



2016 Senior Leaders

# 2016 Charter

"He tātā i nga ngārahu ahi kia muru mai anō ai"



## Section 1: The Charter Agreement

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

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

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

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

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

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

Signed.....*C Nairi*..... Date:  
(Chairperson Board of Trustees)

Signed.....*A Gibbons*..... Date:  
(Principal)

## Section 1: The Board of Trustees

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

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

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

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



## Codes of Conduct

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

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

### TRUSTEES SHALL:

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





## Effective Governance and Administrations 2016

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



## ABOUT ROTORUA GIRLS HIGH SCHOOL

### Rotorua Girls High School

- Is a single-sex, state secondary school catering for Year 9 to 13. It was established in 1959 when Rotorua Girls High School, established in 1927, split into two single-sex school.
- Has a current role of approximately 600 (73% Māori, 15% N Z European, 5% Pacific Island and 7% other).
- Has a strong commitment to ensuring the Treaty of Waitangi informs all decisions made at Rotorua Girls High School.
- Has a strong commitment to Tikanga Māori (Te Arawatanga) and Te Reo
- Includes many traditions which have been established over 56 years that build pride and a strong sense of identity and belonging.
- Focus on all round development of every student.
- Is staffed by talented and committed teachers.
- Has an excellent history of high academic achievement



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

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

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

## PRINCIPLES

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

The school stands on its proud history and traditions, but has active commitment to providing learning that will ensure students are successful now and in the future.



The school has clear values including cultural diversity ensuring that Tikanga Māori (Te Arawatanga) and Te Reo Māori are an important part of school life. Every student has the opportunity to learn Te Reo Māori.

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

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

Dr Ken Kennedy

**MĀORI STRATEGIC DIRECTION**

Rotorua Girls High School has identified the following strategic goals:

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





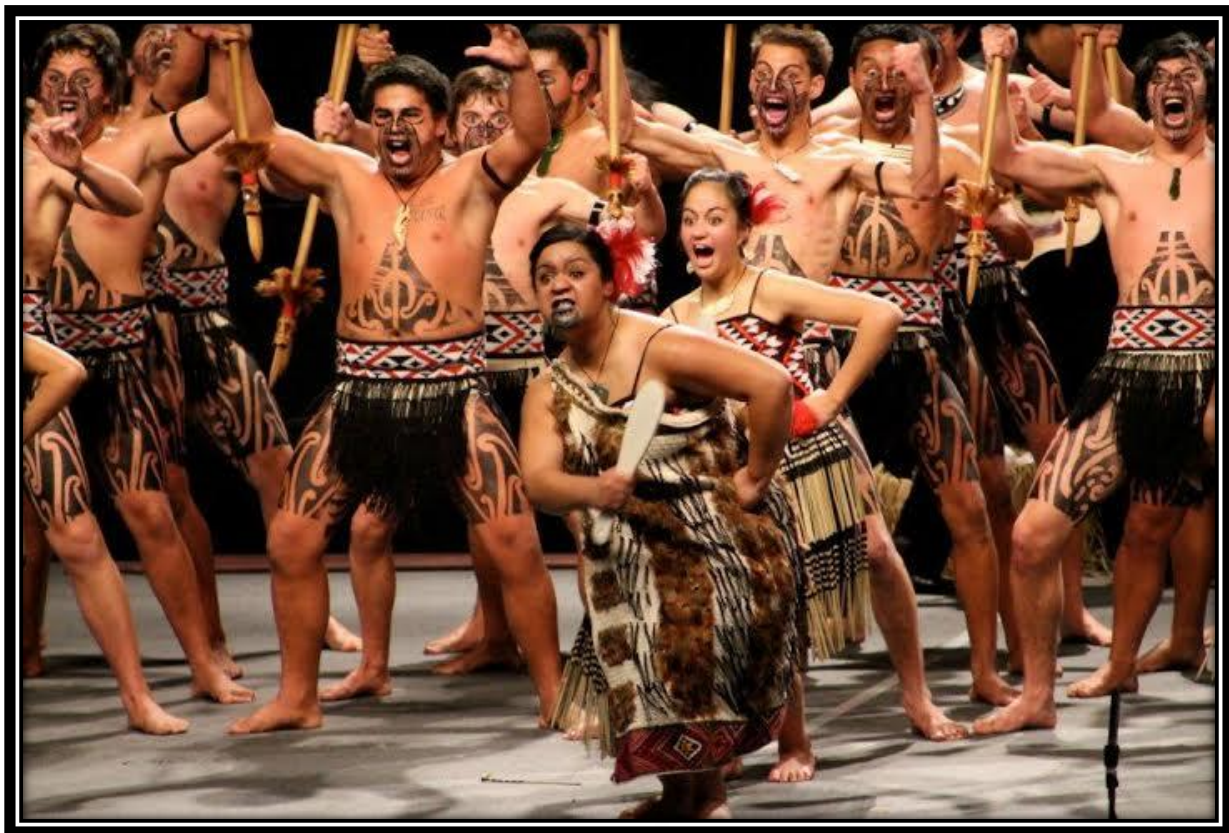
These goals will be achieved by:

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

### Full Immersion programmes/ Ngā Hōtaka Rumaki Reo Māori

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

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



### **School Inclusiveness**

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

### **Cultural Diversity**

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

In 2015 73% of our roll classified themselves as Māori, 15% as N.Z European and 12% as Continental European, Indian, Chinese, South African, Japanese and Pacific Island.

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

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

The foundations of our curriculum decision making are:

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

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

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



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

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

**Ministry Funded Initiatives contributing to achieve these aims include:**

- STAR and Gateway Programmes 2009 – 2016
- Trades Academy – Waiariki Polytechnic

**Building Programmes**

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

Our Charter documents include:

- 2015 Analysis of Variance
- 2016 Strategic Plan
- 2016 Annual Plan
- 2016 Targets



# Rotorua Girls' High School Analysis of Variance 2015

For the year ended 31 December 2015



## Analysis of Variance

The Board of Trustees for the past 12 years, has annually reaffirmed that if student achievement is to increase, we must firstly have the students at school (attendance data), secondly, student literacy and numeracy levels must be significantly improved by the end of Year 10 if students are to be realistically focused on NCEA and thirdly students must be encouraged to stay at school (or in education or training) for longer, so that they can ultimately leave with higher qualifications. Our 3 goals reflect this and targets are set higher each year.

### Targets for 2015

#### TARGET 3: INCREASE THE PERCENTAGE OF STUDENTS ACHIEVING NCEA

#### NCEA – PROVISIONAL RESULTS Participation Based Performance Targets - 2015 AS AT 31/01/2016

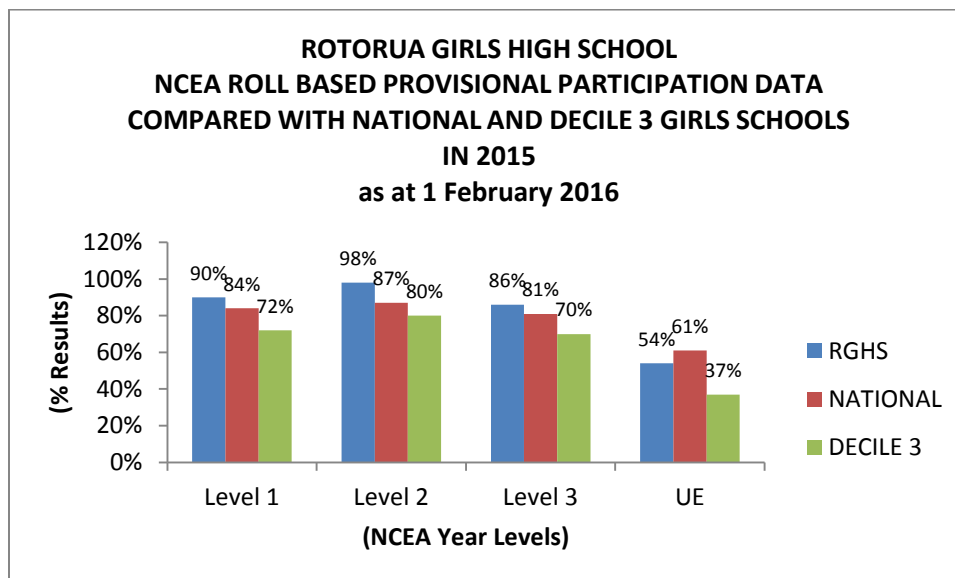
##### Achievement:

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

#### Participation – Statistics

Year	RGHS 2015	RGHS 2014	RGHS 2013	Nat 2015	Nat 2014	Nat 2013	Target Met 2015	Target Met 2014	Decile 3 2015	Decile 3 2014	Target Met Compared with National		Target Met Compared with Decile 3 Girls	
											15	14	15	14
1	90%	91%	82%	84%	83%	69%	Yes	Yes	72%	82%	Yes	Yes	Yes	Yes
2	98%	95%	73%	87%	87%	72%	Yes	Yes	80%	91%	Yes	Yes	Yes	Yes
3	86%	66%	69%	81%	79%	58%	Yes	No	70%	78%	Yes	No	Yes	No
UE	54%	39%	62%	61%	59%	51%	No	No	37%	45%	No	No	Yes	No
LIT	88%	88%	89%	83%	86%	86%	Yes	Yes	89%	89%	Yes	Yes	Yes	Yes
NUM	89%	84%	85%	82%	84%	84%	Yes	Yes	88%	84%	Yes	Yes	Yes	Yes

NB: Target for the year shown in brackets.





- **Pass rates for NCEA levels 1-2 will show an increase on percentages obtained in 2015. Level 1 to reach 85%, Level 2 to reach 85%, Level 3 to reach 70% and UE 70%, Literacy and Numeracy to meet 90%.**
  - **Level 1** target of achieving 85% was met, achieved 90% at this provisional stage. After our NCEA Catch Up Programme at the start of this year, a further 3 students have now achieved NCEA Level 1.
  - **Level 2** target of achieving 85% met, achieved 98%. After our NCEA Catch Up Programme at the start of this year, a further 5 students have now achieved NCEA Level 2.
  - **Level 3** target of achieving 70% met, achieved 86% at this provisional stage After our NCEA Catch Up Programme at the start of this year, a further 3 students have now achieved NCEA Level 3.
  - **UE target** of achieving 70% was not met, as we achieved 54%. After our NCEA Catch Up Programme at the start of this year, a further 5 students have now achieved NCEA Level 3.
- **The percentage of RGHS students passing Literacy will reach or be above 90%.**  
Provisional Target not met, we achieved 88% at Level 1
- **The percentage of RGHS students passing Numeracy will reach or be above 90%.**  
The provisional Target not met, achieved 89% at Level 1



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

**ROTORUA GIRLS HIGH SCHOOL  
ENDORSEMENTS (2015 – 2014) COMPARISON**

Year Level	2015		2014	
	Merit	Excellence	Merit	Excellence
Level 1	29 (42%)	21 (46%)	36 (47%)	11 (39%)
Level 2	22 (32%)	17 (38%)	27 (35%)	10 (36%)
Level 3	18 (26%)	7 (16%)	14 (18%)	7 (25%)
<b>Total</b>	<b>69*</b>	<b>45*</b>	<b>77</b>	<b>28*</b>
<b>Overall Total</b>	<b>114</b>		<b>105</b>	

- In **2015** students achieved a total of **114** (105 in 2014) Course Endorsements, **69 Merits** (77 in 2014) and **45 Excellences** (28 in 2014). In 2013 we had a total of 82 Course Endorsements.
- There is a positive growth in the number of Excellence Course Endorsements from 28 to **45 in 2015**, showing 7% in Level 1, 2% in Level 2 and 9% in Level 3, a total of 9%, meeting our 2015 target to improve Excellence and Merit endorsements in all three NCEA levels.
- **All Year 11-13 students completed Learning Plans with either Mentor/Whānau Teacher/Careers Advisor in 2015.**

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

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

- Year 11 34 Young Scholars for 2015 (21 in 2014)
- Year 12 27 Young Scholars for 2015 (16 in 2014)
- Year 13 15 Young Scholars for 2015 (11 in 2014)
- Top Scholars equals 13 Year 13 (8 in 2014) will receive a Top Scholars Tie in 2016, showing a positive growth of 5 students
- In 2015 we had 76 (48 in 2014) students gaining Young Scholars achievement, i.e. students have achieved at least 80% GPA (Grade Point Average) in their results. 13 (8 in 2014 inaugural Year) students are the top Scholars for 2016 as they have been Young Scholars for two years receiving their Blue and Gold Badge. This shows a positive growth in celebrating Top Scholars success at Rotorua Girls High School.
- Students met regularly with their mentors and worked towards their academic and career path goals. Year 13 students met with DP Assessment Curriculum to complete common confidential and scholarship applications for Universities and Tertiary study. There were 7/12 Scholarship applications were successful raising a total of \$20,000. They also met with Careers Advisor to complete their 'common confidential' forms.



## 2015 PROVISIONAL LEAVERS DATA

**ROTORUA GIRLS HIGH SCHOOL**  
**Level Leavers Data 2015 Who Did Not Achieve Level 1, 2 or 3 as at 28 January 2016**

Number Who Did Not Achieve Level 1 NCEA (Year 11)	Where Did They Go Level 1 NCEA (Year 11)
<b>25 Students</b>	
(12) No Formal Attainment (5) 1-13 credits at any level (0) 14-39 credits with Level 1 Literacy and Numeracy at any Level (6) 14-39 credits without Level 1 Literacy and Numeracy at any Level (1) 40+ credits at any level including Level 1 Literacy and Numeracy (1) 40+ credits at any level without Level 1 Literacy and Numeracy	(10) Another School (3) Tertiary (6) Employment (0) Overseas (6) Unknown
(1) 1-13 credits at Level 2	(1) Another School (2) Tertiary (1) Employment
Number Who Did Not Achieve Level 2 NCEA (Year 12)	Where Did They Go Level 2 NCEA (Year 12)
<b>11 Students</b>	
(2) No Formal Attainment (2) 1-13 credits at any level (1) 14-39 credits with Level 1 Literacy and Numeracy at any Level (2) 30+ credits at Level 2 or above (3) 40+ credits at any level including Level 1 Literacy and Numeracy (1) 40+ credits at any level without Level 1 Literacy and Numeracy	(2) Another School (8) Tertiary (6) Employment (3) Overseas (0) Unknown
(8) Level 2 left with Level 1	(3) Another School (1) Tertiary (4) Employment
Number Who Did Not Achieve Level 3 NCEA (Year 13)	Where Did They Go Level 3 NCEA (Year 13)
<b>12 Students</b>	
(0) No formal Attainment (10) 30+ Credits at Level 3 or above (1) 30+ credits at Level 2 or above (1) 14-39 Credits at any Level without Level 1 Literacy and Numeracy (0) 1-13 Credits at Level 1 (0) 40+ Credits at any Level without Level 1 Literacy and Numeracy	(0) Another School (3) Tertiary (8) Employment (1) Overseas (0) Unknown
(15) Level 3 students left with Level 2 only	(3) Another School (4) Tertiary (8) Employment
Total of 48 Leavers	



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

Year 9 – shift &gt; 2 sub levels

Year 10 – shift &gt;1 sub level

**Year 9 – Reading (Average for Cohort 4B) Beginning of Year**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
<b>Total</b>	7		2	2	2	19	11	18	20	14	2	2		
<b>Maori</b>	3		2	2	2	13	9	13	16	12	1	1		
<b>Pasifika</b>	2					5								

**Year 9 – Reading (Average for the cohort 4P) End of Year**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
<b>Total</b>				8	3	7	7	15	27	19	5	2	1	
<b>Maori</b>				7	2	6	5	10	20	14	2	1	1	
<b>Pasifika</b>					1		1	2	2	1				

**Year 9 – Writing (Average for Cohort 3B) Beginning of Year**

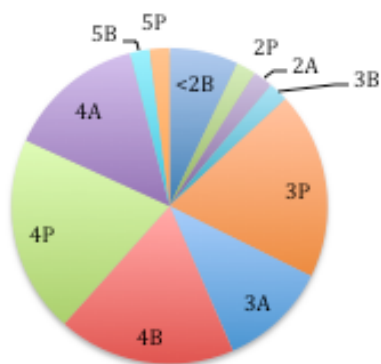
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
<b>Total</b>	10	3	5	14	4	11	6	10	14	6	3	1		
<b>Maori</b>	7	2	3	12	1	10	5	7	9	6	1	1		
<b>Pasifika</b>	1			1	1	1			1		1			

**Year 9 – Writing (Average for cohort 3A) End of Year**

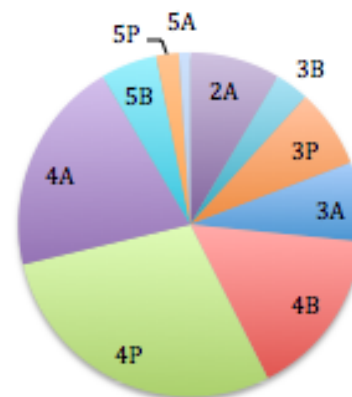
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
<b>Total</b>	13	1	6	8	4	2	7	10	8	15	7	1	6	3	1
<b>Maori</b>	11		6	4	3	1	4	8	5	12	4	1	5	2	1
<b>Pasifika</b>		1			1		3	1	1						

**Comparisons between beginning and end of year results for e-asTTle Reading**

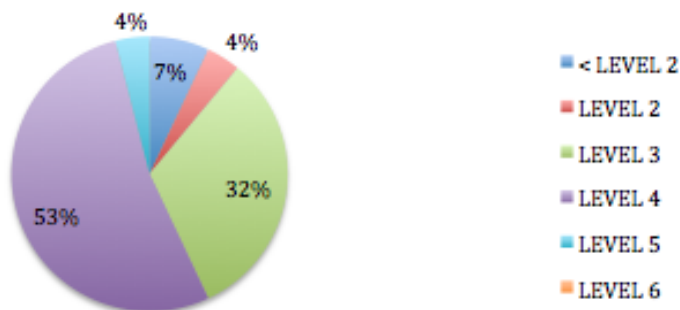
**Number of Year 9 Students in e-asTTle Reading Beginning of the Year**



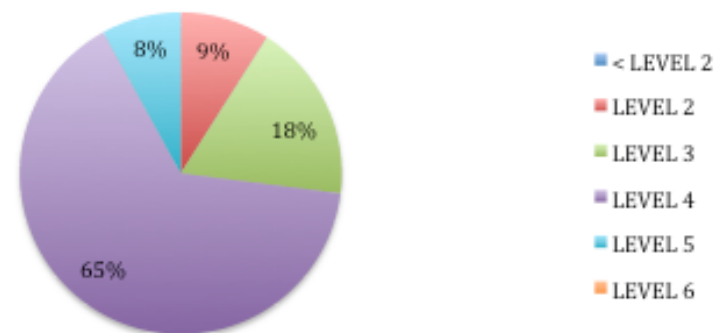
**Number of Year 9 Students in e-asTTle Reading End of the Year**



**% of students at Year 9 e-asTTle Reading Level at the beginning of the year**



**% of students at Year 9 e-asTTle Reading Level at the end of the year**



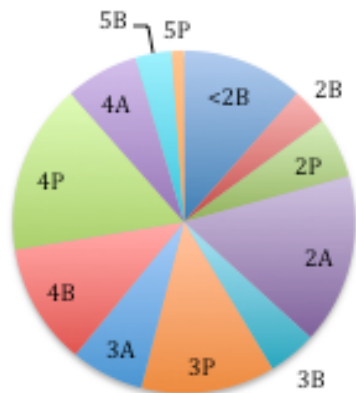


## **Analysis of reading**

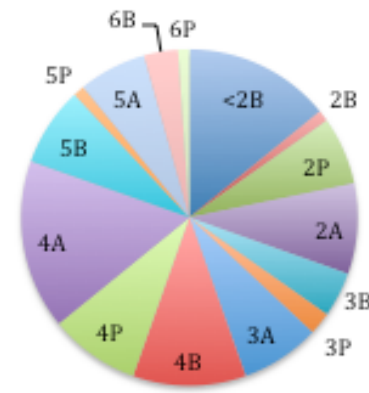
- Significant shifts have been made in relation to the average for the Year 9 Cohort. There has been an average sub level shift from 4B to 4P for e-asTTle Reading in 2015.
- It has been encouraging to see that by the end of 2015 we had no students sitting below level 2 of the New Zealand Curriculum (NZC). At the beginning of the year we had 7% (7 students) sitting **below** Level 2 and 4% (4 students) sitting **at** level 2. By the end of 2015 we had 9% (8 Students) from the year 9 cohort sitting at the top of level 2, 2A on the e-asTTle scale
- The largest shift for our students has been the number of students that are at levels 3 and 4 of the NZC. At level 3 we reduced numbers from 32% (32 students) at the beginning of the year to 18% (13 students) at the end of the year. At level 4 we saw numbers increase from 53% (52 students) at the beginning of the year to 65% (61 students) by the end of the year. With just over half of the students sitting at the curriculum level they should be at for year 9 (Level 4), students are on track towards NCEA level 1.
- At Level 5 of NZC we have seen the numbers increase by 4% from 4 students to 8 students. This is an area of focus for accelerate classes for 2016.

**Comparisons between beginning and end of year results for e-asTTle Writing**

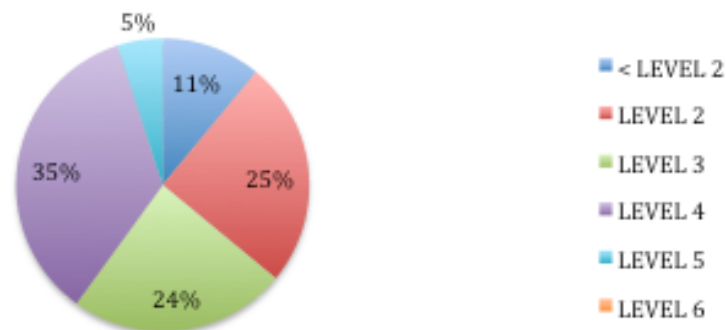
**Number of Year 9 students for e-asTTle Writing Beginning of the Year**



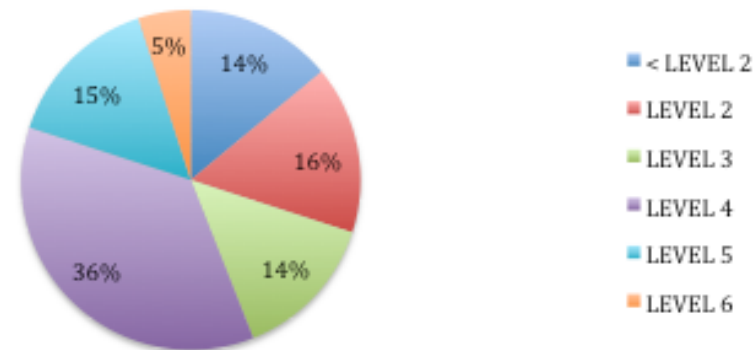
**Number of Year 9 students for e-asTTle Writing End of the Year**



**% of students at Year 9 e-asTTle Writing Level at the beginning of the year**



**% of students at Year 9 e-asTTle Writing Level at the end of the year**



## **Analysis of writing**

- Significant shifts have been made in relation to the average for the Year 9 Cohort. There has been an average two sub level shift from 3B to 3A for e-asTTle Writing in 2015.
- It is still a concern that by the end of 2015 we still have students sitting below level 2 of the New Zealand Curriculum (NZC). At the beginning of the year we had 11% (10 students) sitting **below** Level 2 and 25% (22 students) sitting **at** level 2. By the end of 2015 we had 14% (13 Students) from the year 9 cohort sitting **below** level 2, which was an increase of 3 students and 16% (15 students) sitting **at** level 2, which is a significant decrease of 7 students.
- The largest shift for our students has been the number of students that are at levels 3, 4 and 5 of the NZC. At level 3 we reduced numbers from 24% (21 students) at the beginning of the year to 14% (13 students) at the end of the year. At level 4 we saw numbers increase from 35% (30 students) at the beginning of the year to 36% (33 students) by the end of the year. At level 5 we saw a 10% increase in the number of students, from 5% (4 students) to 15% (14 students). With 56% of the students in the year 9 cohort sitting at or above the curriculum level they should be at for year 9 (Level 4), students are on track towards NCEA level 1.
- At Level 6 of NZC we have seen the numbers increase from no students at the beginning of the year to 4 students. This very pleasing as an area of focus for 2015 and 2016 is writing.

**Year 10 – Reading (Average for Cohort 4A) Beginning of Year**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
<b>Total</b>	8					6	3	6	12	41	16	14	6	1
<b>Maori</b>	7					6	1	4	11	35	10	9	2	1
<b>Pasifika</b>									1	2	1		1	

**Year 10 – Reading (Average for Cohort 4A) End of year**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
<b>Total</b>	1	1	1	2	1	7	6	9	9	45	17	8	2	2	1
<b>Maori</b>	0		1	1	1	5	5	9	8	35	8	6		2	1
<b>Pasifika</b>	0			1			1			2	2				

**Year 10 – Writing (Average for Cohort 3P) Beginning of Year**

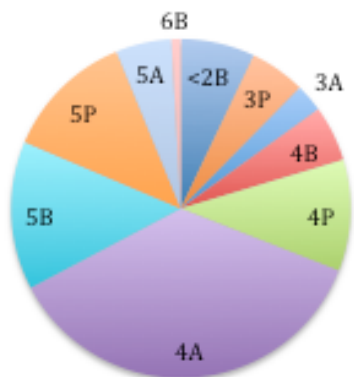
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
<b>Total</b>	13	4	6	13	2	15	15	18	12	7	9	3	2	
<b>Maori</b>	11	3	5	9	2	12	10	14	10	5	8	3	1	
<b>Pasifika</b>	1		1			1				2				

**Year 10 – Writing (Average for Cohort 4B) End of Year**

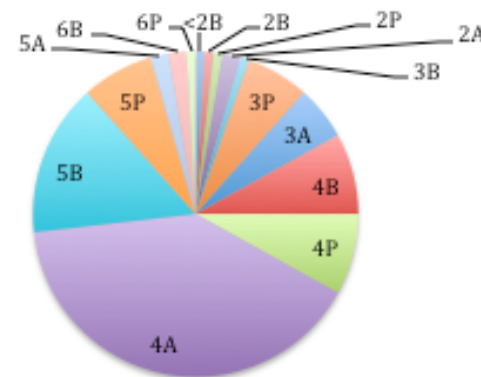
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
<b>Total</b>	2	2	2	5	6	15	4	20	20	21	10	8	3		1
<b>Maori</b>	2	2	2	3	5	11	2	17	14	16	8	5	2		
<b>Pasifika</b>				1		1	1			1	2	1			1

**Comparisons between beginning and end of year results for e-asTTle Reading**

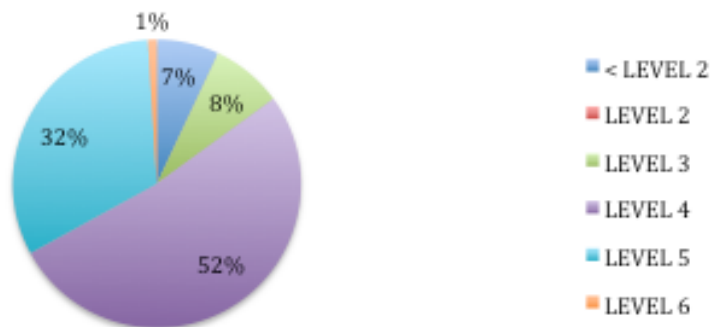
**Number of Year 10 students for e-asTTle Reading beginning of the Year**



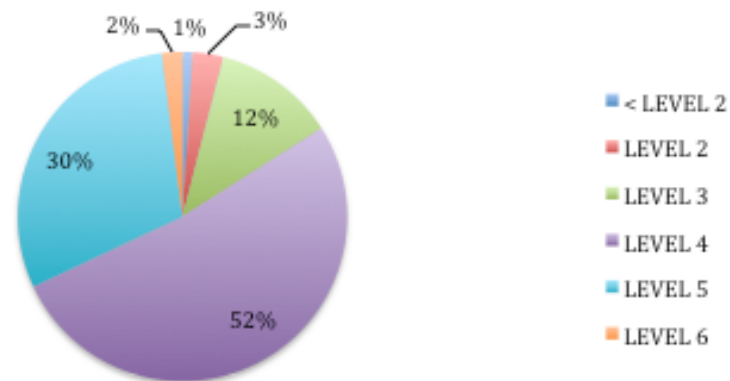
**Number of Year 10 students for e-asTTle Reading End of the Year**



**% of students at Year 10 e-asTTle Reading Level at the beginning of the year**



**% of students at Year 10 e-asTTle Reading Level at the end of the year**





## **Analysis of Reading**

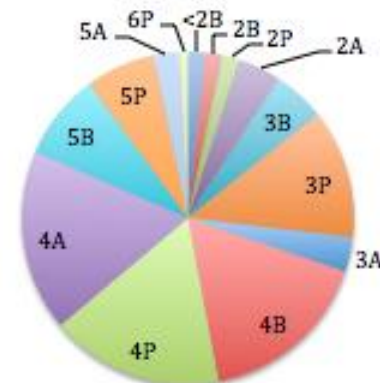
- No significant shifts have been made in relation to the average for the Year 10 Cohort. There has been no average sub level shift , with the result remaining the same 4A in 2015. A possible reason for this was the movement of students, with a number of the accelerate students leaving before testing was conducted.
- It has been encouraging to see that by the end of 2015 we had only one student sitting below level 2 of the New Zealand Curriculum (NZC). At the beginning of the year we had 7% (8 students) sitting **below** Level 2. By the end of 2015 we had 1% (1 Students) from the year 10 cohort sitting at the below level 2 and 3% (4 students) sitting at level 2.
- Significant shift for our students has been the number of students that are at levels 3 and 4 of the NZC. At level 3 we saw students improve from level 2 moving into level 3 and from level 3 into level 4. The number of students sitting at level 3 at the beginning of the year were 8% (15 students) by the end of the year this number was at 12% (14 students) . At level 4 we saw the percentage of students remain the same. At the beginning of the year there were 52% (59 students) and 52% (61 students) by the end of the year. With just over half of the students sitting at the curriculum level they should be at for year 9 (Level 4), there is significant work to be done to prepare students for NCEA level 1.
- At Level 5 of NZC we have seen the numbers decrease by 2% from 36 students to 27 students. This is an area of concern.
- At Level 6 of NZC we see a 1% increase from 1 student to 3 students sitting at a level that is required for NCEA Level 1.

**Comparisons between beginning and end of year results for e-asTTle Writing**

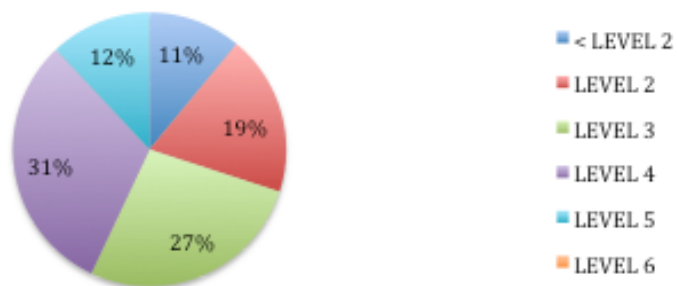
**Number of Year 10 students for e-asTTle Writing Beginning of the Year**



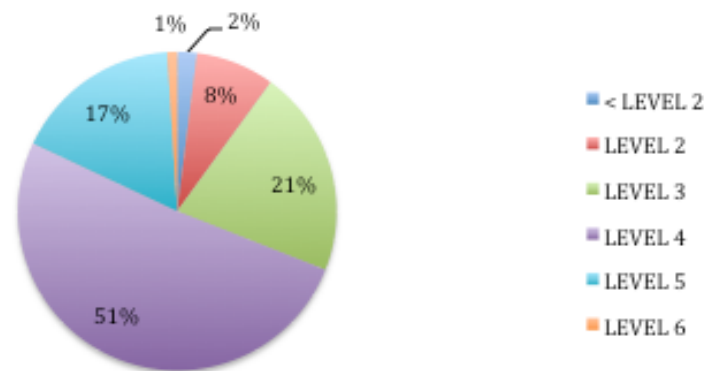
**Number of Year 10 students for e-asTTle Writing End of the Year**



**% of students at Year 10 e-asTTle Writing Level at the beginning of the year**



**% of students at Year 10 e-asTTle Writing Level at the end of the year**



## **Analysis of Writing**

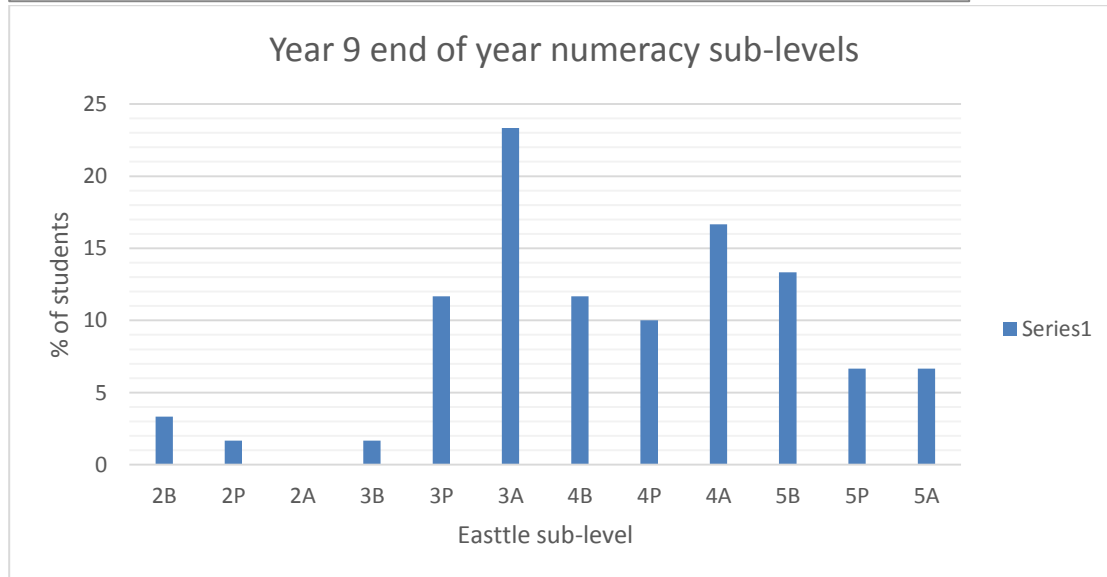
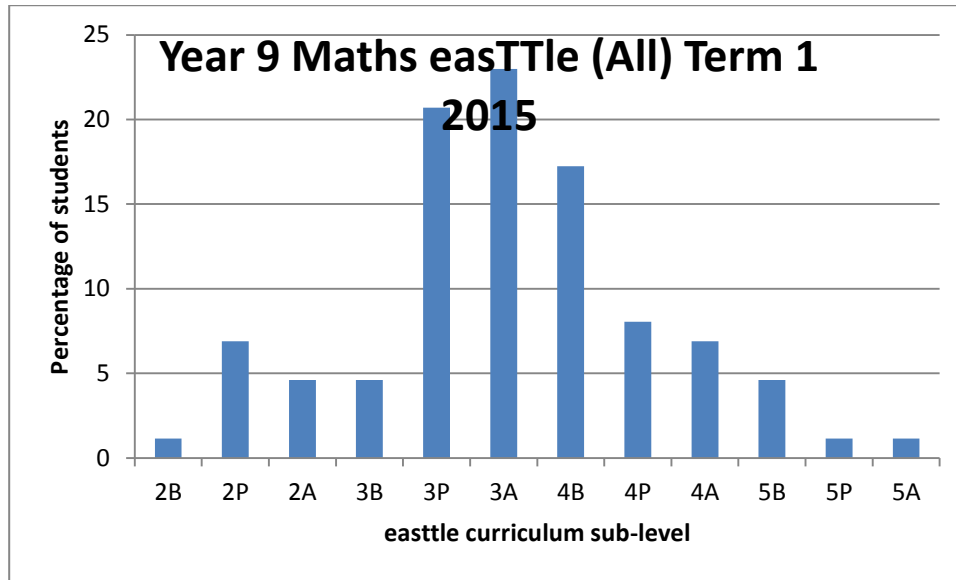
- Significant shifts have been made in relation to the average for the Year 10 Cohort. There has been an average two sub level shift from 3P to 4B for e-asTTle Writing in 2015.
- It is pleasing that by the end of 2015 we only have one student sitting below level 2 of the New Zealand Curriculum (NZC). At the beginning of the year we had 11% (13 students) sitting **below** Level 2 and 19% (23 students) sitting **at** level 2. By the end of 2015 we had 2% (2 Students) from the year 10 cohort sitting **below** level 2, which was a decrease of 9% (11 students) and 8% (9 students) sitting **at** level 2, which is a significant decrease of 12 students.
- The largest shift for our students has been the number of students that are at levels 3, 4 and 5 of the NZC. At level 3 we reduced numbers from 27% (32 students) at the beginning of the year to 21% (25 students) at the end of the year. At level 4 we saw numbers increase from 31% (37 students) at the beginning of the year to 51% (61 students) by the end of the year. At level 5 we saw a 5% increase in the number of students, from 12% (14 students) to 17% (21 students).
- At Level 6 of NZC we have seen the numbers increase from no students at the beginning of the year to 1 student.
- These results are very pleasing as an area of focus for 2015 and 2016 is writing.

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

**Numeracy Goals 2015**

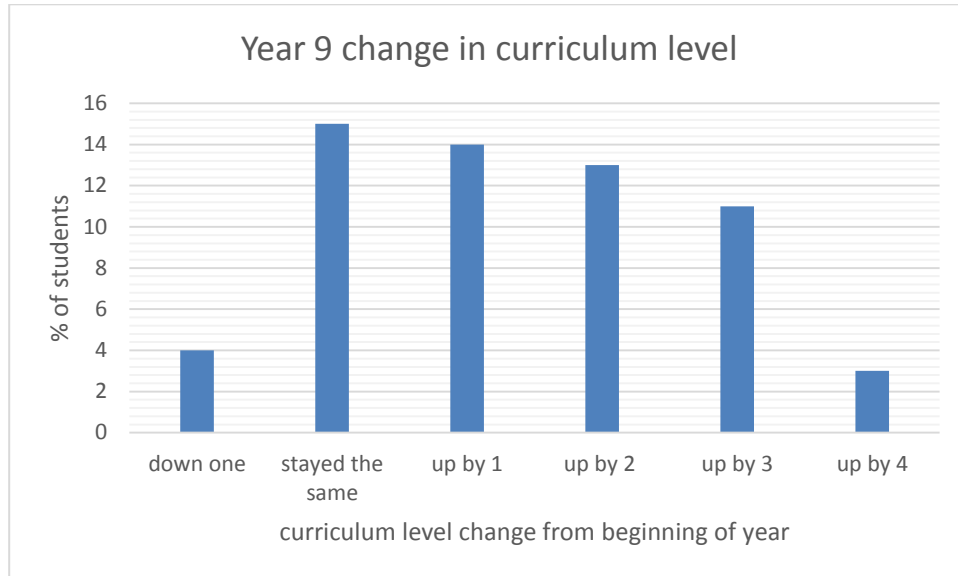
The goal is for 90% of students in year 9 and 10 to move up at least two sub-levels of the NZ Curriculum during the year.

Year 9: Goal not achieved. 45% of students moved up at least 2 sub-levels of the NZC  
Year 9 Term 1 2015



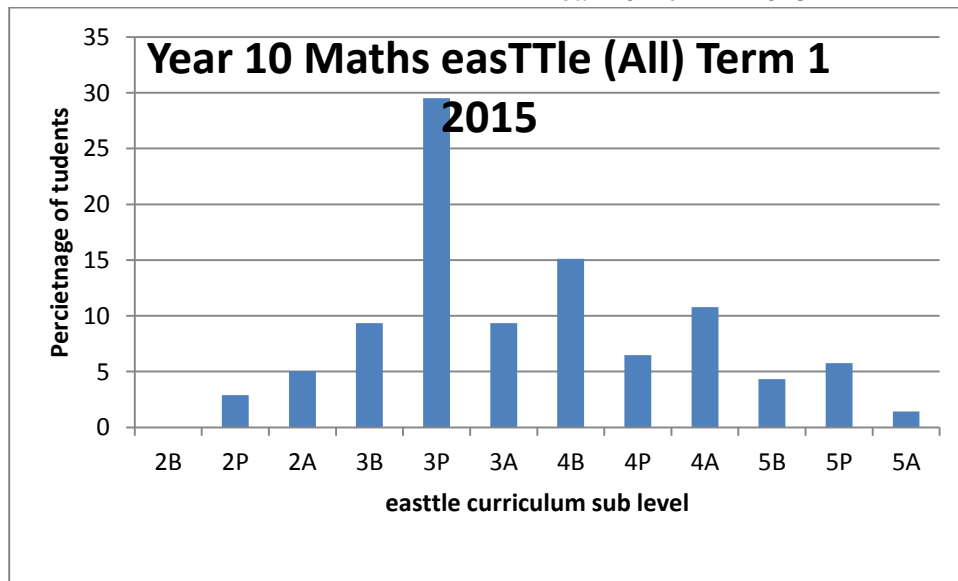
At the beginning of the 13% of students were testing at level 2 of the curriculum. By the end of the year that has dropped to 5%. These girls have been identified. At the beginning of the year 39% of students were working at, or above, the national level for year 9 students in NZ i.e. working at level 4 or above. By the end of the year that had improved to 66% of all year 9 students.



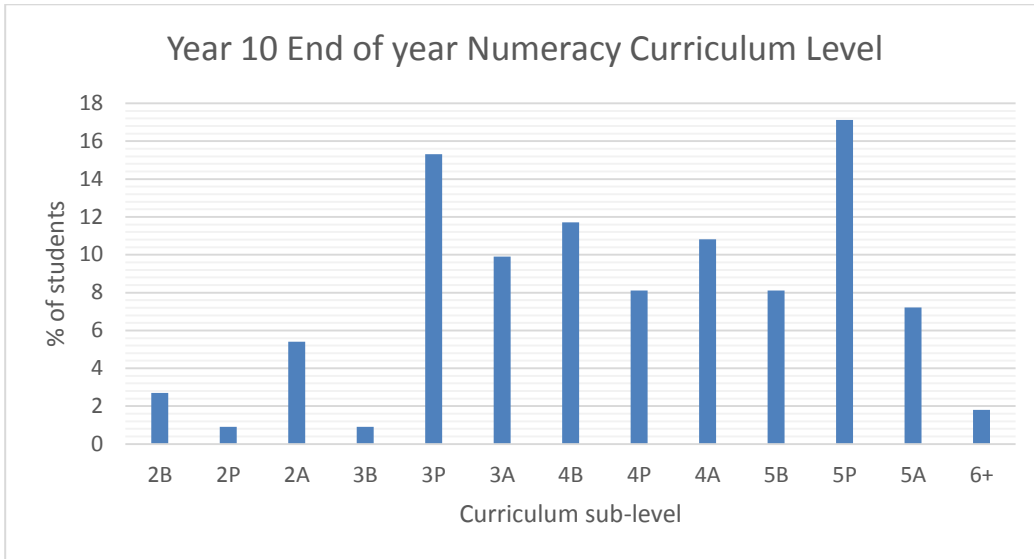


The goal was for 90% of students in year 9 to move up at least two sub-levels of the NZ Curriculum during the year. This graph shows that 45% of students moved up at least 2 sub-levels. The average change was 1.4 levels. The average curriculum level for year 9 at the beginning of the year was 3A and by the end of the year it was 4B. This is an increase of one curriculum sub-level.

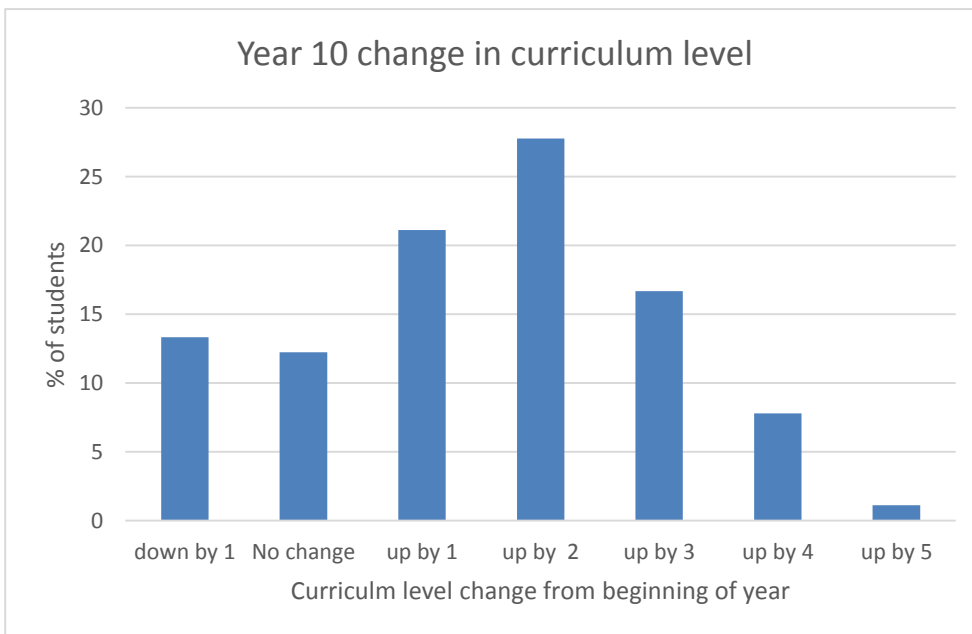
Year 10: Goal not achieved. 54% of students moved up at least 2 sub-levels of the NZC  
Year 10 Term 1 2015







8% of students were testing at level 2 of the curriculum at the beginning of the year. By the end of the year this proportion had stayed the same. At the beginning of the year 12% of students were working at level 5 of the curriculum or above. By the end of the year this had increased to 34%.



The goal was for 90% of students in year 10 to move up at least two sub-levels of the NZ Curriculum during the year. This graph shows that 54% of students moved up at least 2 sub-levels. The average change was 1.5 levels. The average curriculum level at the beginning of the year was 3A compared to the end of the year which was 4P. This constitutes an average overall increase of two curriculum sub-levels.

**TARGET 5: TO IMPROVE THE SCHOOL AVERAGE ATTENDANCE RATE**

Target	Outcome	Analysis
Average student attendance in 2016 will be 87%	Average student attendance in 2015 was: Term 1-88% Term 2: 86% Term3: 87% Term 4: 81%	TARGET NOT MET at 85%

**ATTENDANCE**

3. The average student attendance in 2015 will be 87%- Not achieved-85%.

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

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

**Recommendations for 2016**

- Establish systems on Google Drive that whānau teachers will feed into regularly
- Meet regularly with Deans to monitor attendance
- Amendments to the Behaviour for Learning Plan which requires greater monitoring by whānau teachers



## THE STRATEGIC PLAN

The Strategic Plan is a high level expression of the priorities for Rotorua Girls High School for the period 2016 – 2017. The Strategic Plan guides the Board's aims and purposes so that the Board can allocate resources to the school and monitor the school's overall performance.

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

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

Our plan describes how we will achieve five strategic priorities.

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



# Rotorua Girls' High School Strategic Plan 2016 - 2017



# ROTORUA GIRLS HIGH SCHOOL

## STRATEGIC PRIORITIES

**1** All students are engaged in meaningful learning opportunities that develop connected critical thinkers

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

**3** All students and staff are supported emotionally, spiritually and physically

**4** Community and Stakeholders are involved with the life of the school

**5** The Strategic Plan is effectively resourced and implemented

**OUR VISION**  
Our Young women are leaders in the global Environment

**OUR MISSION**  
To create a connected culture of Excellence

**OUR VALUES**  
 R - The willingness to learn: RESILIENCE  
 E - Engaging to achieve: INTEGRITY  
 A - Always shows respect: RESPECT  
 O - Offers to serve: EMPATHY

**OUR PRINCIPLES**  
 The foundations of our curriculum decision-making are:  
 \* Innovate through personalised learning  
 \* Engage through powerful partnership  
 \* Inspire through deep challenge and inquiry

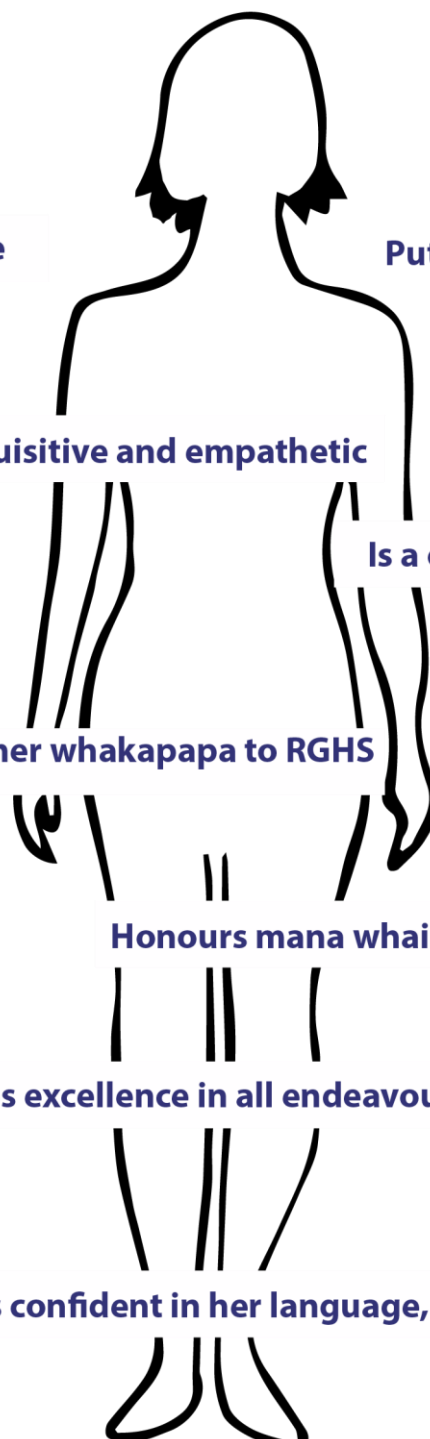
**Our teacher - student relationships are based on Culturally Responsive and Relational Pedagogy**

- Where power is **SHARED**
- Learners have the right to **self-determination**.
- Where **CULTURE COUNTS**
- Learners bring who they are to their learning
- Where learning is **interactive and dialogic**
- Learners speak and listen
- Where **connectedness and RELATIONSHIPS** are fundamental
- Learners are valued
- Where there is a **COMMON VISION**
- Learners experience **Excellence** in Education

# RGHS Graduate Profile

*Actively Involved*  
*Confident*

*Lifelong Learners*  
*Connected*



**Is confident yet humble**

**Puts service before self**

**Is resilient, nimble, inquisitive and empathetic**

**Is a citizen for this world**

**Is strong and proud in her whakapapa to RGHS**

**Honours mana whaine and mana wairua**

**Takes risks and achieves excellence in all endeavours**

**Is confident in her language, culture and identity**

- *Mana mokopuna* •
- *Mana tangata* • *Mana matauranga* • *Mana tikanga* •
- *Mana reo* • *Mana-a-kura* • *Mana wairua* •







## Rotorua Girls High School Teacher Profile

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



**Rotorua Girls High School**  
**STRATEGIC DIRECTION 2015-2017**

**THE RGHS GRADUATE**

**SP1. All students are engaged in meaningful learning opportunities that develop connected critical thinkers.**

A whole school culture of Excellence  
Kia Tu Rangatira Ai and Kia eke Panuku action plans are implemented  
Identification and response to individual needs  
Effective and innovative teaching and learning programmes are offered  
Improved performance in National Qualifications Framework – Levels 1-3

**SP2. Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all learners**

Leadership opportunities are created for all akonga (staff and students)  
A professional leadership culture and a commitment to culturally responsive and relational pedagogy is implemented and practiced (Effective Teacher Profile)  
Review and reflect on the effectiveness of leaders  
School-wide practice of Professional Learning Communities and Teaching and learning as inquiry  
Staff are equipped to provide support through targeted PD

**SP3. All Staff and students are supported emotionally, spiritually and physically.**

Staff input into school initiatives is vital  
Self-responsibility, professionalism and increasing our leadership capacity are actively promoted in Assemblies and Staff meetings  
Students are encouraged and supported to achieve personal excellence  
Health and safety of students and staff is paramount  
PB4L implemented TEAO  
Attendance is monitored and linked to achievement

**SP4. Community and stakeholders involved with the life of the school**

Enhance relationships with contributing schools and profile in the community.  
Communications and partnering with parents and the community  
Maori Engagement  
Pasifika Engagement  
RGHS-Alumni  
Principal as Leading Educator  
Principal as International Ambassador

**SP5. The Strategic Plan is effectively resourced and implemented**

Developing quality policies procedures and resources  
Attracting and developing the very best staff  
Developing the very best facilities

## STRATEGIC PRIORITIES 2015-2017

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

Objectives	Actions	Who
<b>1.1 Creating a whole school culture of excellence by raising the bar across the four corners stones of Academic, Leadership, Sports and Cultural endeavours.</b>	<p>Excellence is actively promoted by SLT and BOT</p> <p>Year 13 leaders unpack our Vision, our Mission , our values and new Houses. They will provide leadership in vertical whanau classes, assemblies and peer support how they will contribute.</p> <p>Leaders encouraged to SERVE both in school and in the community. Service acknowledged at the end of the year.</p> <p>Excellence is acknowledged and rewarded at Champion Assemblies, School Assemblies, House Assemblies on the Website and in The Bulletin.</p> <p>A cohesive and innovative delivery of the curriculum addresses the needs of all students and fosters personal excellence</p> <p>Role models from wide ranging disciplines personally address students throughout each year</p>	BOT, Leadership Team and all staff, coaches etc
<b>1.2The principles of Kia Tu Rangatira Ai and Kia eke Panuku are implemented and consistently practised</b>	<p>Positive relationships Teacher – student are based on Culturally Responsive and Relational Pedagogy</p> <p>Where power is SHARED , learners have the right to self –determination</p> <p>Where CULTURE COUNTS, learners bring who they are to their learning</p> <p>Where learning is interactive and dialogic</p> <p>Where CONNECTEDNESS and RELATIONSHIPS are fundamental</p> <p>Where there is a COMMON VISION, there is an agenda for EXCELLENCE for MĀORI EDUCATION</p>	KEP Change Leadership Team, HOFs SLT
<b>1.3 Identification and response to individual needs</b>	<p>Data from contributing schools is actively used to guide teaching programmes for Years 9 .</p> <p>Teachers get to know learners well, attend co construction meetings for Years 9 and 10. Use data to differentiate teaching programmes to suit their needs</p> <p>The needs of Māori students are understood and actively supported in every way.</p> <p>The needs of Pasifika students are understood and supported in every way</p> <p>.</p> <p>Students with special education needs are identified and fully supported to achieve</p>	<p>Contributing schools, HOFs Yr 9 Staff , Enrolment and Literacy Coordinator</p> <p>Deans, Careers Department, HOFs, Teachers</p> <p>KEP Action Plan</p> <p>Pasifika Plan</p> <p>DP-Special Needs, SENCO</p>



<b>1.4 Effective and innovative teaching and learning programmes are offered</b>	<p>High expectations are held for staff and students and their development is supported</p> <p>HOFs/ teachers actively explore innovative and cross curricular programme design and planning</p> <p>The appraisal system is directly related to teacher improvement and underpinned by Teaching as Inquiry approach ( teacher as self –reflective practitioner)</p> <p>Professional development is linked to Strategic Priorities, appraisal, staff needs and effectively uses best practice</p>	<p>Leadership Team</p> <p>HOFs</p> <p>MA ,All staff</p> <p>PLC Committee</p>
<b>1.5 Increase the percentage of Merit and Excellences and Merit and Excellence endorsements.</b>	<p>Robust tracking system set up for all levels. Years 9 - 13 All staff are responsible for tracking and mentoring students.</p> <p>Teaching focused on motivating students to achieve Merit and Excellence where appropriate. Encourage students to aim for Merit and Excellence endorsements.</p> <p>Early identification of scholarship students- Year 9 Accelerate Class – mentored and tracked to Year 13.</p>	<p>KR,HZ, MT, FN, All Staff</p> <p>SLT, Year Level Deans, HOFs , teachers</p> <p>Year 9 and 10 Accelerate programmes</p> <p>Careers Department-MA</p>
<b>1.6 Improved performance in Year 9 and 10 Reading and Writing levels by enough sub levels to enable students to cope with NCEA Level 1 NCEA</b>	<p>Literacy continues to be a focus and will be based around effective teaching practice and strategies to engage students in learning (and improving attendance):</p> <p>Co construction meetings</p> <p>Pre and post e-asTTle testing</p> <p>Faculty networking of pedagogical practices</p> <p>Cross curricular literacy practice</p>	<p>HOF's, Literacy Coordinator, all teachers</p> <p>RTLb, All Teachers, Years 9 and 10 Deans</p>

**STRATEGIC PRIORITY 2. Inclusive and inspirational opportunities have meaning and approved pathways are maximised for all akonga (learners)**

Objectives	Actions	Who
<b>2.1 Leadership opportunities are created for all akonga -staff</b>	<p>Encouragement support, guidance and development for staff seeking advancement or leadership responsibility is promoted</p>	<p>Principal SLT HOFs, staff</p>
<b>2.2 Leadership opportunities are created for all akonga-students</b>	<p>All students are provided with opportunities to experience leadership in wide ranging disciplines. New leadership positions are created to utilise students skills and passions- Global Citizenship</p>	<p>SLT Year level Deans</p>
<b>2.3 Students have opportunities to share skills and expertise with staff</b>	<p>TECH HQ students continue to support staff with e-learning Te Reo classes for staff, haka Pohiri and school waiata</p>	<p>KW, GB, TL, MH</p>



<p><b>2.4 A professional leadership culture and a commitment to culturally responsive and relational pedagogy is implemented and practiced (Effective Teacher Profile)</b></p>	<p>All staff are actively encouraged to aim for personal excellence and professionalism at all times.</p> <p>All teachers are cognisant of the research that underpins the importance of identity, language and culture.</p> <p>Teachers use Inquiry model to ensure student achievement in FCEA, JCEA and NCEA .</p> <p>Professional development on current school initiatives undertaken by all staff-Kia eke Panuku, PB4L , Literacy , e-learning.</p> <p>Modelling of successful practice is acknowledged at BOT dinner, online communications, TEAO-Affirmation Postcards</p> <p>The specialist classroom teacher actively supports teachers to improve the pedagogy and practice</p> <p>TIC-e-learning/ICT committee promote e-learning goals and upskill staff to use technology to engage our 21<sup>st</sup> Century Learners</p>	<p>SLT KEP Change Leadership Team</p> <p>KEP Change SLT, HOFs, Deans</p> <p>KEP Change Management Team, Specialist Classroom Teacher, RTL, Literacy co-ordinator, TIC e-learning</p> <p>KEP Change Management Team, Specialist Classroom Teacher, RTL</p> <p>Specialist classroom teacher</p> <p>TIC e learning/ ICT Committee</p>
<p><b>2.5 School-wide practice of Professional Learning Communities and Teaching and learning as inquiry</b></p>	<p>PLG's established to implement action plans resulting from teachers' inquiries: Kia eke Panuku, e-Learning, PB4L, Literacy.</p> <p>Teachers analyse data-5,3,1- and carry out their own inquiry into improving their personal teaching and learning.</p> <p>Up to date professional reading material will be made available to staff</p> <p>Staff will be familiar with current educational theory and practice</p> <p>Formative assessment is integral</p>	<p>PL Committee KEP Change Management Team KW, KR, RL</p> <p>All staff</p> <p>SLT PLC</p> <p>SLT PLC</p> <p>All Teachers</p>
<p><b>2.4 Staff are supported with targeted PD</b></p>	<p>Targeted PD is supported-Classroom management. culturally responsive and relational pedagogy, NCEA.</p> <p>Best Practice teaching strategies shared during briefing and staff meetings</p> <p>Effective teacher profile explored and implemented with teachers through PD groups and Faculty PD</p>	<p>SLT, HOF's , KEP</p> <p>Principal KEP facilitator</p> <p>KEP change leadership Team</p>



**STRATEGIC PRIORITY 3. All Staff and students are supported emotionally , spiritually and physically.**

Objectives	Action	Who
<b>3.1 Staff input into school initiatives is vital</b>	<p>A range of voices are heard throughout the school</p> <p>All staff can articulate the school's direction and how they contribute to this</p> <p>Staff are consulted and feel part of decision making and leadership of the school</p> <p>Online surveys will be used for PLG's and for new initiatives explored</p>	<p>Principal/Leadership Team, All Staff</p> <p>All staff</p> <p>Principal/SLT</p> <p>Principal/SLT</p>
<b>3.2 Self-responsibility, professionalism and increasing our leadership capacity are actively promoted in Assemblies and Staff meetings</b>	<p>Potential leaders are identified and encouraged to develop necessary skills through PD</p>	<p>SLT HOFS</p>
<b>3.3 Students are encouraged and supported to achieve personal excellence</b>	<p>Students are expected to complete Year 13- all students receive individual guidance on Academic Planning- All students set SMART Goals.</p> <p>New student leadership process implemented- leaders are encouraged to Ka Hikitia and to leave a legacy.</p> <p>Students have access to information and personnel to discuss and plan career and learning pathways</p> <p>Provision of social support (peer support, Student Council, Pastoral and guidance network, Attendance Advisor Vertical house system support</p>	<p>SLT Year level Deans Subject Teachers Whanau</p> <p>Careers Subject Teachers Whānau Teachers</p> <p>Whānau tutors, Peer mentors, SLT, Year Level Deans</p>
<b>3.4 Health and safety of students and staff is paramount</b>	<p>The school wide Behaviour Management Plan is reviewed discussed consistently used and understood by all staff and students</p> <p>Teacher support structures are known and in place</p> <p>Classroom rules and procedures are established at the start of the year</p> <p>Core values of the school are promoted- Respect, Resilience, Integrity and Empathy</p> <p>PB4L Action plan implemented including the promotion of TEAO Learning Values and rewards for both staff and students</p> <p>The willingness to learn Engaging to Achieve Always shows Respect Offers to Serve</p>	<p>SLT MH- Year Level Deans</p> <p>SLT</p> <p>Year level Deans MH/KR-Year level Deans</p> <p>SLT</p> <p>SLT KR-PB4L Team</p>





Objectives	Actions	Who
<b>3.6 Attendance is monitored and linked to achievement</b>	Target for 2016 87% (86%) Action plan with strategies such as Acknowledgement in Bulletin, affirmation TEAO cards (PB4L), Mayors Awards - used to motivate attendance. Inter-house competition-	MH-Deans

#### STRATEGIC PRIORITY 4. Community and stakeholders involved with the life of the school

Objectives	Actions	Who
<b>4.1 Enhance relationships with contributing schools and profile in the community</b>	Invitations to for contributing school leaders to attend special assemblies-Prefects investiture, Academic Excellence, Prefects lunch. Conversations regarding implementing learning focused visits by contributing school RIS- Science.	SLT, HOFs, Enrolment co-ordinator
<b>4.2 Communications and partnering with parents and the community</b>	Globally emailed contact with parents: Bulletins, notification of absences, reports, school AP, establish a Parent Forum  Parents with expertise work with students ( Gateway register)	SLT, HOFs, Whānau Teachers, BOT, Parent Forum  MA, Gateway.
<b>4.3 Māori Presence,Engagement.Achievement</b>	Implement Kia Tu Rangatira Ai and KEP-Action Plans Hold whanau hui and Pasifika Fono once a term	MA,MH
<b>4.4 Pasifika Presence, Engagement, Achievement</b>	Implement Pasifika Action Plan	MT,KR
<b>4.5 RGHS-Alumni</b>	Appoint an Alumni co-ordinator to manage a data base of former students and keep Alumni informed via Facebook and the school website  Alumni invited to speak to interested students about their learning journey and career pathway.	Careers Team  Alumni Co-ordinator
<b>4.6 Principal as Leading Educator</b>	The Principal actively engages in both local and international school communities as the RGHS Ambassador –speaking, visiting and /or supporting key events	Principal
<b>4.7 Principal as International Ambassador</b>	The Principal actively engages with international agents and communities in China, Brazil , Austria, and Japan  The Principal represents the school at relevant events internationally	Principal  BOT Principal



<b>STRATEGIC PRIORITY 5. The Strategic Plan is effectively resourced and implemented</b>		
<b>Objective</b>	<b>Actions</b>	<b>Who</b>
5.1 Quality policies procedures and resources	Policies and procedures provide transparency and clarity in human and general resource management	BOT , Principal
	Policies and procedures are BOT and Leadership Team BOT and Leadership Team kept updated, follow best practice, support and promote learning	BOT, Principal
	The Board, through the Principal, is a fair and reasonable employer	Principal
<b>5.2 Quality student services and support</b>	Services for students are high quality and fully support their learning and their needs	Leadership team, Deans, Careers
<b>5.3 Quality facilities</b>	Upgrade of ICT and e-learning capability in 2015	BOT, Principal
	Maintenance of existing facilities as per the 2014 5YP and 10YP.	Property Mgt



# Rotorua Girls' High School Annual Plan 2016



**STRATEGIC PRIORITY 1. All students are engaged in meaningful learning opportunities that develop connected critical thinkers**

WHEN	EXPECTED OUTCOMES	WHO
Term 1- ongoing	<p>Review new Strategic Overview, Mission Statement, Vision, Values and student “graduate profile.” Academic and personal excellence is encouraged. Students take pride in themselves and in their school. Staff motivate and challenge students to excel.</p> <p>Review graduation system to include extra-curricular activities , service , Key Competencies, school values, PB4L and Restorative Justice, extra-curricular activities and Service,</p> <p>Introduce a school-wide reward system that involves all staff and acknowledges students who demonstrate our <b>TEAO</b> values.</p>	<p>Whānau Teachers, Year level Deans, HOFs, Subject teachers, SLT</p> <p>KR, HZ, MH, TP, KW</p>
Bi monthly	The BULLETIN features academic and all round excellence	Principal/SLT/DPs/AP/Deans
Ongoing	Promote academic and all round excellence at Champion, School, House, Year Level Assemblies	Principal/SLT/DPs/AP/Deans
Ongoing	Faculties acknowledge academic excellence	HOFs, KR
As set in the year planner	Academic and personal excellence are actively promoted at scheduled Open Days and Information Evenings	Principal/SLT/HOFs
As set in the year planner	Academic and personal excellence are actively promoted at parent/ teacher/student interviews	All staff
Ongoing	Scholarship pathways created by HOFs for very able students	HOFs/Principal/ KR/ Year 13/ Year level Deans/Careers
Ongoing	I.E.P.s for students underachieving	KR/ SENCO/ HOFs/Deans/
Ongoing	Catch Committee targeted international orientation, induction and support promote excellence	Principal, HOFs, Deans, SLT



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

WHEN	EXPECTED OUTCOMES	WHO
Term 1-ongoing	Exercising responsibilities and obligations under the Treaty of Waitangi	Principal/SLT/HOF Maraunga/HOFs
Term 1-ongoing	Curriculum planning -schemes fulfil obligations under Treaty cross curricular links adhere to N.Z.C	KR/HOFS
Term 1-ongoing	Careful tracking of students- Achievement Plans- kia eke Panuku and Pasifika plan implemented for Māori and Pasifika students.	MA-KEP DP Curriculum Pasifika DP-Pastoral Māori
On-going November	Students at risk of not achieving early in the year are identified and lists given to subject teachers and whānau teachers, undertake appropriate interventions/ Academic Counselling Personalised programmes developed in consultation with student and parent/caregiver-	DP Curriculum to co-ordinate and monitor plan - APR Subject Teacher DP Curriculum Pasifika DP-Pastoral Māori
Term 1	One of the expectations to be established with students is that they will be adopting a personal goal to achieve 80% of all of their assessments Evidence collated and presented to staff Lists of pupils given to staff	DP / HOFs / Subject Teachers / Whanau Teachers
Term 1- ongoing	Teachers receive professional support to enable them to interpret and use the data analysis effectively.	HOF Eng/HOF Maths/RTLB
Term 1 –week 9- ongoing	A consistent and wide spread monitoring system to raise student achievement at levels Years 11-13 is developed . SLT has an overview of predicted and actual results , tracking and mentoring implemented by Deans, HOFs, the classroom teacher and whānau teacher.	KR/BD/JM-Years 11-13
Term 1-week 6-ongoing	Years 9 and 10 tracking system implemented with the goal of 90% pass rate of students in FCEA and JCEA. Co-construction Year 9 and 10 meetings include the implementation of deliberate interventions at every level to support students to ensure responsibility and accountability for their learning and success.	KW, TP, MH Principal/RTLB/ All Years 9-10 Teachers
Ongoing	All students will monitor their progress in the junior school in relation to acquiring the FCEA/JCEA. Teachers will report regularly on attainment of assessment of FCEA/JCEA credits and opportunities will be offered for students to CATCH UP- Where they have not achieved	HoFs Years 9-10 subject teachers Students
Ongoing	Teachers use data as the basis of their Teaching as inquiry Evidence observed in classrooms of Teachers using strategies from Kia Tu Rangatira Ai, Kia eke Panuku Pasifika Plan	Kia eke Panuke Change leadership team All staff DP-Māori Pastoral DP -Pasifika



Ongoing	All faculties focus on Presence, Engagement and Achievement. Faculties set specific achievement targets for cohorts of Māori students identified as needing support- focus on goal setting and data tracking Improved embedding of TeAo Māori /Te Reo me ona Tikanga in curriculum area planning and units of work through inclusion of concepts and cultural identity 7.Faculties self-review targets and report on Māori achievement	Kia eke Panuku facilitator SLT HOFs Teachers All Teachers
Ongoing	Study support through tutorials. Establishment of Tuakana/Teina roles Intra-school mentoring- Nga kete o Te Wananga Support students and Whānau Student voice-mentoring fosters Academic Planning/goal setting/ career pathways/opportunities	DP-Māori Pastoral Whānau and Subject Teachers
Ongoing	The use of Te Reo in staff meetings every Monday (Kupu Hou). PL offered during lunchtime sessions in Te Reo for teachers. All new staff taught school waiata and haka pohiri.	SLT/ Te Marautanga Faculty
Ongoing	NCEA students will complete and keep a planner of achievement data across all their subjects; this will be supported and monitored by Whānau teacher, subject teachers and Senior Deans.	Whānau teacher, Subject teacher and Senior Deans
Each Term	HOFs will meet each term with Junior and Senior Deans to share information and interventions will be discussed and strategies trialled. Trial project with (Teacher volunteer mentors) to track, mentor and provide support with minimum 10 Year 10, 11 and 12 students . Focus on Presence, Engagement and Achievement.	HOFs / Deans

### 1.3 Targeting individual learning needs: academic and pastoral

WHEN	EXPECTED OUTCOMES	WHO
When e-asTTle testing has been completed	Co- construction meetings- Use data to inform consistent practices, deliberate strategies and programmes meeting the individual needs of every student. Teachers develop a data culture – data is recognised as a necessary influence on informing practice. Incorporate walkthroughs as a regular and effective means of improving teaching and learning Regular visits to all classrooms aim for 2 visits per term. Regularly check folders and observation notes once per term plus liaise with supervising teachers Share feedback with SLT and with staff  Teaching as Inquiry model after each topic assessment students that have not achieved will be identified and teachers will assess the needs of those students and identify appropriate strategies to assist in future student achievement. Break down the process and facilitate shared understanding of each step Set specific timeline for completion of each step	Led by RTLB/ Principal/ Deans/Teachers  SLT/Kia eke Panuku  HOFs / Subject Teachers Appraisal Connector





	<p>Staff are use these key questions in their inquiry process to personalise learning</p> <ol style="list-style-type: none"> <li>1.What is the data/evidence for our students?</li> <li>2.What does the data/ evidence mean?</li> <li>3.How am I using that data/evidence in my classroom to personalise learning?</li> </ol>	
Ongoing	<p>Provide specific support to students with special/behavioural needs, or at risk of failing to enable them to fully engage in learning.</p> <p>Evidence of consistent use of systems used by all staff related to PB4I.</p> <p>Contact with the home.</p>	<p>RTLB,Deans/Teachers KR/PB4L Committee Subject teachers, Whānau teachers, Year Level Deans, Career adviser, Guidance. Individual interviews, monitor target group</p>

#### 1.4 Effective and innovative teaching and learning programmes are offered.

When	EXPECTED OUTCOMES	WHO
<p>Appraisal Connector</p> <p>Whānau time</p> <p>Academic Planning x 3meetings</p> <p>Annually</p>	<p>Curriculum, planning and appraisal include a reflective dimension to improve pedagogy</p> <p>Students set goals and reflect on personal progress in all academic and school pursuits ( Academic Planning meetings)</p> <p>Reporting to the Principal and BOT includes a self- reflective dimension</p>	<p>SLT,HOFs /teacher Whānau teachers</p> <p>Principal/DPs</p>
Ongoing	<p>BYOD Plan implemented in Years 9 and 10.</p> <p>e- learning capability of staff developed to ensure all teachers can confidently and competently use new technologies to enhance learning for the future.</p>	<p>TIC e-learning All Staff</p>
Ongoing	<p>Share our IT/ e learning capability, expertise and resources with our contributing intermediate and primary schools as participants in Excel Rotorua Project</p>	<p>TIC e-learning ICT committee Tech HQ-students RIS students in Year 9 e-learning class</p>



Ongoing	HOFs and Teachers meet regularly to discuss the progress being made with the implementation of BYOD best teaching practices.	HOFs All Teachers
Term 1	<p>Term One 2016 has an e-learning focus with teachers selecting an e-learning goal. This should be relevant to their teaching, planning or assessment practice and chosen individually to develop skills. Support for this will be implemented throughout the year with tutorials in the use of KAMAR, Edmodo, flip teaching.</p> <p>E-asTTle</p> <p>Full staff professional development in the interpretation and use of e-asTTle data to inform planning/ teaching and learning.</p> <p>Review of programmes/student outcomes following the use of data from e-asTTLE</p> <p>Edmodo-online learning page</p> <p>Trial this forum for the sharing of programmes and resources with students and to foster student discussion. Students can post on the page to develop ideas and discussion based on curriculum delivered by teacher. They can self manage their learning through the access to assessment information.</p>	KR,MT, e-learning committee

### 1.5.1 Self –reflection to improve practice

WHEN	EXPECTED OUTCOMES	WHO
Appraisal Connector	Curriculum, planning and appraisal include a reflective dimension to improve pedagogy	SLT,HOFs /teacher Whānau teachers
Whānau time Academic Planning x 3meetings	Students set goals and reflect on personal progress in all academic and school pursuits ( Academic Planning meetings)	
Annually	Reporting to the Principal and BOT includes a self- reflective dimension	Principal/DPs

### 1.5.2 Professionalism and the highest standards of pedagogy

WHEN	EXPECTED OUTCOMES	WHO
ongoing	Culturally Responsive and Relational Pedagogy and Teaching as Inquiry model embedded with staff, share examples of what evidence they have collected.	SLT/HOFs/Teachers/ DP's
ongoing	Teachers continue to read professional literature and undergo professional development that increases their knowledge of using evidence to improve teaching and learning.	
ongoing	Teachers work together to present faculty -based professional development on the use of evidence to improve teaching and learning.	DPs/Principal/SLT/M A/RL/KW PLC, All staff
ongoing	Teachers implement teaching strategies that make use of evidence to improve student learning.	All staff SLT/HOFs



	<p>Planning through teaching as inquiry is evident</p> <p>Build leadership capacity through 'open to learning conversations' PLD</p> <p>focus on improving procedures, pedagogy and professional relationships with staff</p> <p>PLGs provide valuable focus on Kia eke Panuku, e-learning, PB4L, Literacy, Scholarship preparedness.</p> <p>There is a focus on goal setting to improve pedagogy throughout the school</p>	
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2.1.1 Leadership capacity is developed in students and staff		
WHEN	EXPECTED OUTCOMES	WHO
SLT meetings	<p>Extended leadership team lens</p> <p>Focus on Strategy</p> <p>General matters supporting school progress</p> <p>Professional reading and leadership articles are regularly circulated</p>	Principal / SLT
HOF meetings	Curriculum Leadership Lens- Charter Target Checklist	Principal SLT/ HOFs
Year 13 Leaders Camp	Student Leadership Lens-Leaders voice at Year 13 Camp : Mission, Vision, Values, Graduate Profile, TEAO- learning Values	Principal Year 13 arusunra
Ongoing	<p>Self-responsibility , professionalism and increasing our leadership capacity promoted in House Assemblies and staff briefings</p> <p>Potential leaders are identified and encouraged to develop necessary skills through PD.</p>	<p>SLT/HOFs</p> <p>SLT / HOFs</p>

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



## 2.1.3 Staff input into whole school initiatives is vital

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

## 3.1.1 Community Engagement

WHEN	EXPECTED OUTCOME	WHO
ongoing	Strengthen home school partnership Increase opportunities or access to school communications or formal contact points.  Whānau Teachers make contact with all students parents/caregivers. Faculties have the needs of Māori students in their planning. Faculties have the needs of Pasifika students in their planning.  All parents feel welcome at school events and understand the importance of their daughter's learning journey. Regular communication with Whānau/families Calendar of events On line and accessible through App at Whānau Hui and Pasifika Fono Study support through tutorials advertised in the Bulletin and on Website  Monitor and evaluate roll patterns and trends with view to increasing roll Benchmarking Audit Contributing school's data, current partnerships, home-school partnership, marketing etc Create action plan Dialogue with contributing schools and other partners Create strategies to build links and increase our roll Evaluation of Open Day/Night Shared teaching options with contributing schools-curriculum specialists RGHS- One of the Lead Schools for E-learning EXCEL e-Learning Strategic Plan	Mentors SLT /Principal HOFs  Whānau Teachers Principal SLT/Deans/HOFs  All staff  SLT  Principal, TP, HL

## Operational Quality

WHEN	EXPECTED OUTCOME	WHO
Ongoing	Regularly review and update procedural policies Strategic direction of the school is documented and in a timely manner Review and update all procedural policies according to self-review schedule Ensure BOT Policy implementation Continue cycle of self-review Principal's/BOT Annual Report Quality Assurance Document file SLT and staff involved in Policy writing/review/ staff	BOT, Principal, SLT, Staff



Ongoing	<p>awareness of Policies; all Policies available on website. Report to BOT, SLT, HOFs Report tabled Community consultation- Survey parent / community annually Quality Assurance Document</p>	BOT, Principal, SLT, Staff
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#### 4.1.1 Quality Resource Management: Human Resources

WHEN	EXPECTED OUTCOME	WHO
Vacancies Annually	Transparent and quality HR processes are employed in every aspect of recruitment appraisal and PD	Principal
	Professional Development is closely linked to the Strategic Plan, school values, aims and appraisal	SLT/Principal
Where relevant	The Employee Assistance Programme is promoted Exit Interviews or discussion will be conducted by Principal/DP	Principal

#### 4.1.2 Quality Resource Management: Financial ,Property

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



# Rotorua Girls' High School Performance Targets 2016



ROTORUA  
GIRLS  
HIGH SCHOOL  
*every girl counts*

"CRAFTING REMARKABLE YOUNG LEADERS OF THE FUTURE"



## Targets for 2016

### LITERACY

1. **Reading and Writing** - The goal is for 90% of students in year 9 and 10 to move up at least two sub-level of the NZ Curriculum to enable students to cope with NCEA level 1.

### NUMERACY

2. The goal is for 90% of students in year 9 and 10 to move up at least two sub-levels of the NZ Curriculum to enable students to cope with NCEA Level 1.

### NCEA

3. Increase the percentage of students achieving NCEA .  
 Level 1- 85%  
 Level 2 > 85%  
 Level 3 - 70%  
 UE- 70%

### MERIT and EXCELLENCES

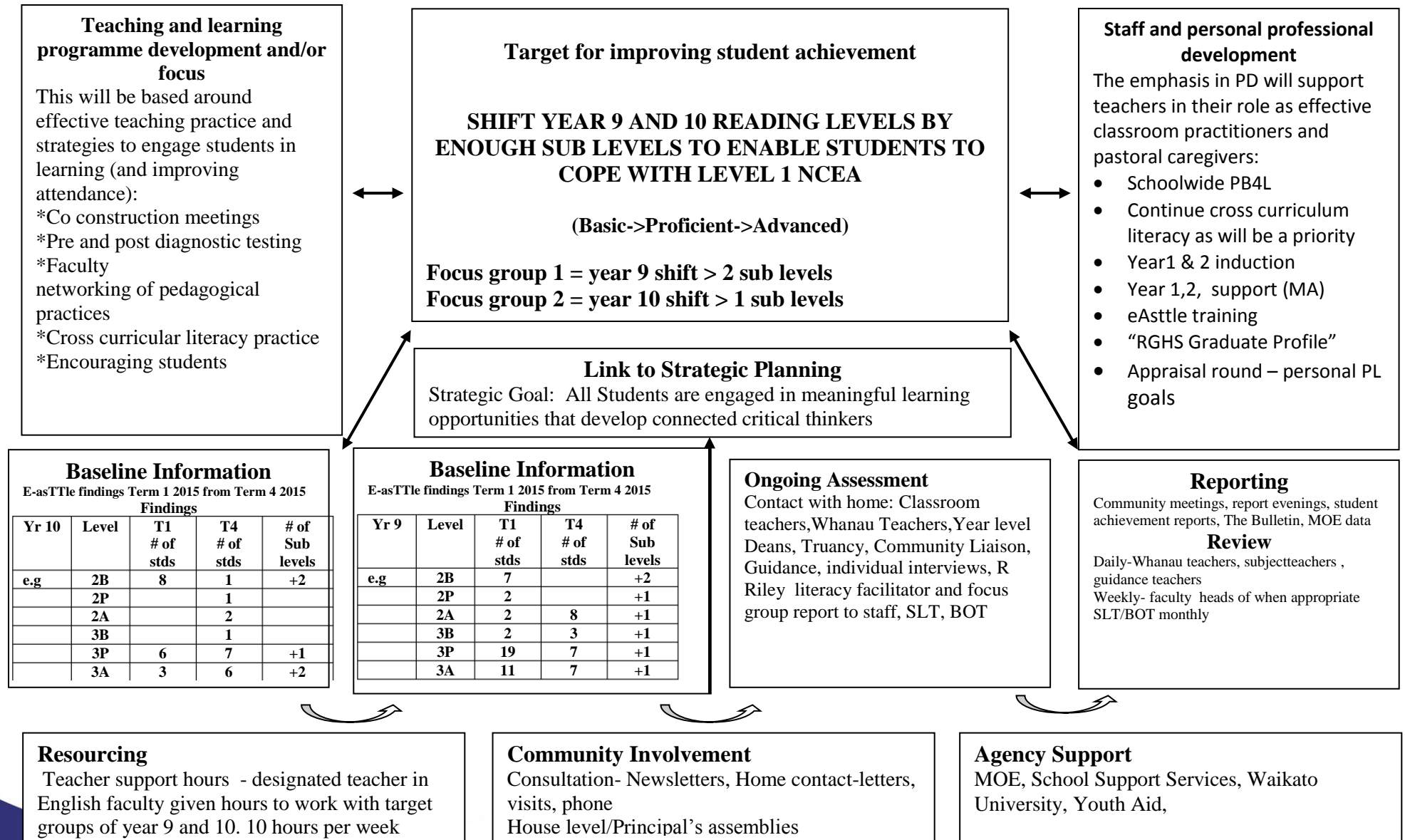
4. Increase the percentage of Merit and Excellences at both subject level and certificate endorsement level in NCEA Levels 1-3 to meet National and Decile 3 comparable schools.

### ATTENDANCE

5. The average student attendance in 2016 will be 87%.

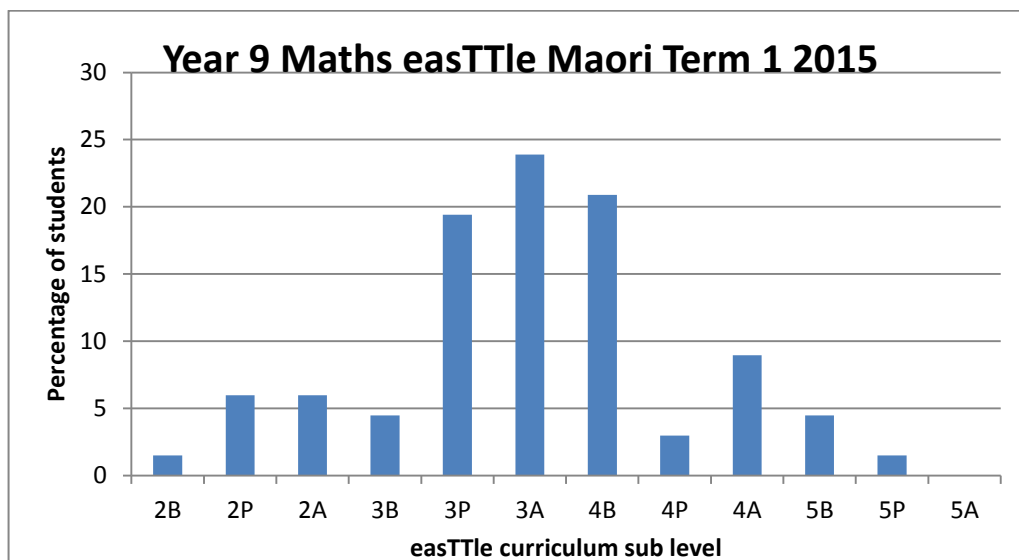
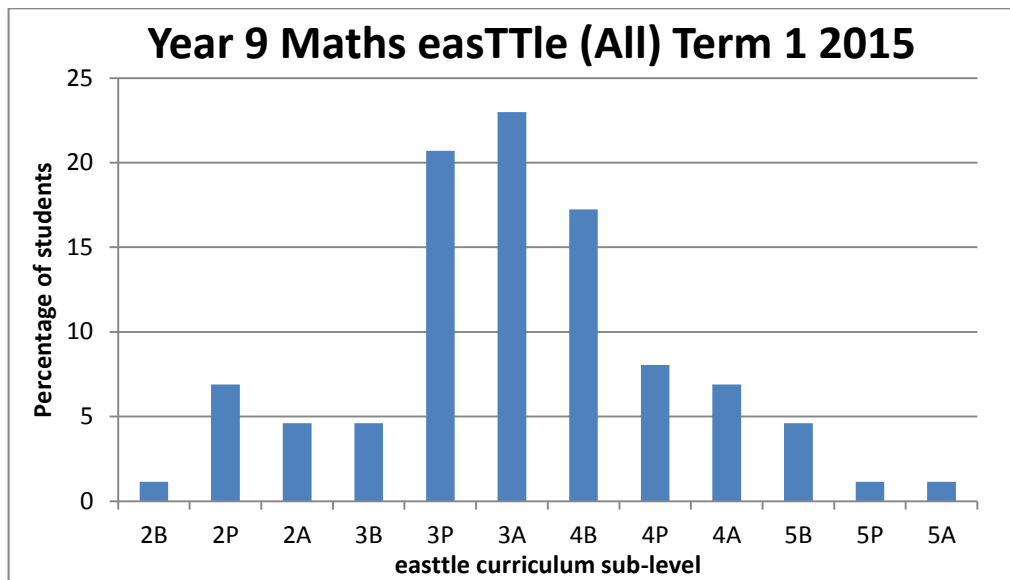


# ACHIEVEMENT TARGET 1 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2016



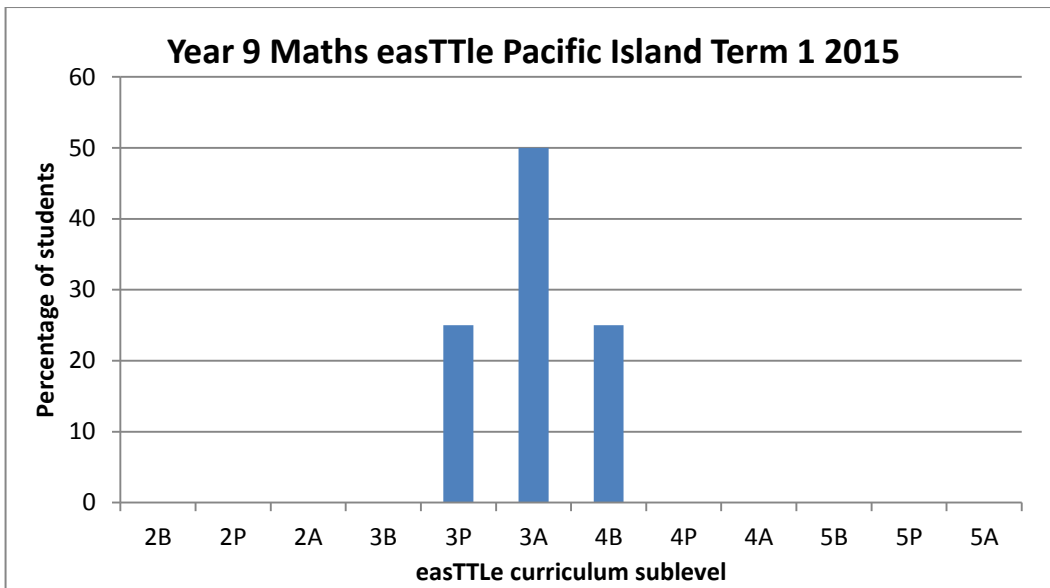
## TARGET 2

**Numeracy Goals- The goal is for 90% of students in year 9 and 10 to move up at least two sublevels of the NZ Curriculum**



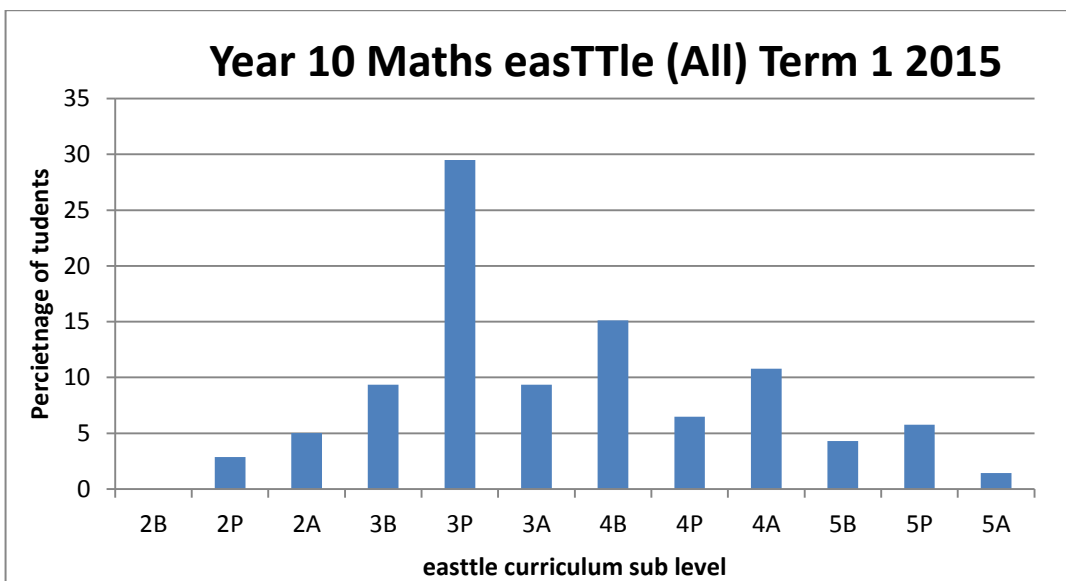
Maori students represent 77% of the year 9 cohort.

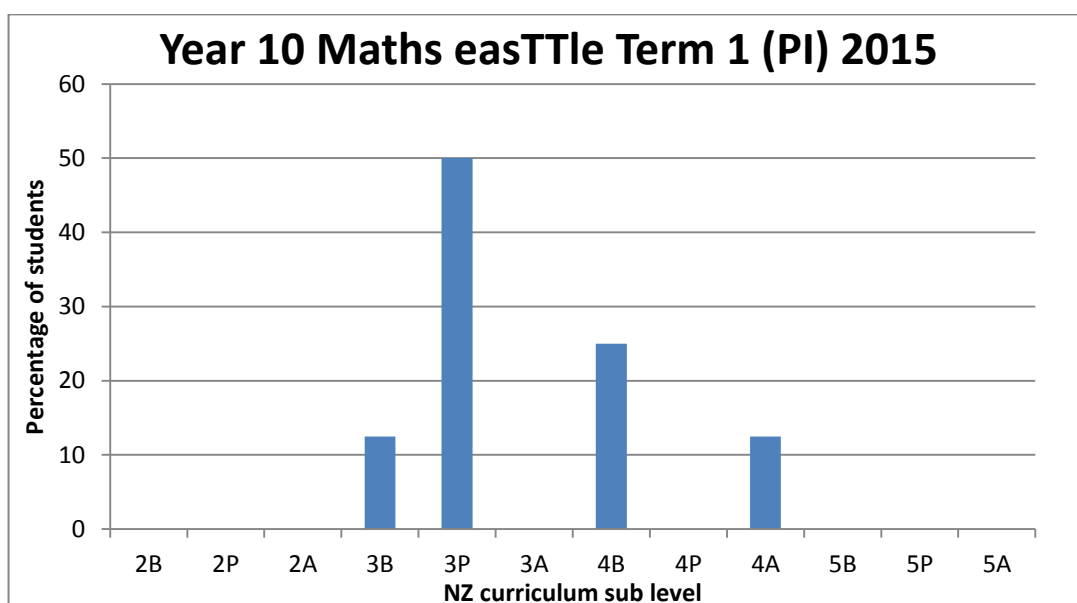
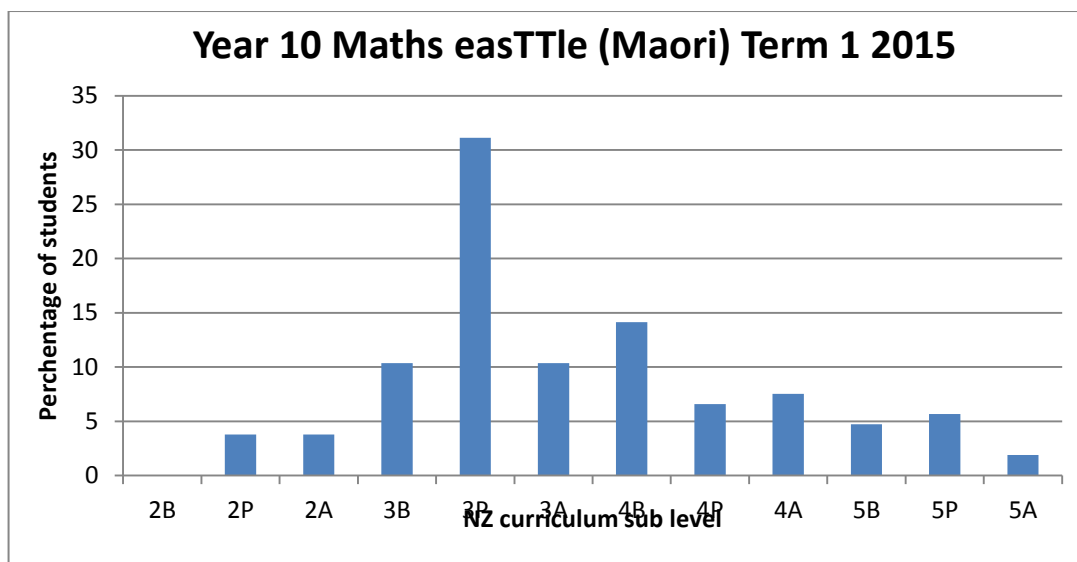




Pacific Island students represent 5% of the student cohort.

All three graphs have the same general shape. The modal curriculum level is 3A. 13% of students are currently testing at level 2 of the curriculum. 39% of students are currently working at, or above, the national level for year 9 students in NZ i.e. working at level 4 or above.





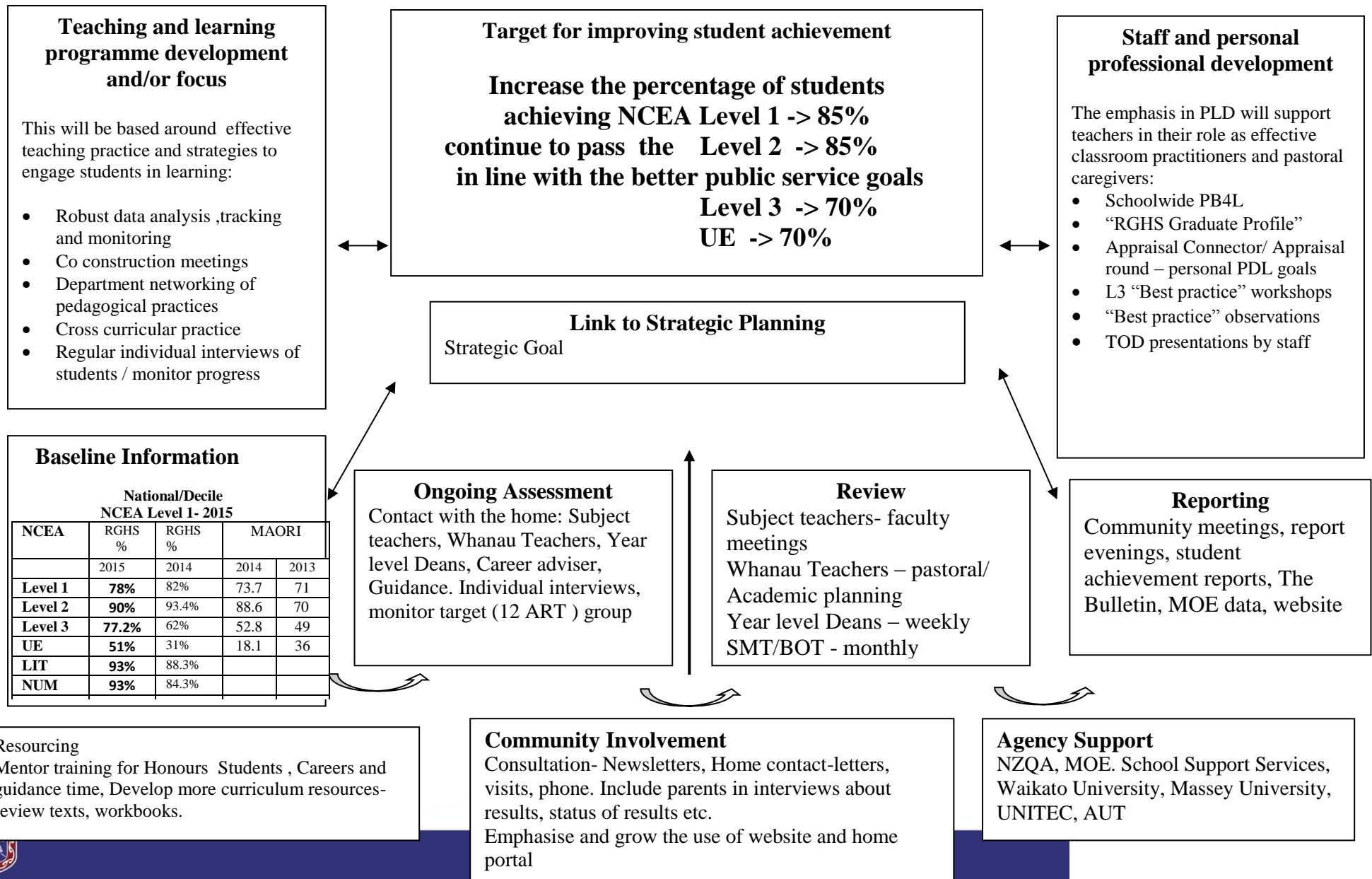
Pacific Island students represent 6% of the year 10 student cohort.

All three graphs have the same general shape. The modal curriculum level is 3P. 8% of students are currently testing at level 2 of the curriculum. 12% of students are currently working at, or above, the national level for year 10 students in NZ.

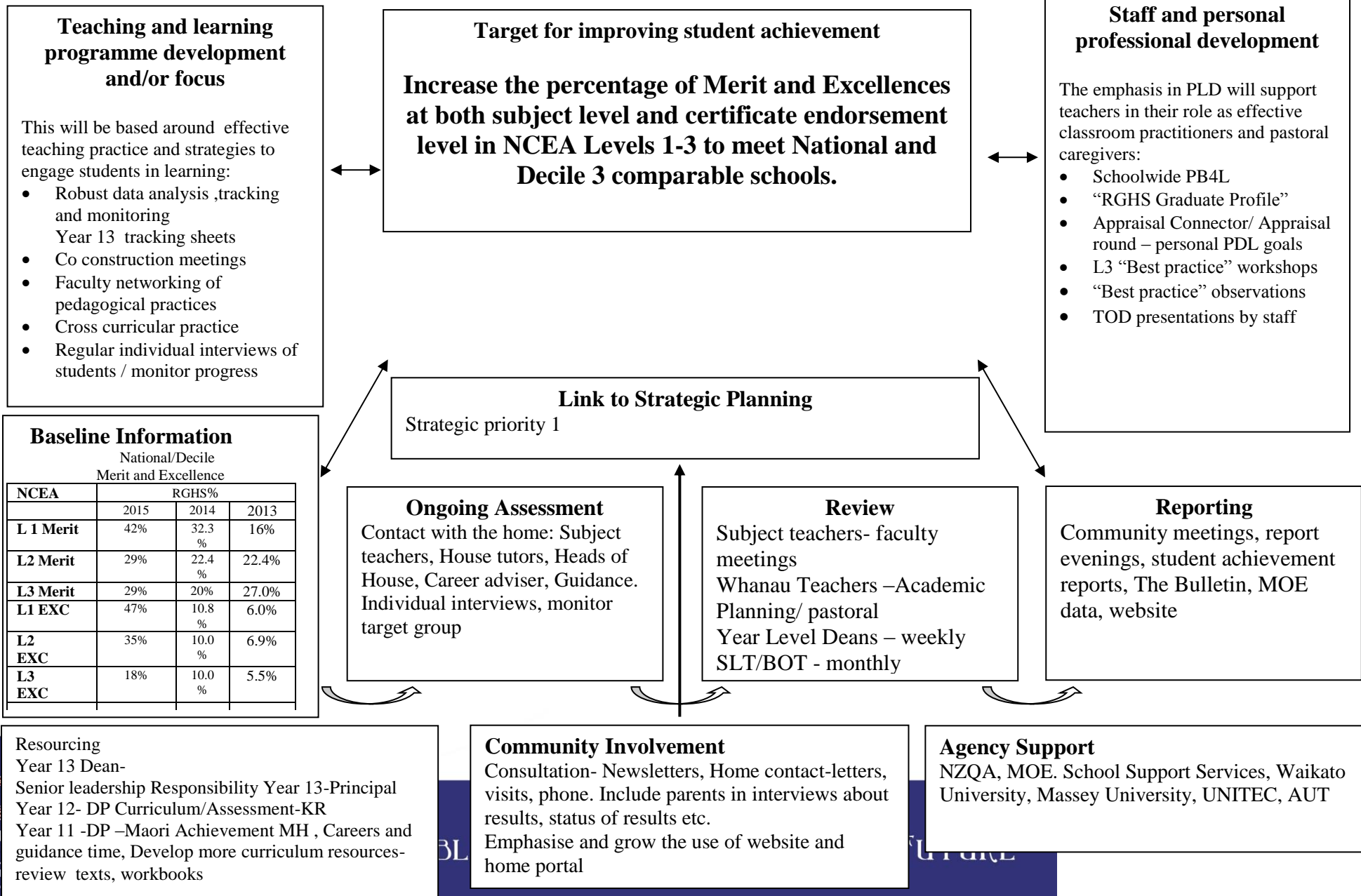
Those students achieving at level 2 of the curriculum will become the priority learners and their progress tracked closely throughout the year.



## ACHIEVEMENT TARGET 3 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2016



# ACHIEVEMENT TARGET 4 FOR ROTORUA GIRLS HIGH SCHOOL - Year 12





## Supporting Documents on Operations, Governance and Management

### Curriculum:

*-Key school documents that inform the 2016 Charter relating to curriculum include;*

- School Curriculum Framework
- Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
- Student Assessment Plan
- Student Individual Portfolios; (displays school review information and formative assessment information.)
- Associated Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan

### Finances:

*-Key school documents that inform the 2016 Charter relating to finances include;*

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan

### Health and Safety:

*-Key school documents that inform the Rotorua Girls' High School Charter relating to health and safety include;*

- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures; (Student Support Register)
- Modern School Health & Safety Guidelines Handbook
- Associated Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan

### Human Resources

*- Key school documents that inform the 2016 Charter relating to human resources include;*

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan



**Property:**

*-Key school documents that inform the 2015 Charter relating to property include;*

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Evacuation Procedures
- Insurance
- Associated Policies
- Rotorua Girls' High School Strategic Plan
- Rotorua Girls' High School Annual Plan



