baseline:** Regular attendance reached a five-year low in 2022 (42.25%) but has improved by **14.5 percentage points** since that time.
- **Reduction in Frequent Absence:** The combined mean for Moderate and Chronic absence peaked in 2023 at 24.5% and has been successfully reduced to **18.0%** in 2025.
- **Stability of Irregular Absence:** While other categories have fluctuated, Irregular Absence has remained relatively stable, averaging between 25% and 33% annually.
- **Impact of 2025 Strategic Goals:** The school's specific 2025 target was to increase the Regular attendance figure from a 46.5% baseline; the annual mean of 56.75% (and a Term 4 peak of 59%) confirms this target was successfully met.

- **Develop pastoral system to strengthen learners and whanau connection with Kaiarahi to improve wellbeing and learning outcomes**
- The pastoral system has been changed in a few ways that have contributed to the increased student outcomes. The Principal meets with every student and family on enrolment and this builds institutional support from the first meeting.
- The Te Taumata o te Manawani Awards were introduced for senior students who passed 100% of their NCEA internal assessment. 60 Year 11 students, 37 Year 12 students and 51 Year 13 students gained this award. All students regardless of the academic or vocational nature of their course are eligible for this award.
- Prioritising the school values of kindness, respect and personal excellence. Awards were given out at the end of each term for values. This was backed up by assemblies and work on visuals of our values. Recognition points from teachers also reinforced these values.
- The Respect the Right to Participate process was enforced across the school for external activities. This proved to be a powerful motivator for some. There were some teething issues which we aim to address moving forward.
- The introduction of two academic coaching conversations with Kaiarahi, students and whanau strengthened the link with the Kaiarahi. Leading to a clearer communication pathway for whanau and students.
- The new SLT structure allowed one SLT member to drive the pastoral focus. This has led to increased clarity for staff and students.

Strategic Objective 3: Connection with Culture and Community

Annual Target: Review culturally responsive practices and develop a plan for future development; implement new reporting/conferencing structures.

- **Analysis of Outcomes:**
 - **Reporting:** The new **tri-weekly Learning Culture rubric** was successfully implemented, and March goal-setting conferences saw an **83% attendance rate** from whānau.
 - **Cultural Equity:** Māori student achievement at Level 2 rose to **87.0%** (20 out of 23 students), showing strong parity with the European cohort (87.1%).
 - **Courses:** The Te Ao Haka course for achievement standards complemented the Te Ao Māori course for students. A new teacher to Dunstan provided valuable expertise and with more time to embed the skills should enhance the provision moving forward. The Central Otago Combined Kapa Haka Group also provided a valuable extension for some of our students.
- **Reasons for Variance:** While students are actively talking about their learning, ongoing monitoring of goals in wānanga time was limited for some year levels (specifically Years 10 and 11) due to competing tutorial programmes.
- **Planning for 2026:** The School will focus on developing **sustainable links with local businesses** and groups to create future pathways for students.
- The Māori committee is being strengthened and the Pou Māori are developing a student committee to feed into that.
- Staff professional development of waiata, karakia and haka are planned for the year.
- Links to Uruuruwhenua will help support Kapa Haka delivery in 2026.

Strategic Objectives	2025	2026	2027
Personal Excellence	Maintain current NCEA pass rates and improve merit and excellence endorsements	50% of students at year 11 and 12 will gain a merit or excellence endorsement 30% of students at year 13 will gain a merit or excellence endorsement Current pass rates for NCEA Levels 1 - 3 will be maintained or exceeded	Merit and Excellence endorsement combined are over 50% of cohort
	Develop an evidence based best teaching model to further develop teaching practices and improve academic outcomes for students	Teaching model refined and personalised PLD for all staff based on identified area for development	The teaching model developed and integrated into a new 3 year departmental review cycle.
Supportive Environment	Develop pastoral system to strengthen learners and whanau connection with Kaiarahi to improve wellbeing and learning outcomes	Implement changes to the learning support area to ensure best practice provision for all learners.	Implement new student leadership processes and development program
	Embed strategies that improve and sustain regular attendance.	Review changes to the attendance system and work towards meeting new government guidelines. Increase attendance above 80% by 5%.	Develop a more collaborative approach with organisations and contributing schools to work towards meeting new government guidelines.
Connection with Culture and Community	Develop pastoral system to strengthen learners and whanau connection with Kaiarahi to improve wellbeing and learning outcomes	Support whanau connection with better communication from the school in multiple ways.	Develop more sustainable and meaningful links with businesses and groups in our community to opportunities for our young people
	To review the schools culturally responsive practices and develop a plan for the future development.	Stronger school links with community groups and whanau. Review junior curriculum for full implementation in 2027	Strong culture of inclusivity in all aspects of school life. Review Senior provision for changes in 2028

Good Employer Statement.

At Dunstan High School the Board is committed to meeting its statutory responsibilities as outlined in the Education and Training Act 2020. It has developed and implemented appropriate policies which promote high levels of staff performance and recognises the needs of learners.

The Board regularly reviews these policies and has made them available to all staff and the community via the school website. These are also available at any time upon request. The Board is committed to being a “Good Employer” and continues to comply with all conditions outlined within employee contracts.

In providing safe working environments for all staff, Dunstan has a Health and Safety committee which meets regularly and reports to the Board via the Principal as appropriate. The school has a system in place for all staff to report hazards and has a process for reporting accidents and near misses within school. Specialty areas such as the Science Lab, Hard materials area and Food Technology department also have trained staff to monitor and mitigate risks which may arise. Staff and volunteers are screened appropriately via referee checks, and Police vetting procedures to ensure a safe environment.

Regard is given to equal employment opportunities and this is achieved through providing employment for all individuals based on their skills, experience and qualifications. At a strategic level Dunstan has planned for an inclusive environment and this is seen in our ‘Supportive Environment’ goal. *“Dunstan has systems in place that promote engagement and resilience, enhancing the wellbeing of all. A strong culture of kindness exists. Diversity in all its forms is accepted and supported.”*

Dunstan High School is committed to providing opportunities for all staff including Māori, Wahine and those with disabilities. This is achieved through professional learning opportunities, the school’s leave policy and flexible work policies. This is also achieved by adhering to all applicable Collective Agreements.