



ROTORUA
GIRLS
HIGH SCHOOL

every girl counts

RAUKURA
Winner of the
National Secondary Schools
Kapa Haka Competition 2016

*Aotearoa
Champions!*

and **1st** place in the POI section
2012, 2014, 2016

2017 Charter

“He tātā i nga ngārahu ahi kia muru mai anō ai”



“Crafting Future Leaders”

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Section 1: The Charter Agreement

This charter is an undertaking between the board of trustees of Rotorua Girls' High School and the Minister of Education.

It has been reviewed to meet current legislative requirements for schools to focus planning on improved student outcomes and to set targets for intended student outcomes.

The charter incorporates our strategic plans and annual plan which set out the school's intended activities.

This Charter will be reviewed annually by the Board of Trustees and a copy of the updated charter and annual report will be lodged with the Ministry of Education each year.

The Rotorua Girls' High School Board of Trustees agrees to administer the school so as to ensure the school's operations take into account all the National Education Guidelines and National Administration Guidelines and reflect both the content and the spirit of this charter.

The Board of Trustees accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, employment contracts and regulations as they relate to the school.



Signed.....
(Chairperson Board of Trustees)

Date: 23 March 2017



Signed.....
(Principal)

Date: 23 March 2017



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Introduction:

Rotorua Girls High School is a single-sex, decile 3, state school with 565 students (March 1 ,2017 in Rotorua. In 2017 78% of our roll classified themselves as Māori, 8% as N.Z European and 6% as Pacific Island and 8% as Asian and 1% 'other.

Rotorua Girls High School uses our Strategic Educational Intent as a framework for decision-making and planning, providing our community with a clear direction for continuous improvement in our school.

Against the wider backdrop of rapid change in the educational environment in Aotearoa New Zealand, we believe that this framework will continue to enhance our outstanding traditions by adapting and innovating for the unique context of our school.

With significant work undertaken by the staff of Rotorua Girls' High School and the Board of Trustee's, our strategic plan (2015-2018) has continued to be a working document in progress. We are very proud of what has been achieved in the past and equally as excited of the renewal of our programs and facilities, as we continue to build on the success of our school.

Our ongoing review of the Charter allows our Board and Staff to extend this same commitment through our planning, consolidating key initiatives and furthering our reputation as the school of choice for girls education in Rotorua.

Ally Gibbons
Principal



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Section 1: The Board of Trustees

The Board of Trustees is the constitutional authority which is charged to provide the Minister of Education with the effective governance of the school, the preparation of the School Charter, the preparation of the school's annual objectives and goals and with monitoring the performance of the school against those objectives and goals.

The Board will ensure that all elections and appointments to the Board conform to current legislation, the needs of the school and the wishes of the community.

The Board will abide by the Local Government Official Information and Meetings Act 1987 which provides that:

- Meetings of Board of Trustees will be open to the public, with copies of the agenda to be made available. Times and places of board and committee meetings will be published with reasonable notice, in terms of section 46 (5) of the Local Government Official Information and Meetings Act.
- A resolution or motion may be made to exclude the public from the whole or part of the proceedings of any meeting, in terms of Section 48 of the Act.
- Bona fide reporters for any newspaper or news service are deemed to be members of the public and are entitled to attend any meeting or any part of a meeting for the purpose of reporting the proceedings. They must withdraw with other members of the public when the board goes into committee.
- Minutes of meetings are to be available from the school's office.
- Any member of the public may inspect the minutes of any meeting or part of any meeting of the board (not being a part of a meeting from which the public were excluded) and may take notes from these minutes.
- Any member of the public so inspecting any such minutes who requests a copy of any part and tenders the prescribed amount (if any) shall be given such a copy.
- The secretary of the board of trustees should take such precautions as may be necessary to ensure that no person inspecting any such minutes shall inspect or see the minutes of the part of the meeting from which the public was excluded.



Codes of Conduct

The Board of Trustees agrees to adhere to the following code of conduct:

Each Board of Trustee member is charged with the governance of the school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Board of Trustees throughout New Zealand and apply to all members.

TRUSTEES SHALL:

1. ensure that the needs of students and their learning are given full consideration when planning, developing and implementing learning and teaching programmes.
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential.
3. serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities.
4. respect the integrity of staff, the principal, parents and students.
5. be loyal to the school and its charter.
6. maintain the confidentiality and trust vested in them.
7. ensure strict confidentiality of papers and information related to the Board's position as employer.
8. act as good employers.
9. ensure that individual trustees do not act independently of the board's decisions.
10. ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved within the Board.
11. exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
12. use Māori processes when consulting the Māori community.



Effective Governance and Administrations 2017

Objectives	Strategies to achieve Objectives	Responsibility
1. The Board of Trustees meets its responsibilities of School Governance consistent with current legislation and the school charter.	<p>Every member of the board knows and understands the Charter.</p> <p>The Board of Trustees meets all legislative and compliance requirements</p> <p>The Board of Trustees reviews its legislative requirements under the National Educational Guidelines every year and amends the Charter in accordance with any changes to those.</p> <p>All decision-making is based on the Charter. The Charter is reviewed every year in conjunction with the Annual Plan</p> <p>The Board of Trustees reviews and approves all Management and Committee reports that require it to discharge its responsibilities.</p>	Full Board
2. To plan for the school's development through effective strategic and annual planning	The Board has an annual review programme in place for the Charter and school policies. The Board reviews the Charter, Annual Plans and Policies in accordance with the School Review Schedule.	Policy
3. To identify, develop and maintain relationships and communication with the school's communities, particularly recognising the needs of Māori and Pacific Island students.	<p>The Board will actively support the Whānau Support Group.</p> <p>The Board will actively work to build the support structures of its advisory groups.</p>	Policy
4. To be responsible for the effective delivery of education to meet the National curriculum and contribute to the needs of the school's communities .	<p>The Board will monitor through Management reports the School's conformance with the National Curriculum to ensure it meets the needs of the school's communities.</p> <p>The Board will ensure that the school supports its communities and that its facilities contribute to community needs.</p>	Policy and Board
5. To be responsible for the allocation of the school's budget through effective strategic and annual planning	The Board will prepare annual budgets in conjunction with annual planning cycle	Policy and Finance
6. To ensure the school is organised, resourced and supervised to meet strategic and operational objectives	The Board will plan resourcing of school to meet strategic and annual plans.	Resource Committee Board



ABOUT ROTORUA GIRLS HIGH SCHOOL

Rotorua Girls High School

- Is a single-sex, state secondary school catering for Year 9 to 13. It was established in 1959 when Rotorua High School, established in 1927, split into two single-sex school.
- Has a current role of approximately 565 - 78% of our roll classified themselves as Māori, 8% as N.Z European and 6% as Pacific Island and 8% as Asian and 1% other.
- Has a strong commitment to ensuring the Treaty of Waitangi informs all decisions made at Rotorua Girls High School.
- Has a strong commitment to Tikanga Māori (Te Arawatanga) and Te Reo
- Includes many traditions which have been established over 56 years that build pride and a strong sense of identity and belonging.
- Focus on all round development of every student.
- Is staffed by talented and committed teachers.
- Has an excellent history of high academic achievement.



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The school supplements some of its courses by using a range of outside providers. The school works in partnership with other providers to meet diverse community education needs. The school also caters for international students, alternative education students, special education students, as well as students at Rotorua School for Young Parents.

A café operates with outside providers. On our grounds, the Rotorua Girls High School Childcare Trust operates with the Principal as Licensee, Rotorua's ARENA operates as an independent community resource for sporting, cultural leadership and social functions, and the Rotorua Schools Mowing Groups operates as a small business committed to support local schools, by mowing large land areas.

Offsite, Rotorua Girls High School operates the Rotorua School for Young Parents, and the Principal supports the Rotorua School for Young Parents Childcare. As well, the Ministry of Education has delegated Rotorua Girls High School to hold the Property Occupancy Document for a major part of 114 Sunset Road. Rotorua Girls High School oversees the administration and property needs of this POD. Since 2008 the school has held a 33 year lease with the Rotorua District Council for a parcel of land adjacent to the Rotorua Girls High School which is currently used as a student car park.

PRINCIPLES

The Board of Trustees has a strong commitment to ensuring every student achieves her best, while at Rotorua Girls High School. This includes academic achievement, participation and contribution in co-curricular activities, development of social skills and service to others.

The school stands on its proud history and traditions, but has active commitment to providing learning that will ensure students are successful now and in the future. The school has clear values including cultural diversity ensuring that Tikanga Māori (Te Arawatanga) and Te Reo Māori are an important part of school life. Every student has the opportunity to learn Te Reo Māori.

The Rotorua Girls High School Board of Trustees is committed to fulfil the intent of the Te Tiriti o Waitangi by reflecting New Zealand's dual Cultural Heritage

- The Board will recognise and acknowledge Māori as Tangata Whenua (First Nations) of Aotearoa NZ
- The Board will recognise and acknowledge Te Tiriti o Waitangi as the founding document of Aotearoa NZ
- The Board will recognise and acknowledge Te Reo Māori as an official language of Aotearoa NZ
- The Board will be bi-culturally responsive and inclusive to all matter pertaining to Rotorua Girls High School



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- The Board will meet its obligation with regard to Section 61 (3) of the Education Act 1989 in that the Charter will contain aims of developing policies and practices that will reflect Aotearoa NZ's unique bicultural nature with support also to all other cultures globally, at Governance Level, Management Level which includes the Principal, the Senior Leadership Team, all staff and all students
- The Board requires the Principal to promote and enhance the school values, and Māori Culture internally (school) and externally (community and Iwi), raise the level of self-esteem and awareness of all students, and to provide leadership opportunities for all students in order to raise their self-confidence and understanding
- The Board requires the Principal to ensure that the curriculum is delivered effectively to all students, underpinned by the school's educational vision with foundational values based on key Māori concepts, and to maintain ongoing and supportive liaison with the local community – Iwi Advisory within the school community
- To reflect the unique bicultural nature of the school, and in accordance with Te Tiriti o Waitangi, it is appropriate that tangata whenua have a representative who is a trustee on the Board.

Dr Ken Kennedy

MĀORI STRATEGIC DIRECTION

Rotorua Girls High School has identified the following strategic goals:

- To ensure that Māori students excel at same level as other students (Kia Tu Rangatira Ai – model and Kia eke Panuku Action Plan)
- To improve attendance rates for Māori students through involvement and co-operation with whānau
- To improve retention rates and strengthen career pathways for school leavers
- To further develop the home and school partnership in consultation with (Māori Consultative Group (Whānau Hui)
- To continue to implement culturally responsive and relational pedagogical strategies
- To ensure successes unique to Māori students

These goals will be achieved by:

- Implementing Kia Tu Rangatira Ai model and Kia eke Panuku (see Action Plan)
- Developing teacher-student relationship based on culturally responsive and relational pedagogy
- Enhancing whānau engagement with school
- Developing teaching practice which includes a holistic perspective and is strength based
- Using professional learning such as Kia eke Panuku to increase awareness of Māori pedagogy and educational processes
- Actively embedding tikanga Māori and its application to the curriculum and school culture
- Increasing daily attendance of akonga
- Enhancing knowledge of tertiary training options and future pathways
- Supporting technological initiatives for collaborative learning



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Full Immersion programmes/ Ngā Hōtaka Rumaki Reo Māori

Rotorua Girls' High School does not offer full Māori immersion programmes however guidance will be given to any parent/student wishing to pursue such a course on the most appropriate way to achieve this goal.

Kāre Te kāreti o te kura tuarua mo nga kohine o Rotorua e whakahere atu I ngā hōtaka rumaki reo Māori otiāa kei konei tonu he arataki mō te hunga mātua/ākonga e hiahia nei ki tēnei āhuatanga.



School Inclusiveness

Learners with special education needs are supported to come to school, engage in all school activities and achieve against the key competencies and learning areas of the New Zealand Curriculum and te Maraungatanga o Aotearoa.

Cultural Diversity

Rotorua Girls High School acknowledges and values the cultural diversity of its students and its staff. We seek to enable all students to learn from within the security of their own cultures and their shared world culture. We acknowledge the presence in our community of students from many races and cultures and welcome the enrichment this brings to the school community. We endeavour to move beyond tolerance of difference to understanding and acceptance of other perspectives. While celebrating cultural difference we recognise the need for all students to achieve at the highest level educationally to be able to participate fully as New Zealand citizens in the 21st Century.



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In 2017 78% of our roll classified themselves as Māori, 8% as N.Z European and 6% as Pacific Island and 8% as Asian and 1% 'other.

The school is an equal opportunity employer and provides continual professional development for all staff. The Board is committed to providing the best possible facilities for the teaching and learning environment.

Rotorua Girls High School is committed to the delivery of the New Zealand Curriculum.

The foundations of our curriculum decision making are:

- Innovate through personalised learning
- Engage through powerful partnership
- Inspire through deep challenge and inquiry

Over the next few years more students are expected to complete five years of secondary education. Some students learning may be in a range of venues outside of the school.

- Rotorua Girls High School is continually reviewing the needs of students. We aim to develop more programmes at senior levels to cater for an increasing diversity of students.
- The range of programmes available at each level will be developed with future opportunities for extension and challenge.
- There is a focus on creating an individual pathway for every student to provide academic or vocational success on leaving school.
- Links with whānau / families will play a key role in the development of the all-round students.
- Particular attention will be given to our priority groups (Māori / Pasifika, special needs, low-socioeconomic – “our priority groups”).

Over the next three years Rotorua Girls High School aims to enable every student to achieve personal excellence by:

- Continuously increasing high standards in NCEA Level 1 to 3 pass rates
- Continuously increasing Merit and Excellence Endorsements and NZQA Scholarships
- Requiring participation by every student and increasing achievement in co-curricular endeavours.
- Retain all students for who five years of secondary education is appropriate.
- Identifying and providing appropriate targeted support for our priority groups to provide a programme of individual learning and a vocational pathway when leaving school.
- Implementing strategies to ensure attendance and retention of every student (in particular for our at risk students).
- Many students achieving selection at regional, national and international level.



Ministry Funded Initiatives contributing to achieve these aims include:

- STAR and Gateway Programmes
- Trades Academy – Te Ohomai Polytechnic

Building Programmes

In 2015 the Board adopted and commenced delivery of a new 5 – 10 Year Property and Maintenance Plan.

Our Charter documents include:

- 2016 Analysis of Variance
- 2016-2018 Strategic Plan
- 2017 Annual Plan
- 2017 Targets



Glossary of Terms

CAT	Common Assessment Task
CG	Curriculum Guide
DCG	Designated Care Giver
DP	Deputy Principal
AP	Assistant Principal
EOTC	Education Outside Classrooms
ERO	Education Review Office
ESOL	English for speakers of Other Languages
FFP	Foreign Fee payer
FTE	Full time Equivalent
HOF	Head of Faculty
KPIs	Key Performance Indicators
LE	Learning Enhancement
LWOP	Leave Without Pay
LWP	Leave With Pay
MCAT	Maths Common Assessment Task
MOE	Ministry of Education
NZQA	New Zealand Qualifications Authority
NCEA	National Certificate of Education Achievement
OAG	Office of the Auditor General
RAMs	Risk Assessment & management Strategies
PI	Pacific Island
SAC	Special Assessment Conditions
SENCO	Special Education Needs Co-ordinator
SLT	Senior Leadership Team
SMS	Student Management System
TIC	Teacher in Charge
SMART	Specific, Measurable, Attainable, Relevant, Time-Bound
IEP	Individual Education Programme



Rotorua Girls' High School Analysis of Variance 2016

For the year ended 31 December 2016



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Analysis of Variance

The Board of Trustees for the past 13 years, has annually reaffirmed that if student achievement is to increase, we must firstly have the students at school (attendance data), secondly, student literacy and numeracy levels must be significantly improved by the end of Year 10 if students are to be realistically focused on NCEA and thirdly students must be encouraged to stay at school (or in education or training) for longer, so that they can ultimately leave with higher qualifications. Our goals reflect this and targets are set higher each year.

Targets for 2016

LITERACY – TARGET 1. READING AND WRITING – Shift Year 9 & 10 Reading and Writing levels by enough sublevels to enable students to cope with NCEA L1
Year 9 – shift > 2 sub levels
Year 10 – shift >1 sub level

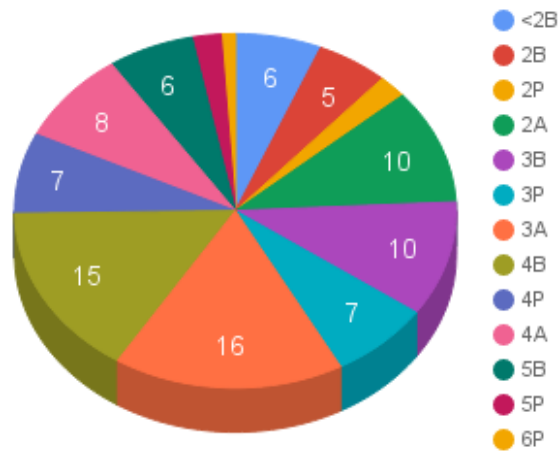
All junior students are tested using e-asTTle writing tests. The prompt used is for a piece of persuasive writing. The same test was used in baseline gathering of data and the end of year data.

Year 9 Results: Baseline Data

	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A
Total	2	1	3	6	17	22	17	3	9	10	5	2
Māori	2	1	2	5	15	18	17	1	5	5	5	2
Pasifika				1	1				1	2		



Number of Students at Each Sub Level

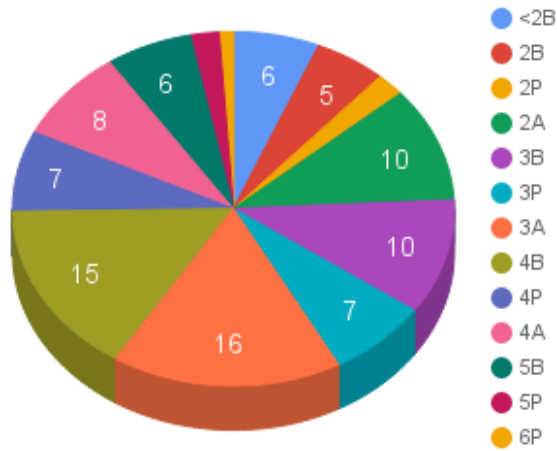


Year 9 Results: End of Year Data

	< 2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
Total	6	5	2	10	10	7	16	15	7	8	6	2			1
Māori	6	5	2	8	7	5	11	15	5	5	3	2			1
Pasifika					1		2			2					



Number of Students at Each Sub Level

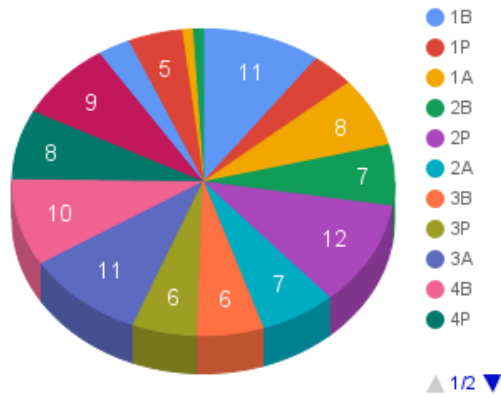


Below is a table showing Year 10 base line data for 2016.

Year 10 Results: Baseline Data

	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	11	4	8	7	12	7	6	6	11	10	8	9	3	5	1	1
Māori	9	4	5	5	11	4	4	4	7	7	5	3	2	4	1	1
Pasifika			1			1	1	1	1					1		

Number of Students in Each Sub Level

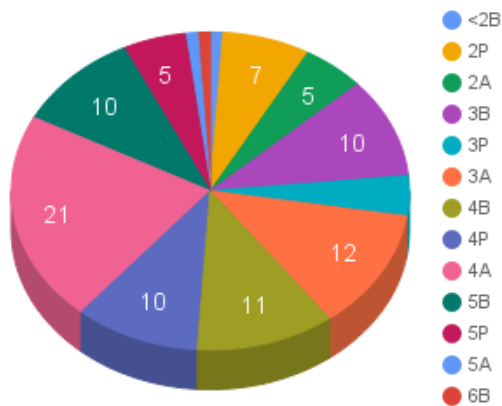


Year 10 Results: End of Year Data

	< 2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	1		7	5	10	4	12	11	10	21	10	5	1	1
Māori	1		6	4	6	3	8	9	9	15	5	1	1	
Pasifika					1			1		3	2			



Number of Students in Each Sub Level



Analysis of Data.

At the end of the year we had 10 students at year 9 and 10 students at year 10, that are missing from the end of year data. We conducted these tests during the Junior exam week. I contacted the parents of the students that were absent, though some had legitimate reasons, such as tangi's and illness, there were many parents who thought that the juniors had finished when the Senior students had finished at the end of week 4 of Term 4.

This has led me to re-evaluate when testing should be done. Though it is convenient to hold testing once the seniors have left, we continue to miss out on a number of students. Therefore, in 2017 we will be completing the testing within the first two weeks of term 4.

For this report comparisons between beginning and end of year date will be made using percentages.

Overall, the writing data had shown that a number of students at both Year Nine and Year Ten sat below the recommended curriculum level.

At the start of the year, 73% of the year 9 cohort sat below 3A, the average, while 27% of the cohort sat at or above 3A. By the end of the year we can see a marked improvement with 42% of the year 9 cohort sat below 3A, while 58% sat at or above 3A. This is a significant improvement.

This 42% equated to 40 students. Of those 40 students, 10 decreased in the level of their writing, 4 did not shift, 17 improved and 11 students that had not been previously tested. Of the upper 58%, which was 55 students; none had decreased in the level of their reading, 5 did not move, 46 improved, and there were 4 students that had not previously been tested.



At the start of the year, 74% of the year 10 cohort sat below 4P, the average, while 26% of the cohort sat at or above 4P. By the end of the year we can see a marked improvement with 51% of the year 10 cohort sat below 4P, while 49% sat at or above 4P. This is a significant improvement with 23% of the cohort moving from below to at or above 4P.

This 51% equated to 50 students. Of those 50 students, 16 decreased in the level of their writing, 5 did not shift, 25 improved and 4 students that had not been previously tested. Of the upper 49%, which was 49 students; 7 had decreased in the level of their reading, 5 did not move, 35 improved, and there were 2 students that had not previously been tested.

These e-asTTle writing tests, are vital as we can see the areas that students need to specifically work on in relation to ideas, structure and language, organisation, vocabulary, sentence structure, punctuation, and spelling. On marking these tests there were marked difference between the level of writing, with many of the year 9 cohort clearly and deliberately using and structuring paragraphs for effect. This was a skill that many of the year 10 cohort did not display.

This could be for a variety of reasons, but the clear one I saw was there was a laziness in their writing and they had not put the effort into their ideas or structure.

We have started to implement the Unit Standards literacy standards to ensure that we grow in a focused literacy programme across the curriculum in reading, writing and speaking. Within the faculty we are using deliberate writing strategies to target their writing ability.



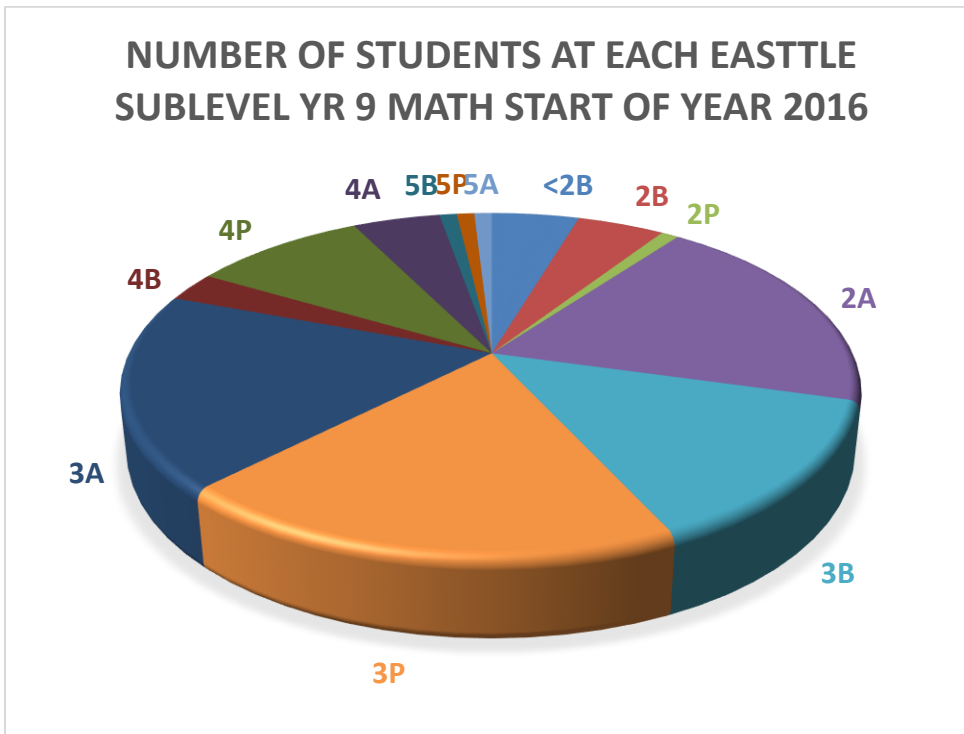
TARGET 2: NUMERCY TARGET: The goal is for 90% of students in Year 9 and 10 to move up at least 2 sub levels of the NZC during the year

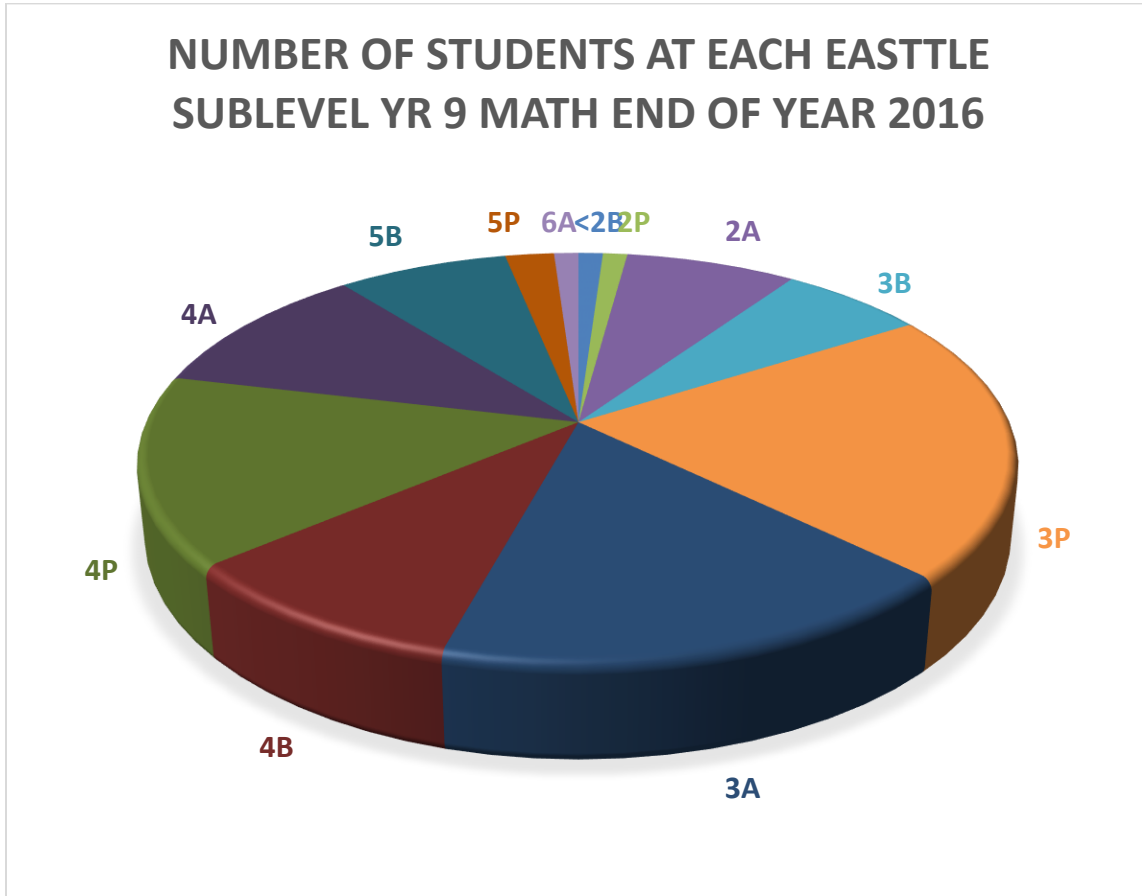
Year 9 – Numeracy (Average for Cohort 3P) Beginning of Year

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	TOTAL
Total	5	5	1	21	15	21	20	3	10	5	1	1	1	109
Maori	5	5	1	19	13	17	16	1	7	3	1	1	1	90
Pasifika				1		2	2	1		1				7

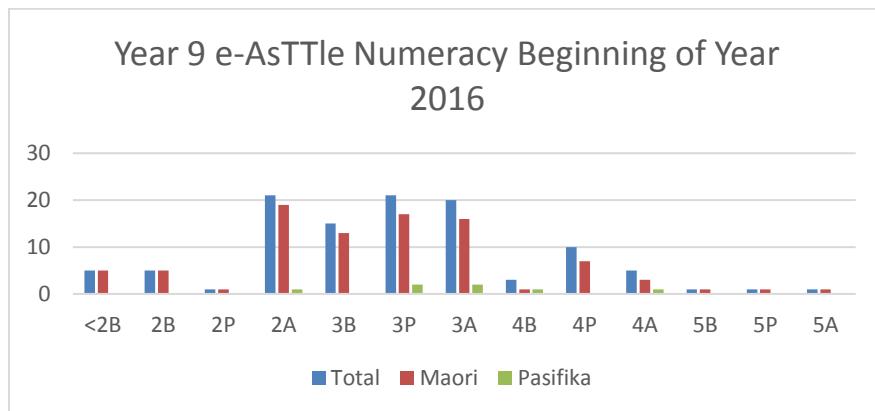
Year 9 – Numeracy (Average for Cohort 3A) End of Year

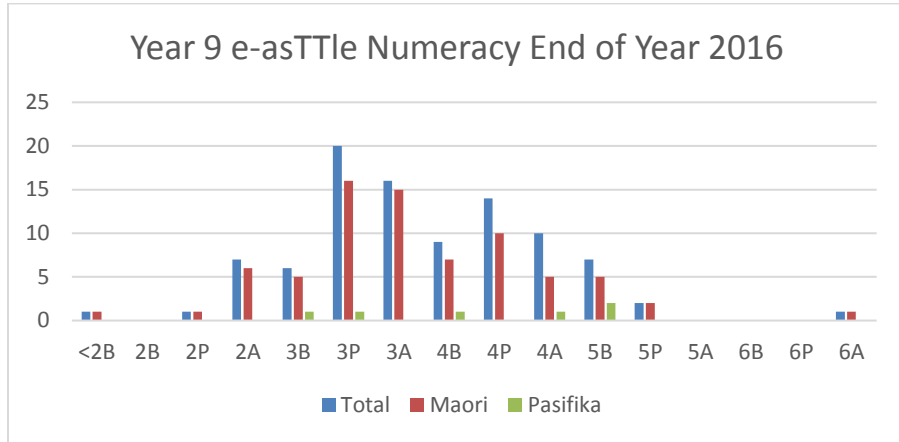
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	TOTAL
Total	1		1	7	6	20	16	9	14	10	7	2				1	94
Maori	1		1	6	5	16	15	7	10	5	5	2				1	74
Pasifika					1	1		1		1	2						6



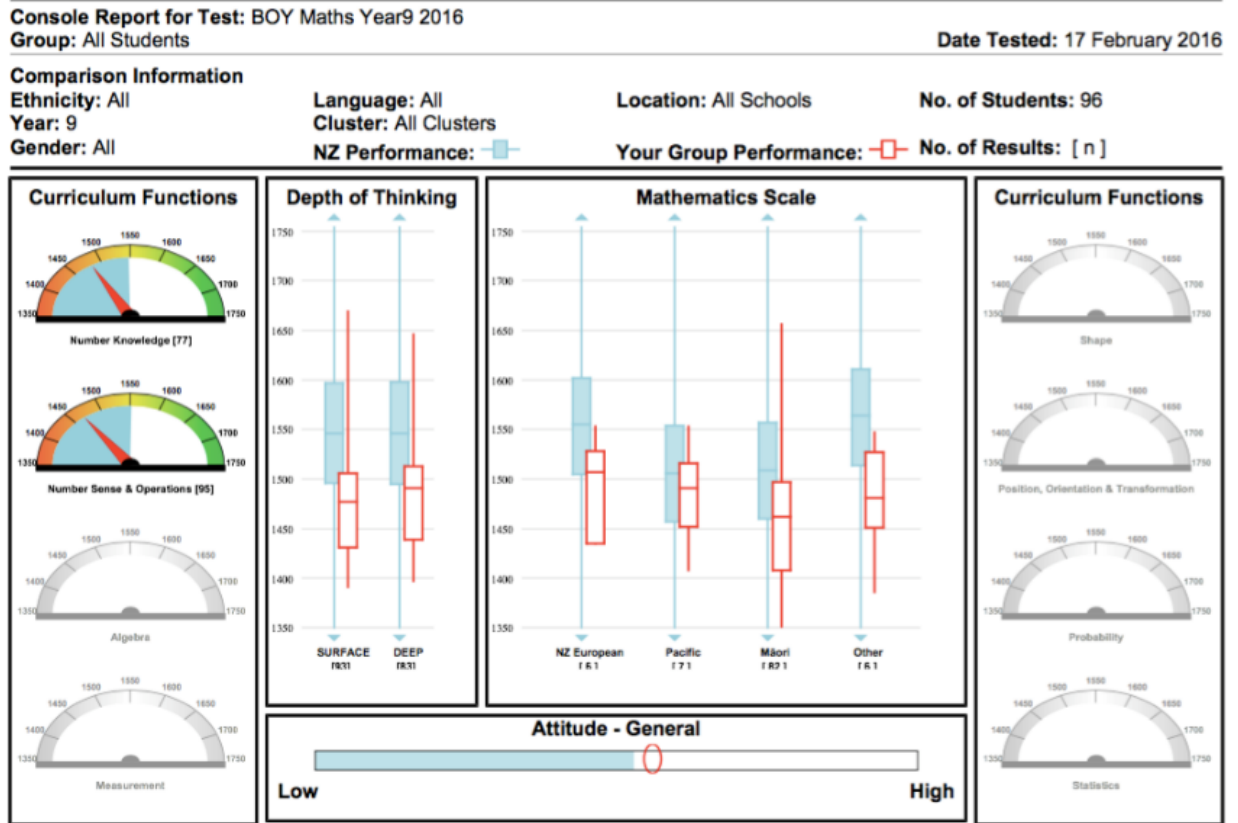


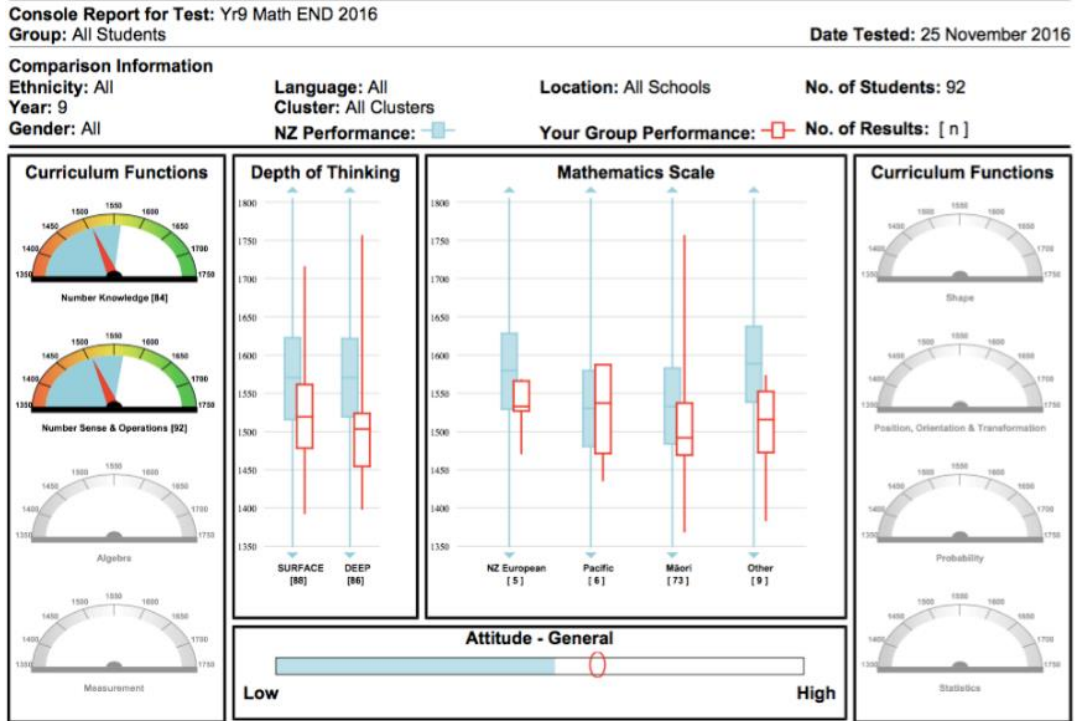
Comparisons between Year 9 beginning and end of year results for e-asTTle Numeracy





Comparison of data to National Average for Year 9 e-asTTle Beginning and End of Year





Analysis of Year 9 Numeracy

TABLE

1. Average increase of 1 sub level of 3P to 3A
2. Tail end of cohort made huge improvements
 - a. 32 students sitting at NZ Curriculum Level 2 or below initially currently only 9 sitting below NZ Curriculum level 3
3. Beginning of year test shows 21 students at or above the expected curriculum level whereas currently 43 students have met the expected NZC Level of 4 or above.

BAR GRAPHS

1. Data shift to the right demonstrating an increase in e-asTTle results
2. Beginning of year test clusters between 2A to 3A now sits between 3P and 4P
3. Maori and Pasifika data follows the same trend showing improvements in all ethnicity groups
4. Maoris students represented in both the tail end (priority students) and accelerated student data collected.

BOX AND WHISKER GRAPHS

1. All graphs have moved further up the scale indicating all ethnicities have improved from the beginning to end of year tests.
2. Pasifika students reflects the National norms as shown by the red box (RGHS data) sitting on and above the blue (national norms).
3. The median score is higher for RGHS Pasifika students than the expected national norm.
4. The tail end of Maori data has improved showing a shift in priority learners scores
5. European student data has improved (median has shifted further up the scale and the smaller box represents a closer trend than other ethnicities. The European data is very close to the national mean.
6. The Maori and Pasifika data shows an improvement and closing the gaps between RGHS data and the National norms. However, the data for European learners is not showing growth at the top end (accelerated learners) and data collected for Other ethnicities although increasing slightly is still well below expected national norms.

What does this mean for Numeracy at RGHS?

1. We are showing improvements comparing beginning of year results to end of year results.
2. Priority learners are some of the biggest shifts in data
3. Pasifika students are performing at the national norm for their ethnic group
4. Maori students are close to the national performance level
5. Although we are making gains across each ethnic group European, Maori and Other ethnic groups are still below the national performance levels.
6. Individual analysis of each class has been completed within the Mathematics faculty and clearly shows a huge improvement in the FFL class group. The priority learners of this group showed some of the biggest shifts within the Year 9 cohort.
7. The overall attitude towards mathematics has also improved which has positive impact on learning.

How might this data be used to raise Numeracy within RGHS?

1. Teacher PLD around the use of e-asTTle data
 - a. Teachers are given the data but are not necessarily aware of what each level means and what skills students are competent in and need support in.
 - b. Workshops during best practice or within the PLG structure will allow for unpacking of the NZ Curriculum levels. Teacher will become more effective at using the evidence collected to inform their practice, setting more individualised targets and implement strategies to target students and skills.
2. Testing is to occur more regularly with both junior year levels to be tested using Number at the beginning, mid-year and end of year and the accelerate classes (possible all classes) to also be tested in Algebra. This gives more evidence to extend top students, find gaps in learning and a mid-year check point to revise strategies and further extend learners.
3. The FFL data (MA report) suggests these students are performing better. This can be attributed to several reasons and deliberate teaching strategies within the class.



- a. Mathematics is not teacher driven skills it is built within the context of the students learning. Authentic learning contexts (real world problems)
- b. Students have access to specific resources at each NZ Curriculum area on the FFL website. Resources cover all learning styles (text notes, Video tutorials, practice sheets, Apps and Websites to practice skills)

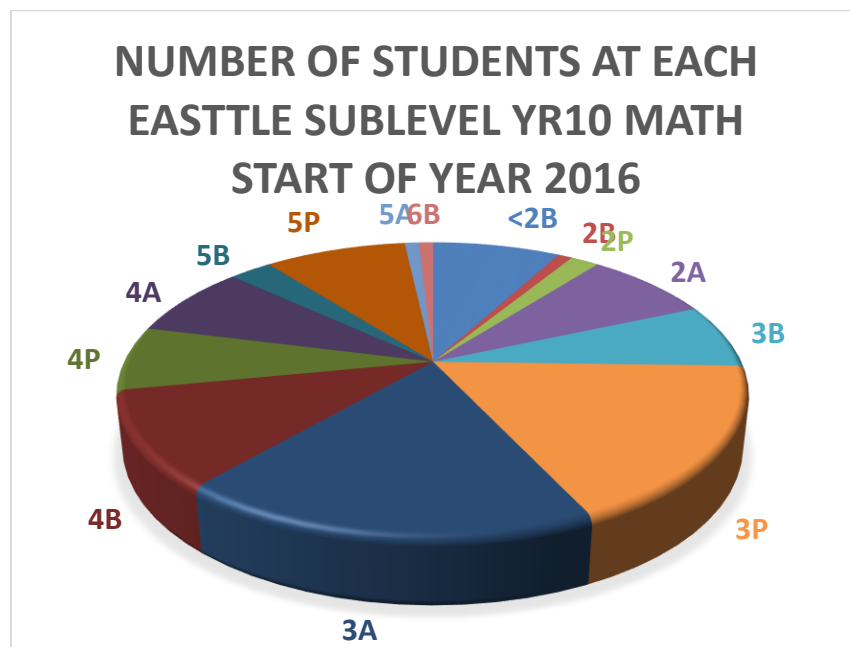
Year 10 – Numeracy (Average for Cohort 3A) Beginning of Year

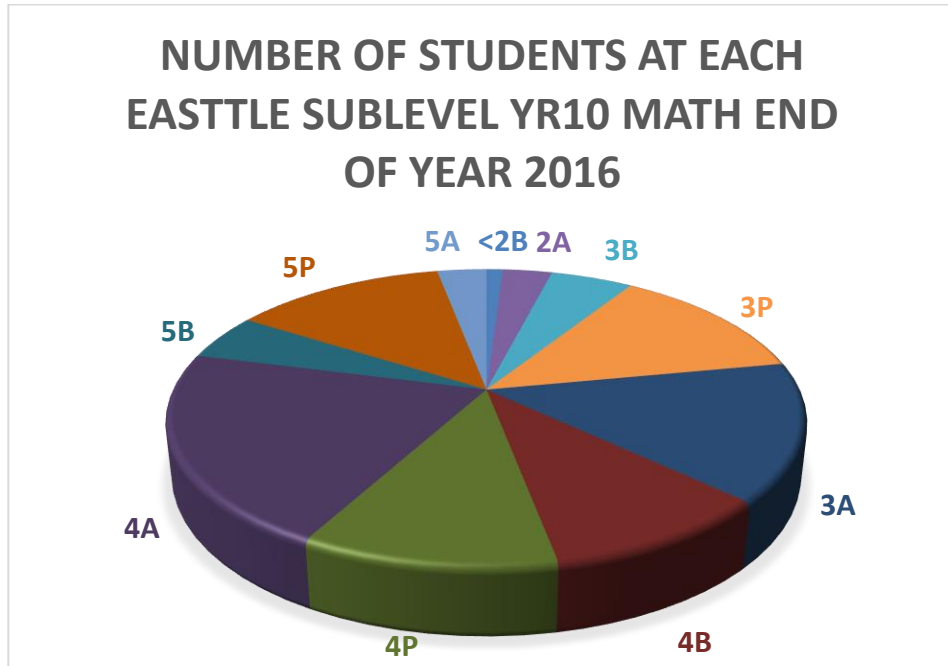
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	TOTAL
Total	9	1	2	9	8	20	21	12	8	9	3	10	1	1	114
Maori	7	1	2	5	6	17	15	9	6	5	3	8	1		85
Pasifika	1			1	1	1	2		2						8

Year 10 – Numeracy (Average for Cohort 4P) End of Year

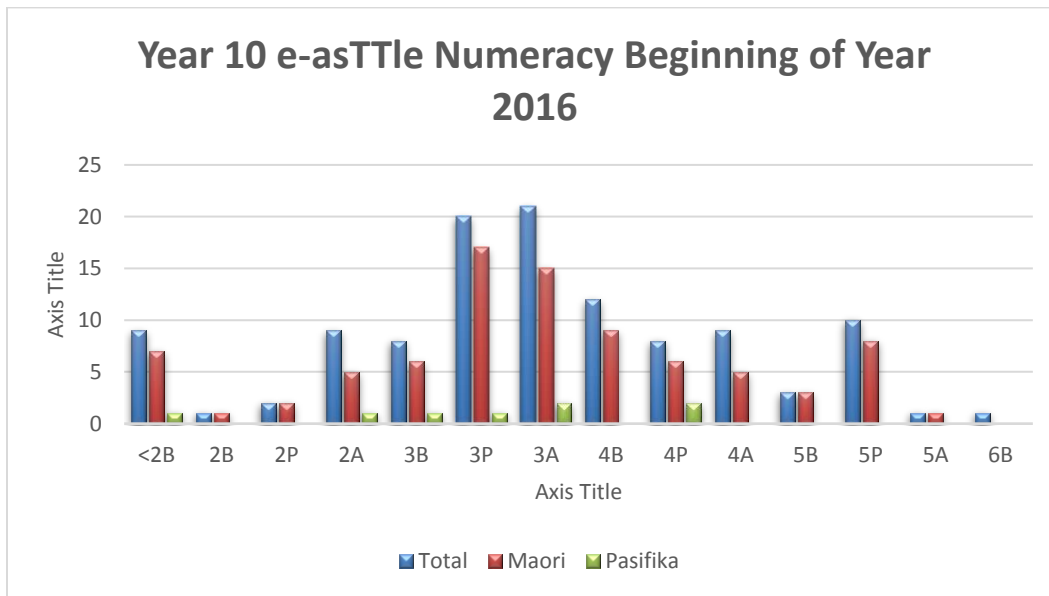
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	TOTAL
Total	1			3	5	13	15	10	11	21	5	13	3	100
Maori	1			2	4	9	8	6	10	16	3	9	1	69
Pasifika				1		1	1	2		2				7

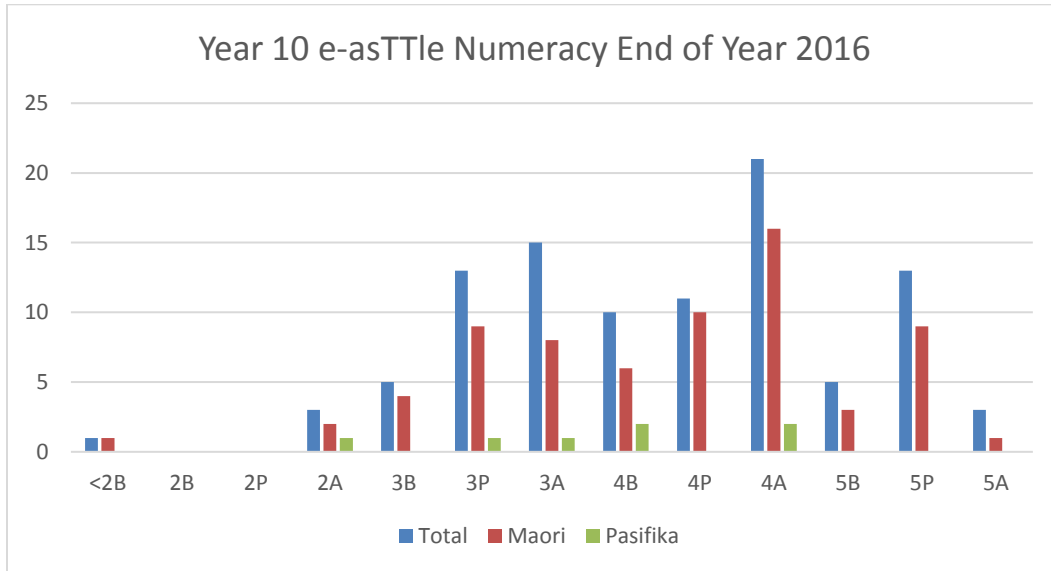
Below is a table of student names under each level and sub-levels.





Comparisons between Year 10 beginning and End of Year e-asTTle Numeracy





Comparison of data to National Average for Year 9 e-asTTle Beginning and End of Year

Console Report for Test: Year 10 BOY 2016
 Group: All Students

Date Tested: 11 February 2016

Comparison Information

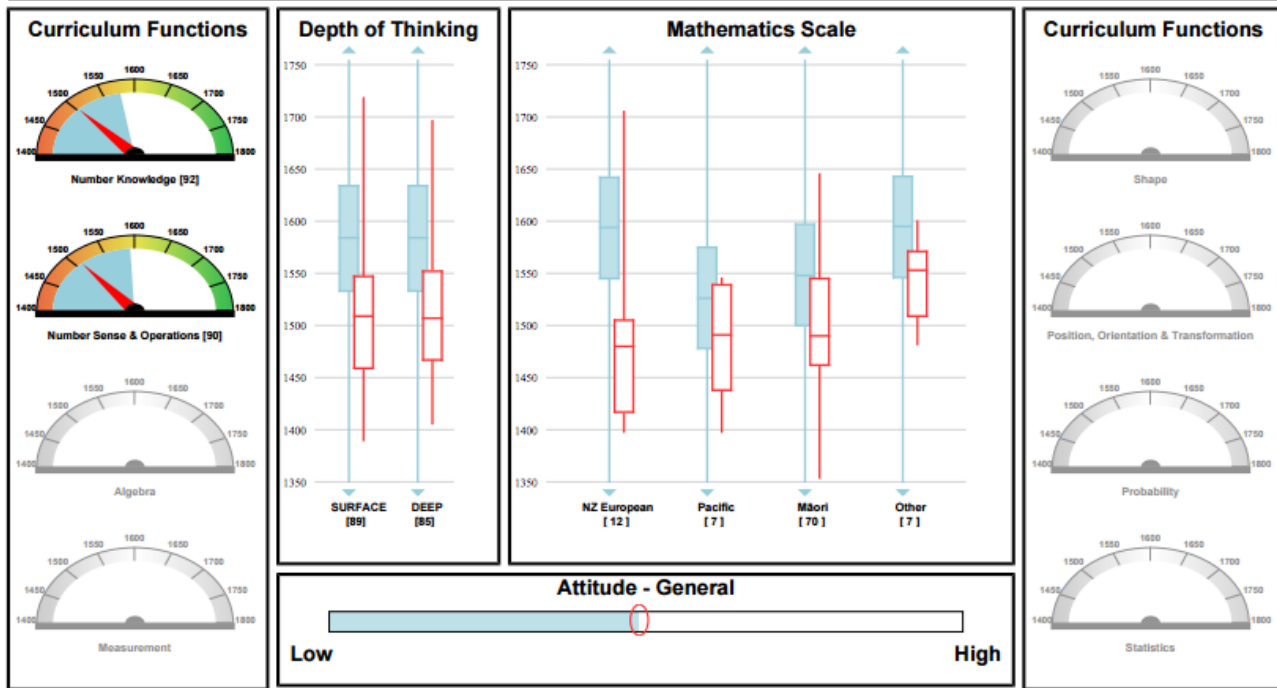
Ethnicity: All
 Year: 10
 Gender: All

Language: All
 Cluster: All Clusters
 NZ Performance: ■

Location: All Schools

No. of Students: 94

Your Group Performance: ■ No. of Results: [n]




Console Report for Test: Yr10 Math END 2016
Group: All Students

Date Tested: 23 November 2016


Comparison Information

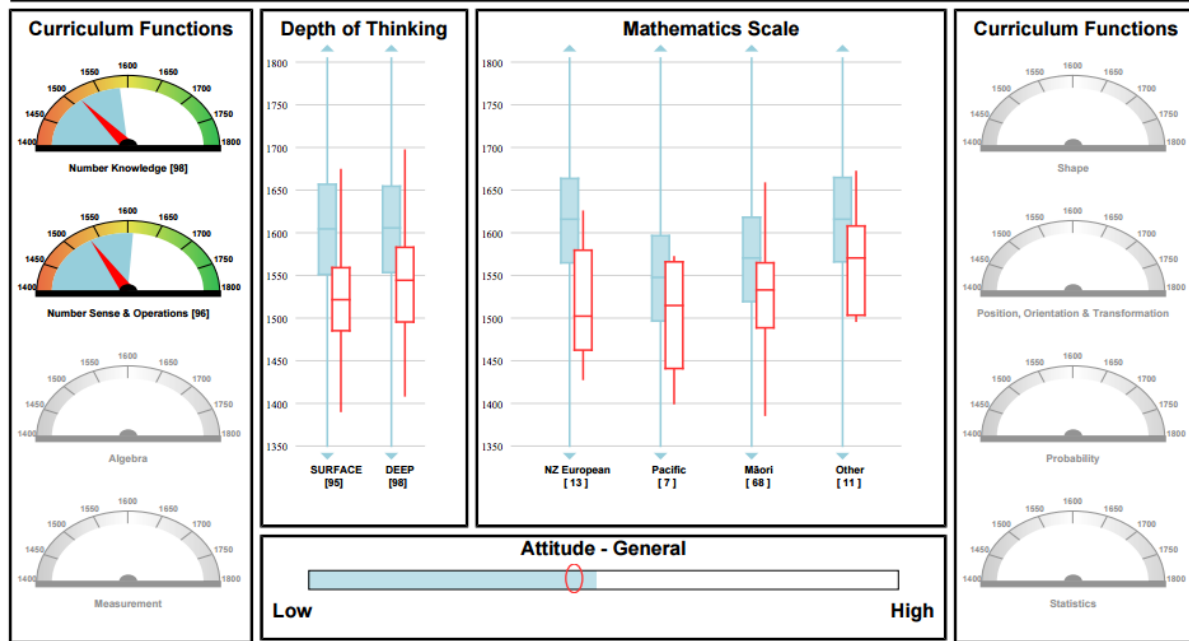
Ethnicity: All
Year: 10
Gender: All

Language: All
Cluster: All Clusters
NZ Performance: 

Location: All Schools

No. of Students: 99

Your Group Performance:  **No. of Results: [n]**



Analysis of Year 10 Numeracy

TABLE

1. Average increase of 2 sub levels from 3A to 4P
2. Tail end of cohort made huge improvements
 - a. Beginning of year test shows 70 students below NZC level 4
 - b. Currently 63 students have met or exceeded NZC Level of 4 or above and 37 sitting below the expected NZC Levels for Year 10

BAR GRAPHS

1. Data shift to the right demonstrating an increase in e-asTTle results
2. Beginning of year test clusters between 2A to 4A now sits between 3P and 5P, data peaks at 4A and 5P
3. Maori and Pasifika data groups are showing improvements
4. Maoris students represented in both the tail end (priority students) and accelerated student data collected.

BOX AND WHISKER GRAPHS

1. All graphs have moved further up the scale indicating all ethnicities have improved from the beginning to end of year tests.
2. Pasifika students again have a closer alignment with the national performance
3. The median score has improved however is still well below the national norms
4. The tail end of Maori data is still quite low however the median for Maori students has increased showing a larger shift in the bulk of the cohort
5. European student data has moved closer to the national performance levels yet still shows a significant gap.
6. The Maori and Pasifika data shows an improvement and closing the gaps between RGHS data and the National norms. However, the data for European learners is not showing growth at the top end (accelerated learners) and data collected for Other ethnicities although increasing slightly is still well below expected national norms.

What does this mean for Numeracy at RGHS?

1. We are showing improvements comparing beginning of year results to end of year results.
2. Priority learners are some of the biggest shifts in data
3. Pasifika students are performing at the national norm for their ethnic group
4. Maori students are close to the national performance level
5. Although we are making gains across each ethnic group European, Maori and Other ethnic groups are still below the national performance levels.
6. The priority learners of all groups (except Pasifika) showed improvement.

How might this data be used to raise Numeracy within RGHS?

1. Teacher PLD around the use of e-asTTle data
 - a. Whanau tracking
 - b. Deans to monitor priority learners.
 - c. Target groups for each year level
2. Testing is to occur more regularly
3. HL is currently rewriting the junior programme for 2017
 - a. Learning is to be more contextualised providing more relevant learning and real world authenticity for learners to apply learning not isolated skills
 - b. Future focused learning competencies to be a driving force in determining how content will be delivered (providing more opportunities for learning anytime, anywhere any place)
 - c. Numeracy Portfolio (10 unit standards credits at NCEA Level 1) Evidence will be collected throughout each Term.
 - d. All classes will be offered a further 2-6 NCEA Level 1 Achievement Standard credits.



- e. Accelerate classes to have a more intensive programme of higher skilled Mathematics to facilitate growth in Algebra. This should give a solid platform for achieving NCEA Merit and Excellence.

Target breakdown: Individual analysis shows small shifts overall. Class by class data shows the significant shifts. Overall changes have been evident			
Year 9 2016	3P	3A	Overall the Year 9 cohort had an average increase by 1 sublevel
Number of students who have increased by 1 or more sublevels	61%	Number of students who have increase by 2 or more sublevels	29%
Year 10 2016	3A	4P	Overall the Year 10 cohort had an average increase by 2 sublevels
Number of students who have increased by 1 or more sublevels	66%	Number of students who have increase by 2 or more sublevels	43%



TARGET 3: INCREASE THE PERCENTAGE OF STUDENTS ACHIEVING NCEA

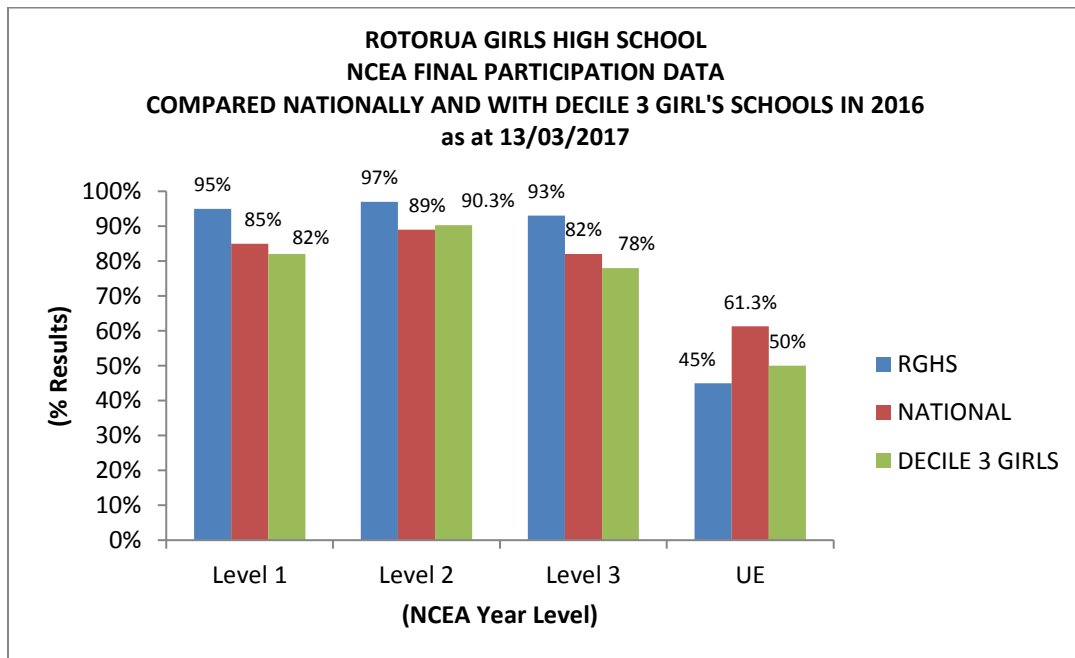
NCEA – FINAL RESULTS
 Participation Based Performance Targets - 2016
 AS AT 13/03/2017

Achievement:

- The percentage of RGHS students who gain the qualification related to their level of secondary study, will exceed the National statistics for comparable schools (i.e. Top Decile 3 Girls) and be no less than 5% below that of the national statistic for all schools in New Zealand.

Participation – Statistics

Year	RGHS 2016	RGHS 2015	RGHS 2014	Nat 2016	Nat 2015	Nat 2014	Target Met 2016	Target Met 2015	Decile 3 2016	Decile 3 2015	Target Met Compared with National		Target Met Compared with Decile 3 Girls	
											16	15	16	15
1	95%	90%	91%	85%	84%	83%	Yes	Yes	82%	72%	Yes	Yes	Yes	Yes
2	97%	98%	95%	89%	87%	87%	Yes	Yes	90%	80%	Yes	Yes	Yes	Yes
3	93%	86%	66%	82%	81%	79%	Yes	Yes	78%	70%	Yes	Yes	Yes	Yes
UE	45%	54%	39%	61%	61%	59%	Yes	No	50%	37%	Yes	No	No	Yes
LIT	94%	88%	88%	91%	83%	86%	Yes	Yes	90%	89%	Yes	Yes	Yes	Yes
NUM	95%	89%	84%	90%	82%	84%	Yes	Yes	91%	88%	Yes	Yes	Yes	Yes



- **Pass rates for NCEA levels 1-2 will show an increase on percentages obtained in 2016. Level 1 to reach 85%, Level 2 to reach 85%, Level 3 to reach 70% and UE 70% of students who intend to go to university will gain entrance. Literacy and Numeracy to meet 90%.**
 - **Level 1** target of achieving 85% was met, achieved 95%.
 - **Level 2** target of achieving 85% met, achieved 97%.
 - **Level 3** target of achieving 70% met, achieved 93%
 - **UE target** of achieving 70% of students who intend to go to university attained tertiary entry. We identified 43 students who intended to go to university 36 out of 43 achieved this goal which was an 84% pass rate.
- **The percentage of RGHS students passing Literacy will reach or be above 90%.**
The target was met, we achieved 92.2% (88% in 2015) at Level 1
- **The percentage of RGHS students passing Numeracy will reach or be above 90%.**
The target was met, achieved 95% (89% in 2015) at Level 1



TARGET 4: INCREASE THE PERCENTAGE OF MERIT AND EXCELLENCES AT BOTH SUBJECT LEVEL AND CERTIFICATE LEVEL ENDORSEMENT

ROTORUA GIRLS HIGH SCHOOL ENDORSEMENTS (2016 – 2015) COMPARISON

Year Level	2016		2015	
	Merit	Excellence	Merit	Excellence
Level 1	23 (37%)	13 (29%)	29 (42%)	21 (46%)
Level 2	19 (31%)	21 (47%)	22 (32%)	17 (38%)
Level 3	20 (32%)	11 (24%)	18 (26%)	7 (16%)
Total	62	45	69*	45*
Overall Total	107		114	

- In **2016** students achieved a total of **107** (114 in 2015) Course Endorsements, **62 Merits** (69 in 2015) and **45 Excellences** (45 in 2015). In 2014 we had a total of 105 Course Endorsements.
- The number of Excellence Endorsements continue to be positive in 2016.
- The number of Merit Endorsements has decreased by 7.
- **All Year 11-13 students completed Learning Plans with either Mentor/Whānau Teacher/Careers Advisor in 2016.**

Target met. All students set academic goals during extended whānau period with their whānau teacher and completed the Careers Profile during this time. This information formed discussion at two Academic Planning sessions with whānau teacher, student and parents.

Young Scholars were involved in an individual Mentoring programme with staff:

- Year 11 19 Young Scholars for 2016 (34 in 2015)
- Year 12 30 Young Scholars for 2016 (27 in 2015)
- Year 13 17 Young Scholars for 2016 (15 in 2015)
- Top Scholars equals 24 Year 13 (13 in 2015) will receive a Top Scholars Tie in 2017, showing a positive growth of 11 students. These are students who have been Young Scholars for two years.
- In 2016 we had 66 (76 in 2015) students gaining Young Scholars achievement, i.e. students have achieved at least 80% GPA (Grade Point Average) in their results.
- Students met regularly with their mentors and worked towards their academic and career path goals. Year 13 students met with DP Assessment Curriculum to complete common confidential and scholarship applications for Universities and Tertiary study. There were 20 / 36 successful scholarships in 2016, a very positive growth of 13 scholarships being awarded this year raising a total of \$190,000. (7/12 Scholarship applications in 2015 were successful raising a total of \$20,000). They also met with Careers Advisor to complete their 'common confidential' forms.
- 3 Year 12 students Endorsement with Merit or better across NCEA Level 2 and Subject Endorsement Excellence for Te Reo Maori. They have been approved for intermediate level of Te Reo Maori at the University of Waikato on a full University of Waikato scholarship.

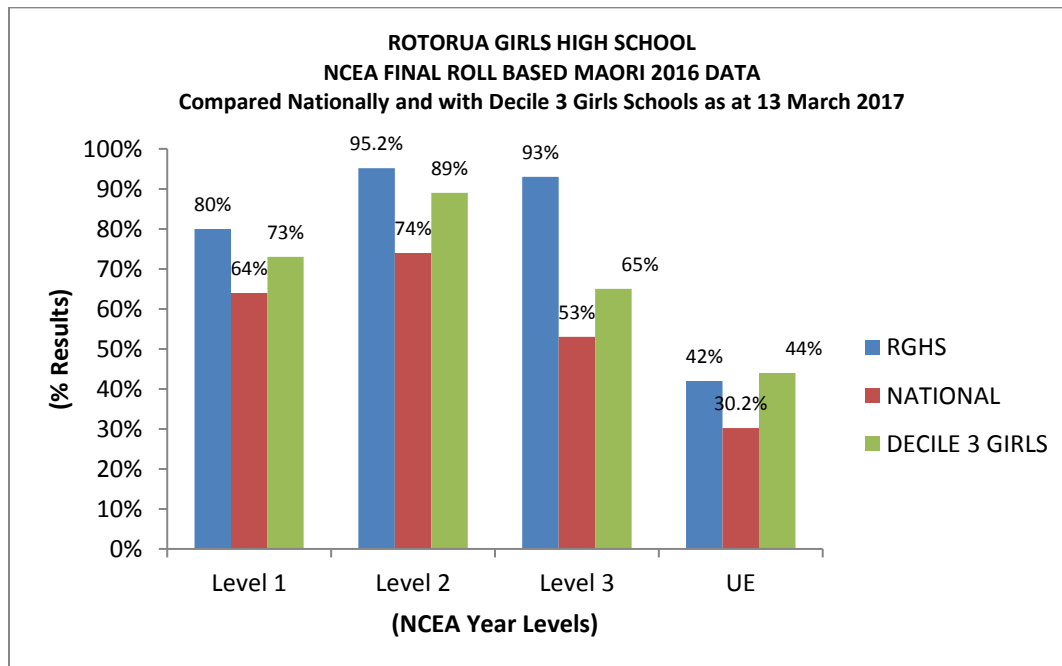


ROTORUA GIRLS HIGH SCHOOL
NCEA FINAL ROLL BASED MAORI 2016 DATA
 Compared Nationally and with Decile 3 Girls Schools
 as at 13 March 2017

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	80%	64%	73%
Level 2	95.2%	74%	89.4%
Level 3	93%	53%	65%
UE	42%	30.2%	44%

Below Graph 3 shows Rotorua Girls High School Roll Based Maori provisional 2016 results compared Nationally and with Decile 3 Girls Schools as at 7 February 2017:

Graph 3:



Analysis:

Level 1 Maori provisional results of **80%** are **above the National results of 64%** by **16%** (above by 15% in 2015) and are **above the Decile 3 Girl's results** by **7%** (above by 21% in 2015).

Level 2 Maori provisional results of **95.2%** are **above the National results of 74%** by **21.2%** (above by 30% in 2015) and are **above the Decile 3 Girl's results** of **89.4%** by **6%** (above by 34% in 2015).

Level 3 Maori provisional results of **93%** are **above the National results of 53%** by **40%** (above by 28% in 2015) and are **above the Decile 3 Girl's results** of **65%** by **28%** (above by 34% in 2015).

University Entrance Maori provisional results of **42%** are **above** the **National results of 30.2%** by **12%** (above by 13% in 2015) and are **below the Decile 3 Girl's** results of 44% by **2%** (above by 24% in 2015).

MĀORI STRATEGIC DIRECTION

Rotorua Girls High School has identified the following strategic goals:

- To ensure that Māori students excel at same level as other students (Kia Tu Rangatira Ai – model and Kia eke Panuku Action Plan)
- To improve attendance rates for Māori students through involvement and co-operation with whānau
- To improve retention rates and strengthen career pathways for school leavers
- To further develop the home and school partnership in consultation with (Māori Consultative Group (Whānau Hui))
- To continue to implement culturally responsive and relational pedagogical strategies
- To ensure successes unique to Māori students

These goals will be achieved by:

- Implementing Kia Tu Rangatira Ai model and Kia eke Panuku (see Action Plan)
- Developing teacher-student relationship based on culturally responsive and relational pedagogy
- Enhancing whānau engagement with school
- Developing teaching practice which includes a holistic perspective and is strength based
- Using professional learning such as Kia eke Panuku to increase awareness of Māori pedagogy and educational processes
- Actively embedding tikanga Māori and its application to the curriculum and school culture
- Increasing daily attendance of akonga
- Enhancing knowledge of tertiary training options and future pathways
- Supporting technological initiatives for collaborative learning
- Meet regularly with Deans to monitor attendance
- Amendments to the Behaviour for Learning Plan which requires greater monitoring by whanau teachers



TARGET 5: TO IMPROVE THE SCHOOL AVERAGE ATTENDANCE RATE

Target	Outcome	Analysis
Average student attendance in 2016 will be 87%	Average student attendance in 2016 was: Term 1-88% Term 2: 86% Term3: 87% Term 4: 81%	TARGET NOT MET at 85.5%

ATTENDANCE

The average student attendance in 2016 will be 87%- Not achieved-85.5%.

- Decrease in attendance by Year 9 and 10 once exams were completed.
- The focus on the achievement of credits at both junior and senior level drove everything in Term 4.
- Whanau teachers need a stronger structure that ensures deadlines and expectations are clearly articulated with consequences if not followed.

A strategic approach to working with year levels is pivotal. The approach must be both collaborative and co-ordinated – our ultimate success relies on our ability to grow the whānau teachers

Recommendations for 2017

- Appoint 3 Heads of Houses to drive House Spirit-Weekly attendance competitions
- Establish systems on Google Drive that whānau teachers will feed into regularly
- Provide weekly House Statistics to staff to encourage attendance growth
- Celebrate attendance growth in House meetings and House Assemblies



2016 LEAVERS DATA

ROTORUA GIRLS HIGH SCHOOL
Level Leavers Data 2016 Who Did Not Achieve Level 1, 2 or 3 as at 20 March 2017

Number Who Did Not Achieve Level 1 NCEA (Year 11)	Where Did They Go Level 1 NCEA (Year 11)
<p style="text-align: center;">23 Students</p> <p>(12) No Formal Attainment (3) 1-13 credits at any level (2) 14-39 credits without Level 1 Literacy and Numeracy at any Level (1) 30+ credits at Level 2 or above (3) 40+ credits at any level including Level 1 Literacy and Numeracy (2) 40+ credits at any level without Level 1 Literacy and Numeracy</p>	<p>(11) Another School (1) Tertiary (5) Employment (2) Overseas (4) Unknown</p>
Number Who Did Not Achieve Level 2 NCEA (Year 12)	Where Did They Go Level 2 NCEA (Year 12)
<p style="text-align: center;">16 Students</p> <p>(2) No Formal Attainment (2) 1-13 credits at any level (1) 14-39 credits without Level 1 Literacy and Numeracy at any Level (2) 30+ credits at Level 2 or above (4) 40+ credits at any level including Level 1 Literacy and Numeracy (1) 40+ credits at any level without Level 1 Literacy and Numeracy</p>	<p>(1) Another School (3) Tertiary (7) Employment (0) Overseas (1) Unknown</p>
<p>(4) Level 2 left with Level 1</p>	<p>(2) Another School (1) Tertiary (1) Employment</p>
Number Who Did Not Achieve Level 3 NCEA (Year 13)	Where Did They Go Level 3 NCEA (Year 13)
<p style="text-align: center;">15 Students</p> <p>(1) No formal Attainment (6) 30+ Credits at Level 3 or above (1) 1-13 Credits at Level 1</p>	<p>(0) Another School (1) Tertiary (4) Employment (2) Overseas (1) Unknown</p>
<p>(7) Level 3 students left with Level 2 only</p>	<p>(7) Employment</p>
Total of 54 Leavers	



THE STRATEGIC PLAN

The Strategic Plan is a high level expression of the priorities for Rotorua Girls High School for the period 2016 – 2018. The Strategic Plan guides the Board’s aims and purposes so that the Board can allocate resources to the school and monitor the school’s overall performance.

The Strategic Plan is supported by an Annual Plan and on the annual budget approved by the Board each year. The Strategic Plan is owned by the Board of Trustees and is adopted by the Board following consultation with stakeholders. Responsibility for implementation of the Strategic Plan rests with the Principal and staff. It is the Board’s task to hold the school’s management accountable for achievement of the goals described in this plan but the overall responsibility for achieving these goals rests ultimately with the Board.

We will achieve our aims by working on our stated objectives and through identified directions. The Board will measure performance and success by examining the agreed targets and performance indicators.

Our plan describes how we will achieve five strategic priorities.

- (1) All students are engaged in meaningful learning opportunities that develop connected critical thinkers.
- (2) Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners
- (3) All students and staff are supported emotionally, spiritually and physically
- (4) Community and Stakeholders are involved with the life of the school
- (5) The Strategic Plan is effectively resourced and implemented.



Rotorua Girls' High School Strategic Plan 2015 - 2017



ROTORUA GIRLS HIGH SCHOOL STRATEGIC OVERVIEW



our VISION	our MISSION	our VALUES	our PRINCIPLES
Every young woman is a LEADER in the GLOBAL ENVIRONMENT	To create a CONNECTED LEGACY of EXCELLENCE	<ul style="list-style-type: none"> T The willingness to learn: RESILIENCE E Engaging to achieve: INTEGRITY A Always shows respect: RESPECT O Offers to serve: EMPATHY 	THE FOUNDATIONS OF OUR CURRICULUM DECISION-MAKING ARE: <ul style="list-style-type: none"> • Innovate through personalised learning • Engage through powerful partnership • Inspire through deep challenge and inquiry



STRATEGIC PRIORITIES

Our teacher - student relationships are based on Culturally Responsive and Relational Pedagogy

Where power is **SHARED**

- Learners have the right to self-determination

Where **CULTURE COUNTS**

- Learners bring who they are to their learning

Where learning is **INTERACTIVE** and **DIALOGIC**

- Learners speak and listen

Where **CONNECTEDNESS** and **RELATIONSHIPS** are fundamental • Learners are valued

Where there is a **COMMON VISION**

- Learners experience **EXCELLENCE** in Education

1.

All students and staff are engaged in meaningful learning opportunities that develop connected critical thinkers

2.

Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners

3.

All students and staff are supported emotionally, spiritually and physically

4.

- Community and Stakeholders are involved with the life of the school
- Parents and caregivers are engaged in their students' learning

5.

The Strategic Plan is effectively resourced and implemented

“Crafting Future Leaders”



“Crafting Future Leaders”

ROTORUA
GIRLS
HIGH SCHOOL

ROTORUA GIRLS HIGH SCHOOL



GRADUATE PROFILE

Is a citizen for this world

Is confident in her languages, culture and identity

Is strong and proud in her whakapapa to RGHS

Puts service before self

Is humble

Takes risks to achieve excellence in all her endeavours

Is resilient, empathetic, respectful and acts with integrity

Honours mana wahine and mana wairua

MANA MOKOPUNA

MANA-A-KURA

MANA TANGATA

MANA MATAURANGA

MANA TIKANGA

MANA REO

MANA WAIRUA

“Crafting Future Leaders”

Crafting Future Leaders

GIRLS HIGH SCHOOL





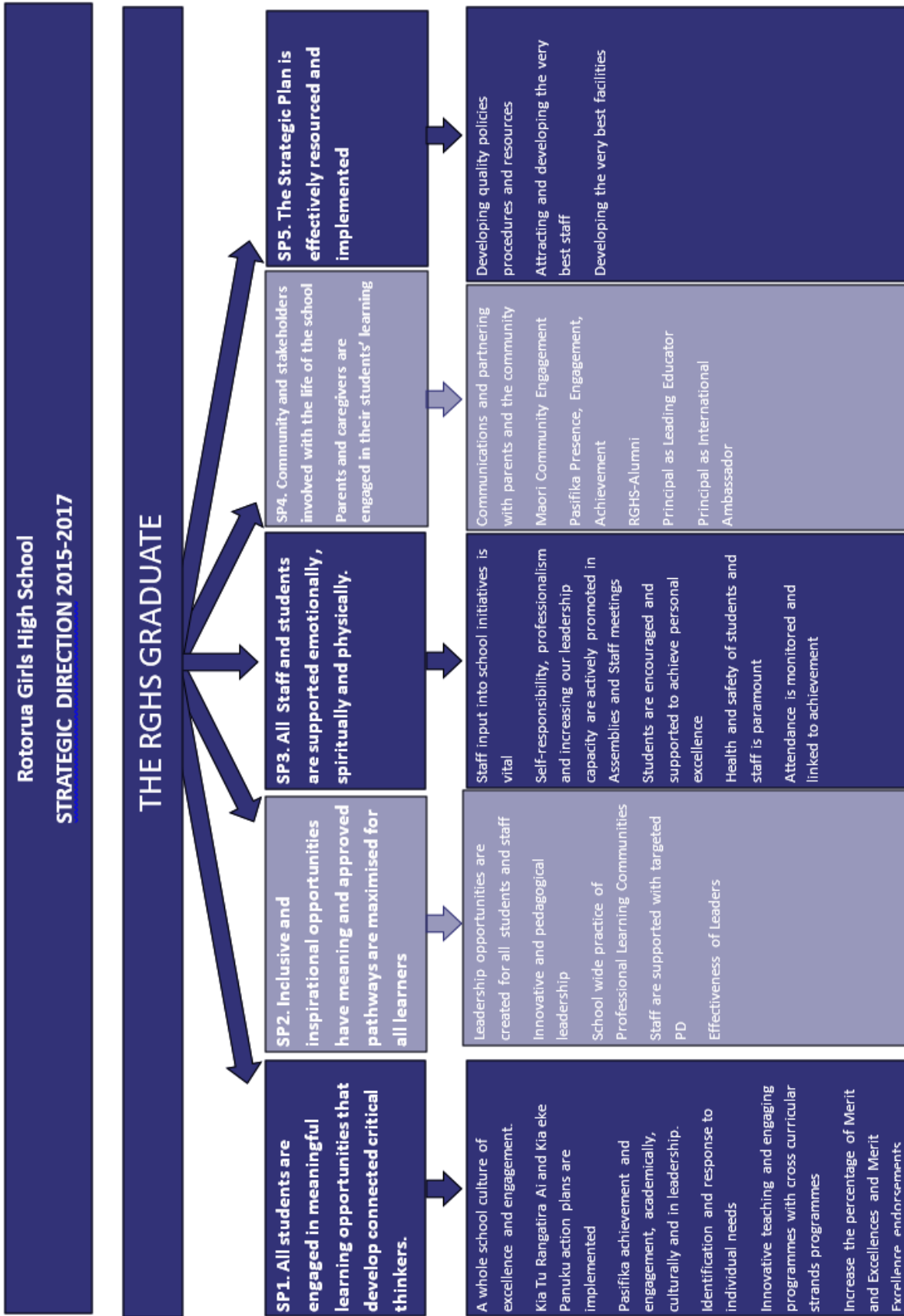
Rotorua Girls High School Teacher Profile

- We have **high expectations** for all learners and **differentiate** and **adapt** our practice to meet learners' needs
- We create a **safe and supportive** environment inside and outside the class room to enable learners to **take risks** and find out who they are
- We are constantly focussed on student engagement and achievement and **work with Whānau** as active participants in their student's learning
- We create contexts for learning that excite and engage learners and **affirm their languages, cultures and identities.**
- We **model respectful relationships and the values** we want our girls to leave our school with **Respect, Resilience, Integrity and Empathy.**



“Crafting Future Leaders”

ROTORUA
GIRLS
HIGH SCHOOL



STRATEGIC PRIORITIES 2015-2017

STRATEGIC PRIORITY 1. All Students are engaged in meaningful learning opportunities that develop critical thinkers.		
Objectives	Actions	Who
1.1 Strengthening culture of personal excellence and engagement	<ul style="list-style-type: none"> Excellence is actively promoted by SLT and BOT Personal Excellence is promoted and aspired to Excellence is acknowledged and rewarded in Champions Assemblies, House Assemblies, on the Website and in THE Bulletin Innovative pedagogy engages students and enables them to aim for personal excellence Role models from wide ranging disciplines annually address students demonstrating resilience and the benefits of focusing on personal excellence in their field. 	BOT, Senior Leadership Team, Deans and all staff. SLT, Sports Coordinator SLT, DP-Curriculum, HOFs
1.2 The principles of Kia Tu Rangatira Ai and Kia eke Panuku are implemented and consistently practised	Positive Teacher/student relationships are encouraged and our preferred pedagogy is Culturally Responsive and Relational: <ul style="list-style-type: none"> Where power is SHARED - Learners have the right to self –determination Where CULTURE COUNTS - Learners bring who they are to their learning Where learning is interactive and dialogic - Learners speak and listen Where CONNECTEDNESS and RELATIONSHIPS are fundamental - Learners are valued Where there is a COMMON VISION - Learners experience excellence in Education 	SLT, DP-Māori Achievement HOFs
1.3 Pasifika achievement and engagement, academically, culturally and in leadership	<ul style="list-style-type: none"> Positive Teacher/student relationships are encouraged and Pasifika Education plan strategies are used to raise Pasifika Achievement and engagement. 	Principal/DP Pasifika/Pasifika Year 13 Leader
1.4 Identification and response to individual learning needs	<ul style="list-style-type: none"> Links with contributing schools and RGHS are strong. Information about content and structure of learning programmes is shared (COL's) Learning profiles from contributing schools are reviewed to inform appropriate IEPs and class placement in Years 9/10 Maori and Pasifika students are encouraged, mentored and actively supported to achieve their goals Students with special education needs are identified early and supported to achieve 	Contributing schools, COL within school appointments, Eng and Maths / Deans / HODs / TICs KEP Plan/DP-Māori achievement and Whānau teachers, subject teachers DP Pastoral/SENCO/RTLB Careers Team



	Students for whom English is a second language receive support with mainstream classes	TIC /ESOL
1.5 Innovative teaching and engaging programmes with cross curricular strands	<ul style="list-style-type: none"> • High expectations are held for all students and their engagement and achievement is a priority • Teachers engage in innovative and cross curricular programme design and planning • Appraisal focuses on teacher improvement and is underpinned by Teaching as Inquiry (teacher as self-reflective practitioner) • Professional development links to appraisal, staff needs 	Leadership Team HOFs MH, All staff PLC Committee
1.6 Increase the percentage of Merit and Excellences and Merit and Excellence endorsements.	<p>Robust tracking system set up for all levels. All staff are responsible for tracking and mentoring students.</p> <p>Teaching focused on motivating students to achieve Merit and Excellence where appropriate. Encourage students to aim for Merit and Excellence endorsements.</p> <p>Early identification of scholarship students- Year 9 Accelerate Class – mentored and tracked to Year 13.</p>	AL, Principal, Deputy-Principal KR, Deans All Teachers AL, HOFs, Deans



STRATEGIC PRIORITY 2. Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners.		
Objectives	Actions	Who
2.1 Leadership opportunities are created for all staff	<ul style="list-style-type: none"> • RGHS Leadership Programme offers encouragement, support, guidance and development for staff seeking advancement or leadership responsibility. • RGHS Staff Rewards and Recognition Scheme enables identification and acknowledgement of high performing, positive staff role models. 	Principal SLT HOFs, staff
2.2 Leadership opportunities are created for all akonga-students	<ul style="list-style-type: none"> • Student leadership /scholarship opportunities are promoted in wide ranging disciplines from Year 9-13. • School based Year 13 Training is held annually 	SLT Year level Deans
2.3 Students have opportunities to share skills and expertise with staff	<ul style="list-style-type: none"> • The SQUAD students support staff with e-learning • Te Reo classes for staff, haka Pohiri and school waiata 	Year 13 Squad Exec Kohine Whakarae Exec
2.4 Innovative and pedagogical leadership	<ul style="list-style-type: none"> • Leaders in pedagogy and innovation are identified and actively engage at Staff, HOF and Faculty meetings. • The specialist classroom teacher actively supports teachers to improve their personal pedagogy and innovative practice • Future Focussed Learning Teachers and Mind Lab graduates promote e-learning goals and upskill staff to use technology to engage our 21st Century Learners. (Future Focussed Learning Plan). • Modelling of successful practice is acknowledged at BOT dinner, online communications, TEAO-Affirmation Postcards,AKO sessions. 	SLT Leadership Team SCT DP- Curriculum, FFL Teachers, Mindlab Graduates, ICT Committee Principal, SLT.
2.5 School-wide practice of Professional Learning communities	<ul style="list-style-type: none"> • PLC's established to implement action plans resulting from teachers' inquiries: Māori succeeding as Māori, PB4I, Future Focussed Learning. • Teachers analysis data-5,3,1- and carry out their own inquiry into improving their personal teaching and learning. Up to date professional reading material will be made available to staff Staff will be familiar with current educational theory and practice Formative assessment is integral 	SLT, DP PLCs Principal SLT, PLCs All teachers
2.6 Staff are supported with targeted PD	<ul style="list-style-type: none"> • Targeted PD is supported e.g. Classroom management. Culturally Responsive and Relational Pedagogy, Future Focused learning. 	SLT, HOFs, SLT, All Teachers, Principal DP-PL

	<ul style="list-style-type: none"> • Best Practice teaching strategies shared during briefing and staff meetings • Effective teacher profile explored and implemented with teachers through PD groups and Faculty PD 	SLTHOF's and ,KEP Observations
2.7 Effectiveness of leaders	<ul style="list-style-type: none"> • 360 degree appraisal methods employed for the Principal, Deputies, AP and HOFs 	BOT, Principal

STRATEGIC PRIORITY 3. All students and staff are supported emotionally, spiritually and physically.		
Objectives	Action	Who
3.1 Staff input into school initiatives is vital	<ul style="list-style-type: none"> • A range of voices are heard throughout the school • All staff can articulate the school's direction and how they contribute to this • Staff are consulted and feel part of decision making and leadership of the school • Online surveys will be used for PLG's and for new initiatives explored 	Principal/Leadership Team, All Staff All staff Principal/SLT PL Community
3.2 Self-responsibility, professionalism and increasing our leadership capacity are actively promoted in Assemblies and Staff meetings	<ul style="list-style-type: none"> • Potential leaders are identified and encouraged to develop necessary skills through PD 	Leadership Team/HOFs
3.3 Students are encouraged and supported to achieve personal excellence	<ul style="list-style-type: none"> • Students are expected to complete Year 13- all students receive individual guidance on Academic Planning- All students set SMART Goals. • New student leadership process implemented - leaders are encouraged to Ka Hikitia and to leave a legacy. • Students have access to information and personnel to discuss and plan career and learning pathways • Provision of social support (peer support, Student Council, Pastoral and guidance network, Attendance Advisor) • Vertical house system support 	SLT Year level Dean Principal Deans Careers Subject Teachers Whānau Teachers Whānau tutors, Peer mentors, SLT, Year Level Deans
3.4 Health and safety of students and staff is paramount	<ul style="list-style-type: none"> • The school wide Behaviour Management Plan is reviewed discussed consistently used and understood by all staff and students 	SLT KR- Year Level Deans

	<ul style="list-style-type: none"> • Teacher support structures are known and in place • Classroom rules and procedures are established at the start of the year • Core values of the school are promoted - Respect, Resilience, Integrity and Empathy • PB4L Action plan implemented including the promotion of TEAO Learning Values and rewards for both staff and students • The willingness to learn • Engaging to Achieve • Always shows Respect • Offers to Serve • Health and Wellbeing surveys and initiatives mitigate concerns regarding student and staff workload. 	<p>SLT</p> <p>Year level Deans MH/KR-Year Level Deans</p> <p>SLT KR-PB4L Team</p> <p>SLT KR-PB4L Team</p> <p>Principal/DP-Staff Welfare</p>
3.6 Attendance is monitored and linked to achievement	<ul style="list-style-type: none"> • Target for 2017 87% (86%) • Action plan with strategies such as acknowledgement in Bulletin, affirmation TEAO cards (PB4L), Mayor's Awards, Inter-house competition - used to motivate attendance. 	KR-Deans



STRATEGIC PRIORITY 4**(i) Community and Stakeholders are involved****(ii) Parents and caregivers are engaged in the life with the life of the school and their daughter's learning.**

Objectives	Action	Who
4.1 Communication and partnering with the wider school community	<ul style="list-style-type: none"> Parent Portal, global emails, THE Bulletin, website informs school community in a timely manner Where appropriate, parents with expertise are invited to work with students Staff contribute to the wider life of the school and share stories via THE BULLETIN, YEARBOOK, Facebook pages and groups SLT and FFL Teachers work with NPeW Director of Learning and her staff to implement Future Focused Learning Plan. RGHS one of six Rotorua COL schools- achievement target focus - Writing Years 9 and 10. 	Leadership Team, Staff, BOT, Principal HOFs
4.2 Māori focus on Presence, Engagement, achievement and community involvement.	<ul style="list-style-type: none"> Implement KEP Action Plan Māori mentors monitor progress of Māori students at risk of underachieving Māori parents are invited in, to engage with staff, through special events and festivities Whānau Group strengthens connections with Māori parents to support their daughters' learning 	SLT, HOFs, Whānau Teachers DP-Māori Achievement DP-Pasifika Achievement DP-Māori Achievement DP-Pasifika Achievement ,Whānau Teachers
4.3 Pasifika focus on Presence, Engagement, achievement and community involvement.	<ul style="list-style-type: none"> Implement Pasifika Action Plan Pasifika mentors monitor progress of Pasifika students at risk of underachieving Pasifika parents are invited in, to engage with staff, through special events and festivities. Fono Group strengthens connections with Pasifika parents to support their daughters' learning 	DP- Pasifika- KR
4.5 RGHS-Alumni	<ul style="list-style-type: none"> Alumni co-ordinator to manage a data base of former students and keep Alumni informed via Facebook and the school website Alumni invited to speak to interested students about their learning journey and career pathway. 	Abby Principal, Abby, Careers
4.6 Principal as Leading Educator	<ul style="list-style-type: none"> The Principal actively engages in both local, national and international school communities as the RGHS Ambassador speaking, visiting and /or supporting key events 	Principal
4.7 Principal as International Ambassador	<ul style="list-style-type: none"> The Principal actively engages with international agents and communities in China, Austria, and Japan The Principal represents the school at relevant events internationally 	Principal BOT



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STRATEGIC PRIORITY 5. The Strategic Plan is effectively resourced and implemented.

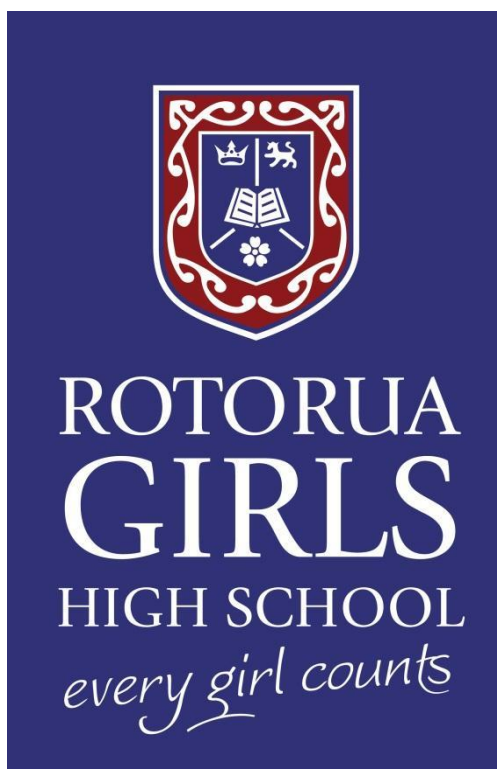
Objective	Actions	Who
5.1 Quality policies procedures and resources	<ul style="list-style-type: none"> • Policies and procedures provide transparency and clarity in human and general resource management • Policies and procedures are BOT and Leadership Team BOT and Leadership Team kept updated, follow best practice, support and promote learning • The Board, through the Principal, is a fair and reasonable employer 	BOT, Principal BOT, Principal Principal
5.2 Quality student services and support	<ul style="list-style-type: none"> • Services for students are high quality and fully support their learning and their needs 	Leadership team, Deans, Careers
5.3 Quality facilities	<ul style="list-style-type: none"> • Ongoing upgrade of ICT and e-learning capability in 2017 • Maintenance of existing facilities as per the 5YP and 10YP. 	BOT, Principal Property Mgt



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Rotorua Girls High School Annual Plan 2017



STRATEGIC PRIORITY 1. All Students are engaged in meaningful learning opportunities that develop critical thinkers.

1.1 Strengthening culture of personal excellence and engagement

WHEN	EXPECTED OUTCOMES	WHO
Term 1	Staff and students set goals to achieve their best work, work smart and stay healthy	All Staff and Students
Ongoing	Academic / personal excellence encouraged in House and year level assemblies and at form time.	Whānau teachers, House Leaders, Junior Prefects
Ongoing	THE BULLETIN, the Website and Facebook celebrate academic endeavour and commitment to personal excellence	Principal /DPs/Deans/ LE staff
Ongoing	Personal excellence is a key message.	All staff
Ongoing	Meeting agendas focus on priority learners, CR and RP and incremental improvements each year.	Principal, DP Curriculum
Ongoing	Rotorua Girls is known for promoting and supporting academic and personal excellence	Principal/ SLT / HOFs /TICs
Ongoing	I.E.P.s for students with special education needs or who are underachieving	Principal, RTLB, COL-Additional Learning Needs – CN,
Term One	Targeted international student orientation, induction and support promote excellence	Principal
Term One ‘round table reviews’ with Principal	Academic progress for previous year is analysed and presented by HOF to Principal. All staff present 5,3,1 and Teaching as Inquiry and Goals 2017.	Principal/HOFs



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1.2 The principles of Kia Tu Rangatira Ai and Kia eke Panuku are implemented and consistently practised

WHEN	EXPECTED OUTCOMES	WHO																																																																																																			
Term 1-ongoing	Exercising responsibilities and obligations under the Treaty of Waitangi	Principal/SLT/HOF Marautanga/HOFs																																																																																																			
Term 1-ongoing	Curriculum planning - schemes fulfil obligations under Treaty cross curricular links adhere to N.Z.C	MH/HOFS																																																																																																			
Term 1-ongoing	Careful tracking of students- Achievement Plans- kia eke Panuku/Ka Hikitia.	DP Curriculum/ Māori Achievement – MH Deans,AL																																																																																																			
Term 1	One of the expectations to be established with students is that they will be adopting a personal goal to achieve 80% of all of their assessments Evidence collated and presented to staff Lists of pupils given to staff.	DP / HOFs / Subject Teachers / Whanau Teachers																																																																																																			
Term 1- ongoing	Teachers receive professional support to enable them to interpret and use the data analysis effectively.	HOF Eng/HOF Maths/RTLb																																																																																																			
Term 1 –week 6 ongoing	A consistent and wide spread monitoring system to raise student achievement at levels Years 11-13 is developed. SLT has an overview of predicted and actual results , tracking and mentoring implemented by Deans, HOFs, the classroom teacher and whānau teacher. Māori Participation and Roll Data	AL- RL, HL-Years 11-13																																																																																																			
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Term 1 –week 9	Students at risk of not achieving early in the year are identified and lists given to subject teachers and whānau teachers, undertake appropriate interventions/ Academic Counselling Personalised programmes developed in consultation with student and parent/caregiver. Years 9 and 10 tracking system implemented with the goal of 90% pass rate of students in FCEA and JCEA. Co-construction Year 9 and 10 meetings include the implementation of deliberate interventions at every level to support students to ensure responsibility and accountability for their learning and success.	HOFs/Deans Years 9-10 subject teachers Students All Year 9 and Year 10 Deans																																																																																																			



	All students will monitor their progress in the junior school in relation to acquiring the FCEA/JCEA. Teachers will report regularly on attainment of assessment of FCEA/JCEA credits and opportunities will be offered for students to CATCH UP- Where they have not achieved	AL - HOFs
Ongoing	Teachers use data as the basis of their Teaching as inquiry Evidence observed in classrooms of Teachers using strategies from Kia Tu Rangatira Ai, Kia eke Panuku and Pasifika Plan	Kia eke Panuku Change leadership team All staff DP - Māori Achievement DP – Pasifika Achievement
Ongoing	All faculties focus on Presence, Engagement and Achievement. Faculties set specific achievement targets for cohorts of Māori students identified as needing support- focus on goal setting and data tracking Improved embedding of TeAo Māori /Te Reo me ona Tikanga in curriculum area planning and units of work through inclusion of concepts and cultural identity. Faculties self-review targets and report on Māori achievement	Kia eke Panuku facilitator SLT HOFs Teachers All Teachers
Ongoing	The use of Te Reo in staff meetings every Monday (Kupu Hou) All staff participate in Te Rangihakahaka. All new staff taught school waiata , karakia and haka pohiri.	SLT/ Te Marautanga Faculty



1.3 Pasifika Presence, Engagement, Achievement.

WHEN	EXPECTED OUTCOMES	WHO																																																																																										
Term One-ongoing	Pasifika Participation and Roll Data	Principal, DP-Pasifika-KR, AL, HOFs, All Teachers																																																																																										
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Ongoing	To provide alternative learning opportunities and pathways that support Pasifika learners to succeed	DP Pasifika Careers, Gateway, Deans																																																																																										
Ongoing	Positive role models share cultural knowledge and engage students in activities and regional events.	Year 13 Leaders, Year 13 Dean, Principal																																																																																										
Term One-ongoing	Pasifika Education Plan strategies are used to raise Pasifika Achievement	DP Pasifika/HOFs																																																																																										
Term One	Homework Centre with technology and library books in Pasifika Languages. The Fono Group meets three times each year, providing opportunities for parents to meet key staff and have input into initiatives	Principal, Year 13 Dean Leaders, DP-Pasifika-KR																																																																																										



1.4 Identification and response to individual learning needs

WHEN	EXPECTED OUTCOMES	WHO
Term one	<p>Entry data and school recommendations are used to develop programmes, supporting the needs of every student.</p> <p>Monitor students at risk to ensure support given.</p> <p>Specific support is provided as soon as practicable to students identified with special /behavioural needs, or risk failing to engage in learning. Effective links with families are encouraged /sought.</p>	<p>HOFs /COL Additional Learning Needs/ AL, RL SENCO/Teachers RTLb (IEPs) /SENCO Teachers/ Deans</p> <p>RTLb/COL/Teachers/ Deans</p>

1.5 Innovative and engaging pedagogy

WHEN	EXPECTED OUTCOMES	WHO
Term One - ongoing	Teaching as Inquiry model embedded with staff, share examples of what evidence they have collected.	Principal/SLT HOFs DP-Māori Achievement
Term One-ongoing	PLCs provide valuable focus on key initiatives: Raising Maori achievement, Future Focused Learning, PB4L, and Writing across the curriculum.	
Ongoing	CR and RP Pedagogical processes are adapted to focus on learners' needs	

1.6 Increase the endorsements percentage of Merit and Excellences and Merit and Excellence

WHEN	EXPECTED OUTCOMES	WHO
Term One - ongoing	Robust tracking system set up for all levels. Years 9 - 13 All staff are responsible for tracking and mentoring students.	KR, AL, HL, RL, All Staff
Ongoing	Teaching focused on motivating students to achieve Merit and Excellence where appropriate. Encourage students to aim for Merit and Excellence endorsements.	SLT, Year Level Deans, HOFs, teachers
Term One - ongoing	Early identification of scholarship students- Year 9 Accelerate Class – mentored and tracked to Year 13.	Year 9 and 10, HOFs, Deans, AL

STRATEGIC PRIORITY 2 Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners

2.1. Crafting Future Leaders staff and students

WHEN	EXPECTED OUTCOMES	WHO
Term 1-ongoing	Extended leadership team lens Focus on Strategy	Principal / SLT
Ongoing	General matters supporting school progress Professional reading and leadership articles are regularly circulated to any interested staff	Principal /DP Curriculum SLT/ HOFs
Ongoing	Curriculum Leadership Lens- Charter Target Checklist First agenda item in Curriculum Executive (HOFs)= Strategic Leadership Lens to ensure a strategic focus before housekeeping issues.	Principal/DP-PD
Ongoing	Leadership Programme opportunities are frequently promoted Potential leaders are identified and encouraged to develop necessary skills through PD each year. Mind LAB-Vikram –Leadership courses	Principal/DP-PD
Ongoing	Potential student leaders will be identified in junior years and encouraged to develop necessary skills through leadership opportunities each year.	Year 13 Leaders Deans/HoFs/Sport's Coordinator
	TECH HQ students support staff with e-learning Student Leadership Lens , Leaders voice ,Year 13 Leaders establish Executive Committees- Years 9-13.	

2.2 Career development and progression is encouraged for staff

WHEN	EXPECTED OUTCOMES	WHO
On going	Opportunities for advancement are advertised and promoted in a transparent and timely manner Leadership opportunities for staff and students are promoted with accessible and transparent information about these. New staff are allocated 'buddies' Maintain a database of extra involvement of staff – compiled by Sports Co-ordinator Induction Programme provided for new staff A 2-year programme for Year one and two, PRT and STC teachers leading to Registration and practicing certificates Employ support for professional guidance Ensure Performance Management Appraisals are carried out (Buddies, HOFs) Review fixed-term Management Unit and MMA allocations Acknowledge individual achievements of staff Ensure staff have registration	Principal SLT Deans, Whānau Teachers Sport's Coordinator MA MA PLC SCT- MA Principal/DP's Principal/MA

2.3 Staff input into whole school initiatives is vital		
WHEN	EXPECTED OUTCOMES	WHO
Each Term	A range of voices are heard throughout the school Staff are consulted and feel part of decision making and leadership of school. Online surveys will be used for PLGs and for new initiatives explored	Focus groups and committees Principal/SLT
Annually in October		
Annually in October		

STRATEGIC PRIORITY 3. All students and staff are supported emotionally, spiritually and physically.		
WHEN	EXPECTED OUTCOMES	WHO
Ongoing	<ul style="list-style-type: none"> A range of voices are heard throughout the school -student voice after each faculty assessment - staff recommendations (2016) All staff can articulate the school's direction and how they contribute to this Online surveys will be used for PLC's and for new initiatives explored 	Principal/Leadership Team, All Staff Principal/SLT PL Community
Ongoing	<ul style="list-style-type: none"> Potential leaders are identified and encouraged to develop necessary skills through PD-Mind Lab and Leadership Training with Vikram(HOFs and COL within School appointments) 	Leadership Team/HOFS
Term One-ongoing	<ul style="list-style-type: none"> Students are expected to complete Year 13- all students receive individual guidance on Academic Planning- All students set SMART Goals. New student leadership process implemented- leaders are encouraged to Ka Hikitia and to leave a legacy. Students have access to information and personnel to discuss and plan career and learning pathways Provision of social support (peer support, Student Council, Pastoral and guidance network, Attendance Advisor) Heads of House appointed to support Vertical house system support and raise attendance 	SLT Year level Dean
Term One- ongoing		Principal Deans Careers Subject Teachers Whānau Teachers
		(Whānau Teachers, Peer mentors, SLT, Year Level Deans Principal
Term One- ongoing	<ul style="list-style-type: none"> The school wide Behaviour Management Plan is used and understood by all staff and students 	SLT KR- Year Level Deans

Term One-ongoing	<ul style="list-style-type: none"> Teacher support structures are known and in place Classroom rules and procedures are established at the start of the year Core values of the school are promoted- Respect, Resilience, Integrity and Empathy TE AO handbook implemented including the promotion of TEAO Learning Values and rewards for both staff and students The willingness to learn Engaging to Achieve Always shows Respect Offers to Serve 	SLT Year level Deans MH/KR-Year Level Deans SLT KR-PB4L Team
Term Three	<ul style="list-style-type: none"> Health and Wellbeing surveys and initiatives mitigate concerns regarding student and staff workload. 	Principal/DP-Staff Welfare

STRATEGIC PRIORITY 4. Community engagement

I. Community and Stakeholders are involved with the life of the school

II Parents and caregivers are engaged in their students' learning

WHEN	EXPECTED OUTCOMES	WHO
Ongoing	Strengthen home school partnership Increase opportunities or access to school communications or formal contact points.	Mentors SLT /Principal HOFs
Term One- week 2	Whānau Teachers make contact with all students, parents / caregivers.	Principal SLT/Deans/HOFs Whānau Teachers
Term One-ongoing	Faculties have the needs of Māori students in their planning. Faculties have the needs of Pasifika students in their planning.	HOFs, All staff
Ongoing	All parents feel welcome at school events and understand the importance of their daughters' learning journey. Regular communication with Whānau/families Calendar of events	Principal SLT/Deans/HOFs Whānau Teachers
Ongoing	On line and accessible through App, Whānau Blog, Whānau Hui and Pasifika Fono	
Ongoing	Study support through tutorials advertised in the Bulletin and on Website	SLT



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Ongoing	<p>Monitor and evaluate roll patterns and trends with view to increasing roll</p> <p>Benchmarking Audit</p> <p>Contributing school's data, current partnerships, home-school partnership, marketing etc</p> <p>Through COL- Dialogue with contributing schools and other partners</p> <p>Create strategies to build links and increase our roll</p> <p>Evaluation of Open Day/Night</p>	<p>Principal</p> <p>Principal/SLT/COL appointments</p>
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STRATEGIC PRIORITY 5. The Strategic Plan is effectively resourced and implemented

5.1. Quality Resource Management: Human Resources

WHEN	EXPECTED OUTCOMES	WHO
Ongoing	<p>Regularly review and update procedural policies</p> <p>Strategic direction of the school is documented and in a timely manner</p> <p>Review and update all procedural policies according to self-review schedule</p>	BOT, Principal, SLT, Staff
Term One	<p>Ensure BOT Policy implementation</p> <p>Continue cycle of self-review</p> <p>Principal's/BOT Annual Report</p> <p>QAD file</p> <p>SLT and staff involved in Policy writing/review; staff awareness of Policies; all Policies available on website.</p> <p>Report to BOT, SLT, HOFs</p> <p>Report tabled</p> <p>Community consultation- Survey parent / community annually</p> <p>Quality Assurance Document</p>	BOT, Principal, SLT, Staff

5.2 Operational Quality

WHEN	EXPECTED OUTCOME	WHO
Ongoing	<p>Transparent and quality HR processes are employed in every aspect of recruitment appraisal and PD</p>	Principal
Term One	<p>Professional Development is closely linked to the Strategic Plan, school values, aims and appraisal</p>	SLT/Principal
Ongoing	<p>The Employee Assistance Programme is promoted</p> <p>Exit Interviews or discussion will be conducted by Assistant Executive Officer</p>	Principal Assistant Executive Officer

5.3 Quality Resource Management: Financial ,Property

WHEN	EXPECTED OUTCOMES	WHO
Ongoing	<p>Ensure and maintain sound financial management Ensure all financial activities are according to budget</p> <p>Faculty Heads and Principal receive monthly reports on state of finances Seek financial support for programmes from the MOE and other providers HoFs present subject budgets to Principal Special/Co-Curricular programme budgets Budgets will be met Monthly Reports Milestone Reports; applications made Database Governance manual Quality Assurance Document</p> <p>Asset Register is kept by Executive Officer</p>	<p>Principal Property Manager</p> <p>HOFs</p> <p>Executive Officer</p>
Ongoing	<p>Maintain and monitor a Hazards Register Identify, isolate and minimize known hazards Health and safety committee audit The use of all teaching spaces will be reviewed The above review will inform a plan of any future refits required to maximise spaces</p>	<p>Health and Safety Committee</p>



Rotorua Girls High School Charter Targets 2017



Charter Targets for 2017

1. LITERACY

Reading and Writing - Shift Year 9 and 10 Reading and Writing levels by enough sub levels to enable students to cope with NCEA level 1.

Literacy Year 9 – We will continue our focus on writing skills – paragraph writing and the literature essay. This will be measured by progress from paragraph CAT at the beginning of Term 2 and the literature essay in the end of year examinations. The target is for the percentage of students attaining Achieved or higher to be the same, or higher, for both assessments. This links to our school wide focus on “Write that Essay”.

Literacy Year 10 – We will maintain our focus on writing skills – specifically on essays. This will be measured by progress from Literature Essay responses at the beginning of Term 2 and the essay Response to Text in end of year examinations. The target is for the percentage of students attaining Achieved or higher to be the same or higher for both assessments. This links to the school wide development focus on Dr. Ian Hunter’s “Write that Essay” programme.

2. NUMERACY

The goal is for 90% of students in year 9 and 10 to move up at least two sub levels of the New Zealand Curriculum during the year.

Numeracy Year 9 - We aim to monitor student progress more personally and measure progress of Year 9 students using the curriculum level as an indicator. We will quantify the curriculum level of each student at the start of the year using entrance test data and comparing it to the curriculum level attained by the student at the end of year, obtained through the school examination result. During the year to monitor progress and provide support for improvement, we will collect data on the curriculum level through CAT tasks. We can observe progress over different strands.

Numeracy Year 10 – Year 10 students sit two internally assessed standards: AS91026 Apply numeric reasoning in solving problems (4 credits) and AS91035 Investigate a given multivariate data set using the statistical enquiry cycle (4 credits). In 2015, 93.5% of students passed at least one standard. In 2016, we aim to increase by two percentage points to 95%.

3. NCEA and University Entrance Targets

All Students	2016 Provisional %	2017 Target %
Level 3 NCEA	93%	90%
University Entrance	45%	70%(students who intend to go to University gain entry
Level 2 NCEA	97%	90%
Level 1 NCEA (Yr 11)	94.7%	85%
Level 1 Literacy (Yr 11)	93.8	94%
Level 1 Numeracy (Yr 11)	94.5	95%
Level 1 Literacy (Yr 12)	98.4%	95%
Level 1 Numeracy (Yr 12)	100%	100%
Level 1 Literacy (Yr 13)	99%	100%
Level 1 Numeracy (Yr 13)	99%	100%

4. Endorsement Targets

Certificate Endorsements	2016 Provisional %	2017 Target
Level 3 Merit	27.0	28.0
Level 3 Excellence	14.9	15.0
Level 2 Merit	17.3	18.0
Level 2 Excellence	19.1	20.0
Level 1 Merit	22.5	23.0
Level 1 Excellence	12.7	13.0

Increase the percentage of Merit and Excellences at both subject level and certificate endorsement level in NCEA Levels 1-3 to meet National and Decile 3 comparable schools.

5. Targets for Māori students

Māori	2016 Provisional %	2017 Target
Level 3 NCEA	91.1	90.0
University Entrance	41	70% of students wanting to go to University
Level 2 NCEA	96.3	90.0
Level 1 NCEA	86.0	85.0

6. Targets for Pasifika Students.

Pasifika	2016 Provisional%	2017 Target
Level 3 NCEA	100	100
University Entrance	50	50
Level 2 NCEA	100	100
Level 1 NCEA	100	100



7. MERIT and EXCELLENCES

Increase the percentage of Merit and Excellences at both subject level and certificate endorsement level in NCEA Levels 1-3 to meet National and Decile 3 comparable schools.

Excellence Certificate Endorsements

YEAR	Level 1	Level 2	Level 3
2014	10.4	9.0	9.7
2015	21.0	18.1	10.4
2016	12.7	19.1	14.9

Merit Certificate Endorsements

YEAR	Level 1	Level 2	Level 3
2014	31.1	27.0	19.4
2015	27.0	21.3	26.9
2016	22.5	17.3	27.0

8. ATTENDANCE

The average student attendance in 2017 will be 87%.

Supporting Documents on Operations, Governance and Management

Curriculum:

- *Key school documents that inform the 2017 Charter relating to curriculum include;*
 - School Curriculum Framework
 - Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
 - Student Assessment Plan
 - Student Individual Portfolios; (displays school review information and formative assessment information.)
 - Associated Policies
 - Rotorua Girls' High School Strategic Plan
 - Rotorua Girls' High School Annual Plan

Finances:

- *Key school documents that inform the 2017 Charter relating to finances include;*
 - Annual Budget
 - 10 Year Property Plan
 - SUE Reports
 - Assets Register
 - Auditors Reports
 - Associated Policies & Procedures
 - Rotorua Girls' High School Strategic Plan
 - Rotorua Girls' High School Annual Plan

Health and Safety:

- *Key school documents that inform the 2017 Charter relating to health and safety include;*
 - Hazards Register
 - Maintenance Schedule
 - Evacuations Procedures
 - Student Support Programmes and Procedures; (Student Support Register)
 - Modern School Health & Safety Guidelines Handbook
 - Associated Policies
 - Rotorua Girls' High School Strategic Plan
 - Rotorua Girls' High School Annual Plan

Human Resources

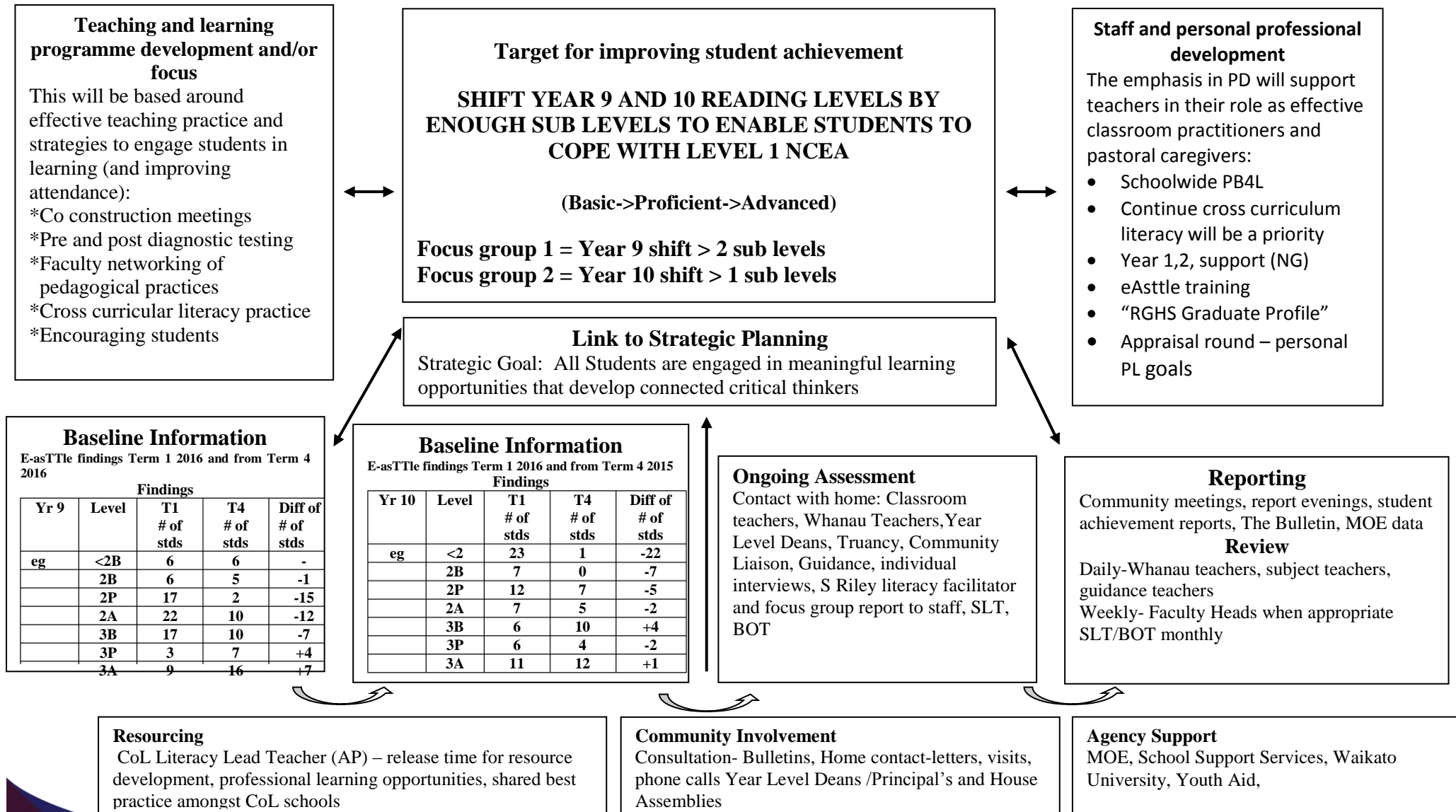
- *Key school documents that inform the 2017 Charter relating to human resources include;*
 - Job Descriptions
 - Performance Agreements
 - Staff Appraisals
 - Staff Handbook
 - School Parent Information Booklet
 - Staff Professional Development Programme
 - Roles & Responsibilities Schedule
 - Accidents & Medical Register
 - Personnel & Curriculum Policies
 - Rotorua Girls' High School Strategic Plan
 - Rotorua Girls' High School Annual Plan

Property:

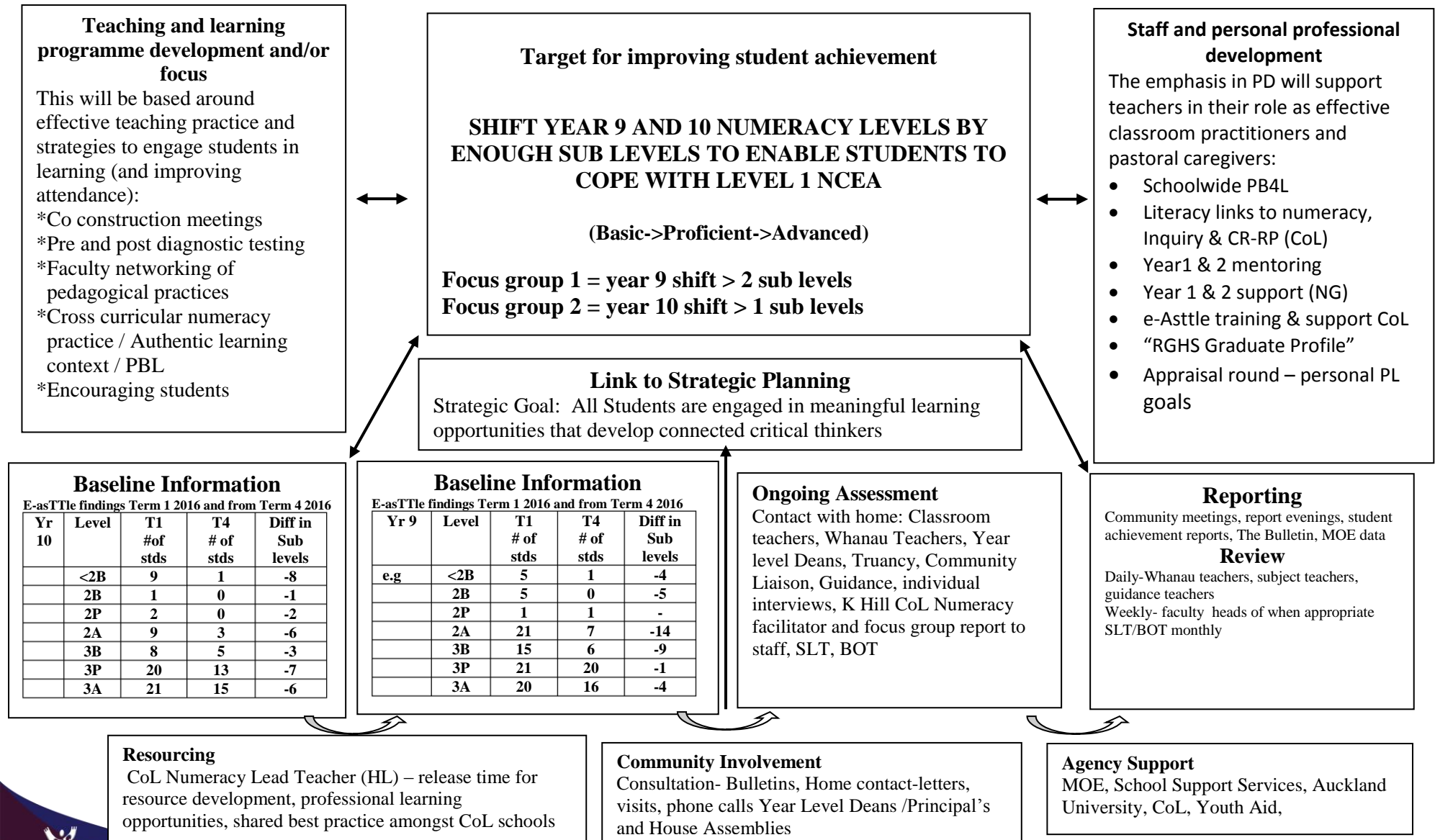
- *Key school documents that inform the 2017 Charter relating to property include;*
 - 10 Year Property Plan
 - 5 Year Property Schedule
 - Maintenance Schedule
 - Hazards Register
 - Evacuation Procedures
 - Insurance
 - Associated Policies
 - Rotorua Girls' High School Strategic Plan
 - Rotorua Girls' High School Annual Plan



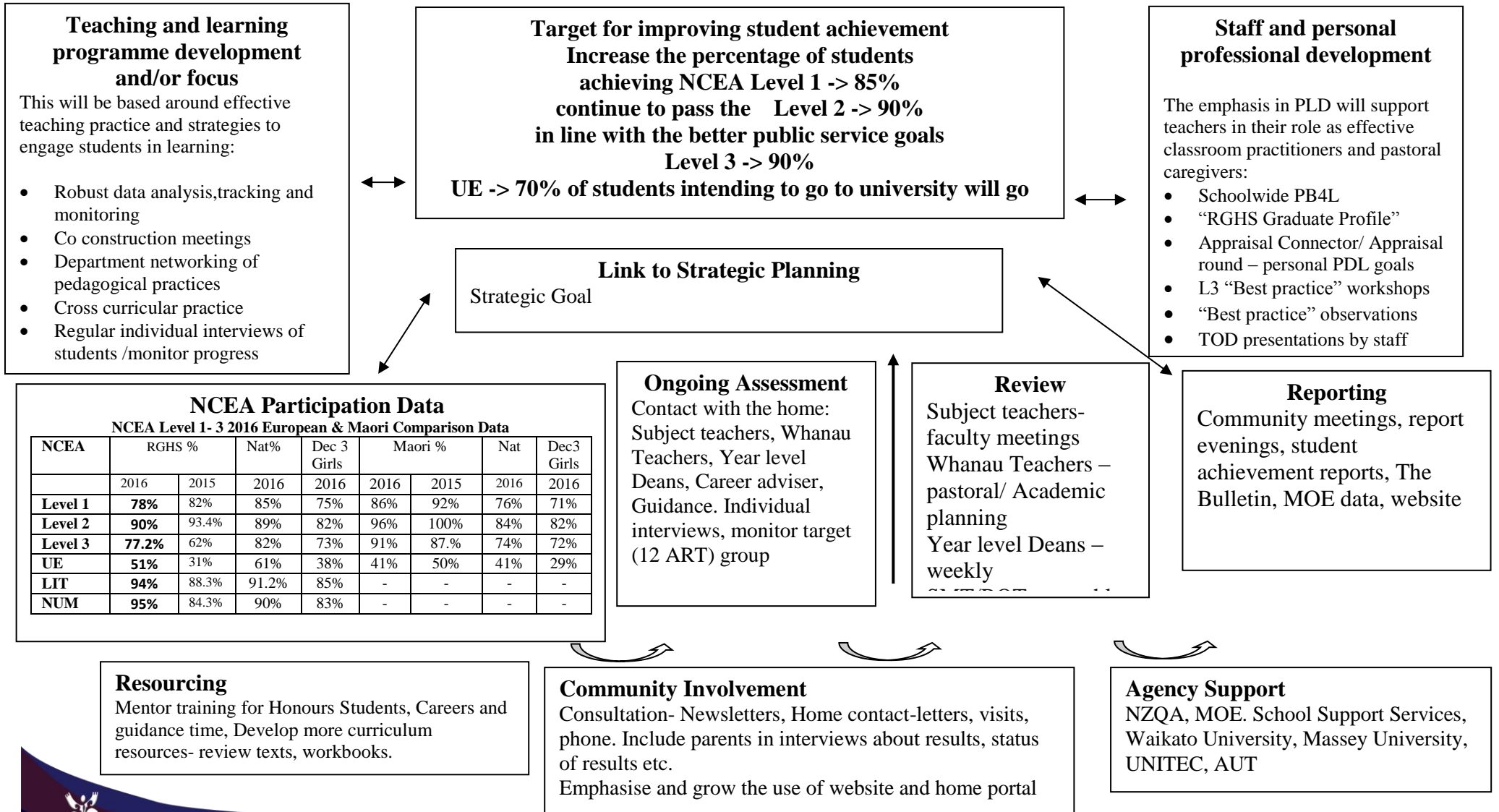
ACHIEVEMENT TARGET 1 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2017



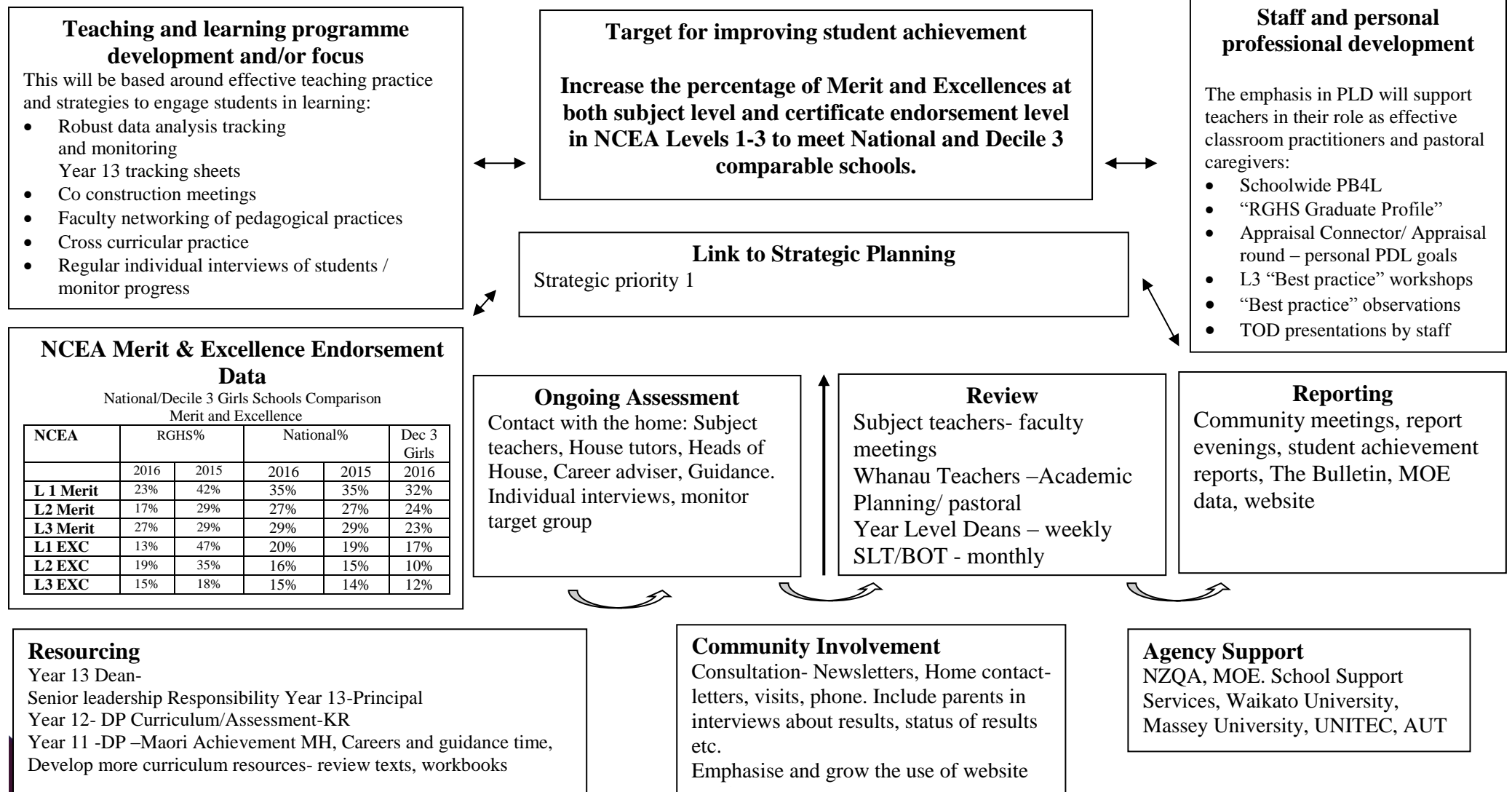
ACHIEVEMENT TARGET 2 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2017



ACHIEVEMENT TARGET 3 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2017



ACHIEVEMENT TARGET 4 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2017



“Crafting Future Leaders”

ROTORUA
GIRLS
HIGH SCHOOL

