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## TEACHING POSITION AT ROTORUA GIRLS' HIGH SCHOOL

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### INFORMATION PACK

This pack contains

- Message from the Principal plus general information on the school and its curriculum, personnel, mission, procedures, education outside the classroom, and comments from our last ERO review
- Application Form
- Specific information relating to the vacancy
- A generic Senior Teacher job description
- Te Kotahitanga Information
- School Policy on Smoking
- Principal's 2010 Annual Report
- Recent school newsletter
- EEO Questionnaire

- \* Rotorua Girls' High School had a 1 March 2011 roll of 861 students, including 32 students at the Rotorua School For Young Parents, and International students. The school roll has increased by 24% in the past 10 years.
- \* Ethnicity is 58% Maori, 28% European, 14% Other.
- \* It is a decile 4 school.
- \* It is one of 5 secondary schools in Rotorua (others are 2 co-ed, 1 boys, 1 integrated Catholic).
- \* For 2011 it offers a broad compulsory programme at Year 9, 17 options at Year 10, 37 options at Level 1, 543 options at Level 2, and 39 options at Level 3, plus many other options at Level 2 and Level 3 which can be accessed from tertiary providers through our Individual Senior programme.

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## PRINCIPAL'S MESSAGE

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Nau mai haere mai - Welcome to Rotorua Girls' High School



A well known Maori proverb concludes:

**“he aha te mea nui o te ao  
maku e ki atu  
he tangata, he tangata, he tangata”**  
*which translates as*  
**“what is the greatest thing in the world?  
Let me say,  
It is people, it is people, it is people”**

Rotorua Girls' High School is people: those who have been here, those who are currently here, and those who have yet to come. If you are contemplating coming to Rotorua Girls' High School then you belong to the third group and I invite you to read this prospectus carefully.

Our mission, goals and expectations will give you some ideas, but there is a myriad of impressions to be gained as you read. The staff, both teaching and support, are here because of the students, and we strive to make the teaching and learning process enjoyable and fun-filled. The school prides itself on its support networks which are based around our four Houses. The four schools-within-a-school concept means every student can feel there is always someone to turn to for advice, information and counselling.

Our academic, cultural, sporting and leadership programmes provide countless opportunities for students to perform to exceptionally high standards.

Our results speak for themselves, as we consistently perform at the very top of Rotorua district schools in examination results, sport, drama, leadership and culture.

Our recently upgraded and redesigned facilities are outstanding and provide an environment both inside and outside the classroom that enables high quality education to be delivered.

Our Code of Behaviour has been developed around the themes of individual and collective rights and responsibilities.

We operate a Positive Discipline System. We have no Detention System, but we do work individually with students who disturb the learning of others. We also have an orientation programme for students who transfer into Rotorua Girls' High School during the year. We offer a Junior Graduation Programme for students in Year 9 & 10, and Senior Graduation at Year 13. Because we only focus on young women, we are able to provide an integrated education that enables our graduates to truly fulfil their role as twenty first century women.

We are in every sense, a school for the twenty first century. All staff use laptops in classrooms provided with data projectors and screens (a New Zealand first). Staff also access interactive Whiteboards. We were a Lead School for the ICT Professional Development Programme. We are a Te Kotahitanga School and our outstanding Maori leaver statistics bear testimony to this programme.

The high retention rates of our students reflects our commitment to communicate regularly with our parents. In this way a partnership is forged between student, staff and home that allows for individual understanding and respect.

Our students attend more regularly, stay longer and have higher leaver statistics than students in comparable schools. Our students across every ethnic grouping achieved more NCEA certificates in 2008 than any other females in Rotorua Schools. Our provisional 2009 results show that our students have overall gained more NCEA Certificates than ever before.

I hope that in this information pack you sense the essential atmosphere that pervades this school - enabling young women to make wise choices.

Please contact me if you have any questions.

Kia tu  
Kia manawanui



Annette Joyce  
Principal

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*“The principal provides strong leadership. She is experienced, has high expectations for staff and students, and continues to effectively promote the profile of the school in the wider community. Under her leadership there is a clear focus on raising achievement and there are many opportunities for girls to succeed.” Latest ERO 2009*

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## THE SCHOOL CURRICULUM

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The quality of the curriculum is the most important aspect of any school.

Our curriculum is designed to meet the needs of each young woman who enrolls. We believe that young women should aim to spend 5 years in the secondary environment. Therefore, we provide a curriculum that is interesting, relevant, and which enthralls them. We also believe that students need to be challenged in all curriculum areas. We are committed to providing high quality teaching, so that students' learning opportunities are enriched.

In the Junior school (Years 9 and 10), the emphasis for 60% of the time is on the core curriculum areas of English, Reading, Mathematics, Science, Social Science, Health, and Physical Education. This emphasis lays the foundation for our enviable academic results. For Year 9 students, the other 40% of the time is spent experiencing the breadth of other subjects available in the new National Curriculum. Each student experiences aspects of Technology; she also experiences up to 4 languages, 4 business related subjects, as well as Visual Art, Dance, Drama, Music and Maori Performance. This compulsory curriculum is designed so that all students cover the 8 Essential Learning Areas of the new National curriculum i.e. Language, International Language, Mathematics, Science, Social Science, Arts, Technology, Health and Physical Wellbeing.

For Year 10 students, the other 40% of the time is spent developing a depth of knowledge in 3 particular learning areas (options). These options are based on subjects experienced during Year 9.

Students with particular curriculum abilities will be given the opportunity to be extended (GATE programme), and also to be involved in a mentoring programme. Students needing extra assistance in Reading, Numeracy or Literacy are well catered for (LAN programme). We will contact families if we consider extra programmes are necessary. We also welcome comment and self-referral from students and their families. We believe that regular communication is the key to students achieving their potential.

In the Senior school, class composition is generally mixed ability, and relates to the particular subjects chosen for study. Students have the opportunity to sit or be assessed for NCEA Level 1 (generally in Year 11), NCEA Level 2 (in Year 12), and NCEA Level 3 and Scholarship examination (in Year 13). As well, students work towards a number of other National Certificates at various levels. (e.g. National Certificate of Employment Skills, Te Waharoa).

In Years 11 and 12 students work in 6 subject areas, while Year 13 students work in 5 subject areas. Courses selected are carefully scrutinised in advance to ensure that students are making wise choices. All courses are profiled in the Curriculum Guide, issued to each student in August.

Option/Career evenings are held each year to enable students and their parents to be more aware of particular courses available. The school prides itself on the depth and diversity of opportunities offered to students through our Careers programme. Students have the opportunity to visit tertiary institutions and to hear visiting speakers - including past students - talk about opportunities available. They also experience workplace placements through the Gateway Programme and our Youth Apprenticeship Programme.

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*"The school's achievement information from the National Certificate of Educational Achievement (NCEA) shows that each year an increasing proportion of students are achieving Levels 1, 2 and 3." Latest ERO 2009*

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*"Students are staying longer and achieving better results each year." Latest ERO 2009*

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*"The achievement of Maori students has improved considerably over the past five years with the proportion achieving Level 2 in Year 12 and Level 3 in Year 13 now significantly above the national average for Maori." Latest ERO 2009*

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## THE SCHOOL

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Rotorua Girls' High School was established in 1959, as the only Girls' School in the Rotorua district, after commencing in 1927 as the Rotorua District High and Grammar School on the site now occupied by Rotorua Boys' High School. It is a State School. It is one of only 25 Girls State Schools in New Zealand.

In 2009 we celebrated our 50<sup>th</sup> Jubilee.

Rotorua Girls' High School offers a clear choice of education for the young women of the Rotorua district. It has a strong tradition of excellence in academic, cultural, sporting and leadership endeavours. This tradition is guarded zealously by the students, staff, past students and community. In 2008 the school was recognised nationally for its high levels of student engagement, and outstanding student achievement. In 2009 the school became the first Waikato/BOP Secondary School to be given the "5 Year Tick" by ERO. –This is an outstanding recognition.

Students find that while the school has a strong tradition, it is also very modern in its approach to technology and new curricula. The school has facilities that after fourteen years of intensive redevelopment put it amongst the top echelon of state schools in the country.

Our superior facilities include modern upgraded classrooms, all containing data projectors and white screens, plus Internet access. Staff all operate with laptops for instant access. Our Performing Arts facilities include a modern Dance studio, Drama, Music and Maori spaces, plus a range of Performance areas.

Technology spaces include specialist areas for Design Technology, Food and Hospitality, Fashion and Textiles Technology, Graphics, Art, Harakeke and Hairdressing. Music facilities include a recording studio.

Computing facilities include a multimedia space and 4 large modern spaces each containing 30 computers, plus scanners, printers and colour copiers. Specialist computing facilities are also available in our refurbished library and design spaces.

Upgrades to the Social Sciences, Languages, Business, English, Mathematics, Science, Careers, Photography, Whare and Library have recently been completed. Plans are underway for a modern Performance facility.

Students all enjoy access to a modern café, a Wellness Centre complete with free medical facilities, and Rotorua's ARENA, our sporting and conference facility. The ARENA, provides superb purpose-built facilities, including 2 Netball/Basketball courts, 4 separate changing areas, a fitness centre, mezzanine area for table tennis, a seminar room and a host of resource areas.

Students purchase all uniform items and stationery from their own shop.

School traditions are maintained in our 2 Memorial Walkways dedicated to former Principals of Rotorua Girls' High School, and in our extensive park-like grounds.

At Rotorua Girls' High School we particularly value our bicultural heritage, and this is acknowledged tangibly in our Whare "Takiri ko te Ata", in our commitment to our Maori Student Council "Kahui Rangatahi", and in our ongoing involvement with the Te Kotahitanga Project.

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*"The school presents an attractive physical environment with a range of well resourced facilities, including the library, arena and wellness centre." Latest ERO 2009*

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*The school values Maori tradition and cultural heritage. This is demonstrated through its recently established Marautanga faculty, support for Maori performing arts and the high number of Maori teachers." Latest ERO 2009*

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## THE SCHOOL – Page 2

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The school also has a multicultural focus and diversity with students from Australia, Africa, Austria, Belgium, Brazil, Canada, China, Denmark, France, Finland, Germany, Hong Kong, India, Italy, Japan, Korea, Malaysia, Norway, Pacific Islands, Philippines, Singapore, South Africa, Spain, Sri Lanka, Sweden, Taiwan, Thailand, United Kingdom, USA and Vietnam being part of our community. Our CATCH (Cultural Awareness to Create Harmony) committee promotes meetings and activities to ensure all students can experience opportunities to the full.

Teaching staff are experienced and up to date with recent curriculum developments. They have been involved in whole-school professional development programmes on Information Technology, Multimedia, Te Kotahitanga (raising Maori achievement) and Eliminating Violence. All staff have an ongoing commitment to professional development. For the past 12 years, the school has engaged in Action Research programmes in its quest for continual improvement.

The Pastoral Care network of the school is the basis for our success. We believe students must feel comfortable, safe and happy in their school environment if they are to achieve their potential.

The school is divided into 4 Houses - Hinemoa, Rangiuru, Karenga and Rukuwai. Each student, on entry, is placed in a House and remains in their House throughout their time at school. Students are placed into a whanau class for administrative reasons. This allows for the development of long term friendships, and in Year 9, the support of seniors (peer support leaders).

Each House has a Dean, whose special responsibility is the academic and pastoral care of students in their house. The Dean stays with that House from year to year, further reinforcing the concept of security and safety. Each Dean is responsible to the House Deputy Principal. We also have an Enrolment Dean who oversees all enrolment protocols.

The school also has a Guidance Counsellor who can be contacted on any matter relating to the welfare of students, and Careers Staff who can be contacted on any matter relating to career opportunities and work experience.

The Principal and Deputy Principals can be contacted on any matters of interest or concern. Together with the Director of Maori Achievement they form a Management team which, with the staff, is dedicated to ensuring that all students at Rotorua Girls' High School realise their potential and emerge as young women able to make a meaningful contribution to the new millennium.

Our school community offers strong networks of support for our students. The Board of Trustees oversees all policy and governance issues. The Parent Teacher Association acts as a forum for discussions between parents and staff. The Whanau Support and Pasifika groups provide advice on all matters to do with our Maori and Pacific students. The Alumni Association provides us with role models and mentors, and reinforces our traditions. Together these groups create the intangible threads that hold this school so tightly together. Together we are "Empowering Young Women".

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*"The school provides an inclusive and vibrant culture where girls are encouraged to take responsibility, assume leadership roles and become confident and independent young women as they move through school." Latest ERO 2009*

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*"There are well-developed systems and networks in place to support students' wellbeing." Latest ERO 2009*

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*"The school has effective self-review processes that are contributing to school-wide decision-making on matters such as resource provision and the implementation of teaching practices that are likely to lead to improved student engagement in learning." Latest ERO 2009*

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## EDUCATION OUTSIDE THE CLASSROOM

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A range of experiences outside the classroom and school are part of many curriculum programmes in the school. These include field trips and visits to exhibitions, displays and seminars. Other opportunities develop from classroom programmes and include home hosting overseas students, exchange visits to other countries and group visits to other countries.

As well, each year level is offered specific experiences. **Year 9 and 10** students participate in a special end of year programme involving a variety of activities and camps. **Year 11** students are offered study skills and motivational seminars. **Year 12** students attend career and leadership seminars, and a 3 day Leadership Camp. **Year 13** students become Peer Support Leaders.

All year levels are also offered other specific opportunities. These include:

- Annual visits to **Sir Edmund Hillary Outdoor Pursuits Centre**.
- Attendance at Auckland **Gifted Students Seminar**.
- **International Exchanges** In 2009 we had students going to United Kingdom, Germany, China and Australia, and we had students coming from Japan, Germany and a range of other countries. In 2010 we have 8 students visiting from Mounts Bay School in Cornwall, England in April, while 4-6 students will visit Mounts Bay in November. 7 students visited New Caledonia and 5 students will visit Japan in December. Student groups will also travel to New Caledonia, the Gold Coast of Australia and Hawaii. In April 2011, our fourth Study Tour will travel to China.
- **Examinations** by Alliance Francaise, Goethe Society, Australian Maths / English / Computing / Science and Languages, plus Speech and Drama examinations.
- **Competitions** include Rotary (Speech), Lions Young Speechmaker, Westpac (Music), BP Technology Challenge, Commerce Quiz, Shakespeare Competition, One Act Play Competition, Law Mooting. The Business Experience, Stage Challenge, Waikato/BOP Debating Competition, Environment BOP Art Awards, Young Designer of the Year.

Education outside the Classroom is a valued extension to classroom teaching and student learning. It offers students the opportunity to develop talents and qualities which may not be apparent in the classroom. It occurs because of an ongoing commitment by dedicated staff.

A wide range of **cultural** and **sporting** activities exist at Rotorua Girls' High School. Co-ordinators in both Arts and Sports oversee the activities.

**Cultural activities** cover a diverse range and include the following areas:

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|---|--|
| 1. Amnesty International                        | 16. Key Club                                   |
| 2. Art Club                                     | 17. Musical Groups (Jazz Band, Orchestra, etc) |
| 3. Ballroom Dancing                             | 18. Magazine Production                        |
| 4. Barbershop Quartet                           | 19. Mooting                                    |
| 5. CATCH (Cultural Awareness to Create Harmony) | 20. Polynesian Club                            |
| 6. Catering Committee                           | 21. Rockquest                                  |
| 7. Choir  | 22. SADD                                       |
| 8. Dance Group                                  | 23. School Production                          |
| 9. Debating                                     | 24. Speech Making/Manu Korero/Great Debate     |
| 10. Drama                                       | 25. Stage Challenge                            |
| 11. Environmental Council                       | 26. Student Council                            |
| 12. Film Club                                   | 27. Te Roopu Mana Wahine                       |
| 13. Interact (Rotary)                           | 28. Theatresports                              |
| 14. Kahui Rangatahi                             | 29. Video Club                                 |
| 15. Kapa Haka Group                             |  |

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*“A notable feature of the school is the extensive and rich range of educational opportunities that enable students to experience success.” Latest ERO 2009*

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*“Students are able to engage in many sporting and cultural events, including the performing arts and a variety of outside the classroom activities.” Latest ERO 2009*

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**Head Girl, Deputy Head Girl, Academic, Arts, Sports and House Captains, the Prefects, Chairs of School Council, CATCH and Kahui Rangatagi plus Student Leaders** provide the major role models for the students, and they are complemented by **senior sports leaders and senior cultural leaders. Librarians and peer support leaders** provide another layer. In sports, students are involved as **coaches, referees and managers.**

**Sporting activities** abound in the school and we endeavour to provide support in any area where students have an interest. With 61 different sports Rotorua Girls' High School offers the widest choice of any school in the Bay of Plenty, and was the first Bay of Plenty school to qualify for the Sportsmark Award. For the past two years Rotorua Girls' High School has been recognised by Sport BOP for having the highest sporting participation rate of any BOP School.

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|------------------------------|-------------------------|------------------------------------|
| 1. Aerobics                  | 25. Judo                | 49. Squash                         |
| 2. Athletics                 | 26. Kayaking            | 50. Surf Lifesaving                |
| 3. Badminton                 | 27. Lifesaving          | 51. Swimming                       |
| 4. Basketball                | 28. Mountain Biking     | 52. Table tennis                   |
| 5. Beach Volleyball          | 29. Multisport          | 53. Tennis                         |
| 6. Boxing                    | 30. Netball             | 54. Ten Pin Bowling                |
| 7. Duathlons                 | 31. Orienteering        | 55. Touch Rugby                    |
| 8. Canoeing                  | 32. Outdoor Education   | 56. Tramping                       |
| 9. Canoe Polo                | 33. Outward Bound       | 57. Trampolining                   |
| 10. Cricket                  | 34. Petanque            | 58. Triathlon                      |
| 11. Cross Country            | 35. Rifle Shooting      | 59. Ultimate Frisbee               |
| 12. Croquet                  | 36. Road running        | 60. Underwater Hockey              |
| 13. Cycling                  | 37. Rockclimbing        | 61. Unihoc                         |
| 14. Dance                    | 38. Rock & Roll Dancing | 62. Volleyball                     |
| 15. Duathlons                | 39. Roller Hockey       | 63. Waka Ama                       |
| 16. Dragon Boating           | 40. Rowing              | 64. Waterpolo                      |
| 17. Equestrian               | 41. Rugby               | 65. Waterskiing                    |
| 18. Everest Youth Expedition | 42. Self Defence        | 66. Windsurfing                    |
| 19. Golf                     | 43. Skiing              | 67. Wrestling                      |
| 20. Gymnastics               | 44. Skydiving           | 68. Yachting                       |
| 21. Hockey                   | 45. Snowboarding/Skiing | 69. Yoga                           |
| 22. Hoe Waka                 | 46. Soccer              | 70. Young New Zealanders Challenge |
| 23. Indoor Rowing            | 47. Softball            |                                    |
| 24. Indoor & Lawn bowls      | 48. Spirit of Adventure |                                    |

**As well a host of lunchtime activities are** available including weight and fitness training and weekly inter-house sports. Students participate annually in School Athletic and Swimming Sports, and selected students compete in our annual interschool sporting exchanges with Tauranga Girls' College, Hamilton Girls' High School and Gisborne Girls' High School.

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*“The school is proud of its high participation rate in sports and the many students who are achieving excellence at local, regional, national and international levels.” Latest ERO 2009*

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## DRESS CODE

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Students in Years 9 to 12 have a dress code, based on navy blue, maroon and white. Students in Year 13 have a dress code based on black and white. All these dress code items can be purchased from the school Uniform Shop. A separate sheet lists uniform items and their cost.

Our dress code provides a range of items for students, all able to be worn at any time of the year, which allows students to express their own individuality, whilst retaining a corporate image.

- Navy skirt – different styles and lengths available
- Navy trousers - in regulation colour and material
- Navy shorts - in regulation colour and material
- White shirt – 2 short sleeved styles or  
– a long sleeved shirt in regulation style and material, plus a tie
- Maroon jersey - in regulation style
- Maroon vest or polar fleece - in regulation colour and style
- Navy Blazer – regulation colour and style
- Navy waterproof jacket - in regulation colour and style
- Scarf, tie - regulation colour and style
- Black lace-up shoes worn with black pantyhose (all year)
- Black roman sandals can be worn in terms 1 and 4 only. No socks or pantyhose are to be worn with sandals
- Navy PE Shorts – school design
- Navy PE Shirt – school design

### Notes

1. The only jewellery items that may be worn are an ID or medic-alert bracelet, a watch, one flat ring, an item of religious or cultural significance, (discreetly worn and requiring written parental permission at the beginning of the year), and flat studs (discreetly worn)
2. Jeans, sports shoes, nail varnish, other jewellery items and makeup are NOT part of the school dress code.
3. The school reserves the right to rule on the suitability of dress code items.
4. All dress code items should be clearly named.
5. Any non-regulation dress items will be confiscated and must be collected by students at the end of each term, or by parents during the term.
6. The school accepts no responsibility for any non-regulation dress items which are confiscated.
7. Year 13 – Black and white code to be worn.
8. All school uniform items can be purchased on site at the Uniform Shop.

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## CODE OF BEHAVIOUR

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This is based on individual and collective rights and responsibilities. All students are expected to comply with this code.

1. Students will show consideration and respect for others at all times.
2. Students will wear correct dress code items when attending, representing, or on the way to and from the school.
3. Students will be at school by 8.35 am each day, and not leave before 3pm, unless they have an authorised pass.
4. Students will care for all school property and maintain a clean and tidy environment.
5. Students will not have alcohol, tobacco or drug involvement, nor be involved in physical or verbal abuse, or bullying of others.
6. Students will not bring unnecessary electronic equipment to school.
7. Mobile phones will be turned off during class (if used inappropriately, they will be confiscated).
8. Students bringing valuables or money to school will leave them at the school office.
9. Students bringing bikes or cars to school will follow school bylaws.
10. Students will take care of school resources, including computers and furniture. This includes:
  - Respecting copyright conditions
  - Using only school software on school computers
  - Being considerate of other users of resources
  - Being responsible for security when using resources

### **2011 Term Dates**

Term One:	Monday	1 February	-	Friday	15 April	(54 days)
Term Two:	Monday	2 May	-	Friday	15 July	(54 days)
Term Three:	Monday	1 August	-	Friday	7 October	(50 days)
Term Four:	Tuesday	25 October	-	Wednesday	7 December	(32 days)
						(Total 190 days)

### **2012 Term Dates**

Term One:	Tuesday	31 January	-	Thursday	5 April	(47 days)
Term Two:	Monday	23 April	-	Friday	29 June	(48 days)
Term Three:	Monday	16 July	-	Friday	28 September	(55 days)
Term Four:	Monday	15 October	-	Friday	14 December	(44 days)
						(Total 194 days)

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*“Students receive appropriate support and guidance in making decisions about their learning pathways.”*  
**Latest ERO 2009**

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*“The board is strongly committed to making sound financial provision for positive learning experiences for students. The school’s strategic plan provides clear direction about educational priorities with a well articulated and agreed intention to improve levels of student engagement and achievement.”* **Latest ERO 2009**

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## GENERAL

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### **Adult Students**

The school welcomes the enrolment of full time or part-time adult students. Adult students can enrol for any courses at any level of the school. For further information, contact school reception.

### **Student Wellness Centre**

Minor injuries and illnesses can be treated at school in the Wellness Centre. In the case of an emergency, parents are contacted as soon as possible. If the matter requires immediate medical attention the student is taken to her own doctor, if available, or the nearest doctor. A free GP service is available at the Wellness Centre during lunch hour for students, by appointment. Other services, like physiotherapy, are also available by appointment. Wellness Centre personnel include the Wellness Centre Co-ordinator and Guidance Counsellor, who are available from 8.30am to 3.30pm.

### **Subject Fees**

Students in Year 9 in 2011 are required to pay a Rotation Fee of \$40, for 'take home' components in Food Technology (\$5), Graphics (\$10), Fashion and Textiles (\$10), Drama (\$5) and Art (\$10). Students in other year groups need to consult the 2011 Curriculum Guide to determine Subject Fees.

### **School Fees**

The Board has approved school fees for 2011 as follows - \$50 per student reducible to \$40 if paid by 31<sup>st</sup> March, 2 or more students in one family \$80 reducible to \$70 if paid by 31<sup>st</sup> March. Plus a compulsory Stationery Fee of \$31 for all students (this includes a personalised colour ID card - \$5, personalised school diary - \$10, 2011 school year book - \$10 and newsletter postage - \$6) It represents very good value for money and the school has an expectation that parents will contribute. The school fee is tax deductible. Parents who have not paid the school fee by 30<sup>th</sup> June will be charged separately for the above items and will also pay full costs for school events.

### **Textbooks**

These are provided free by the school and remain the property of the school. Lost or damaged books must be paid for by the student or her family. Each newly enrolled student pays a deposit of \$40 which is refundable when leaver procedures are completed.

### **Website**

Our newly updated school website [www.rghs.school.nz](http://www.rghs.school.nz) provides information on the school and enrolment forms, plus the 2011 Curriculum Guide, the latest Newsletters, and up-to-date news about student achievements.

### **Lockers**

Students can obtain a locker in the ARENA on an annual basis. The annual fee is \$25. Lockers must be cleared at the end of each year.

### **Enrolments**

These are welcome at any time of the year providing there is space available in the classes. Enrolment for Year 9 students is guaranteed to students whose enrolment forms are received at the school by 20 September of the year before. Please complete the school enrolment form with this prospectus, or contact the school office if an extra form is required. Open Days will be held at school during the year. An Information evening is held in term 3 and an orientation evening is held during term 4. Further information can be obtained by contacting the school:

251 Old Taupo Road

Rotorua

Website: [www.rghs.school.nz](http://www.rghs.school.nz)

Phone: 07 348 0156

Fax: 07 346 1269

email: [principal@rghs.school.nz](mailto:principal@rghs.school.nz)

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# ROTORUA GIRLS' HIGH SCHOOL PERSONNEL 2011

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## Board of Trustees

Mrs Kathy O'Donnell	(Chairperson/appointed)	Mrs Annette Joyce (Principal)
Mrs Vanessa Eparaima	(Deputy Chairperson Parent rep)	Miss Biana Taute (Staff rep)
Mr Doug Banham	(co-opted)	Miss Marewa Hill (Student rep)
Mrs Sharon Coromandel	(Parent rep)	Mrs Barbara Jamieson-Tucker (Secretary)
Mr Brian McLean	(Parent rep)	
Mrs Julie Hill	(Parent rep)	

## Teaching Staff

### Administration

Principal	Mrs Annette Joyce	BSc, Dip Tchg, Dip SM (PG)
Deputy Principal (Hinemoa)	Mrs Raewyn Krammer	MEdM, PG Dip SM, Com Dip, Dip Tchg, T Dip T
Deputy Principal (Karenga)	Mrs Aaramoana Mohi-Maxwell	EMBA, B.Ed
Deputy Principal (Rangiuru)	Mrs Di Donnelly	M Ed (Hons), Dip.PG. Ed, Dip PE, Dip Tchg
Deputy Principal (Rukuwai)	Mrs Di Carter	M Ed Admin (Hons), Dip Parks & Rec, Dip Tchg
Director of Academic Excellence	Ms Jacqui Tyrrell	M Ed (Hons), Dip Tchg

### Guidance

Deans	Lead / Karenga	Miss W Morrison	B SocSc, Dip Tchg
	Rukuwai	Miss K Aldridge	BA (Hons) PE/Dance & Sci
	Rangiuru	Miss J Tamati	BA Tchg
	Hinemoa	Mrs M Stunell	MA (Mus.Tchg) Dip.ICT
Guidance Counsellor + adult students			
International Students		Mrs R Krammer	MEdM, PG Dip SM, Com Dip, Dip Tchg, T Dip T
Alternative Education		Miss J Tamati	BA Tchg
Alternative Education		Miss P Craven	BA Tchg
Alternative Education		Ms N Te Pania	BA Tchg
Te Kotahitanga Lead Facilitator		Miss L Tamati	BA Ed
Te Kotahitanga Facilitator		Ms K Jones	PG. Ed, B Ed, Dip Tchg

### Business and Careers Faculty

Head of Faculty	Mr K Heitia	MBA
Law/Business	Mrs R Krammer	MEdM, PG Dip SM, Com Dip, Dip Tchg, T Dip T
Careers Advisor	Ms D Martis	BA Psych
Computing/Business	Mrs J Cornes	B Tchg & Learning
Computing/Business	Mrs H Samvelyan	BA Media Studies
Business / Technology	Miss R Motu	Dip Te Reo, Cert Adult Teach
Computing	Ms F Kaiwai	BA Comp Systems
ISP	Mrs A Jones	BA, Dip Tchg

### English Faculty

Head of Faculty	Miss J Smith	B Arts, Dip Soc.Sci
Assistant to Head	Ms S Riley	BA Hist, BA Law
Assistant to Head	Ms M Figgist	BA Arts
English	Mrs S Wilson	BA
English	Ms A Morrison	M Ed (Hons), BA
English	Ms K. Ngata	BMPD, Grad Dip Tchg
English	Ms C Morgan	B Arts, PG Dip Tchg
English/Drama	Miss A Richardson	B Arts
English/Literacy	Mrs G Swears	BA, Dip Tchg
English/Drama	Mrs S Edwards-Tuilave	BA (Hons) Humanities

### Health / Dance and Physical Wellbeing Faculty

Head of Faculty	Mrs C Katu	B Ed, Dip Tchg
Assistant to Head	Miss K Aldridge	BA (Hons) PE/Dance & Sci
Physical Education/Health	Mrs D Donnelly	M Ed (Hons), Dip.PG. Ed, Dip PE, Dip Tchg
Physical Education/Health	Mrs C Beamish	B PE, Dip Tchg
Physical Education/Health	Mrs D Carter	M Ed Admin (Hons), Dip Parks & Rec, Dip Tchg
Physical Education/Health	Miss K Hill	B PE, B Com, Dip Tchg
Dance	Mrs J Trask	B SpLs, Dip Tchg
Physical Education/Health	Miss N Boss	B Sp & Ex Sc, Dip Tchg
Physical Education / Health	Mrs T McCaull	B PE, Dip Tchg
Music	Mrs M Stunell	MA (Mus.Tchg) Dip.ICT

### Marautanga Faculty

Head of Faculty	Miss L Tamati	BA Ed
Te Reo	Mrs D Rei	BA, Higher Dip Tchg, Tohu Matauranga
RTLb, SCT, Te Kotahitanga	Mrs R Ruwhiu	BA Maori
Head of Languages	Mrs S Grimm	BA, Dip Tchg
Japanese	Ms C Andrews	B Sc (EE)

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*"Teachers are hard working and are knowledgeable and enthusiastic about, their subject areas."*

**Latest ERO 2009**

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## ROTORUA GIRLS' HIGH SCHOOL PERSONNEL 2011

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### **Mathematics Faculty**

Head of Faculty	Ms H Adams	BA Soc Sci Acct Stud
Assistant to Head	Mrs M McLay	B Ed, Dip Tchg
Mathematics	Mrs T Shirley	B Ed, Dip Tchg
Mathematics	Ms A Wang	BA, Dip Tchg & Learning
Mathematics	Mrs M James	BA, Management
Mathematics	Miss A Flynn	BA Math Ed
Mathematics	Mrs H Baldwin	BA Ed (Hons)
Mathematics	Mrs C Slater	BA, Dip Tchg

### **Science Faculty**

Head of Faculty	Mrs Roselynn Marino	B Sc (Hons, PG Cert S Ed)
Assistant to Head	Ms M Goeth	MSc (Hons), Dip Tchg
Science/Biology	Ms H Passey	BA Sci
Science/Physics	Mr J Burton	B App Sc, Dip Tchg
Science	Mrs J Balakrishnan	B Sc, B Ed, PG Dip Ind. Relations

### **Humanities Faculty**

Head of Faculty	Ms J Tyrrell	M Ed (Hons), Dip Tchg
Assistant to Head	Mrs H Hodge	B TM, Dip Bus, Dip Tchg
History	Mr G Cleveland	BA, Dip Tchg
Social Studies/Careers	Miss W Morrison	B SocSc, Dip Tchg
Social Studies/Te Reo	Ms B Taute	BA Soc Sci, BA Tchg
Social Science	Ms J Vari	Grad Dip Tchg & Learning
Classics	Mrs C Newton	B SocSc, Dip Tchg

### **Technology Faculty**

Head of Faculty	Mr G Brooks	BA, PG Dip App.Sc, Dip Tchg
Technology - Food	Ms W Baines	B Sc (Hons) Consumer Stud
Technology – Hairdressing	Miss R Motu	Dip Te Reo, Cert Adult Teach
Technology – Soft Materials	Miss C Hazlett	BA (Hons) Fash Design
Technology – Soft Materials	Ms C Hazlitt	BA Fash Design
Art/Painting	Mrs L Hughes	B Ed, BA, Dip Tchg
Art/Photography	Miss N Whistler	B Design

### **Co-ordinators**

Sports	Mrs N Lee (QSM)	Wellness Centre	Mrs S Tickelpenny
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### **Itinerant Music Tutors**

Percussion / Violin / Jazz Band	Mr M Heath	Voice Sax / Barbershop	Mrs K Huston
Guitar	Mrs S Hotta		

### **Rotorua School For Young Parents**

Teacher in Charge	Mrs B Stewart	Assistant Teacher	Mrs W Robinson
Maths	Mr T Fairbrother	Support Staff	Mrs E Pitman
Literacy Support	Mrs B Murray-Stevens		

### **Teacher Aides / PPP Tutors**

Mrs H Tina	Mrs A Gunn	Mrs M Ellis	Ms W Tiopira	Mrs A Stewart	Mrs G Cunningham	Miss E Bretterton
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### **Ancillary Staff**

Executive Officer	Mrs B Jamieson-Tucker	Site Manager	Mr C Hurihanganui
Principal's Personal Assistant	Mrs T Harford	Caretaker	Ms N Daley
School Receptionist	Mrs R Juergens	Assistant Caretaker	Mr C Huriwaka
Accounts Clerk	Mrs J Anderson	Groundsman	Mr M Edmonds
Accounts Officer	Mrs B Leckey	Groundsman	Mr C Meegan
Staff Secretary	Mrs K Asplin	Attendance Liaison	Mrs T Sutherland
Uniform Shop	Mrs Rosemary Juergens	Records Manager	Mrs S Bailey-Nairn
Reprographic Support	Mrs B Green	Enrolment Induction	Mrs L Buchanan
Careers Assistant	Mrs K Edmonds	NCEA Support	Mrs C Cassidy
Librarian	Mrs S Miller	IT Support Technician	Mr J Wilson
Cafeteria Manager	Ms M Wilson	RGHS Childcare	Mrs S Genefaas
Canteen (Senior) Assistant	Mrs J Cawte		
Canteen Assistant	Mrs D Van der Drift		
Gateway Co-ordinator	Ms Y Downard		

### **Cleaning Staff**

Miss L Baker	Ms J Raiwhara	Mr M Wilson	Mrs K Bennett	Mrs S Huriwaka	Ms L Nicholls
Ms B Epiha	Ms A Hawawire				

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*Teachers are developing positive relationships with students and use teaching practices that contribute to high levels of student achievement in senior classes.” Latest ERO 2009*

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**APPLICATION FORM:****ROTORUA GIRLS' HIGH SCHOOL**

Position applied for \_\_\_\_\_

Advertised in \_\_\_\_\_

Advertised on \_\_\_\_\_

**A: PERSONAL DETAILS :**

Title : Ms/Mrs/Miss/Dr/Mr

Surname : \_\_\_\_\_

Given Names : \_\_\_\_\_

Full Postal Address :  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contact Telephone No. : Day \_\_\_\_\_

Fax No.: \_\_\_\_\_

Evening \_\_\_\_\_

Date of Birth : \_\_\_\_\_

Ethnicity \_\_\_\_\_

Previous Name if used in teaching : \_\_\_\_\_

Do you have any known condition that may effect your ability to  
carry out the duties and responsibilities outlined in the job description? Yes / No  
If Yes please give details:**B: STATUS: (Please tick appropriate box)****Registration No.**Registered Teacher Provisionally Registered Teacher Not registered **C. TERTIARY QUALIFICATIONS (plus year gained)** \_\_\_\_\_**TEACHING QUALIFICATIONS (plus year gained)** \_\_\_\_\_

D.

**EMPLOYMENT HISTORY (in chronological order)**

<b>From</b>	<b>To</b>	<b>Employed at (where you worked / taught)</b>	<b>Full time/ Part time</b>	<b>What you did/taught Nature of Position</b>

Other Qualifications:

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**E. REFEREES : Please provide referee details as below. Your referees may be contacted personally to provide a verbal reference. You should also enclose written references from two people who know you in a professional capacity.**  
(These may be the same people as you use for referees).

**1. Mr/Ms/Mrs/Miss**

**Surname :** \_\_\_\_\_ **Given Name :** \_\_\_\_\_

**Position :** \_\_\_\_\_

**Address :** \_\_\_\_\_

\_\_\_\_\_

**Telephone : Private :** \_\_\_\_\_ **Business :** \_\_\_\_\_

**2. Mr/Ms/Mrs/Miss**

**Surname :** \_\_\_\_\_ **Given Name :** \_\_\_\_\_

**Position :** \_\_\_\_\_

**Address :** \_\_\_\_\_

\_\_\_\_\_

**Telephone : Private :** \_\_\_\_\_ **Business :** \_\_\_\_\_

**F. CONFIRMATION**

- a. I certify that the information given in this application is to the best of my knowledge correct. I understand that this may be verified.
- b. In accordance with the Privacy Act, I authorise the Board of Trustees to obtain further information from the referees listed in this application and consent to the referees disclosing such information to the Board.
- c. I also authorise the Board of Trustees to make other enquiries as they see fit in relation to my application and consent to the disclosure of information to the Board of Trustees by such persons of whom enquiry is made on pertinent matters.

d. Have you ever been convicted of an offence against the law (excluding minor traffic violations)?

Yes / No

If yes – please provide details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Applicant's Signature :** \_\_\_\_\_ **Date :** \_\_\_\_\_

# JOB DESCRIPTION : TEACHER - GENERIC

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**Job Title : Teacher**

**Directly Responsible to :**

**Directly Supervising :**

**Functional Relationship with :**

**Primary Objectives:**

- \* to facilitate student learning
- \* to assess and report on student learning
- \* to work towards the implementation of the goals and objectives of the Charter
- \* to abide by school policy statements
- \* to make a contribution to school life

There are six Key Performance Areas:

## 1. TEACHING STRATEGIES

Key Tasks	Expected Outcomes	Performance Indicators
1. Planning of the classroom environment	<ul style="list-style-type: none"> <li>* An effective learning environment</li> </ul>	<ul style="list-style-type: none"> <li>* Effective grouping</li> <li>* Visual displays</li> <li>* Team teaching activities where appropriate</li> </ul>
2. Focusing on individuals and using a range of teaching styles	<ul style="list-style-type: none"> <li>* Appropriate assessment and evaluation systems operating and documented</li> <li>* Has current knowledge of effective learning and teaching strategies</li> <li>* Positive class atmosphere</li> <li>* Students accept learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>* Selecting and using appropriate resources</li> <li>* A range of teaching strategies evident</li> <li>* Takes part in teacher development programmes</li> <li>* Students make progress in their work</li> </ul>
3. Follow school systems and policies	<ul style="list-style-type: none"> <li>* Effective reporting to parents</li> </ul>	<ul style="list-style-type: none"> <li>* Written documentation</li> <li>* Report evenings</li> </ul>
4. Recognition of barriers to learning	<ul style="list-style-type: none"> <li>* Students' barriers recognised acknowledged and catered for where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>* Reading materials at appropriate level</li> <li>* Students able to use appropriate resources</li> <li>* Consultation with appropriate support staff</li> <li>* Students on task and not interfering with the learning of others</li> </ul>
5. Using a variety of teaching styles in units	<ul style="list-style-type: none"> <li>* Students maintain a level of interest throughout unit</li> <li>* Knowledge of student learning styles / abilities of the class</li> </ul>	<ul style="list-style-type: none"> <li>* Lessons shows a number of different strategies</li> <li>* Records of learning are kept</li> </ul>

Key Tasks	Expected Outcomes	Performance Indicators
6. Competent lesson planning	<ul style="list-style-type: none"> <li>* Well organised lessons (structured, managed well)</li> <li>* Resources appropriate to the learning levels</li> <li>* Students learn (skills, knowledge, understanding)</li> </ul>	<ul style="list-style-type: none"> <li>* Students on task / involved</li> <li>* Assessment records kept</li> <li>* Teachers planning record</li> </ul>
7. To use strategies appropriate to age, ability and attainment of students	<ul style="list-style-type: none"> <li>* Independent learning is encouraged</li> <li>* Students needs are identified, acknowledged and met</li> <li>* Students work co-operatively and communicate with each other when appropriate</li> <li>* Group work encouraged where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>* Students on task</li> <li>* Remedial / extension work provided</li> </ul>

## 2. CURRICULUM DELIVERY

Key Tasks	Expected Outcomes	Performance Indicators
1. To gain an awareness and familiarity with National Curriculum Statements.	<ul style="list-style-type: none"> <li>* Appropriate planning of lessons / units</li> </ul>	<ul style="list-style-type: none"> <li>* Teachers planning record</li> </ul>
2. To deliver the curriculum in accordance with school and national requirements.	<ul style="list-style-type: none"> <li>* student learning and achievement occurs</li> <li>* Students take responsibility for learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>* Assessment records (unit standards, examinations, reporting)</li> <li>* Student / peer self assessment</li> <li>* Student appraisal of content and delivery</li> </ul>

## 3. MOTIVATION OF STUDENTS

Key Tasks	Expected Outcomes	Performance Indicators
1. To create a stimulating and attractive classroom environment	<ul style="list-style-type: none"> <li>* Room is consistently well presented and maintained</li> <li>* Activities and an environment which promote self-esteem and self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>* Infrequent unexplained absences</li> <li>* Students work on display</li> <li>* Absence of vandalism</li> <li>* Mutual courtesy observed</li> </ul>
2. Teacher displays enthusiasm for the subject.	<ul style="list-style-type: none"> <li>* Desire to learn stimulated in students</li> <li>* An appreciation and understanding of the subject</li> </ul>	<ul style="list-style-type: none"> <li>* Students enjoy subject more</li> <li>* Students opt to study this subject</li> <li>* Students achievement improves</li> </ul>

Key Tasks	Expected Outcomes	Performance Indicators
3. Design tasks and learning activities appropriate to a range of needs.	<ul style="list-style-type: none"> <li>* Increased awareness of student's different learning styles</li> <li>* Understanding of the range of student abilities</li> <li>* Tasks appropriate to learning objectives and student needs</li> </ul>	<ul style="list-style-type: none"> <li>* Observation of a range of activities</li> <li>* Students enjoy the subject more</li> </ul>
4. Use of praise and positive reinforcement discerningly.	<ul style="list-style-type: none"> <li>* Increased self-esteem and self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>* Observations of the use of praise and positive reinforcement</li> </ul>
5. To motivate students to perform to the best of their ability. Setting / expectation of student achievement. Establish rapport and a trusting relationship with students.	<ul style="list-style-type: none"> <li>* A positive learning environment</li> <li>* Individual learning needs of students are met</li> <li>* Students are motivated to learn</li> <li>* Consistency in student behaviour and work habits</li> <li>* Students encouraged to take responsibility for own learning</li> <li>* Teacher's enthusiasm shared with students</li> <li>* Satisfied students (co-operative)</li> <li>* Student achievement enhanced</li> <li>* Lesson objectives met</li> <li>* Positive student feedback</li> <li>* Book work/Homework standards met</li> </ul>	<ul style="list-style-type: none"> <li>* There is a good rapport between staff and students</li> <li>* Course / dept requirements regarding homework / assignments are met by students</li> <li>* A range of learning materials is being used</li> <li>* Different learning styles catered for</li> <li>* Pre-testing occurs (if appropriate)</li> <li>* Appropriate positive reinforcement is given to students achieving at all levels</li> <li>* Accurate assessments of learning level</li> <li>* Gives praise and positive reinforcement, acknowledges achievement</li> <li>* Students can set own learning objectives and goals</li> <li>* Students happy to be in class, good class attendance</li> <li>* Students take responsibility for their behaviour, learning</li> <li>* Homework completed</li> <li>* Classroom tasks completed</li> <li>* Extension activities evident</li> <li>* Students on task</li> <li>* Co-operation evident</li> <li>* Positive classroom responses</li> </ul>

6. <u>Knowledge of students</u> - individual needs - individual learning styles - tasks appropriate to students' needs	* Interactive, positive, purposeful learning environment * Barriers to learning reduced	* Students attend * Students stay on-task * Punctual * Vandalism down * Teacher stress at minimum
7. Teacher is a good role model	* Teacher held in high regard	* Efficient, punctual, prepared, consistent, fair, polite

#### 4. CLASSROOM MANAGEMENT

Key Tasks	Expected Outcomes	Performance Indicators
1. Clear and consistent boundaries are established and promulgated.	* An orderly classroom * Students are aware of expectations	* "Rules" are displayed in the classroom * Students are aware of classroom routines and expectations * Supportive, working atmosphere * Students are prepared for learning
2. Teacher models desired behaviours	* Teacher behaviour is of a high standard * Teacher displays positive attitudes	* Teachers are polite to each other * Teachers respect others' opinions * Teachers are tolerant and considerate of others
3. Classroom is well managed	* A positive and safe learning environment * Teaching and learning is valued * Expectations are made clear and understood * Physical environment is conducive to learning * Set work is attempted by all * Facilities are respected and cared for	* Teacher attempts to involve students * Positive student interaction * Timely and appropriate recognition of work and effort
4. Create optimum conditions for learning through efficient organisation of the classroom	* All students achieve their potential for learning	* Regular assessment * Variety of teaching to cater for different learning styles
5. To maintain order and discipline in the teaching/ learning environment	* Ground rules for students set	* Ground rules are followed
6. To provide a safe learning environment	* Students can focus on their learning	* Confidential information is not disclosed by teacher * Students are informed about procedures related to physical injury * Students understand procedures for reporting harassment and abuse * Procedures in place to regularly review physical classroom safety

## 5. CONTRIBUTION TO TEACHING TEAM ACTIVITIES

Key Tasks	Expected Outcomes	Performance Indicators
1. To carry out required school and departmental administrative procedures and tasks assigned within the department	* Administrative tasks and procedures assigned by the HOD/TIC are carried out as required	* Minutes of department meetings * Evidence of tasks completed
2. To contribute to curriculum planning and resource development in subject area	* Meets requirements of Ministry of Education and NZQA deadlines	* Attendance at meetings * Taking share of workload * Feeling of involvement
3. To contribute to the team's teaching activities by sharing ideas and resources and attending team meetings	* Preparation and sharing of teaching resources and ideas for agreed units of work * Regular contributions made to departmental meetings * Ownership of Corporate decisions	* Completed units are available for staff use * Staff are trained in use of new units * Efficiently working programmes * Minutes of department meetings * Good communication and awareness of what is happening in department * Good resource management evident
4. To accept responsibility for some aspects of organisation and provide collegial support	* The team functions cohesively, harmoniously, professionally * Mutual trust and confidence between team members	* Minimal intervention required by senior management
5. To attend professional development courses in subject area	* New ideas are brought into the department and shared	* Appraisal records * Staff satisfaction * Innovations

## 6. CONTRIBUTION TO THE CORPORATE LIFE OF THE SCHOOL

Key Tasks	Expected Outcomes	Performance Indicators
1. To take responsibility for the pastoral care of a whanau	* Awareness of the needs of individuals in the whanau and their families * Reporting of needs to guidance / pastoral system	* Observed knowledge of student needs
2. Attendance at appropriate meetings.	* Effective communication and information channels	* Minutes of meetings

Key Tasks	Expected Outcomes	Performance Indicators
3. To be available to communicate with caregivers when necessary and support the “open school” policy.	* Caregivers will know that they are able to discuss the progress of students at scheduled meetings and if necessary by arrangement	* Report evenings * Student records * Parent / teacher interviewing * Open days / evenings * Phoning / home visits
4. To promote the school positively.	* To represent the school in a positive light	* Parent feedback * Community feedback * Student feedback
5. To be involved in extra-curricular activities (if consistent with school philosophy).	* Increased opportunities for students * Increased rapport with students	* Involvement in student-based activities
6. To be part of the “school team”.	* Teacher doing the wider task load e.g. duty, pastoral care * Collegial support * Daily professional responsibilities performed effectively	* Following the agreed staff professional code of ethics * Taking one’s turn on committees etc. * Punctuality * Accurate completion of daily forms * Attend assemblies * Assist with daily relief when asked * Support school rules, regulations and procedures * Carrying out of rostered duties.
7. To maintain contact with the community.	* Promotion of school / community relationships	* Sponsorship/donations * Community involvement in school activities e.g. guest speakers, class visits
8. Participate in the co-curricular life of the school	* Each staff member has an involvement in an out-of-class activity of consequence * Each activity has at least one staff member involved	* Each staff member is involved with at least one activity e.g. department meetings, staff & committee meetings, report evenings * Willingness to participate in P.D. * Contributes to discussion and decision making

**7. AN OBJECTIVE FOCUSING ON AN IMPROVEMENT IN TEACHING PERFORMANCE**  
i.e. in one or more of the key performance areas relating to teaching performance. This will be different for each individual, so will be added at the beginning of each year.

## **Rotorua Girls' High School is a Te Kotahitanga School**

The attached sheets give you information on the Te Kotahitanga Project, and includes a copy of the consent form you will be expected to sign if you are offered a position at Rotorua Girls' High School.

If you have any questions/queries regarding participation in this programme please contact Rotorua Girls' High School Te Kotahitanga Co-ordinator Haley Stewart on (07) 348 0156 or Rotorua Girls' High School Principal Annette Joyce.

*Rotorua Girls High School  
251 Old Taupo Rd  
Rotorua*

*Te Kotahitanga Facilitator  
Claudine Waitere*

*Principal  
Annette Joyce*

Māori Education Research Institute  
**School of Education**

The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Telephone 64-7-838 4500  
Facsimile 64-7-838 4555



**The  
University  
of Waikato**  
*Te Whare Wānanga  
o Waikato*

## **CONSENT FORM (Teachers)**

### **Te Kotahitanga Phase III: Whanaungatanga Improving the educational achievement of Maori students in mainstream education**

Please read, sign and return to your Te Kotahitanga Phase III facilitator.

I understand that I am participating in Te Kotahitanga Phase III, a research and professional development project with the Maori Education Research Institute of the School of Education of the University of Waikato, and Poutama Pounamu Research and Development Centre of Tauranga. This project is funded by the Ministry of Education.

I have had the project and my part in it, explained to me by my facilitator and have read the information sheet provided by the research and professional development team concerning the nature and scope of this research and professional development project and understand what it is all about, as follows:

I will be expected to:

- Attend a two-day professional development hui, prior to the start of the school year, led by my in-school facilitator and support team;
- Take part in formal in-class observations (one lesson observed per term) and follow up work;
- Review and record my classroom practice, philosophical positioning, foster new relationships and interactions within my classroom, particularly with Māori students and develop teaching and learning strategies within my classroom.
- 
- I understand that these activities will be completed during my normal hours of work. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- My participation in the project is entirely voluntary;
- I am free to withdraw from the project at any time without question and without disadvantage before 31 July 2006;
- Any raw research data will be archived indefinitely in accordance with the University of Waikato's Ethics Committee guidelines;
- The results of the project will be reported to the Ministry of Education, and may be used in professional development workshops, may be placed on the University of Waikato, MERI website and may be published as a thesis, conference presentation, journal article, book or other scholarly publications, but my anonymity will be preserved. I understand that the school may be identified publicly by the Ministry of Education, through its contractual arrangements with the school.

- Name: \_\_\_\_\_ Signature: \_\_\_\_\_

- Date: \_\_\_\_\_

-

Rotorua Girls' High School  
251 Old Taupo Road  
Rotorua

Te Kotahitanga Facilitator  
Haley Stewart

Principal  
Annette Joyce

Māori Education Research Institute  
School of Education

The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Telephone 64-7-838 4500  
Facsimile 64-7-838 4555



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## **Te Kotahitanga Phase III: Whanaungatanga Improving the educational achievement of Māori students in mainstream education**

### **Information for Teacher Participants**

#### **Aim of the research and professional development project**

To improve the educational achievement of Māori students in mainstream education, building on the outcomes and experiences of Te Kotahitanga Phase I and Phase II.

#### **Background to the research and professional development project**

##### **Phase I**

In 2001 and 2002, Phase I of the Te Kotahitanga research project was undertaken by the Māori Education Research Institute at the School of Education, University of Waikato and the Poutama Pounamu Research and Development Centre in Tauranga. This phase of the project was funded by the Ministry of Education's Research Division. The research project sought to investigate, by talking with Māori students (and other participants in their education) how a better understanding of Māori students' experiences in the classroom and analyses of these experiences might lead to improved policy and teaching and learning that would ultimately result in greater Māori student achievement. It also sought to identify those underlying teacher and school behaviours and attitudes that make a difference to Māori achievement. Overall, the research was concerned with finding out how education in its many forms could make the greatest difference in raising the educational achievement of Māori students.

The project commenced with a short scoping exercise that guided the subsequent longer-term project. The longer term project commenced with the gathering of a number of narratives of students' classroom experience by the process of Collaborative Storying. These collaborative stories were gathered from a range of engaged and non-engaged Māori students in four non-structurally modified mainstream schools. It was from these amazing stories that the rest of this professional development and research project developed. In their narratives the students clearly identified the main influences on their educational achievement and told how teachers, in changing the ways they related and interacted with Māori students in their classrooms, could create a context for learning wherein Māori students' educational achievement could improve.

On the basis of these suggestions from Year 9 and 10 Māori students, the research/professional development team developed an Effective Teaching Profile. Together with other information from the literature and from other narratives of experiences (from those parenting the students, their principals and their teachers) this Effective Teaching Profile formed the basis of a professional development intervention. When this professional development was implemented with a group of 11 teachers in four schools it was associated with improved learning, behaviour and attendance

outcomes for Māori students in the classrooms of those teachers who had been able to participate fully.

A full account of the first phase of the project is presented in a report: R Bishop et al (2003) *Te Kotahitanga: The Experiences of Year 9 and Year 10 Māori students in mainstream classrooms*. Wellington: Ministry of Education.

## **Phase II**

In 2002, the second phase of the Te Kotahitanga research project commenced at three different schools; 2 secondary and 1 intermediate. This phase was also undertaken by the Māori Education Research Institute (School of Education, University of Waikato) and the Poutama Pounamu Research and Development Centre (Tauranga). This phase was funded by the Ministry of Education's Curriculum Teaching and Learning Group.

Selected teachers from these 3 schools underwent professional development at a wananga held at Hopuhopu Endowed College in June 2002. They were given insights to the results of the Te Kotahitanga Phase I project and offered ways of implementing the Effective Teaching Profile that had been developed in Phase I. After the professional development workshop, the teachers were observed in-class and provided with follow-up sessions on the new learning.

The schools involved in this phase of the project were keen to bring more staff on board. In response, another hui was held in April 2003 at the Tamatekapua Marae, in Ohinemutu, Rotorua. This hui brought together those teachers who had previously participated in the Hopuhopu hui wananga (referred to as Level 2 teachers) and those staff members new to the project (referred to as Level 1 teachers). These teachers were given three and a half days of intensive training based on implementing the Effective Teaching Profile in their classrooms. The Level 1 staff underwent the professional development programme in which their colleagues had participated in June 2002. The Level 2 staff members were introduced to a wider range of interactive strategies and reflective practices that were designed to build on their learning from the previous year. A report on the outcomes of Phase II was submitted to the Ministry of Education in September 2003.

## **Phase III of the professional development and research project**

This third phase of the project, Whanaungatanga, utilises the best practice learned from Phase I and Phase II and has been implemented at Level 1 of the professional development programme in 12 New Zealand schools during term 4 of 2003 and for the duration of the 2004 academic year.

Following training in 2003, the facilitators, supported by RTLB and School Support personnel commenced the professional development programme in their respective schools. As a team, they have been responsible for running a professional development hui for their schools, conducting formal classroom observations and in-class follow-up sessions with the selected target teaching staff. The facilitators have also been required to collect and collate data from the teachers and liaise with project researchers at the University of Waikato regarding data analysis and reporting back on teacher and student progress.

This phase of the project has been funded by the Ministry of Education and has been led by the Māori Education Research Institute, School of Education, University of Waikato and the Poutama Pounamu Research and Development Centre.

In Term 4, 2004 and for the duration of the 2005 academic year, the existing cohort and a further cohort of teachers will participate at Level 1 of the professional development programme. The project is again funded by the Ministry of Education and is again led by the Māori Education Research Institute, School of Education, University of Waikato and the Poutama Pounamu Research and Development Centre.

## **Teacher participants involvement with Phase III**

## **General expectations**

As a volunteer participant in this professional development and research project, you will be expected to take part in a number of professional development activities and experiences, as follows:

- Professional development hui, lead by your in-school facilitator and support team
- Formal in-class observations and follow up work
- Review your own classroom practice, philosophical positioning, foster new relationships and interactions within your classroom, particularly with Māori students and develop teaching and learning strategies within your classroom

## **Data collection requirements**

As a volunteer participant in the project, a range of data sets will be collected from you. This data will assist the research/professional development team to measure, describe and analyse the changes taking place in your classroom and the impact on Māori student educational achievement, following your participation in the professional development programme. The data collected will include the following:

- In-class observation data, conducted by your in-school facilitator, using tools and strategies devised by the research/professional development team
- Student achievement data
- Subject assessment results
- Classroom behavioural data, for example, attendance, referrals, stand-downs
- Feedback and evaluation from you regarding your experiences of the professional development programme, conducted by the research team

## **Ethical provisions**

This professional development and research project will be authorised by the University of Waikato, School of Education Ethics Committee.

## **Confidentiality**

- The recording and storage of information is carefully executed and monitored to ensure participant confidentiality.
- Any data collected will be used by the research and professional development team for research purposes. Most research data will be reported in aggregated form. Individual examples will be used only to highlight trends, themes and patterns. In any event, research data will be reported anonymously, albeit the schools may well be identified.
- The results of this research and professional development project will be reported to the Ministry of Education. It may be used in professional development workshops, may be placed on the University of Waikato MERI website and may be published as a thesis, conference presentation, journal article, book or other scholarly publications. Your anonymity will be preserved.

## **Storage of research data**

- Any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed.

## **Withdrawing from the project**

- As a volunteer participant in the project, you may withdraw from the project at any time, before 31 July 2006, without question and without any disadvantage.
- In the event that the various activities and experiences included in this project make you feel hesitant or uncomfortable, you are reminded of your right to withdraw from the project at any time and without disadvantage.

## **Complaints and concerns**

- Whilst it is expected that most issues can be resolved within the school via your facilitator, if at any time, you feel unable to address your concerns you have about this project, you are welcome to contact the project director, Professor Russell Bishop (address below) or your school principal.

### **Contact people within the research/professional development team**

#### **Project Director**

Professor Russell Bishop  
School of Education  
Private Bag 3105  
Hamilton  
Telephone: 07 838 4991  
Email: [rbishop@waikato.ac.nz](mailto:rbishop@waikato.ac.nz)

#### **Professional Development Director**

Mere Berryman  
Poutama Pounamu Research and Development Centre  
5 Harrow Place  
Mt Maunganui  
Telephone: 07 575 9196  
Email: [mere.berryman@minedu.govt.nz](mailto:mere.berryman@minedu.govt.nz)

#### **Professional Development Support Person**

Kura Hingston  
School of Education  
Private Bag 3105  
Hamilton  
Telephone: 07 348 6445  
Email: [hingstok@xtra.co.nz](mailto:hingstok@xtra.co.nz)

# **POLICY ON SMOKFREE STATUS OF ROTORUA GIRLS' HIGH SCHOOL**

## **RATIONALE**

The Board of Trustees wishes to promote the good health of staff and students.

## **PURPOSES**

1. To provide protection, so far as is reasonably practicable, from the detrimental effects of smoking on the health of staff and students.
2. To encourage students not to smoke.
3. To provide staff with the relevant information which relates to the smokefree status of the school.
4. To comply with relevant legislation.

## **GUIDELINES**

1. The Smokefree status of the school is communicated to all persons on the school site.
2. Smoking is not permitted anywhere within the school, in the mini buses or in the school environs.
3. Relevant information is communicated via staff in the staff manual.
4. Prominent notices are displayed around the school indicating that smoking is not permitted.
5. Complaints about any infringement of the regulations of the Smokefree Act (December 2003) can be made to Reception..

## Rotorua Girls' High School Board of Trustees

### Principal's Report

For the year ended 31 December 2010

#### PRINCIPAL'S REPORT ON 2010 ACADEMIC YEAR:

(2009 figures in brackets)

It gives me much pleasure to present the 52<sup>nd</sup> annual report (and my 14<sup>th</sup> annual report) on Rotorua Girls' High School.

In 2010, the school roll was 961, being 28% European, 58% Maori and 14% other.

2010 has been another year of success for students at RGHS. Our students have shown, time after time, that they are truly capable of anything and everything, and they gave us many reasons to celebrate during the year. However, following the tragic accident sustained in late July by 5 of our Year 13 students, and the subsequent death of one student and the horrific brain injuries suffered by another student, a pall was cast over the school, and especially over our Year 13 class, that was hard to rise above. I am just so pleased that our seniors were able to support each other as they faced up to some of life's hardest situations, and that our injured student now has a positive prognosis.

So what were the successes in our fifty second year. Our students gained higher percentage passes in NCEA Level 1, Level 2 and Level 3 than ever before and 56 Year 13 students gained University Entrance compared with 54 in 2009. Our leaver data showed that 68 students left in 2010 with Level 3 compared with 57 students in 2009, 133 students left with at least Level 2 compared to 111 students in 2009, and 170 students left with at least Level 1 compared to 143 in 2009. These are the highest numbers achieving at each of the 3 levels of NCEA that we have ever experienced.

And our maori leaver data showed similar trends 33 students left with at least Level 3 compared to 16 in 2009, 72 left with at least Level 2 compared to 48 in 2009, and 94 left with at least Level 1 compared to 58 in 2009.

Again these are the highest numbers of students we have ever experienced. Truly outstanding.

But Girls' High is more than just academic achievement, and our sporting record in 2010 is also outstanding. Seven (5) students represented New Zealand in various sports. As well, we had 3 (2) Northern region representatives and another 34 (38) students who were Bay of Plenty representatives. And we had a 90% (90%) participation rate in the BOP College Sports which made us the Top Participating BOP Girls School for the third consecutive year.

Culturally, we were up there as well. We have won the Regional Stage Challenge Event 4 times in the last 8 years, and been the top Rotorua School 6 times in the past 8 years. Our 15 minute Shakespeare in Schools entry was judged first in the Rotorua Region, and our Annual production (with RBHS) of "Wedding Singer" continued in our tradition of excellent quality. Our Kapa Haka team (appearing as Raukura with RBHS) was placed second in the New Zealand Secondary Schools National Kapa Haka Competition and took out most of the trophies – a great result.

These results bear testimony to what can be achieved when a school and its community unite with a clear focus. And it is our students who are the winners.

In 2010, Rotorua Girls' High School's overarching school goal of "Continuous Improvement" was again the catalyst for a raft of outstanding individual and team performances by both students and staff, in academic, community, cultural, leadership and sporting areas.

#### Highlights of 2010 included :

- Being one of the top 5% of New Zealand schools as judged by the Education Review Office (ERO). This validates our school Charter commitment of the past 7 years to be "An Outstanding New Zealand State Secondary School"
- The sixth year of full NCEA implementation with students gaining a total of 383 NCEA Awards at Levels 1, 2 and 3 and 4
- 1 Scholarship in N.Z. National Scholarship Examinations in Geography
- 96% (97%) of Year 11 students gaining NCEA Level 1 Numeracy Standards
- Gaining 8 (7) of the 51 Rotorua Energy Charitable Trust Tertiary Awards available to Rotorua schools. Since the inception of these awards in 1996, RGHS students have been awarded 167 of the 699 awards made. This is 24%, a higher number, and percentage, than any other Rotorua district school
- 2 (2) students selected and attended Global Young Leaders Conferences in Washington and Europe – again the only students in the Rotorua district to be selected and attend
- RGHS is one of 12 schools nationally in the original Te Kotahitanga Project, and has consistently shown significant year-on-year increase in maori achievement
- 2 (1) of Rotorua's Youth Councillors
- 9 (9) students were selected as 2009 Rotorua Young Achievers

- Runner-up in the Regional “Stage Challenge” RGHS has won four times in the last eight years
- RGHS students gained 12 University scholarships in 2010; Waikato University Sir Edmund Hillary Scholarship; 2 University of Victoria Excellence Scholarships; Waikato University Computer Graphic Design Scholarship; Massey University High Achiever in Sport Scholarship; Otago University ‘Leaders of Tomorrow’ Scholarship; 3 Rotary Scholarships; Keir Trust Regional Study Award; Karen Trautmann Memorial Youth Citizenship Scholarship (Soroptimists); and the Scion Bay of Plenty Science Scholarship
- Participant in Youth to Everest Trek 2010
- 2 scholarships to attend 21-day Outward Bound Courses
- 3 Sir Howard Morrison Education Foundation Scholarships
- NZ Maori (Aotearoa) Netball Team Member
- NZ Junior Barefoot Skiing Representative to World Championships
- NZ Representative in World Outrigger Canoe Championships
- Winner of Sir Howard Morrison Memorial Scholarship 2010
- Rotorua District Council Community Award for Achievement in Sport
- NZ Secondary School Choir Representative – Choir placed at World Competition
- 4 RECT Role Model Scholarships
- First place in International Voice Competition
- U/15 Rowing Quad placed 1<sup>st</sup> in North Island SS Rowing Champs
- U/15 Rowing Double placed 2<sup>nd</sup> in North Island SS Rowing Champs
- 4 BOP Sportsgirl of the Month Awards
- U/17 NZ Volleyball Team
- Bronze Medal in World Jnr Girls Barefoot Water Ski Competition
- NZ Koru Basketball team member
- Trialist for NZSS Netball Team
- Waiariki Aria Comp – 2 firsts and a second
- New Zealand U/18 Basketball Team
- 2 Rotary Summer Science School Scholarships
- BOP U/20 ‘A’ Rowing Squad member
- 2 x Sport BOP Coach of the month awards
- BOP Sec School Netball Coach of the year
- Top ranked BOP school for netball (17th in Upper North Island).
- 4 students in National Netball Development Squads.
- Student selected for 2010 Youth to Everest Group.
- 3 students ranked as Language Gold Medalists (Top 1% in World).
- 2 students selected as Rotary representatives at Science Summer Schools.
- 1 student selected as Rotorua regional rep at NZ Shakespeare in Schools workshop.

## New Curriculum Opportunities

New curriculum opportunities offered in 2010 included Level 2 Multi-media, Level 1 Sport and Recreation and Level 1 Business Technology.

In 2010 the number of options offered was 20 (21) at Year 10, 35 (39) at Year 11 (Level 1), 43 (50) at Year 12 (Level 2) and 39 (44) at Year 13 (Level 3). A compulsory curriculum was again offered to Year 9 students enabling them to experience the breadth of subjects offered in each Faculty. The Year 9 programme included English, Mathematics, Science, Social Studies and Physical Education/Health, together with 4 rotations covering Arts, Business, Languages and Technology. In these rotations students experienced Visual Art, Drama, Music, Maori Performance and Dance; Computing, Business Enterprise, Thinking Skills and Careers; Japanese, French, German and Te Reo; and Foods, Soft Materials, and Graphics.

A school-Based Alternative Education class continued (for the fifth year) at Year 10 to support students at risk of leaving school. Most of these students are continuing in our mainstream programme in 2010 which is extremely pleasing.

A new RG6 homeroomed Year 11 class was introduced in 2010 which was a success with 14 girls passing Level 1.

## NCEA Results

NCEA Results (from the November 2010 examinations)

In the seventh year of NCEA being offered at Levels 1, 2 and 3 plus Scholarship, students at RGHS achieved extremely well.

174 (176) students gained NCEA Level 1 certificates, 128 (136) students gained NCEA Level 2 certificates 69 (64) students gained NCEA Level 3 certificates, 1 scholarship in Geography

Overall, at Year 11, 72% (63%) gained Level 1 certificates 14 (15) students certificates were endorsed with Merit while 3 (1) gained an Excellence endorsement and 1 (1) Year 11 student gained a Level 2 certificate.

Overall, at Year 12, 67% (75%) gained Level 2 certificates. 15 (7) students certificates were endorsed with Merit while 2 (5) gained an Excellence endorsement. 42 (45) Year 12 students gained a Level 1 certificate. 2 (3) Year 12 students gained a Level 3 certificate.

Overall at Year 13, 60% (59%) gained Level 3 certificates. 6 (4) students certificates were endorsed with Merit while 1 (0) gained Excellence endorsement. 24 (15) Year 13 students gained a Level 2 certificate. 7 (7) Year 13 students gained a Level 1 certificate. Between 2008 and 2010 our graduating class of 2010 experienced NCEA levels 1,2 and 3. In 3 years they amassed a total of 395 (349) NCEA certificates, being 178 (145) Level 1 certificates, 147 (141) Level 2 certificates and 70 (63) Level 3 certificates. 50 (59) students achieved Entry to university.

2010 Grad Class	Level 1	Level 2	Level 3	University Entrance
2008	126	3		
2009	45	120	3	
2010	7	24	67	50
Total = 395 (349) certificates	178 (145)	147 (141)	70 (63)	50(59)

Overall, for the sixth consecutive year, our graduating (Year 13) students achieved 395 Level 1, 2, 3 certificates, 61 more than ever before, and 50 University Entrance certificates.

## Sporting Involvement

7 Individual students gained International recognition in 6 sports – being Touch, Netball, Archery, Waka Ama, Basketball and Barefoot Water Skiing, plus National recognition in 10 sports – being Basketball, Netball, Hockey, Mountain Biking, Athletics, Swimming, Waka Ama, Rowing, Touch, Barefoot Waterskiing and Regional recognition in 15 Sports – being Basketball, Water Polo, Hockey, Rugby, Netball, Marching, Badminton, Athletics, Swimming, Football, Tennis, Triathlon and Mountain Biking.

18 teams competed at National Championship level including Football, Hockey, Netball, Basketball, Athletics, Waka Ama, Multisport, Cricket, Mountain Biking, Rowing, Equestrian, Cross Country, Squash, Volleyball, Triathlon, Lawn Bowls, Tennis, Smallbore Rifle Shooting and Gymnastics.

We fielded a large number of teams in local competitions – Rugby 1 (1), Multisport 3 (2), Canoe Polo 1 (2), Gymnastics 6 (10), Table Tennis 1 (1), Hockey 2 (2), Basketball 12 (8), Netball 10 (10), Water Polo 1 (1), Triathlon 3 (2), Volleyball 11 (8), Indoor Bowls 2 (2), Lawn Bowls 5 (6), Badminton 2 (2), Golf 1 (1), Touch 4 (3), Waka Ama 6 (5), Football 2 (2), Skiing 5 (6), Equestrian 1 (1), Squash 6 (6), Orienteering 1 (1).

Representation in BOP Age group teams included Athletics 8 (20), Basketball 11 (14), Rugby 3 (3), Hockey 4 (4), Water Polo 2 (2), Netball 14 (16), Squash 2, Cricket 1 (1), Waka Ama 2 (3), Smallbore Rifle Shooting 1 (1), Badminton 6 (4), Swimming 1 (1), Lawn Bowls 5 (3) and Football 2.

## Arts and Cultural Involvement

2010 Arts and cultural representation included: Maori Performing Arts, Dance, Fine Arts, Drama, Music and Pacific Island Group with the addition of wearable arts and photography. Students were again involved in Shakespeare in Schools, the 15 minute Play, the 5 minute student directed play and debating. In June a successful production of "Wedding Singer" co-ordinated by RBHS was performed.

In addition students celebrated their talent in Girls' Night Out held in the Convention Centre as the first secondary school to use the upgraded facilities. Student also combined with RBHS for a Variety Concert performed at Rotorua Intermediate as part of the marketing for the 2011 intake, as well as the Lockwood Aria, in which one student was placed.

2010 saw the fourth year of the ACWA Awards to celebrate the Performing Arts programme in the school and acknowledge students skills and participation with badges and ribbons and certificates for service to their selected arts area. Like the Talent Quest competition this is hosted by the Performing Arts Captain.

Girls' On Tour again visited a range of primary schools and especially the local cluster schools.

Our Kapa Haka group represented the school successfully in the New Zealand Secondary School competitions held in Rotorua. They were placed 2<sup>nd</sup> overall. A large number of staff and students were involved in the organisation of the event. This was in addition to, many powhiri and performances, both in school and throughout the wider community of Rotorua. Performances included:

- Pohiri for Year 9 students and new staff
- Performance for Eliminating Violence Day
- Opening of National Conferences
- Performances in Queensland, Australia

### Highlights

- Students represented Rotorua region at National Shakespeare Workshop and were placed first in the 15 minute presentation and went onto the National competition
- Debaters again won the Annual Debating Competition against RBHS
- Outstanding performance (with RBHS) of "Wedding singer"
- Student gained 11 placings in the Wearable Arts competition
- Stage challenge placed 2<sup>nd</sup> overall in the Regional competition
- Inaugural Maori Choir successfully performed in Rotorua and the Gold Coast of Australia

## Student Opportunities

This was the fifth year of a biennial 10 day student and staff exchange with Pascoe Vale Girls School in Melbourne. 10 students and 2 teachers travelled from Pascoe Vale Girls High School. As well 8 students and 2 teachers travelled from Mounts Bay College in Penzance England for a 4 week annual exchange visit. For the seventh year RGHS students attended the Global Young Leaders Conference in the USA.

College de Borail from New Caledonia came to visit and were homestayd for 2 nights by RGHS students. In return 13 students from the RGHS Year 10 French class along with 2 teachers visited Noumea in July. Taiyuan No 2 Foreign Language School from China came for their annual 4 week exchange in July. There were 30 students and 7 teachers.

Two new trips were organised this year, being a Geography field trip to Hawaii for 12 students and 4 teachers and the inaugural Maori Girls' Choir trip to Australia.

Students on scholarships or exchanges travelled to Germany (1) and Italy (1). 7 Exchange students came to RGHS from Germany, Hong Kong, Japan, Denmark, Finland and Sweden.

We hosted groups from Japan for 1 day language and cultural experiences. Camps were held at most levels of the schools: all year 9 and year 10 students had the opportunity of EOTC activities at the end of the year. The year 12 leadership camp and peer support training was completed at Lake Okataina. Other camps involved the CATCH Committee, Outward Bound, OPC for seniors, berths on the Spirit of Adventure, Senior language camp and the Business Experience for year 12 students.

## Student Behaviour

### (2009 figures in brackets)

In 2010, 53 (66) students were placed on a Principal's contract and 20 (9) students were stood down for up to 5 days each. Of these, 8 (4) transgressed further, resulting in an interview with the Board of Trustees Disciplinary Committee. As a result 2 (2) students were indefinitely suspended.

## Special Initiatives

In 2010 the school continued to investigate a number of barriers to learning.

1. Attendance – It is recognised that lack of attendance is a barrier to learning. The school continued to employ an attendance support person who in 2010 concentrated on contacting homes daily if students were not at school. Data on percentage attendance on a daily, weekly and term basis was collected and published for each whanau class and the whole school. The school acknowledged students who gained 100%, 95% or better, or 90% or better attendance for each term and for the whole year. In total 340 (326) 100% attendance for a term certificates were handed out, with 22 (28) students achieving 100% attendance for the year. A total of 610 (1539) 90% or better attendance for a term certificates were handed out. The 2010 average annual attendance was 84% (83%) an increase of 1% on the 2009 percentage, which is very positive.

Average Attendance Percentage Figures for the last 3 years are:

	2010	2009	2008
Term 1	88%	85%	87%
Term 2	84%	82%	84%
Term 3	81%	82%	84%
Term 4	84%	84%	77%
Year Average	84%	83%	83%

The disappointing attendance figures in term 3 were noted.

2. Literacy and Numeracy (LAN) – It is recognised that poor reading, writing and number skills are barriers to learning for students. This year, again without any support from the Ministry of Education (which had formerly partly paid for the extra staffing needed at Year 9 and 10 levels) we maintained the LAN programme in a limited form. It is indeed disappointing to know we have a programme that has been successful but not to have the funds to fully implement it.
3. Homework Facilities - It is recognised that an inability to settle to regular, organised homework is another barrier to learning. The Library was available daily until 4.00pm. This facility was appreciated by the students who attended.
4. Ngati Whakaue Education Endowment Fund  
In 2010, the school received significant funding to support Literacy programmes from the Ngati Whakaue Education Endowment Fund. The funding supports a range of initiatives including tutors and ESP tutors, and is hugely appreciated. Student outcomes were extremely positive and a great reflection on our tutors.
5. Education Support Person - It is recognised that students who are performing below their potential can often be positively influenced by support people. However, again in 2010 the Board was unable to maintain this ESP programme.
6. Lunchtime / After School Classes – It is recognised that students may not have the financial ability to pay for extra tuition or classes to extend their skills and abilities. Each term an 8 week programme of lunchtime/after school classes was offered. Most classes were free and covered craft, interest and curriculum areas. Teachers gave of their knowledge and time voluntarily to these programmes which were generally well supported. Again the positive benefits gained from these classes can be seen in our raised student achievement levels. Lunchtime and afterschool sports teams, cultural practices and sports competitions and interhouse were also strongly supported.
7. In term 4, 2003, the school became one of 12 schools nationwide to be invited to join the Te Kotahitanga project. This Professor Russell Bishop initiated project aims to increase Maori achievement by working with staff members to develop a wider range of cooperative teaching strategies. The project initially involved a school coordinator and 30 staff members. By 2010 it included all 67 staff and had 1 coordinator and 1 facilitator. It is seen as the umbrella initiative at Rotorua Girls' High School which has been pivotal in raising our achievement levels. After 7 years of the project there has been quite outstanding improvement in our student leaver data. 2010 was our last year to receive government funding. For 2011 the BOT has committed to maintaining the current funding level (of over \$120,000)
8. Also in term 4 2003 the school was invited to be one of only 5 North Island schools (south of Auckland) to join 'Whakapiki Ake'. This is a University of Auckland initiative to encourage more Maori students to access health science degrees at University of Auckland. This project has real merit for our Maori and Pasifika students interested in a future in Health Science.
9. Faculty Development – This 2004 initiative was further consolidated in 2010. Departments belong to 1 of 9 Faculty areas, each led by a Head of Faculty (HOF). The Faculties include Business/Careers, English, Health/Physical Education,

Languages, Mathematics, Marautanga, Science, Social Sciences and Technology and enable every teacher to be part of a professional team. The HOF's together with the Senior Management Team (Principal, 4 Deputy Principals and Director of Maori Achievement) are the professional leaders of the school, meeting monthly, and overseeing the curriculum and professional development needs of the school. This enables every teaching staff member to have direct involvement in the schools professional organisation, and to be involved in the school self-review process. The changing levels of student involvement in some curriculum areas means that Faculty groupings may change from year to year.

#### 10. School Based Alternative Education

A new programme that was first trialled in term 2 of 2005 concentrates on students whose poor attendance and poor school record hinders their achievement. A primary trained teacher was employed to formulate the course and 6 Year 10 students were identified as potential candidates. The Ministry of Education assessed the programme in Term 4 2005, and were very positive about our outcomes. The class moved to a newly renovated area behind the school hall early in 2008. The programme focuses on developing Numeracy and Literacy skills plus essential Life skills. In 2008 there were very positive outcomes for the up to 10 students involved, and the school resolved to extend the programme, using Board funds, to cover 20 Year 11 students in 2010. These students achieved outstanding success with 14 of them achieving NCEA Level 1, and returning to school in 2011. The BOT is committed to extending the programme in 2011 to include a class at Year 9 as well as Year 10 and 11.

#### 11. Environment

Concern for the environment led to another New Zealand first in 2006 when the school successfully moved from coal fired heating to heating using wood pellets. This environmentally friendly approach had the full support (and encouragement) of our student Environmental Council, and followed the 2005 move away from a school incinerator. In 2010 students were again actively engaged in a number of other environmental projects including recycling, Enviro Challenge and measuring air quality.

#### 14. Blackberry Mobile Phones

In 2008, RGHS entered into a 3 year trial with Vodafone which is a New Zealand first. Vodafone provided 19 Blackberry phones for selected staff members as part of a telecommunications solution to make the school more responsive to student and parent needs. The solution included reassessment of landlines (saving 30% on calling costs), mobile (saving significant time for staff plus reducing calling costs) and use of Blackberry phones (improved staff ability to access information readily and easily both inside and outside school, 7-24). By the end of 2010, the reduced costs, empowered staff and improved safety, security and productivity mean the programme has been a great success. It will be evaluated during 2011.

This record reflects the commitment of Board and all staff to provide a quality education for students, whilst recognising the many barriers to learning experienced by some of our students.

### **Staff Involvement**

For 2010 the Board of Trustees again resolved that staff would receive 6 non-contact periods per week. The mean workload (measured in student hours of contact per week per teacher) was 408 (370), the range of workload hours was 63-582 (54 to 538), and the number of teachers with a workload of over 500 hours was 16 (3). In 2010, 28% (5%) of teachers had a student workload of greater than 500 student hours per week, down from a high of 52% in 2003. The overall effect of this was graphically seen with all class sizes being 26 students or below, with an average class size of 24 (22) students.

In 2010 48 (61) staff were actively involved outside the classroom in coaching/managing sports teams and 32 (38) assisted in art/cultural events.

As well, staff participated in a wide range of curricula and co-curricula activities outside the classroom, including:

- NCEA external assessment markers.
- NZQA moderating panel.
- Member of staff completed her Diploma in Teaching.
- Member of staff completed TESOL qualification.
- Management committee of the Rotorua Girls' High School for Young Parents, Rotorua Girls' High School Childcare Trust, 114 Sunset Management Committee and Rotorua Schools Mowing Trust.
- Members of regional subject associations.
- Best Practice Workshops for NZQA.
- Members of Management committee for Regional Maori Speech Competition and part of Te Arawa group that took the 'mauri' to the National Maori Speech Competition.
- Members of the Management committee for the National Secondary School Kapahaka competitions
- MC at national Secondary School Kapahaka Competitions.
- Judge for Poi at the Te Matatini national Kapahaka Festival.

- Performed in the Te Matatini National Kapa Haka Festival.
- Member of Ngati Whakauae Endowment Fund.
- A Deputy Principal appointed to the Teach NZ Secondary School Scholarship for Te Reo Maori.
- Member of staff on committee for Shakespeare in Schools.

### Audits/Surveys/Performance Management

The school was audited externally during March of 2009 and the results of the ERO Review were simply outstanding, with the school becoming the first Waikato – BOP secondary school to receive the “5 Year tick” from ERO. Less than 5% of all schools reviewed annually by ERO receive this acknowledgement.

\* (see [www.rghs.school.nz](http://www.rghs.school.nz) or [www.ero.govt.nz](http://www.ero.govt.nz) for full details).

In 2010, the school self review process, initiated by the School Review Committee in 2003, was partially held for the faculties. (The School Review process covers a 3 year cycle and enables each faculty to have a self review year, a year of support and a school review year).

The Performance Management system at Rotorua Girls' High School in 2010 again involved both Formative and Summative Appraisals for teaching staff. This process was satisfactorily concluded for all staff.

A Parent survey was held in 2010, following on from a student survey conducted in March 2009, which showed unparalleled support for the school. A staff workplace survey held in term 3 also showed high support levels. Results of these surveys can be found at [www.rghs.school.nz](http://www.rghs.school.nz).

### Communication

Communication with parents occurred through 10 newsletters, 10 PTA meetings, 11 Board of Trustees meetings, 4 whanau support meetings, 1 NCEA information evening, 1 meet the teachers evening, 3 report meetings, 1 new parents/sports expo evening, open days and meetings for accelerate classes, as well as 1 meeting for Year 8 teachers from local contributing intermediate schools, 3 evenings for prospective students and their families, 1 option/careers evening, 5 evenings to recognise academic, sporting and cultural successes, 2 prizegivings, 2 awards dinners and 1 graduation dinner, plus many subject specific evenings. Parents received 2 full reports plus a progress report 6 weeks into term1. All reports and most newsletters were posted to parents. Included with Newsletter # 1 was a foldaway RGHS school Calendar of Events. Parents of new enrolments received an “A-Z Guide” to RGHS. All students received a personalised RGHS Student Diary, and an ID with coloured photograph.

Deputy Principals, Director of Maori Achievement, Deans and many other staff continued with the practice of having 24 hour answer phones available for parents on our direct (DISA) line, and these were again well used.

### Resources

By the end of the 2010 school year, the school was in an outstanding condition. Work had been completed on our updates to the Mathematics, Art and Photography, Maori Performing Arts and Drama areas. Late in the year plans were completed for a full upgrade to turn our Hall and Music areas into a Performing Arts Complex.

\$100,000 was spent on IT resources including data projectors, white screens, laptops, computers, cameras and interactive White Boards. The school-wide cabling enables high quality access to internet across the school. All staff are now very adept at completing period by period attendance checks using laptops or computers, on our KAMAR Student Management System. With Board of Trustees financial support, 100% of staff accessed laptops using the ‘STELA’ Scheme. This is a much appreciated programme, supported as well by the Ministry of Education. The Board, for the 5<sup>th</sup> consecutive year provided every teacher with a whiteboard and projector, with IT teachers using smart boards.

During the year no direct overseas marketing was done, although links with schools/agents in Germany, China, Korea, Thailand, Japan, Taiwan, Hong Kong, and Singapore were maintained. We had 6 (8) fee-paying students in 2010 and 4 (9) exchange students in 2010. Direct marketing in China will be carried out in 2011.

During 2010 funds were accessed from a number of agencies including:

- Ministry of Education – Te Kotahitanga Project (Year 7)
- Rotorua Energy Charitable Trust - Co-curricular Activities Fund and Role Model Fund
- Ministry of Education – Funding for Year 6 of 7 Year Property Plan, and Year 7 of 7 Year Te Kotahitanga Programme.
- Various Pub Charities – funding for Co-curricular Activities
- Rotorua District Council – funding for ARENA (Year 6 of 10 Year Suspensory Loan)

## Allied Facilities

### 1. Wellness Centre

**Mission:** "To provide an on site facility which will promote and support the total well-being of Rotorua Girls' High School student, staff and school community"

#### Statistics:

##### 2010 Annual Statistics

	Term 1	Term 2	Term 3	Term 4	Total
Co-ordinator	793	1014	810	390	<b>3007</b>
GP	112	125	103	35	<b>375</b>
Nurse	N/A	N/A	22	56	<b>78</b>
Outside Agencies	88	148	158	81	<b>475</b>
Counsellor	265	386	265	204	<b>1120</b>
<b>TOTAL</b>	<b>1258</b>	<b>1673</b>	<b>1358</b>	<b>766</b>	<b>5055</b>

##### Annual Comparative Statistics 2001-2010

	2005	2006	2007	2008	2009	2010
Co-ordinator	2281	2353	2301	3096	4622	<b>3007</b>
Counsellor	994	1073	1073	958	1449	<b>1072</b>
Doctor/ Nurse	385	435	415	401	385	<b>453</b>
Outside Providers				307	389	<b>475</b>
Total	4276	4289	4340	4862	6845	<b>5007</b>

WELL there was definitely one word used to describe the Wellness Centre this year and that was WARM. When other areas were chilly due to heating issues, we were WARM, and early in the morning when we arrived half asleep for Brekkie, the Wellness Centre was Warm!

The other word that was used to describe the Wellness Centre this year was BRIGHT, because of all the new medical education posters, and information splattered around the walls, which made for a vibrant area.

The Reception Area of the Wellness Centre has continued to be a very busy hub and one that needs to be continually "manned," for student safety and to keep the flow going and students returning to classes within a reasonable time frame.

Statistically a great number of students seen within the Wellness Centre have needed a lot of time spent with them and for longer periods as they have been assisted to overcome their problems, none more so than the victims and friends of those involved in the motor vehicle accidents early in term three. This was a time of their lives which will forever remain in their memories. We hope we assisted them in dealing with their grief and anger so as not to impact on their lives in a negative way in the future.

Services in the Wellness Centre continually evolved and revolved with lots of Outside Providers coming in to provide services for our students. A new innovation was Psychology Services and continuing were GP and Nurses Clinics, Drug and Alcohol Counselling, District Nursing, CAMHS Childrens Outreach Nursing, and HPV Vaccinations. All of these services had their appointments co-ordinated through the Wellness Centre. Re-organisation of rooms became a necessity late in Term 3 to allow for privacy and confidentiality of all students accessing our outside providers. The result made the centre a more user friendly place for them.

Attendance rates to all these appointments was fantastic once we commenced alerting the girls to their appointments via text messaging.

Mental Health issues were more common this year in students who accessed the centre. They were referred through to the Clinic Doctor or the PET Team for initial assessment and then they accessed outside providers and our on-site Psychologist, (a service we have truly treasured). Follow up of these students has been most important.

#### Our Thanks

Lastly, a big thank you to all of you who have continued to support our work here in the Wellness Centre, especially the management staff who are always there when we need them and those individuals and companies who support projects like our Brekkie Club.

### 2. Rotorua Girls' High School Childcare

The centre has had a very busy time settling in to the new building. Over the course of the year we have applied for funding so that we are able to offer a child friendly and safe environment.

This is our opportunity to thank the following groups and organisations who have supported us with grants and finance:

The Lion Foundation	\$12,000 Carpet and vinyl
Pub Charity	\$ 3,000 Whiteware
RECT	\$ 8,500 Heat pumps x 4
First Sovereign	\$15,000 Safety matting
	\$ 9,730 Landscaping
NZ Community Trust	\$ 2,000 Outdoor blind
The Southern Trust	\$30,000 Sun shades x 4
And Rotorua Girls' High School	\$115,000 loan to enable new building to be completed.

The year of 2010 has been focused on assisting children to transition into the newly built centre. Routines and systems have been refined for children and teachers to achieve optimum function from our new building, always with the focus on learning for children.

Teachers have continued to develop e-portfolios for all children who attend the centre and it has been interesting to note that once children leave for school they still show an interest in the e-portfolios available to them. Our aim is for these to become a lifelong record of their learning from early childhood through to adulthood.

The teaching team has remained stable over the past few years and this is reflective of the supportive environment that the management provides.

### 3. Rotorua's ARENA

Over the last 12 months we have had a large number of groups using our beautiful facility for all kinds of functions from Local clubs and businesses, through to National events.

We had local groups run regular indoor netball and basketball competitions during the week. These groups are: Rotorua Men's Netball Ass, Lakes District Health Board, and Bay of Plenty Netball Association.

Other groups using the Arena are: Rotorua Netball, Rotorua Basketball, Eastern Pirates Netball Club, Rotovegas Boxing Club, North Island Golden Gloves Boxing Ass, BOP Netball, Rotorua Junior Netball, Ballroom Dancing Comps, Te Papa Takaro O Te Arawa, Rotorua Primary School Regional Kapa Haka Comps, Drive 4 Life, Rotorua Interact Club, and Rotorua Zumba Club.

National events held this year included: NZ Maori League and NZ Mainfreight Idol.

Our students have also enjoyed many events in the Arena this year including the Prefects Investiture, all kinds of sports events, the school ball, and the Senior Graduation Dinner.

It has been a great year for the Arena with many events held, and community groups using the Arena on an average of 30 hours per week. The Arena in 2010 has returned a profit to the school, under the able management of Charlie Hurihanganui.

### 4. Rotorua School for Young Parents (RSFYP) Te Here Akoranga mo nga Matua Rangatahi

The Rotorua School for Young Parents celebrated its tenth year providing education to teen parents in Rotorua in 2010. Celebrating in May with over 100 current and past students was an exciting way to take stock of the huge impact the school has had on the lives of young, vulnerable families in our community.

The education review office visited the Rotorua School for Young Parents in May 2010 and the school received an excellent report which highlighted the educational achievement of students enrolled at the school. The Review team were extremely impressed with the way the school supported its students socially but focussed upon the educational attainment of each student.

In 2010 the school was fortunate to gain the services of a registered nurse and a psychologist who are funded through the District Health Board. Nurse Tania Tarplett is available to the students and their children 14 hours per week, while Llewellyn Richards-Ward is available on Tuesday mornings. A wellness area has been transformed from a foyer area and now houses the nurse and a private counselling area. Funds donated by the late Marjorie Delonge were used to create this area.

### **Health and Wellbeing**

Winning the annual Teen Parent Netball Tournament in 2010 allowed the students to regain the trophy they had lost the year before. Weekly gym sessions at Go360 were popular amongst students and the participation of staff members also heightened

the interest amongst students. Specialist boxing and Zumba classes were organised on Wednesday and Friday afternoons and students enjoyed the ability to have fun while exercising. Students and partners played social basketball again in 2010 which was enjoyable and gave teacher's the opportunity to meet whanau.

Education outside the classroom was very successful in 2010. Trips out of town seemed popular and the enthusiasm amongst students to participate in planning made the trips successful for all. Teachers have recognised the need for students to have something to look forward to and plan and the 5 weekly trips seems to be perfect.

Murder on the Dance floor was the theme of the Rotorua School for Young Parents School Ball aboard the Lakeland Queen. A murder mystery and zumba dancing seemed to transform the ball into an example to all that attended, that fun can be had without the usual trappings of a teenage night out. Students on the ball committee were keen to show others in the community that their school was amazing and that they were the same but different.

### **Educational Achievement**

In 2010 the students gained 2132 throughout the year. Below is a table showing the comparisons between 2009 and 2010. The table also shows statistics for our Maori students.

	2009	2010	Kamar
Number of Students as at 1Dec	32*	39*	38
Number of Maori Students as at 1 Dec	28	34	34
Percentage of Maori Students	87.5%	87%	89%
Percentage of Students working at Year 11 or above	94%	82%	95%
Percentage of Maori Students working at Year 11 or above	90%	79%	95%
Total number of credits achieved (US and AS) at TPU	1136	2132	1464
Percentage of Students gaining 10 credits or more at TPU	90%	81%	74%
Percentage of Maori Students gaining 10 credits or more at TPU	89%	91%	73%
Literacy Level 1	19	13	27
Numeracy Level 1	21	15	31
NCEA level 1	10	11	23
NCEA Level 2	8	11	22
NCEA Level 3	4	6	4
Other NC's	15	16	
Percent Attendance	64%	63%	
Percent Attendance Maori Students	63%	63.5%	

\*These students attended more than one month during the year.

TPU is Teen Parent Unit

- Kamar does not include all the credits gained as some outside providers sent the result directly to NZQA and are not bought up on the host school Kamar MS. It does separate other national Certificates

### 5. 114 Sunset

114 Sunset is the site that until the end of 2006 was occupied by Sunset Junior High School. With the closure of Sunset Junior High School, Rotorua Girls' High School became involved in a Ministry of Education Initiative to keep the school site open for specific user groups – being the Rotorua Education Centre, Rotorua School for Young Parents, RSFYP – Childcare, Te Kura o Hurungaterangi, To Te Ra Te Kohanga Reo. Rotorua Girls' High School holds the Property Occupancy Document (POD) for a large proportion of the land and buildings and manages the financial affairs for the group, plus oversees all common services on the grounds.

### 6. Rotorua Schools Mowing Group

During 2010 Rotorua Girls' High School maintained ownership of the machinery and other assets of the Rotorua Schools Mowing Group in return for individual 5 year contracts with the 8 schools involved in the RSMG. This arrangement has ensured continuity of service to each school plus a 5 year fixed price structure. The arrangement was initially established during 2007, and contracts will run until mid 2012.

### **Thanks**

I should like to recognise and thank most sincerely the many groups that have made such a significant difference to the life of this school. The Board of Trustees, led by Doug Banham (until May) and then Kathy O'Donnell, were a collegial group - and they again worked really hard. I thank each and every one of them for their time, their generosity of spirit and their friendship. The PTA is another group who have worked with enthusiasm - be it a special morning tea for the staff or catering for the Orientation Evening. The Whanau Support, Pasifika and the Kaumatua Group have again given freely of their time, their expertise and their wisdom, and I thank them sincerely.

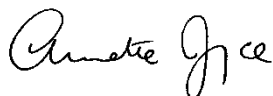
There are many other groups and individuals who make a significant impact on the lives of students by providing scholarships or financial incentives. I thank them all most sincerely, and in particular I would like to publicly acknowledge the financial support

we have received from the Rotorua Energy Charitable Trust, the Ngati Whakaue Education Trust and First Sovereign Trust. Their monies have been well used and have enabled our students to experience many opportunities not possible in other areas of New Zealand.

A further group I would like to acknowledge are all the past students, parents and supporters who help with sporting and cultural events. They manage, coach, provide transport, and are just there. Together they all create a 'web of inclusion' inside which our students can develop and grow. On behalf of our students I thank you all.

Finally I acknowledge my staff - both teaching and non-teaching - and say "Thank you all so much for your support, for the extra time you put in, for the care and attention you give to the students, for all the extras that you do that are so rarely acknowledged."

Overall I know that the school in all its functions has ***"Empowered Young Women in 2010"***.

A handwritten signature in cursive script that reads "Annette Joyce".

Annette Joyce  
Principal  
31 March 2011

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## EQUAL EMPLOYMENT OPPORTUNITIES QUESTIONNAIRE

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At **Rotorua Girls' High School** we review and endeavour to improve our management systems. We are particularly concerned with Equal Employment Opportunities matters.

As part of the ongoing review of our staff appointment process we ask your help to ensure that we receive input from applicants for positions.

If you could give us some data about your experiences of the employment process it would be much appreciated. We would like this information even if you decide not to go forward with your application. For instance, we would like to know what made you decide not to go ahead with your formal application.

**Please note your name is NOT required. Information is confidential and will have no bearing on your application.**

### EMPLOYMENT PROCESS

At any time during the employment process did you feel there was any bias or discrimination against you on any of the following grounds?

	Yes	No
Marital status	<input type="checkbox"/>	<input type="checkbox"/>
Religious belief	<input type="checkbox"/>	<input type="checkbox"/>
Ethical belief	<input type="checkbox"/>	<input type="checkbox"/>
Colour	<input type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input type="checkbox"/>
Ethnic or national origins	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>
Political opinion	<input type="checkbox"/>	<input type="checkbox"/>
Employment status	<input type="checkbox"/>	<input type="checkbox"/>
Family status	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>
Sex (includes pregnancy, childbirth, sexual harassment)	<input type="checkbox"/>	<input type="checkbox"/>
Did the interviewers help you feel at ease	<input type="checkbox"/>	<input type="checkbox"/>

If you answered yes to any of the foregoing, please tell us about it, so that it can be investigated.

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### INFORMATION FOR JOB APPLICANTS

	Yes	No
Was the job description sufficiently detailed for you to assess your suitability for the job?	<input type="checkbox"/>	<input type="checkbox"/>

If not, could you please tell us what was lacking. \_\_\_\_\_

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Was there sufficient data available in the job description upon which to base your employment decisions? Yes  No

If not, could you please tell us what was lacking. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you find the information pack helpful? Yes  No

If not, could you please tell us how we could improve. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMMUNICATION BETWEEN YOU AND MANAGEMENT**

How did you find out about the job?

- Word of mouth
- Advertisement – local
- Advertisement – gazette
- Other (please tell us so that we know of other avenues of seeking staff)

\_\_\_\_\_

Was your initial contact with the school positive and helpful. Yes  No

If not what was missing? \_\_\_\_\_  
\_\_\_\_\_

**ANY OTHER COMMENTS**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your time and assistance. This questionnaire can be posted to  
EEO Co-ordinator  
Rotorua Girl's High School  
251 Old Taupo Road  
ROTORUA**

**OR fax to 07 346 1269**