

# **ROTORUA GIRLS' HIGH SCHOOL**

## **FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2017**

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Ministry Number: 153

# ROTORUA GIRLS' HIGH SCHOOL

Financial Statements - For the year ended 31 December 2017

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# Rotorua Girls' High School

## Statement of Responsibility

For the year ended 31 December 2017

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

*Chris Nairn*

Full Name of Board Chairperson

*C Nairn*

Signature of Board Chairperson

*28/03/2018*

Date:

*ALLY GIBSON*

Full Name of Principal

*A Gibson*

Signature of Principal

*28/05/2018*

Date:

# Rotorua Girls' High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>				
Government Grants	2	7,230,399	6,411,456	6,606,096
Locally Raised Funds	3	648,334	267,354	656,209
Interest Earned		25,423	25,000	24,501
Gain on Sale of Property, Plant and Equipment		-	-	3,391
International Students	4	22,557	18,000	12,974
		<u>7,926,713</u>	<u>6,721,810</u>	<u>7,303,171</u>
<b>Expenses</b>				
Locally Raised Funds	3	418,517	87,088	417,895
International Students	4	11,309	10,000	2,283
Learning Resources	5	4,631,969	4,345,833	4,214,964
Administration	6	520,600	481,869	484,930
Finance Costs		10,273	3,051	10,706
Property	7	2,181,882	1,742,815	1,916,426
Depreciation	8	190,950	200,000	213,854
Loss on Disposal of Property, Plant and Equipment		340	-	53,443
		<u>7,965,840</u>	<u>6,870,656</u>	<u>7,314,501</u>
<b>Net Surplus / (Deficit)</b>		<b>(39,127)</b>	<b>(148,846)</b>	<b>(11,330)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b><u>(39,127)</u></b>	<b><u>(148,846)</u></b>	<b><u>(11,330)</u></b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

# **Rotorua Girls' High School**

## **Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	<u>1,801,958</u>	<u>1,736,003</u>	<u>1,794,137</u>
Total comprehensive revenue and expense for the year	(39,127)	(148,846)	(11,330)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	33,699	-	19,151
<b>Equity at 31 December</b>	<u>1,796,530</u>	<u>1,587,157</u>	<u>1,801,958</u>
 Retained Earnings	 1,796,530	 1,587,157	 1,801,958
<b>Equity at 31 December</b>	<u>1,796,530</u>	<u>1,587,157</u>	<u>1,801,958</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

# **Rotorua Girls' High School** **Statement of Financial Position**

As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	740,594	780,263	882,910
Accounts Receivable	10	270,202	411,259	197,077
GST Receivable		30,487	-	10,386
Prepayments		101	4,458	4,136
Investments	11	269,603	17,606	28,209
Funds owed for Capital Works Projects	20	35,207	-	-
		<u>1,346,194</u>	<u>1,213,586</u>	<u>1,122,718</u>
<b>Current Liabilities</b>				
GST Payable		-	29,983	-
Accounts Payable	13	375,273	419,097	222,110
Borrowings - Due in one year	14	2,030	2,030	2,030
Revenue Received in Advance	15	52,361	68,985	57,604
Provision for Cyclical Maintenance	16	116,004	222,000	25,182
Painting Contract Liability - Current Portion	17	-	38,856	28,021
Finance Lease Liability - Current Portion	18	60,913	33,529	51,148
Funds held in Trust	19	37,681	-	24,710
Funds held for Capital Works Projects	20	-	-	1,922
		<u>644,262</u>	<u>814,480</u>	<u>412,727</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>701,932</u>	<u>399,106</u>	<u>709,991</u>
<b>Non-current Assets</b>				
Investments (more than 12 months)	11	17,606	-	-
Property, Plant and Equipment	12	1,366,919	1,374,883	1,442,055
		<u>1,384,525</u>	<u>1,374,883</u>	<u>1,442,055</u>
<b>Non-current Liabilities</b>				
Borrowings - Due beyond one year	14	508	4,568	2,538
Provision for Cyclical Maintenance	16	160,655	49,364	223,975
Finance Lease Liability	18	128,764	132,900	123,575
		<u>289,927</u>	<u>186,832</u>	<u>350,088</u>
<b>Net Assets</b>		<u>1,796,530</u>	<u>1,587,157</u>	<u>1,801,958</u>
<b>Equity</b>		<u>1,796,530</u>	<u>1,587,157</u>	<u>1,801,958</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

**Rotorua Girls' High School**  
**Statement of Cash Flows**  
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,828,875	1,530,765	1,840,332
Locally Raised Funds		628,994	236,824	757,844
International Students		27,557	18,000	12,974
Goods and Services Tax (net)		(20,101)	-	(40,369)
Payments to Employees		(824,173)	(779,554)	(957,690)
Payments to Suppliers		(1,419,290)	(914,142)	(1,355,523)
Interest Paid		(10,273)	(3,051)	(10,706)
Interest Received		24,544	25,000	24,993
Net cash from / (to) the Operating Activities		236,133	113,842	271,855
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	3,391
Purchase of PPE (and Intangibles)		(48,423)	(45,000)	(98,051)
Purchase of Investments		(259,000)	-	-
Net cash from / (to) the Investing Activities		(307,423)	(45,000)	(94,660)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		33,699	-	19,151
Finance Lease Payments		(49,679)	(98,945)	(39,433)
Painting contract payments		(28,021)	-	(43,393)
Loans Received/ Repayment of Loans		(2,030)	-	(2,030)
Funds Administered on Behalf of Third Parties		14,738	-	25,070
Funds Held for Capital Works Projects		(39,733)	-	(290,976)
Net cash from Financing Activities		(71,026)	(98,945)	(331,611)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(142,316)</b>	<b>(30,103)</b>	<b>(154,416)</b>
Cash and cash equivalents at the beginning of the year	9	882,910	810,366	1,037,326
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>740,594</b>	<b>780,263</b>	<b>882,910</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

# **Rotorua Girls' High School**

## **Notes to the Financial Statements**

### **1. Statement of Accounting Policies**

For the year ended 31 December 2017

#### **a) Reporting Entity**

Rotorua Girls' High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

#### **b) Basis of Preparation**

##### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

##### ***Basis of Preparation***

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

##### ***Financial Reporting Standards Applied***

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

##### ***PBE Accounting Standards Reduced Disclosure Regime***

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

##### ***Measurement Base***

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

##### ***Presentation Currency***

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

##### ***Specific Accounting Policies***

The accounting policies used in the preparation of these financial statements are set out below.

##### ***Critical Accounting Estimates And Assumptions***

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

##### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



**Critical Judgements in applying accounting policies**

Management has exercised the following critical judgements in applying accounting policies:

**Classification of leases**

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 18.

**Recognition of grants**

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

**c) Revenue Recognition****Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

**Other Grants**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

**Donations, Gifts and Bequests**

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

**Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

**d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

**e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

**f) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**g) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

#### **h) Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

#### **i) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **j) Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

#### **k) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

#### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	18-40 years
Furniture and Equipment	5-15 years
Information and Communication	5 years
Motor Vehicles	5 years
Library Resources	8 years DV

Leased assets are depreciated over the life of the lease.

### **l) Intangible Assets**

#### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

### **m) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

### **n) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

### **o) Employee Entitlements**

#### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee

renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

#### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

#### **p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

#### **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **s) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **t) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

#### **u) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

**x) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	1,467,590	1,433,015	1,405,967
Teachers' salaries grants	3,742,395	3,449,449	3,377,506
Use of Land and Buildings grants	1,661,853	1,213,358	1,356,484
Other MoE Grants	124,284	97,750	246,088
Teen Parent Unit	234,277	217,884	220,051
	<u>7,230,399</u>	<u>6,411,456</u>	<u>6,606,096</u>

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	52,529	38,500	53,901
Fundraising	8,043	9,000	7,370
Trading	31,971	31,000	36,000
Activities	526,882	188,854	531,683
Curriculum Recoveries	27,345	-	27,255
School House	1,564	-	-
	<u>648,334</u>	<u>267,354</u>	<u>656,209</u>
<b>Expenses</b>			
Activities	392,304	61,080	387,535
Trading	13,576	21,008	24,480
Fundraising (costs of raising funds)	9,578	5,000	5,880
School House	3,059	-	-
	<u>418,517</u>	<u>87,088</u>	<u>417,895</u>
<b>Surplus for the year Locally raised funds</b>	<u>229,817</u>	<u>180,266</u>	<u>238,314</u>

Due to a change in accounting method for the Teen Parent Unit some comparatives have been restated. The change does not materially alter the financial statements.

#### 4. International Student Revenue and Expenses

	2017 Actual Number 2	2017 Budget (Unaudited) Number 1	2016 Actual Number 1
International Student Roll			
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>			
International student fees	22,557	18,000	12,974
<b>Expenses</b>			
International student levy	-	-	210
Other Expenses	11,309	10,000	2,073
	11,309	10,000	2,283
<i>Surplus for the year International Students'</i>	11,248	8,000	10,691

#### 5. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	176,182	175,035	189,091
Library resources	1,858	1,300	1,251
Employee benefits - salaries	4,246,576	3,904,214	3,821,991
Staff development	33,554	40,000	36,831
Pastoral Support	14,056	7,400	6,213
Teen Parent Unit	159,743	217,884	159,587
	4,631,969	4,345,833	4,214,964

#### 6. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	9,150	9,150	9,000
Board of Trustees Fees	7,175	7,000	6,825
Board of Trustees Expenses	6,813	19,000	15,303
Communication	35,479	36,700	34,512
Consumables	38,327	42,600	45,027
Operating Lease	66,247	55,000	58,002
Legal Fees	32,677	9,000	4,393
Other	70,335	64,150	60,180
Employee Benefits - Salaries	206,191	198,789	212,387
Insurance	19,832	17,500	17,581
Service Providers, Contractors and Consultancy	28,374	22,980	21,720
	520,600	481,869	484,930

## 7. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	54,979	21,000	31,264
Cyclical Maintenance Expense	27,502	49,707	47,708
Grounds	17,991	14,000	20,728
Heat, Light and Water	87,251	107,750	96,243
Repairs and Maintenance	38,768	51,000	56,753
Use of Land and Buildings	1,661,853	1,213,358	1,356,484
Security	13,454	10,000	10,814
Employee Benefits - Salaries	129,270	126,000	271,183
Consultancy And Contract Services	150,814	150,000	25,249
	<u>2,181,882</u>	<u>1,742,815</u>	<u>1,916,426</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	35,326	33,640	35,970
Furniture and Equipment	57,624	71,922	76,904
Information and Communication Technology	29,822	29,375	31,410
Motor Vehicles	3,274	11,312	12,096
Leased Assets	62,005	50,758	54,274
Library Resources	2,899	2,993	3,200
	<u>190,950</u>	<u>200,000</u>	<u>213,854</u>

## 9. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
ASB -06 Business Saver	246,971	769,660	319,022
ASB -03 International Students Account	39,576	-	17,807
ASB -50 Business Saver	-	-	803
ASB -52 Savings On Call	127,348	-	259,667
ASB Tessa McMillan Bus Saver	428	-	428
ASB -00 Main Account	26,271	-	22,794
Short-term Bank Deposits	300,000	10,603	262,389
Cash equivalents and bank overdraft for Cash Flow Statement	<u>740,594</u>	<u>780,263</u>	<u>882,910</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.



**10. Accounts Receivable**

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	16,422	45,782	2,325
Receivables from the Ministry of Education	-	28,973	24,364
Interest Receivable	1,910	1,523	1,031
Teacher Salaries Grant Receivable	251,870	334,981	169,357
	<u>270,202</u>	<u>411,259</u>	<u>197,077</u>
Receivables from Exchange Transactions	18,332	47,305	3,356
Receivables from Non-Exchange Transactions	251,870	363,954	193,721
	<u>270,202</u>	<u>411,259</u>	<u>197,077</u>

**11. Investments**

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	269,603	17,606	28,209
Non-current Asset			
Long-term Bank Deposits	17,606	-	-

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	46,000	-	-	-	-	46,000
Building Improvements	928,486	6,640	-	-	(35,326)	899,800
Furniture and Equipment	204,261	28,303	-	-	(57,624)	174,939
Information and Communication Tech	75,485	13,480	-	-	(29,822)	59,143
Motor Vehicles	4,024	-	-	-	(3,274)	750
Leased Assets	160,607	67,732	-	-	(62,005)	166,334
Library Resources	23,192	-	(340)	-	(2,899)	19,953
<b>Balance at 31 December 2017</b>	<b>1,442,055</b>	<b>116,155</b>	<b>(340)</b>	<b>-</b>	<b>(190,950)</b>	<b>1,366,919</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	46,000	-	46,000
Building Improvements	1,712,002	(812,202)	899,800
Furniture and Equipment	1,361,063	(1,186,124)	174,939
Information and Communication	305,528	(246,385)	59,143
Motor Vehicles	81,774	(81,024)	750
Leased Assets	310,063	(143,729)	166,334
Library Resources	108,902	(88,949)	19,953
<b>Balance at 31 December 2017</b>	<b>3,925,332</b>	<b>(2,558,413)</b>	<b>1,366,919</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Land	46,000	-	-	-	-	46,000
Building Improvements	993,110	9,600	(38,254)	-	(35,970)	928,486
Furniture and Equipment	222,322	62,393	(3,551)	-	(76,904)	204,260
Information and Communication Tech	94,071	13,792	(967)	-	(31,410)	75,486
Motor Vehicles	26,791	-	(10,671)	-	(12,096)	4,024
Leased Assets	164,905	49,976	-	-	(54,274)	160,607
Library Resources	24,836	1,556	-	-	(3,200)	23,192
<b>Balance at 31 December 2016</b>	<b>1,572,035</b>	<b>137,317</b>	<b>(53,443)</b>	<b>-</b>	<b>(213,854)</b>	<b>1,442,055</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Land	46,000	-	46,000
Building Improvements	1,705,362	(776,876)	928,486
Furniture and Equipment	1,332,759	(1,128,499)	204,260
Information and Communication	292,050	(216,564)	75,486
Motor Vehicles	81,774	(77,750)	4,024
Leased Assets	242,331	(81,724)	160,607
Library Resources	111,153	(87,961)	23,192
<b>Balance at 31 December 2016</b>	<b>3,811,429</b>	<b>(2,369,374)</b>	<b>1,442,055</b>

**13. Accounts Payable**

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	80,334	57,649	24,023
Accruals	9,150	-	10,350
Capital accruals for PPE items	69	-	-
Banking staffing overuse	19,567	-	-
Employee Entitlements - salaries	251,870	334,981	169,357
Employee Entitlements - leave accrual	14,283	26,467	18,380
	<u>375,273</u>	<u>419,097</u>	<u>222,110</u>
Payables for Exchange Transactions	355,706	419,097	222,110
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	19,567	-	-
	<u>375,273</u>	<u>419,097</u>	<u>222,110</u>

The carrying value of payables approximates their fair value.

**14. Borrowings**

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Due in One Year	2,030	2,030	2,030
Due Beyond One Year	508	4,568	2,538
	<u>2,538</u>	<u>6,598</u>	<u>4,568</u>

**15. Revenue Received in Advance**

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Income In Advance	52,361	68,985	57,604
	<u>52,361</u>	<u>68,985</u>	<u>57,604</u>

#### 16. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	249,157	251,157	201,449
Increase to the Provision During the Year	27,502	49,707	47,708
Use of the Provision During the Year	-	(29,500)	-
Provision at the End of the Year	276,659	271,364	249,157
Cyclical Maintenance - Current	116,004	222,000	25,182
Cyclical Maintenance - Term	160,655	49,364	223,975
	276,659	271,364	249,157

#### 17. Painting Contract Liability

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Liability	-	38,856	28,021
Non Current Liability	-	-	-
	-	38,856	28,021

In 2014 the Board signed an agreement with Programmed Maintenance (NZ) Ltd (the contractor) for an agreed programme of work covering a four year period. The programme provides for one exterior repaint of the Ministry owned buildings in 2014, with regular maintenance in subsequent years. The agreement has an annual commitment of \$45,000. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

#### 18. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	60,913	33,529	51,148
Later than One Year and no Later than Five Years	128,764	132,900	123,575
	189,677	166,429	174,723

## 19. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	37,681	-	24,710
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>37,681</u>	<u>-</u>	<u>24,710</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

## 20. Funds Owed (Held) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Heating	<i>completed</i>	(1,922)	-	1,922	-	-
10 YPP	<i>completed</i>	-	8,100	8,100	-	-
5YA Compliance	<i>in progress</i>	-	-	35,207	-	35,207
Totals		<u>(1,922)</u>	<u>8,100</u>	<u>45,229</u>	<u>-</u>	<u>35,207</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

-  
35,207

35,207

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Heating	<i>in progress</i>	5,159	54,134	47,053	-	(1,922)
Smoke Alarms	<i>completed</i>	280	-	(280)	-	-
Demo EH, Upgrade BB, J & FD	<i>completed</i>	(305,711)	58,309	364,020	-	-
New Caretaker Shed	<i>completed</i>	5,077	-	(5,077)	-	-
Totals		<u>(295,195)</u>	<u>112,443</u>	<u>405,716</u>	<u>-</u>	<u>(1,922)</u>

## 21. Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses.

## 22. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 23. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, and Deputy Principals.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	7,175	6,825
Full-time equivalent members	0.17	0.17
<i>Leadership Team</i>		
Remuneration	459,525	448,927
Full-time equivalent members	4.00	4.37
Total key management personnel remuneration	466,700	455,752
Total full-time equivalent personnel	4.17	4.54

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	2.00	2.00
	2.00	2.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

## 24. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

## 25. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

## 26. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2017.

2016:

(i) Heating Upgrade: \$340,539 received from the Ministry and \$345,698 has been spent to date.

(ii) Removal of EH Block and Property Upgrades: \$371,425 received from the Ministry of which \$65,714 has been spent to date.

### (b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of laptops and photocopiers;

	2017 Actual \$	2016 Actual \$
No later than One Year	85,278	97,939
Later than One Year and No Later than Five Years	278,016	374,461
Later than Five Years	-	-
	<u>363,294</u>	<u>472,400</u>

(b) The School has entered into an agreement with Programmed Maintenance Services Ltd for painting of the School's buildings.  
The amount committed on the contract is:

	2017 Actual \$	2016 Actual \$
No later than One Year	-	22,938
Later than One Year and No Later than Five Years	-	22,938
Later than Five Years	-	-
	<u>-</u>	<u>45,876</u>

## 27. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 28. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	740,594	780,263	882,910
Receivables	270,202	411,259	197,077
Investments - Term Deposits	287,209	17,606	28,209
Total Loans and Receivables	<u>1,298,005</u>	<u>1,209,128</u>	<u>1,108,196</u>

### Financial liabilities measured at amortised cost

Payables	375,273	419,097	222,110
Borrowings - Loans	2,538	6,598	4,568
Finance Leases	189,677	166,429	174,723
Painting Contract Liability	-	38,856	28,021
Total Financial Liabilities Measured at Amortised Cost	<u>567,488</u>	<u>630,980</u>	<u>429,422</u>

## 29. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.



## **Independent Auditor's Report**

### **To The Readers of Rotorua Girls' High School's Financial Statements**

### **For The Year Ended 31 December 2017**

The Auditor-General is the auditor of Rotorua Girls' High School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### **Opinion**

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2017; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 28 May 2018. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### **Basis of opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

#### **CHARTERED ACCOUNTANTS & ADVISORS**

Level 2, 60 Durham Street  
Tauranga 3110, New Zealand  
PO Box 222  
Tauranga 3140, New Zealand  
Telephone: +64 7 927 1234  
[williambuck.co.nz](http://williambuck.co.nz)

William Buck Audit (NZ) Limited

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

### **Responsibilities of the Auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 27 to 74, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

A handwritten signature in blue ink, appearing to read 'R. Dey', with a stylized flourish at the end.

Richard Dey  
William Buck Audit (NZ) Limited  
On behalf of the Auditor-General  
Auckland, New Zealand

## **ROTORUA GIRLS' HIGH SCHOOL**

### **Members of the Board of Trustees**

For the year ended 31 December 2017

<b>Name</b>	<b>Position Held</b>	<b>How Position Was Gained</b>	<b>Term Expires</b>
Chris Nairn	Chairperson	Elected	June 2019
Sharlene Easthope-Harper	Deputy Chair	Elected	June 2019
Mercia Yates	Parent Rep	Elected	June 2019
Leonie Kiff	Parent Rep	Elected	June 2019
Herman Jansonius	Parent Rep	Co-opted	June 2019
Sarah Riley	Staff Rep	Elected	June 2019
Vaishali Moraj	Student Rep	Elected	June 2018
Chelsea Pita	Student Rep	Elected	June 2017
Ally Gibbons	Principal		
Kay Asplin	Board Secretary		

### **Kiwisport**

For the year ended 31 December 2017

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$12,805 (excluding GST). The funding was spent on various sporting endeavours.

**Rotorua Girls' High School Board of Trustees**  
**Chairperson's Report**  
**For the year ended 31 December 2017**

*Our Vision - Every young woman is a leader in the global environment*

*Our Mission - To create a connected legacy of excellence*

It is again my pleasure to present my fifth report on behalf of the Rotorua Girls' High School Board of Trustees.

The past 12 months has again been a busy, challenging, exciting and successful period for the students and staff at the school.

The school's financial position is down on the previous financial year but remains strong with a working capital surplus of \$701,932 for the year. I thank Ally Gibbons, Barbara Leckey and Heidi Symon for such a pleasing result and also extend my gratitude to the Education Services team who provide financial guidance to the Board and Management at the school.

The school's strong financial position enables the Board, Management and staff to provide the best possible educational opportunities to every student at the school.

The continual improvement of academic achievement remains an annual priority for the Board. As with previous years, the overall 2017 NCEA Participation results improved again:

- 94.9% of the students passed Level 1, an increase of 3.4%
- 98.1% of the students passed Level 2, an increase of 1.6%
- 93.8% of the students passed Level 3, a decrease of 2.5%
- 56.6% of the students passed University Entrance, an increase of 9.7%

This month our school was named as a finalist for the 'Excellence in Teaching and Learning/Atatū Award'. The winner will be announced in July at the 2018 Prime Minister's Education Excellence Awards. This Award recognises and celebrates outstanding achievements in early learning, primary and secondary schooling. Being named as a finalist endorses the comments that were made by the Education Review Office in 2017 that our learners are achieving excellent educational outcomes, the School has a well-designed and responsive curriculum, highly effective leadership, effective teaching and learning support, meaningful partnerships with parents and whānau and strong governance.

Our students continue to be involved in the many extracurricular activities offered by the school. We have had strong representation across many sports, cultural and community events. There have been some outstanding results by individuals, teams and groups at regional and national events. I thank the staff, parents, community groups and organisations who devote their time and expertise or financial assistance in order to make these activities possible for our students.

The Board recognises and appreciates the financial contribution that the Ngāti Whakaue Education Endowment Trust Board has made over many years to our literacy and numeracy programs. We also express our appreciation to the Ngā Pūmanawa e Waru team for their ongoing professional advice and support. Your commitment and continued support is helping the school to deliver on 'Our Vision' and 'Our Mission'.

To Ally Gibbons, Mercia Yates, Vaishali Morarji, Sarah Riley, Sharlene Easthope-Harper, Herman Jansonius, Leonie Kiff, Kay Asplin and past student representative Chelsea Pita, I thank you for the trust that you place in me to lead and speak on behalf of the Board. The knowledge and experience that you all bring to the Board allows us to make important and sometimes difficult decisions with the best interests of our students, staff and community at the forefront.

In conclusion, I thank Ally Gibbons for her leadership of the school and the Senior Leadership Team, Teaching and Support staff for your dedication and congratulate you all on another successful year for Rotorua Girls' High School.

A handwritten signature in black ink, appearing to read 'C Nairn'.

Chris Nairn  
Chairperson  
23 May 2018

# ROTORUA GIRLS HIGH SCHOOL 2017 ANNUAL REPORT



2017 Top Scholar and Dux - **Sophie Jansonius** (left)  
and 2017 Proxime Accessit (Runner Up to Dux)  
**Alyssa Mae Pineda** (right)



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## Rotorua Girls' High School Board of Trustees

### Principal's Report

For the year ended 31 December 2017

*'Change does not change tradition. It strengthens it.  
Change is a challenge and an opportunity; not a threat'.*

*Prince Philip , Duke of Edinburgh.*

2017 has been another stellar year. The Education Review Office confirmed this when they visited in July as part of our three -year review process. This review meant a shift in the way we measured our progress and our ability to tell stories behind our numbers. To do this, we needed to articulate a clear line of vision that focussed on identifying who our priority learners were and how we accelerated their achievement. This was then tested against what our priority learners and their whānau were saying. Our community would tell their story and our story would be told.

To tell their story they did! Their clear line of vision was powerful and is a tribute to all those who champion the learning journey of our young women. A key message from the newly confirmed report states and I quote, *'the school is highly effective in its response to those learners whose progress and achievement needed acceleration.'*

The review also identified the reasons behind these findings, *'School conditions that are enabling the achievement of equity and excellence include a well-designed and responsive curriculum, highly effective leadership , effective teaching and learning support, meaningful partnerships with parents, whanau and strong governance.'*

In addition, *'School performance has been sustained over time through well-focussed, embedded processes and practices. This school has successfully addressed in-school disparities in achievement. Learners are achieving excellent educational outcomes.'*

At the end of the review the report stated, **'ERO is likely to carry out the next review in four – to – five years.'**

This tradition of excellence was seeded by all those before me and its strength is evidenced by our 2017 NCEA achievement data.

Our NCEA Level 1 pass rate was 94.9% , up 3.4% points.

Our NCEA Level 2 pass rate was 98.1% , up 1.6% points.

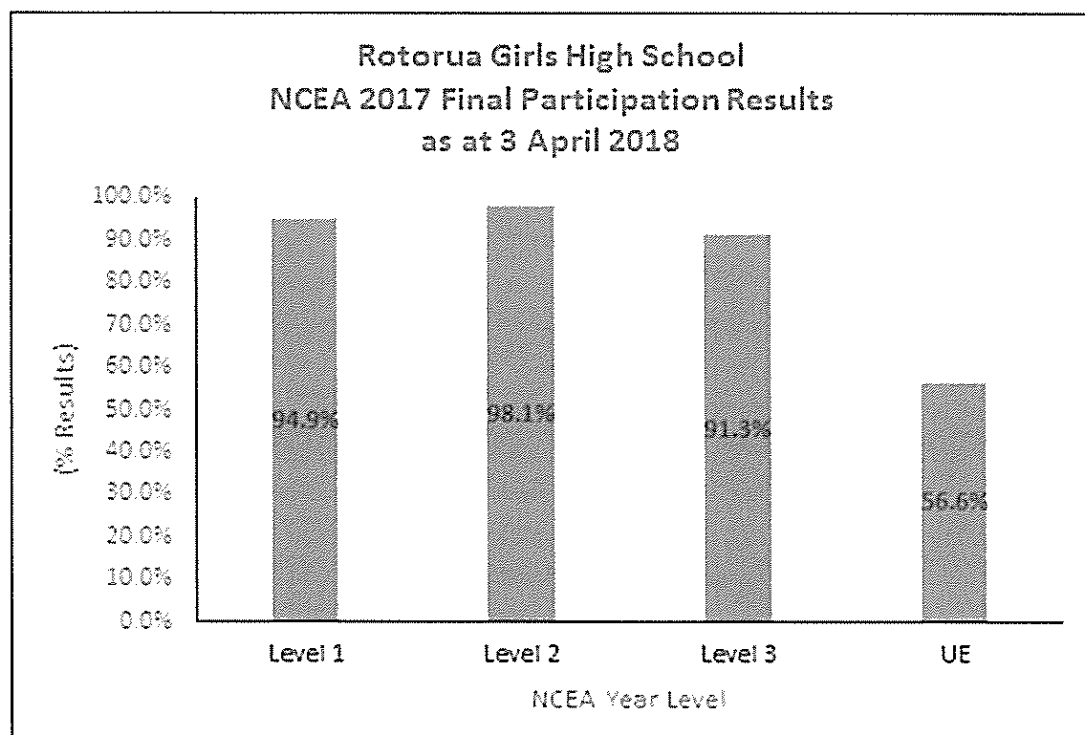
Our NCEA Level 3 pass rate was 91.3% , down 2.5% points.

Our University Entrance pass rate was 56.6%, up 9.7% points.

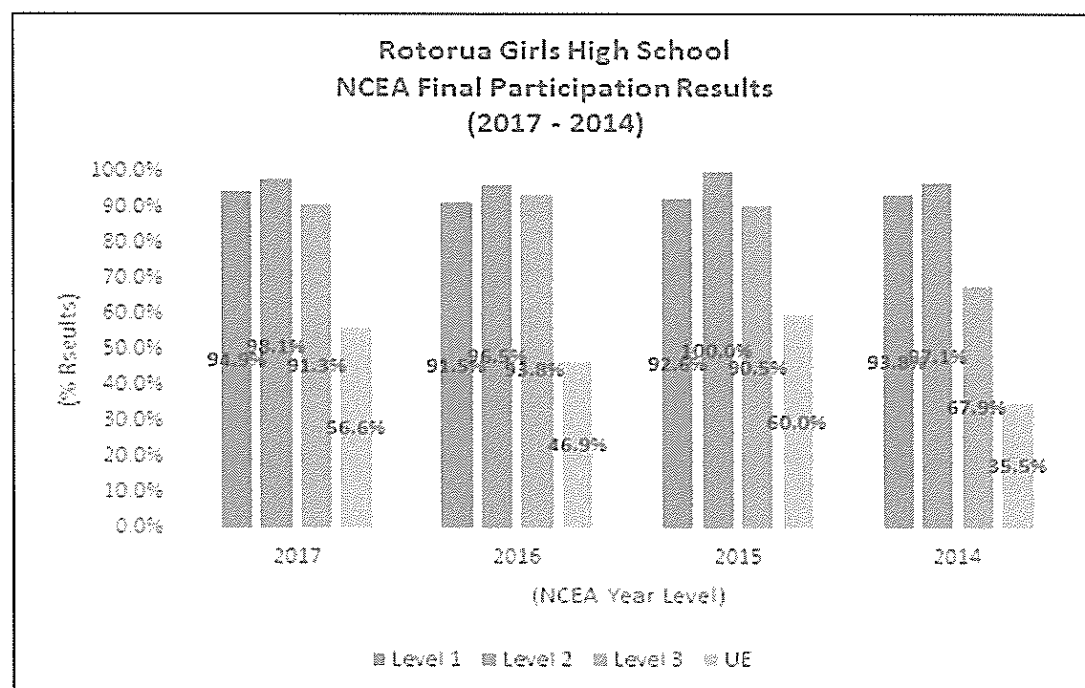
Our results have steadily improved over recent years.

## Celebrating Academic Achievement

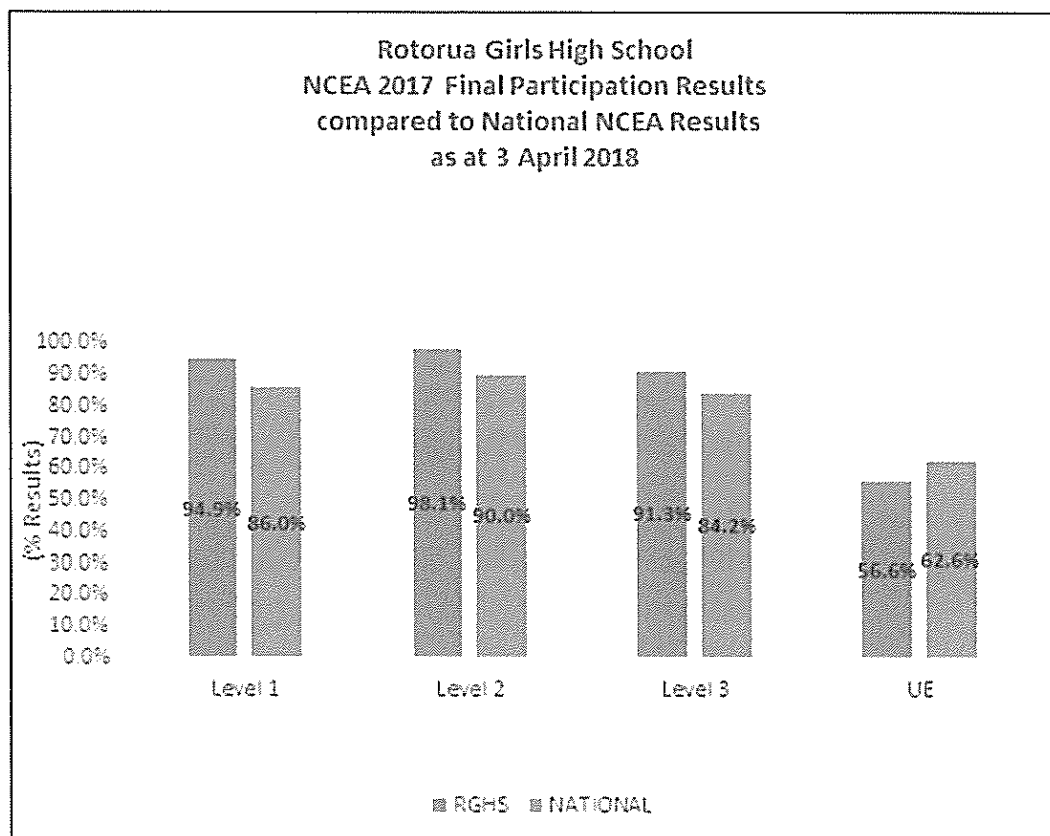
RGHS NCEA Final Participation Results for 2017 are:



The Past Four years Participation Results (2014 - 2017)



We continue to out perform the national NCEA Level 1, 2 and 3 results.



### Endorsements

- Our emphasis on improving the number of Endorsements was also reflected across Levels 1, 2 and 3 in 2017.
- At Level 1, 20.4% gained Excellence and a further 23.7% gained Merit. A total of 41 girls or 44.1% gaining Merit or better.
- At Level 2, 10.9% of our students gained Excellence and a further 11.9% gained Merit. A total of 21 girls or 22.8% who gained a Merit or better.
- At Level 3, 19.0% gained Excellence (16 students) and a further 19.0% gained Merit. A total of 32 girls or 38% gaining Merit or better.
- 1 scholarship was gained by Alyssa Mae Pineda in Design. Scholarship exams challenge students to “demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations”. The standard is extremely high and I commend Alyssa who performed at such a high level.
- Top teachers gain outstanding results for their students. We congratulate and thank Mrs Bryony Edwards whose students have achieved the following academic successes:
  - 2013 Alisher Morgan - Photography
  - 2015 Airi Takahashi - Photography
  - 2016 Tiara Winsor-Ngamata - Photography
  - 2017 Alyssa Mae Pineda – Design.

Alyssa was invited to have her Design folio tour NZ in the NZQA Top Art Exhibition

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In 2017 Kayla Kautai ( Year 12, 2016) was also invited to have her Design in the same exhibition. This placed both students in the top 2.9% of Level 3 Designers in New Zealand.

- Junior Foundation Certificate also reflected good results. 100% of our Year 9 students gaining their FCEA and 69% gaining Merit or better.
- In Year 10, 88 % gained their JCEA with 60% gaining it with Merit or better.

#### Māori Students (NCEA Final 2017 Participation Results as at 3 April 2018)

- 92.9% of our Māori students gained Level 1
- 97.4% gained Level 2
- 90.6% gained Level 3
- In University Entrance there was a 50.7% pass rate.

#### RGHS Māori 2017 against National Māori 2017 (NCEA Final 2017 Participation Results as at 3 April 2018)

- 77.9% of Maori students Nationally gained Level 1
- 85.7% of Maori students Nationally gained Level 2
- 76.4% of Maori students Nationally gained Level 3
- The National University Entrance pass rate was 42.7%.

#### Pasifika Students (NCEA 2017 Final Participation Results as at 3 April 2018)

- At Level 1 our Pasifika students had a 100% pass rate
- At Level 2 100% pass rate
- At Level 3 100% pass rate
- In University Entrance a 57.1% pass rate.

#### RGHS Pasifika 2017 against Nation Pasifika 2017 (NCEA Final 2017 Participation Results as at 3 April 2018)

- At Level 1 Nationally the Pasifika students had a 77.3% pass rate
- At Level 2 Nationally the Pasifika students had a 83.4% pass rate
- At Level 3 Nationally the Pasifika students had a 75.0% pass rate
- The National University Entrance pass rate was 36.8% .

#### Top Scholars

Twenty four of our Top Scholars were presented with a Top Scholar Tie . These students have achieved the Blue and Gold Young Scholars Badge previously.

67 Young Scholars were awarded either Blue or Gold Young Scholar Badges for achieving at least an 80% GPA (Grade Point Average).

Celebrating Excellence by raising the bar across the four cornerstones of Academia , Leadership, Arts and Cultural Activities. We congratulate the following students:

#### ACADEMIC

- Rangipurei Manley won the Rotorua / Taupo Race Unity Speech Competition and went on to compete at the national semi-finals in Auckland in May
- In the Regional Manu Korero Competitions, Manaia Lewis-Wano was the winner of the Junior English Section (Sir Turi Carroll) and went on to the Nationals in New Plymouth in September
- In the local Chinese Speech Competitions, our students had the following results: Year 9 2nd Hayley Cresswell; Year 10 1st Anipatene Williams, 2nd equal Thu Phan; Native speaker 1st equal Jia Xin Shi

- A Battle of Passchendaele Competition was organised by the Ministry of Education in partnership with the Fields of Remembrance Trust and the Passchendaele Society. Five of our students used digital technology to successfully develop a curriculum resource about the Battle of Passchendaele. These students won places in this competition-Alyssa Mae Pineda, Kayla Kautai, Mairaate Mohi, Atawhai Ngatai and Keighley Jones. They flew to Belgium with five other students to attend the 100<sup>th</sup> Anniversary Commemoration for the Battle of Passchendaele.
- In The Great Debates with our Brother School, we won four out of the five debates and won the trophy.

### Tertiary Scholarships.

- **Otago University Leaders of Tomorrow Entrance Scholarship (\$2,000 each)**  
CHELSEA PITA  
KAYLA KAUTAI  
PAREUNUORA PENE
- **Massey University**  
NADIA ELMERS -Vice Chancellor High Achiever (Art) Scholarship (\$3,000).  
Vice Chancellor High Achiever with Distinction (Art) Scholarship (\$5,000).
- **Victoria University Excellence Scholarship (\$5,000)**  
KAYLA KAUTAI  
RANGIPUREI MANLEY  
AWATEA RIKIRANGI-THOMAS
- **Victoria University Academic Achiever Scholarship (\$5,000)** PAREUNORA PENE
- **Auckland University Maori Academic Excellence Scholarship (\$20,000)**  
RANGIPUREI MANLEY Top Achiever Scholarship  
AWATEA RIKIRANGI-THOMAS
- **Waikato University Te Paewai o Te Rangi Scholarship (for Outstanding Academic Achievement (\$25,000)**  
ALYSSA MAE PINEDA  
RANGIPUREI MANLEY
- **Te Pua Wananga Ki Te Ao (The Faculty of Maori & Indigenous Studies Scholarship for Academic Distinction (\$10,000)**  
ERINA HIMONA  
ANAHARA TEINAKORE-CURTIS

**2017 LEAVERS DATA****ROTORUA GIRLS HIGH SCHOOL****Provisional Level Leavers Data 2017 Who Did Not Achieve Level 1, 2 or 3 as at 16 February 2018**

<b>Number Who Did Not Achieve Level 1 NCEA (Year 11)</b>	<b>Where Did They Go Level 1 NCEA (Year 11)</b>
<b>24 Students</b> (4) No Formal Attainment (8) 1-13 credits at any level (6) 14-39 credits without Level 1 Literacy and Numeracy at any Level (2) 14-39 credits including Level 1 Literacy and Numeracy at any Level (3) 40+ credits at any level including Level 1 Literacy and Numeracy (1) 40+ credits at any level without Level 1 Literacy and Numeracy	(12) Another School (7) Tertiary (3) Employment (1) Overseas (1) Unknown
<b>Number Who Did Not Achieve Level 2 NCEA (Year 12)</b>	<b>Where Did They Go Level 2 NCEA (Year 12)</b>
<b>22 Students</b> (0) No Formal Attainment (0) 1-13 credits at any level (3) 14-39 credits without Level 1 Literacy and Numeracy at any Level (1) 14-39 credits including Level 1 Literacy and Numeracy at any Level (3) 30+ credits at Level 2 or above (4) 40+ credits at any level including Level 1 Literacy and Numeracy (3) 40+ credits at any level without Level 1 Literacy and Numeracy	(2) Another School (7) Tertiary (3) Employment (2) Overseas
(8) Level 2 left with Level 1	(4) Another School (2) Tertiary (2) Employment
<b>Number Who Did Not Achieve Level 3 NCEA (Year 13)</b>	<b>Where Did They Go Level 3 NCEA (Year 13)</b>
<b>17 Students</b> (0) No formal Attainment (1) 30+ credits at Level 2 or above (7) 30 + credits at Level 3 or above (0) 30+ Credits at Level 3 or above (0) 1-13 Credits at Level 1	(0) Another School (3) Tertiary (4) Employment (0) Overseas
(9) Level 3 students left with Level 2 only	(5) Employment (1) Tertiary (3) Another School (1) Overseas
<b>Total of 63 Leavers</b>	

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## **LEADERSHIP**

- Former RGHS student Chantelle Cobby (2010 – 2016) was awarded the supreme Youth Leader of the Year.  
Other award winners included:
  - Raukura – most outstanding Youth Performance Group
  - Anaseini Nagera - most outstanding Sports Athlete
  - Anahera Teinakore-Curtis – “X Factor” People’s Choice Award.
- Pareunuora (Head Girl), Awatea Rikirangi - Thomas, (Deputy Head Girl), Dixie Yates (Deputy Head Girl) and Sophie Jansonius (Deputy sports Leader) attended the Headz Up Young Leadership Day at Waikato University.
- In Term 2, 15 of our Year 10 students had the opportunity to attend the He Kai a Aku Ringa business challenge at Toi Oho Mai. This is a venture that supports young Māori students to think about their places in the business world and how to become entrepreneurs and to encourage innovation thinking.
  - From this amazing three day course – Te Puni Kokiri offered a scholarship for ten of these students to attend the Matariki Exponential Conference held in July. This conference is an annual gathering of inspiring Māori business leaders and future super stars.
- We are now a Chartered Z Club from Zonta International. The club has 26 members who meet once a week in their lunchtime at school. They have been helping at the Salvation Army, knitting and sewing for Early Birds (a not for profit organisation that makes up packs for mothers who have premature babies). They also held a fundraiser for Breast Cancer Research.
- Our CACTUS #3 programme was run in Term 1. We hope that the 22 graduates use the experiences of CACTUS as a theme for success in their lives. Pareunuora (Head Girl), Sophie Jansonius (Deputy sports Leader), Seona Healey-Forde (Year 12) attended trainings as mentors.

## **ARTS**

- This year we produced the Broadway Musical “Hairspray”. The energy, vibrancy, colour and excellence presented on stage drew packed houses. It was wonderful to see students from combined Rotorua Girls and Boys High Schools enjoying their learning and going the extra mile to develop their talent and skills to such professional standards.
- In August 29 of our students took part in the New Zealand Dance Made Regional Competition. We had eleven entries and nine of them were placed.
- Our Megacrew (Xecute), Te Riri Williams and Jayde Hanna also competed at the Nationals in Palmerston North in September. Megacrew (Xecute) were placed second in their division.

## **CULTURAL**

- In Kapahaka, it was Regional Finals Year. We were represented by both Raukura and our Junior Group Ngā Kōhine. As Raukura are National Champions, they automatically qualify to compete in the 2018 Nationals in Palmerston North.
- Our CACTUS #3 programme was run in Term 1. We hope that the 22 graduates use the experiences of CACTUS as a theme for success in their lives. Pareunuora (Head Girl), Sophie Jansonius (Deputy sports Leader), Seona Healey-Forde (Year 12) attended trainings as mentors

## **SPORT**

### **National Representatives**

Kahlia Kiel	NZ U16 Mixed Touch Team which toured Australia in September.
Tayla Stone	NZ U16 Mixed Touch Team which toured Australia in September.
Te Aomihi Williams –Paul	NZ U16 Mixed Touch Team which toured Australia in September
Casey Campbell	NZ U16 Mixed Touch Team which toured Australia in September.
Dekoda Roberts, Year 9	NZ U14 Basketball Development Team which toured Australia in September.
Aimee Whata	NZ U14 Basketball
Te Ao Leach	NZ Academy Team travelled to the USA
Te Mihiroa, Year 10	NZSS U16 Champion Waka Ama 250m
	NZ Representative Basketball U16 travelled to Australia
Maringi James	NZSS U16 Champion Gold Waka Ama 250m
Kiri Tepania	NZSS U16 Champion Gold Waka Ama 250m
Ti'an Paretoa	NZSS U16 Champion Gold Waka Ama 250m
	NZ U16 Long Distance Waka Ama Champion
Jada-Cadence Beckham	NZSS U16 Champion Gold Waka Ama 250m
Maea Hay	NZ Boxing Champion –Golden Gloves Titles 2015/2016/2017.

### **Regional Representatives**

RGHS U15 Rugby 7's Team	North Island Secondary Schools Championship Winners. Bay of Plenty U15 Championship Winners 2016 &2017
Ana Nagera	Bay of Plenty swimming Championships 1 <sup>st</sup> Senior Girls 100m Individual Medley and 50m Breaststroke.
Marina Tahana-Beazley	Waikato / BOP Level Two Netball Training Squad.
Matalena Rapana	Bay of Plenty Rugby Secondary Schools U18 Team.
Anaya Waiomio-Anapu	
Emma Tonihi	
Allannah Tapara	

### **Local Representatives**

- U17 Rotorua Basketball Representatives- Te Mihiroa Tangira, Jada Beckham, Grace McCarthy-Sinclair, Kararaina Pene, Dubai Whata and Kiri Tepania.
- Te Riri Williams - NZ Dance Made Regional Solo Dance Competition - 1<sup>st</sup>
- Rotorua U15 Representatives - eight of our students were selected into the Rotorua U15 Representative netball team, which travelled to New Plymouth in the first week of the school holidays and competed in the North Island U15 Championships.
- Rotorua U17 Netball team- five of our students competed in Auckland during the second week of the holidays - Kataraina Ormsby, Te Awa Forrest, Ebony Church, Taryn Stone and Teina Cassidy
- U17 Rotorua - Taupo Cluster Team-Te Awa Forrest, Kataraina Ormsby and Taryn Stone played in the cluster tournament held at the Mount on Sunday 2<sup>nd</sup> July. Kataraina Ormsby made the tournament team.
- Our Prem 2 Senior team who were WINNERS of the Banner Round for 2017 and the Championship Winners of their grade.
- Our Junior Prem Team were the winners of the Rotorua Netball Association's Junior A Grade for 2017. This team also competed at the Waikato / BOP Tournament where they were Runners Up. Taruki Rangawhenua was named in the tournament team for 2017.



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## **Inter-house Competition**

Athletics-TAINI

Swimming-TAINI

Cross Country-TAINI

House Singing-MAKERETI

Overall House Winner- TAINI

## **Staff News**

### **Academic Excellence**

Whaea Ngata and Mrs Jo Vari successfully completed the MindLab 32 week Post Graduate Certificate in Applied Practical (Digital and Collaborative Learning).

Scholarship for Photography – Teacher Bryony Edwards.

### **Excellence in Sport**

Mrs Tui McCaul was selected to represent New Zealand in the Master Women's V6 Waka Ama Team at the inaugural Long Distance Championships in Tahiti. The team won Gold in their division (27km) claiming the title of Long Distance World Champions.

## **ALLIED FACILITIES**

### **2017 Wellness Centre Annual Report**

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

5420 Students were seen at the Wellness Centre in 2017

We had a truly positive start to the year. Having a Full Time Counsellor, enabled us to get into every Year 9 class to introduce ourselves to explain the services of the wellness centre, as well as attend assemblies for all other new students to the school. The impact of this was that, the at risk students, made themselves known to us and we were able to quickly start working alongside them. We were able to quickly work alongside the Senior leadership team with the High priority learners and engage them with our Outside Providers.

Our new organisational hours took us all a bit of getting used to but have worked well to keep the centre open between 0800 and 1500 managing our hours of work independently and covering each other where necessary.

2017 saw us coping with an increase in anxiety, depression and generally students needing assistance to cope with many social situations occurring in their lives. Medically we saw an increase in Non Controlled Asthma, Chronic Skin Infections and Allergy Eye conditions.

We worked with Absolute Dentistry and Lakes District Health Board to get the mobile Unit on site and despite the extra work for the staff within the centre, this was an amazing initiative for our Rangatahi with, 253 students being seen and 70% of those needing to return for treatment, some more than once. I am sure that now they have covered most of the other schools, next time round they will be more set up and streamlined which will make the impact on the wellness centre staff less.

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We thanked our Drs: Emma Yates and Nancy Broomer for their input into the centre this year and for the extra that they do for our students and wellness centre staff as a whole. We worked in with Rotovegas Youth Health who provide this service and Rotorua Area Primary Health Service who provide the technological equipment.

We thanked our Public Health Nurses for their monthly visits to administer Bicillin to those students who require it after having had Rheumatic Fever. We continued to swab throats in the hope that we caught strep throats early to prevent this occurring. We had 10% of those swabbed return a positive result. We also had a case late in the year of Scarlet Fever which is another follow on from Streptococcal Infections. We followed up with class members, and two more students produced Positive Strep throats and were treated.

We thanked our Asthma and Respiratory Foundation Nurse Renee Goldberg for assisting us with those students who had really non controlled asthma over the year.

We thanked Aneta Stone-Martin, Kura Kaupapa assessment nurse for her part in assessing all year 9 students over the year and picking up on hearing, vision and other problems.

We thanked Osteopath Sambi Nelson for caring for those students who had accidents over the year and required more intensive therapy to keep them playing their sports or recovering from their sporting and Cactus injuries. Sambi was also of benefit to the staff who had injuries!

We thanked Verenique Fredericks from Te Utuhina Manaakitanga Trust who is our drug and Alcohol Counsellor. She has been vital in assisting us with students who have needed this under the Board of Trustees conditions, or who have self referred because drugs, alcohol or gaming had become an issue in their lives. We have continued to offer drug screening to those who have had to have this carried out. This was carried out through Lab Plus at Auckland hospital.

We thanked both Kate Goss (Psychologist) and Toni Hohnneck (Youth Worker) from REAL team for being in the Wellness Centre every Wednesday and more at times to assist us with those students who had been referred to their team either by Tayla or their family GP. This team have offered a magnificent service to RGHS. REAL also ran a group RESET for assisting the management of anger. These ladies also supported us on the day when Mike King came in to do his "Its Kool to Korero Talk".

Also, very supportive of our students this year has been, Hera Merito (Social Worker) Rotovegas Youth Health. Hera has worked with those students having social and /or attendance issues and also supported us on the Mike King day. Also playing a huge role in some of our students lives this year was John Turner and the team from iCAMHS and the Oranga Tamariki team.

We remain grateful for each of these Outside providers who come in to support those who require it and their Whanau. 2018 brings a return of our association with Cath Mott, Children's Outreach Nurse and the Child Cancer Foundation.

Internally we would like to work closer with the Deans and Leaders of Learning earlier in the year to assist with the High Priority Learners and feel that they could be first to be assessed by the Year 9 Assessment Nurse before the Year 9's next year, just to see where they are sitting in their personal lives.

We would like to thank those who have supported us this year .

Nga Mihi

Shirley Tickelpenny - Wellness Centre Co-Ordinator

Principal's Report

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### **2017 Guidance Counsellor Summary**

It has been another busy but great year at Rotorua Girls High. I have really enjoyed further supporting the students and getting to know them and the staff.

Term 1 definitely started with a bang. It was my first experience of brand new students, having started in term 2 last year. It was great to be out there on the first day, greeting students and helping them to feel more comfortable on their first day. Shirley and I visited all the year 9 classes in the first week to introduce ourselves and to make them aware of services that were available. I believe this helped with year 9s introducing themselves to us and making us aware of their issues and needs so we could arrange appropriate support.

Anxiety was a significant issue that students were facing at the beginning of the year, and this carried throughout the year as well. When talking with some parents, it could be seen that there was a genetic component to it. Parents were also offered support and pathways to access help if they required.

There were changes throughout the year of referral processes for outside providers. This meant that there was a delay in support for our young people and left me trying to help with problems that were often significant, while waiting for the appropriate service to have space to help. I am grateful for regular supervision that was able to support and guide me during these times.

Term 2 and Term 3 presented another stressful time in terms of mental health. We had a really high referral rate, with students presenting with significant mental health and drug/alcohol issues. Such ongoing problems meant we had to make numerous crisis calls, Oranga Tamariki and iCAMHS referrals.

Counselling remains a much-needed support at Rotorua Girls High. Some of the issues I have dealt with this year include bullying, poverty, gender and sexuality issues, suicidal ideation, parental addiction and mental health issues, school stress and general life stress, relationship and friendship break up, pregnancy and terminations, psychosis, self-harm, addiction, homelessness, physical, emotional, and sexual abuse, together with many other issues facing the at risk population.

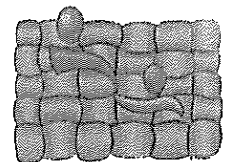
Although there have been numerous issues this year, there have been some great successes. I look forward to seeing the girls grow next year and see what the future holds for them.

Thank you all for your support this year.

- Tayla Sloane, Guidance Counsellor

### **Rotorua Girls' High School Childcare Trust**

Through 2017 teachers have continued to develop the centre Vision and Mission statements along with the Strategic Plan, as part of the process in future proofing the centre.



The centre has continued to undertake upgrading facilities including new taps for the children's bathroom, and purchasing additional blinds.

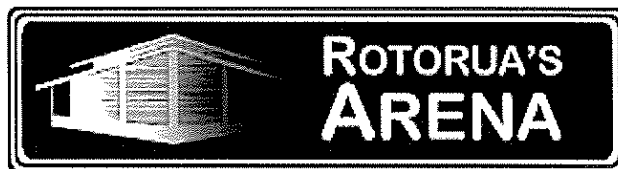
Sustainability has been a major focus for the year. We now have council bins for rubbish and recycling. In an effort to reduce our weekly landfill waste, which is largely disposable nappies, we made a successful application to the Grass Roots Environmental Funding of \$1500.00 which will enable us to purchase cloth

nappies. Other ongoing initiatives which we continue to undertake include two worm farms, compost bins and a water tank to collect rain water that we then use to water the gardens.

The centre entered a float in the Rotorua Christmas Parade and took out first place, receiving the Champions Float Shield. This resulted in winning a centre trip to the Agrodome. The trip was a great success enjoyed by all and a wonderful conclusion to another great year.

### **Rotorua's ARENA and Nina Hogan Performing Arts Centre**

The ARENA and the Performing Arts Centre continue to be busy places holding a number of events. We saw an increase with the sudden closing of the Sir Howard Morrison Convention Centre in 2017. We hosted the Science and Technology show Nanogirl, The Toi Oho Mai Staff End of Year Function, Lakes Performing Arts End of Year Performance and the Canterbury University Graduation.



Other bookings throughout the year included Go Bananas Show, The Hairspray Production, North Island Bowling Tournament, Rotorua Karate Tournament, Waikato Bay of Plenty Netball trainings, Maori Basketball tournament games, Dr Libby book Launch, Heart Foundation concert, Rotorua Fire Services netball training and the BOP Phillipino Society events among others. The regular after hours users include Rotorua Netball run Monday and Wednesday nights, Frisbee on Tuesday nights and Futsal on Sunday afternoons.

The ARENA has had the Smokebeams replaced and we will be looking to up date the Audio Visual Technology in 2018. The Performing Arts Centre ,had the sound system upgraded in 2017.

2018 groups and events which we are looking forward to hosting include - Rotorua Hospitality Awards, Maimoa Concert, Waikato Bay of Plenty Netball - BEKKO tournament games, Circus Quirkus, the Tuhoe Ahurei Netball, Nano Girl and a number of the regular annual concerts. Both facilities are definitely assets for the community.

### **Rotorua School for Young Parents – Te Here Akoranga Mo Nga Matua Rangatahi** **E.R.O Report - 2017**

Young parents enjoy positive, respectful relationships with their teachers and the Early Childhood Centre. Students are well supported to learn and gain meaningful qualifications and parenting skills in an attractive and stimulating environment. The TiC provides highly effective leadership and is well supported by the effective governance of trustees at Rotorua Girls High School.



Creating a learning environment that provides teen parents with a quality education while allowing them to meet their personal needs as a mother has always required careful planning. In 2017 the teachers at the Rotorua School for Young Parents were required to prove how they do this to the Education Review Office who returned after three years. The highly successful visit from E.R.O can be seen in their report which is full of praise for a team of teachers who work tirelessly to ensure that every students needs are considered and prioritised to ensure that her success is on her terms.

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Acknowledgement of the effective governance from Rotorua Girls High School was also appreciated and welcome.

### **Academic Achievement**

In 2017 students at the Rotorua School for Young Parents gained an incredible 1756 credits while enrolled at the school, an increase of over 300 credits for the year. These academic results show the commitment and motivation of students and teachers. A more positive trend than just achieving credits was the further increase in the number of students completing achievement standards in approved academic subjects. The employment of a science teacher provided students with additional subject choices than had previously made available in the school. Teachers also increased their level of collaboration over their subject areas to ensure that students were learning about the things that were meaningful to them across the curriculum. Teachers also developed subjects that are assessed using Unit Standards to include genuine and authentic learning opportunities and not simply book based learning.

### **Enrolment**

Enrolments in 2017 increased to 56 total students over the year. This was an increase of 12 students from 2016. A new enrolment strategy designed to increase the number of students attending daily created spaces for students over the age of 19 to enrol. The increased age limit meant that the school's maximum roll of 35 was always full. More students on the roll resulted in more students attending each day which improved enjoyment levels. An additional positive outcome of increasing the eligible age for enrolment was that these students were mature and had high expectations. They also realised how fortunate they were and made good use of the opportunity to enrol.

### **Engagement**

Students at the Rotorua School for Young Parents continued to participate in a huge range of extracurricular activities in 2017. Afternoon projects and physical activities provided by all teachers saw students dancing, upcycling, scrapbooking, tie dying and mountain biking. Engaging students in a curriculum that is not solely academic ensures that our young mothers enjoy their time at school and are more likely to come each day. Learning new hobbies and participating in exciting-adrenaline filled events allows the students to have fun. Focussing on the whole student allows teachers to really develop strong relationships with students which helps to create a culture of love and caring in the school.

Wendy Mack



Teacher in Charge

## THANKS

Ko te Tamaiti te Putake o te Kaupapa  
The child – the heart of the matter  
I have depended on a number of people this year.

Teachers play a major role in the development of our society. They inspire, motivate and pass on knowledge. 'To teach is to touch lives forever' and I would like to thank our exceptional staff for the countless lives they have touched as they go through their daily work.

I am privileged to lead RGHS and appreciate the support of the full Board for their time spent on improving opportunities for our students and in particular the Chairman, Chris Nairn, Whanau Support, Pasifika and our Kuia and Kaumatua who have again given freely of their time, their expertise and their wisdom, and I thank them sincerely. I acknowledge the commitment and dedication of my Senior Leadership Team, especially Aramoana Mohi- Maxwell who was Acting Principal during my absence as a Youth Ambassador Chaperone to Passchendaele, Raewyn Krammer, Tui McCaull and our Executive Officer Barbara Leckey..

There are many other groups and individuals who make a significant impact on the lives of students by providing scholarships or financial incentives. I thank them all most sincerely, and in particular I would like to publicly acknowledge the financial support we have received from the Rotorua Energy Charitable Trust and the Ngati Whakaue Education Trust. Their monies have been well used and have enabled our students to experience many opportunities not possible in other areas of New Zealand.

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

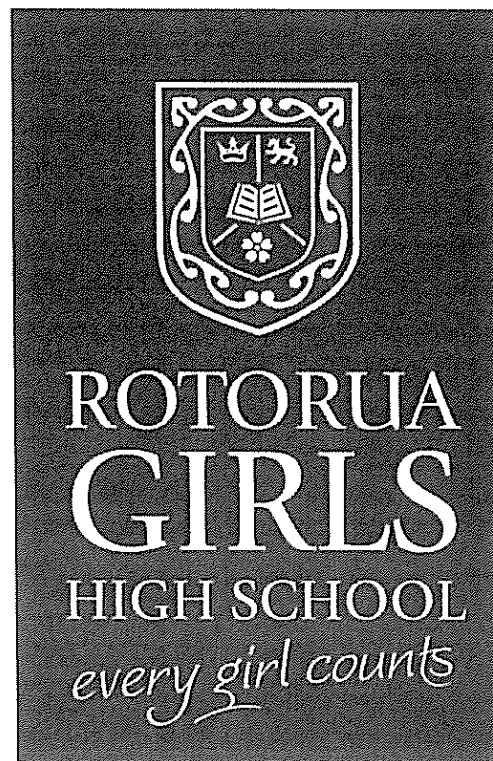
Finally, I also acknowledge my staff - both teaching and non-teaching - and say "Thank you all so much for your support, for the extra time you put in, for the care and attention you give to the students, as well as all the extras that you do that are so rarely acknowledged."



Ally Gibbons  
Principal  
1 May 2018

# Rotorua Girls' High School Analysis of Variance 2017

For the year ended 31 December 2017



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### **Target 1 – Reading and Writing**

The goal is for Year 9 and Year 10 students  
to move up at least two sub-levels of the New Zealand Curriculum  
Focus Year 9 and 10 Māori and Pacific

Reading:	Year 9	=	shift 2 sub levels
	Year 10	=	shift 2 sub levels
Writing:	Year 9	=	shift 2 sub level
	Year 10	=	shift 2 sub levels

### **Target 2 - Numeracy**

The goal is for 90% of Year 9 and  
Year 10 students to move up at least two sub-levels of the New Zealand Curriculum  
Focus Year 9 and 10 Māori and Pacific

### **Target 3 - NCEA**

Increase the percentage of students achieving NCEA

Level 1 90%

Level 2 98%

Level 3 96%

UE – 100% (of students intending to go to university)

Focus Māori and Pacific

### **Target 4 - Merits and Excellences**

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

Focus	Level 1 Māori and Pacific	)	For
	Level 2 Māori and Pacific	)	Merits and
	Level 3 Māori and Pacific	)	Excellences

### **Target 5 - Attendance**

The average student attendance in 2017 will be 87%

Focus:	Year 9	Māori and Pacific
	Year 10	Māori and Pacific
	Years 11 – 13	All



## Analysis of Variance

The Board of Trustees for the past 14 years has annually reaffirmed that if student achievement is to increase, we must firstly have the students at school (attendance data); secondly, student literacy and numeracy levels must be significantly improved by the end of Year 10 if students are to be realistically focused on NCEA; and thirdly students must be encouraged to stay at school (or in education or training) for longer, so that they can ultimately leave with higher qualifications. Our goals reflect this and targets are raised each year.

**TARGET 1– Reading and Writing.** The goal is for 90% of Year 9 and Year 10 students to move up at least two sub-levels of the New Zealand Curriculum

All junior students are tested using e-asTTle reading tests. The same test will be used for baseline gathering of data and the end of year data, with different tests at each year level. The areas that were assessed for both year 9 and year 10 are Process and Strategies; Purposes and Audiences; Ideas; Language Features; and Structure. These areas are all derived from the English Curriculum. At Year 9 the questions ranged from Level 2 to Level 4, with the majority of the questions aimed at Level 4. At Year 10 the questions are ranged from Level 3 to Level 5, with the majority of the questions aimed at Level 5.

### 2017 Junior Reading

#### Year 9 Results: Baseline Data

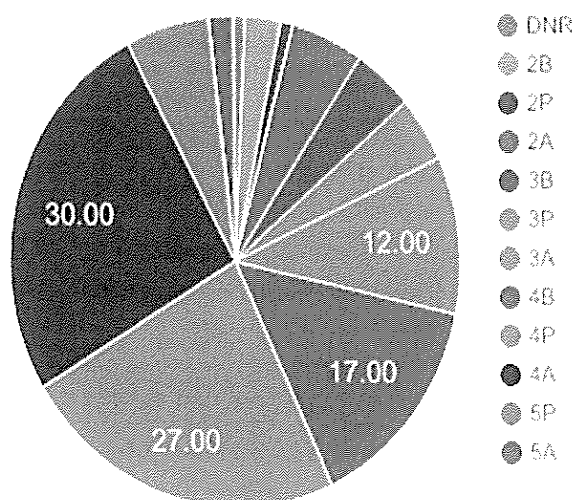
	-	< 2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Total	1		3	1	6	5	5	12	17	27	30		7	2
Māori	1		3	1	4	4	4	10	16	24	27		6	1
Pasifika					1					1	1			



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## READING BEGINNING OF YEAR



### Analysis of Data.

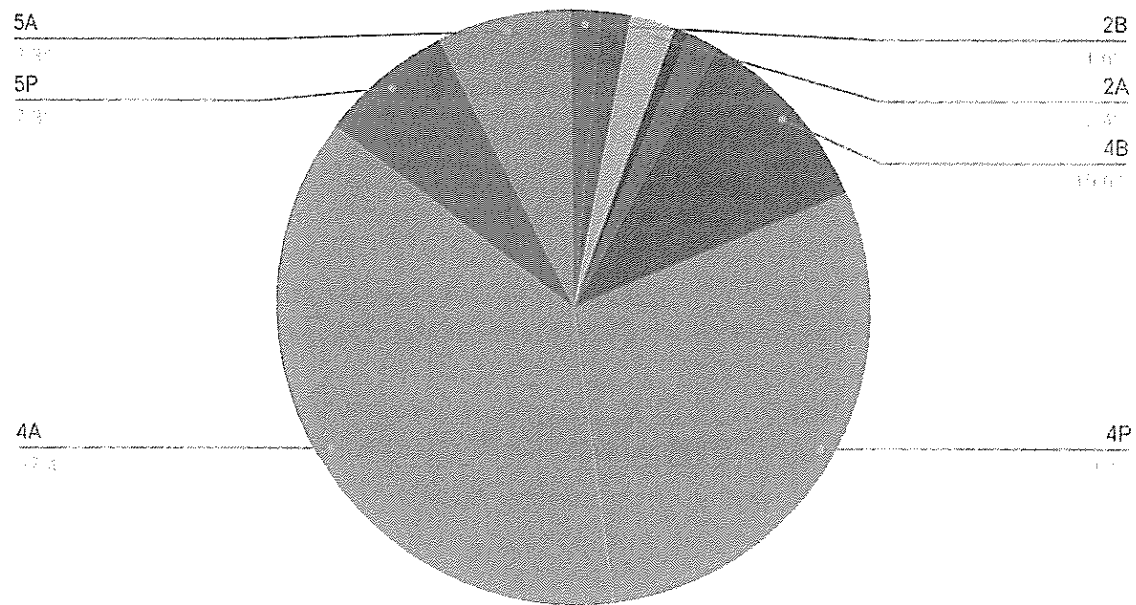
There are pleasing results in the baseline data for the Year 9 2017 cohort. The results show that 80% of all students are sitting at or above level 4 of the NZC for reading. This shows an increasing trend over the years with the percentage of students sitting at or above level 4. In the cohort in 2016 at the start of the year 50% of students were sitting at or above level 4 of the NZC. This is a significant improvement on previous cohorts.

### Year 9 End Of Year Data

	-	< 2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Total	0	0	2	2	3	0	1	2	13	36	46	0	9	7
Māori			2	2	1		1	1	12	34	35		6	6
Pasifika					1								1	



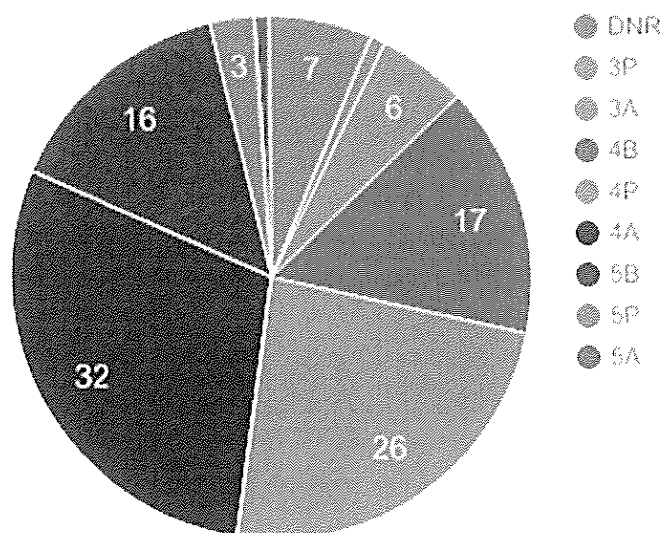
## READING END OF YEAR E-ASTTLE

Year 10 Results: Baseline Data

	-	> 2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	7						1	6	17	26	32	16	3	1	
Māori	6							5	15	25	23	11	2	1	
Pasifika	1						1		1		2	2			



## Reading Beginning of Year



### Analysis of Data.

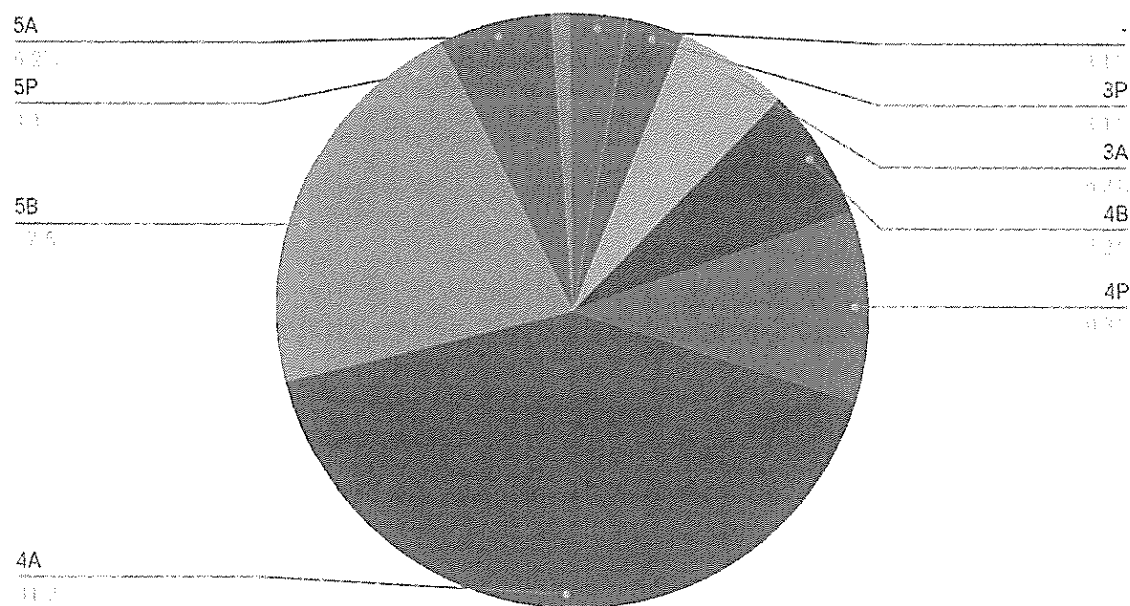
There are pleasing results in the baseline data for the year 10 2017 cohort. The results show that 92% of all students are sitting at or above level 4 of the NZC for reading. This shows an increasing trend from the end of year testing for this cohort. At the end of year 9 this cohort tested with only 72% of students at or above level 4 of the NZC. At year 10 it desirable that the cohort would be sitting at level 5 of the NZC in preparation for level 1 NCEA. We currently have 19% of the cohort in this position. We are working on gathering portfolio evidence for the (Literacy) Unit Standards: writing, reading, and active participation in discussion.

### END OF YEAR YEAR 10 E-ASTTLE READING

	-	> 2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Total	3	0	0	0	0	0	3	6	7	10	40	17	4	6	1
Māori	3						2	4	6	9	32	11	1	4	
Pasifika								1		1	2		2	1	1



## YEAR 10 END OF YEAR READING RESULTS



### Variance

The target for 2017 was Year 9 students would shift at least 2 sub levels in e-asTTle reading scores. 27% of the Year 9 cohort had achieved this. 14% of the cohort had improved by at least 1 sub level. Unfortunately 26% of the cohort were absent for one of the tests so a comparison could not be made.

The target for 2017 for the Year 10 cohort was that students would shift at least one sub level. 44% of the Year 10 cohort had achieved this. In addition, 21% had improved at least two sublevels in e-asTTle.



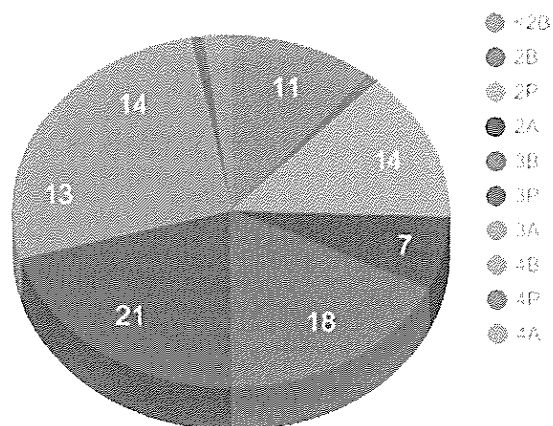
## 2017 Junior Writing

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

### Year 9 Results: Baseline Data

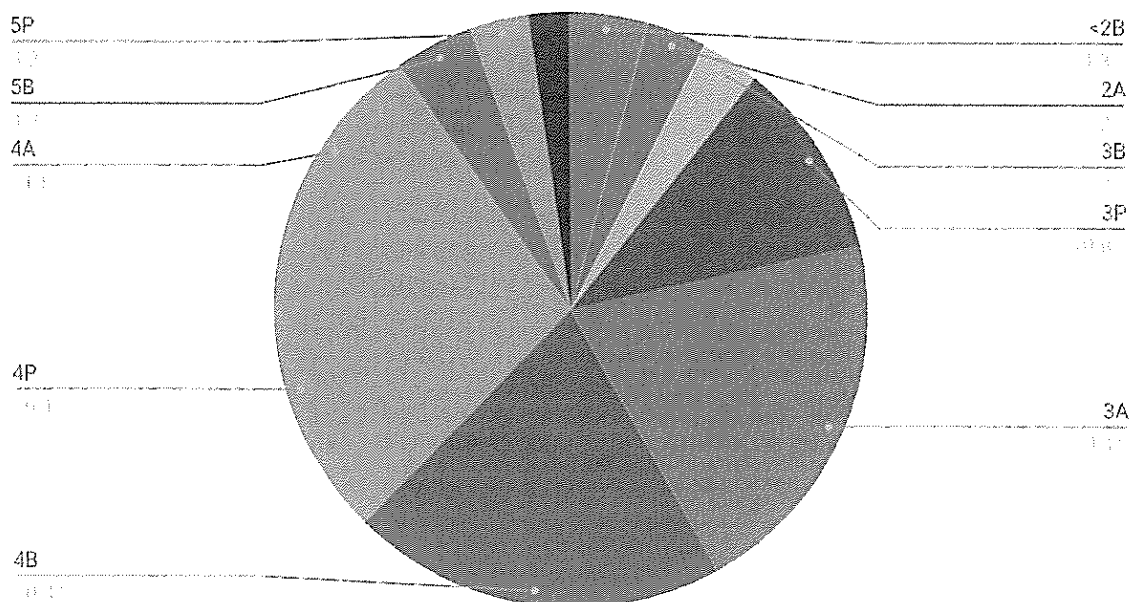
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A
Total	11	1	14	7	18	21	13	14	1	2
Māori	9	1	12	7	17	19	11	9	1	2
Pasifika					1	1				

Number of Students at Each Sub Level



**Year 9 Results: End of Year Data**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
<b>Total</b>	4			3	3	10	19	19	15	11	4	3	2
<b>Māori</b>	3			3	2	8	14	16	12	6	2	2	2
<b>Pasifika</b>							1	1	1				

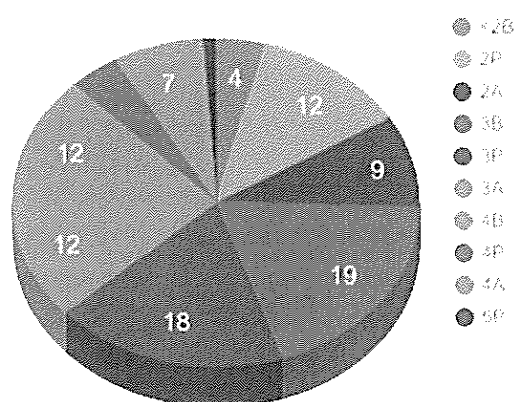
**Points scored****Analysis of Data**

The cohort was tested at writing average of 3A. We currently have 78% of the year 9 2017 cohort sitting at 3A or above. This is a 49% increase from the start of the year, where only 28% were sitting at 3A or above. This increase can be attributed to the school wide focus on writing. We saw improvement in the writing in each junior unit within the English programme. For 2018 we will continue with the entry procedures into classes involving a “Do Now”, which is based around sustained silent writing for 5-10 minutes. In addition with the help of the in school COL writing coordinator to ensure that writing is a focus across the curriculum. We are partaking in Write that Essay.



**Year 10 Results: Baseline Data**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
<b>Total</b>	4		12	9	19	18	12	12	4	7		1		
<b>Māori</b>	4		11	7	18	12	7	10	3	6				
<b>Pasifika</b>				1		1		1	1			1		

**Number of Students in Each Sub Level****Year 10 Results: End of Year Data**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
<b>Total</b>	19		7	8	19	15	11	10	6	7	1	1		
<b>Māori</b>	15		6	6	17	11	6	8	5	6	1	1		
<b>Pasifika</b>	3			1		1		1	1					



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### Analysis of Data.

The cohort was tested at writing average of 3P. This is below where we would expect year 10 cohorts to test, which is 4A. We currently have 47% of the year 10 2017 cohort sitting at 3P or above and 9% sitting at 4A or above. To address issues around writing every junior unit within the English programme has a written component. Part of the entry procedures into classes also involves a “Do Now”, which is based around sustained silent writing for 5-10 minutes. In addition, with the help of the in school COL writing coordinator to ensure that writing is a focus across the curriculum. At Year 10 we have a focus on Literacy Unit Standards to aid student achievement.

### Variance

In 2017 the year 9 cohort target was that students would improve by at least 2 sub levels in e-asTTle. 45% of the cohort reached this target. 7% of the cohort improved by 1 sub level. Unfortunately 34% of the cohort completed only one test so no comparisons could be made.

In 2017 the year 10 cohort target was to improve by at least one sub level in the e-asTTle writing test. 45% of the cohort reached this target. 21% had improved by at least 2 sub levels.

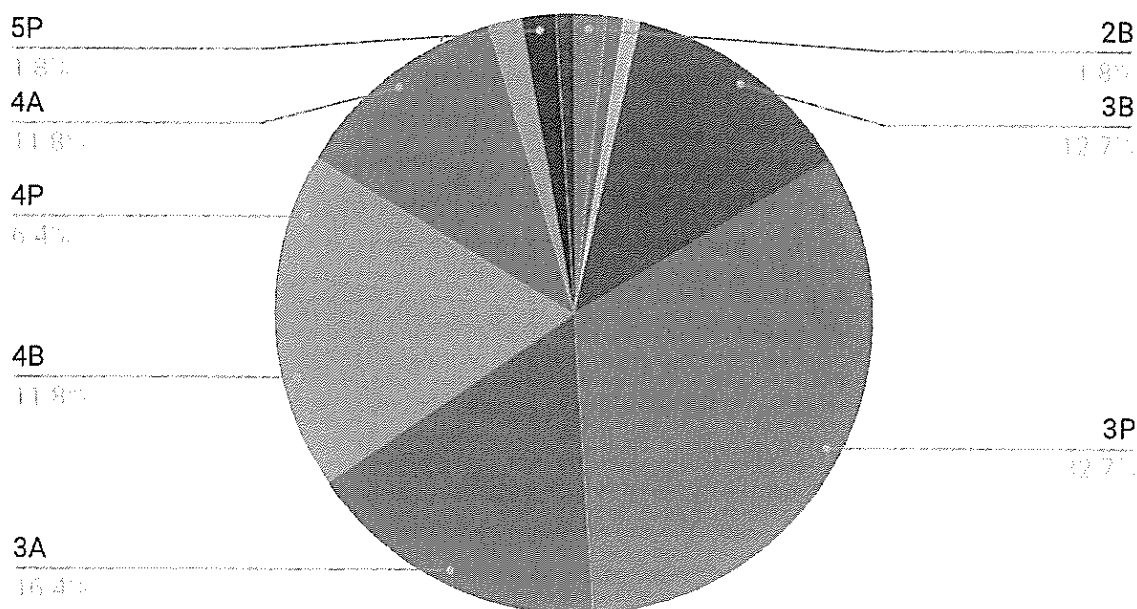


**TARGET 2: NUMERACY TARGET:** The goal is for 90% of students in Year 9 and 10 to move up at least 2 sub levels of the NZC during the year

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

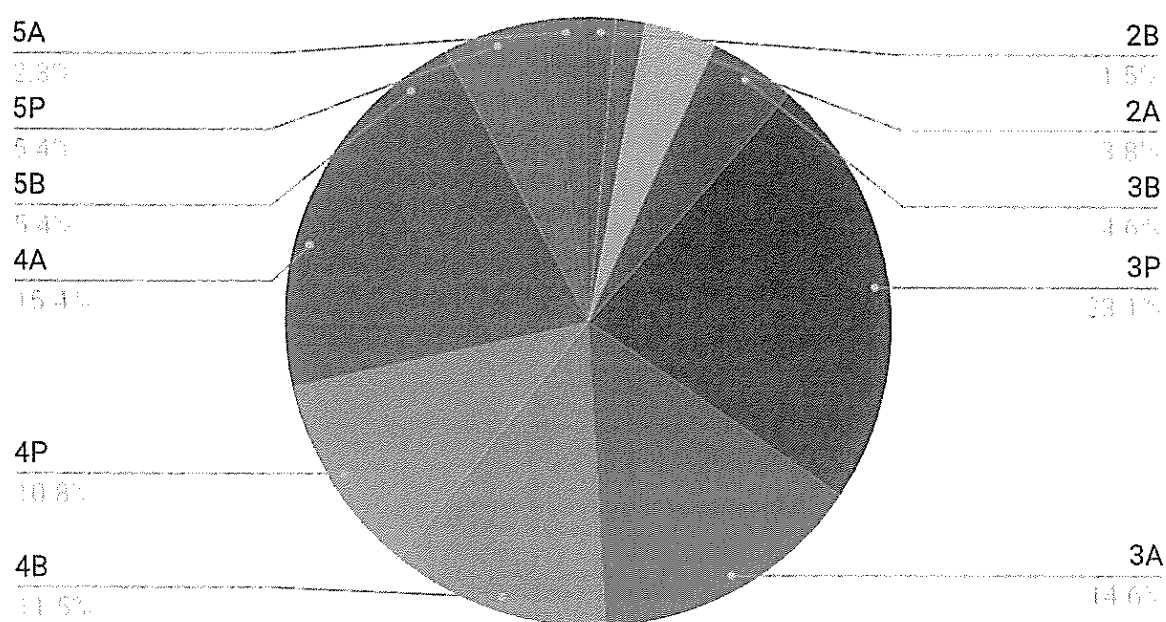
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	TOTAL
<b>Total</b>	1	2	1	1	14	36	18	13	7	13	2	2	1	
<b>Maori</b>	1	2	1	1	13	32	15	13	4	11	2	0	1	96
<b>Pasifika</b>	0	0	0	0	0	1	0	0	1	1	0	0	0	3

**Yr9 Start of Year NZC Sub-levels**



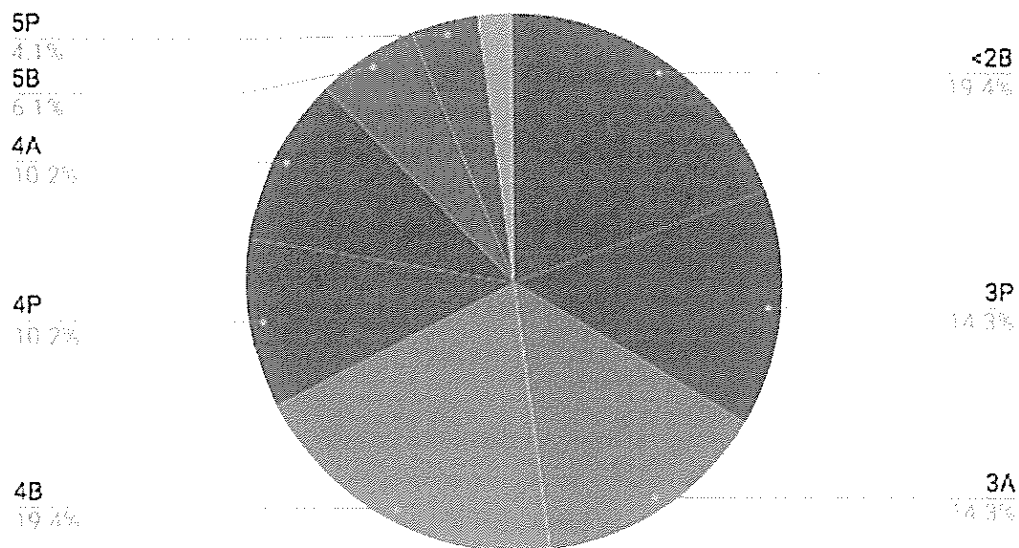
**Year 9 – Numeracy (Average for Cohort 4B) End of Year**

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	TOTAL
<b>Total</b>	5	2	2	5	6	30	19	15	14	20	7	7	3	135
<b>Maori</b>	5	1	2	4	5	28	15	13	11	16	5	5	1	111
<b>Pasifika</b>	0	0	0	0	1	0	0	0	0	1	0	0	0	2

**Yr9 End of Year NZC Sub-Levels 2017**

**YEAR 10****Year 10 – Numeracy (Average for Cohort 4B) Beginning of Year**

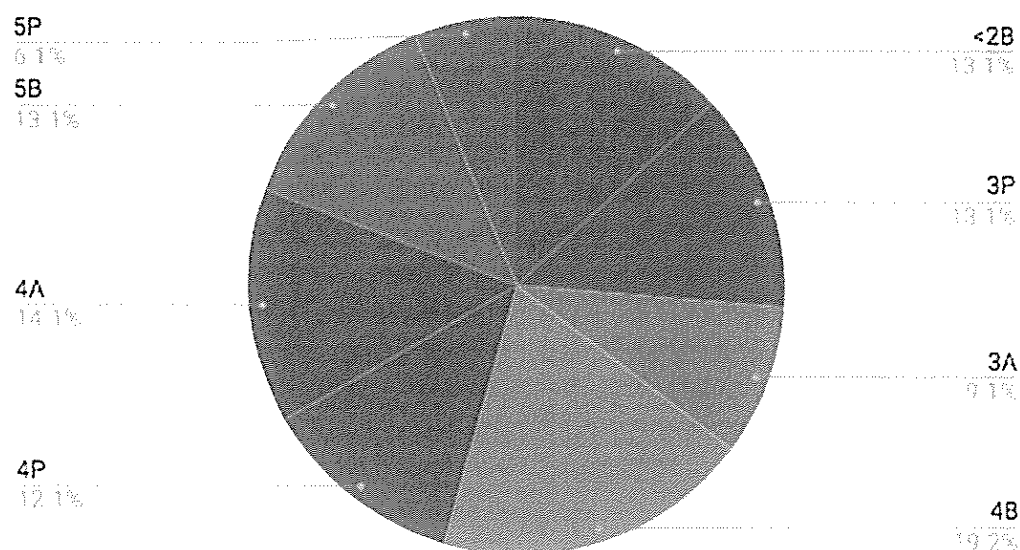
	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	TOTAL
<b>Total</b>	19	0	0	0	0	14	14	19	10	10	6	4	2	98
<b>Maori</b>	16	0	0	0	0	14	12	15	7	8	3	2	2	79
<b>Pasifika</b>	0	0	0	0	0	0	0	2	2	0	1			5

**Yr10 Start of Year NZC Sub-levels 2017**

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

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	TOTAL
<b>Total</b>	13	0	0	0	0	13	9	19	12	14	13	6	0	99
<b>Maori</b>	12	0	0	0	0	12	6	15	9	11	6	5	0	76
<b>Pasifika</b>	1	0	0	0	0	1	0	1	2	0	3	0	0	8

Yr10 End of Year NZC Sub-levels



### Analysis: What does the baseline data tell us?

#### YEAR 9

The target for Year 9 is end of Level 4 (4A) by the end of 2017, an increase average of 3 sublevels. The current data average 3A. This equals the 2016 cohorts end of year result (3P → 3A). There are 5 tail end priority learners. These students will need to have a plan with CUN. (COL Numeracy and SWANS Teams). There are 68 students below the expected level. Classroom teachers will be responsible for tailoring the programme to suit the learners. Additional support will be given at faculty meetings.

#### YEAR 10

The target is to be ready for Level 6 at Year 11. The current Average is 4B a 1 sub level increase (3A) for the same cohorts average score at the end of 2016. Compared to the 2016 cohorts' results 3A → 4P, these are better entry results than previous year, 19 students scored



poorly. These students need to be identified and influencing factors need to be established to determine if it is learning related or behavioural related. There is a need to emphasise the importance of clean testing to eliminate variability and impacts on the credibility of the data.

#### YEAR 9 shifts

Baseline data average of 3A increased one sublevel in the end of year data where the average was 4B. There is still a large number of students at level 2, but shifts have been made as shown by the larger numbers reaching level 4.

#### YEAR 10 shifts

Baseline data average 4B increased in one sublevel in the end of year data average 4P. There has been a greater shift with this cohort. There are fewer students at the top level due to large absences during the end of year testing period, particularly with our top class.

Community of Learning Actions that have been implemented:

Collect and analyse e-asTTle data all at same time across CoL schools using same strands is used to identify areas. This allows greater collaboration between staff and access to resources to assist with individual and group learning gaps. Resources for staff and students on e-asTTle data and communication of results, has been added to the school wide tracking systems that is expected to be used by all staff members.

PLD around CoL wide initiatives: Literacy progressions, Literacy across all learning areas, language of assessment/testing has helped student unpack the language used around e-asTTle, as it was established some students struggled with the language of the assessment tasks rather than the Maths question.

Review of junior programmes will allow the Unit Standard Portfolio to be offered to ALL Year 10 students as the integrated approach to learning offers multiple opportunities to collect evidence from a range of curriculum tasks throughout the year (Context skills, FFL pedagogy, inquiry projects).

Students are assessed based on their e asTTle results provided from the contributing schools as a directive from the CoL as to not overtest. Any students without data will be tested within the first month of school and put into our tracking systems. Priority students had excellent tracking this year in the Maths faculty. Each teacher had a defined list of students, who did not pass, or were performing below their expected grades. Interventions were put in place such as holiday school, tutorials, individual programmes and minimised programmes to suit each learner. Several students not capable of coping with the demands of the expected NZC level, were placed on Correspondence Courses to work on at their own pace with guidance from staff.

The FFL students were offered multiple opportunities to collect evidence for the Portfolio standards in Mathematics NCEA Level 1 which provides a strong foundation from which to grow their skills and competencies.



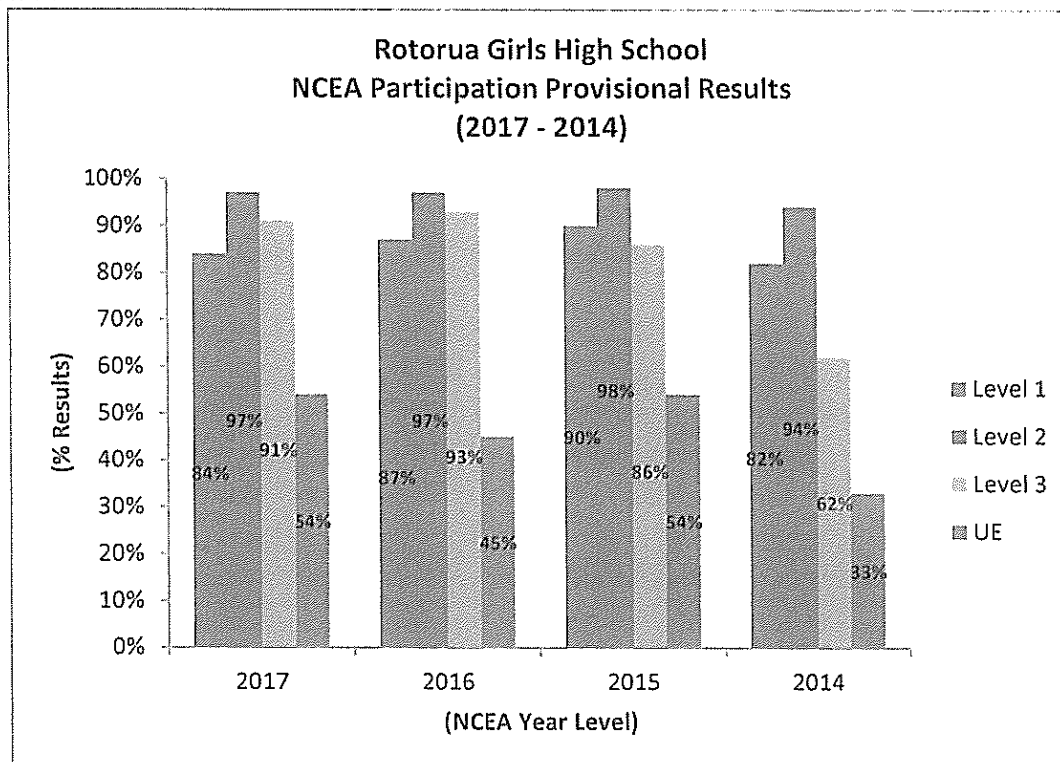
**TARGET 3: NCEA: Increase the percentage of students achieving NCEA -**  
**Level 1 90%**  
**Level 2 98%**  
**Level 3 96%**  
**UE – 100% (of students intending to go to University)**

**PARTICIPATION DATA NCEA - as at 29 January 2018**

NCEA Year Level	2017 Provisional Results 29/01/2018	2016 Provisional Results 07/02/2017	2016 Final Results 13/03/2017
1	83.7% (82/98)	87.2% (102/116)	91.5%
2	97.1% (100/103)	97% (110/114)	97%
3	91.2% (83/91)	93% (74/80)	93.8%
UE	54.1% (53/98)	45% (36/80)	46.9%

Below Graph 1 shows Rotorua Girls High School Participation results for 2017 – 2014. Reminder that the 2017 data is provisional only and will change again at March when further results are loaded:

**Graph 1:**



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**Analysis:**

**Level 1 Participation** provisional results: 84% are equal to the National results of 84.2% (below by 7.5% in 2016) but are below the Decile 3 Girls' results of 88.4% by 4.4%.

**Target: 90% Achievement**, (83.7%) achieved. Target not yet met. We hope this will shift with internal assessment catch-ups before the end of February when final data is submitted.

**Level 2 Participation** provisional results of 97.1% are above the National results of 88.7% by 8.4% (above by .6% in 2016) and are above the Decile 3 Girls' results of 93.7% by 3.4%.

**Target: 98% Achievement**, (94.3%) achieved. Target not yet met. We hope this will shift with internal assessment catch-ups before the end of February when final data is submitted.

**Level 3 Participation** provisional results of 91.2% are above the National results of 82.4% by 8.8% (below by 2.6 in 2016) and are above the Decile 3 Girls' results of 84.5% by 6.7%.

**Target: 96% Achievement**, (89.2%) achieved. Target not yet met. We hope this will shift with internal assessment catch-ups before the end of February when final data is submitted.

**University Entrance Participation** provisional results of 54.1% are below the National results of 59.9% by 5.8% (above by 7.2% in 2016) but are above the Decile 3 Girls' results of 49.6% by 4.5%.

**Target: 100% Achievement** of those students intending to go to University, (40/43) 94%

### 2017 PROVISIONAL RESULTS ROLL BASED DATA NCEA - as at 29 January 2018

NCEA Year Level	2017 Provisional Results 29/01/2018	2016 Provisional Results 07/02/2017	2016 Final Results 13/03/2017
1	78.1% (82/105)	80.3% (102/127)	84.3%
2	94.3% (100/106)	97% (110/114)	97.0%
3	89.2% (83/93)	93% (74/82)	93.0%
UE	57.0% (59/93)	44% (36/82)	46.3%
Level 1 Literacy	93.9% (102)	94% (120)	94.0%
Level 1 Numeracy	89.5% (101)	95% (121)	95.3%



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**NCEA PARTICIPATION BASED PROVISIONAL 2017 DATA**  
**Compared Nationally and with Decile 3 Girls Schools - as at 29 January 2018**

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	84.0%	84.2%	88.4%
Level 2	97.1%	88.7%	93.7%
Level 3	91.2%	82.4%	84.5%
UE	54.1%	59.9%	49.6%

**Analysis:**

**Level 1 provisional participation** results of **84.0%** is below the **National results of 84.2%** by **.2%** (below by 7.5% in 2016) but are below the **Decile 3 Girls' results of 88.4%** by **4.4%**.

**Level 2 provisional participation** results of **97.1%** are above the **National results of 88.7%** by **8.4%** (above by 6% in 2016) and are above the **Decile 3 Girls' results of 93.7%** by **3.4%**. A continuous positive area of growth.

**Level 3 provisional participation** results of **91.2%** is above the **National results of 82.4%** by **8.8%** (below by 2.6% in 2016) and are above the **Decile 3 Girls' results of 84.5%** by **6.7%**. A continuous positive area of growth.

**University Entrance provisional participation** results of **54.1%** is below the **National results of 59.9%** by **5.8%** (above by 7.2 % in 2016) but is above the **Decile 3 Girls' results of 49.6%** by **4.5%**. There is continuous positive growth in our University Entrance results.

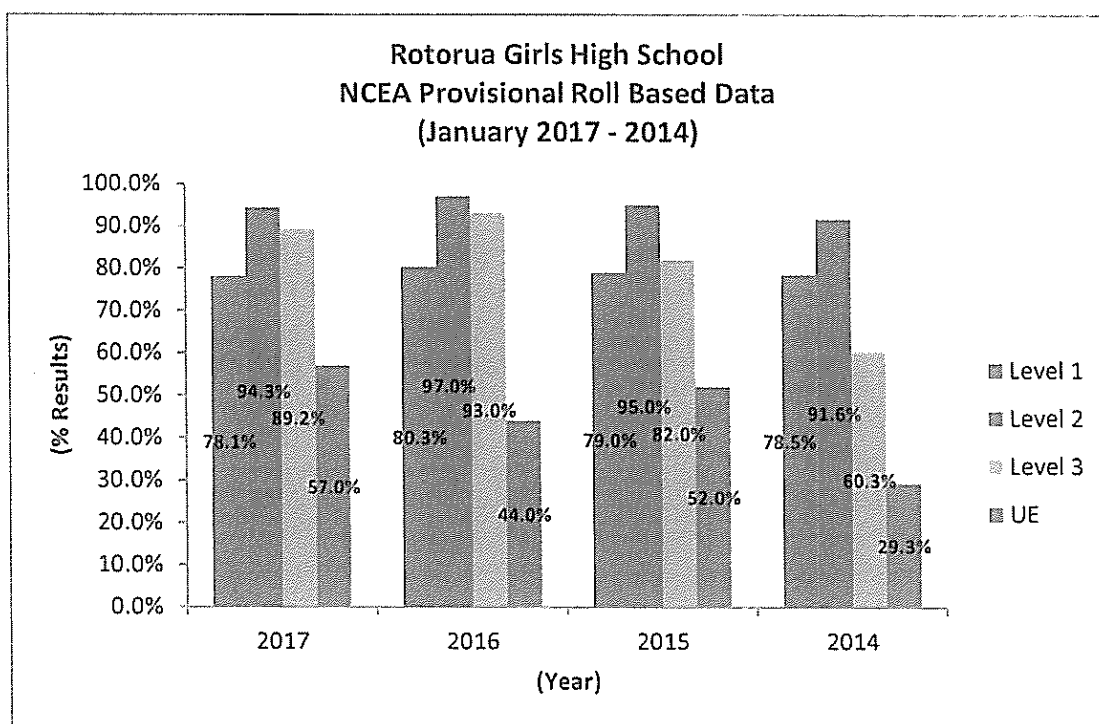


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Graph 2 below shows Rotorua Girls High School Roll Based results for 2014 – 2017. The 2017 data is provisional only and will change again at March when further results are loaded:

Graph 2:



**NCEA ROLL BASED PROVISIONAL 2017 DATA**  
Compared Nationally and with Decile 3 Girls Schools - as at 29 January 2018

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	78.1%	79.2%	82.6%
Level 2	94.3%	77.2%	86.8%
Level 3	89.2%	64.2%	76.9%
UE	57.0%	47.1%	46.0%

**Analysis:**

Level 1 provisional roll based results of 78.1% is below the National results of 79.2% by 1.1% (below by 6.2% in 2016) and are below the Decile 3 Girls' results of 82.6% by 4.5%.

**Level 2 provisional roll based results of 94.3% are above the National results of 77.2% by 17.1% (below by 2.2% in 2016) and are above the Decile 3 Girls' results of 86.8% by 7.5%. A continuous positive area of growth.**

**Level 3 provisional roll based results of 89.2% is above the National results of 64.2% by 25% (below by 3.5% in 2016) and are above the Decile 3 Girls' results of 76.9% by 12.3%. Even though our percentage pass rate is down at this stage. The Level 3 results continue to outshine the National and Decile 3 Girls' results.**

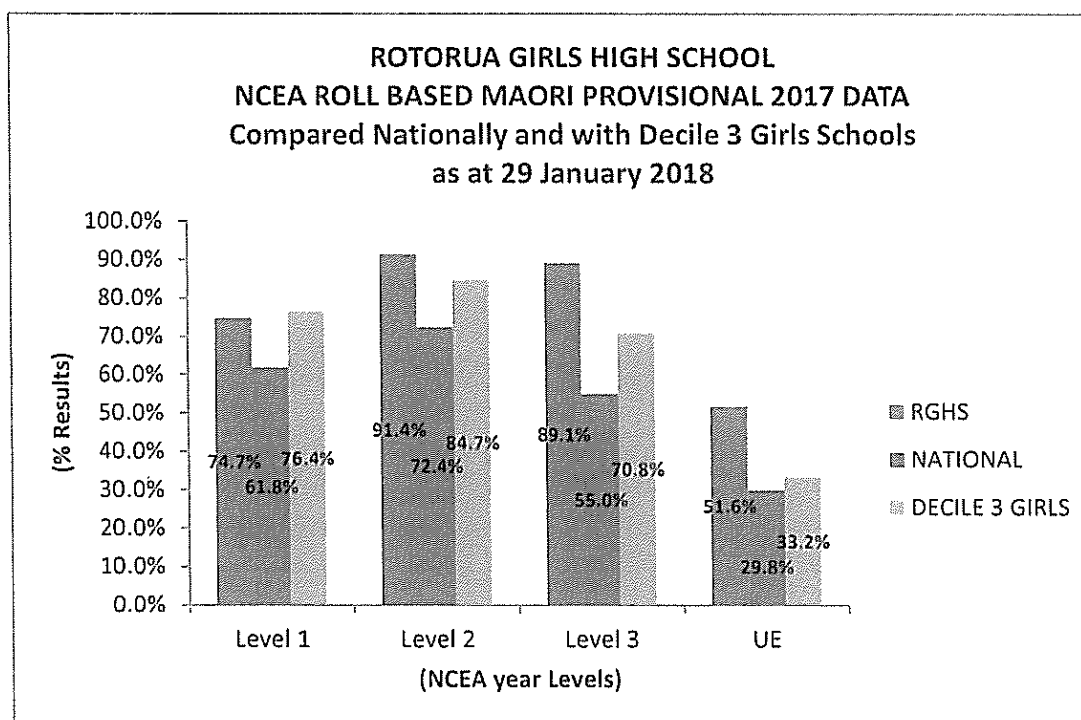
**University Entrance provisional roll based results of 57.0% is above the National results of 47.1% by 9.9% (above by 10.7% in 2016) and is above the Decile 3 Girls' results of 46.0% by 11%. There is continuous positive growth in our University Entrance results.**

**NCEA ROLL BASED MAORI PROVISIONAL 2017 DATA**  
**Compared Nationally and with Decile 3 Girls Schools - as at 29 January 2018**

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	74.7%	61.7%	76.4%
Level 2	91.4%	77.6%	84.7%
Level 3	89.1%	62.9%	70.8%
UE	51.6%	29.9%	33.2%

Below Graph 3, shows Rotorua Girls' High School Roll Based Maori provisional 2017 results compared nationally and with Decile 3 Girls' Schools as at 29 January 2018:

Graph 3:

**Analysis:**

**Level 1 Maori** provisional results of 74.7% are above the National results of 61.7% by 13% (below by 7% in 2016) but are below the Decile 3 Girl's results by 76.4% by 1.7%. We have improved in our level Maori results this year by 7%.

**Level 2 Maori** provisional results of 91.4% are above the National results of 72.4% by 13.8% (below by 3.8% in 2016) and are above the Decile 3 Girls' results of 84.7% by 6.7%. A level of continuous positive results.

**Level 3 Maori** provisional results of 89.1% are above the National results of 55.0% by 26.2% (below by 5.4% in 2016) and are above the Decile 3 Girls' results of 70.8% by 18.3%. A level of continuous positive results.

**University Entrance Maori** provisional results of 51.6% are above the National results of 29.8% by 21.8% (above by 9.8% in 2016) and are above the Decile 3 Girls' results of 33.2% by 18.4%. A positive area of growth.



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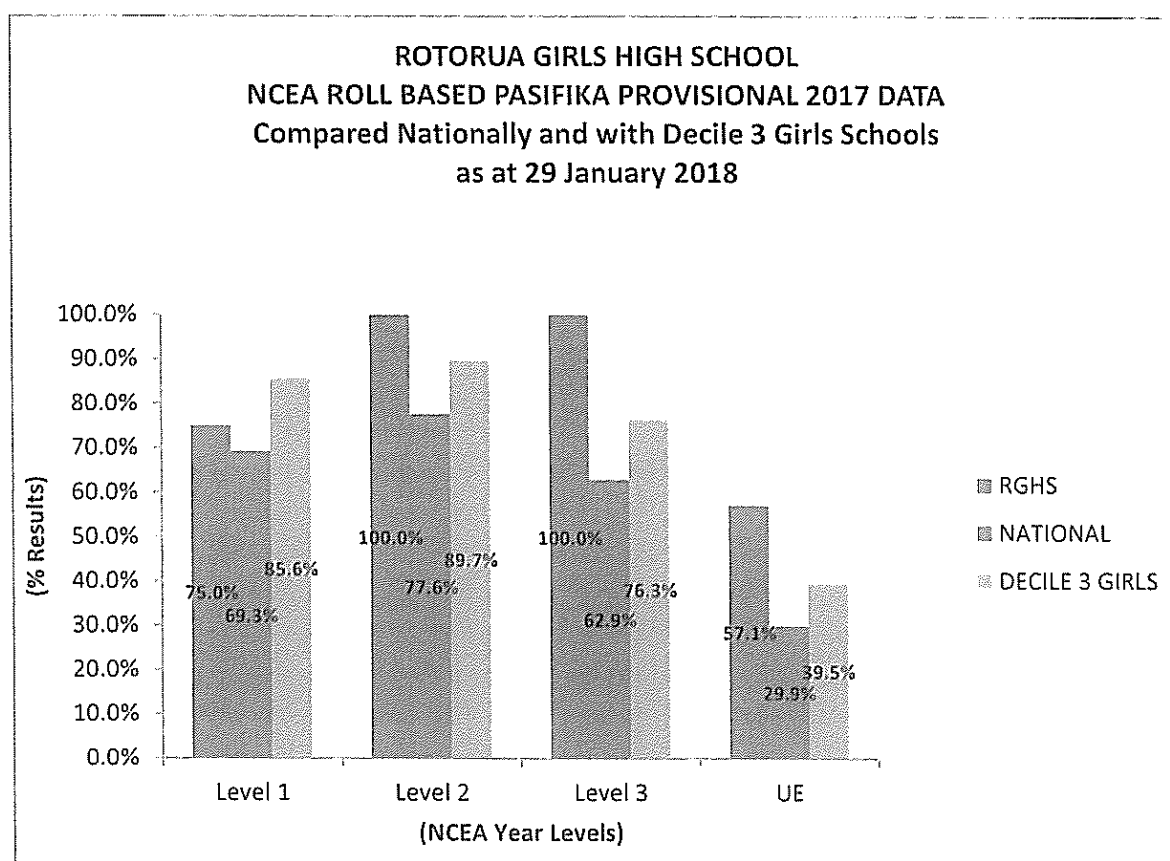
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**NCEA ROLL BASED PASIFIKA PROVISIONAL 2017 DATA**  
**Compared Nationally and with Decile 3 Girls Schools - as at 29 January 2017**

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	75.0%	69.3%	85.6%
Level 2	100%	77.6%	89.7%
Level 3	100%	62.9%	76.3%
UE	57.1%	29.9%	39.5%

Graph 4 below shows Rotorua Girls' High School Roll Based Pasifika provisional results for 2017 compared nationally and with Decile 3 Girls Schools as at 29 January 2018:

**Graph 4:**



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**Analysis:**

**Level 1 Pasifika** provisional results of **75.0%** are **above** the **National** results of 69.3% by **5.7%** (below by 12.3% in 2016) but are **below** the **Decile 3 Girls'** results of 85.6% by **10.6%**. An area for improvement.

**Level 2 Pasifika** provisional results of **100%** are **above** the **National** results of 77.6% by **22.4%** (same results in 2016) and **above** the **Decile 3 Girls'** results of 89.7% by **10.3%**. Continuous positive results at this level.

**Level 3 Pasifika** provisional results of **100%** are **above** the **National** results of 62.9% by **37.1%** (same results in 2016). Tremendous growth here and are **above** the **Decile 3 Girls'** results of 76.3% by **23.7%**. Continuous positive results at this level.

**University Entrance Pasifika** provisional results of **57.1%** are **above** the **National** results of 29.9% by **27.2%** (above by 12% in 2015) and are **above** the **Decile 3 Girls'** results of 39.5% by **17.6%**. Continuous positive results at this level.

**NCEA ROLL BASED ASIAN PROVISIONAL 2017 DATA**  
**Compared Nationally and with Decile 3 Girls Schools**  
**as at 29 January 2018**

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	83.3%	91.3%	97.4%
Level 2	100%	96.8%	100%
Level 3	100%	80.8%	98.7%
UE	90%	66.7%	81.3%

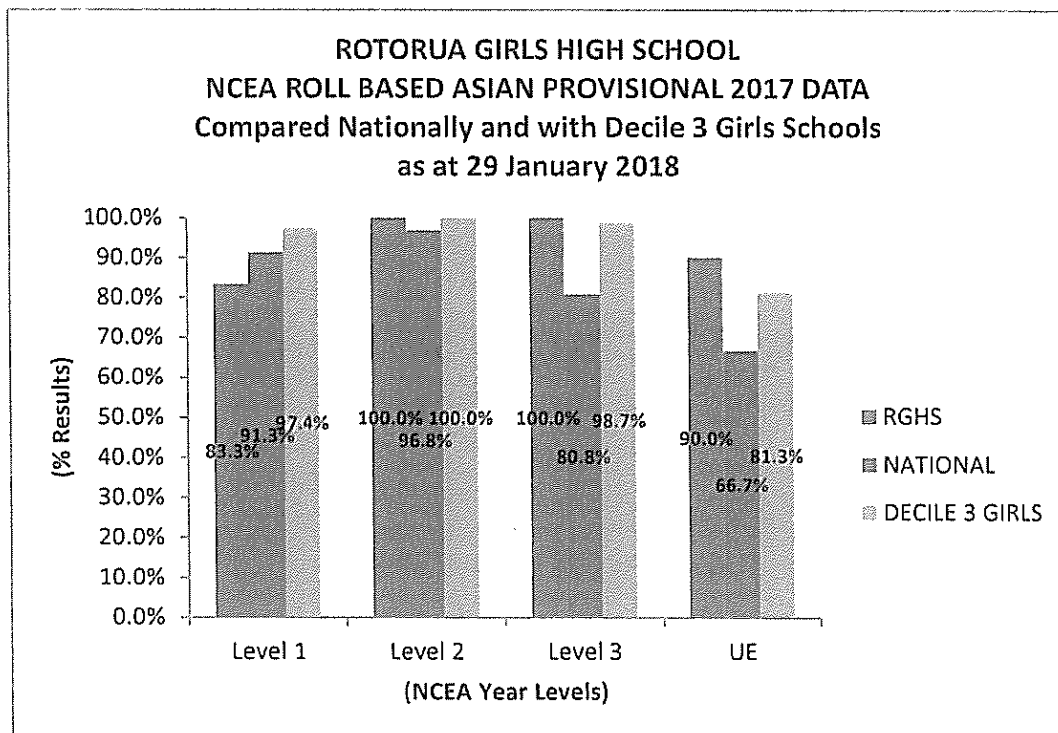


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Graph 5 below shows Rotorua Girls' High School Roll Based Asian provisional results for 2017 compared nationally and with Decile 3 Girls' Schools as at 29 January 2018:

Graph 5:



**Analysis:**

**Level 1** Asian roll based provisional results of 83.3% are below the National results of 91.3% by 8% 16.7% in 2016) but below the Decile 3 Girls' results of 97.4% by 14.1%. This is an area for improvement.

**Level 2** Asian roll based provisional results of 100% are above the National results of 96.8% by 3.2% (100%, equal results in 2016) and are equal to the Decile 3 Girls' results of 100%. A level showing continuous positive results.

**Level 3** Asian roll based provisional results of 100% are above the National results of 80.8% by 19.2% (100%, equal results in 2016) and are above the Decile 3 Girls' results of 98.7% by 1.3%. A level showing continuous positive results.

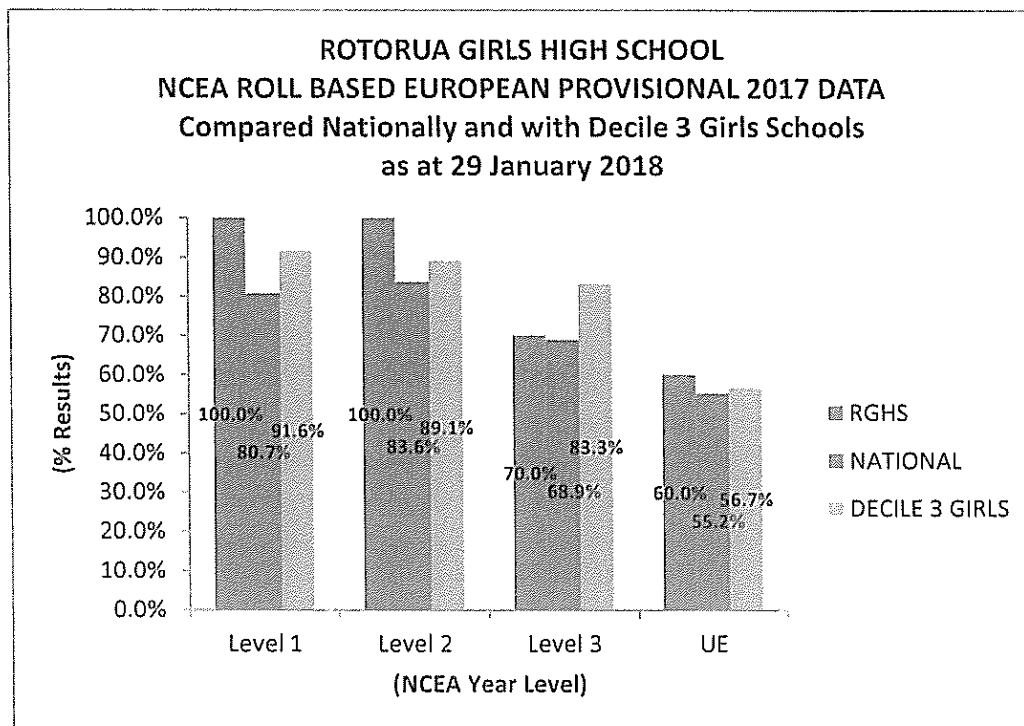
**University Entrance** Asian roll based provisional results of 90% are above the National results of 66.7% by 23.3% (15% above 2016) but are below the Decile 3 Girls' results of 81.3% by 8.7%. A level showing continuous positive growth.

**NCEA ROLL BASED EUROPEAN PROVISIONAL 2017 DATA**  
**Compared Nationally and with Decile 3 Girls Schools - as at 29 January 2018**

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	100%	80.7%	91.6%
Level 2	100%	83.6%	89.1%
Level 3	70.0%	68.9%	83.3%
UE	60.0%	55.2%	56.7%

Graph 6 below shows Rotorua Girls' High School Roll Based European provisional results for 2017 compared nationally and with Decile 3 Girls' Schools as at 29 January 2018:

**Graph 6:**



**Analysis:**

Level 1 European roll based provisional results of 100% is above the National results of 80.7% by 19.3% (above by 17.6% in 2016) and is above the Decile 3 Girls' results of 91.6% by 8.4%. A level of positive growth.



**Level 2 European** roll based provisional results of **100%** are **above** the **National results** of 83.6% by **16.4%** (100%, equal in 2016) and are **above** the **Decile 3 Girl's** results of 89.7% by **10.9%**. A level of positive growth.

**Level 3 European** roll based results of **70%** are **above** the **National results** of 68.9% by **1.1%** (below by 12.4% in 2016) but are **below** the **Decile 3 Girls'** results of 76.3% by **13.3%**. A level for improvement.

**University Entrance European** roll based provisional results of **60%** are **above** the **National results** of 55.2% by **4.8%** (above by 12.9% in 2016) and are **above** the **Decile 3 Girls'** results of 56.7% by **3.3%**. A level of positive growth.

**TARGET 4: To increase the percentage of Merits and Excellences at Course Endorsement**

**ROTORUA GIRLS HIGH SCHOOL ENDORSEMENTS (2017 – 2015) COMPARISON**

Year Level	2017 Participation Based		2016 Participation Based		2015 Participation Based	
	Merit	Excellence	Merit	Excellence	Merit	Excellence
Level 1	24 (29.3%)	17 (20.7%)	23 (23%)	13 (13%)	29 (27%)	21 (21%)
Level 2	13 (13%)	8 (8%)	19 (17%)	21 (19%)	21 (21%)	17 (18%)
Level 3	16 (19.3%)	16 (19.3%)	20 (27%)	11 (15%)	19 (27%)	8 (11%)
Total	53*	41*	62*	45*	69*	*46
Overall Total	94 (107 in 2016)		107 (115 in 2015)		115	

In **2017** participation data shows a total of **94** (107 in 2016) Course Endorsements made up of **53 Merits** (62 in 2016) and **41 Excellences** (45 in 2016). Although our number of endorsements was down in 2017, these could still shift with further credits being added at the end of February.

**Analysis:**

Target met in Level. The number of Merit endorsements increased from 23 to 24 and the number of Excellence endorsements increased from 13 to 17.

Target not met for Level 2. The number of Merit endorsements decreased from 19 to 13 and the number of Excellence endorsements decreased from 21 to 8.

However, the target was met for Level 3. The number of Excellences increased from 11 to 16. This is an area we shall continue to work on to raise this target at all levels for 2018.



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**Year 12 ART (Priority Learners):**

On 29/01/2018, we have a pass rate of 26/26 (100%), (81% Pass Rate in 2016) in NCEA Level 2 ART. This is a very positive result in the last year of the Ministry of Education looking at Year 12 ART students. The regular tracking and monitoring, holiday school and end of year and start of year catch-up assessment programmes in the senior school has definitely contributed to this achievement. This has been a very interesting and enjoyable journey working with the Ministry of Education on the Year 12 ART students since 2014. I am pleased to say that we have continued to have very positive results each year.

**Ethnicity Breakdown of Results:**

23/26 (88%) Maori students achieved NCEA Level 2.  
 2/26 (7%) European students achieved NCEA Level 2  
 1/26 (4%) Pacifica students achieved NCEA Level 2  
 2 students have now gained their Literacy credits.  
 5 students have now gained their Numeracy credits.

**Scholarship:**

We are still waiting to hear the results for our 5 Scholarship. 2 students sat scholarship Design, 2 students sat scholarship Photography and 1 student sat scholarship Samoan.

**Scholars Uniform:**

In 2017 we introduced a new Scholars Blazer and tie to be worn to celebrate students' academic achievement in NCEA. In order for students to qualify to wear the Scholars Blazer, they must have achieved an Excellence Endorsement in either Level 1, Year 11 or Level 2, Year 12.

We have 11 (27 in 2017) Year 12 students wearing the Scholars' Blazers based on their Excellence Endorsements in Level 1 and there are 3 (12 in 2017) Year 13 students wearing the Scholars' Blazer based on their Excellence Endorsements in Level 2 in 2017. Bringing our total of 14 (39 in 2017) students wearing new blazers this year.

**Top Scholars:**

In March, we will be recognising and celebrating our Top Scholars at a full school Academic Assembly. These are the students who have achieved Excellence Endorsements at Level 1 and 2. We have a total of 17 Level 1 students in 2017 and 8 Level 2 students in 2017 who will be recognised. In addition, we had 15 Level 3 students who were endorsed with Excellence in 2017. These Year 13 students will be acknowledged by letter.

In March, we will also be holding our annual Young Scholars evening to celebrate and acknowledge our Young Scholars. These are students who have achieved 80% GPA (Grade Point Average) or higher. We will also be celebrating those students who are our Top Scholars, who will receive their Top Scholars tie as well as their Young Scholar Badge. They receive the Top Scholars Tie, if they have been a Young Scholar for two years.

In our 2017 Year 11 cohort, we have 27 Young Scholars, who will be receiving Blue Badges, plus one Year 12 student. We are recognising 16 students in our Year 12 2017 cohort, 8 students will receive Blue badges and 8 students will receive their second badge which is Gold. Out of this Year 12 cohort, we will be recognising 8 students as Top Scholars having achieved their Blue and Gold Badges and they will receive a Top Scholar Tie. We will also be awarding



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one student from the 2017 Year 12 cohort who achieved Level 3 NCEA Endorsed with Excellence. This shows a total of 44 Young Scholars at these two levels. In the 2017 Year 13 cohort we have 15 students who were Young Scholars for their third consecutive year. 3 students achieving at the Blue badge level and 3 students at Gold badge level. This brings our total Young Scholars for 2017 to 65 (66 in 2016). These results continue to be very positive.

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

The average student attendance in 2017 will be 87%. It was not achieved-81.0%:

- 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 2018**

- Establish systems on Google Drive that Kāhui Ako and whānau teachers will feed into regularly.
- Provide weekly House Statistics to staff to encourage attendance growth.
- Celebrate attendance growth in House meetings and House Assemblies.



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**2017 LEAVERS DATA****ROTORUA GIRLS HIGH SCHOOL****Provisional Level Leavers Data 2017 Who Did Not Achieve Level 1, 2 or 3 as at 16 February 2018**

<b>Number Who Did Not Achieve Level 1 NCEA (Year 11)</b>	<b>Where Did They Go Level 1 NCEA (Year 11)</b>
<b>24 Students</b>  (4) No Formal Attainment (8) 1-13 credits at any level (6) 14-39 credits without Level 1 Literacy and Numeracy at any Level (2) 14-39 credits including Level 1 Literacy and Numeracy at any Level (3) 40+ credits at any level including Level 1 Literacy and Numeracy (1) 40+ credits at any level without Level 1 Literacy and Numeracy	(12) Another School (7) Tertiary (3) Employment (1) Overseas (1) Unknown
<b>Number Who Did Not Achieve Level 2 NCEA (Year 12)</b>	<b>Where Did They Go Level 2 NCEA (Year 12)</b>
<b>22 Students</b>  (0) No Formal Attainment (0) 1-13 credits at any level (3) 14-39 credits without Level 1 Literacy and Numeracy at any Level (1) 14-39 credits including Level 1 Literacy and Numeracy at any Level (3) 30+ credits at Level 2 or above (4) 40+ credits at any level including Level 1 Literacy and Numeracy (3) 40+ credits at any level without Level 1 Literacy and Numeracy	(2) Another School (7) Tertiary (3) Employment (2) Overseas
(8) Level 2 left with Level 1	(4) Another School (2) Tertiary (2) Employment
<b>Number Who Did Not Achieve Level 3 NCEA (Year 13)</b>	<b>Where Did They Go Level 3 NCEA (Year 13)</b>
<b>17 Students</b>  (0) No formal Attainment (1) 30+ credits at Level 2 or above (7) 30 + credits at Level 3 or above (0) 30+ Credits at Level 3 or above (0) 1-13 Credits at Level 1	(0) Another School (3) Tertiary (4) Employment (0) Overseas
(9) Level 3 students left with Level 2 only	(5) Employment (1) Tertiary (3) Another School (1) Overseas
<b>Total of 63 Leavers</b>	



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