

2014

Showcasing the Faculties



**Creating a Culture of Excellence
by
Leading the Learning in ...**

BUSINESS AND CAREERS FACULTY

The Business and Careers Faculty at Rotorua Girls' High School consists of five full time teachers and a Deputy Principal and a teacher who takes a few classes. Within the Faculty we offer the following subjects; Business Studies, Digital Technology, Individual Senior Programme, Law, Career Development (including thinking skills) and Hairdressing. Our Faculty caters to approximately 450 students'.

STAFF

Kevin Heitia is the Head of Faculty and teaches Business Studies Y9-13 and a Junior Digital Technology Class and monitors the programmes for the Faculty.

Hancine Samvelyan is the Assistant Head of Faculty and Director of IT. She is in charge of the school Network Infrastructure overview and provides teacher professional development on a regular basis that focuses on Pedagogy and the use of technology. She is Teacher in Charge of the Digital Technology curriculum. She has been eDean and is the eTeacher (media) for the VLN. Hancine is currently completing her Masters in Education Leadership and is the Staff representative on the BOT.



Felicity Kaiwai, who is Dean of Karenga House has responsibility for Pastoral care of 174 students. She Teaches Digital Technology from Year 9 – 13. Felicity is also involved in extra-curricular activities such as basketball, Waka Ama, Kapa Haka.

Rana Motu who is the Dean of Rangiuru House has responsibility for Pastoral care of 143 Students. Rana Teaches Hairdressing Year 10 – 13 as well as a senior ISP class. Rana is in charge of the Pacific Island Group who compete in National Competitions each year.

Tui McCaull is in charge of Career Development and teaches Year 12 Health, a Year 10 PE class and a Year 9 Careers Rotation. Tui overseas the Trades academy students and works closely with senior students ensuring their subject choices are adequate for their future pathways. Within the Careers development office students are able to access Gateway work placements and courses.

Raewyn Krammer is a Deputy Principal in charge of curriculum. She has responsibility for NCEA Tracking, Principals Nominee, Enrol, Alternate Education, Special needs, Wellness Center, reports and she is in charge Year 11 and 13 Students. Raewyn also teaches Year 12/13 Law and Senior ISP.

Janet Cornes teaches one class of Careers. Janet also oversees the updating of the school website and works with the eVolcanics students ensuring they are communicating regularly with their teachers.

SUBJECTS AND ASSESSMENTS

Business Studies:

This is an Option subject that includes Accounting, Economics and Business Studies into a Business Studies programme. It is offered to students at year 9 to 13.

Digital Technology:

This option subject is offered at year 9 to 13. Digital Technology offers a wide range of skills and assessment opportunities. It is a practical subject that enables students to understand things from Digital Citizenship and ethics through to computer programming and web development. Students are assessed by

both Unit and Achievement Standards depending on their ability and previous Digital Technology experience.

e-Volcanics (VLN):

Students select from a range of subjects either not available due to a timetable clash or there are insufficient numbers for a class. This year students are participating in Y13 Geography, Y13 Japanese, Y11 French, Y13 Art History and Y13 Mathematics with Calculus. Students are assessed by their host school by Achievement Standards.

Individual Senior Programme (ISP):

This is an option subject that is offered from year 12 to 13. Students are involved in many activities pertaining to work. Students can select from a range of Unit Standards offered from an outside provider and is funded by STAR. It caters for students who have interests in subjects not generally offered in mainstream. Students are assessed by Unit Standards offered from ITOs in Tourism, equine and early child care.

Law:

This subject is an option subject that is offered at year 12 and 13. Students are assessed by Unit Standards. Students at Year 12 are looking at Law and society. Students at year 13 are looking at law making and comparing legal systems with other counties.

Career Development:

Gateway is a programme that bridges the gap from study at school to enable students to experience a work placement and possible permanent offer of employment. Students will go out to work placements for one day a week through Gateway during the year. They will do a range of unit standards in school and with outside agencies which complements this, such as Health and Safety courses and relative unit standards. Students are also given the opportunity to do a First Aid course, a Barista course and a range of other work related activities. Students are assessed by unit standards.

Hairdressing:

This subject is offered at Y10-Y13. Hairdressing is a popular option subject that is limited to 16 students per class. Students have a wide range of unit standard both practical and theory.

BUSINESS AND CAREERS FACULTY EVENTS

MaiBiz:

The programme is designed to enable students to experience the realities of product development through to sale. Students are encouraged to turn ideas into a saleable product and to realise the support mechanisms required to have a product in the market. It is a three day programme and is always well received by both students and organisers.

Market Day:

Every year we hold junior Market days - a lunch time extravaganza allowing these students to experience the thrill, effort and planning needed to produce and sell product to a live customer base. The entire school has opportunity to participate by sampling the products produced by each Market day group.

EOTC:

We try to offer a variety of field trips every year. This year students' in the faculty will experience trips to the local court house, Animation Studio in Auckland, Trip to Samoa, Pasifika by Nature as well as Gateway and Trades Academy (held off site), University and Polytechnic open days.

Hancine Samvelyan - Assistant HOF

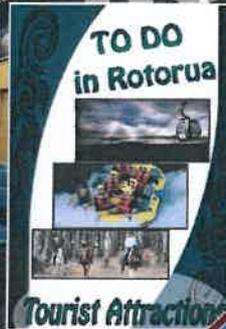
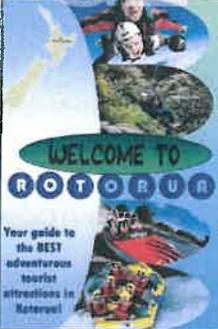
Business Faculty: Culture of Excellence

LOOKS LIKE



G5 C7 G2 F2 H5

"I like how the teachers are 1 on 1 teaching, I definitely understand it better"



Ako
Pono
Kotahitanga
Matauranga
Manaakitanga
Whakahaungatanga

Kanohi ki te kanohi
Kai korero

"Help us with our career pathways
Doing practice assessments before doing the real assessment
Gives lots of feedback from our work"



academic support/planning

"Talk to us individually about our work, on how we can improve our work."

"Just little things like walking around the room constantly to check if we are okay or need some assistance if we are stuck is really useful and keeps on track which real cool. Also giving us advice or hints on how to continue helps me personally learn, as I find it more appropriate then directly giving us the answer :)"



planning

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Student Voice

"Mrs McCaull helped us understand a clear view of what careers and how it is going to guide you in the near future"

"Well, my teacher is Whaea Kaiwai and she is very helpful, so far we have used "scratch". I like that we can listen to music and be creative with our work."

Before I moved classes into RG1, I was in Mr Hetia's business classes, he was always organised and ready for the day. When I needed help, he always gave it."

"Give us some ideas to help us with our learning They give us learning tools for digital technology"

"Well, Mrs Samvelyan and Mrs Kramer help all the time! they explain what we are doing properly and yeah."

"I like how Mrs Samvelyan in particular, always checks up on me to make sure where I'm at with my work and reminds me that she is there if I need the teacher for help but with her she makes sure that her assistance is always there and I know that."

"they challenge us, which is good so that we can improve."

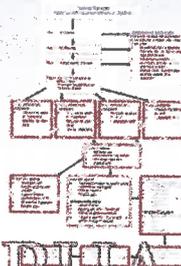
"They allow you to ask questions and also they respond with a good answer. [I like] How they relate to students. Always ask if you need help"

ROTORUA
GIRLS
HIGH SCHOOL

every girl counts

Relationships

behaviour management plan



support networks - deans/...



Communication
Google Docs



ENGLISH AND DRAMA FACULTY

The English and Drama Faculty at Rotorua Girls' High School consists of seven full time teachers and two teachers, which teacher only one English class each. Within the Faculty we offer the following subjects; English, Drama, Media Studies and Junior Literacy. Our Faculty caters to 799 students'.

STAFF

Sarah Riley is the Head of Faculty and teachers English year 9 to 13. She participates in Great Debate and Speeches. She is responsible for junior and senior e-asTTle testing, Ngati Whakaue, and RTLB programmes, FCEA and JCEA monitoring, and designs the Programmes for the Faculty.

Andrea Morrison is the Assistant Head of Faculty and teachers English Year 9 to 13 and is the teacher in charge of Media Studies. She is in charge of running the Great Debates and field trip organization. The rest of the staff in the faculty is:



Bridget Donovan, who joined the faculty full time this year, after being employed previously on a part time basis, she is the TIC Drama and also teachers' year 10 literacy.

Gaelyn Parnell who is the SENCO, who looks after the special needs of students and works with RTLB closely, she teaches English year 10 to 13 and ESOL. She participates in Great Debates and Speeches.

Clare Morgan teachers English year 9 to 13 and has implemented a great ICT rich programme with the year 9 accelerate class, RG1 and she also participates in Great Debates and Speeches.

Angela Jones is back as a full time English teacher in 2014, teaching English year 9 to 12. She also participates in Great Debates and Speeches.

Samantha Edwards-Tuilave is currently on maternity leave, before leaving at the end of term she was teaching English year 9 to 11 and the year 9 literacy rotations. **Egenia Aucamp** is covering Samantha's maternity leave.

Janet Cornes (year 10) and **Karena Ngata** (year 11) both teach one class of English each.

SUBJECTS AND ASSESSMENTS

English:

This subject is compulsory from years nine to twelve and an option at year 13.

Junior English has been designed to scaffold students towards NCEA and have modeled assessments on Level One Achievement Standards. Senior English is offered over a choice of three courses (Literature, Expressive, and Visual) at each level. They offer a range of Achievements Standards and students are required to achieve 14 credits at each level, and must successfully complete a writing standard before they are able to progress to the next level. Students' are currently working on credits for Research and Speeches (7 credits).

Media Studies:

This option subject is offered at year 12 and year 13. Media Studies looks at the influences on published media, such as newspapers, magazines etc. and films and television shows; with students' work towards producing a media product. This course offers Achievement standards.

Drama:

This subject is offered from years 9 to 13. All year nine students' participate in year nine rotations. From year 10 to 13 the subject is an option teaching a variety of drama techniques and production styles. Students' participate and formulate a scene to perform. This course offers Achievement standards.

Literacy:

This subject is offered at years 9 and 10. All year nine students' participate in year nine rotations. At year 10 students with specific literacy needs and are approached to take the literacy option. In these courses they use a variety of strategies to improve their literacy levels.

ESOL:

This course is a single class, which has students from year 9 to 13 participating in a course for students' for who English is a second language. This course offers Unit Standards.

ENGLISH AND DRAMA FACULTY EVENTS

Great Debates:

Every year we participate in the Great Debates with Rotorua Boys' High School. There are five debates, one at each year level. This year we are hosting the Great Debates at Rotorua Girls' High School in Term Three.

Speeches:

Every year we hold speech competitions in school. We hold four semi- finals one for each year level from year 9 to 12, with year 13 students' participating in the final only. The Speech Finals are being held at the end of May 2014. See photo of last year's judges and winner below.



Shakespeare in Schools:

Every year we participate in the Shakespeare in Schools competitions. This year we won first and second place in the 5 minute performance piece, with Elsie Spiers winning most promising actress. They are off to the national competition later in the year, in Wellington.

EOTC:

We try to offer a variety of field trips every year. This year students' in the faculty will experience trips to the Rotorua Museum, TVNZ in Auckland, Shelia Win Festival in Wellington, and Theatre Productions.

Sarah Riley (HOF)

HUMANITIES FACULTY

The Humanities Faculty at Rotorua Girls' High School consists of three full time teachers and three part time teachers who teach a combination of Psychology, History and Junior Social Sciences.

STAFF

Wai Morrison is the Head of Faculty and teaches Year 11, 12, 13 Sociology and Junior Social Studies. She is the Manager of our school Kapa Haka group and in charge of the Senior Ball this year.

Jo Vari is the Assistant Head of Faculty and teaches Year 12, 13 Classical Studies and Junior Social Studies. She is in charge of running the Junior Accelerate Program and MUNA (Model United Nations).

Haley Hodge, teaches Year 12 and 13 Tourism, Year 11/12 Geography and also teaches Junior Social Studies.

Di Carter is a Deputy Principal. She teaches Yr12/13 Psychology.

Karena Ngata, teaches our Year 11/12 History and 2 periods of Junior Social Studies.

SUBJECTS AND ASSESSMENTS

Social Studies:

This subject is compulsory for year's nine and ten. Social Sciences at Rotorua Girls High School aim to help you understand your world and teaches you the skills to become actively involved in society. In Year 9 Social Studies we study how people organise and control themselves. We study different cultures and societies and the beliefs, rules, laws, customs and lifestyles that they have

In Year 10 Social Studies we look at how people bring about changes and how they are affected by change. Students learn how to gather different kinds of information from a variety of sources, process this information, and present it in a range of different ways.

Classical Studies

Students will study of ancient Greek and Roman societies through literature and art. At Year 12 students will study Greek Mythology, The Odyessey, Pompeii and Roman Social Life. At Year 13 students will study Aristophanes' Plays, Roman Religion and Greek Vase Painting. Scholarship exams are available to suitable students

Geography

This subject will look at the Earths resources and how people use and respond to them. At Year 11 students will study Natural Hazards, Population and Global Patterns. At Year 12 they will look at The Amazon Basin, Urban Settlements and Development in Mexico.

History

This subject looks at events and issues in the past and how people choose to remember them. In Year 11 students study the Black Civil Rights and NZ Women and Health. In Year 12 students will study the Russian Revolution, Origins of WW1, Vietnam and the Cold War.

Psychology

Psychology looks at the study of human behavior and why they behave like this. In Year 12 students will look at Perception, Dreams and Lateral thinking. In Year 13 they will look at Eating Disorders, Phobias and Human Development.

Senior Social Studies (Sociology)

This carries on from Social Studies and looks at Societies and human social behavior. The aim of this course is to help students better understand changes and beliefs in society and develop ways to solve social problems. Sociology will sharpen skills in research and analysis of information. Students will learn how to develop a strong, well constructed arguments and appreciate the wide range of beliefs that exist regarding social issues.

Tourism

Tourism studies the travel industry and patterns and trends. At the end of each year students will achieve the National Certificate in Tourism. Students will study various countries, tourist destinations and have the opportunities to visit some of our local tourist ventures. Recently our Year 12s and 13s visited popular Tourist venues around Rotorua.



Humanities Faculty Events

Model United Nations Association:

Every year we participate in the Model United Nations. Schools from around the Bay Of Plenty compete as delegates to the United Nations. They are given a country and as a group must work together to address issues of global concern.

Asia Wise

Every year we compete in this international research competition. Students have a week to research answers on a range of questions based in the Asia Pacific region. All junior students are encouraged to enter as the competition is renowned throughout Australia and New Zealand.

Humanitarian/Citizen Awareness

As part of the Sociology students will participate in the 40 hour Famine and also raise awareness and money for Surf Aid, which helps the people of the Mentawai Islands. These issues help students to realise the problems that different societies have.

EOTC:

We try to offer a variety of field trips every year. This year students' in the faculty will experience trips to the Rotorua Museum, Tarawera Mountain, White Island and a History trip to Auckland. We also visit many of the Tourism adventures within Rotorua.



Wai Morrison
Head of Humanities Faculty

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MATHEMATICS FACULTY

We regret to inform you that Mr Rakesh Nand will be leaving us at the end of Term One, after working with us for the past year and a half. We wish him all the best for his future endeavours. Miss Kylie Hill will be joining us in the maths faculty from the beginning of Term Two and we are looking forward to working with her.

This term's high achievers:

NCEA Level 1 Maths

AS91038 Investigate a situation involving elements of chance:

Merit - Sally Haslam, Ashleigh Nairn, Judaea Newton-Te Riini, Reiana Andrews, Greir Keach, Chetique Paul, Grace Wilson, Tiara Winsor-Ngamata

AS91026 Apply numeric reasoning in solving problems:

Excellence - Shannon McBride; Merit - Samantha Lee Campbell, Charlotte Courtney, Anjeeya Patni, Ana-Marie Conroy, Sally Haslam, Georgina McPhee, Ashleigh Nairn, Summer Tahau, Tauvai Tereroa, Jesse Mae Wilson, Te Rima Walker, Lichuan Williams-Kingi, Reiana Andrews, Chloe Bevin, Shakyra Helmich, Te Wai Pounamu Hona-Paku, Shakaila Katene, Greir Keach, Jesni Kumari, Chetique Paul, Waiharakeke Ruha-Hiraka, Paige Skipper, Tiana Tait, Patrice Te Aho, Zahli Tukapua, Grace Wilson, Miharo Wilson, Tiara Winsor-Ngamata

AS 91032 Apply right-angled triangles in solving measurement problems:

Excellence - Leana Albert-Packer, Priyal Jeram, Gabrielle Jones, Savani Kannangara, Angel Porteous, Katie Stevenson, Jordyn Tereu; Merit - Emily Cooper, Alexia Goodall, Awatea Leach, Stacey Maki, Leah Stephenson, Soranan Wantoom

NCEA Level 2 Maths

AS91259 Apply trigonometric relationships in solving problems:

**Merit - Tyla Davis-Flood, Jazmin-Charlie Hurihanganui, Ema Mason, Alvaretta Rakuraku-Foster, Ashleigh Ralph, Jade Vincent, Phoenix Winiata, Grace Bassett, Shyvaughn Capper
Cheyenne Church, Nicole Haack, Kanwarpreet Kaur Kahlon, Montana Mareroa, Mercedes Neems, Orleen Ona, Carla Owen, Shkyrah Tamiana, Daryl Wiperi**

NCEA Level 3 Statistics

91581 3.9 Investigate bi-variate measurement data:

Excellence - Sophie Francis, Sydnee Koia, Samantha Moore, Charlotte Sutton, Candice Anderson, Halee Smith, Pang Suwanaposee; Merit - Briar Bayler, Riana De Thierry, Jazmin Henare, Christine Kaio, Parichat Tabpramool, Raynae Watson, Lise-Ann Barrow, Sorrento Bockman Rurehe, Nicole Bow, Danielle Duff, Caroline Fleming, Crystal Langton-Garde, Nirlap Mann, Althea Micah, Lyric Ratahi, Silia Sakalia, Renate' Wairua-Harpur, Kauri Walker.

Helen Adams - HOF

PHYSICAL EDUCATION FACULTY

Creating a Culture of Excellence-Physical Education Faculty

Term One has been a busy one for the Physical Education Faculty.....here are a few highlights.

RG1 Adventure Based Learning Assessment, Lake Okareka

'Abseiling with a twist'

'View from the Abseiling Tower'

Year 10 Survivor Challenge



'Flying Fox'

Year 11 PE-Adrenalin Forest

'Log Ladder'

Lake Okareka Adventure Based Learning



Excellence – Georgia Grace, Kirsty Lickfold

Merit - Jazmin Bennett-Hurihanganui , Aroha Oneoa, Kelsey-Rose Falwasser, Ashleigh Nathan, Te Au Waiora Waaka

Year 12 Health Achievement Standard 91236

Excellence - Aroha Oneroa, Kanwarpreet Kahlon, Priyeshel Kumar

Merit – Ada Te Kaawa

12ADV Kayaking



'12 ADV setting out for their first kayaking

every girl counts

Creating a Culture of Excellence



Dance



Year 13 AS 91591 Perform a Group Dance -Poi Contemporary Dance & Year 12' Belly Dancers' AS 91207 Perform an ethnic style of Dance

Year 11' Jazz Dance' AS 90002 Perform Dance Sequences-1st Task

Excellence - Michaela Cairns, Gabrielle Jones, Rakapa Kopua, Angel Porteous

Merit - Sally Haslam, Courtney Hodge, Salma Issa Rios, Anushka Janssen, Ashleigh Nairn, Yui Niiho, Chetique Paul, Courtney Wiggins

Excellences - Ishanee Illangasinghe, Nathalie Macfarlane, Amber Prouse-Morris, Ari Takahashi, Ramari Toetoe

Merit - Celand Harper, Ema Mason, Carla Owen, Jaedyn Robinson

Excellence – Marie Mason, Charlotte Sutton

Merit - Sharda Chase, Tina Hemsley, Christine Kaio, Shyvharn Walker

MUSIC



Photos of RG1 and RK1 using their devices to help create a Musical Road Map, To show me their life journey so far and all things musical they have encountered

Music is a subject that lends itself very well to technology. In our classes we are using devices all the time to support our learning and teaching. The majority of students have access to a device but if not I have 5 computers available in the classroom for use. Students love having access to the internet and applications on their devices. It keeps them focused and they have so many more resources available to them at the touch of a button. The students are more engaged and want to do well, working towards excellence.



We use our devices regularly from Year 9 to 13 for:

1. Composition – Composing their own music and recording it.
2. Performance – using You Tube to research songs to perform, having access to backing tracks, learning from Music tutorials, and virtual instruments
3. Listening – using the Music libraries and You Tube to listen to and analyse music being studied in various cultures
4. Video Function – For students to record their performances for analysing, or learning when they get home
5. Research and presentation of music topics

Year 12 Music Achievement Standard 91278 - Investigate an Aspect of New Zealand Music Excellence: Emma Winiata , Alvaretta Rakuraku-Foster

Karen Aldridge – Acting HOF

every girl counts

Creating a Culture of Excellence



SCIENCE FACULTY

WHO'S NEW

The Science department welcomed **Sonia Foote** to the teaching team. She is an ex-student and an expert mountain biker...watch this space! Sonia is teaching senior biology and year 9 Science. We also warmly welcomed our new science technician - **Ava Asby**.

NCEA results for 2013 external standards in Science were pleasing with 25 subject endorsements. Congratulations to- **Yvonne Long, Charlene Porteous-Watt and Ishanee Illangasinghe** for gaining Excellence endorsements. The other 22 endorsements were Merit and awarded to the following students – **Hannah Brons, Tara Moberly, Kim Paras, Anne Purdue, Erika Widsten, Kavita Budhia, Samantha Grace, Amber Johnston, Soltice Morrison, Helen Payne, Nathalie McFarlane and Airi Takahashi**.

Well done and we look forward to another productive and successful year for all science students.

HAPPENINGS

Sea week National Sea week this year provided the students a focus on recent events of whale strandings. They researched and presented posters which were displayed in the library.



Science Visitors for Careers in Science Focus:

One faculty goal for 2014 is to bring science from the community into the classrooms. Junior students were enlightened towards careers involving Science with guest speakers from local industries. Food technology seemed a favourite (especially since this is a job that designs new food products and you get to sample them as well!!). A product developer in packaging gave thought provoking challenges she had faced in her job, and engineers working on the Mall, Hospital and other local structures talked about earthquake proofing.

We would like to thank the support of FutureinTech, Richmond Food, SCION and BLK engineers for their time and presentations.



EOTC - Rainbows End - Force and Motion Experience:

every girl counts

Creating a Culture of Excellence



On Friday 28th March Senior Physics students visited Rainbow's End in Auckland. It was not just a beautiful day but it was full on for RGHS girls; They had fun while learning about gravity and motion. They were given a task at each experience. They experienced positive and negative gravitation of forces on the roller-coaster and horizontal "acceleration on the bumper boats. Sudden fear give them 0 gravity! They were able to apply the experiences and learning outcomes towards gaining credits.



SO FAR...

NCEA Science Internal Assessments demand focus and effort from the students. A lot of foundation work was established this term with assessing taking place in Term 2. We encourage students to maintain a consistent attitude – little and often – to help with management and completion of the assessments.

Students who have Achievements of Merit and Excellence so far –

AS 90935 Physics Investigation

Excellence - **Chantelle Cobby, Savani Kannangara, Shivani Singh, Leah Stephenson, Courtney Wiggins, Courtney Hodge, Soranan Wantoon**; Merit – **Leana Albert-Packer, Emily Foggin, Oriwia Rauwhero, Te Rima Walker, Olive Ona, Kendall Brett, Stacey Maki, Tiana Tait, Daisylee Wilson Rogers.**

AS 90930 Chemistry Investigation:

Excellence - **Chantelle Cobby, Savani Kannangara, Alexia Goodall, Leah Stephenson, Courtney Wiggins, Angel Porteous**; Merit – **Leana Albert-Packer, Laura Castle-Mann, Sally Haslam, Courtney Hodge, Priyal Jeram, Ashleigh Nairn, Soranan Wantoon, Veronica Ngatai, Patrice Te Aho, Jordan Andrews, Anushka Janssen, Stacey Maki, Katie Stevenson, Jordyn Tereu.**

Competitions and Activities:

We have students registered and all set for international Science Competitions.

- The BIG Science Competition will be held in May and as well as receiving a certificate and diagnostic printout, have the opportunity to win an IPAD, movie and i-tune tickets
- ICAS will also take place during June. This is an annual quiz and students can track their progress and strengths through the diagnostic summary.
- Year 11 students had the opportunity to enter the Brain Bee Competition – (on-line)
- Watch out for – Comvita Video Challenge.
- Chemistry students will visit SCION and have opportunities to talk with the scientists.
- Senior students will be hosted by a local industry and shown procedures in product development and on-site technicalities.
- Physics students will attend the annual Osborne lectures held at Waikato University.
- Junior students will be encouraged to enter the Regional Science Fair.

Michelle Goeth – HOF

TECHNOLOGY FACULTY

NCEA Level 1, 2 and 3

FOOD TECHNOLOGY / HOSPITALITY with Noeline Finlay

Year 10

- Students completed a Technology unit comprising of Food Safety and Personal Hygiene along with Functions of Ingredients. By the end of the unit students understood the relationship between the materials used and their performance properties in technological products. They also understood that materials can be formed, manipulated, and transformed to enhance the fitness for purpose of a technological product.

Year 11

- Level 1 AS 90959 - Demonstrate Knowledge and practices to address food handling issues
- Students were able to identify and explain the practices to follow that ensure a meal is safe to eat. Students have followed all high-risk criteria and produced edible dishes. They have justified these practices and linked them to possible sources of contamination and conditions, under which micro-organisms grow, not only for them- selves, also the wider community.



Stir fry Chicken and Rice and Thai Curry Chicken meatballs.

Year 12

Level Two Hospitality – US 167 Practise Food Safety Methods - Vegetable Garden Project

Students have successfully demonstrated the handling and preparation of food, storage of all high risk foods, both cooked, uncooked and reheated. Students have used temperature probes at all required times. In addition to this course the Year 12 students operate a small vegetable garden, whereby a garden to table aspect is in place. Fresh herbs are grown alongside seasonal vegetables.

Year 13

Level Three Food and Hospitality US 6648 Prepare Plan and Serve for Special Occasion

This Unit of work has been a highlight for our girls delivering this unit of work by catering for the BOT dinner. Students established a Menu, Budget, and Costing of each dish, several processes, Service plan, Invitations, and production of service under realistic time pressures resulting in a successful unit of work.



every girl counts

Creating a Culture of Excellence



Year 9

The Year 9 rotation is all about 'Understanding the Sewing Machine'. Students learnt the basic set up and settings of the sewing machine before carrying out tests of sewing skills and exploring the design process. Each student designed and constructed a drawstring bag ready to store their textiles folder in for Year 10. Results show each student shows understanding of how functional modeling and prototyping are both needed to support decision making when developing an outcome.

Year 10

This term students learnt the importance of showing understanding through evaluation. Students were given a brief that gives the opportunity to work within set criteria of key attributes. The brief required each student to design and construct of a cushion cover that represented a country with a traditional applied symbol and a screen printed tribal pattern. Students spent a lot of time learning practical skills and using new knowledge to design a successful cushion.



Year 11

Last term was an excellent start to the year, the classroom environment was thriving with practical tasks and students were learning technical skills and knowledge both through practical and theory elements. Students learnt how to plan out their current 10 credit assignment looking at practical applications of construction and bookwork aiding the development of key stages, setting goals, resources and decision making for their duffle bag.



Year 12

The first assignment for Year 12 offers students the opportunity to advance their basic construction skills by adding special features onto a bomber jacket that takes multiple techniques and processes to produce. They have undertaken a range of practical techniques and processes to create samples that will aid their development in the completion of their jacket.



Year 13

This year has been a massive change in the way the course is presented. Students have to use prior knowledge and work through their own individual design processes and reviewing their progress to continue on to the next step rather than constructing a set product and completing a teacher led workbook. The first assignment has allowed students to look at surface decoration through fabric manipulation. Students have found and analysed an inspiration image, researched a fashion competition and created a brief to allow the development of a crop top. Students have also learnt to how measure their body to create a blouse block purely from individual measurement. The main focus of this assignment is to create a block, patterns and constructing toiles with special features to smoothly fit the planes of the body.

DESIGN & VIS COMM. Miss Melissa Van Vliet

YEAR 9

The students take on a Frank Gehry approach to design where they explore model making through the manipulation of paper. They then sketch a range of sections of their paper manipulation to visually see it as something that could be of use and purpose (Spatial or Product). Their choice of purpose is then researched into existing products and developed by the student through sketching and rendering to a final design. Throughout this process the students are learning model making, a variety of sketching and rendering options, a process of design, divergent and convergent thinking and experimentation through 'childs-play'. All of which are necessary tools to move on to the next level of DVC.

YEAR 10 & N.C.E.A LEVEL 1

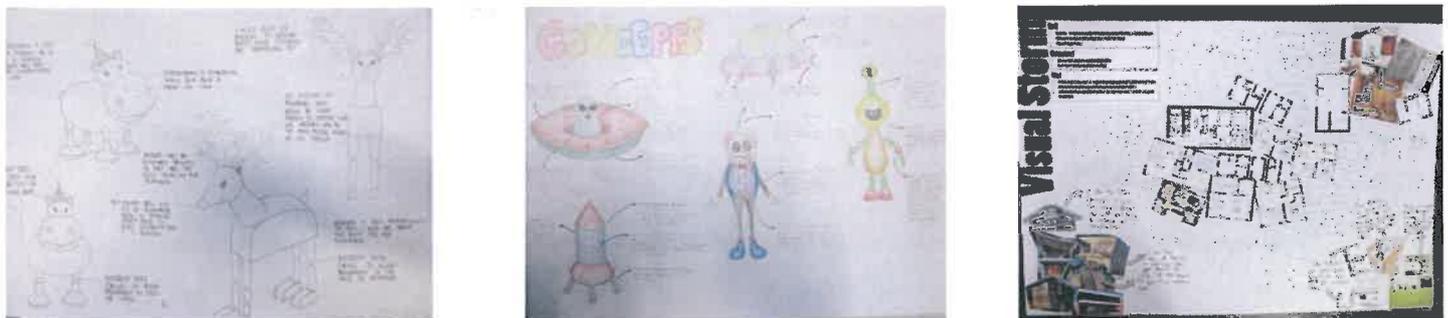
The students are consistently building on and refining existing skills in DVC learnt in previous years such as sketching and rendering and learning how to apply this to the design process. Students will also be exploring and furthering their research skills and divergent and convergent thinking in order to produce an outcome to meet the specifications of their design brief. The students are currently working on a Product Design brief (Wooden Toy Design) which is teaching them to observe the world around them and translate their connections into tangible products. The students have done research in the form of stakeholder interviews and internet images and are currently exploring their sketching skills enabling them to transfer their mental images (initial design ideas) onto paper.



N.C.E.A LEVEL 2 & 3

Currently the level 2 and 3 students are working on very similar Spatial design briefs and presently exploring and finding inspiration for their ideation standard. This involves thorough and extensive research into anything they find exciting and stimulating to assist in their conceptual design process. Doing this allows them to consider multiple possibilities as outcomes for their design brief. So far, this process has also allowed the students to learn about the wider design community and the notion of 'thinking outside the box.'

Level 3 students will be running their Spatial design brief to the beginning of Term 3 and will then work on their Presentation standard throughout Term 3. Level 2 will be moving on to their Product Design brief in week 5 of Term 2 and will round this up at the end of Term 3.





Marautanga 2014

Te Reo Māori
'Ko te reo te hā o te Maori'
(The language is the very life breath of Māori)

We strive to find every opportunity to bring our language to life in all areas of the school but the engine room for this strategy lies in the everyday learning experiences in our classrooms. We understand the varied entry points our students' bring to the classrooms and are resilient on a range of differentiated learning styles to meet our girls' needs which means classes our Reo based rather than year level. In Year 11-13, students are working on NCEA Levels 1,2 and 3 while year 10's can also access NCEA level one.

Students leading their own learning...

Conflict resolution processes

Whakawhanaungatanga (relationships) is pivotal to the on-going development of the Reo programme and to understand our connectedness to each other we must first understand ourselves - au (me/I) and ultimately our relationship with our language and how we can use it. This began with how we connect with our Reo and what it means to us and then moving on to using the language in paired situations and using it to diffuse potentially explosive situations (conflict resolution). Our current journey with the language includes bringing the knowledge we have of a particular revitalisation strategy and sharing it with others in a larger forum.



Student voice has turned my programme upside down and inside out. It is exciting. At senior level there have been more opportunities to find better and more innovative ways to learn. Students have stepped up to the platform of teacher and showed what is possible and how the classroom programme can change for the better.

We are committed to creating a culture of excellence and do so by realising that we are all lifelong learners - students do lead the learning in our classrooms and I take my place in the classroom as a learner. Our tu-rangawaewae is strengthened by the core values of our Faculty - whanaungatanga, manaakitanga, kotahitanga, wairuatanga and aroha. This is who we are and this is what we honour - therein lies the experience of excellence and the myriad of opportunities to celebrate our successes because the girls are working in reciprocal learning relationships between teacher and pupil.

Māori Performing Arts
'Ngā mahi a Hine-te-rehia'

Senior Kapahaka

Tuhourangi/NgaŌ Wahiao

'Students are actively involved in local Pohiri and performances that have provided opportunities for all



students to demonstrate their learning in a real life'

Māori Performing Arts (MPA) is built on a solid foundation of core Maori values such as whanaungatanga, manaakitanga, kotahitanga, wairuatanga and aroha.

These values set the platform for the acceleration of academic success in Term One. In addition to this, there is an even balance of theory and practice in relation to academic goals and learning experiences. Students are also encouraged to approach our local community for expert knowledge, this information is applied to their own research and consolidation of learning.



TE REO

The use of Te Reo Māori is integral to the learning of these students and their research. Students are encouraged to learn basic Te Reo Māori and tikanga practises (RGHS Charter 2013) which they can utilize in a real life context.

This Term we have placed a strong emphasis on Identity, knowing who we are and where we come from. From this, students are able to make links with their peers, respect cultural values and explore cultural beliefs. As an alternative for non-Māori we offer the school Pepeha as a means of making those connections. They are also encouraged to research their own landmarks and apply them to their personal Pepeha encouraging discussion and research with their whānau.

We also offer a range of digital devices which are invaluable as support tools for learning. Digital Citizenship is promoted through engaging with such devices; technology has evolved immensely and our students are gaining skills and values that are relevant for the future.

In terms of academic achievement, we discussed as a class the possibility of gaining merits and excellences as opposed to just achieved. We looked at various exemplars of student work that attained such credit, providing students with realistic targets. Our programme is based on relevant tasks and learning experiences to engage and support students achieving at a higher level

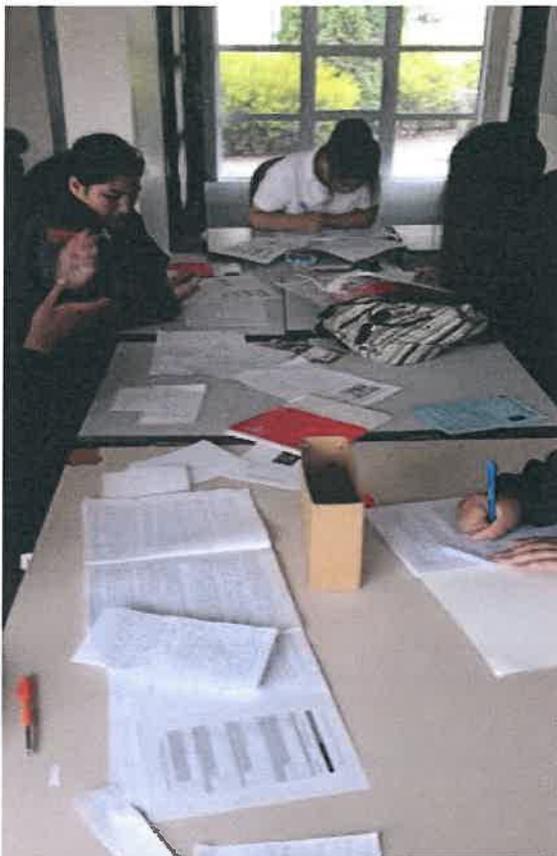
Students inside of Alternative Education have struggled to learn within the mainstream programme. We, as teachers of Alternative Education strive to form positive working relationships in our professional environment. It is from maintaining such positivity that relationships are extended from teacher to student, student to teacher and teacher to parent (paramount) in order to help students achieve academically, socially and culturally.

Through reflecting and evaluating my practice, I understand that these three important values lead onto many more essential values that we respect and instil for every student, parent and whanau that we work with. Following this, I believe that excellence will happen for every learner as long as we have established these core values and our students understand their attendance at school is key to achievement.

Alternative Education

Towards the end of Term 1 we discussed the idea of changing how teaching and learning was happening in class to a new way of allowing students to take more responsibility for their learning through co-constructing what learners want. For Term 2, the morning programme (periods 1-3) will see teaching

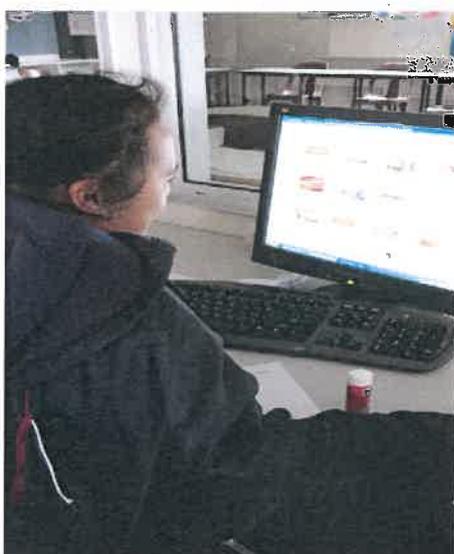
based on developing and teaching skills that are important for Literacy, Numeracy, Social Studies and Health/Personal Wellbeing. The afternoon programme (periods 4-6) will be based on students implementing these skills inside of themes or topics that are of interest to the student to enhance engagement.



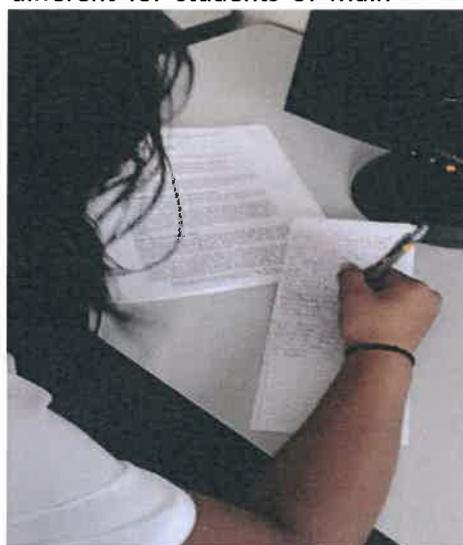
The Key Competencies are interwoven continuously through the entire programme because it is imperative that students are involved, participating, contributing, problem solving, communicating and 'giving it a go' at every opportunity. From the examples (left), there is always scope for EOTC to Marae, out into the community like the Rotorua Museum, as we can have guest speakers such as a local artist, a drug and alcohol counsellor or a Maori Women's Welfare League volunteer who we will invite to share their valuable experiences with our class in order to show relevance and their expertise with us.

Whanaungatanga often starts from students getting to know me as their teacher, as they get to know each other and then how they learn to 'fit into' the group as an individual. A large portion of my class (RG4) struggle with trusting others therefore they take a bit longer to trust not only their peers but also myself as their teacher. On the other hand, my communication with parents and whanau or our relationship is developing more and more as the term progresses because I am contacting them to talk about attendance, through home visits, or parents visit our class or through our Academic Planning discussions.

The level of Excellence for students of Alternative Education is slightly different for students of Main-



stream. There are more simple things for AE students that need to be improved upon before we can expect the academic results at Excellence level. Simple things like maintaining consistent attendance, completing all set tasks on time, participating and contributing in groups and then class situations are all things that any mainstream student would be good at. Compared to most barriers to learning AE students experience. Therefore we must encourage students to 'find people who can help with' these issues.



Our teachers work great as a team - whatever the 'call' maybe, we are there. Whatever happens will happen and we are there to support each other with whatever needs to be done. We stride forward together as a team and we will wait if we need to



ROTORUA
GIRLS
HIGH SCHOOL

every girl counts



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"CRAFTING REMARKABLE YOUNG LEADERS OF THE FUTURE"

